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HUMANITIES AND SOCIAL SCIENCES

OXFORD HASS 9

SERIES CONSULTANTS:
JULIE DAVIS
MAJELLA WESSEL

MARK EASTON
GERALDINE CARRODUS
JOANNE WILSON
ANNIE WILSON
MEAGHAN RYAN
KIRK THOMSON
KATRINA DAVEY
RICHARD SMITH

SECOND EDITION

AUSTRALIAN CURRICULUM

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

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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 obook pro. For more information on the key skill areas listed, visit the toolkit for each subject.

Geography skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching using geographical methods	QUESTIONING & RESEARCHING	Developing geographical questions	1	13
		Evaluating the reliability of websites	1	17
		Drawing a field sketch	1	obook
		Gathering relevant data	2	57
		Constructing a scatter plot	3	92
		Conducting a survey	4	obook
		Conducting a survey and presenting the results	4	126
		Creating a tour using Google Earth	5	obook
		Collecting, recording and representing primary data	5	164
		Identifying, analysing and explaining interconnections	5	180
Curriculum sub-strand: Interpreting and analysing geographical data and information	INTERPRETING & ANALYSING	Drawing a cross-section using contour lines	1	26
		Describing patterns on choropleth maps	2	obook
		Comparing patterns on maps	2	43
		Estimating gradient/Estimating aspect	2	44
		Estimating the size of features on a map	2	64
		Interpreting a cartogram	3	77
		Analysing complex maps	3	obook
		Analysing satellite photos	4	obook
		Interpreting qualitative data about geographical issues and events	4	137
		Describing, explaining and comparing patterns on maps	5	150
		Finding relationships in graphs	5	obook
Curriculum sub-strand: Concluding and decision making	CONCLUDING & DECISION MAKING	Evaluating effectiveness	1	obook
		Analysing secondary geographical data and drawing conclusions	2	54
		Considering alternative points of view in a discussion	4	112
Curriculum sub-strand: Communicating	COMMUNICATING	Planning, creating and delivering a PowerPoint presentation	1	34
		Communicating Chapter 2	2	obook
		Presenting an oral report to an audience	3	103
		Communicating Chapter 3	3	obook
		Communicating Chapter 4	4	obook
		Constructing a flow map	5	147
		Communicating Chapter 5	5	obook

History skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Generating questions	6	189
		Developing different kinds of questions	7	247
		Locating and identifying relevant sources	8	319
		Generating questions about the past to inform a historical inquiry	10	obook
		Identifying and locating relevant sources using the internet	11	obook
		Conducting further research	11	obook
Curriculum sub-strand: Using historical sources	USING HISTORICAL SOURCES	Analysing political cartoons	6	194
		Evaluating the reliability and usefulness of sources	8	297
		Identifying the content, origin, context and purpose of primary and secondary sources	8	333
		Analysing artwork	9	obook
		Using information from a range of sources as evidence in a historical argument	9	obook
		Analysing cartoons	9	obook
		Evaluating the reliability and usefulness of sources	10	obook
Curriculum sub-strand: Historical perspectives and interpretations	HISTORICAL PERSPECTIVES & INTERPRETATIONS	Creating a timeline	6	196
		Exploring cause and effect and gold rushes	6	198
		Exploring continuity and change in factories	6	200
		Understanding the establishment of colonies	7	obook
		Exploring colonial settlements	7	obook
		Comparing perspectives	7	243
		Sequencing events in nineteenth-century Australia	7	obook
		Using empathy	7	239
		Identifying and analysing the perspectives of people from the past	7	255
		Identifying changes and continuities in warfare	8	obook
		Sequencing the conscription debate	8	obook
		Identifying and analysing different historical interpretations	8	349
		Sequencing the spread of the Industrial Revolution	9	obook
		Analysing interpretations and perspectives	10	obook
		Identifying and analysing the perspectives of people from the past	11	obook
		Identifying and analysing the perspectives of people from the past	12	obook
Curriculum sub-strand: Communicating	COMMUNICATING	Understanding historical terms	7	253
		Writing a historical discussion using evidence from sources	7	271
		Communicating Chapter 7	7	obook
		Communicating Chapter 8	8	obook
		Creating and delivering an audiovisual presentation	9	obook
		Using graphs to communicate historical information	9	obook
		Communicating Chapter 9	9	obook
		Developing a written historical argument	10	obook
		Communicating Chapter 10	10	obook
		Creating and presenting an audiovisual presentation	11	obook
		Communicating Chapter 11	11	obook
		Creating and delivering an audiovisual presentation	12	obook
		Writing a historical discussion	12	obook
		Communicating Chapter 12	12	obook

Economics & business skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Developing a hypothesis Assessing the reliability of sources Developing questions about BNPL Investigating scams	13 13 16 16	365 obook obook obook
Curriculum sub-strand: Interpreting and analysing	INTERPRETING & ANALYSING	Reading and interpreting data tables Analysing cause-and-effect relationships	14 15	387 obook
Curriculum sub-strand: Evaluating, concluding and decision making	EVALUATING, CONCLUDING & DECISION MAKING	Identifying the consequences of business decisions Planning to start a new small business at school Being innovative in business Using a game to understand the share market Conducting a cost–benefit analysis	14 15 15 16 16	379 396 403 418 427
Curriculum sub-strand: Communicating	COMMUNICATING	Communicating Chapter 14 Communicating Chapter 15 Communicating Chapter 16	14 15 16	obook obook obook

Civics & citizenship skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Developing civics and citizenship questions Exploring how and why people volunteer	17 18	435 obook
Curriculum sub-strand: Analysis, evaluation and interpretation	ANALYSIS, EVALUATION & INTERPRETATION	Interpreting data in graphs Analysing sources on courts Analysing different points of view	17 19 19	438 obook 493
Curriculum sub-strand: Civic participation and decision making	CIVIC PARTICIPATION & DECISION MAKING	Creating a constitution Developing a plan for action to respond to a civics and citizenship issue	18 18	459 465
Curriculum sub-strand: Communicating	COMMUNICATING	Communicating Chapter 18 Preparing a written critical evaluation of information and ideas Communicating Chapter 19	18 19 19	obook 483 obook

INTRODUCING OXFORD HASS 7–10

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

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

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

Key features of Student Books

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

Focus on skill development

Check your learning

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

Cognitive verbs

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

Visible thinking prompts

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

Skills in Context tasks

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

Key skills

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

Extend your understanding

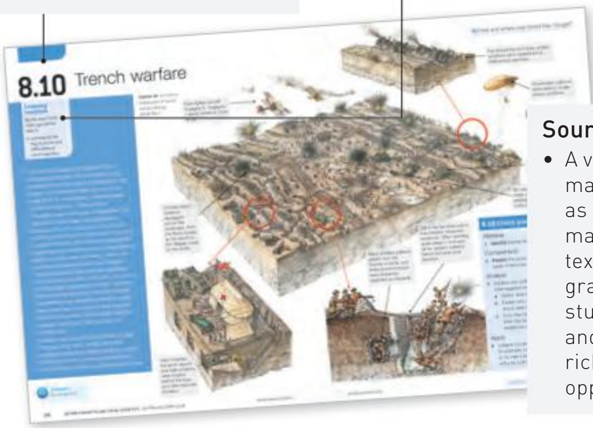
- These activities challenge students to conduct further research or complete group work to deepen their understanding of an issue or skill.

Focus on engagement

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

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

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



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

Focus on support for mixed-ability classrooms

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

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

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

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

Focus on STEAM

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

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

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

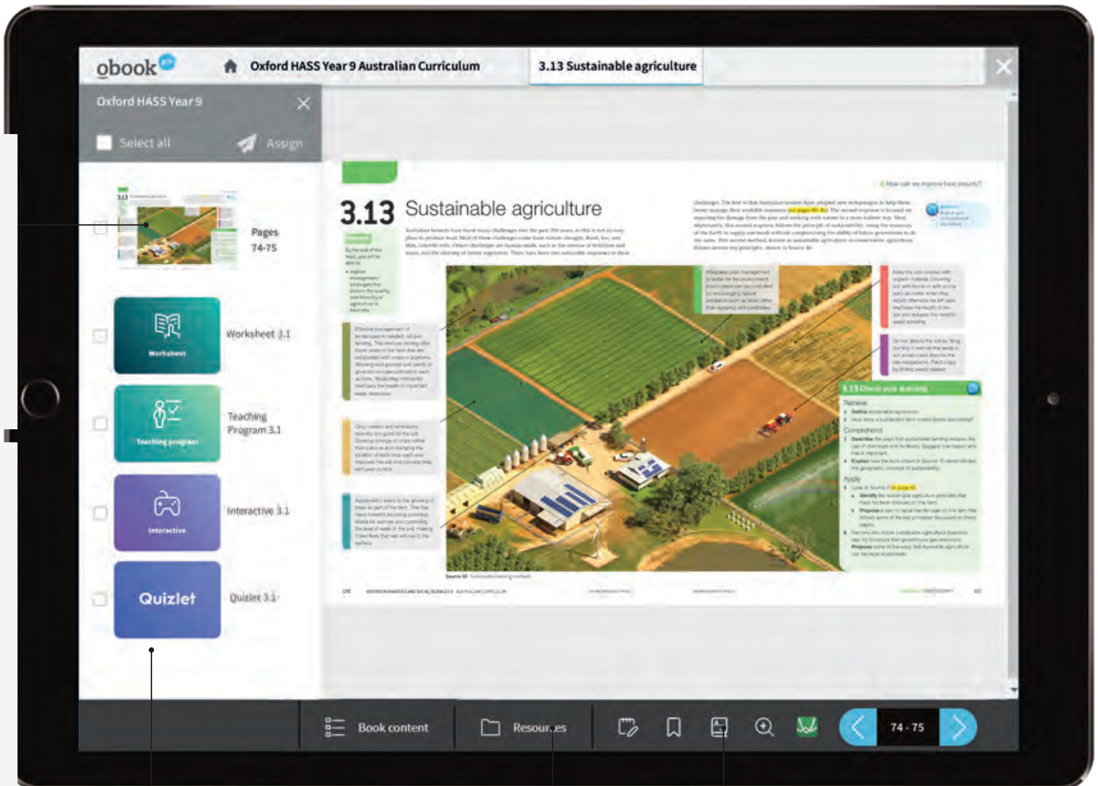
INTRODUCING OXFORD HASS 7–10

Key features of Student obook pro

obook pro

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

Focus on eLearning



Complete digital version of the Student Book

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

Interactive assessments

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

Quizlet

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

Additional resources

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

Integrated dictionary

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

Benefits for students

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

Key features of Teacher obook pro

obook pro

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

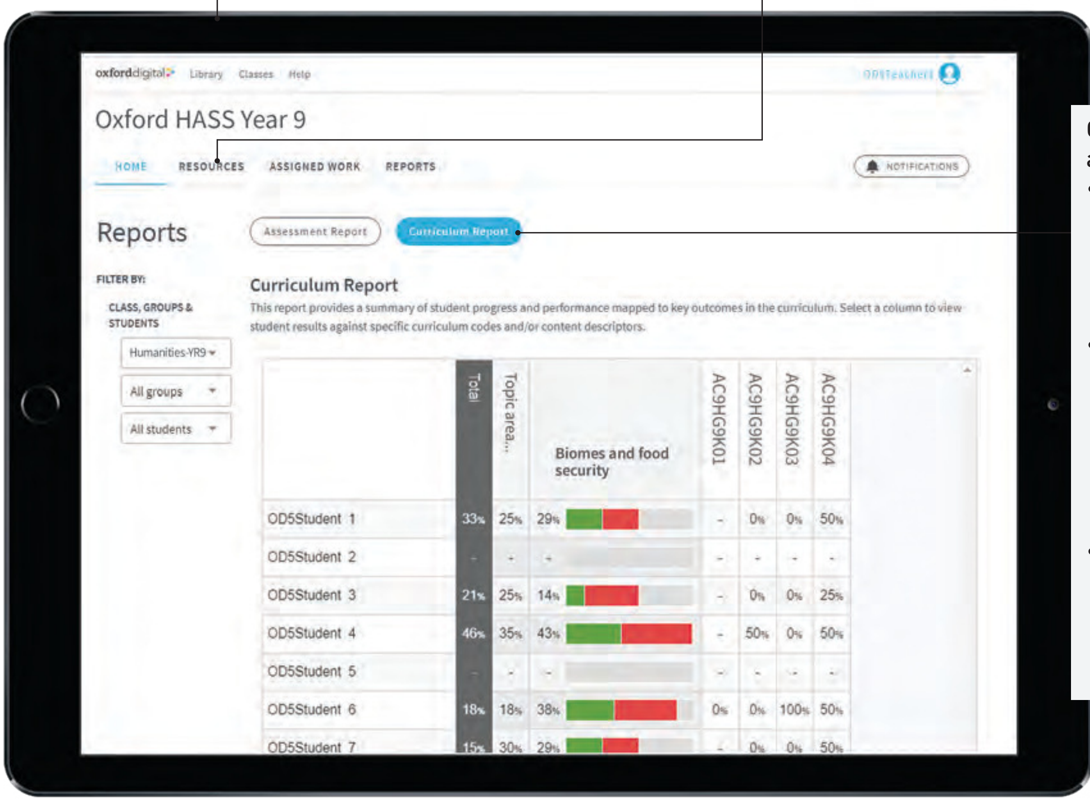
Focus on assessment and reporting

Complete teaching support

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

Additional resources

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



Curriculum and assessment reports

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

Benefits for teachers

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

What are cognitive verbs and why do we use them?

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

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

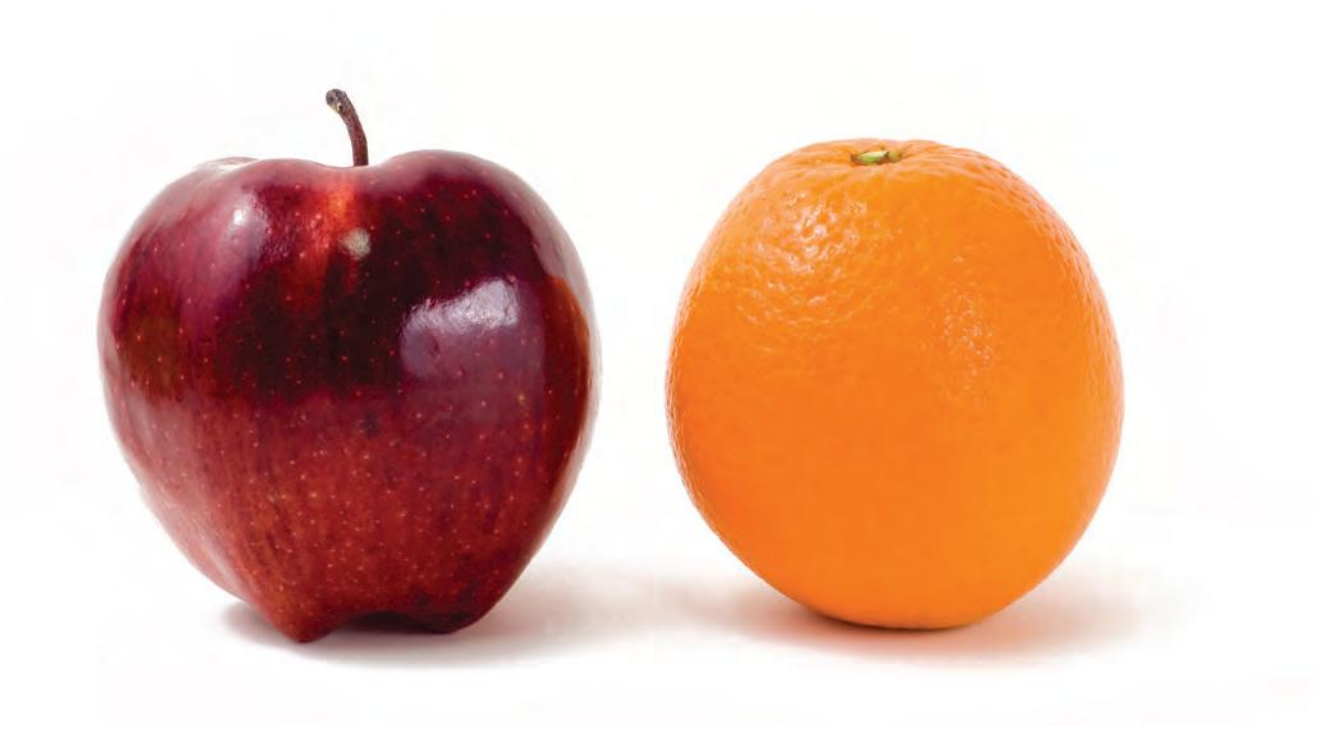
Some cognitive verbs require more thinking and understanding than others. For example, if you were given a picture of an apple and an orange, and asked to **name** the two fruits, you might instantly remember 'apple' and 'orange' and could write the names down without much trouble. However, if you were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

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

- Retrieve
- Comprehend
- Analyse
- Apply.

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

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



Cognitive verbs

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

Source 1 The tasks and categories associated with cognitive verbs

PART 1

Geography

Concepts and skills

Chapter 1 The geography toolkit 4

Biomes and food security

Chapter 2 Biomes 36

Chapter 3 Food security 68

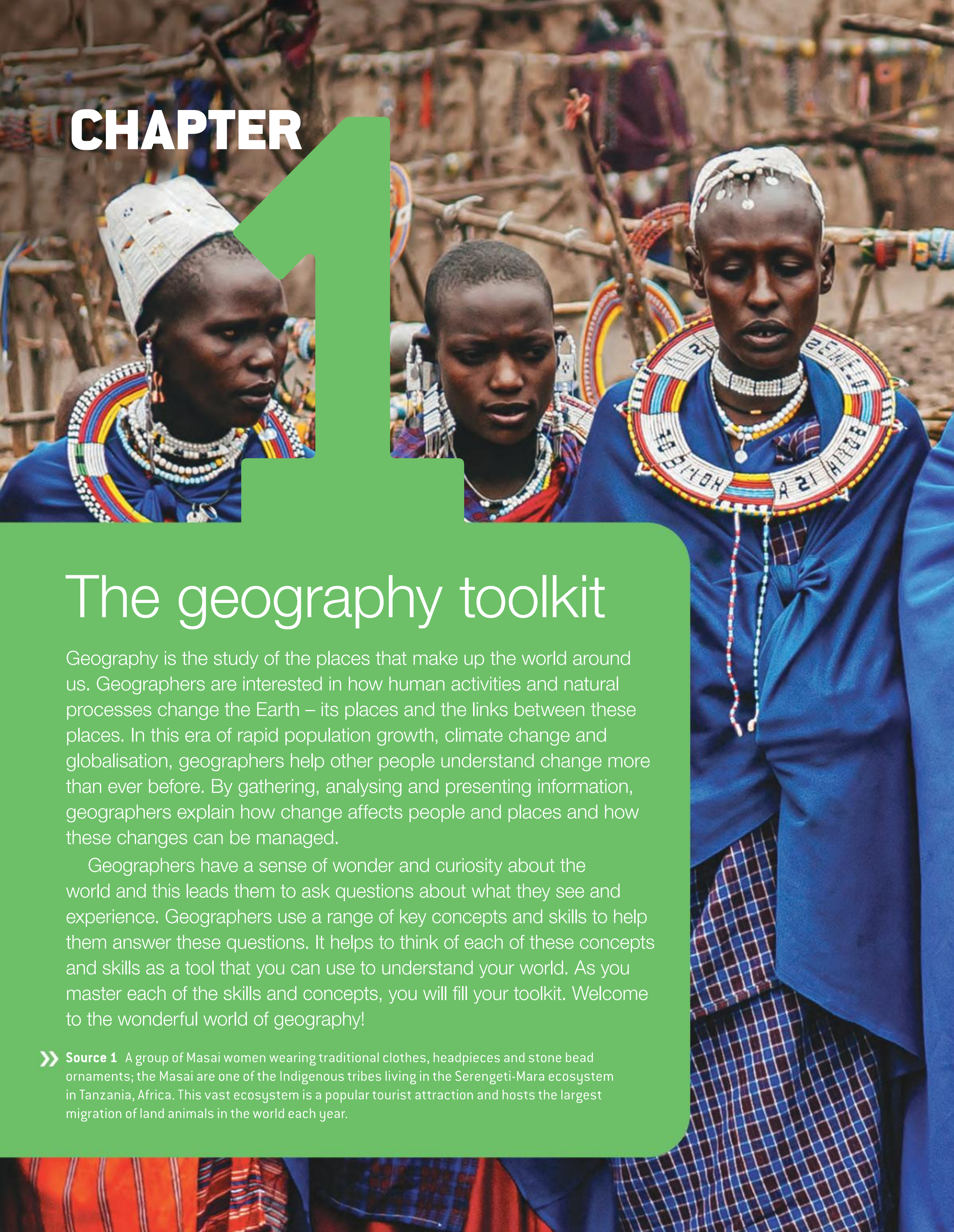
Geographies of interconnection

Chapter 4 An interconnected world 106

Chapter 5 Global trade connections 142

CHAPTER 1

The geography toolkit



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 and this leads them to ask questions about what they see and experience. Geographers use a range of key concepts and skills to help them answer these questions. 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 skills and concepts, you will fill your toolkit. Welcome to the wonderful world of geography!

Source 1 A group of Masai women wearing traditional clothes, headpieces and stone bead ornaments; the Masai are one of the Indigenous tribes living in the Serengeti-Mara ecosystem in Tanzania, Africa. This vast ecosystem is a popular tourist attraction and hosts the largest migration of land animals in the world each year.

1A
What are the geographical concepts?

1B
What are the geographical skills?

1.1 Geographical concepts

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:

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

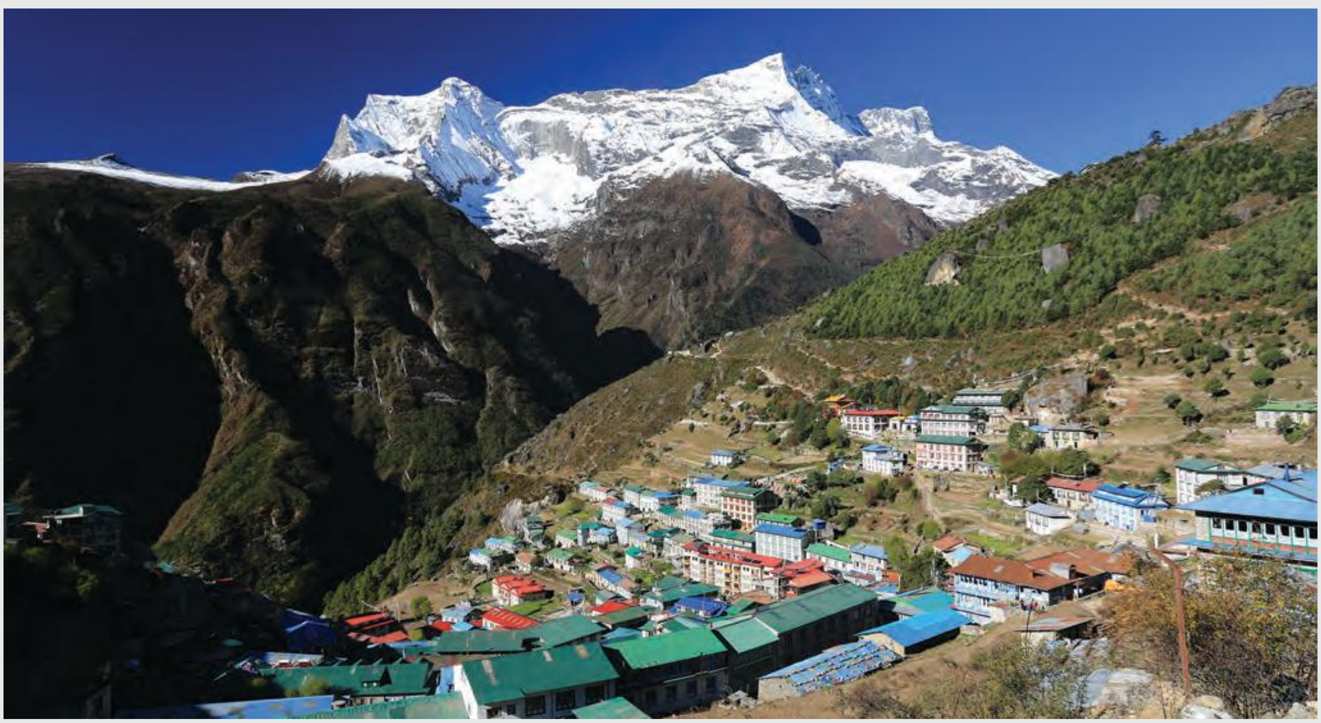
Place

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 a corner of a library.

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

Places often determine our relationships with one another. Our closest relationships are likely to be with people in places that are physically near to us. The environmental and social qualities of a place all influence the way we live. Climate, landscapes, types of plants and resources, transport networks, entertainment venues and workplaces all have a major impact on our daily lives.

Geographers use the concept of place when conducting any geographical inquiry. For example, a geographer visiting Namche Bazaar would use the concept of place to help understand why people choose to live in this challenging environment and how they overcome these challenges. They would also investigate how the physical and human aspects of this location relate and interact, and how this has changed over time.



Source 1 A geographer visiting Namche Bazaar near Mount Everest might be interested in the forces that have shaped these mountains. They would look for clues and begin to ask questions such as: 'Why are the sides of the mountains so steep?' and 'Why are the highest mountain peaks in a line?'

Space

Geographers use the key concept of space when investigating 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:

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

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 spaces available to them. They study the patterns and trends in the distribution of spaces to understand how and why spaces 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, for sports, for eating), each with its own purpose.

Source 2 A house is another example of a place with different spaces, each with its own purpose. The kitchen is for preparing food, the bathroom is for washing and the bedroom is for sleeping.

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 in which we live 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 unaltered 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 and mines. These environments have been so changed by humans – largely for settlement and economic activity – that very few natural features remain.

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

- the ways in which different groups of people perceive and use the natural environment and why these perceptions differ
- the ways in which 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 that humans make to natural environments and understand their impact so that they can be managed.

Source 3 Mount Kilimanjaro in Africa is a popular place for climbers to interact with the natural environment.

Interconnections

All environments and every living and non-living thing are connected. These connections can be on a local level or a global level. Geographers use this concept of interconnections 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.
- the global marketplace –we are connected to many places via international trade. More than 3000 ships carrying 2 million containers pass through the Port of Melbourne (see Source 4) each year. These ships and the goods they carry link dozens of countries around the world.

Source 4 A container ship prepares to berth at Port Melbourne.

Source 5 Solar power is an example of renewable energy.

Sustainability

The concept of sustainability 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.

Sustainability encourages us to think more carefully about these different types of resources – the ways in which 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. 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.

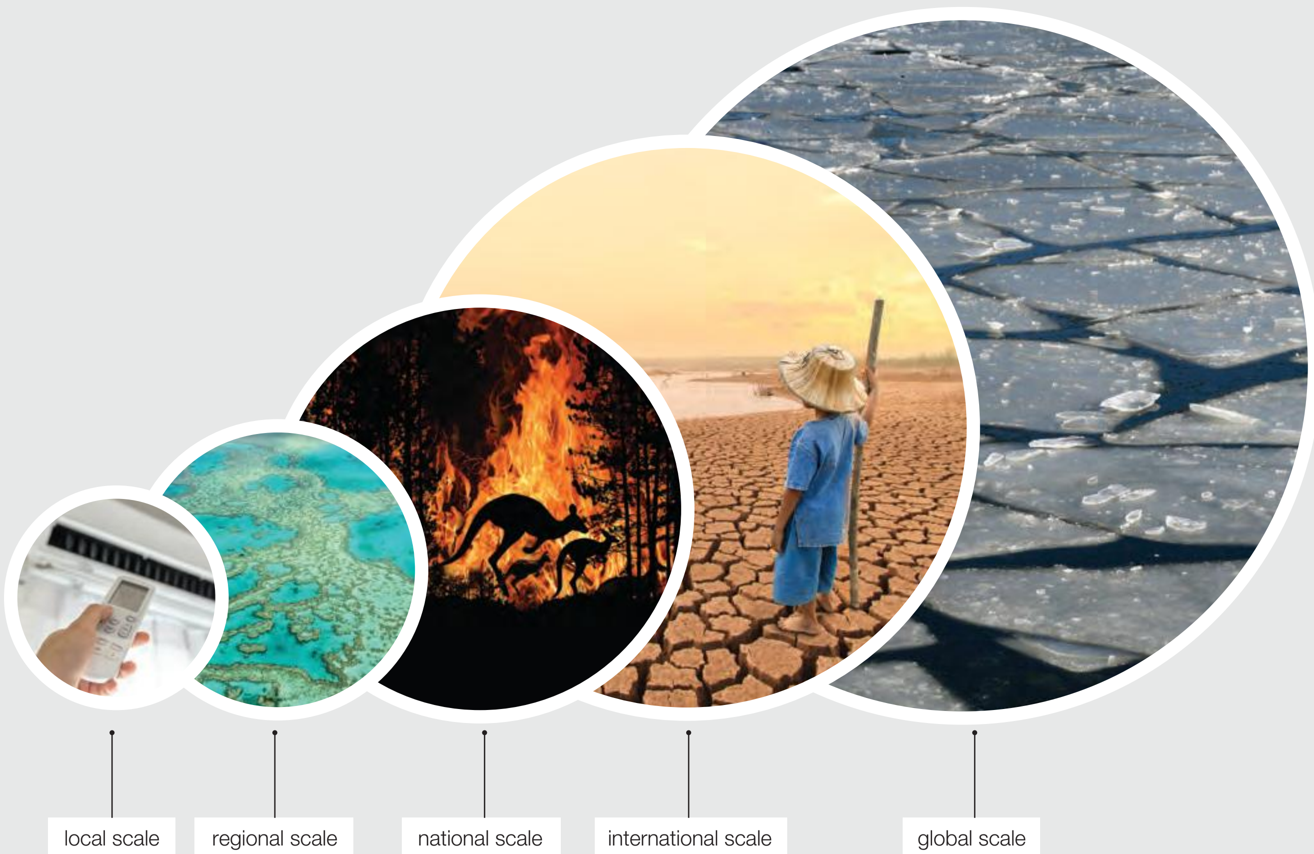
There can be debate surrounding the sustainability of an environment, because people and organisations with different interests may put forward different points of view. For example, a tree-logging company may say that its practices are sustainable because it replants as many trees as it cuts down. However, 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, and understand how resources can be managed in such a way that they will be sustained into the future.

Scale

Geographers study things that take place on many different spatial levels – meaning from small areas (such as a local park) to very large areas (such as the use of oil and gas all over the world). They use the concept of scale to look for explanations and outcomes at 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.



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

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 decreased levels of liveability.

Changes take place on different scales, from local through to global. Local changes that happen quickly, such as storm damage in your street, are easy to observe and explain. Regional or national changes resulting

Source 7 In preparation for the 2012 Olympic Games, Newham in East London was transformed from a suburb of derelict buildings and polluted rivers (above) into a vast sporting complex (right). The project adopted the London 2012 Zero Waste Games Vision. The velodrome to the right of the photo opposite was built using 100 per cent sustainably sourced timber.

from a bushfire or an earthquake can also happen quickly and their effects can be widespread, with 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, widespread change that is happening slowly.

Observing and understanding natural or 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. Geographers also play an important role in ensuring that change is managed sustainably.

Check your learning
Topic 1.1

1.2 Geographical skills

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 ask geographical questions; collect data and information; identify patterns, trends and relationships; analyse the impacts of a geographical challenge; propose action to address the challenge; communicate the challenge to others and present solutions using geographical terminology and appropriate digital and spatial technologies. Four categories of skills are used to complete this investigation, known as a geographical inquiry. These are listed in Source 1.

To become a better geographer you need to learn new skills as you continue to practise, use and develop the skills you have already learnt. It might help you to think of each of these skills as individual tools in your toolkit. For some geographical inquiries, you may only need to use one tool; for others, you may need to use many. As you develop each new skill, you will have gained another important tool in explaining the natural processes and human activities that shape our amazing planet.

Questioning and researching using geographical methods	• Developing geographically significant questions and planning an investigation (inquiry) that identifies and applies appropriate geographical methodologies and concepts. • Conducting fieldwork, mapping and interpreting data and spatial distributions, and using spatial technologies. • Collecting, selecting, recording and organising relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources. • Evaluating sources for their reliability, bias and usefulness, and representing multi-variable data in a range of appropriate forms; for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies. • Representing the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate.
Interpreting and analysing geographical data and information	• Evaluating multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes. • Applying geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view. • Identifying how geographical information systems (GIS) might be used to analyse geographical data and make predictions.
Concluding and decision making	• Reflecting on and evaluating the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and explaining the predicted outcomes and consequences of their proposal.
Communicating	• Presenting findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology, and digital technologies as appropriate.

Source 1 The four categories of skills used in a geographical inquiry

1.3 Questioning and researching using geographical methods

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.

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 a volcanic eruption or hear a report about the world's most liveable cities. Or you may visit the centre of a large city on a field trip or a national park on holiday. As you begin to think like a geographer, you will begin to ask questions about these events and places and these questions may be the starting point for a **geographical inquiry**.

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

KEY SKILL
Questioning & researching

Developing geographical questions

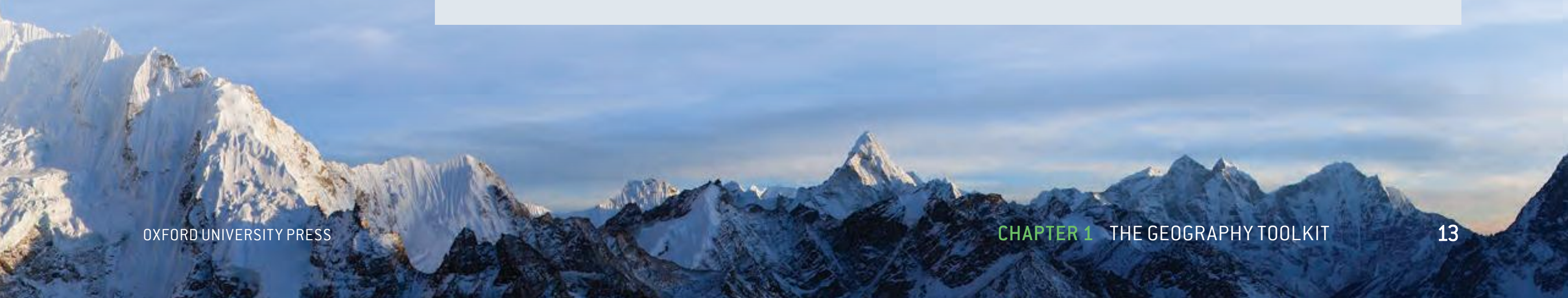
You can learn to develop geographical questions that will help you begin an inquiry about a particular topic or place. Start your questions with the words 'what', 'where', 'how', 'why', 'what impact' or 'what should' when thinking about your topic.

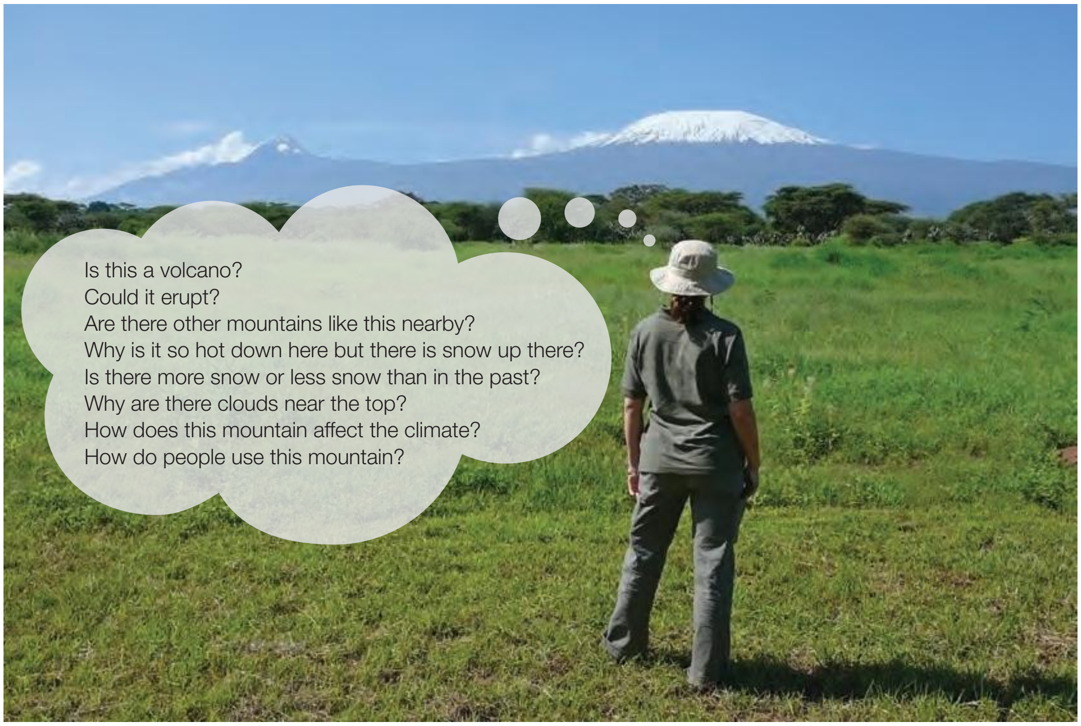
The very best questions open up an exciting area for you to explore. Examine Source 2 on page 14. A geographer might ask: 'Does the amount of snow on the mountain change over time?' This is a good inquiry question because the answer will lead to further questions and greater depth of understanding. Some other example questions are:

- Is this a volcano?
- Why is it green on the ground but snowy on the mountain?
- Are the animals all eating the same things?
- Is there more or less snow than in the past?
- How do people use the mountain?

Practise the skill

1. **Explain** why 'Does the amount of snow on the mountain change over time?' is a better geographical question than 'How much snow is there on the mountain?'.
2. **Examine** Source 1 on page 6, which shows the town of Namche Bazaar. Work with a partner to develop a set of geographical questions about this place.
3. Brainstorm a list of places where you could begin searching for the answers to your questions.





Source 2 Asking questions is an important part of a geographical inquiry. This woman is examining Mount Kilimanjaro, off in the distance.

Planning a geographical inquiry

Asking geographical questions is a good way to develop a range of ideas for further research and investigation. It is usually best to narrow your investigation by selecting one of your geographical questions as the focus. You should select a question that interests you and helps you to better understand the environment you are investigating.

Planning an inquiry question about Mount Kilimanjaro

Having chosen to investigate the key geographical question 'How does this mountain affect the 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 3.

Source 3 Planning is a key stage in conducting a geographical inquiry.

Key inquiry question	Information needed	Possible sources of this information
How does this mountain affect the climate?	Climate data, particularly temperature and rainfall for places at various distances from Kilimanjaro including the summit	Atlas to locate towns and cities at various distances from Kilimanjaro
		Encyclopaedia entry for the climates of Kenya and Tanzania
		Online search for climate data for selected towns and cities
	Observation of photographs and satellite images of the region	Photographs and satellite images of Kilimanjaro from throughout this chapter
		Google Earth, including historic imagery
	An understanding of the impact of landforms on temperature and rainfall	Printed resources such as geography textbooks, encyclopaedias and Bureau of Meteorology books and leaflets
		Bureau of Meteorology website

Conducting 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 soil salinity levels
- comparing different features to see if there is a pattern
- calculating values, such as water flow, numbers of different species of plants and animals, visitor numbers
- communicating your findings.

Source 4 You never know where fieldwork will take you! These geographers are using a drill to examine the age of the glaciers on Mount Kilimanjaro.

Fieldwork locations and 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 5 provides examples of fieldwork locations and starting questions that can be the beginning of an investigation at some of these locations.

Source 5 Examples of fieldwork locations and questions to consider for a range of topics in Year 9 Geography

Unit	Fieldwork locations	Questions to consider
Biomes and food security	Local farm	• What crops or animals are grown on this farm? • What makes this place suitable for this type of farming? • How has the farmer changed the natural environment? • What new technologies is the farmer using?
	Rural urban fringe	• Is the city expanding in this region? • What are the main drivers of this growth? • How has this impacted on food and fibre production in the past? • What evidence is there for changing land-use patterns?
Geographies of interconnection	Local business	• How is this business connected to people in other places? • How have new communication and information technologies changed this business? • What is the size and shape of the region served by this business?
	Major shopping centre	• How many businesses in this centre are foreign-owned? • Where are the goods offered in the shops in this centre manufactured? • Where do the customers who use this centre come from? • How is this shopping centre connected to people in other places?

Collecting and representing data

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

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

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

Often a geographer collects information that supports their inquiry but has not been specifically collected or designed by the geographer for the inquiry. This type of information is called **secondary data**. Secondary data sources include maps, graphs, statistics and websites that someone else has developed. It is important to always evaluate any secondary data for reliability, relevance and bias. This is particularly true for information obtained online. Unlike a printed source such as a book or atlas, it can be very difficult to establish who has written and published information online.

Regardless of whether you are using primary or secondary data, it is important that you develop the skills to be able to do the following:

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 it is accurate and relevant.
3. Represent your findings in an interesting and appropriate way such as tables, graphs, maps and sketches.

Reliability

reliability
the confirmation that information is from a reputable, trustworthy source that can be verified as legitimate and accurate

bias
prejudice for or against a person or group, especially in a way considered to be unfair

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 surveying subjects directly on a topic, the information gathered will be reliable because it is gathered firsthand. It is therefore important for the geographer 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 effects of turning local parkland into an industrial park, for instance, would have very 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, the geographer also needs to ensure the data is reliable and unbiased. Questions that you could ask to do this include:

- Is the data from a government body (for example, BOM) or a research agency (for example, 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?

Source 6 Collecting data can involve making sketches in the field.

Evaluating the reliability of websites

KEY SKILL
Questioning & researching

There is an enormous amount of material available online, but it is important to keep in mind that not all websites provide reliable information. You must be careful not to accept that all information published online is from a reliable source. 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 non-government organisations 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.

Source 7 This webpage offers data about Tanzania. How can you determine whether it contains reliable information?

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.

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, such as of the *Aboriginal and Torres Strait Islander Peoples Engagement Toolkit*, which can be found online.

Weblink
Aboriginal and Torres Strait Islander Peoples Engagement Toolkit

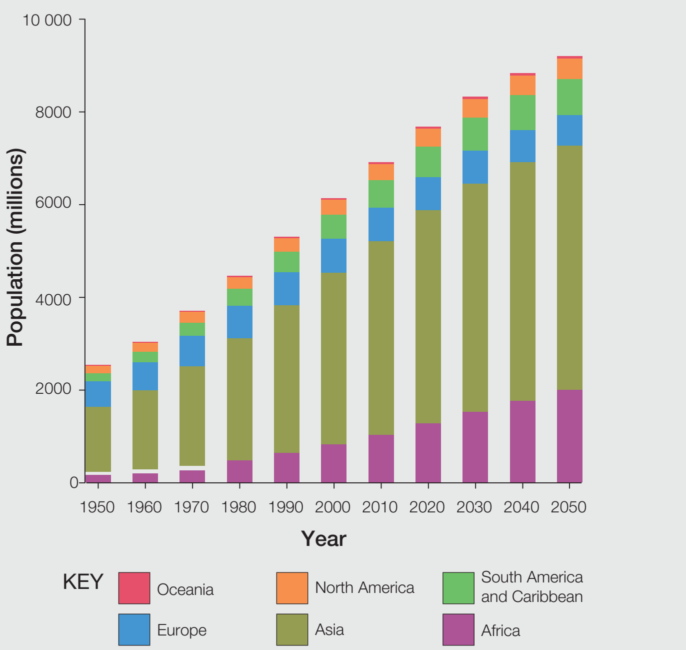
Using graphs to record data

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. In Years 9 and 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. Regardless, understanding how information is represented in graphs is an important skill to add to your toolkit. 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 (see Source 8).

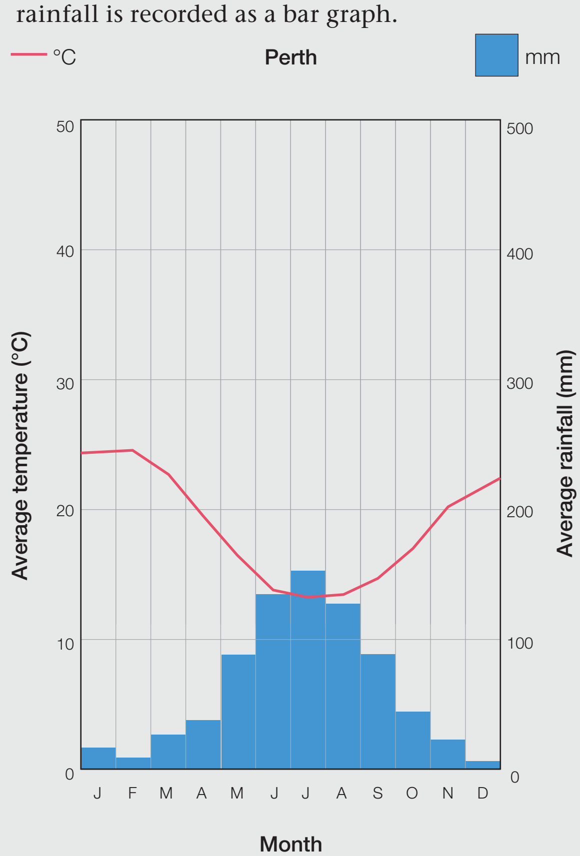
Each column in a compound column graph represents a total, and each different coloured segment represents a part that makes up that total. The graph in Source 8, for example, shows the increase in world population from 1950 projected up to 2050. Of the total increase in population, it is immediately 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 8 A compound column graph showing the increase in world population by region, 1950–2050 (columns on the right are projections).

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 9). Climate graphs combine line and column graphs. Temperature is recorded as a line graph and rainfall is recorded as a bar graph.

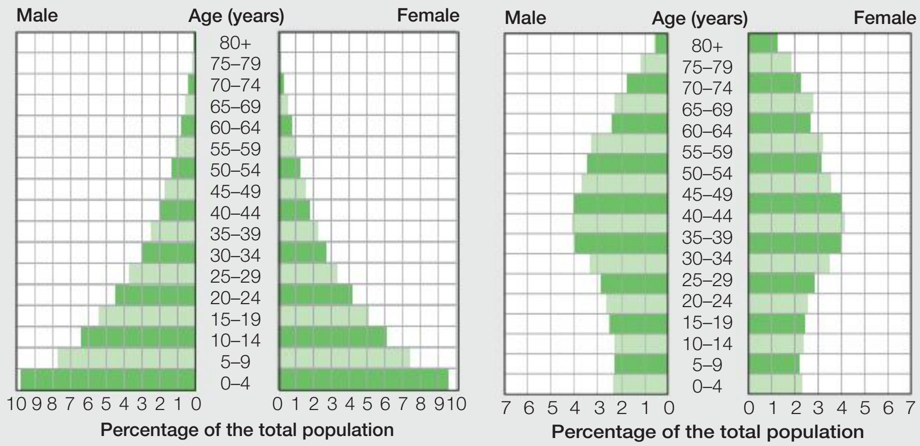


Source 9 A climate graph showing the average monthly temperature and rainfall in Perth

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 (see Source 10).

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.

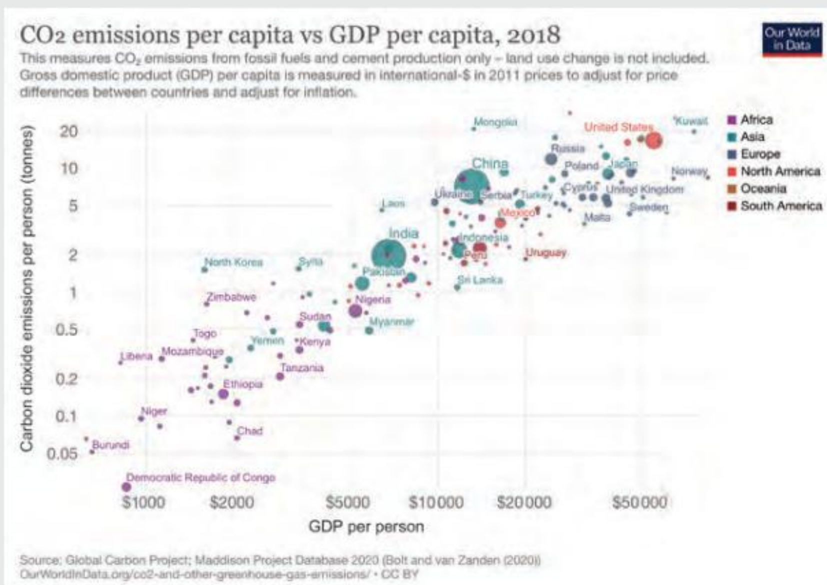


Source 10 Population pyramids showing growing (left) and contracting (right) populations

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 11 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).



Source 11 A scatter plot measuring carbon dioxide emissions against GDP

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.

Other graphic representations

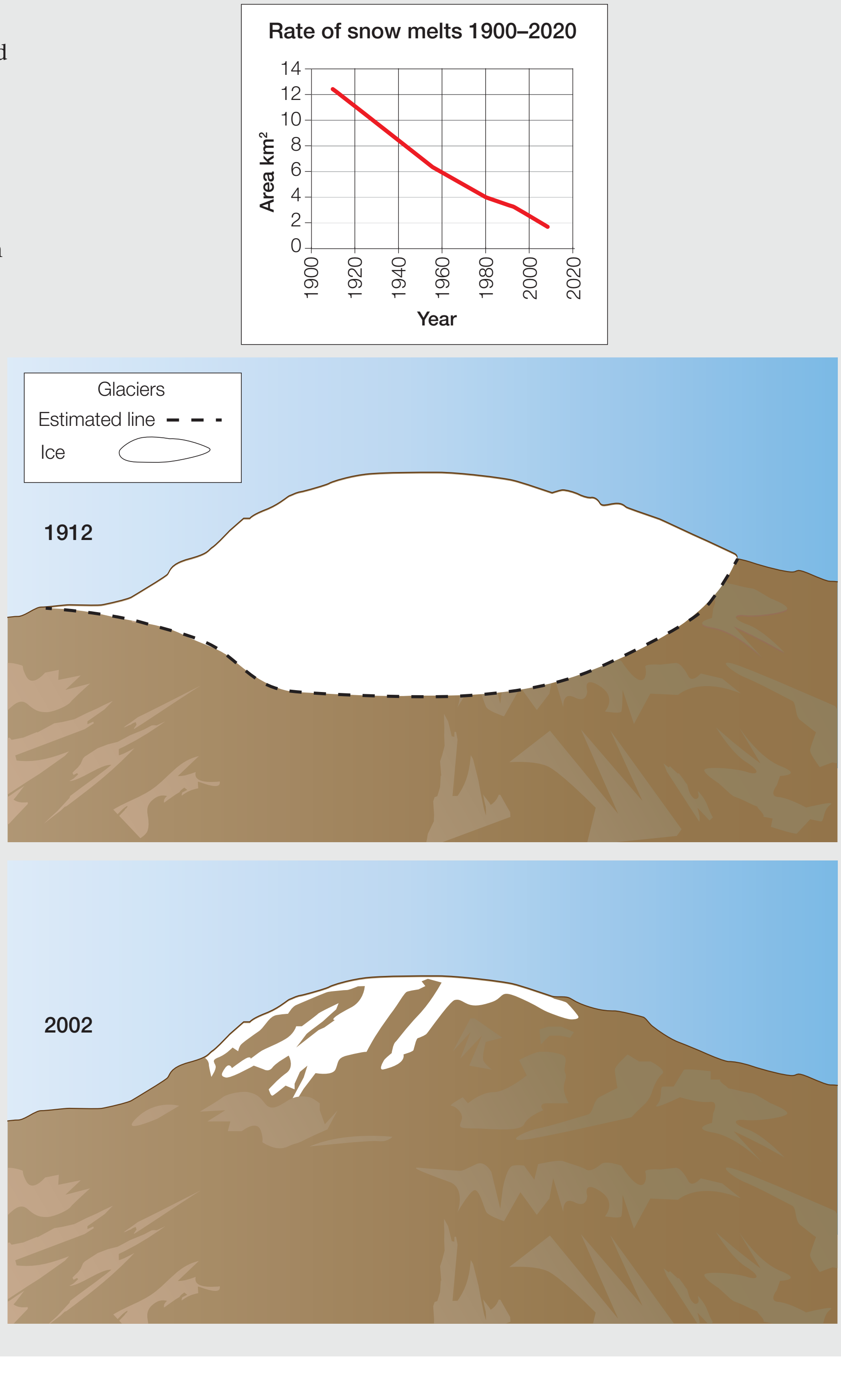
geographical information system (GIS) a map plus database system for navigation and information collection

In addition to maps and graphs, geographers use a range of other graphic representations to communicate information they have collected. These include geographical diagrams, tables, sketches and **geographical information systems (GIS)**. These ways of presenting information allow geographers to communicate their findings in the clearest and most appropriate manner.

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 12).



Source 12 This diagram shows the dramatic rate at which snows have melted on Mount Kilimanjaro.

Tables

Tables allow geographers to organise data by placing it under different headings. Tables can be useful for presenting information over a range of time periods or locations, and represent multiple relationships that are often too complex to depict in a graph.

Source 13 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.

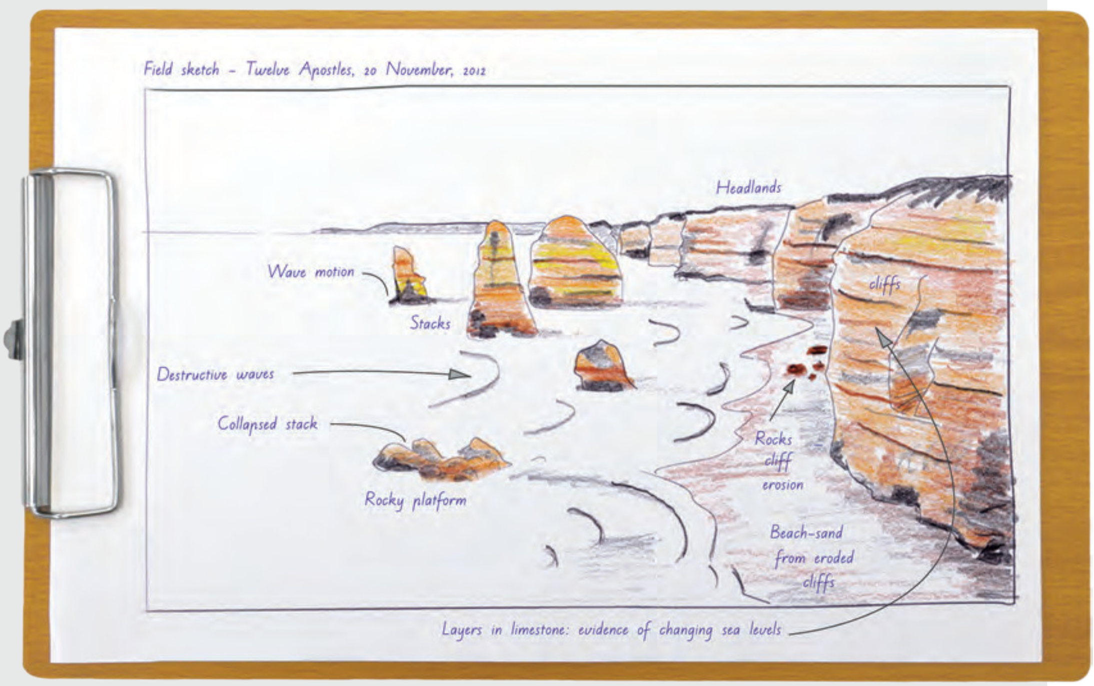
Areas (10^3 m^2)	Glacier area A	Glacier area B	Glacier area C	Glacier area D	Glacier area E	Glacier area F	Glacier area G	Total
1912	5676	3	27	5011	811	372	158	12058
1953	3829	0	16	2156	493	181	0	6675
1976	2440	0	0	1409	209	113	0	4171
1989	1900	0	0	1168	147	90	0	3305
2003	1304	0	0	1025	132	49	0	2510

Key skill worksheet
Questioning & researching: Drawing a field sketch

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.

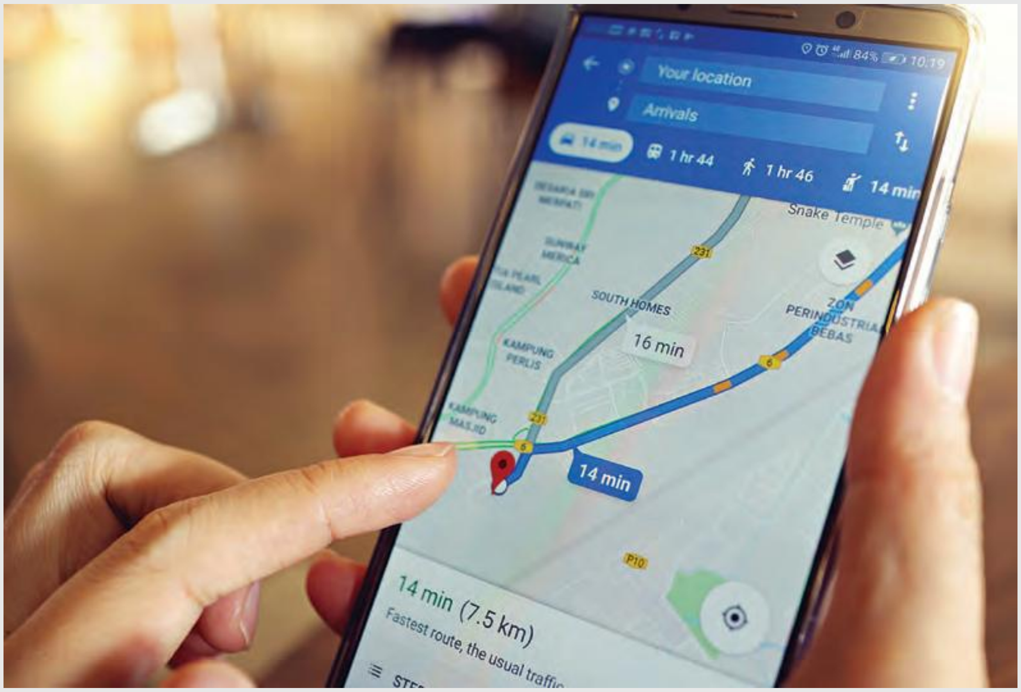
geographical sketch
a sketch focusing on those parts of the environment relevant to the geographical study; often completed in the field but sometimes from a photograph



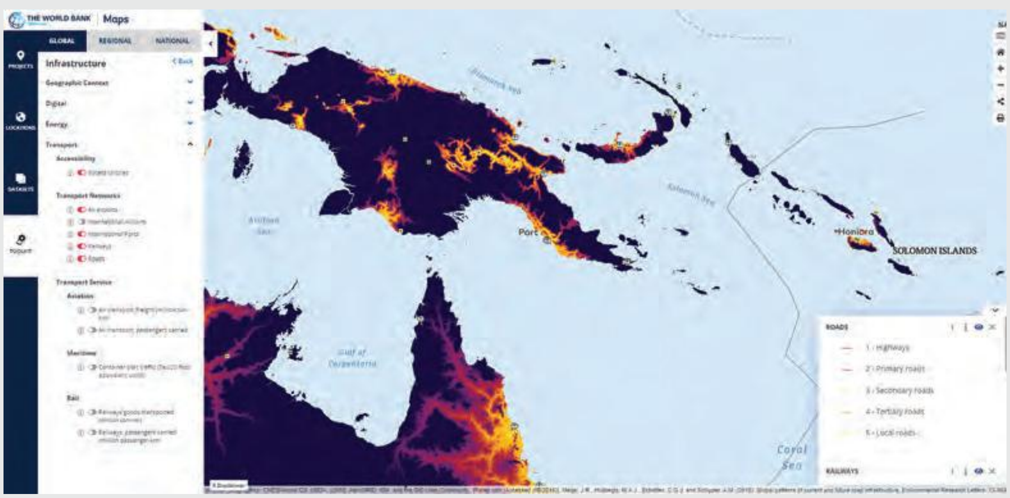
Source 14 Field sketches are useful for capturing information quickly and directly.

Geographical information systems (GIS)

A GIS is a way of collecting, storing, presenting and using geographical data. GIS encompass 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 such as 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 have many different applications and are used for planning, telecommunications, transport and logistics, to name just a few.



Source 15 GIS gather and present real-world geographical data using computer technology. Today, GIS can be found on almost every smartphone in the form of apps such as Google Maps and Google Earth.



Source 16 A screenshot of a World Bank GIS map exploring the link between topography and accessibility in Papua New Guinea.

Check your learning
Topic 1.3

1.4 Interpreting and analysing geographical data and information

Interpreting geographical images

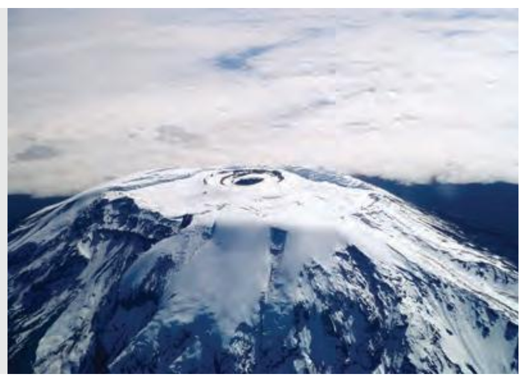
Whether you take a geographical image during a fieldwork study, or find images online, you need to develop the skill of interpreting them. Geographical photographs are taken to depict a place or particular feature of the landscape at a point in time for the purpose of demonstrating an aspect that is being studied. This is quite different from taking photos of you and your friends for fun, or even from taking an attractive picture of a landscape. 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. Source 17 outlines the different angles.

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, objects (e.g. the mountain and the tent) can hide the landscape behind them.

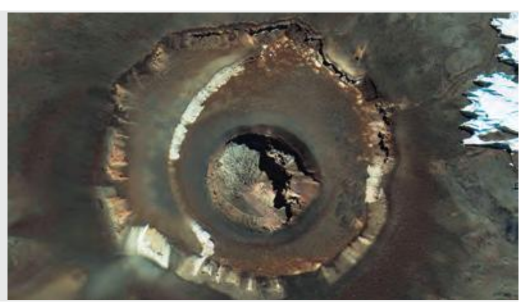
OBLIQUE AERIAL PHOTOGRAPH

The camera is positioned above the landscape and angled towards the scene being photographed. This 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. Objects in the background seem much smaller than those in the foreground.



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 (e.g. the steepness of the mountainside or the depth of the crater) from plan view.

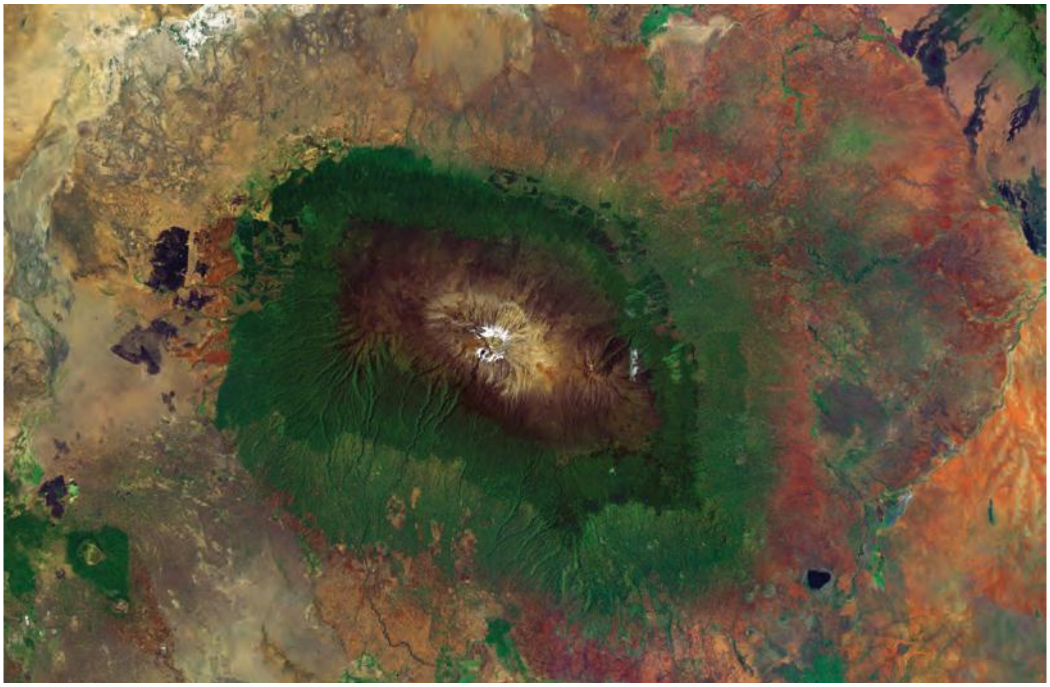


Source 17 Different types of geographical photographs

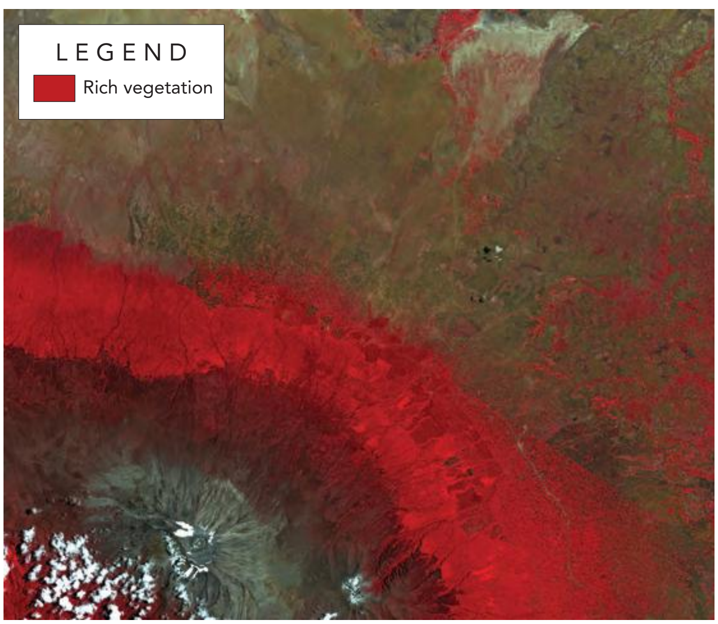
Analysing satellite images

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

A **satellite image** is taken from space. It allows us to see large areas of the Earth's surface. These images are often used to investigate patterns such as the streams and rivers that radiate from mountains, like on Mount Kilimanjaro. It is difficult, however, to see smaller features of the environment.



Source 18 This image of Mount Kilimanjaro was taken by a satellite orbiting at 830 kilometres above the Earth's surface.



Source 19 This false colour image of Mount Kilimanjaro was taken by a Japanese satellite. The use of false colour helps us see the extent of vegetation around the mountain.

Analysing 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.

You should examine the accompanying legend to interpret the colours used in a false colour image.

Analysing maps

One of the most useful tools that geographers use to process information is a **map**. Sometimes you will create maps to represent 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.

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 so it would not be an accurate representation of the area. When properly used, maps can reveal a great deal about our planet and the ways in which we use it.

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 representations is provided in this topic.

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

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

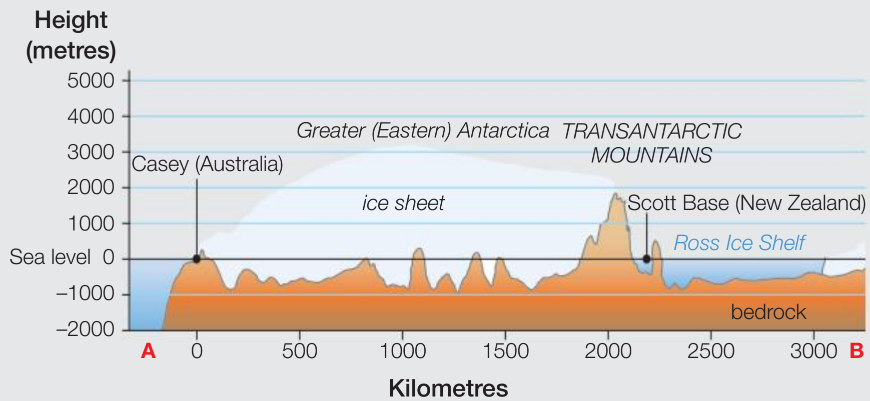
Cross-sections

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
difference in height from the surrounding land

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



Source 20 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.

KEY SKILL
Interpreting & analysing

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.

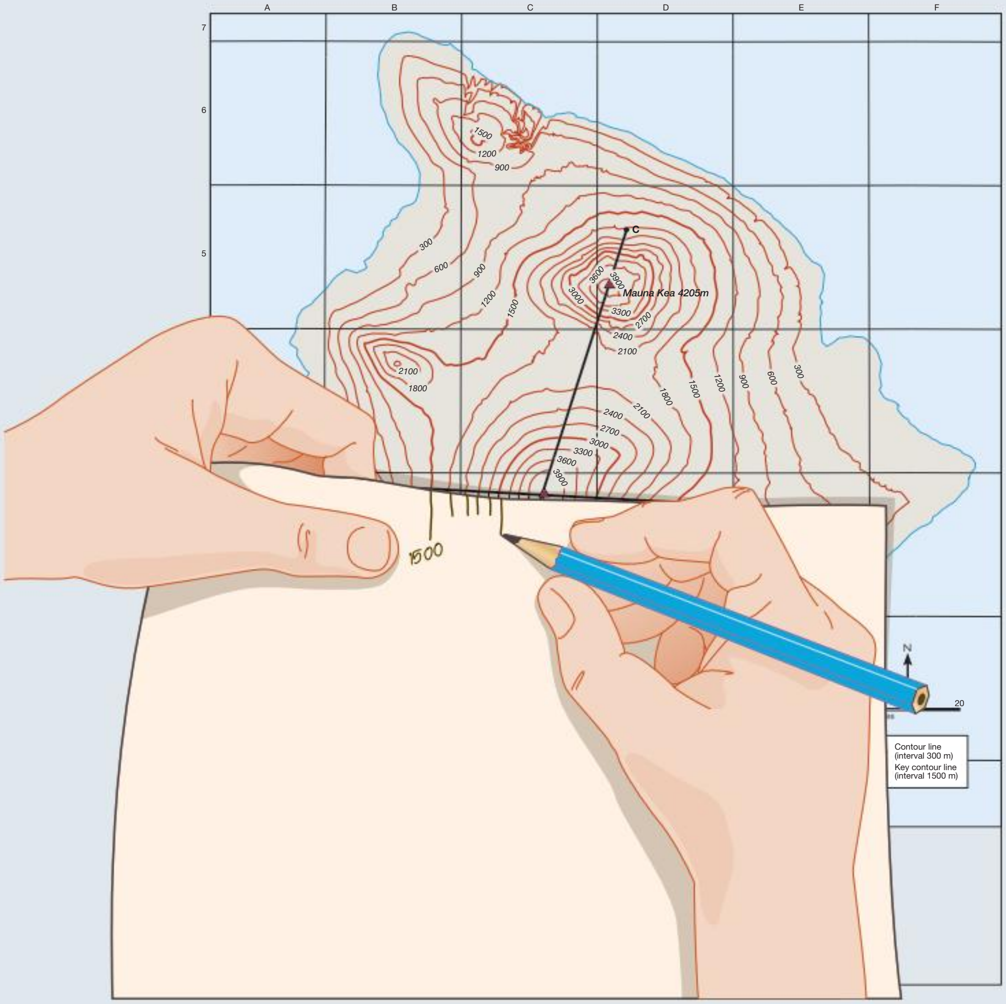
Step 3 Make small marks on your paper where each contour line meets it and write the height of the contour.

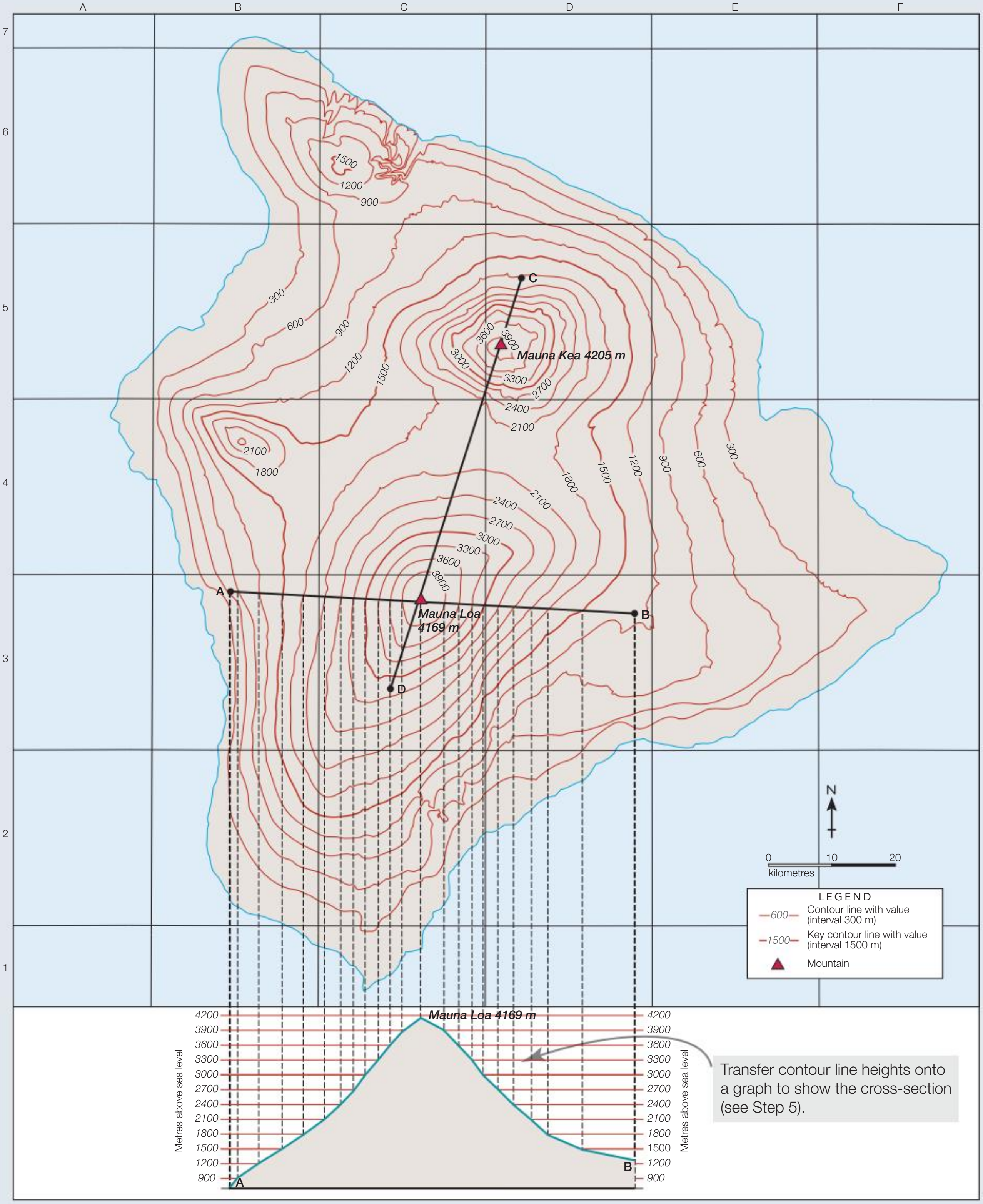
Step 4 On another piece of paper, draw a set of axes for your cross-section. The horizontal axis should be the same width as the distance between points A and B on the map. The vertical scale should begin below the lowest point on your cross-section and extend above the highest point.

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 20 on page 25.



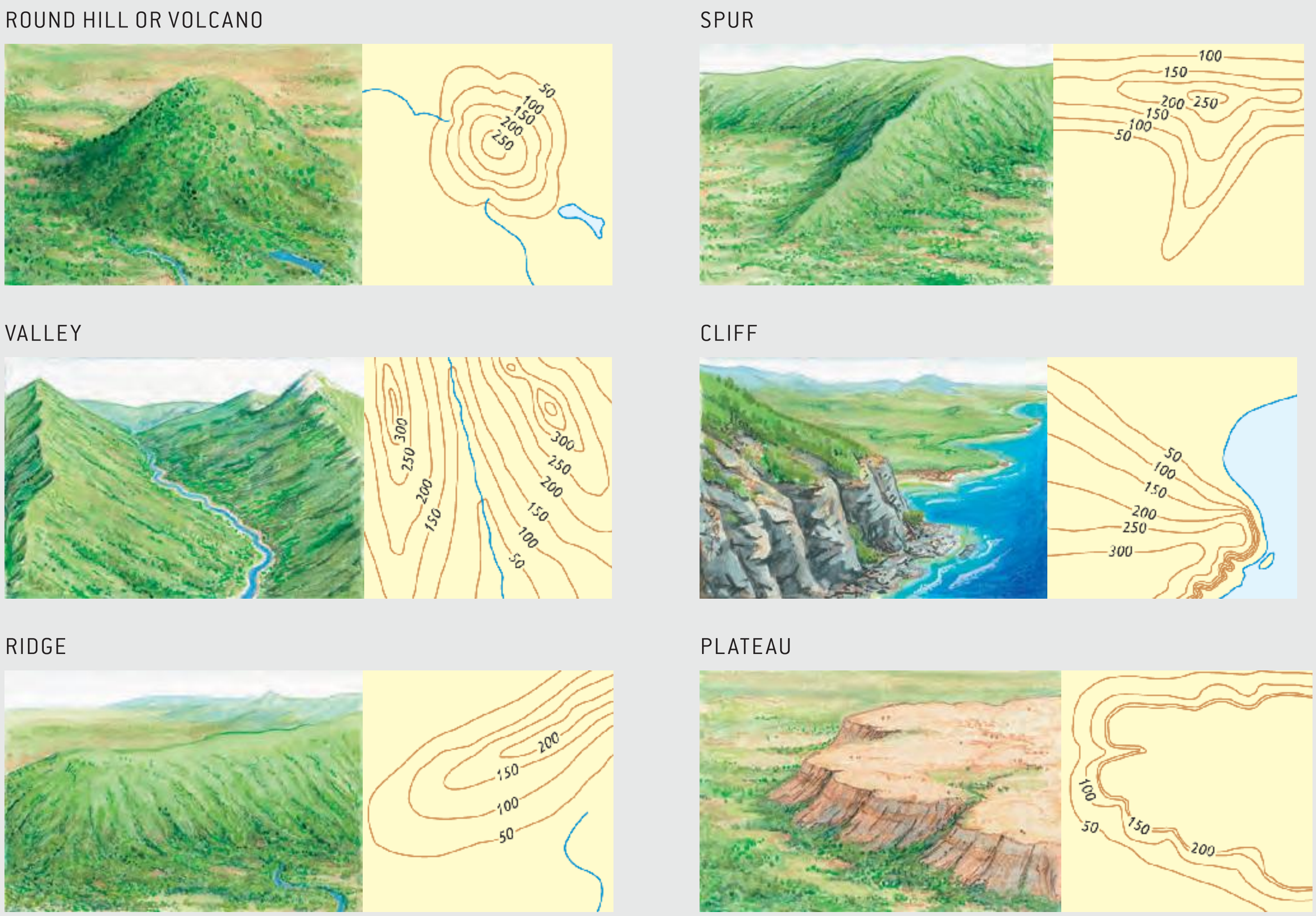


Source 21 A cross-section that has been created from a topographic map of Hawaii

Topographic maps

A piece of paper only shows two dimensions: width and length. The Earth's surface, however, has a third dimension: height. Cartographers (map makers) use a variety of methods to show this third dimension.

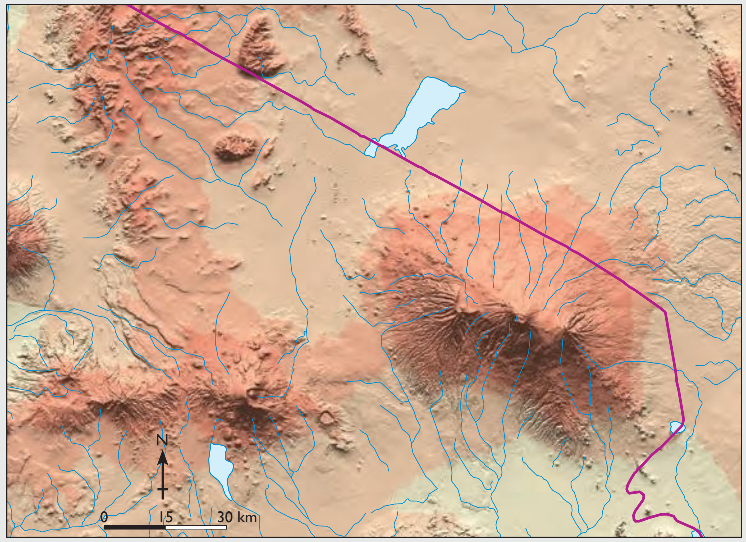
Topographic maps are one of a geographer's most useful tools. Most topographic maps show a small region, therefore they can show that region in great detail, right down to individual buildings and rocks. They also show the height of the land above sea level through the use of contour lines, which join together all places of equal height. By learning to interpret the contour patterns made by these lines, you can work out the shape and height of the land that has been mapped (see Source 22).



Source 22 Common contour patterns on topographic maps

Digital maps and terrain models

There are about 6000 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 23, for example, the land has been shaded according to its height. The data can also be manipulated in other ways. In Source 24 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 23 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 24 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.

CARTOGRAM SHOWING THE PERCENTAGE OF THE POPULATION LIVING ON MORE THAN US$200 A DAY

Source 25 This cartogram shows the percentage of the population living on more than US$200 a day. The distortion shows that the United States has many more people living on this amount than Asia does.

Enlarged map
World: Percentage of population living on more than US$200 a day

Identifying patterns and relationships

An important skill you need to develop in the study of geography is that of identifying patterns and relationships in data. Geographers look for order, diversity, trends, patterns, anomalies and relationships in their information. It can often help to classify information by sorting it into groups.

Using models to identify trends, patterns and relationships in geographical data

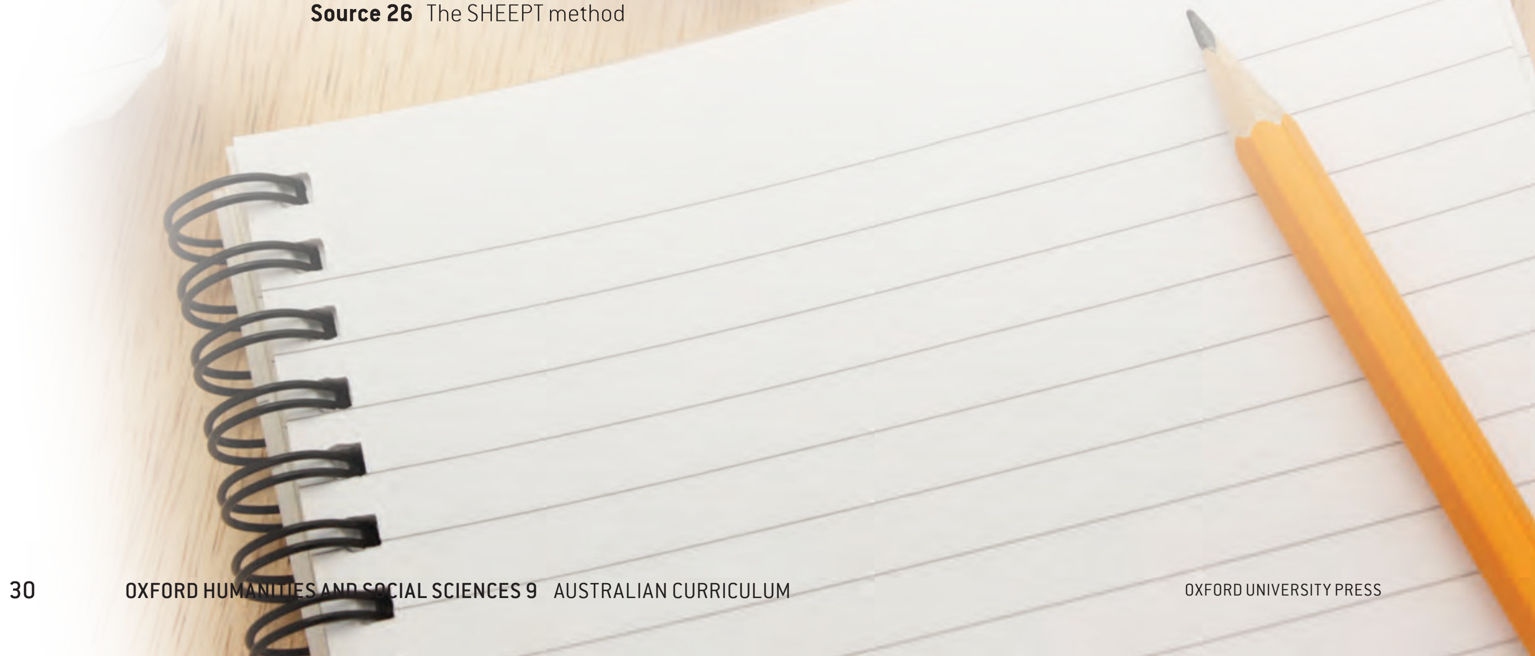
There are a number of methods and models that geographers use to help them identify trends, patterns and relationships in geographical data. These include the SHEEPT method and the PQE method.

Using the SHEEPT method

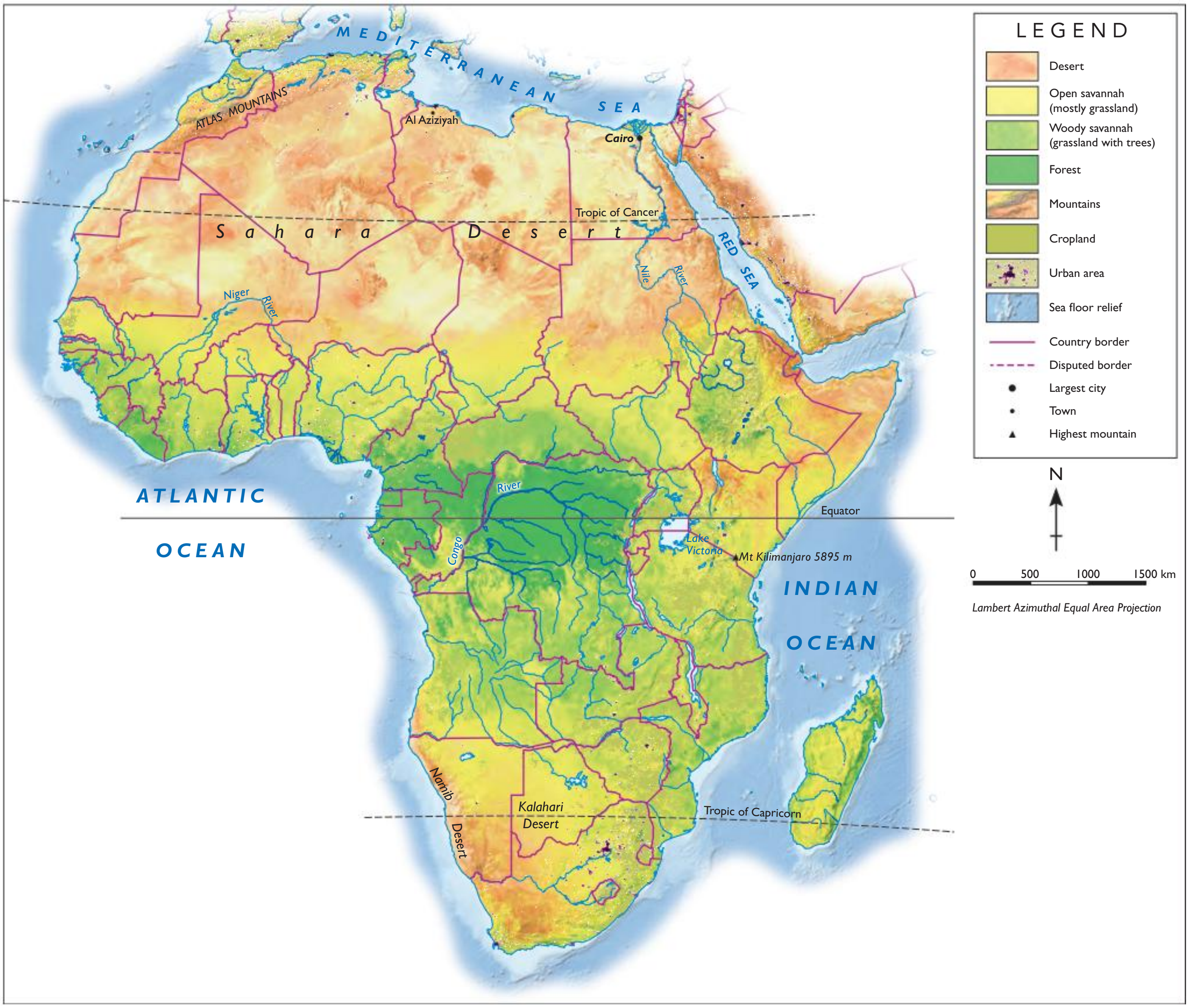
SHEEPT is a tool used by geographers to help them consider the many factors that may contribute to the patterns identified in their data. When you are examining issues related to your inquiry, it is useful to think about them in terms of these six factors and rank them in order of importance. This will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

- **S** social – factors relating to culture and people
- **H** historical – factors relating to past events
- **E** environmental – factors relating to the natural environment (including climate, landforms and vegetation)
- **E** economic – factors relating to the earning or spending of money (including income earned from industry and tourism and land use for food and fibre production)
- **P** political – factors relating to governments (including laws, regulations and policies)
- **T** technological – factors relating to the availability and use of different types of technology (including the development of greener technologies, alternative energy sources and GIS).

Source 26 The SHEEPT method



AFRICA: ENVIRONMENTS



Source 27

Source: Oxford University Press

Using the PQE method

PQE is a tool used by geographers to describe the data and information they have gathered (particularly on maps) and to look for patterns in this data. The letters PQE stand for pattern, quantify and exceptions.

On the next page, there is a sample piece of writing (Source 28) using the PQE method to describe the distribution of forested areas in a physical map of Africa (Source 27). Read the highlighted sections closely. These are sentence starters that can be used to structure your response when you're using the PQE method.

Enlarged map
Africa: Environments

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

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

The uneven pattern of this physical map shows that forests are located mainly in Central Africa.

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

The evidence that quantifies this pattern is the 240.3 million hectares of forest located in Central Africa, indicated by the dark green shading on the map. This is the largest section of forest in Africa; the second largest is just 35.4 million hectares, located in the east.

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

The exception to this pattern is the small forest region in the coastal area in West Africa.

Source 28 Using the PQE method to analyse a map of environments in Africa

Distinguishing between quantitative and qualitative data

quantitative data
information that can be recorded as numbers

qualitative data
information that can be recorded as description

Check your learning
Topic 1.4

Primary and secondary data provides either **quantitative data** or **qualitative data**. Quantitative data includes anything that can be recorded as numbers (for example, Uluru is 3.6 kilometres long and 1.9 kilometres wide and has a circumference of 9.4 kilometres). Qualitative data, on the other hand, includes anything that can be recorded in words (for example, Uluru, one of Australia's best-known natural landmarks, is very large).

When you investigate any topic in geography, you should try to use 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 to be more valuable because it is less open to personal interpretations and can be more accurately represented in graphs and charts.

It is also important to make sure that you record all your data without errors, and that it is balanced and fair, and is not influenced by your personal opinion.

Source 29 The PQE method and the SHEEPT method use different types of data.

The PQE method uses mainly quantitative data.	The SHEEPT method uses qualitative and quantitative data.
Examples of quantitative data	**Examples of qualitative data**
• climate and temperature statistics • tourist numbers • population figures • types and amounts of food grown • forest clearance rates • numbers of people killed in natural disasters	• opinions • points of view • personal stories • likes and dislikes • feelings

1.5 Concluding and decision making

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

Key skill worksheet
Concluding & decision making: Evaluating effectiveness

Check your learning
Topic 1.5

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 30).

The title of my geographical inquiry is:	
My geographical inquiry set out to investigate:	

GENERAL POINTS	My rating 1	2	3	4	5	Comments
I was able to complete all stages of my geographical inquiry.						
I was able to answer all my key inquiry questions.						
I was able to plan my inquiry effectively.						
My maps, graphs, tables and diagrams were clear and accurate.						
I was able to analyse my data and reach a conclusion.						
I was able to communicate my findings in an interesting and appropriate way.						

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:	

IMPORTANT ISSUES HIGHLIGHTED BY MY INQUIRY	Comments
The most important thing I learnt from my inquiry was:	
This issue is important to me because:	
This issue is important to my community/country/world because:	

Source 30 A self-evaluation checklist is a very useful way of reflecting on the findings of your geographical inquiry.

Responding

As well as reflecting on the ways in which you conducted your inquiry, you also need to respond to what you found out. Based on what you have found, you should recommend some action to address your findings.

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?

1.6 Communicating

Additional resource
Using cognitive verbs

A key skill in the study of geography is the ability to 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.
- 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

1 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 31 Carefully plan and practise your presentation so you can deliver it with confidence.

Check your learning
Topic 1.6

CHAPTER 2

Biomes

From the frozen ice caps at the poles to the lush rainforests on the equator, the natural world contains many different landscapes. While some landscapes such as deserts and high mountains are almost impossible for people to live in, others support billions of people. As humans have spread across the world, they have developed methods of growing food that allow them to flourish. Of all the different types of food grown and consumed, just 15 species of plants provide 90 per cent of the world's food. Three types of plants – wheat, rice and corn – make up more than half of all food eaten each year and they are all types of grass. Every day, foods from at least one of these types of grass will be consumed in different countries all over the world.

Source 1 Chinese farmers plant in terraced rice fields, where 'steps' have been cut into the mountainside to create flat areas. For many people in the world, rice is life. It feeds more people than any other crop on Earth and is the staple food in much of Asia and Africa. The growing of rice has shaped landscapes for thousands of years, such as here in the Longsheng terraces of China. About 3 billion people eat rice every day.

2A
What are biomes?

2B
What does it take to produce our food?

2C
What factors influence the production of our food?

2.1 The world's biomes

Learning intention

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

» identify and describe the world's major biomes and their distribution.

In order to study and understand the different environments on Earth, geographers divide the planet up into a number of distinct areas called **biomes**. Biomes share similar features (such as weather, climate, soil and landforms) and are classified according to the types of plants and animals that live there.

Each biome has particular features that make it unique (that is, different from other biomes). For example, one biome might be hot and rainy most of the time, while another biome may be cold and dry most of the time. These different weather and temperature conditions mean that the plants and animals that live in these different biomes have adapted to their environment over time, and interact with each other in unique ways.

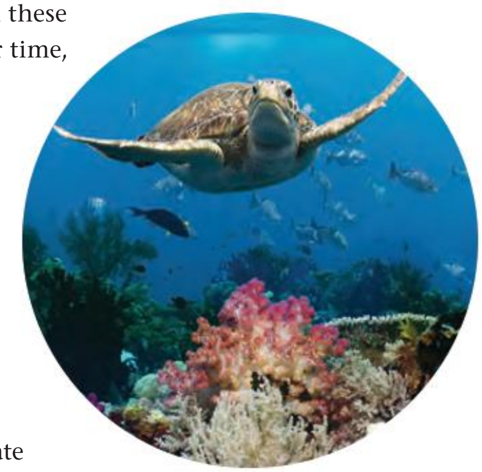
biomes
large areas of the Earth that are home to plant and animal communities with common characteristics, which are adapted to that environment (e.g. desert or forest)

Types of biomes

Not all geographers and scientists classify biomes in the same way. Some use a simple classification system that includes just two biomes:

- terrestrial biomes – those found on land
- aquatic biomes – those found in water.

Others use a more precise classification system that divides these two main biomes into as many as 15 separate subcategories. The most common types of terrestrial and aquatic biomes are shown in Source 3.



Source 1 Coral reefs flourish in warm, tropical waters and are home to a wide variety of aquatic plants and animals.

tropical rainforest
a biome that lies between the Tropic of Capricorn and the Tropic of Cancer, which has high regular rainfall, high average temperatures and a high level of biodiversity

Features of different biomes

In certain biomes, such as **tropical rainforest**, there is an abundance of plant and animal life. This is because the weather conditions favour a huge variety of species. A recent study of a Colombian rainforest, for example, found 596 bird species, 150 different species of amphibians and more than 200 species of mammals. Scientists estimate that there are more than 100 000 insect species per hectare in this rainforest and more tree species in a single hectare of this rainforest than there are in the whole of North America. This explosion of life is due to the year-round high temperatures and rainfall in the region.

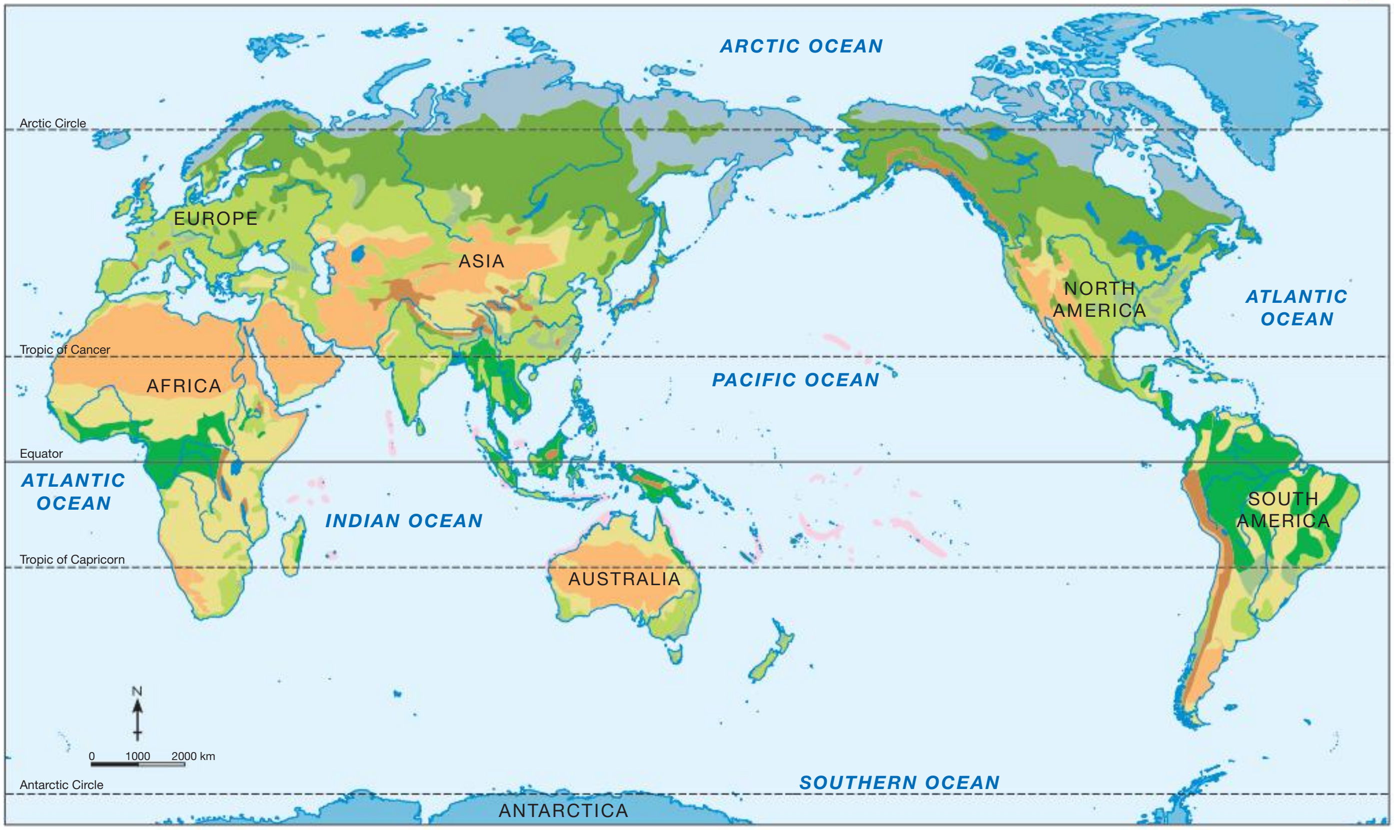
At the other end of the scale is the coldest biome, the polar lands. This biome includes the continent of Antarctica. Even though Antarctica is twice the size of Australia, it contains virtually no native species of plants or animals. Only two flowering species of plants exist on the continent and the largest native land animal is a 1-centimetre-long wingless midge (fly). There are no native mammals, amphibians or trees in Antarctica. It is too cold, too dry and too windy for plants and animals to flourish.

Source 2 The tundra biome circles the North Pole and locations in this biome, such as this one in Alaska, have very low temperatures and short growing seasons. As a result, there is very little plant diversity. In fact, the word 'tundra' means 'treeless plain'.

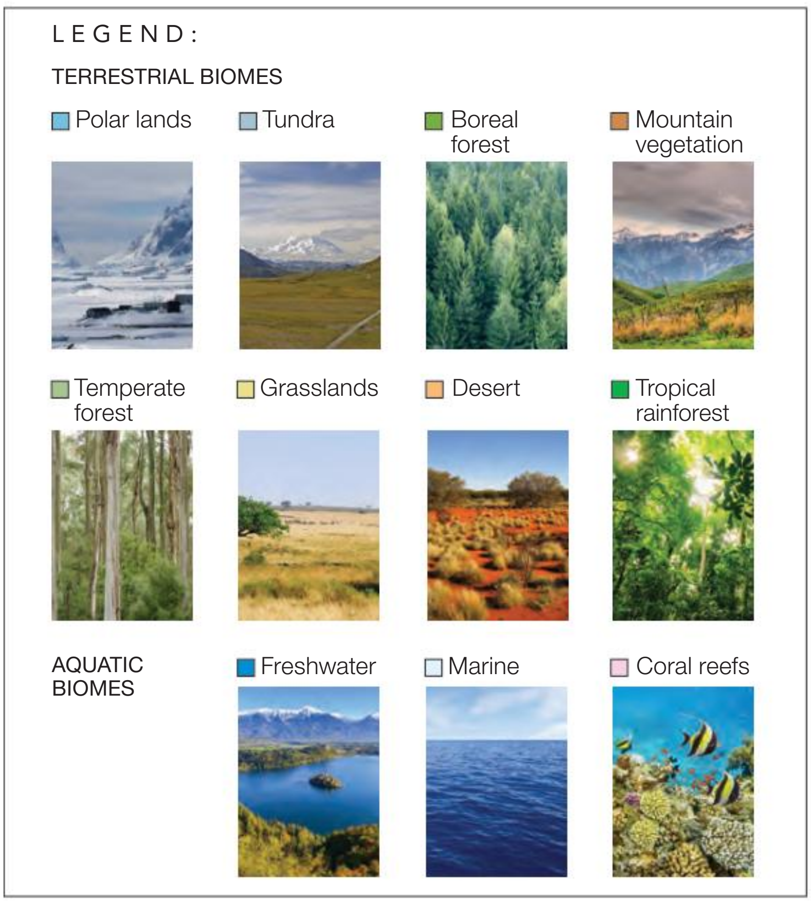
Key skill worksheet
Interpreting & analysing: Describing patterns on choropleth maps

Map it!
World: Biomes

WORLD: BIOMES



Source: Oxford University Press



Source 3

2.1 Check your learning

Retrieve

1 In your own words, **define** the term 'biome'.

2 Use the information in Source 2 to **identify** the characteristics of the tundra biome.

Comprehend

3 **Explain** how climate influences the location of the world's biomes.

4 Use Source 3 to **describe** the distribution of the world's grasslands.

Apply

5 Imagine travelling from the northern tip of North America in Canada to the southern tip of South America in Chile. List, in order, the biomes you would travel through on this journey.

6 **Create** a PowerPoint presentation on the 'Biomes of the world'. Each slide should contain an image of a biome and a description of where it is located and what it looks like. Make sure that you give the correct bibliographic details of your images.

2.2 Australia's biomes

Learning intentions

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

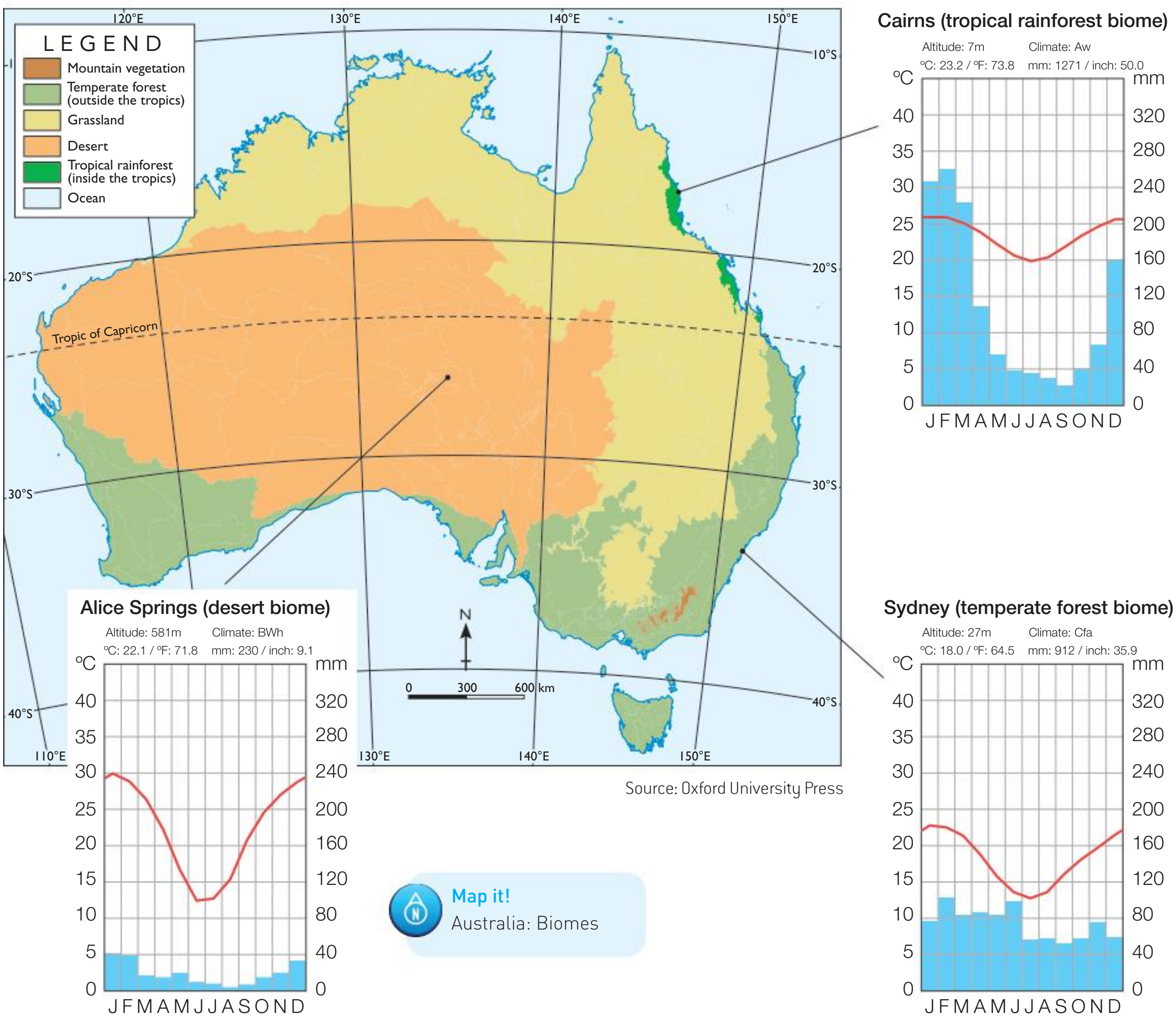
» identify the major biomes of Australia

» describe the spatial distribution of Australia's biomes.

Australia is one of the world's largest countries. The northern part of Australia lies in the tropics, while the southern part extends into the sub-Antarctic regions. The sheer size of the land mass, which spreads across much of the Earth's southern latitudes, means that there is a wide variety of biomes in Australia.

Many of Australia's biomes have been changed by human activities. More than half of Australia's total land area is now used for food production, particularly sheep and cattle farming, covering 430 million hectares of land. This has resulted in significant changes to vegetation, land and water across much of the country. Source 4 shows Australia's biomes before they were changed by human activities, and climate graphs for three different biomes.

AUSTRALIA: BIOMES



Source: Oxford University Press

Map it! Australia: Biomes

Source 4

Source 5 The Daintree Rainforest in Queensland is part of the oldest rainforest on Earth.

Source 6 The mountain ash trees in Tasmania's temperate forests are among the tallest trees in the world.

Australia's forests

About one-third of Australia was covered in forest when colonists arrived in Australia. Much of this land has now been converted to farming land. Australia's forests vary greatly across the continent, according to the different climates and soils in each place.

In warm and wet places such as the east coast of Queensland and New South Wales, rainforests covered the land from the top of the Great Dividing Range to the sea. These ancient forests are the oldest continuing living rainforests in the world. They contain a rich variety of plants and animals, many of which exist nowhere else. Their importance to our understanding of the Earth's biomes has been recognised as three of these rainforests have been given World Heritage status.

While rainforests grow where there is little variation in rainfall and temperature throughout the year, temperate forests can survive a much greater range of climates. These temperate forests contain hundreds of species of Australia's iconic plants: the eucalypts and acacias. As Australia's climate has become drier, temperate forests have become a home for these amazing plants and also the animals they support such as koalas, gliders and possums.

In the south-west corner of Western Australia, summers can be hot and dry while winters can be cool and moist. This type of climate, known as a Mediterranean climate, occurs in only five places in the world, but together these places contain more than 10 per cent of the world's plant species. There are more than 5000 species of plant in Western Australia's Mediterranean forests, most of which are found nowhere else.

Source 7 The Mediterranean forests of Western Australia are one of the most diverse biomes in Australia.

2.2 Check your learning

Retrieve

1 Why is there a large variety of biomes in Australia?

2 **Identify** the major biomes of Australia using information from the map in Source 4.

Comprehend

3 What is the dominant biome where you live? **Describe** some of the ways this has been altered by human activities.

4 Look closely at Source 4.
   - a What type of map is this?
   - b **Identify** the type of scale used on this map.
   - c **Describe** the spatial distribution of Australia's biomes.
   - d **Describe** the climate of the tropical rainforest biome.
   - e **Explain** how this differs from the temperate forest climate.

5 The two types of forests in Sources 6 and 7 are located in the same biome in Australia (as seen in Source 4).
   - a What does this tell you about diversity within the biomes?
   - b **Explain** why this diversity occurs within Australia's forest biomes.

2.3 Climate and biome productivity

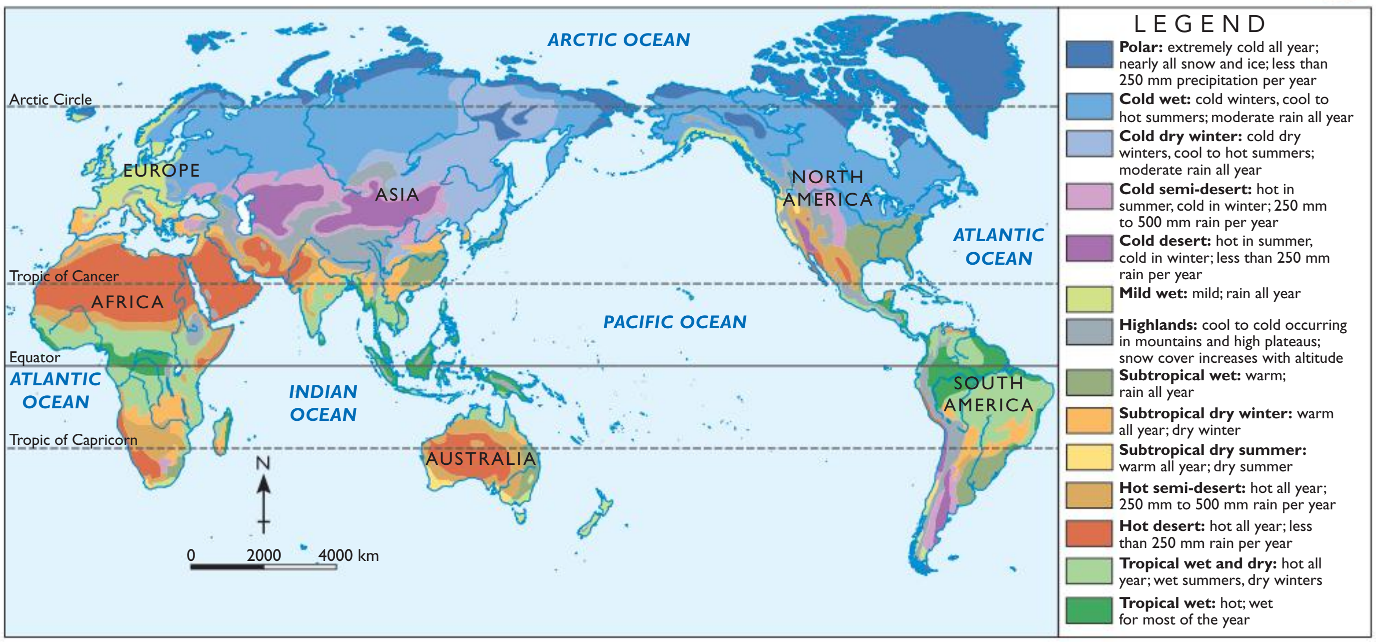
Learning intention

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

- understand the influence of climate on the productivity of biomes.

As you have learnt, the Earth's surface is covered by a wide variety of biomes. The biome that exists at each place is largely determined by the climate at that place. It is important not to confuse weather with climate. Weather refers to the day-to-day changes in conditions such as temperature, rain and wind. Climate refers to the average weather using measurements taken over a long period of time, usually 30 years. Source 8 shows the broad climate zones on Earth. Just as Source 3 on page 39 shows the variety of the world's biomes, there are many variations within each of the world's climate zones.

WORLD: CLIMATE ZONES



Source 8

Source: Oxford University Press

Map it!
World: Climate zones

The productivity of the biomes

While some of the biomes support a wide variety of plants and animals, others support very little. There are several ways to measure the productivity of a biome; one of these is to measure the biomass. Biomass refers to the weight of all the parts of the biome that are, or were once, living. This includes the trunks, branches and leaves of trees, as well as the insects and other animals both above and below the ground. It is obviously impossible to weigh a whole rainforest or desert, so scientists calculate the average biomass over a small area of each biome. One method is to calculate the amount of carbon dioxide that the study area takes in during photosynthesis minus the amount of carbon dioxide released. Satellites fitted with very sensitive instruments are leading the way in measuring carbon dioxide levels.

Comparing patterns on maps

KEY SKILL
Interpreting & analysing

One of the most common ways that geographers analyse and explain the world around them is by looking for patterns in geographical data. For example, by comparing patterns on maps, they can examine the relationship between climate and farming. To compare patterns on two maps, follow these steps:

Step 1 Look carefully at the first map, particularly the title and legend, so that you understand exactly what it shows.

Step 2 Repeat this for the second map.

Step 3 Look at each map carefully and note regions where there seems to be a correlation (relationship). For example, 'tropical rainforest' on the biomes map (Source 3 on page 39) relates to 'tropical wet' on the climate zones map (Source 8).

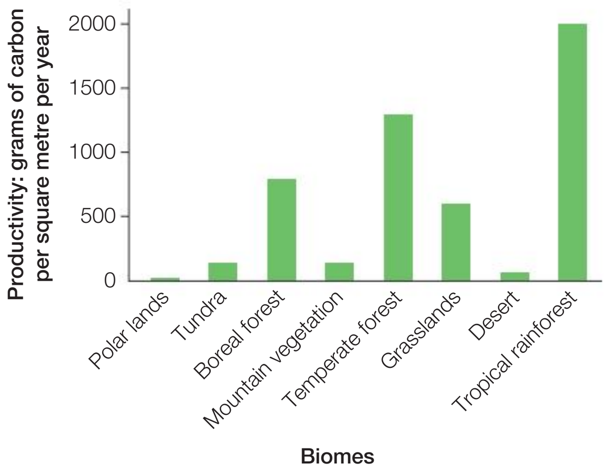
Step 4 Use an atlas map to find out the names of the places where this association occurs.

Step 5 Make a statement that sums up your associations. For example, tropical rainforests are the dominant biome in places with a tropical wet climate such as Brazil and Indonesia, where it is hot and wet for most of the year.

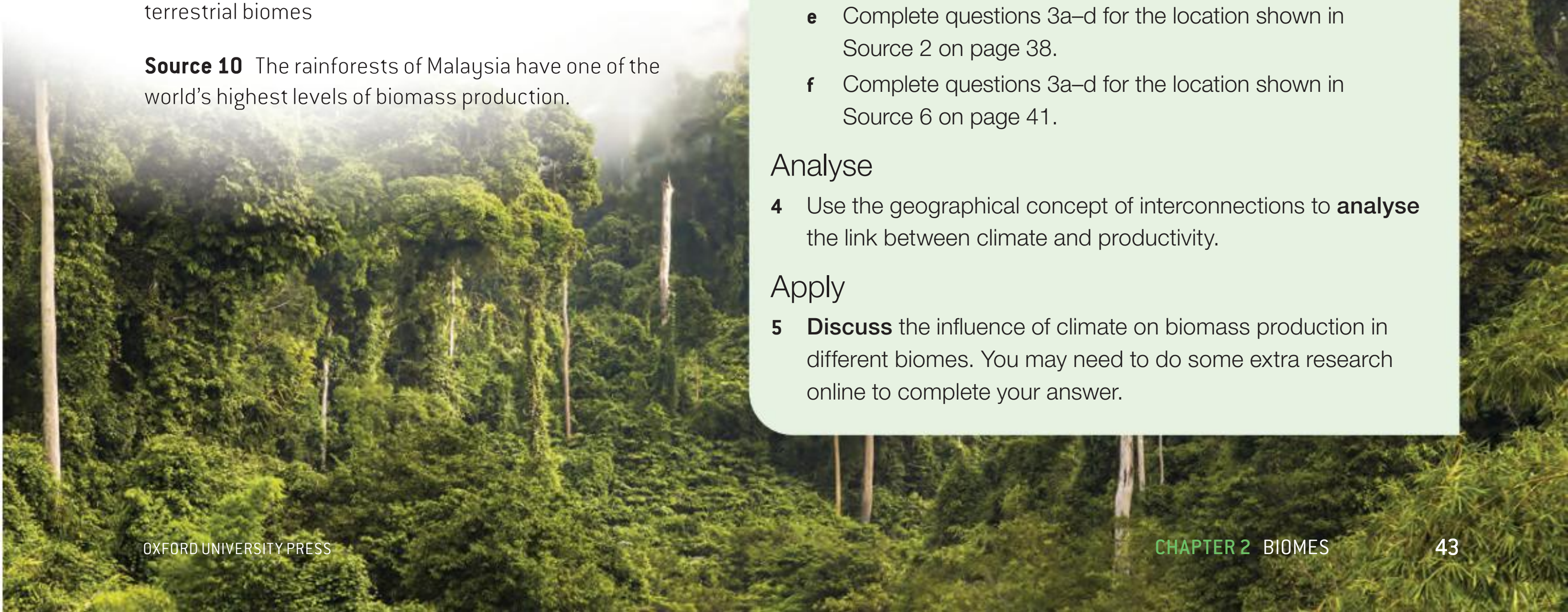
Practise the skill

1 Use Source 8 on page 42 and Source 3 on page 39 to account for the distribution of:

- **a** boreal forests
- **b** grasslands.



Source 9 Graph showing the carbon productivity of the terrestrial biomes



Source 10 The rainforests of Malaysia have one of the world's highest levels of biomass production.

2.3 Check your learning

Retrieve

1 What is the difference between weather and climate?

2 **Identify** the three most productive biomes using information from Source 9.

Comprehend

3 The rainforest shown in Source 10 is on the island of Borneo.

- **a** Use an atlas to find the location of this island.
- **b** Using Source 8, **describe** the climate of this place.
- **c** Using Source 9, **describe** the productivity of this place.
- **d** Using Source 3 on page 39, **describe** the biome of this place.
- **e** Complete questions 3a–d for the location shown in Source 2 on page 38.
- **f** Complete questions 3a–d for the location shown in Source 6 on page 41.

Analyse

4 Use the geographical concept of interconnections to **analyse** the link between climate and productivity.

Apply

5 **Discuss** the influence of climate on biomass production in different biomes. You may need to do some extra research online to complete your answer.

2A SKILLS IN CONTEXT

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

Rainforests and sugar cane

The town of Innisfail in Far North Queensland lies in a region once covered in tropical rainforest.

It is one of Australia's wettest towns and is hot and humid for much of the year. As well as creating ideal conditions for rainforests, this climate has high biomass production and is ideal for planting and growing crops such as sugar cane and bananas. The town was established in the 1870s and clearing the rainforest for sugar-cane farming began soon after. Today, the Innisfail region is an important part of Australia's sugar-cane and banana industries. These products are transported to supermarkets throughout Australia and to international markets such as Canada, China and Japan.

Source 11 Harvesting sugar cane in the Innisfail region

KEY SKILL Interpreting & analysing

Estimating gradient (angle of the slope) and aspect (direction of the slope) are important skills for geographers to master.

Estimating gradient

Using a topographic map, such as the one in Source 12, it is possible to estimate the gradient between two points by following these steps.

Step 1 Determine the height of the two points. For example, Mount Chalmynia (GR 743632) is at 393 metres and Fitzgerald Creek (GR 779625) is at 50 metres. This is determined as Fitzgerald Creek lies on a contour line. The contour lines are shown for every 50 metres in height (see the map's legend). This is the first contour line when travelling inland from the coast. The coast is always 0 metres in height.

Step 2 Estimate the difference in height between these two points (known as the rise): 393 – 50 = 343.

Step 3 Estimate the straight-line distance (known as the run) between these two points using the line scale. This is 7.5 kilometres or 7500 metres in this example.

Step 4 Divide the rise by the run and multiply this by 100: (343/7500) × 100 = 4.5% slope.

Estimating aspect

The aspect refers to the compass direction that the slope is facing. This is also simple to work out by following these steps.

Step 1 Using the information we found out when estimating the gradient we can tell that the terrain slopes down from Mount Chalmynia (at 393 metres) to Fitzgerald Creek (at 50 metres).

Step 2 Picture an arrow from the high point (Mount Chalmynia) to the low point (Fitzgerald Creek) and estimate the direction of this arrow using the north arrow. This arrow would be pointing east south-east. The aspect therefore is east south-east.

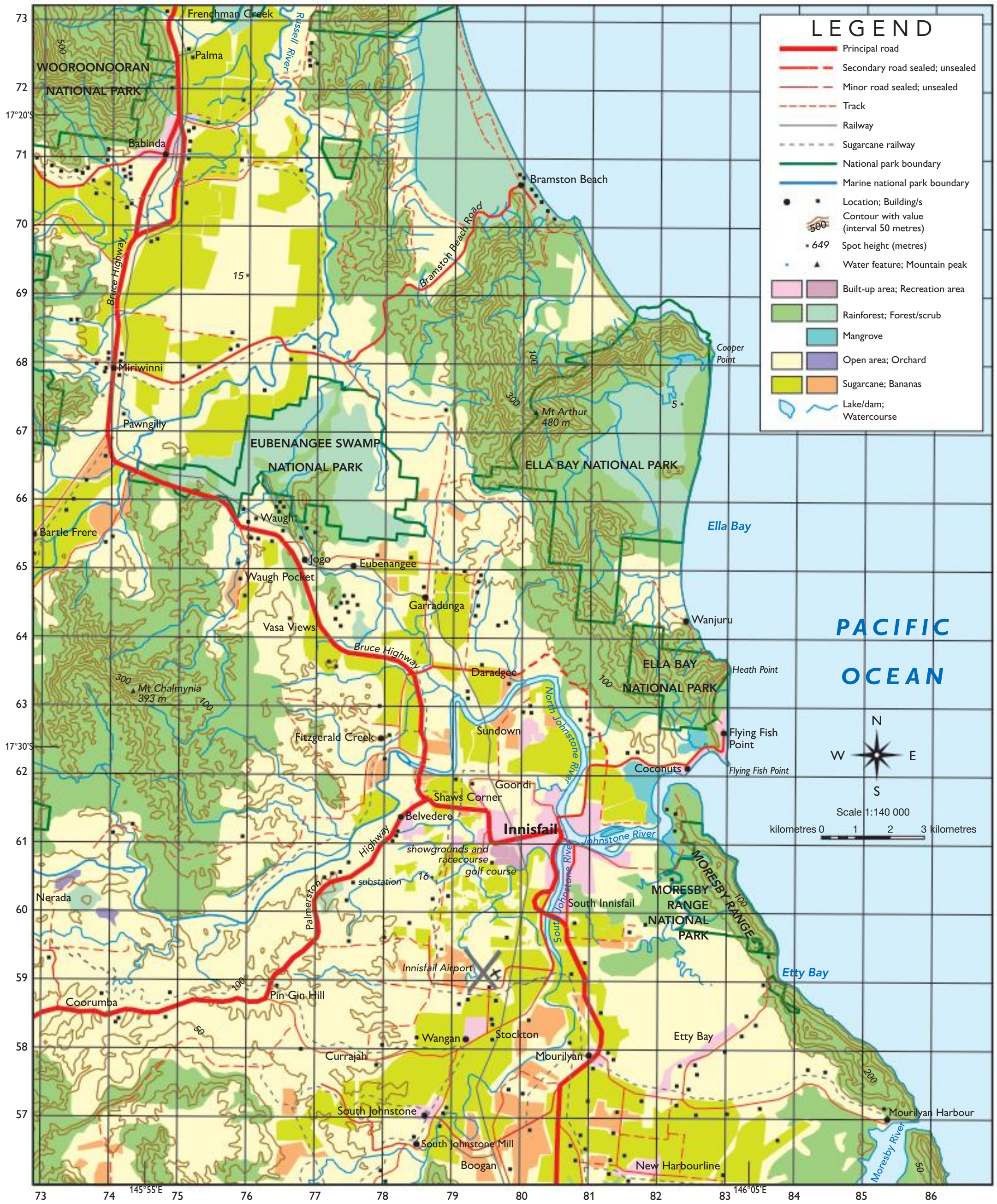
Practise the skill

1. Estimate the aspect and gradient of the slope between Mount Arthur (GR 802673) and Cooper Point (GR 827682).
2. Is this slope less steep or steeper than the slope between Mount Chalmynia and Fitzgerald Creek?
3. Estimate the gradient and aspect for the slope between Mount Arthur and Fitzgerald Creek.
4. **Identify** three pieces of evidence that the terrain in this region varies from flat and swampy to rugged and mountainous.
5. **Identify** the location of one sugar-cane farm using a six-figure grid reference.

Extend your understanding

1. Which of the world's major biomes are shown on the map of the Innisfail area in Source 12?
2. **Describe** the location of sugar-cane farming in this region. Why do you think the farms are located where they are?
3. **Describe** the relationship between rainforest and terrain in this environment.
4. **Explain** why you think this relationship exists.

INNISFAIL AND SURROUNDING AREA



Enlarged map
Innisfail and surrounding area

Source 12

Source: Oxford University Press

2.4 Where food is produced

Learning intention

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

» identify the biomes around the world that produce the foods and plant material people consume.

Much of the world's natural land cover has been changed by humans to grow food. As the human population has increased, more land has been needed for this purpose. The type of farming employed in each place is determined by many factors. Important natural factors include the climate, particularly rainfall and temperature, and the fertility of the soil. Where natural conditions are favourable – such as an area with mild temperatures, reliable rainfall and fertile soil – agriculture can flourish and the food grown can support a large population. Important human factors that influence the type of farming that takes place include the level of technology available to farmers, the demand for a particular food or fibre product and the expertise of the farmers in that area.

Nomadic pastoralism

nomadic pastoralists people who use the practice of herding livestock throughout the year in order to find food and water

Nomadic pastoralists are communities that move throughout the year to find food and water for their animals. In the north of Europe and Asia, reindeer farmers move their herds south as winter approaches, and then north again when winter snow and ice thaw and the animals can feed on the tundra grasses. In desert areas of Asia and Africa, farmers move their herds of camels, goats or cattle to follow the rain, which brings fresh grass to different places throughout the year.

Commercial farming

commercial farmers people who use the practice of farming to supply the needs of other people

Commercial farmers are those who grow food and fibre to supply the needs of other people. Each commercial farmer will grow the crop or raise the animal that best suits the local environment. Their produce then becomes part of a vast supply network that connects the globe. Because of this network, there is probably food in your kitchen cupboards produced on farms from many different countries. This may include tuna from Thailand, baked beans from Italy, peanuts from China, peanut butter from Argentina and broccoli from Belgium.

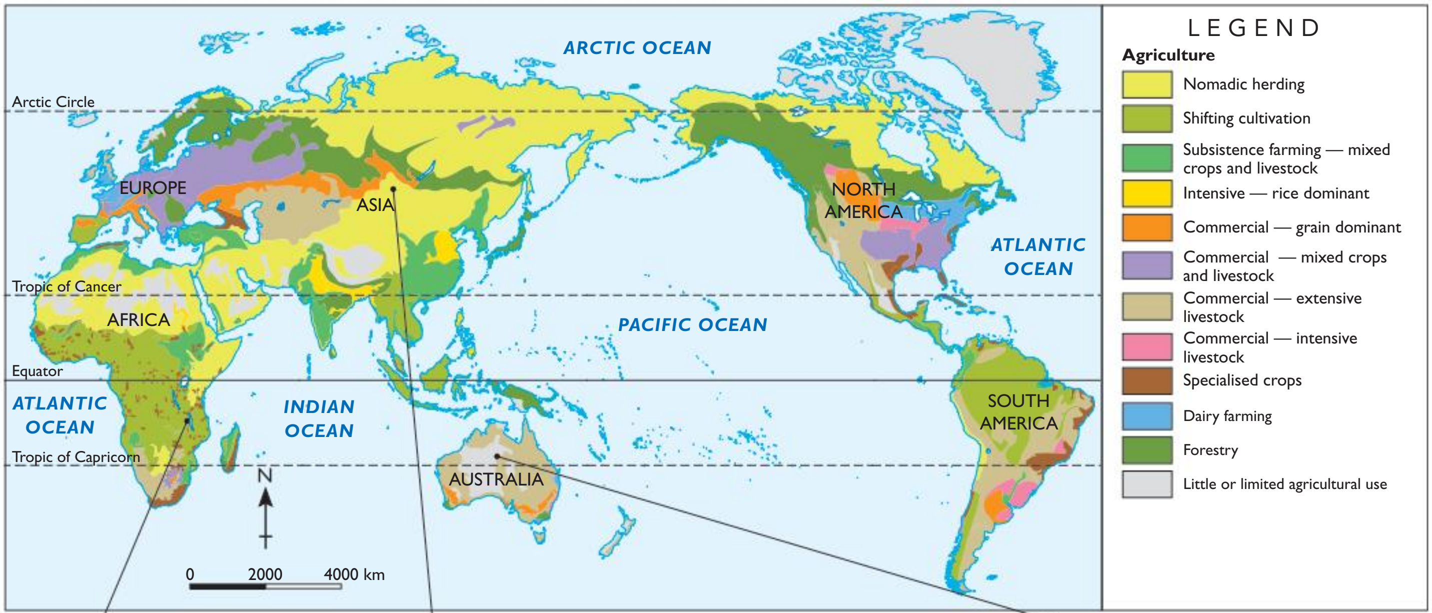
Subsistence farming

subsistence farmers people who use the practice of growing crops and raising livestock to feed themselves and their family

Some farmers only grow enough food to feed themselves and their own family. It has been estimated that this is the way of life for as many as 2 billion people. Compared to commercial farming, **subsistence farmers** usually only have a small plot of land and low levels of technology with which to work their land. For tens of thousands of years, subsistence farming was practised by most agricultural communities throughout the world. As technology developed, farmers became able to grow more food and fibre than they needed. Farmers could sell their excess crops for a profit, leading to the establishment of commercial farming.

Quiz me!
A quick quiz on where food is produced

WORLD: AGRICULTURAL REGIONS



A subsistence farmer in Rwanda hoes a potato field.

These Mongolian goat farmers are nomadic, moving in response to seasonal climate changes. Their homes, known as yurts, can be dismantled in a few hours and are carried on horseback to the new grazing area.

All of Australia's farms are commercial farms. Animals and crops, such as this wheat in South Australia, are sold for profit.

Source 1

Source: Oxford University Press

2.4 Check your learning

Comprehend

1 Refer to Source 8 on page 42 and **explain** how the climate influences the type of farming practised in particular places.

2 **Explain** how nomadic pastorialism is a response to climate.

Analyse

3 Use the information in Source 1 and your knowledge of the world's biomes to **identify** the biomes around the world that produce the food we eat. Refer to Source 3 on page 39 if you need to refresh your knowledge.

4 **Compare** the level of technology used by each of the three farmers shown in Source 1. **Consider** how this will affect their ability to grow food.

5 Australia's food comes from commercial farms, not only in Australia but from around the world. Select one of the types of commercial farming shown in Source 1.

a **Describe** the location of this farming type.

b Use Source 8 on page 42 to **describe** the types of climate at these locations.

c Use Source 3 on page 39 to **identify** the natural biomes of these places.

Apply

6 On a world map in your classroom, **create** a display showing the farming categories listed in Source 1. Add labels showing your answers to questions 5b and 5c.

2.5 Food production in Australia

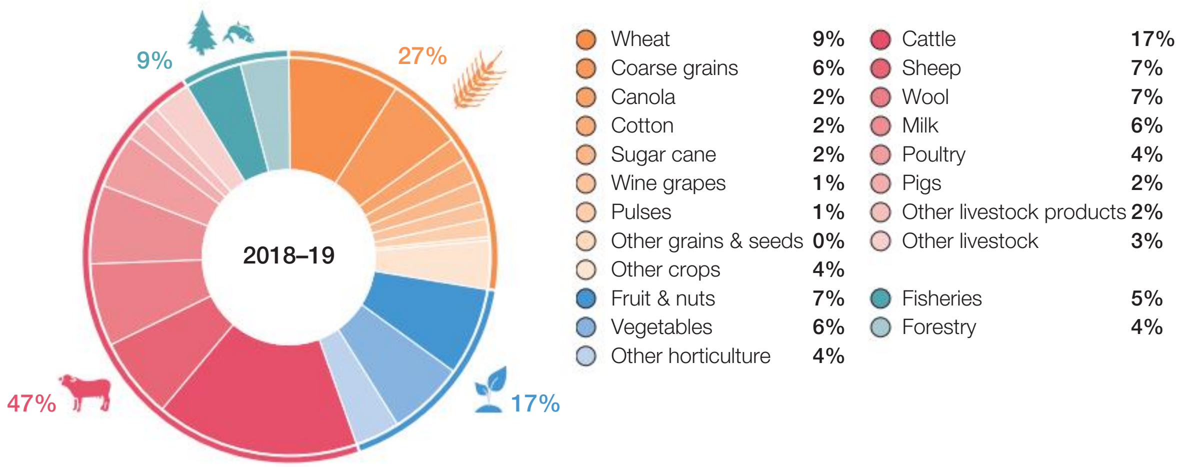
Learning intention

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

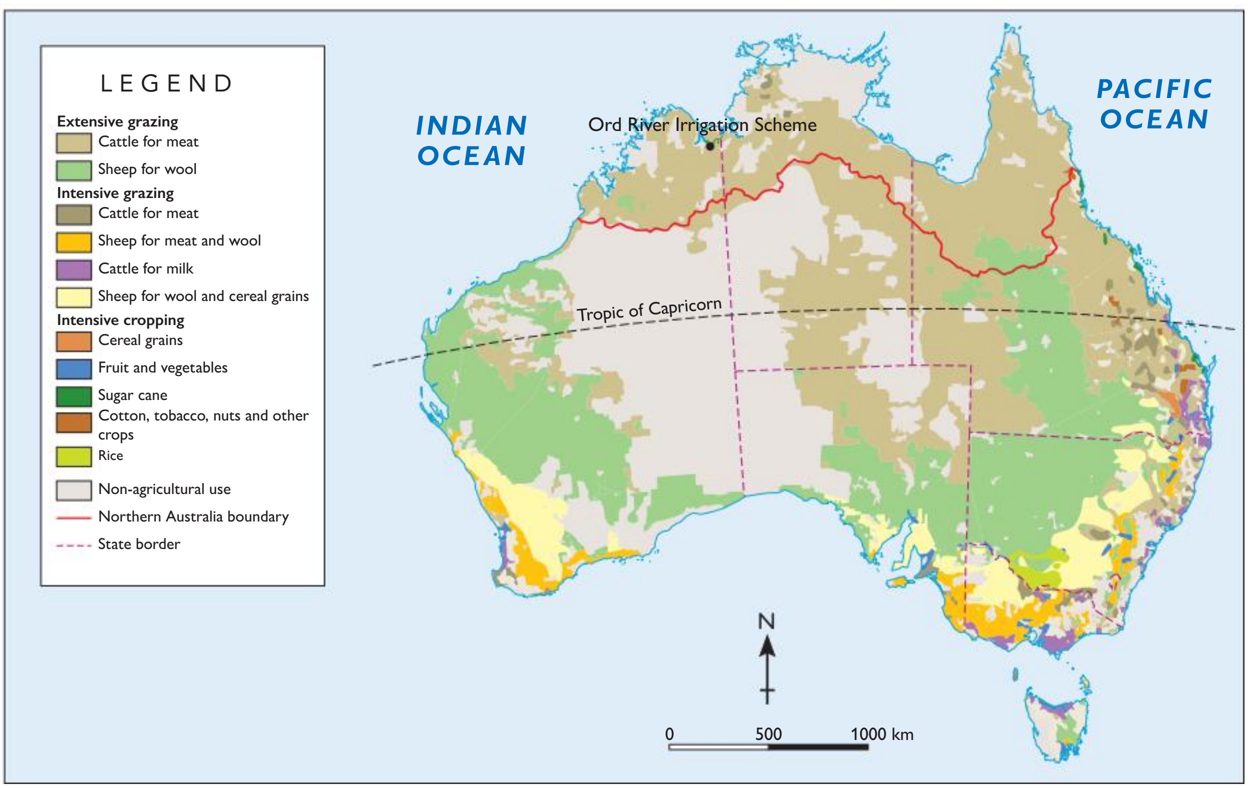
» identify Australia's top food and fibre exports.

Australian farmers are among the most productive in the world. Not only do they supply more than 90 per cent of the fresh food such as fruit, vegetables, eggs, milk and meat consumed by Australians each year, but they also export food to markets around the world. Most of these exports provide food to the Asian markets of China, Japan and South Korea, and generate billions of dollars for the Australian economy. It has been estimated that Australia exports enough food to supply the needs of 60 million people.

Source 2 Australian farms produce a wide range of foods and fibres. This graph shows the amount of these foods produced as a percentage of the total value of foods produced on all Australian farms.



AUSTRALIA: LAND USE



Source 3

Source: Oxford University Press

CASE STUDY

Beef farming in Australia

More than half of all Australian farms raise cows for meat production. There are about 28 million cows spread across more than 40 000 farms. In northern and central Australia, cattle farms tend to be large stations where cattle forage over a large area for food. This environment suits Asian breeds of cows, which can withstand tough conditions. Some of these cattle are exported live on ships to markets in Asia and the Middle East, particularly Indonesia. Others are processed in Australia and the meat sold in Australia and in other countries, particularly the United States. In southern Australia, cattle farms are not as large and European breeds of cows are favoured. These produce a higher-quality meat suitable for high-value markets in South Korea, Russia and Japan.

As with all types of farming, cattle farmers face many risks. These include natural risks such as drought and the threat of disease. There are also risks from human factors such as competition from beef producers in other countries and the threat of export partners increasing taxes on Australian beef. However, changes in the diets of many people in developing countries has increased the demand for beef, meaning that the future looks bright for the Australian beef industry.

Source 4 In northern Australia, some cattle farms are so large that helicopters are used to muster the cattle.

Enlarged map
Australia: Land use

Graph it!
Food production in Australia

See, think, wonder
Examine Source 4.
- What do you see?
- What do you think?
- What does it make you wonder?

2.5 Check your learning

Retrieve

1 **Name** Australia's top five food exports using Source 2.

2 How does cattle farming differ in different parts of Australia?

Comprehend

3 Select one of the top farming types as shown in Source 2.

a Use Source 3 to **describe** its distribution in Australia.

b **Summarise** the natural factors that help to explain this distribution.

Apply

4 To what extent do you agree with the statement, 'All Australian farmers should grow the same food'? **Justify** your response.

2.6 The impacts of food production

Learning intention

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

» explain the impacts of agriculture on the characteristics of biomes.

Quiz me!
A quick quiz on the impacts of food production

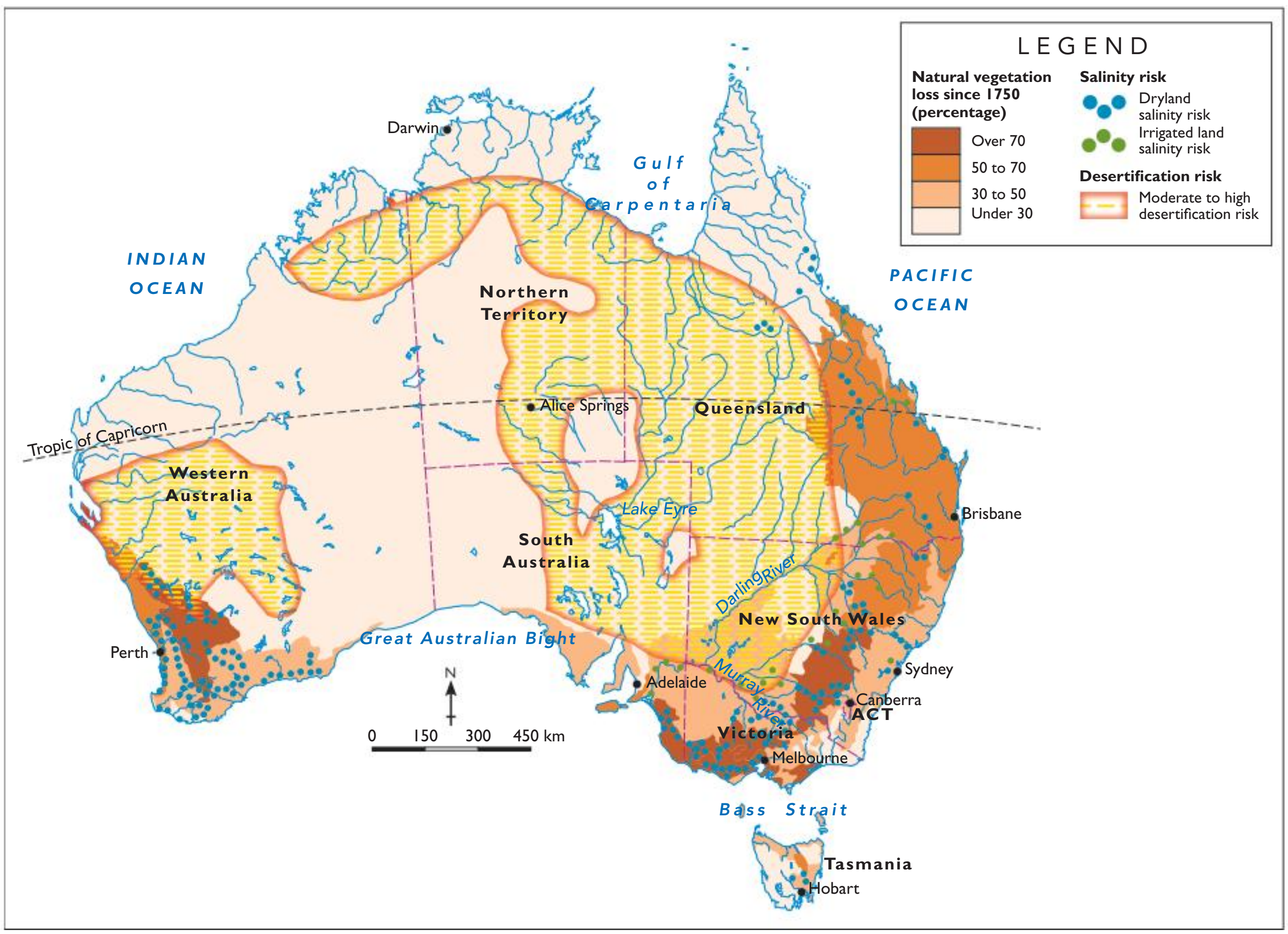
There has been more extensive change to the Earth's biomes in the past 300 years than in any other period in the Earth's history. More than half of the world's land area that is considered habitable has now been converted into farmland to provide food and fibre for the world's people – and this area is expanding.

All around the world, the natural biomes of forests, grasslands, tundra and even deserts are being converted into farms. In some places, large corporations are converting the land, but in most places, it is the work of small-scale farmers, motivated by the need to provide food for their own families.

Changes to vegetation

In many places around the world, very little original vegetation remains. Boreal, temperate and tropical rainforests have been cut down, burned and cleared to make way for croplands and pastures for animals. This has dramatically changed the ecosystems of these biomes, and many animals of these regions are now vulnerable to extinction. Although this practice has slowed in Europe and North America, it continues in much of Africa, Asia and South America. The expansion of cattle ranches, palm oil plantations and soybean farms in tropical rainforests are key drivers of this deforestation.

AUSTRALIA: LAND DEGRADATION



Source 5

Source: Oxford University Press

Changes to soil

Natural soil fertility comes from the slow breakdown of rocks and minerals and the decomposition of plants. Crops, including grass, use this fertility to grow. When crops are removed, so are some of the soil's nutrients. If these nutrients are not restored, the soil eventually becomes infertile. In some places, these once fertile areas become as barren as deserts. About 12 million hectares of land – an area about twice the size of Tasmania – a year are lost to this process, known as **desertification**. Farming on hillsides once covered in forests can also result in soil erosion because the soil is washed down the hillsides into rivers and streams and carried to the sea.

Source 6 The process of desertification

Changes to the atmosphere

Farming contributes to climate change in several ways. Replacing forests with farms means that the ability of the forest to store carbon is lost. One of the quickest ways to remove forest is to burn it and this releases the stored carbon into the atmosphere. Farmers in the Amazon rainforest clear the forest by burning in the dry season. In August 2019, satellites detected more than 80 000 wildfires in the region. In addition, some farming types produce greenhouse gases that are released into the atmosphere. Cows and sheep break down their food by **enteric fermentation**, which also produces methane, a powerful greenhouse gas. Growing rice in paddies also produces methane.

desertification
the transformation of fertile land into relatively dry desert areas

enteric fermentation
the process by which animals break down food, such as grass, in their digestive systems

Changes to water

Most farm types require large amounts of water. In the past, farmers relied on natural rainfall to water their crops and pastures, but an increased demand for food and changes to technology have meant that many farmers now access water in other ways. Streams and rivers are diverted and dammed, and the water is stored and then used by farmers for irrigation. In some places, irrigation has caused salt in the soil to rise to the surface, making the soil infertile. This increased salinity may lead to further desertification.

2.6 Check your learning

Retrieve

1 **Identify** two ways in which food production has altered some biomes.

2 How does farming change the fertility of soil?

Comprehend

3 Look closely at Source 5.

a **Describe** which areas of Australia have lost more than 50 per cent of their natural vegetation since 1750.

b **Summarise** any links you can see between these areas and other land degradation problems shown on the map.

c Using Source 4 on page 40, **identify** the biomes most affected by this vegetation loss.

Apply

4 **Create** a flow diagram with boxes and arrows to show how a farming area can become desert.

5 Look at Source 3 on page 39 and select one of the terrestrial biomes shown (except for polar lands).

a Use the map in Source 1 on page 47 to **describe** the farming types that are now being practised in this biome.

b What impacts described in this topic apply to the changes in your selected biome?

c **Investigate** a particular location in your biome where farming is now the main use of the land. **Discuss** the changes that have occurred in this location and outline the reasons for these changes.

2.7 The impact of palm oil plantations in Indonesia

Learning intention

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

» explain the environmental impacts of palm oil production in Indonesia.

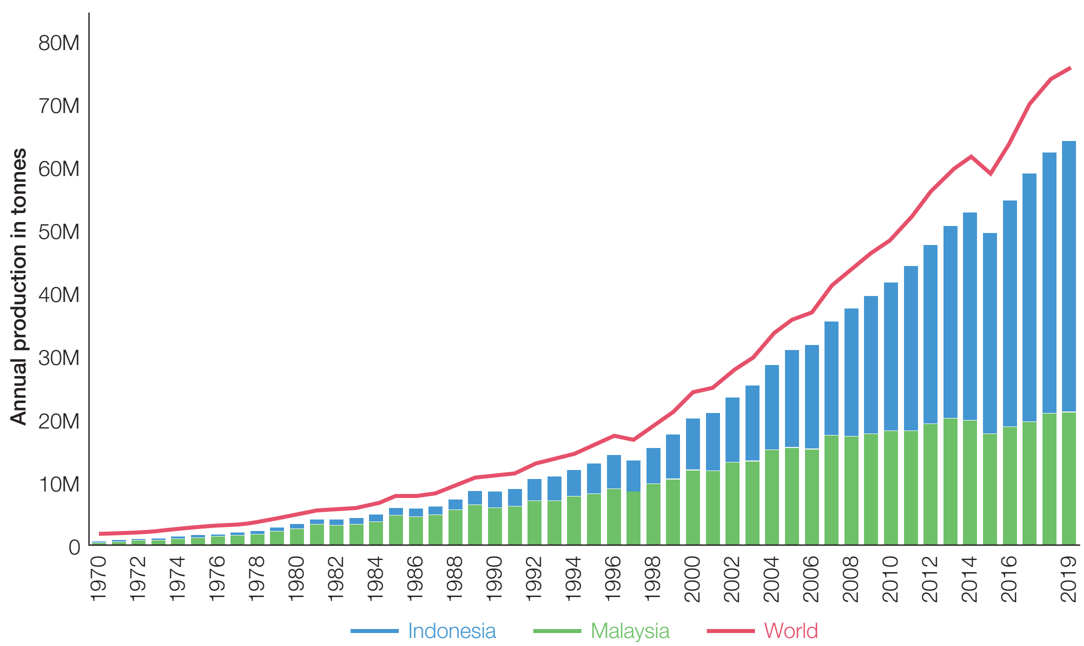
Palm oil is one of the most versatile and widely used farming products. You will probably use some today. You may eat it in bread, margarine, ice cream, pizza, biscuits or chocolate. You may clean with it when you use soaps, detergents or shampoo. In some countries it is used as a replacement for diesel and petrol to power vehicles. It has been estimated that each of us consumes 8 kilograms of palm oil a year. As the world's demand for these products grows, so too does the demand for palm oil. The oil is extracted from the fruit of oil palm trees that grow in a narrow band near the equator.

Indonesia is the world's largest producer of palm oil. The warm tropical climate and abundant rainfall make ideal growing conditions, not only for the natural rainforest biome but also for the oil palm trees. For many of Indonesia's poor rural people, palm oil provides them with the opportunity to improve their lives. To grow oil palm trees, the tropical rainforest is removed. Excavators are used to push over the trees and stack them into piles, which are then burned. This releases huge amounts of carbon into the atmosphere and blankets much of South-East Asia in a haze of acrid smoke for several months each year. Bulldozers then cut terraces into the bare hillsides to provide flat land. Oil palm trees are planted on the terraces, where it takes about four years for the trees to mature and produce fruit.

The biodiversity of tropical rainforest, with its amazing array of plants and animals, is replaced with a single species: *elaeis guineensis*, the African oil palm tree.

It is difficult to know the exact size of the palm oil industry in Indonesia because much of the land clearing is illegal and unregistered, but environmentalists estimate that there are now 163 000 square kilometres of oil palm plantations in Indonesia. The country has lost 268 000 square kilometres of rainforest since 2000. This is an area larger than the state of Victoria.

Source 7 Like Scottish soap maker Lomond, many producers of goods and food advertise when their products do not contain palm oil.



Source 8 The production of palm oil between 1970 and 2019

As a result of forest clearing, Indonesia is one of the world's largest contributors to climate change. It is also home to thousands of endangered plants and animals. Among them are iconic rainforest species such as the Sumatran tiger and elephant, the Javan rhinoceros and the orangutan. The Sumatran orangutan is among the world's most critically endangered species and may become extinct in the wild in the next two decades.

Source 9 This area of forest on the Indonesian island of Borneo has been cleared and terraced for a palm plantation. The natural forest cover can be seen in the background.

Source 10 Orangutans in Borneo cross an area of newly cleared rainforest.

Quiz me!
A quick quiz on the impact of palm oil plantations in Indonesia

2.7 Check your learning

Comprehend

1 **Explain** what palm oil is and how it is used.

2 **Describe** the changes that are made to the tropical rainforest biome to grow palm oil.

Analyse

3 **Examine** Source 8.

a Describe the change in palm oil production between 1970 and 2019.

b Analyse why this change has occurred.

4 Use the geographic concept of interconnections to **examine** the link between consumers in Australia and the cleared rainforest in Source 9.

Apply

5 Develop a set of geographic questions to begin a geographic inquiry into Indonesia's palm oil industry.

6 Using the internet, **investigate** alternatives to palm oil. Which do you think is the best and why?

2B SKILLS IN CONTEXT

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

Climate change and food

The Earth's climate is changing because human activities are releasing greenhouse gases into the atmosphere.

These gases trap the sun's heat and are causing the average temperature of the Earth's surface to rise. As well as gas emitters such as cars and power stations, the global food supply chain is a major producer of greenhouse gases. Research has shown that over a quarter (26 per cent) of all greenhouse gases come from this source, most from the farming stage of the supply chain. Beef farming produces more greenhouse gases than any other type of agriculture. The elements that make up the food supply chain are shown in Source 11.

KEY SKILL
Concluding & decision making

Analysing secondary geographical data and drawing conclusions

It is important for geographers to be able to correctly interpret data that has been collected and represented by other people. They often need to use secondary data sources to draw conclusions about what they have found. By following these steps, you will learn to interpret a range of secondary data sources (for example, graphs, tables, reports) and use them to reach conclusions about your investigation.

Step 1 Once you have gathered a range of secondary data sources for your investigation, look at each source carefully.

Step 2 For each source of information, write down two or three key facts that are presented.

Step 3 Try to summarise the key focus of each data source in one or two sentences. Identify any patterns or exceptions that you notice.

Step 4 Pay particular attention to the title, the date of the data and where it came from. Is the information contained in the source recent, is it still relevant, or is it commenting on a situation or place at a particular point in time?

Step 5 Remember to check the information on graphs carefully. Pay particular attention to ranges of figures and make sure that you understand the classifications. Are things being measured in kilograms or tonnes, for example? If the figures are in kilograms in one source and in tonnes in another, you will need to convert the figures to the same units of measurement to understand and compare them.

Step 6 Remember to think about bias – ask why the author has written the piece of information. Are they trying to influence opinion on an issue? Are you getting the complete picture? Try to find a range of sources on the same subject to ensure your data is as close to complete data as possible.

Step 7 Compare the facts and figures you have summarised. It may be helpful to use the PQE method to do this.

Step 8 Use your notes to reach your own conclusion about the key question or issue that you are exploring. Support your conclusion with information from the data.

Step 9 Present your conclusion to an audience. This may be done verbally, graphically or in written form. Whatever form you choose, make sure you use the evidence you have gathered to support your conclusion.

For more information on this skill, see page 33 of 'The geography toolkit'.

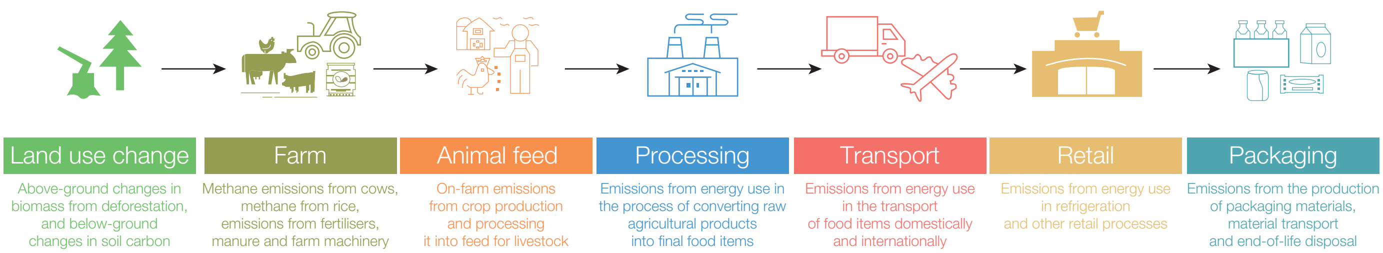
Practise the skill

1 **Examine** the information presented in Sources 11, 12 and 13 and follow the steps provided to draw a conclusion about the impacts of supplying food on the atmosphere.

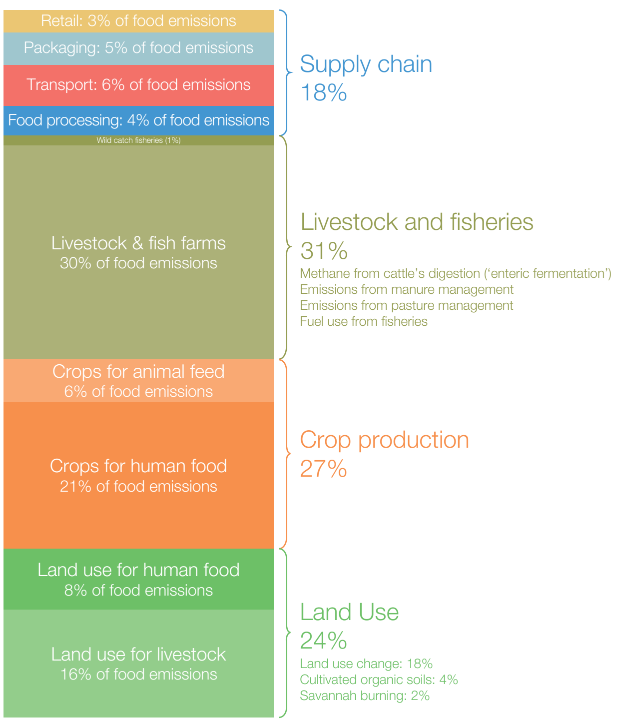
Extend your understanding

1 Use the information presented here to **propose** ways in which people could reduce the environmental impacts of their diets.

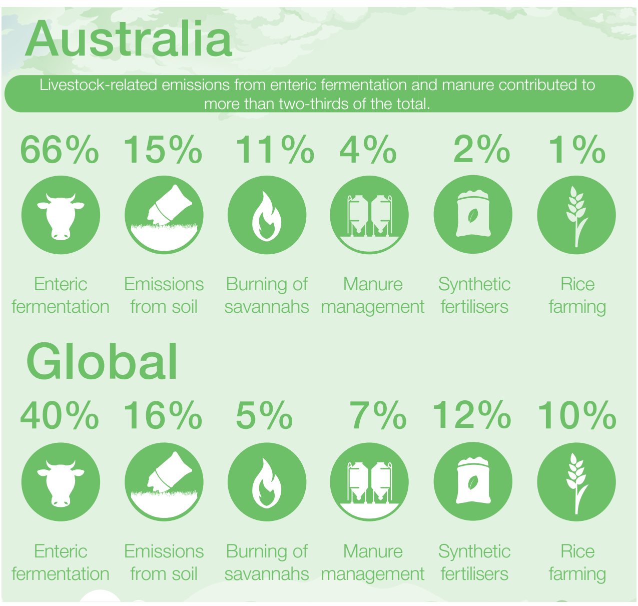
2 **Create** an advertising campaign to communicate your findings to the Australian public.



Source 11 The elements that make up the food supply chain. Source of data: Science. Source of graph: Our World in Data



Source 12 Global greenhouse gas emissions from food production. Food production accounts for 26 per cent of all global greenhouse gas emissions.
Source of data: Science. Source of graph: Our World in Data.



Source 13 The largest emitters of greenhouse gases in farming, in Australia and across the globe.
Source of global data: FAO. Source of Australian data: Department of Primary Industries & Regional Development, Government of WA.

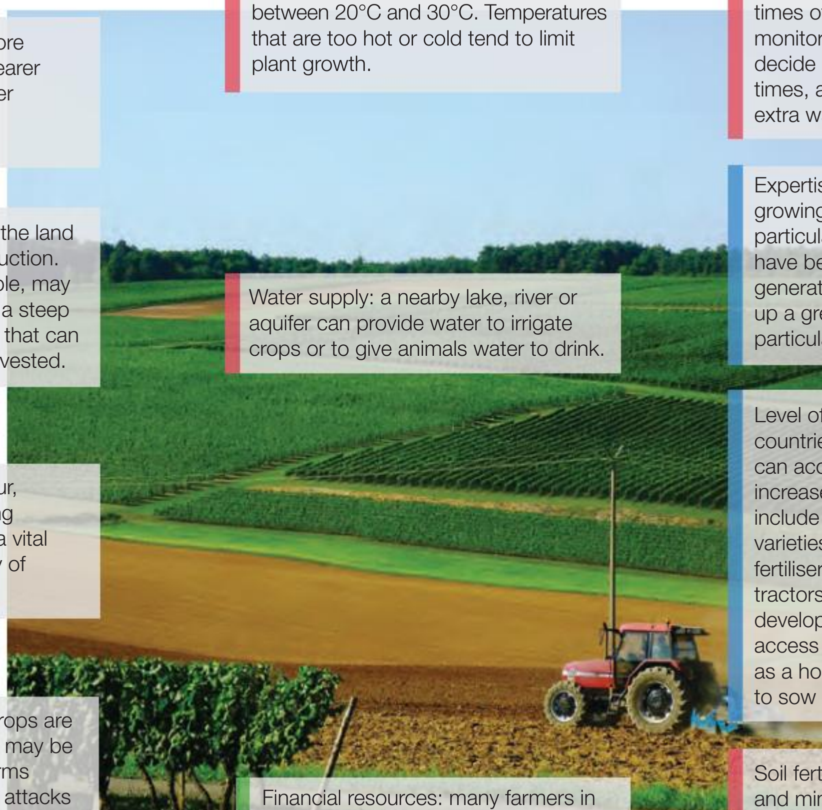
2.8 Factors that influence food production

Learning intention

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

» describe the environmental, economic and technological factors that impact agricultural productivity.

The amount of food produced on each farm depends on a wide range of factors. Many of these are linked to the natural environment where the farm is located; others are linked to human factors such as the supply of labour available to the farmer and the finance they have available. Some factors improve the productivity of the farm while others may limit its productivity.



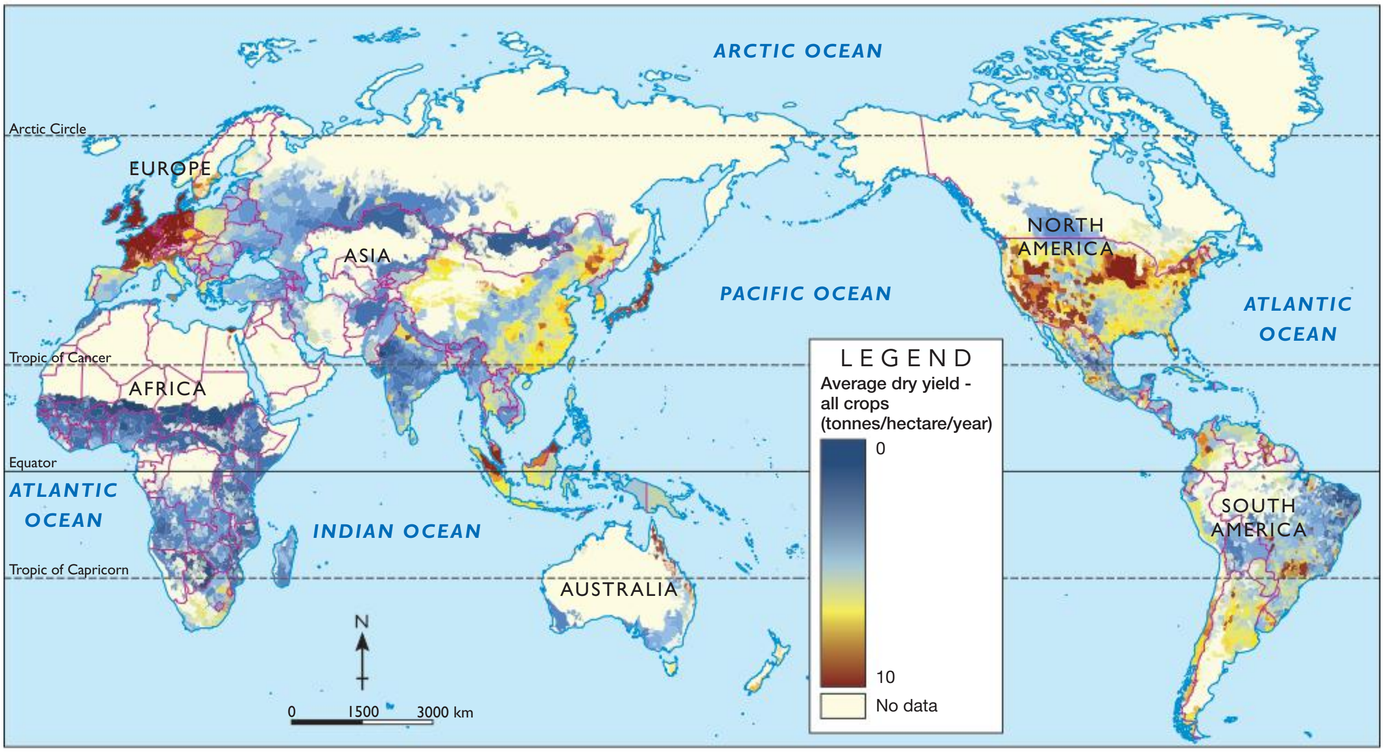
Source 1 Factors that affect food production

Map it!
World: Crop yields

hectare
a piece of land 100 metres long and 100 metres wide

The factors that influence food production described in Source 1 vary from place to place, so there are large variations in the amount of food that is produced in different places. In some regions with favourable conditions, farmers produce large amounts of food and this helps to feed billions of people. In other places, production is limited by poor conditions, and farmers may struggle to produce enough food even for themselves and their families. Source 2 shows these variations by estimating the amount of food produced on each **hectare** of land each year.

WORLD: CROP YIELDS



Source 2

Source: Oxford University Press

Gathering relevant data

How do you investigate challenges to food production? You can produce a range of primary sources by conducting fieldwork, such as geographical photographs, annotated field sketches and recorded observations.

You might also conduct surveys or interviews with friends, families and teachers about their own food consumption. Secondary sources, such as maps, graphs, tables and reports, are also an important source of data for any investigation. Begin by making a list of where you might gather these types of data.

KEY SKILL
Questioning & researching

2.8 Check your learning

Comprehend

1 **Explain** how the level of technology available affects food production. Use information from Source 1 to support your answer.

2 a In Source 1 the factors are shaded in one of three colours: red, green or blue. What would be appropriate labels for these three groups of factors?

b **Explain** how each group you identified in question 2a influences crop yields.

Analyse

3 Most farmers continue to practise the same type of farming year after year. **Infer** (suggest) why this might be the case.

4 **Examine** Source 2.

a Describe the areas of the world that have the highest crop yields. Use the map on the inside back cover to help.

b Describe the areas of the world that have the lowest crop yields.

c Compare this map with the map of world biomes in Source 3 on page 39. Which biomes have the largest crop yields? Why do you think this is the case?

Apply

5 Which of the factors shown in Source 1 do you consider have the greatest impact on crop production? **Justify** your answer.

2.9 The importance of soil

Learning intention

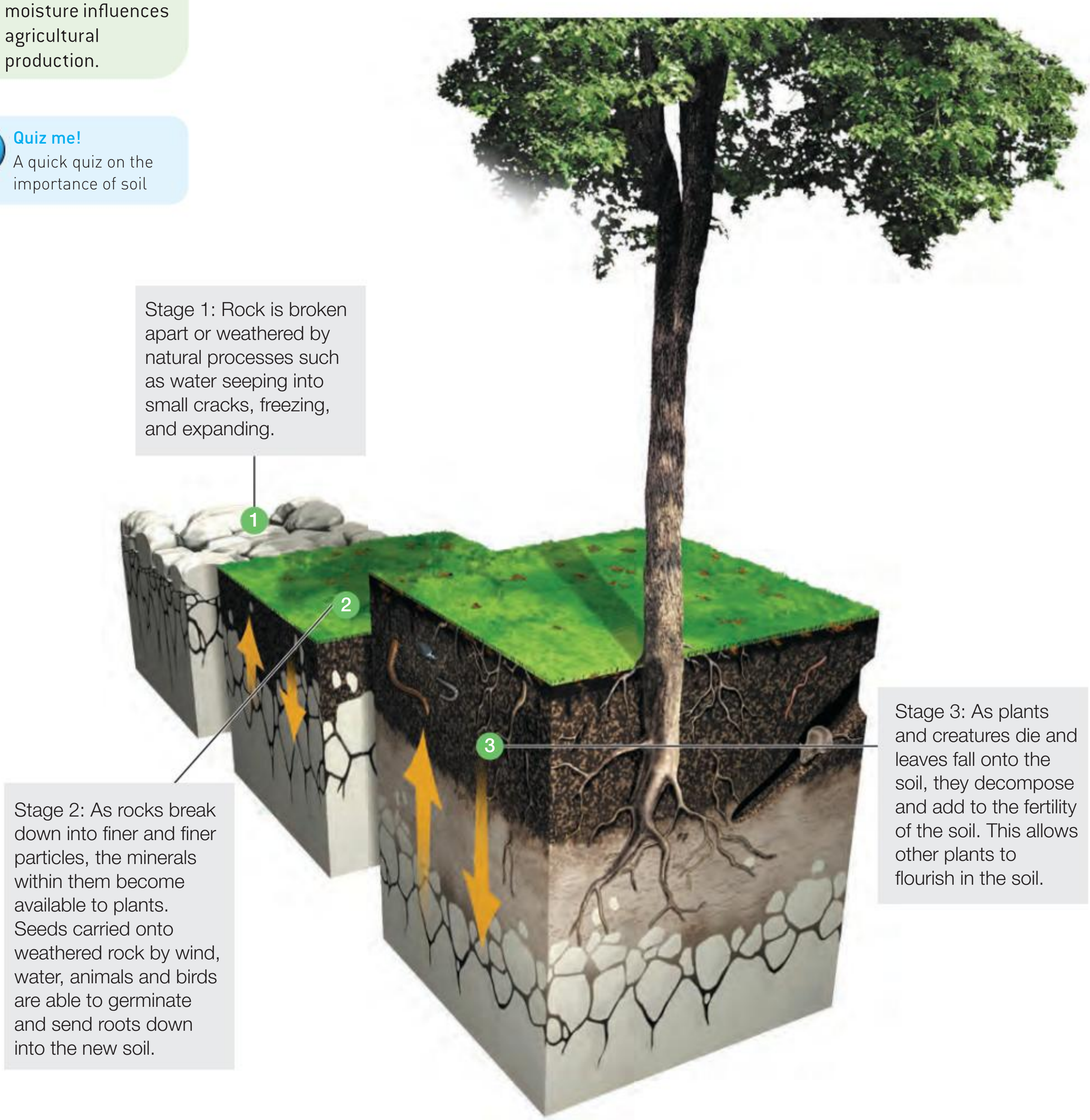
By the end of this topic, you will be able to:

- explain how soil moisture influences agricultural production.

Quiz me!
A quick quiz on the importance of soil

Many parts of the Earth's surface are covered in a thin, fragile layer of soil. Soil supports plant growth, including for food production. But what is soil, where does it come from, and how do plants use it to grow?

Soil is a mixture of air, water, broken-down rock and organic material such as tiny animals and plants. Soil is a non-renewable resource – it takes thousands, even millions of years to form. The stages in its formation are shown in Source 3.



Source 3 The formation of soil over time

Farmers harness the fertility of the soil by selecting crops that grow best in the available soil. In some places, the soils are so fertile that virtually any crop will grow; in other places with poor soils, farmers may have to add some of the missing nutrients that plants need. As one of the world's oldest continents, Australia has some of the oldest soils on Earth. The constant weathering over millions of years has washed away many of the important nutrients and minerals, and our soils are among the world's poorest.

Australian soils are generally low in nutrients, thin and easily eroded. Australian farmers have developed many ways of dealing with these limitations. The most obvious of these is adding nutrients and chemicals that are missing to the soil. Farmers regularly test their soil and will add fertiliser containing those chemicals that their plants need. As crops grow, they draw these nutrients from the soil, so farmers must continue to replace them, often applying fertiliser annually.

Source 4 The fertile soils of China have fed hundreds of millions of people for thousands of years.

Soil moisture

One of the important features of soil is the amount of water that it contains. Fertile soils generally have a high moisture content whereas infertile soils are usually much drier. Soil moisture is affected by the amount of rain or irrigation water that falls on the soil, the amount of water that evaporates from the soil and the make-up of the soil itself. It may only be a tiny amount of water when compared to all the water on Earth, but the water held in soil is directly responsible for feeding all of us.

2.9 Check your learning

Comprehend

1 **Summarise** how soil moisture influences crop growth.
2 **Explain** why much of Australia's soils are infertile.

Analyse

3 Why is the farmer in Source 5 measuring soil moisture? How is this information useful to him?
4 **Compare** the farms shown in Sources 4 and 5. Use a Venn diagram to list their similarities and differences.
5 **Consider** what is meant by this statement: 'Every farmer in the world is a soil farmer.'

Apply

6 **Investigate** the soil moisture maps on the Bureau of Meteorology website (search for Australian Water Outlook).
   a What do the maps show?
   b Why would farmers be interested in these maps? Justify why you think this would be the case.
   c Use the time aggregation tool to scroll through the 'year' data for the past 10 years. Describe the patterns you notice on these maps.
   d Compare the 'relative data' maps for 2009 and 2011. Why do you think there are such differences between these two maps?

Source 5 A strawberry grower in the United Kingdom uses a neutron probe to measure soil moisture.

Weblink
Bureau of Meteorology

2.10 Overcoming problems

Learning intention

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

» describe how agricultural innovations have reduced environmental limitations on food production in Australia.

No parcel of farmland is perfect, and farmers are continually looking for ways to overcome the limitations of their natural environment. Some of the most common limitations in Australia are connected to our climate and our soils. In many places in Australia, rainfall is too low and too variable to support pasture or crop growth. In other places, our soils are too infertile or too dry for farming to prosper. Yet Australia is an agricultural powerhouse, feeding not only ourselves but also millions of people in other countries. This is because Australian farmers are always looking at new and innovative ways to solve problems and boost production.

Finding water

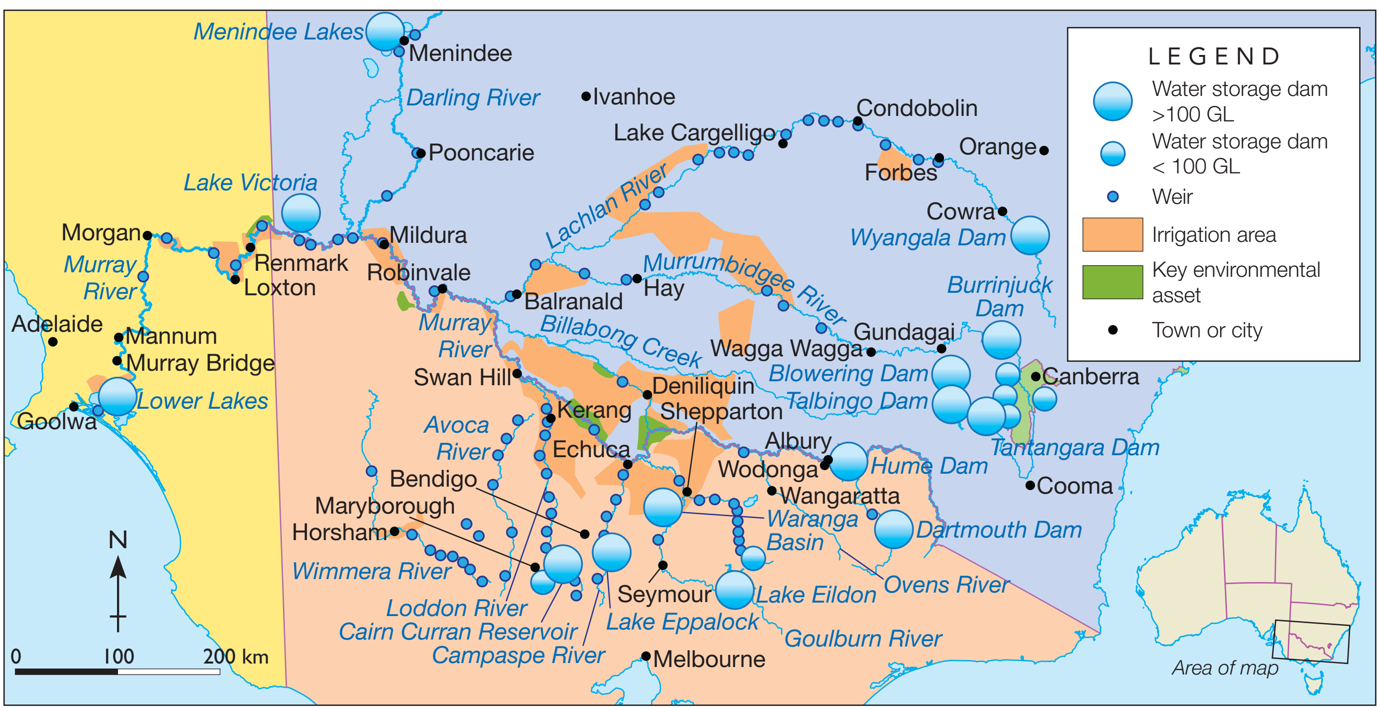
Farmers in Australia have developed methods of managing water supply in a largely arid country. In some areas, such as the Murray–Darling Basin, rivers and streams are dammed with **weirs**, and water is diverted and carried by an intricate system of pipes and channels for hundreds of kilometres to farms. In other places, farmers drill deep wells to access the world's largest underground water reservoir: the Great Artesian Basin. These wells supply water to cattle and sheep farms across much of inland Australia.

Spatial technologies are now being used to assess and manage water supplies in new and innovative ways. One of the key technologies is remote sensing. Orbiting satellites fitted with special sensors can measure the amount of water in the soil and the health of plants. This can be linked to data from sensors on the ground to give farmers an accurate picture of the water needs of their crops. They can then use their available water resources to deliver exactly the amount of water each paddock needs at precisely the right time. This greatly reduces the amount of water that is wasted through overwatering and crops lost due to underwatering.

weirs
dams built across a river to trap water in a reservoir

spatial technologies
any computer hardware or software that interacts with real-world locations; e.g. global positioning systems (GPS), geographic information systems (GIS) and satellite images

SOUTHERN MURRAY–DARLING BASIN



Source 6 The water infrastructure of the southern Murray–Darling Basin

Source: Oxford University Press

Improving soils

Australia's ancient soils are typically low in nutrients and organic matter and are also easily eroded. Farmers typically add fertilisers and soil conditioners to their land to improve their soil and increase food production. This can be expensive, so farmers carefully assess their soil regularly to decide the correct amount and type of fertiliser for the time of year. Each year, more than 5 million tonnes of fertiliser are added to Australian farms, most of it designed to add nitrogen to the soil. Research has shown, however, that up to 50 per cent of this nitrogen is wasted and that some farmers tend to over-fertilise, adding more than plants can use. Furthermore, as nitrogen breaks down, nitrous oxide is released into the atmosphere as a greenhouse gas that is 300 times more effective than carbon dioxide at trapping heat from the sun. There is much research being undertaken to help farmers become more efficient at using fertiliser to improve their soils, save money and reduce emissions.

Source 7 Farmers can receive information about rainfall and soil moisture on their mobile phones and tablets in real time from satellites in space.

2.10 Check your learning

Comprehend

1. **Describe** two enviornmental limitations on agricultural production in Australia.
2. **Summarise** the methods that farmers use to improve the soil on their farms.
3. **Explain** the ways that new technologies are helping farmers overcome problems in Australia.

Analyse

4. **Examine** Source 6.
   - a How many water storage dams of more than 100 gigalitres are there?
   - b Imagine travelling by canoe from the Cairn Curran Reservoir to the sea. How far would this journey be? How many weirs would you cross? Express your thoughts in a few sentences.
   - c Describe the locations of the major irrigation areas.

Apply

5. While taking water from the rivers shown in Source 6 has allowed farmers to grow crops, it has also altered the natural flow of the rivers. This has been difficult to manage for decades and is the subject of much controversy. **Investigate** this issue and find out how the people of this region manage their water supply.

Source 8 Fertiliser being added to crops from a tractor-mounted spray boom

Explore it!
A virtual field trip to the Murray River

Enlarged map
Southern Murray–Darling Basin

2.11 High-tech farming

Learning intention

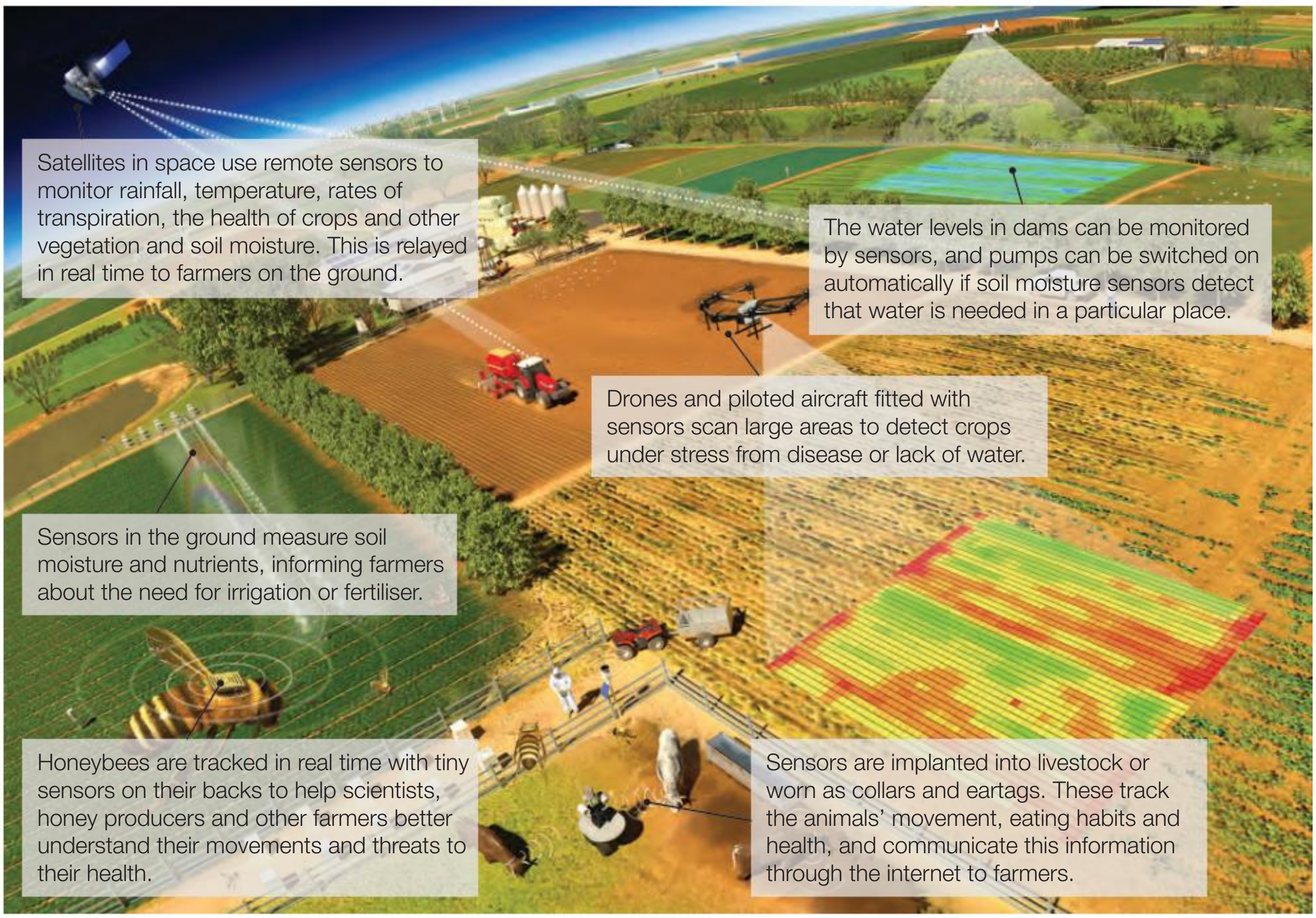
By the end of this topic, you will be able to:

» understand how technological factors affect agricultural production in Australia.

Modern technologies have changed farming methods and made many farms in Australia and around the world more efficient and more productive. The use of technologies such as computers, satellites, remote sensors, geographic information systems (GIS) and global positioning systems (GPS) has allowed some farms to go 'high-tech'. Technology continues to advance farming operations, increasing the fruitfulness and longevity of crops and improving the breeding conditions of food animals such as cattle.

The Internet of Things

The latest phase in high-tech farming uses a new way of thinking dubbed the Internet of Things (IOT). This refers to the millions of everyday objects that are, or could be, connected to the internet. In many Australian homes, it is possible to control lights, heating, cooling and toys using smartphone apps. Farmers are now using IOT to monitor their farms and increase their productivity.



Source 9 Farming and the Internet of Things

Quiz me!
A quick quiz on high-tech farming

CASE STUDY

Robots on the farm

Gala dairy farm near Deloraine, Tasmania, may look like most other dairy farms in Australia – cows contentedly munch on green grass for most of the day and then head to the shed to be milked. But this farm is like few other dairy farms in the world because these cows milk themselves, with help from a robot or two. Once the cow arrives in the dairy, overhead cameras and a wi-fi sensor guide robotic arms to clean the cow's teats and attach suction cups. An electronic collar identifies each cow and allows her milk production to be monitored and recorded.

The cows stand on a rotating circular platform while being milked and are rewarded for coming to the dairy with a small feed of grain and access to a paddock of fresh grass. Because cows can choose when and how often they wish to be milked, milk production on the farm is up 20 per cent from the traditional method of milking cows twice a day.

Source 10 Milking time at Gala dairy farm – and not a farmer in sight!

2.11 Check your learning

Retrieve

1 **Define** what is meant by the 'Internet of Things', including any examples you can think of that are not described on these pages.

2 **Identify** the reason that milk production has increased on the Gala dairy farm.

Comprehend

3 Look closely at Source 9.
   a Find the sensors shown in this artwork.
   b Select one of these sensors and **explain** how it helps the farmer to be more efficient.
   c **Explain** why it is important to monitor the health of bees.
   d **Describe** any other uses of the Internet of Things you can think of that would be useful to farmers.

4 What are some advantages and disadvantages of robotic milking for farmers?

Apply

5 **Investigate** some current threats to the health of bees around the world.

6 Using the information in this topic as a starting point, conduct further research on how high-tech farming influences agricultural production and assists food production. Use your findings to lead a class discussion.

Source 11 A honeybee in Tasmania with a sensor backpack

2C SKILLS IN CONTEXT

Growing rice on the world's driest inhabited continent

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

There are about 1600 rice farms in Australia and virtually all of them are in southern New South Wales and northern Victoria. This region is suitable for growing rice because of several key environmental factors. The most important of these is the availability of water. Rice farmers in the region irrigate their crops with water from nearby rivers – the Murrumbidgee and the Murray. The soil is also ideal for rice growing as the heavy clay that is present stops water from seeping away. Year-round warm temperatures help the rice to grow and the flat land makes flood irrigation possible.

Source 12 Rice fields and the main irrigation canal near Leeton, New South Wales

Although Australian rice growers are the most productive in the world, rice is a controversial crop in this country. Some people feel that growing rice is not a sustainable use of Australia's river water. They argue that the natural environment is suffering because water is being taken from the rivers. Supporters of the rice industry believe that rice is a valuable export crop and that Australian rice farmers are becoming better at using less water to grow more rice.

KEY SKILL
Interpreting & analysing

Estimating the size of features on a map

Estimating the size of features on a map is an important skill for geographers. You can use the scale of a map to estimate the area covered by certain features. If the feature is a regular shape such as a triangle, circle or rectangle you can apply the skills and formulas you have learnt in mathematics. If the shape of the feature you are studying is irregular, a grid can be used to estimate its size. For example, on Source 14, a grid with squares representing 20 km × 20 km has been drawn. If your map does not have a grid like this already, you can draw your own. You might like to do this onto a piece of tracing paper that you can then place on top of the map.

Step 1 Count the number of grid squares in which the mapped feature you want to estimate fills the entire square. Write this number down.

Enlarged map
New South Wales: Rice growing regions

Step 2 Now count the number of grid squares that contain some, but not all, of the mapped feature. Take this number and divide it by two.

Step 3 Add these numbers (the result from Step 1 and the result from Step 2) together.

Step 4 Multiply this number by the area of each square. In the following map each square is 20 km × 20 km, or an area of 400 km^2.

Source 13 These formulas can be used to estimate the size of differently shaped features on a map.

Shape of feature	Formula
Triangle	The base × the height, divided by two
Circle	π (approximately 3.24) × radius squared. The radius is the distance from the centre of its circle to the edge.
Square and rectangle	Width × length

Practise the skill

1 Examine Source 14. Follow the steps provided to estimate the areas of the three main rice-growing regions shown in the map.

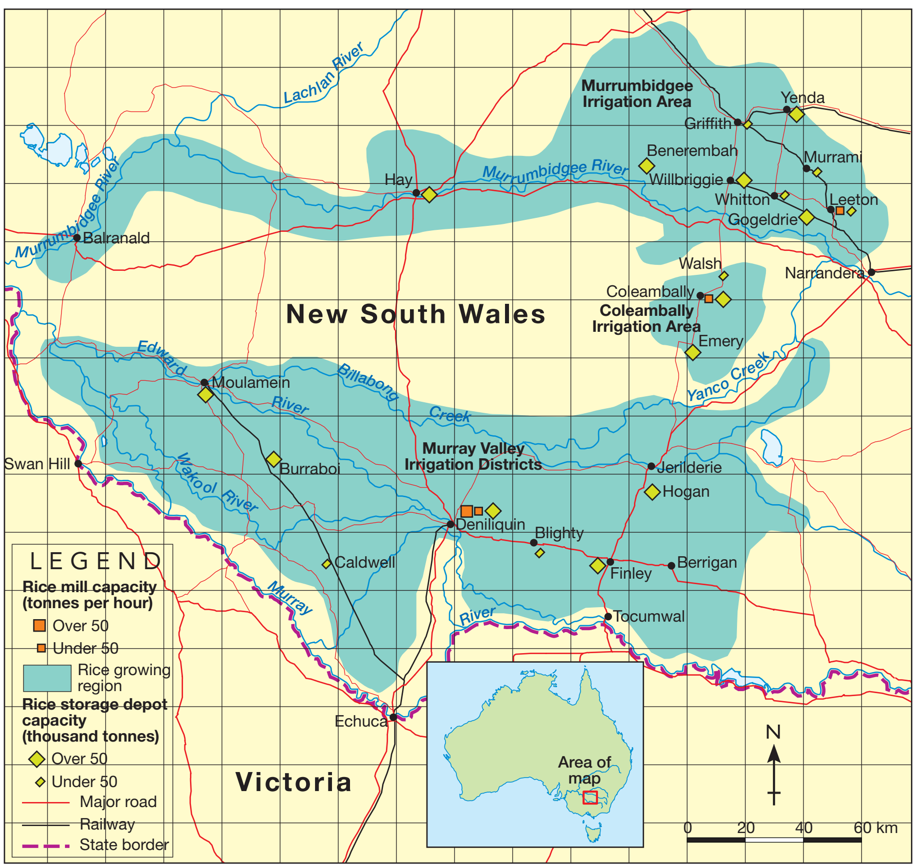
Extend your understanding

Conduct some further research on rice growing in Australia and then complete the following tasks.

1 a **Describe** the relationship between rivers and rice-growing regions.

b **Compare** Source 15, showing a rice growing area in Java, with the rice-growing region of Australia in Source 12. Make a list of all of the similarities and differences that you can find. Discuss with a partner why these similarities and differences occur. Consider both natural and human factors in your discussion.

NEW SOUTH WALES: RICE GROWING REGIONS



Source 14

Source: Oxford University Press

Source 15 Rice fields in Java, Indonesia, near Mount Merapi; Java is home to some of the world's most productive rice fields, benefiting from fertile volcanic soils and abundant rainfall.

2 CHAPTER REVIEW

Review activity

Read the information and study the sources, then answer the following questions.

Desertification in Africa

The world's deserts are spreading. Human activities including farming are degrading the soil, and water on the margins of deserts and the land is becoming infertile. About 12 million hectares of land are lost every year to desertification. This represents an annual loss of 20 million tonnes of grain. Africa is one of the world's desertification hot spots and this affects the lives of millions of people. Source 16 shows the regions of Africa that are vulnerable to becoming desertified and Source 17 shows the main types of agriculture in the region.

1 **Describe** the areas of Africa that have limited agricultural activity. (2 marks)

2 **Explain** why there is little agricultural activity in these areas. (3 marks)

3 **Describe** the location of subsistence agriculture in Africa. (2 marks)

4 Use evidence from Sources 16 and 17 to **determine** which type of farming is most likely to cause desertification. (4 marks)

5 There are two points marked A and B on Source 17:

   a **Identify** the type of farming in location A. (1 mark)

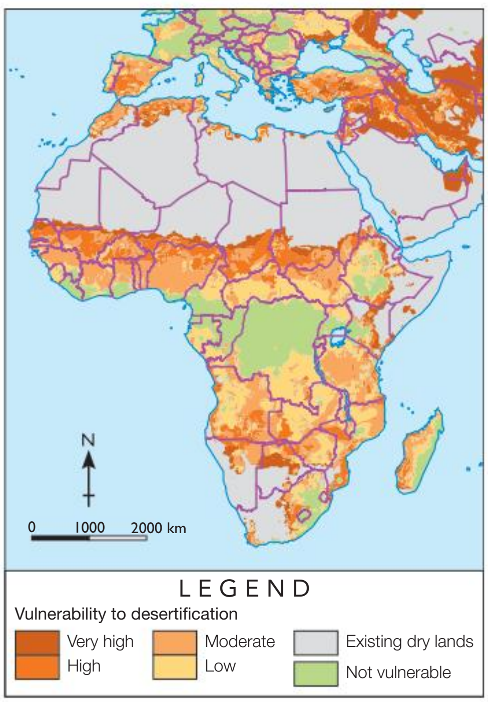
   b **Identify** the vulnerability to desertification in location A. (1 mark)

   c **Compare** this to the type of farming and the vulnerability to desertification at location B. What are their similarities and differences? (4 marks)

   d **Propose** one reason why the types of farming used in locations A and B are different. (3 marks)

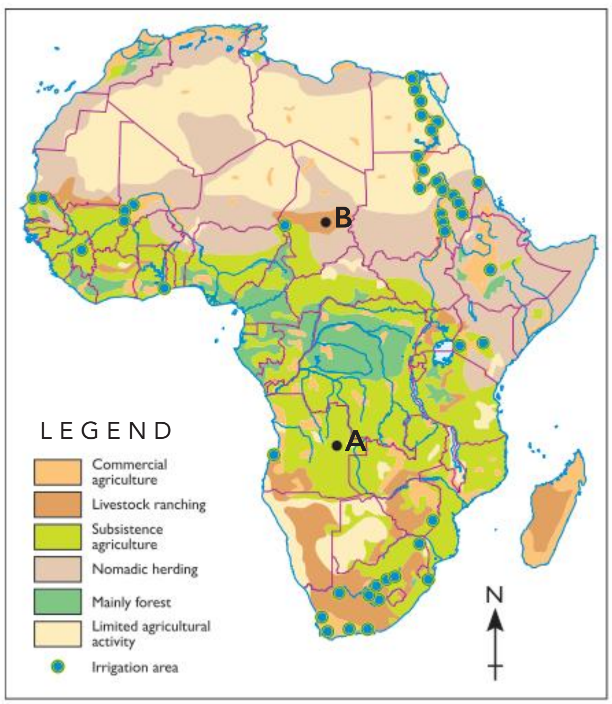
(Total: 20 marks)

AFRICA: DESERTIFICATION



Source 16 Source: Oxford University Press

AFRICA: AGRICULTURE



Source 17 Source: Oxford University Press

Chapter checklist

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

	I can do this.	I cannot do this yet.
Identify and describe the world's major biomes and their distribution.	☐	☐ Go back to Topic 2.1, page 38.
Identify the major biomes of Australia. Describe the spatial distribution of Australia's biomes.	☐	☐ Go back to Topic 2.2, page 40.
Understand the influence of climate on the productivity of biomes.	☐	☐ Go back to Topic 2.3, page 42.
Identify the biomes around the world that produce the foods and plant material people consume.	☐	☐ Go back to Topic 2.4, page 46.
Identify Australia's top food and fibre exports.	☐	☐ Go back to Topic 2.5, page 48.
Explain the impacts of agriculture on the characteristics of biomes.	☐	☐ Go back to Topic 2.6, page 50.
Explain the environmental impacts of palm oil production in Indonesia.	☐	☐ Go back to Topic 2.7, page 52.
Describe the environmental, economic and technological factors that impact agricultural productivity.	☐	☐ Go back to Topic 2.8, page 56.
Explain how soil moisture influences agricultural production.	☐	☐ Go back to Topic 2.9, page 58.
Describe how agricultural innovations have reduced environmental limitations on food production in Australia.	☐	☐ Go back to Topic 2.10, page 60.
Understand how technological factors affect agricultural production in Australia.	☐	☐ Go back to Topic 2.11, page 62.

Enlarged map
Africa: Desertification

Enlarged map
Africa: Agriculture

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 2

Key skill worksheet
Communicating: Chapter 2

Quizlet
Play a game of Quizlet on Biomes.

Chapter review quiz
Chapter 2

CHAPTER 3

Food security

Compared to many people around the world, Australians have reliable access to a wide variety of foods. High wages and a strong economy mean that many Australians can afford to buy and prepare the food they need, and rarely worry about where their next meal is coming from.

In many places, however, this is not the case. Millions of people face daily shortages of food, and millions more face short-term disruptions to their food supply. These shortages and disruptions may be due to natural factors, such as drought and floods, or human factors, including war and the use of available land for other purposes. Food experts are warning that famines are likely to become more severe and widespread as the Earth's climate crisis worsens and the human population continues to grow. Some argue that food security is the greatest single issue facing the world today.

Source 1 These women in South Sudan are dragging sacks of grain to their village after they were dropped from a World Food Programme helicopter. The women are facing food shortages because of an ongoing civil war between different tribes in the region, which has disrupted harvesting. The conflict and poor roads have made it difficult to supply food by road, so airdrops have become necessary to supply the needs of hundreds of thousands of people.

3A
What is food security?

3B
What are the main challenges to food security?

3C
How can we improve food security?

3.1 Food security

Learning intention

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

» define and describe food security.

For a person, community or country to have a secure food supply they must have four things:

- food availability
- food accessibility
- knowledge and resources to use food appropriately
- food stability.

People who do not have **food security** suffer from hunger and illnesses related to lack of food, such as malnutrition. About 870 million people around the world do not have food security; the majority of them live in **developing countries**.

food security
a state where all people at all times have access to enough safe, nutritious food to sustain a healthy life

developing countries
non-industrialised countries with lower living standards, and lower Human Development Index rankings than other countries

Food availability

Food availability means people have enough food of appropriate quality available on a consistent basis. This may include production, storage, distribution and exchange of foodstuffs, as long as it is provided reliably and regularly. People whose food availability relies solely on the production of a single crop, for example, may find themselves at great risk of food insecurity if that crop fails.

Many places have strategies, such as growing a variety of crops, to maximise their food availability and ensure food security. Management of fishing and fishing industries is also used by some communities to ensure a constant supply of fish is available to sustain them. Food availability alone, however, does not guarantee food security.

Food accessibility

Food accessibility means physical and economic access to food. That is, there needs to be enough food available and it must be accessible to those who need it. Many food researchers believe that the world's farmers produce more than enough food to meet the needs of every person on Earth. However, the food is not distributed evenly. **Developed countries** have more food than they need and high levels of wastage, while many people in developing countries struggle to access enough food to meet their daily needs. The reasons for this uneven distribution are many and complex. They include social, political and economic factors, such as rising prices, trade agreements and tariffs set up between countries.

developed countries
industrialised countries with a well-developed economy capable of supporting their own people

Source 1 Around 800 million people rely on fish every day as an important source of protein. This fisherman on Lake Malawi hopes to catch enough to feed his family and to sell some at the local market.

Knowledge and resources to use food appropriately

Appropriate use of food means using food safely and applying knowledge about nutrition, clean water and sanitation when preparing food.

What is appropriate use of food varies between different places and cultures. What is appropriate and usual to eat in one part of the world might be viewed as unusual somewhere else. In many Asian and African countries, for example, insects and other invertebrates such as scorpions and spiders are regularly eaten as part of a balanced diet. Local cultural knowledge means these insects are prepared properly, making them safe to eat and nutritious. This is an example of appropriate use of food. Knowing how to use such foods appropriately could potentially stave off the incidence of food insecurity. In fact, the United Nations has identified insects as the 'forgotten food crop' because they could help alleviate food insecurity, particularly in developing countries.

Source 2 To ensure food security there must be a dependable means of connecting people to a reliable supply of food. In many South-East Asian countries, floating markets bring a wide variety of locally grown foods to towns and villages.

Food stability

Food security also requires a reliable supply of food over time. Areas that suffer from periodic disasters, such as drought, that disrupt food supply often suffer from food insecurity. Events such as war can also disrupt the stability and reliability of food.

Source 3 Various insects including crickets are eaten in many Asian and African countries.

Quiz me!
A quick quiz on food security

3.1 Check your learning

Retrieve

1. **Recall** the four conditions that need to exist for there to be food security.
2. Why is food security at risk in some places?
3. **Define** 'food security'.

Comprehend

4. **Describe** the level of food security of an Australian earning an income in an urban area in relation to the four factors required for food security.
5. The women in Source 1 on page 68 are at risk of food insecurity. **Explain** which of the four factors have placed these women at risk.

Apply

6. **Investigate** different foods from around the world and display images of them on your classroom wall. Use your examples to **discuss** why food preferences and food security differ between places and cultures.

3.2 Levels of food security in different places

Learning intention

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

» understand global patterns of food security.

Levels of food security differ from place to place. In some countries, food is affordable, available and appropriate for virtually every person. In other places, people struggle to meet their daily food needs. Currently, about 690 million people are undernourished worldwide. This figure is predicted to reach 840 million by 2030.

Forces affecting food security

Poverty and food insecurity are closely linked. Individuals who suffer from poverty struggle to meet their basic daily food needs and spend a greater percentage of their income on food than wealthier people. This makes them highly vulnerable to forces that change the availability and accessibility of food. If the price of food suddenly increases, for example, food that they could previously afford becomes unaffordable.

Other forces that can have a severe impact on those who do not have food security include natural disasters, such as drought or flood. Many people rely on local agriculture for food, and food sources can be left damaged or destroyed following natural disasters. Human activities can also affect food security in many places. Armed conflicts may interrupt usual markets and food supply lines, or land used for growing crops may be repurposed, which results in local food supplies being affected. Those without food security are much more vulnerable to change that is caused by outside forces.

The map in Source 4 shows data on global levels of food security as of 2020. The 10 lowest-ranked countries have been labelled.

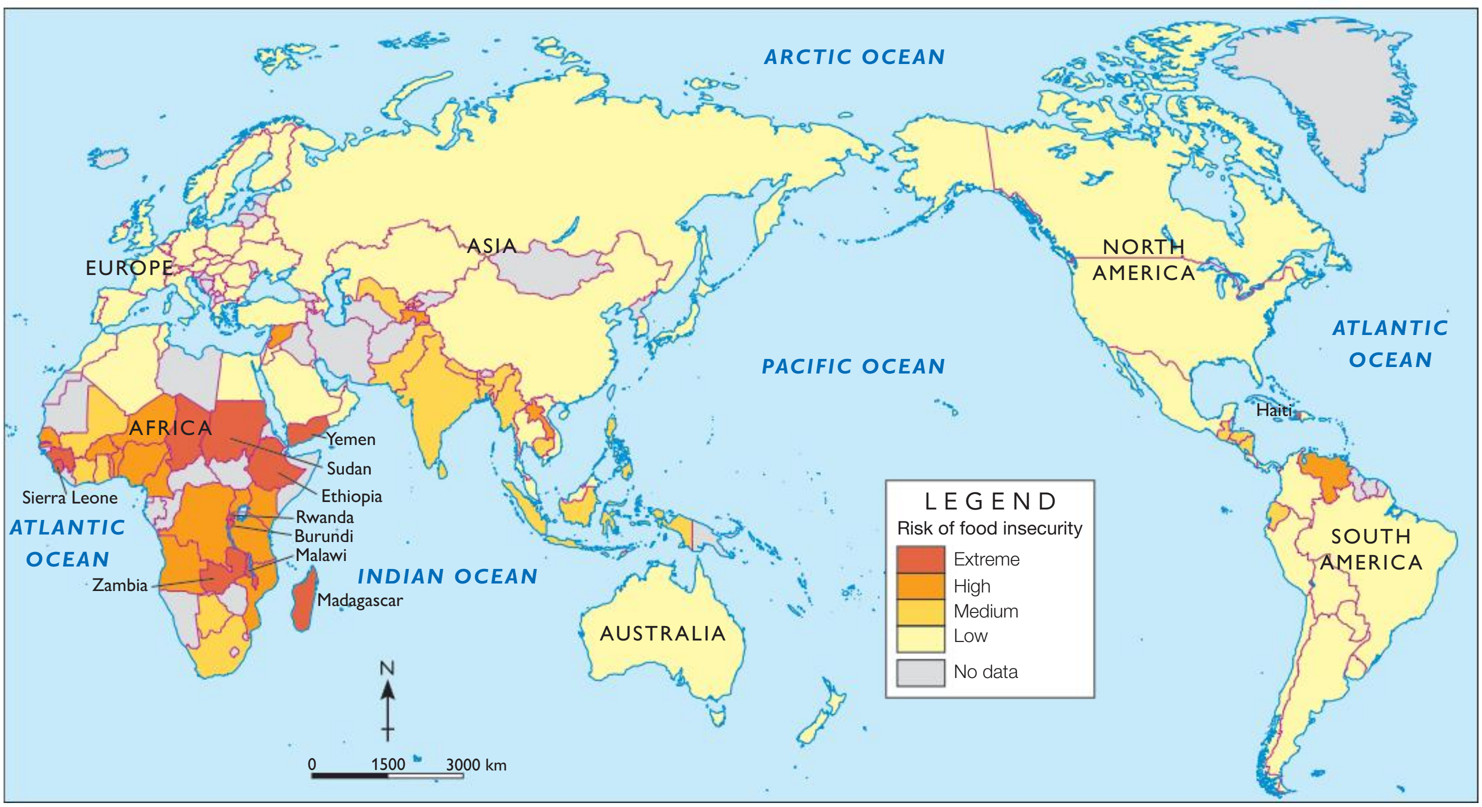
Enlarged map
World: Food insecurity

See, think, wonder

Look at Source 4.

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

WORLD: FOOD INSECURITY



Source 4 The 10 lowest-ranked countries for food security, 2020

Source: Oxford University Press

CASE STUDY

Yemen

Yemen is a country of about 30 million people that is situated on the southern tip of the Arabian Peninsula in the Middle East. The United Nations World Food Programme estimates that more than half of the population (16 million people) suffers from food insecurity. Included in this number are 5 million people who experience acute food insecurity. Childhood malnutrition rates are among the highest in the world, with 2 million children needing treatment for acute malnutrition. An additional 1 million pregnant or breastfeeding women require treatment for the same condition.

The food insecurity crisis in Yemen is a human-made disaster. A brutal civil war has been raging in the country since 2014 as rival military and political groups fight for control of the country. Some of these groups are supported by overseas governments. One of the tactics used in the war is to blockade the country's ports, closing the country to goods entering or leaving. As more than 90 per cent of Yemen's food is imported, this tactic has resulted in widespread food shortages throughout the country. The situation in Yemen is the world's worst ongoing humanitarian crisis. The United Nations is struggling to give food relief due to the blockade, and describes the level of hunger and food insecurity in Yemen as 'unprecedented'.

Source 5 A malnourished girl eats with her family at a makeshift camp following their displacement during the civil war. The family cannot afford the costs of transporting her to the nearest health clinic.

acute food insecurity when a person's inability to consume adequate food puts their life or livelihood in immediate danger

Explore it! A virtual field trip to Yemen

3.2 Check your learning

Comprehend

1. **Explain** why levels of food security differ around the world.
2. **Describe** two of the factors that have led to food insecurity in Yemen.
3. Create a list of the 10 lowest-ranked countries for food security using the information in Source 4. What do all of these countries have in common?

Analyse

4. Use the PQE method to **describe** the location of countries at high and extreme risk of food insecurity.
5. **Compare** the food security levels in Australia and Yemen. What do you think are some of the causes of different food security levels in these two places?

Source 6 Yemeni fighters block a road leading from a Red Sea port into the country.

3.3 First Nations peoples and food security

Learning intention

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

» explain management strategies used by First Nations peoples to achieve food security.

Weblink
Burning at Fish River Station

Aboriginal and Torres Strait Islander peoples have lived in Australia for at least 60 000 years, making theirs the world's oldest living cultures. Over this huge span of time, Australia's First Nations peoples have learnt a great deal about the natural environment and developed many approaches and systems to help ensure food security. These systems vary from place to place depending on the food resources available.

Before colonisation, many First Nations cultural groups were hunter-gatherers who moved around with the seasons. In fact, First Nations peoples planned their annual migrations to coincide with the seasonal changes that influenced food availability. For example:

- In coastal regions, movements were timed with the springtime arrival of migratory birds such as the short-tailed shearwater.
- In rainforest regions, movements were timed with the fruiting of the bunya nuts.
- In mountain areas, movements were timed with the summer nesting of the bogong moth.

Using fire to improve food security

Since ancient times, First Nations peoples in Australia have used fire as a hunting and land management tool. This practice continues to this day in some regions. Fires are usually lit in the cooler months so they can be more easily controlled. Many European colonists believed these fires were lit to make the hunting of large game such as kangaroos easier; animals were flushed out from their hiding places beneath shrubs and trees towards the waiting hunting party.

There is increasing evidence that deliberately lit fires were also used to modify the landscape and to increase food security. The fresh new plant growth attracted large herbivores such as wombats and wallabies (that could be hunted), and the plants also provided food and stored water in their roots.

In some places, fire was repeatedly used over many years to change the vegetation. This created a mosaic of grasses and other plants of varying ages. This, in turn, attracted a range of bird and animal species, including bilbies and emus. The ash left by the fires contained minerals that helped plants to grow, thereby increasing the productivity of the land.

In addition to improving food security, the controlled burning of the land is recognised as an important tool in reducing the threat of disaster fires, because it removes much of the dry fuel from the landscape. Landscape managers in many parts of Australia are now using the same techniques used by First Nations peoples for thousands of years to reduce the risk of bushfires.

Source 7 On the Fish River Station in the Northern Territory, traditional owner Darren Sambono begins a controlled, cool season burn on the grasslands.

The murnong: Australia's answer to the potato

The murnong (or yam daisy) was one of the most important foods for First Nations peoples. A native plant with an edible tuber root like potato, it was deliberately farmed by Aboriginal people over much of the cooler southern and south-eastern parts of the continent. Early colonisers reported seeing 'millions of murnong or yams, all over the plain'. However, these Europeans brought with them grazing and burrowing animals including sheep, cows and rabbits, which fed on the murnong, virtually wiping them out. The hard hooves of the cattle also trampled the fragile soil of the plains, making it difficult for the murnong to regrow.

Though now rare in southern Australia, the little yellow flower with the big secret is starting to make a comeback. A new food company led by author, historian and Aboriginal man Bruce Pascoe is growing the murnong from collected seeds. The company hopes to soon make the edible tubers available to Australian consumers in supermarkets. They are already being used in some of Australia's top restaurants.

Source 8 The yellow flower (left) and edible tubers (above) of the murnong plant

3.3 Check your learning

Comprehend

1 What are three ways Australia's First Nations peoples maintained food security?

2 **Explain** how one of these ancient practices is being used by modern Australians.

Analyse

3 Would you know how to cook and prepare a murnong plant or how to identify one of these plants? **Consider** what this tells you about using food appropriately (see page 71). Remember, when you consider something, you should think about it carefully before making a decision.

4 **Analyse** how the seasonal movements of people would help to ensure food security.

5 **Examine** Source 7. This fire is being lit in the evening. Why do you think this is the case?

6 **Reflect on** what lessons all Australians could learn about food security from First Nations peoples and their traditional ways of farming the landscape. Use evidence from this topic to support your answer.

Apply

7 There are many recipes that use Australian plants that helped First Nations peoples achieve food security. **Investigate** these recipes and try following one of them. Search online for 'Aboriginal and Torres Strait Islander recipes'.

Quiz me!
A quick quiz on First Nations peoples and food security

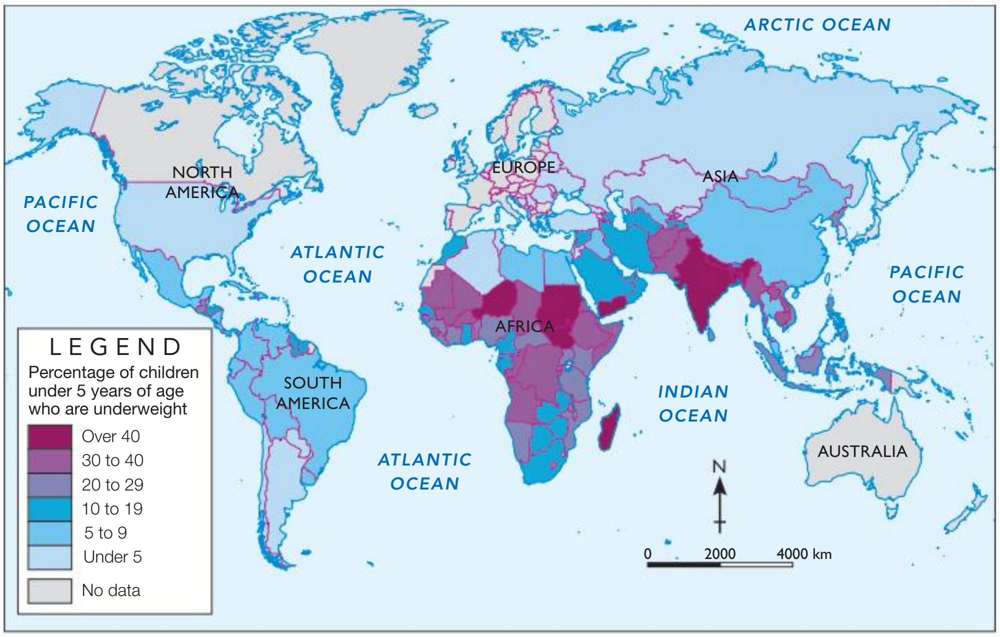
3A SKILLS IN CONTEXT

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

Underweight children

Food security and insecurity can be difficult to measure. This is because data can be difficult to collect and the food security situation of some communities or nations can change rapidly. A community may be food secure for many years, but a drought or civil war may threaten this security in a very short period.

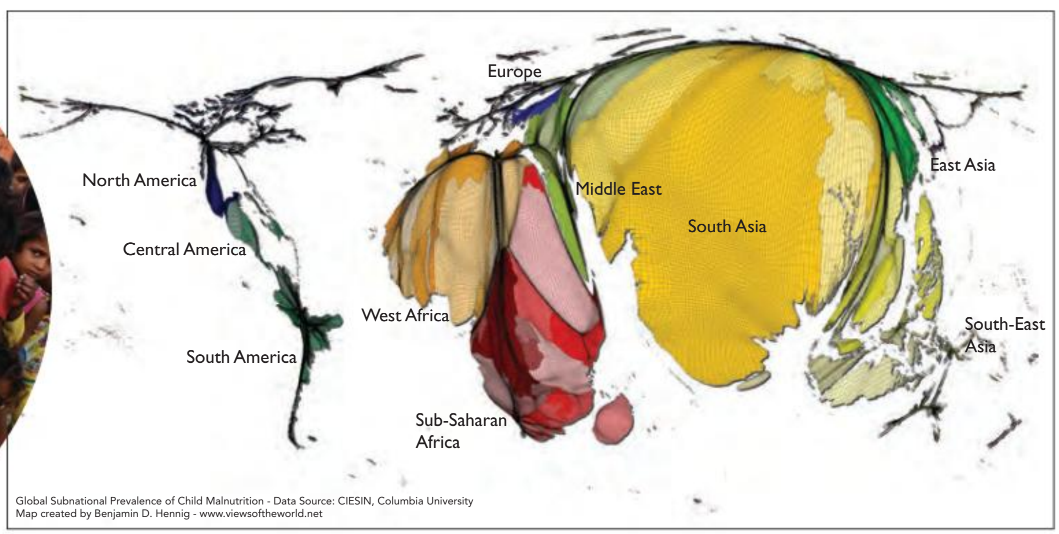
WORLD: UNDERWEIGHT CHILDREN



Source 10

Source: Oxford University Press

WORLD: UNDERWEIGHT CHILDREN



Source 11

Source: www.viewoftheworld.net

Source 9 India has made significant progress in recent years in increasing food production. Despite this, India is home to about one-quarter of the world's undernourished people.

One indicator that geographers use to help them understand food security is the weight of children under the age of five years. The United Nations World Health Organization (WHO) has set measurements for healthy height and weight for children. Children who weigh significantly less than these measurements are regarded as underweight. This is almost always due to ongoing food insecurity and can have significant impacts on a child's health and their ability to grow into a healthy adult. WHO estimates that 21 per cent of children under five years old (144 million) have stunted growth due to food deficiencies. Nine out of 10 of these children live in Asia or Africa.

Source 10 is a choropleth map that shows the percentage of children under the age of five in each country who are underweight.

Source 11 shows a similar indicator but in a different way. This type of map is a cartogram, where each country is shown in roughly its correct location, but the size of the country is determined by the measure of what is being mapped. In this case, the size of each country is determined by the estimated total number of underweight children living in that country.

KEY SKILL
Interpreting & analysing

Interpreting a cartogram

The trick to interpreting a cartogram such as Source 11 is remembering that it is still just a map. The skills that you use to interpret any map are the same skills you use to interpret a cartogram.

Step 1 Read the title so you are sure what is being mapped on the cartogram.

Step 2 Pay close attention to the legend if one is provided. In this case, the shading on the map is used to divide the world into geographic regions.

Step 3 To make sense of the cartogram, refer to maps that you are more familiar with such as Source 10 or the map on the inside back cover. This will help you to identify the countries shown in the cartogram.

Step 4 Describe the general pattern shown on the cartogram. Use the names of regions rather than countries when describing this pattern.

Step 5 Add information from the cartogram to provide evidence that supports the general pattern you have described. This could be, for example, the names of countries with large numbers of underweight children.

Step 6 Point out any exceptions to the pattern you have described. This could be a country with few underweight children despite being located in a region where rates are high.

For more information on this skill, see page 29 of 'The geography toolkit'.

Practise the skill

1 **Describe** the pattern of underweight children shown in Source 11.

Extend your understanding

1 Select one of the countries shown in Source 10 where more than 40 per cent of children are underweight. Work in a small group to **investigate** the food security situation in this country. Prepare a fact file that includes the following information:
   - a level of overall food security in this country (see Source 4 on page 72).
   - b reasons for this level of food security (which may be environmental factors, such as drought, or human factors, such as war)
   - c impacts of this level of food security on people (including the rates of children who are underweight)
   - d ways in which people and organisations have responded to this level of food security in your selected country.

2 Share your collected information with the class. This could be in the form of an annotated visual display or an oral presentation.

3 Look for patterns in the presented information about each country. For example, what are common factors that contribute to food insecurity?

3.4 Challenges to food security

Learning intention

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

» identify current challenges to food security.

Food security not only varies from place to place but also varies over time. Some countries that struggled to feed their people in the past have now achieved food security, while in other places, food security levels have fallen or stayed low. The future for global food security is difficult to predict because of its complexity. There are many challenges that need to be overcome to reduce levels of hunger and malnutrition and the threat of famine.

There are five main threats to food security, which are outlined here and will be explored in more depth in this section of the chapter. The main factors that come into play and put food security at risk are population growth, land degradation, water scarcity, climate change and competing land uses.

Population growth

The world's population increases by about 200 000 people per day. At this rate, food will need to be produced to feed an extra 2 billion people by 2050. Much of this predicted population increase will occur in countries that already suffer from food insecurity issues. In some of these places, the amount of fertile land is declining and water supplies are also dwindling.

Land degradation

The world's soils are becoming degraded and this is reducing the ability to produce crops and food for livestock. In some places, deserts are spreading onto land that was once farmed; in other places, soils are becoming too salty to support plant growth. Soil erosion can also degrade the land, as fertile soils are washed away and terraced hillsides collapse.

Water scarcity

Water is one of our most precious environmental resources. As the world's population continues to grow, water becomes an even more important resource, and its management becomes crucial. Water is needed for people to drink, wash and cook with on a household level; however, massive amounts of water are also needed for agriculture, industry, manufacturing and leisure activities. This competition for water can lead to shortages, and when there is not adequate water, food security is put at risk.

Climate change

The term 'climate change' – now sometimes called the 'climate crisis' – refers to long-term changes in weather events and patterns worldwide. The effects of climate change include rising global temperatures and changes in rainfall patterns. Such changes affect the environment and the sustainability of agricultural production. Places that can grow certain crops because of reliable rainfall, for example, may find that increases or decreases in rainfall

« **Source 1** This Chinese woman is ploughing land on the edge of the advancing desert. She will soon plant hardy grasses to try and slow or even stop the spread of the desert.

« **Source 2** Climate change is expected to reduce rainfall in vulnerable areas in northern Africa.

^ **Source 3** Much farming land in Brazil is used to grow sugar cane, which is converted to ethanol and used in petrol and diesel.

affect the viability of that crop. Climate change may also cause more frequent droughts or floods in some regions, both disastrous to crops. The effect on crop growing is just one example of how climate change can directly affect food security.

Competing land uses

In many places around the world, agriculture is being threatened by competition for land. Food security may come under threat by people or corporations who want to use land for purposes other than growing food crops. Land that was once productive farmland is being converted into housing, mines, golf courses, shopping complexes and factories. This competition for land, partly to service and house growing populations, means that there is less land available to grow food.

Quiz me!
A quick quiz on challenges to food security

3.4 Check your learning

Retrieve

1 Why is the future of global food security hard to predict?

2 **Identify** some of the competing uses for land around the world.

Comprehend

3 **Explain** how climate change creates challenges to food security.

4 a Look at Source 3 on this page and Source 11 on page 44. What are their similarities and differences?

b **Explain** why growing sugar cane can both help and hinder food security.

5 **Describe** the landscape in Source 2, considering which of the challenges to food security may affect the people who live there.

Apply

6 **Create** a flow diagram with boxes and arrows to show how these five challenges to food security are linked to each other.

7 **Propose** why some people are at greater risk of food insecurity in the future than other people.

3.5 The challenge of population growth

Learning intention

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

» describe how the predicted future global population is likely to impact on food production.

The world's population is expected to increase to 9.7 billion by 2050. That is 2 billion more mouths to feed and stomachs to fill than in 2020. Virtually all of this population growth is expected to occur in developing countries within Asia and Africa (see Source 4), where much of the population already struggles to meet their daily food requirements. Asia's population is expected to increase by about 650 million by 2050 and Africa's population is projected to increase by 1.2 billion. Food experts estimate that global food production will need to increase by about 70 per cent by 2050 to meet the food requirements of the growing population.

There are two schools of thought regarding the impacts of population growth on food security:

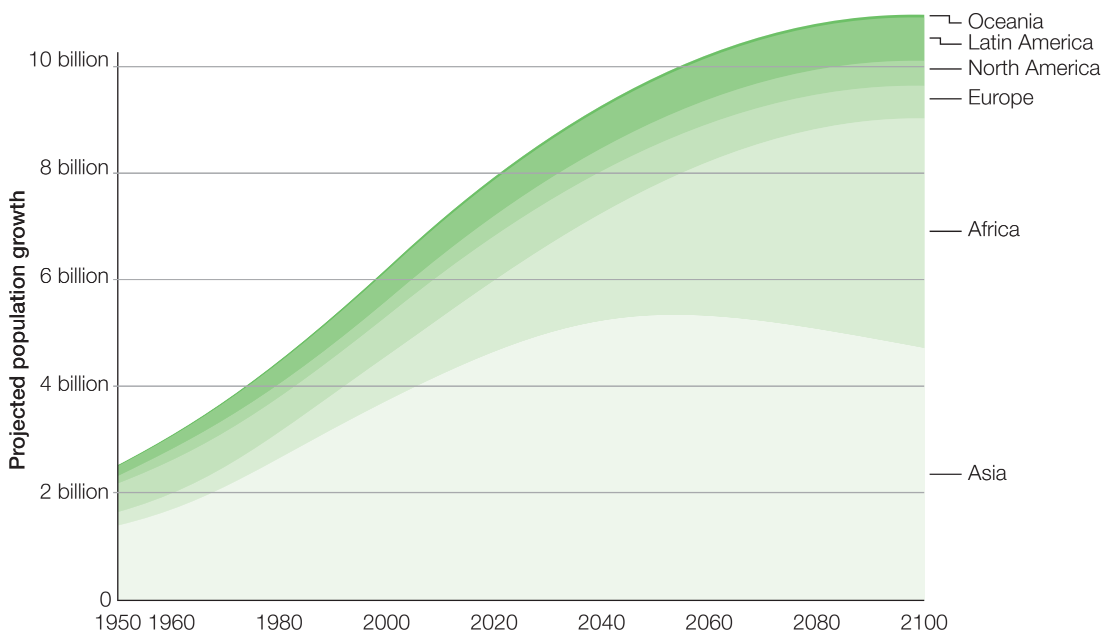
1 Some researchers believe that the world's population is growing faster than the world's farmers can feed it. The result will be widespread food insecurity, starvation and famine. Those who support this scenario point to the degradation of existing agricultural resources such as fresh water and soil.

2 Other researchers are more optimistic. They point out that food production over the past few centuries has largely kept pace with (and even exceeded) population growth. This has been mainly due to the use of new technologies, referred to as the Green Revolution (see key concept box). They also focus on the slight slowing of the world's population growth rate in the past few years and the ability of humans to adapt to changing situations through research and innovation. Many believe that new developments in **genetic modification** of plants, for example, hold the key to increasing farming productivity and crop yields in the future.

genetic modification
a process by which scientists can change the genes of plants and animals to give them certain desirable traits

Think, pair, share

- Think about the impact of population growth on food security in the future.
- Discuss this with a partner.
- Share your ideas in a class discussion. Make sure you listen to the opinions of others.



Source 4 The historic and projected population growth by region, 1950–2100

KEY CONCEPT
Environment

The Green Revolution

The Green Revolution refers to sweeping and widespread changes that occurred in farming regions across the world from 1950 to 1979. Beginning in Mexico and spreading through North America and much of Asia, these changes brought food security to hundreds of millions of people. The key changes were:

- the development and planting of new and improved varieties of grains, including wheat and rice, that produced much higher yields
- the widespread use of fertilisers and pesticides to increase farm productivity
- the adoption of mechanical vehicles and systems, such as tractors, pumps, sprays and irrigation systems.

As these and other related changes swept through countries such as India and China, many farming practices changed from small, subsistence farms to larger, more efficient farms. Although the Green Revolution has its critics, it is important to note that many of the African countries most at risk of food insecurity have yet to adopt many aspects of the revolution.

For more information on this key concept, refer to page 7 of 'The geography toolkit'.

Source 5 A farm worker in the Punjab region of India uses a tractor to pull a load of grain. Part of the Green Revolution in India has involved the introduction of high-yielding seed varieties.

Quiz me!
A quick quiz on the challenge of population growth

3.5 Check your learning

Comprehend

1. **Explain** how the Green Revolution helped to increase food security in many places.
2. **Explain** how the Green Revolution could help to increase food security in Africa.

Analyse

3. People have different opinions about the impact of future population growth on food security.
   a. **Identify** evidence that someone would use to show that population growth will lead to greater food shortages in the future.
   b. **Identify** evidence that someone would use to show that food security will improve in the future, despite the expected growth in population.
4. Use evidence from Source 4 to **reflect on** the expected population growth in Asia and Africa by 2100.

Apply

5. While the Green Revolution has helped millions of people to increase their food security, it has also caused some significant problems. As a class, brainstorm what these problems might be. Use your brainstorming to develop some inquiry questions and use these to **investigate** the issue further.

Source 6 Much of the expected population growth in the next century will be in Africa, putting further strain on food production and distribution.

3.6 The challenge of land degradation

Learning intention

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

» explain how land degradation contributes to a decrease in food production.

The challenges of feeding a growing population are made more difficult when the amount of land that can be used to produce food is reduced. When an area has been over-farmed by growing too many crops or grazing too many animals, the soil becomes infertile and unable to grow new crops or pastures. Land degradation can take several forms, but they all result in the same problem: less land to feed more people.

Land degradation differs from place to place depending on the type of farming that takes place and natural factors such as the soil structure, rainfall and temperature. Some of the main types of land degradation are as follows:

- Soil erosion: Soil that has been broken apart by farm machinery can be washed or blown away. This type of land degradation is most common in areas of high rainfall where the natural forest cover has been removed (see Source 7).
- Soil salinity: Salt naturally occurs in most soils, but it usually remains below the level of the roots of plants. Removing trees from a landscape or irrigating the land can cause the salt in the soil to rise, making it too salty for plants to survive.
- Soil acidification: This is a process where the soil pH decreases over time. This is due to adding certain fertilisers and removing plant material from the soil. Rain that falls on farmland can also be slightly acidic if mixed with air pollution.
- Desertification (see pages 51 and 66): This is the most severe form of land degradation. About 12 million hectares of farming land are lost to desertification each year. An area this size could produce the equivalent of 20 million tonnes of grain.

It has been estimated that if land degradation and desertification rates continue at their current levels, they will impact the food security of more than 3 billion people by 2050. Many of these people, perhaps 700 million, will be forced to move to other regions, placing an even greater strain on the environmental resources in these regions.

KEY CONCEPT
Sustainability

The sustainability of soil

Soil is a renewable resource. If farmed in a sustainable way, it can produce crops and pastures for thousands of years and feed millions of people. However, unsustainable farming practices such as over-grazing, over-cultivation, land clearing, excessive use of fertilisers and over-irrigation interfere with the natural processes that occur in soil, such as the breaking down of organic material.

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

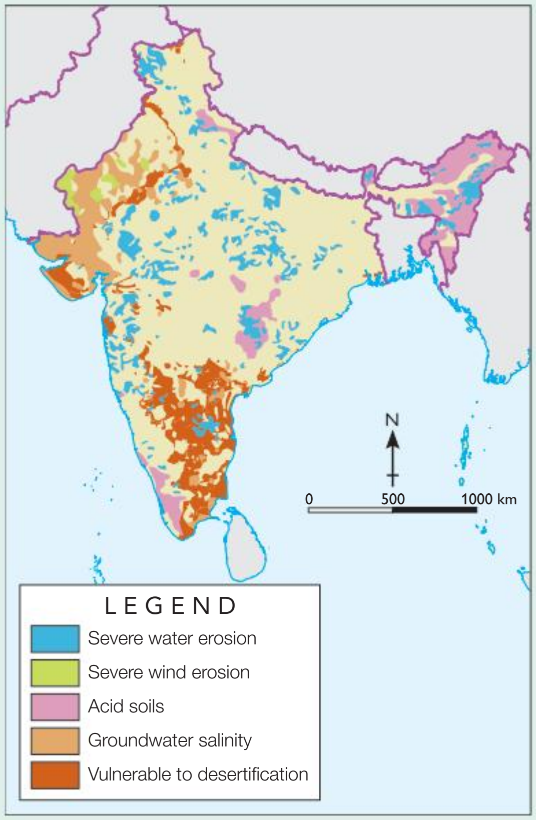
Source 7 Mass soil erosion seen outside of Kisumu, Kenya. The breeding of goats has contributed to the erosion of this region. Goats eat plants right down to the roots, ensuring there is little to bind the soil together in times of heavy rain.

CASE STUDY

India

Despite being only 2.4 per cent of the world's land surface, India supports 18 per cent of the world's population. More than 1.3 billion people rely on India's soils for their food, but about one-third of the country suffers from some form of land degradation (see Source 8). Hundreds of millions of Indians are subsistence farmers, making them particularly vulnerable to the impacts of land degradation. In some places, overuse of fertilisers introduced during the Green Revolution (see page 81) resulted in soil acidification, while in other places rising seas are pushing salt water onto coastal farms. An increasing demand for protein-rich foods, such as dairy products, and changing rainfall patterns are also increasing the pressure on India's precious, fragile soils.

INDIA: LAND DEGRADATION



Source 8 Source: Oxford University Press

Enlarged map
India: Land degradation

Watch it!
A video and quiz on food security in India

3.6 Check your learning

Retrieve

1. **Recall** why land degradation is a threat to food security.
2. **Identify** the group of people in India most affected by land degradation. Why is this the case?

Comprehend

3. **Explain** how the soil erosion shown in Source 7 is the result of a combination of human activities and natural processes.
4. Look closely at Source 8.
   - a Find the areas of India that are affected by more than one form of land degradation.
   - b Select one of the land degradation problems shown on the map and **describe** the distribution of this problem in India.
   - c **Explain** why this problem is a threat to food security.
   - d **Summarise** the natural processes and human activities that have contributed to this problem.

Apply

5. Think about the land degradation issue you identified in question 4. **Propose** two ways this issue could be addressed so that its effects on food security are less impactful.

3.7 The challenge of water scarcity

Learning intention

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

- explain how water scarcity contributes to a decrease in food production.

Agriculture uses about 70 per cent of all fresh water taken from rivers every year. From the rice terraces of China to the orchards of Australia's Murray–Darling Basin, river water is used to irrigate farms and feed billions of people around the world.

River systems and the water they capture, store and distribute are among the most threatened natural environments on Earth. The level of threat to the ongoing supply of fresh water available for agriculture varies from place to place, but an increasing demand for water is by far the most common threat to food security around the globe. In many places, population growth – particularly in cities – puts increased demand on nearby rivers and lakes. This increased demand and usage then threatens the water supplies that farmers rely on. Over the past 20 years, the amount of fresh water available per person has declined by 20 per cent due to the rise in population.

Economic factors

There are a range of economic factors that increase the demand for water. For example, industrial development and an increase in the number of individual households means that there is increased water consumption.

Rapid economic growth and Westernisation in countries such as China and India are also affecting water usage. According to environmentalists and academics, **water scarcity** and quality are the most pressing environmental issues facing China today. Currently water is

water scarcity
the lack of available water, either due to physical shortage or lack of access from infrastructure in the area

Quiz me!
A quick quiz on the challenge of water scarcity

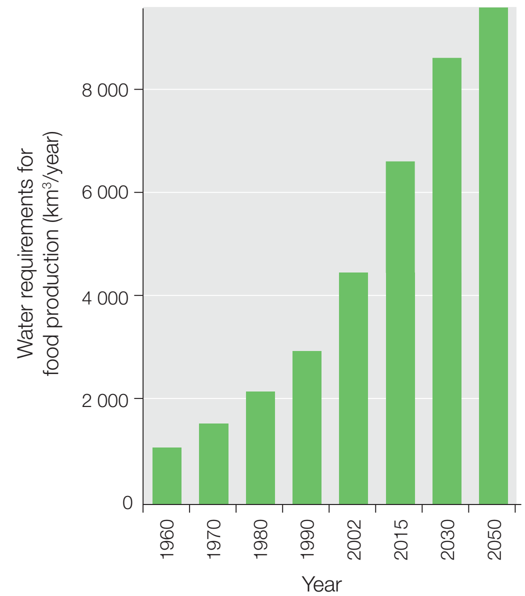
Source 9 Egyptian farmers sit in the shade of a dried-up palm tree surrounded by barren wasteland that was once fertile and green.

being used at an unsustainable rate. Changing tastes in places like China are also increasing the demand for certain foods, such as meat, which requires more water to produce than traditional rain-fed crops. This is putting an added strain on water resources.

Environmental factors

Environmental factors also affect the amounts of water used for growing food (see Source 10). Changing rainfall patterns and warmer temperatures as a result of climate change are seriously affecting water supply in some regions of the world. The rapid melting of glaciers in places such as South America and Central Asia is of particular concern.

Glaciers have historically acted like reservoirs. As the glaciers have slowly melted, water has flowed down the mountains into the rivers, providing water to millions of people. This water has been used to grow a significant amount of the food to meet the requirements of 2.5 billion people in Asia, and 53 million people in Peru, Bolivia and Ecuador. As the glaciers shrink, however, this water flow is declining. A lack of water to grow crucial crops is predicted to have a severe impact on food security for people in these regions.



Source 10 The historic and projected changes in water consumption needed for agriculture, 1960–2050

Source 11 Shrinking glaciers in places like China are reducing the reliability of water supplies to farming regions.

CASE STUDY

Egypt

Enlarged map
The Nile River

Virtually all of Egypt's drinking and agricultural water comes from the Nile River. Before it reaches Egypt, however, the Nile has flowed through 10 other countries, each of which draws water from the river for its own needs. This has placed great strain on Egypt's water resources, a situation made worse by an explosion in Egypt's population, which has grown by more than 30 million in the past 20 years.

THE NILE RIVER

Source 12

Source: Oxford University Press

3.7 Check your learning

Retrieve

1. How are water scarcity and food security linked?
2. **Identify** the ways that water for farming is becoming a scarce resource.

Comprehend

3. **Explain** why farming is both a cause and a victim of water scarcity.
4. Use Source 12 to **explain** why Egypt is one of the world's most water-stressed countries.
5. Use the data in Source 10 to **describe** the trend in water consumption needed for agriculture.

Apply

6. **Investigate** the Grand Ethiopian Renaissance Dam on the Nile River in Ethiopia to answer the following questions:
   a. Why is this being built?
   b. How will it change the natural environment?
   c. When the Aswan High Dam was built on the Nile in Egypt in the 1960s, many Egyptians celebrated this as a chance for Egypt to have a more secure water suppy. However, millions of Egyptians are now worried about the building of the Grand Ethiopian Renaissance Dam. **Discuss** why these two dams are viewed differently in Egypt.

3.8 The challenge of climate change

Learning intention

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

» explain how climate change contributes to a decrease in food production.

Watch it!
A video and quiz on climate change

Each plant and animal on Earth grows and thrives in a particular set of conditions. When these conditions change, the plants (such as a field of wheat) and animals (such as a herd of beef cattle) are placed under stress. As the world's climate changes, the ability of many places, both on land and sea, to produce food is declining. Some studies estimate that up to 600 million more people could suffer from hunger by 2080 due to the impacts of climate change. The impacts on food security differ from place to place, but it appears to be greatest in areas where food security is already low. This is a rapidly changing field of science as we begin to learn more about the impacts of climate change. Recent studies have highlighted the following impacts on food security.

More extreme weather events

Food stability (see page 71) is being impacted by more frequent and more severe weather-related disasters. As the Earth's atmosphere warms, more water evaporates and then falls as rain. This can cause droughts in some places and floods in others. Larger and more dangerous bushfires, cyclones and heat waves all disrupt food supply systems. Dairy cows, for example, produce less milk when under stress caused by heat waves.

Water scarcity

Although the amount of water on Earth does not change, its reliability and availability for farmers is changing due to climate change. Warmer temperatures are resulting in less snow in the mountains, which means less water in rivers when the snow melts. Farmers that rely on this pulse of water in spring are suffering from water deficiencies for their crops and animals. In some places, farmers are drawing more water from underground aquifers as rainfall patterns change, so the amount of water in these aquifers is declining.

Source 13 As temperatures rise and soil moisture falls, soils are more easily eroded by the wind, causing huge dust storms such as this one approaching Mildura (a city in Victoria) in 2019.

Changes in animal and plant distributions

As average temperatures rise, pest species such as locusts and ticks move into areas that were once too cool for them to survive. This brings them into greater contact with farming areas. Plant diseases also spread. Wheat rust, a fungal disease that destroys wheat crops, is spreading throughout Africa, Europe and Asia as temperatures rise. The complex interaction that exists between pollinators such as bees and plants is also being disrupted as plant-growing seasons change.

Changes to oceans

The world's oceans are warming and becoming more acidic. This is affecting the food security of the 800 million people around the world who rely on fish as a source of food. As the water becomes more acidic, the animals that build coral reefs die and species that build shells create thinner shells, making them more vulnerable to predators. As the ocean temperatures rise, fish species move to cooler waters. This disrupts the complex ecosystems that exist in the oceans and results in fewer fish.

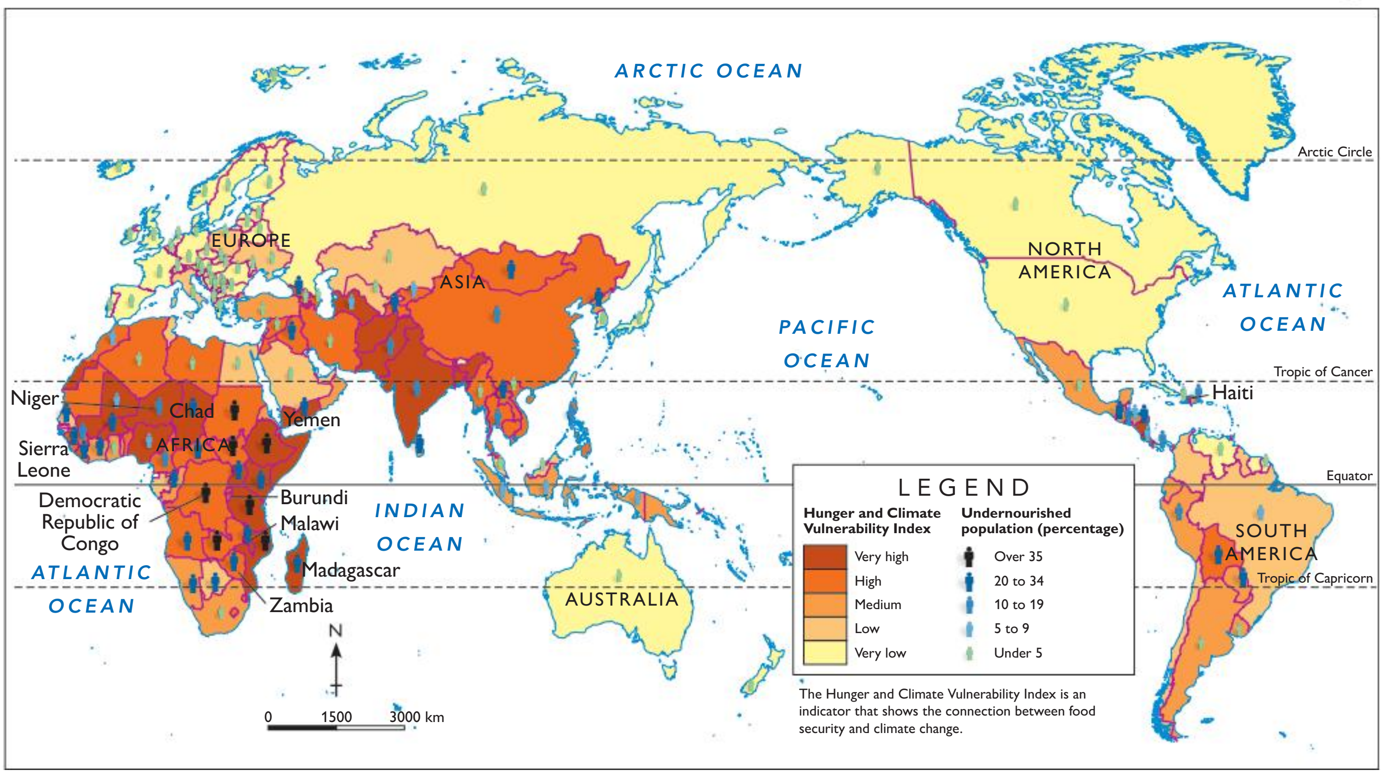
Source 14 A wheat crop showing symptoms of wheat rust

Rising sea levels

As temperatures rise, ice held in glaciers and ice caps melts and flows into the ocean. As a result, the sea level rises. The rising salt water kills crops in low-lying farming areas, such as rice fields on river deltas. The salt water also moves further up rivers, affecting the fish farming that is carried out in many of world's rivers.

Key skill worksheet
Interpreting & analysing: Analysing complex maps

WORLD: FOOD INSECURITY AND CLIMATE CHANGE



Source 15

Source: Oxford University Press

CASE STUDY

Burundi

The example of Burundi illustrates the injustice of climate change. Its people are the world's lowest emitters of carbon dioxide (CO_2) in the world. On average, a person in Burundi releases 0.027 tonnes of CO_2 per year, a figure so low it is often rounded down to zero. In comparison, each Australian is responsible for 16.4 million tonnes a year, the equivalent of the emissions of over 600 Burundians. Despite this, Burundi is the country most at risk of food insecurity because of climate change.

Some of the features of this small, landlocked African country that mean its people are at risk of food insecurity are ongoing conflict and political instability. In the north of the country, rainfall has declined markedly, and the soils are turning to dust, which is easily eroded by the wind. The dry season is getting longer and now lasts for eight months instead of three months. While some areas of the country are becoming more prone to drought, others are receiving more floods. In a country where 90 per cent of the population are subsistence farmers, the slightest change in rainfall and temperature can quickly trigger food crises and famine. More than half of the population live in poverty and suffer chronic food insecurity.

Source 16 Subsistence farmers, such as these farmers in Burundi, are most at risk from food insecurity as a result of climate change.

3.8 Check your learning

Comprehend

1 **Explain** how climate change affects food supplies from oceans.

2 **Summarise** the reasons that people in Burundi are at risk of decreasing food security.

3 **Explain** why subsistence farmers are most at risk from food insecurity because of climate change.

Analyse

4 **Examine** Source 15.

a Identify the regions of the world that have a very high vulnerability to food insecurity because of climate change.

b Compare this map to Source 4 on page 72. Which countries are listed on both maps? Identify regions that are already food insecure.

c Compare Source 15 to Source 1 on page 47. Identify the types of farming that are common in areas with very high vulnerability to food insecurity because of climate change.

Apply

5 Which non-African country is listed in Source 15 as being one of the most impacted by climate change? Brainstorm a set of inquiry questions to **investigate** the underlying reasons for this.

Source 17 Soil containing salt has a devastating effect on rice seedlings.

3.9 The challenge of land competition

Learning intention

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

» explain how competition for land contributes to a decrease in food production.

In addition to environmental factors, food security can also be threatened by individuals or corporations taking over productive land and using it for purposes other than growing food. In many places around the world, land that was once farmland is being converted for housing, mines, golf courses, factories and other uses. In other places, land is being used to grow crops to be used as **biofuel** instead of food (see the example of palm oil on page 52). This competition for land is being driven partly by the increase in the world's population and partly by the desire to make more money from the land.

biofuel
fuel made from organic matter, such as sugar cane and palm oil, rather than fossil matter, such as coal and oil

fissures
long, narrow openings made by cracking or splitting rock

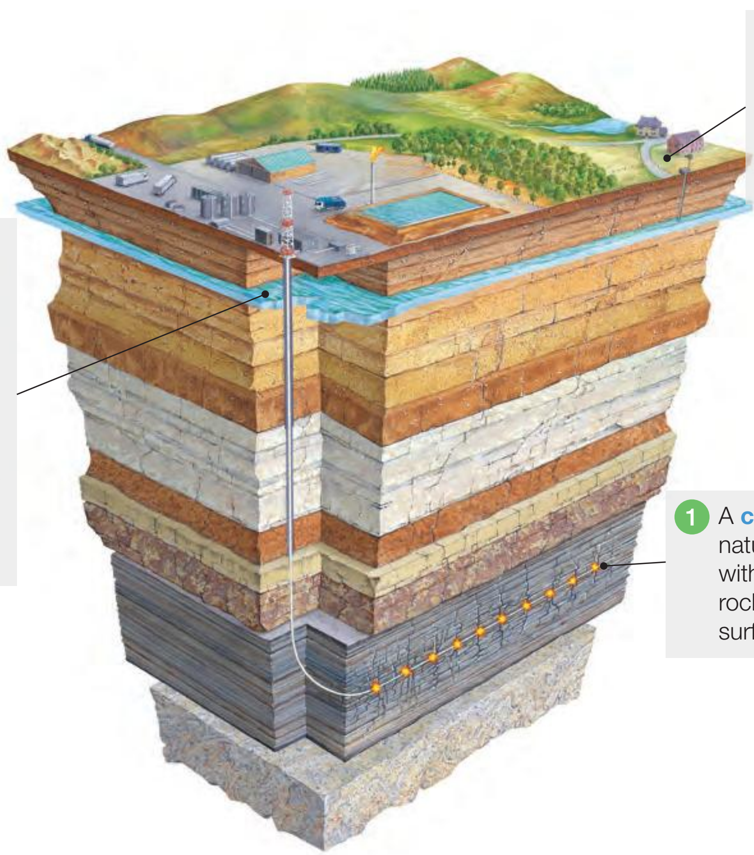
shale
smooth soft rock that breaks easily into thin layers

coal seam
a banded deposit of coal that appears within layers of rock

Land for mining

The world's demand for energy and minerals, like its demand for food, is growing quickly. Energy and mineral resources are extracted from rock layers in the ground. In order to reach the minerals, the layers of rock above are often stripped away and piled onto surrounding land. While this may take place in areas that are unsuitable for farming, sometimes farmers are displaced from their land to make way for mining operations.

In Australia and other countries such as the United Kingdom, South Africa and the United States, a new mining technique has brought miners and farmers into conflict. Large reserves of natural gas are held in underground coal deposits, and miners use a process known as fracking to release this gas and bring it to the surface (see Source 18).



Source 18 The process of hydraulic fracturing or fracking

Farmers are concerned that fracking has the potential to reduce the productivity of their farms in several ways. For the gas to flow out of the coal, the water pressure must first be reduced. This is done by pumping water from the coal seam. This may affect the groundwater in the aquifer used by farmers. In some cases, the volume of groundwater may fall and in other cases it may become contaminated by the chemicals used in the fracking process.

Farming land is also used for the above-ground part of this mining process. Access roads built to suitable sites may cut across previously productive farmland, as might pipelines built to transport the gas to processing plants. Each mine also requires a drilling pad and areas for trucks and other machinery to manoeuvre and park. A large water-storage dam, which may contain contaminated water, also replaces productive farmland.

Source 19 A fracking mine beside a vegetable farm in Southport, England

Land for tourism and recreation

In some places, productive farmland is being converted into tourism and recreation facilities.

A study of the impact of golf courses in Thailand found that 250 courses in the country use about 200 square kilometres of land. About three-quarters of these courses were built on existing farmland, and the rest on land that was previously forested. This area represents a loss of about 89 000 tonnes of rice every year. Furthermore, golf courses put great pressure on the freshwater resources of the local area. Each Thai golf course consumes the same amount of water that 60 000 Thai villagers would use.

This trend is not confined to Thailand. In other countries such as Indonesia, Cambodia and Vietnam, as well as island nations throughout the Caribbean, productive farmland and scarce freshwater resources are being consumed by golf courses and other recreation facilities.

Source 20 An Indonesian farmer harvests his rice crop while, in the background, a tourist plays golf on land once used for farming.

3.9 Check your learning

Retrieve

1 How does competition for land lead to food insecurity?

2 **Define** 'fracking'.

3 How does fracking impact water resources?

Analyse

4 While the problems described in this topic seem to be quite simple, there are several underlying, deeper causes. Brainstorm three underlying causes and **examine** how each can lead to food insecurity.

Apply

5 a Farmland converted for mining and tourism has been discussed on these pages but there are also other examples of the competing uses of land. These include land used for housing, factories and biofuels. **Investigate** the impacts of one of these and present your findings to the class.

b Using your findings from question 5a, **create** a diagram inspired by the one in Source 18 that shows the topic you researched is an example of competing land use.

Quiz me!
A quick quiz on the challenge of land competition

3B

SKILLS IN CONTEXT

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

Poverty and food security

There is a strong link between food security and poverty. Virtually every person who is undernourished lives in poverty. In fact, some experts in the field consider food insecurity to be a symptom of poverty. People living in poverty struggle to be able to buy enough food to feed themselves and their families, or to purchase farming supplies to grow more food. People in this situation are often said to be trapped within a cycle of poverty (see Source 22).

It is possible to test the relationship between two variables such as food insecurity and poverty by using a scatter plot. Scatter plots are similar to line graphs in that they are used to display data plotted against two variables. Scatter plots 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, scatter plots show data for a number of countries, each of which is 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.

KEY SKILL
Questioning & researching

Constructing a scatter plot

By following these steps, you can construct a scatter plot to test the relationship between two variables.

Step 1 Use your research skills to locate reliable and current sets of data. For the purpose of this exercise, we can use the data in Source 21, which comes from a United Nations report on hunger and the United States' Central Intelligence Agency.

Step 2 Look carefully at the data to find the highest and lowest values in each column so that you can draw axes that fit all the data. In the food insecurity column, for example, the lowest value is 2.6 and the highest is 68.4.

Step 3 Using a ruler and pencil, draw a set of axes that fit the data. A scale of 2 cm = 10% fits this data well.

Step 4 Carefully show the scale on the axes and label each one. It is a good idea to use the names of the columns as labels for your axes.

Step 5 Using a pencil, place a small clear dot to show where the pair of data for each country intersects. Using a pencil, label each dot with the name of the country in small, clear writing. You may need to move your labels to avoid obscuring the dots.

Step 6 Using a ruler, rule a line to show the overall trend of the data. If there is no clear trend, do not draw a line.

Step 7 Give your completed scatter plot a suitable title.

Step 8 Below the scatter plot, acknowledge the source of your data.

For more information on this skill, see page 19 of 'The geography toolkit'.

Source 21 Percentage of people experiencing food security and poverty around the word

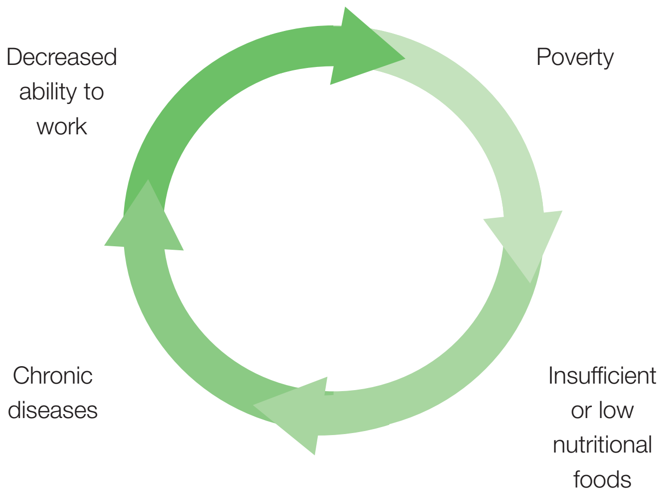
Country	Percentage of the population with moderate or severe food insecurity	Percentage of the population living in poverty
Japan	2.6	16.1
Indonesia	7.6	10.9
USA	10.5	15.1
Australia	10.8	13.0
Serbia	11.4	8.9
Brazil	18.3	4.2
Argentina	19.2	25.7
Mexico	27.0	46.2
Senegal	39.3	46.7
Sudan	41.4	46.5
South Africa	42.9	16.6
Philippines	44.0	21.6
Afghanistan	45.0	54.5
Ethiopia	56.2	29.6
Mozambique	68.4	46.1

Practise the skill

1. **Create** a scatter plot to explore the link between poverty and food insecurity.
2. **Describe** the link between these two variables as shown in your completed scatter plot.

Extend your understanding

1. Use the Statistics Database on your obook pro to help you to further explore the causes and effects of food insecurity. These include gross domestic product per person, obesity rates and the prevalence of underweight children. Select one of these variables and use the data in the factbook to explore the link with food insecurity in the 15 countries shown in Source 21 by constructing a scatter plot.
2. Select two of the countries with very different rates of food insecurity. Use your research skills to **investigate** why these differences occur.



Source 22 Cycle of poverty

Statistics database
Compare world statistics

3.10 Improving food security

Learning intention

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

» identify strategies to improve food security.

Quiz me!
A quick quiz on improving food security

genetic modification
a process by which scientists can change the genes of plants and animals to give them certain desirable traits

Feeding the world's rapidly growing population is one of our greatest challenges. The lives and livelihoods of billions of people depend on us overcoming some significant problems. Some of these problems may seem overwhelming, but there are solutions that can improve the food security of many people.

Increasing food production

The most obvious solution to food shortage is to produce more food, but many of the ecosystems that support farming are already exhausted, and creating more farmland by clearing forests can bring even greater problems. Therefore, the solution may lie in advances in manipulating the genes of plants and animals.

Farmers have taken advantage of natural genetic processes in their farming for generations. Dairy farmers, for example, will choose the most productive cows to breed with carefully selected bulls to produce offspring that produce the most milk. This is known as selective breeding.

Some farmers, using modern scientific discoveries and techniques, have taken this selection process a step further. All living things are made up of cells containing genes. These genes determine how each organism grows, acts and looks. Scientists can change the genes of plants and animals to give them certain desirable qualities known as traits. This is known as **genetic modification** (GM). In one example of GM, scientists developed a cotton plant that produced a natural insecticide. This has resulted in a 90 per cent decrease in the amount of chemicals used to control insect pests on many Australian cotton farms since 1996.

CASE STUDY

Golden rice

Vitamin A is a vital nutrient in our diets that helps us to live healthy lives. However, in communities where rice is the dominant food, people are missing this vital nutrient because rice contains no vitamin A. The result is that about 140 million children, particularly in Africa and South-East Asia, are deficient in vitamin A. Up to half a million of these children become blind each year, and a weakened immune system means that hundreds of thousands die of infectious diseases.

Researchers in Germany and Switzerland believe they have the solution. By taking two genes from daffodils and one from a bacterium, they have produced golden rice, which contains vitamin A. However, despite the first trials of the new rice being undertaken in 2000, the plants have not yet been distributed into regions where they are needed.

Progress was made in July 2021 when the Director of the Philippines Bureau of Plant Industries signed a permit to begin growing golden rice for commercial use. This decision was praised by over 150 respected scientists and members of the scientific community, who voiced their support for the use of GM food to combat food insecurity.

Source 1 Golden rice has been genetically modified to provide vitamin A in the diets of millions of children.

Pest resistance
Crops can be modified so that they can resist pests such as insects.

Disease resistance
GM can help plants resist fungi, viruses and bacteria.

The main benefits of GM food production

Nutrition
Minerals lacking in human diets can be introduced into food plants, making them more nutritious.

Cold tolerance
Plants affected by frost can be modified to help them survive the cold.

Drought resistance
Genes from plants that grow in arid areas can help make other plants survive droughts.

Source 2 The five main benefits of producing genetically modified food

Opposition to genetically modified foods

Many people are opposed to the genetic modification of food. They are concerned that GM foods are gradually becoming a part of our everyday diet without us knowing very much about the long-term effects. They are also concerned about the possible impacts of GM crops on other organisms, such as the animals that eat the crops, which are then consumed by humans.

Environmentalists are worried about the impacts of GM crops on the environment and on the balance of ecosystems. They believe that some characteristics of GM plants, such as a resistance to herbicides (weed killers), may be passed onto other plants within the environment and even the weeds themselves.

Think, pair, share

- Think about eating genetically modified food.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

3.10 Check your learning

Retrieve

1 **Define** genetic modification in your own words.

2 **Identify** some possible ways to improve food security.

Analyse

3 Why do you think golden rice plants and seeds have yet to be widely distributed? **Propose** two possible barriers to the widespread use of this new technology.

4 Revisit the Green Revolution (see page 81). Why should this give us both hope and concern for the future, as we strive to improve food security?

Apply

5 Look at the labels of foods in your cupboards, fridge or pantry at home.

   a How many foods can you find that contain GM ingredients?

   b Write a reflection on what you find. Were there more or fewer GM ingredients than you expected? How do you feel about that?

6 Which of the benefits of GM food production do you think has the greatest potential to increase global food production? **Justify** (give reasons for) your answer and discuss with your class.

3.11 Increasing food production in Australia

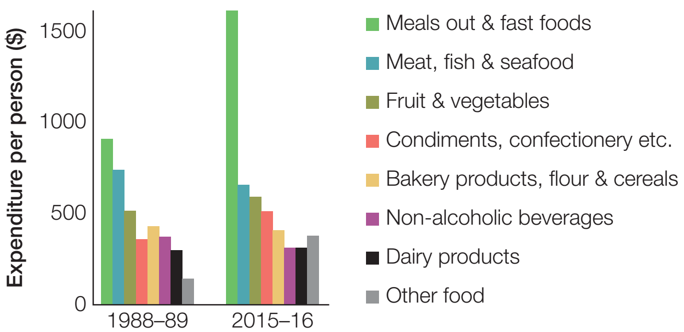
Learning intention

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

» recognise strategies to expand agricultural production in Australia.

Australia is one of the world's most food secure nations. As a developed country with a wide range of climates, we not only supply our own food needs but are also able to provide food to millions of people in other countries. As the world's population increases, however, there is a greater demand on Australia to produce more food and this places greater pressure on our fragile soil and water resources.

There has also been an increase in the amount of food demanded by Australian consumers. In 1988, for example, Australians spent $49 billion on food; by 2017 this had increased to $92 billion. This growth in consumption is driven mainly by an increase in Australia's population (from 16 million to 24 million in the same period) and by an increase in food prices, partly as a result of changes in the types of food preferred by Australians (see Source 3).



Source 3 Food expenditure per person by food type in Australia, 1988–89 and 2015–16. All values are in 2015–16 prices.

Australian farmers have responded to an increased demand for food from overseas and within Australia by becoming more productive, with productivity increasing by about 2 per cent per year for the past 20 years. This growth has been largely driven by farmers adopting new technologies including more efficient irrigation systems and new varieties of crops such as rice and wheat. The biggest threat to farm productivity is changes in rainfall patterns, with prolonged droughts causing falls in output throughout the history of farming in Australia. In some places, climate change is leading to less reliable rainfall and drier conditions (see Source 4).

Graph it!
Food expenditure per person by food type in Australia

Source 4 Drought conditions on a farm in the far north-west of New South Wales

Should we grow more food in northern Australia?

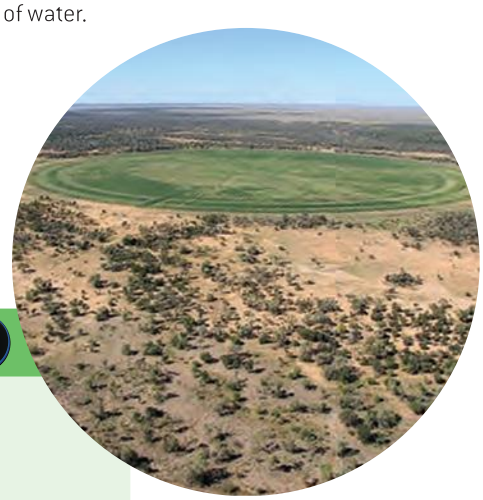
Farming in northern Australia, like farming everywhere, is determined by environmental factors, particularly temperature, soil fertility and water. The soils in Australia's north are among the world's oldest and have been subject to heavy downpours of rain for millions of years. This has **leached** many important minerals out of the soil, making it relatively infertile. Rainfall in northern Australia tends to be seasonal rather than year-round, with monsoonal downpours being common across much of the region. These factors make intensive farming difficult. Cattle farming, therefore, dominates in northern Australia, covering 90 per cent of the land area and accounting for 30 per cent of the nation's total cattle (see the case study on page 49).

leached
drained away or removed soluble substances such as important plant nutrients

Australia's scientific organisation (CSIRO) has recently completed a major study of the possibility of increasing farm production in northern Australia. It concluded that there is great potential for the region, with 16 million hectares containing soil suitable for intensive agriculture. There are also several ways to regulate the supply of water in the region. These include:

- building dams to trap river water during the wet season so that water can be supplied to farms in the dry season
- using underground water to irrigate small patches of land rather than whole farms, known as mosaic agriculture.

Source 5 The Ord River irrigation scheme in the Kimberley region of Western Australia was created in the 1960s with the damming of the Ord River. It supplies 20 000 hectares of farms with a reliable supply of water.



Source 6 Mosaic irrigation in the Northern Territory

3.11 Check your learning

Comprehend

1 **Explain** how Australia's predicted future population will likely affect food production.

2 **Describe** some of the barriers to increasing food production in northern Australia.

Analyse

3 **Examine** Source 3. Identify trends you notice in the changing diets of Australians.

4 **Examine** Source 3 on page 48. Describe the distribution of farming types in northern Australia.

Apply

5 How much is food security under threat in Australia? **Justify** your response.

6 Pages 78–79 describe five challenges to future food security on a global scale. In a small group, **discuss** which of these apply to farming in Australia. **Investigate** one of these and report your findings to your classmates.

3.12 Improving food distribution

Learning intentions

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

- explain how food wastage, government policies and trade barriers affect food security
- identify ways to overcome food distribution barriers.

Quiz me!
A quick quiz on improving food distribution

The United Nations estimates that the world's farmers produce enough food each year to feed 10 billion people. The world's population currently sits at 7.8 billion, so that means that no person on Earth should suffer from hunger. And yet, almost 750 million people are exposed to severe food insecurity and 690 million go to bed hungry every night. The goal of achieving zero hunger by 2030 seems very unlikely, with predictions showing the number of hungry people likely to exceed 840 million by the end of the decade.

To a large extent, the problem is not so much food production as food distribution. Put simply, the food is not getting to the people who need it most. This is largely due to poverty and an unequal distribution of wealth: many people in developing countries cannot afford the food needed to feed themselves and their families. There are also other barriers to overcome if food distribution is to improve.

Reducing trade barriers

In order for food grown in one country to reach consumers in another country, it has to pass a number of barriers. Some of these are designed to protect the consumer, such as safety checks, but others are designed to increase the price of food. To protect their own farming industry from competition from cheaper imports, many countries charge a tax, known as a **tariff**, on goods coming into the country. This has the effect of raising food prices, making food less accessible to many consumers. Reducing tariffs would increase the flow of food across international borders and decrease the cost of these foods, improving food security in many places.

Source 7 In 2020, China placed tariffs on the imports of several Australian foods including lobster, wine, barley and beef. This caused many problems for the producers of these foods.

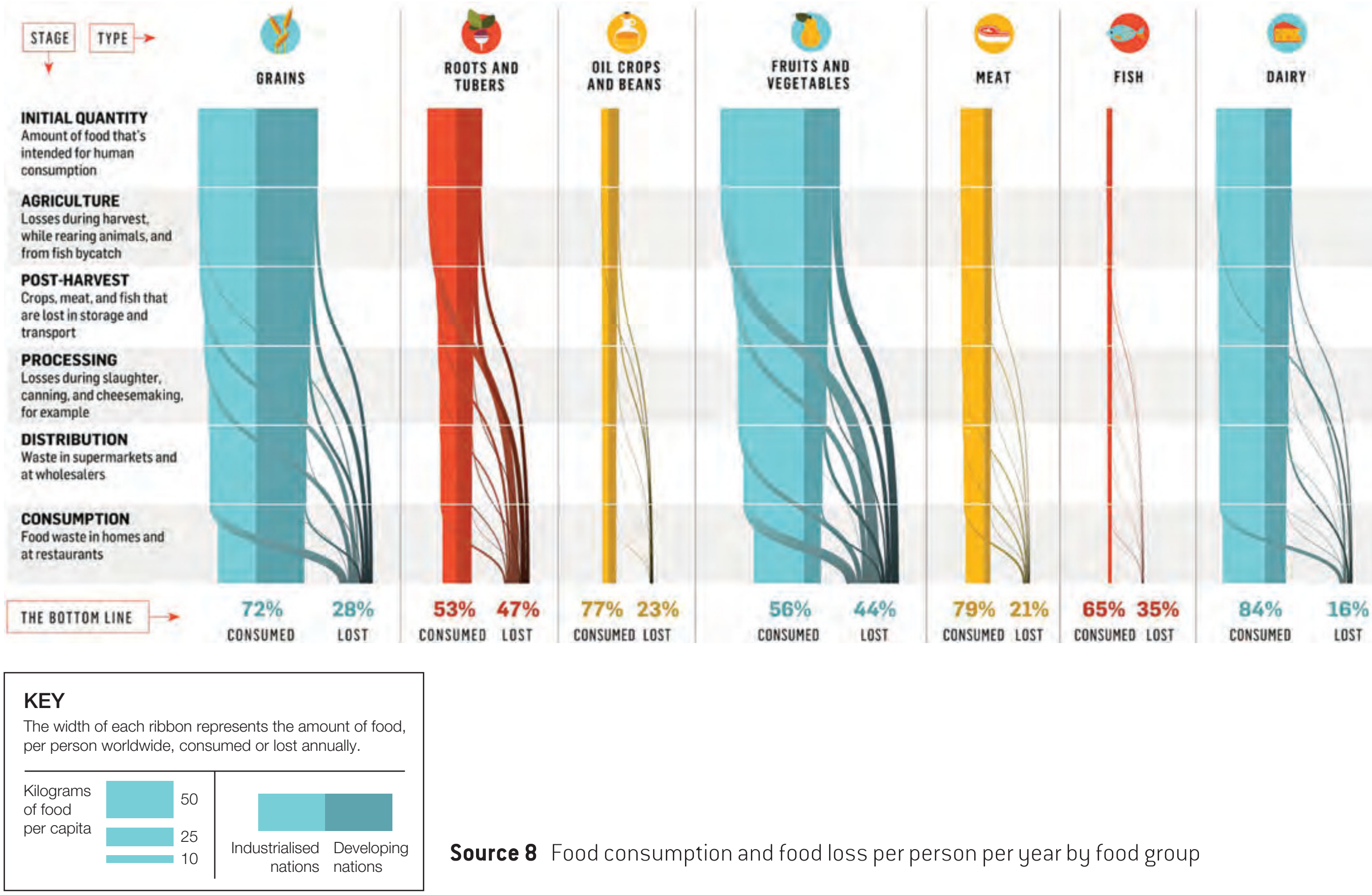
Reducing food loss and food waste

It has been estimated that around one-third of all food is lost or wasted every year. **Food loss** refers to the amount of food lost during the growing or production process. In developing countries, most food tends to be lost during production because of problems in harvesting, storing, cooling, packaging and marketing by producers. This equates to around 1.3 billion tonnes. There can also be large amounts of food lost during distribution as a lack of refrigerated transport can cause perishable food such as meat and dairy products to spoil (see Source 9). Developments such as treating milk with ultra-heat (UHT) and refrigerated vans have the potential to reduce food waste significantly.

Food waste refers to the amount of food thrown away during the consumption process. In developed countries, most food waste is carried out by consumers and retailers, rather than food suppliers. Consumers tend to reject food that is not perfect in appearance. They also tend to buy too much food, which spoils or passes its 'best-before' date. Reducing food waste and food loss would help increase food security in many places.

tariff
a tax on imported goods and services

food loss
the reduction in the amount of food from where it is produced to where it reaches the consumer



Source 8 Food consumption and food loss per person per year by food group

3.12 Check your learning

Comprehend

1 **Define** what tariffs are and explain how they can impact food security.

2 **Explain** why there is widespread hunger despite enough food being produced to feed everybody.

Analyse

3 **Examine** Source 8.

a Compare the diets of people in developed and developing countries. What are their similarities and differences?

b Identify how much of the fruit and vegetables grown are lost or wasted.

c Identify at which stages of production this loss and wastage takes place.

d Consider two ways in which this wastage could be reduced.

e Identify which food type has the least loss or wastage.

f Why might this be the case?

4 **Explain** why reducing food loss and waste is a key to improving food security.

Apply

5 Keep track of your household's food waste for a week. This means taking note of all edible food that is not eaten, and includes food that is wasted during meal preparation (such as scraps and peels), food served but not eaten, or food that is spoiled and discarded. This could be placed into a bucket and weighed every day. Multiply the total amount by 52 to find out the amount of food wasted per year at your house. **Compare** this result to those of your classmates.

6 Use the internet to **investigate** ways to overcome food distribution barriers. Use your research to determine the best three strategies to overcome food distribution barriers.

Source 9 Unrefrigerated milk delivery in Cuba

3.13 Sustainable agriculture

Learning intention

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

» explain management strategies that restore the quality and diversity of agriculture in Australia.

Australian farmers have faced many challenges over the past 200 years, as this is not an easy place to produce food. Most of these challenges come from nature: drought, flood, fire, and thin, infertile soils. Others challenges are human-made, such as the overuse of fertilisers and water, and the clearing of native vegetation. There have been two noticeable responses to

Effective management of landscapes is needed, not just farming. This involves looking after those areas of the farm that are not planted with crops or pastures. Allowing wild grasses and plants to grow encourages pollinators such as bees. Replanting riverbanks maintains the health of important water resources.

Crop rotation and embracing diversity are good for the soil. Growing a range of crops rather than just one and changing the location of each crop each year improves the soil and can also help with pest control.

Agroforestry refers to the growing of trees as part of the farm. This has many benefits including providing shade for animals and controlling the level of water in the soil, making it less likely that salt will rise to the surface.

Source 10 Sustainable farming methods

these challenges. The first is that Australian farmers have adopted new technologies to help them better manage their available resources (see page 96). The second response is focused on repairing the damage from the past and working with nature in a more holistic way. Most importantly, this second response follows the principle of sustainability: using the resources of the Earth to supply our needs without compromising the ability of future generations to do the same. This second response, known as sustainable agriculture or conservation agriculture, follows several key principles, shown in Source 10.

Quiz me!
A quick quiz on sustainable agriculture

3.13 Check your learning

Retrieve

1 **Define** sustainable agriculture.
2 How does a sustainable farm control pests and weeds?

Comprehend

3 **Describe** the ways that sustainable farming reduces the use of chemicals and fertilisers. Suggest one reason why this is important.
4 **Explain** how the farm shown in Source 10 demonstrates the geographic concept of sustainability.

Apply

5 Look at Source 7 on page 82.
  a **Identify** the sustainable agriculture principles that have not been followed on this farm.
  b **Propose** a plan to repair the damage on this farm that follows some of the key principles discussed on these pages.
6 Farmers who follow sustainable agricultural practices also try to reduce their greenhouse gas emissions. **Propose** some of the ways that Australian agriculture can be more sustainable.

3C SKILLS IN CONTEXT

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

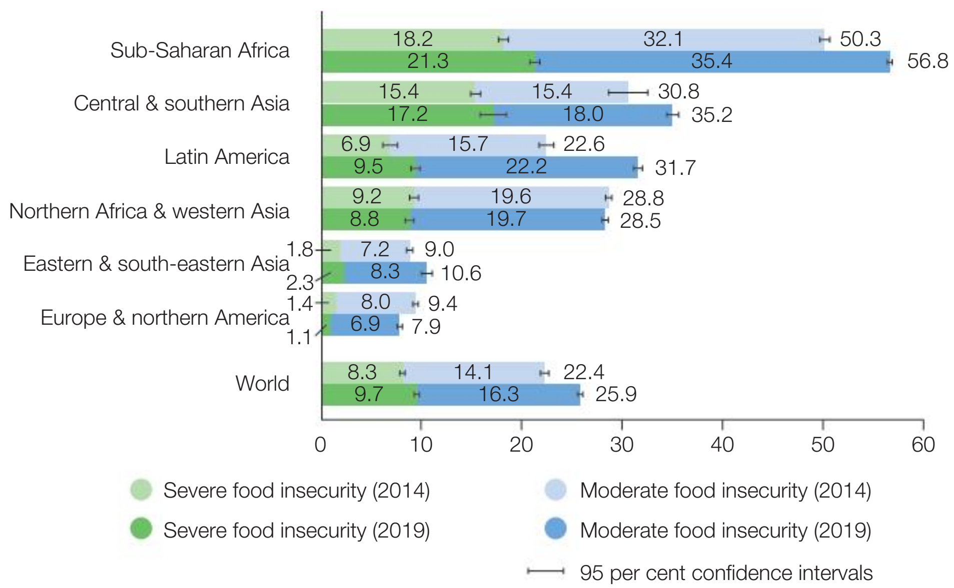
Source 11 When giving an oral presentation, think of it as a conversation rather than a speech. Try to avoid reading to your audience as this can make it difficult for them to engage with what you are speaking about.

Zero hunger

In 2015, the United Nations launched a bold plan to improve the living conditions of people in both developed and developing countries, and to repair and protect the planet.

Known as the Sustainable Development Goals (SDGs), the plan sets out 17 targets for member countries to achieve by 2030 (see Source 12). Goal 2 – 'Zero hunger' – aims to 'end hunger, achieve food security and improved nutrition and promote sustainable agriculture'. The latest data (see Source 13) shows there is much to be done if this goal is to be achieved by the end of the decade.

Source 12 The 17 Sustainable Development Goals



Source 13 Prevalence of moderate or severe food insecurity, 2014 and 2019

KEY SKILL
Communicating

Presenting an oral report to an audience

Geographers often present their findings to an audience by giving an oral presentation. You may find giving an oral presentation a little scary at first, but if you follow these steps you will be able to confidently deliver a successful report.

Step 1 Decide on a topic that will interest both you and your audience. Consider your audience and think about what they already know about the topic. What would you like them to understand by listening to your presentation?

Step 2 Research your topic. Geographers start with inquiry questions and then seek to answer them. Collect information from a wide variety of sources and keep a bibliography of these sources.

Step 3 Organise your findings into a draft 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 a 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 report with clear visual material. This may be a set of graphs, maps or images. Do not just read your report to your audience.

Step 5 Practise your presentation. Make sure that you do not exceed the time limit and that you know your information well enough to avoid having to read it. It may be a good idea to have some memory cards with key words or ideas written on them.

Step 6 Deliver your presentation. Make sure that you speak clearly and vary pitch and tone. Stand up straight, keep your hands out of your pockets and don't lean on a desk. Take a few deep breaths to calm yourself and then pretend that you are speaking to only one person.

Step 7 Invite your audience to ask questions and do your best to answer them. If you are unsure of an answer, don't make something up, just do your best.

Practise the skill

1 **Define** the Sustainable Development Goals.

2 Prepare and deliver an oral report on an aspect of the Sustainable Development Goals target to achieve zero hunger by 2030. Your report must be supported by visual material and include responses to questions asked by the audience. Here are some possible topics to choose from, or you may like to develop your own.
- Zero hunger is a great idea but it's impossible to achieve.
- The key to ending hunger is …
- We already produce enough food; we just have to get better at sharing it.
- The COVID-19 pandemic has worsened food security for millions of people.

Extend your understanding

1 **Describe** the trends in food security shown in Source 13.

2 Find the most up-to-date progress report at the Sustainable Development Goals website (a link is available on your obook pro).
   a What progress has been made in food security as outlined in this progress report?
   b What have been some of the successes?
   c How likely do you think it is that the world will reach the targets of ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture by 2030?

Weblink
Sustainable Development Goals

3 CHAPTER REVIEW

Review activity

Read the information and study the source, then answer the following questions.

The Horn of Africa

The Horn of Africa refers to the countries in the north-east of the African continent. Ethiopia, Eritrea, Somalia and Djibouti are the four countries that officially make up the Horn, but Kenya, South Sudan, Sudan, Uganda and even Tanzania are sometimes considered to be part of the Horn of Africa. It covers an area of approximately 2 million square kilometres and is home to around 100 million people. Around one-quarter of these people face severe food insecurity. This is due to a combination of natural processes and human activities. Natural processes include desert locust infestations, floods and disease outbreaks. Some of these are short-term impacts, while others are ongoing. Examine Source 14, which refers to food insecurity as of February 2020, and answer the questions that follow. An enlarged version is available on your obook pro.

1 **Identify** the type of map shown in Source 14. (1 mark)

2 **Identify** the country that has the greatest number of internally displaced people. (1 mark)

3 **Explain** how changes in population can threaten food security. (3 marks)

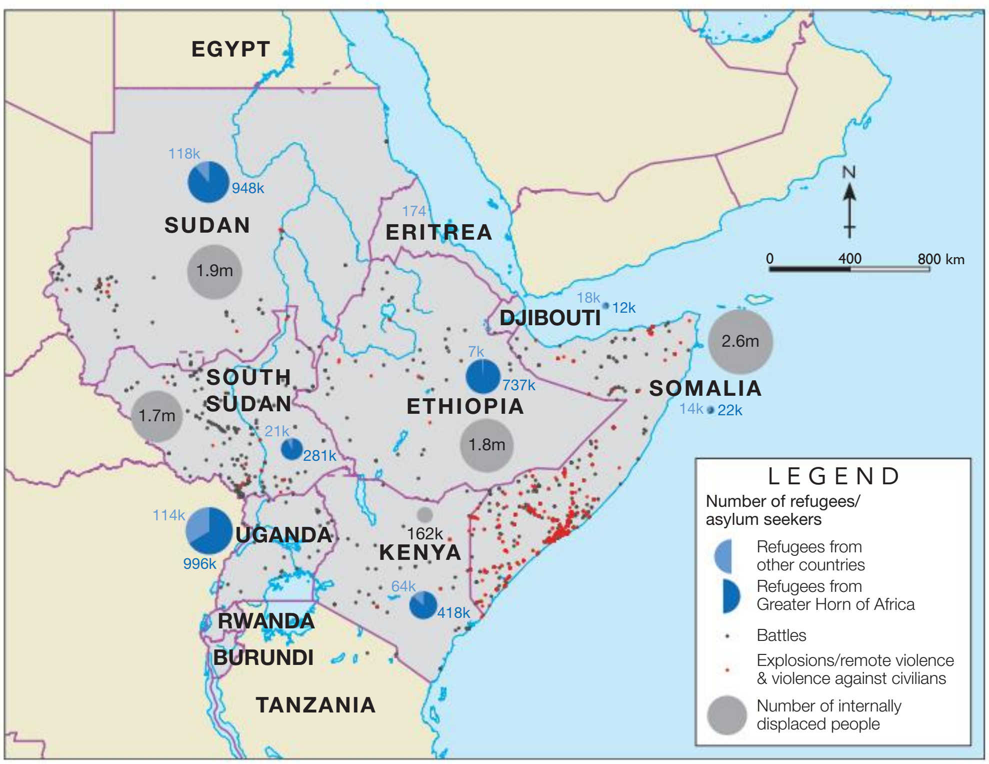
4 **Describe** conditions in Somalia using data from the map. (4 marks)

5 **Explain** how the combination of factors you identified in question **4** can lead to ongoing food insecurity. (6 marks)

6 Consider how human activities impact upon food security in the Horn of Africa. Of the factors shown in Source 14, which do you think is the most significant? **Justify** (give reasons for) your answer. (5 marks)

(Total: 20 marks)

HORN OF AFRICA: DISPLACEMENT AND VIOLENCE



Enlarged map
Horn of Africa: Displacement and violence

Source 14

Source: Oxford University Press

Chapter checklist

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

	I can do this.	I cannot do this yet.
Define and describe food security.	☐	☐ Go back to Topic 3.1, page 70.
Understand global patterns of food security.	☐	☐ Go back to Topic 3.2, page 72.
Explain management strategies used by First Nations peoples to achieve food security.	☐	☐ Go back to Topic 3.3, page 74.
Identify current challenges to food security.	☐	☐ Go back to Topic 3.4, page 78.
Describe how the predicted future global population is likely to impact on food production.	☐	☐ Go back to Topic 3.5, page 80.
Explain how land degradation contributes to a decrease in food production.	☐	☐ Go back to Topic 3.6, page 82.
Explain how water scarcity contributes to a decrease in food production.	☐	☐ Go back to Topic 3.7, page 84.
Explain how climate change contributes to a decrease in food production.	☐	☐ Go back to Topic 3.8, page 87.
Explain how competition for land contributes to a decrease in food production.	☐	☐ Go back to Topic 3.9, page 90.
Identify strategies to improve food security.	☐	☐ Go back to Topic 3.10, page 94.
Recognise strategies to expand agricultural production in Australia.	☐	☐ Go back to Topic 3.11, page 96.
Explain how food wastage, government policies and trade barriers affect food security. Identify ways to overcome food distribution barriers.	☐	☐ Go back to Topic 3.12, page 98.
Explain management strategies that restore the quality and diversity of agriculture in Australia.	☐	☐ Go back to Topic 3.13, page 100.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 3

Key skill worksheet
Communicating:
Chapter 3

Quizlet
Play a game of Quizlet on Food security.

Chapter review quiz
Chapter 3

CHAPTER 4

An interconnected world

'No man is an island, entire of itself; every man is a piece of the continent, a part of the main.'

The English poet John Donne wrote these words in 1624. In these lines he expresses the idea that every person is connected to someone else. This is as true today as it was nearly 400 years ago. The more we learn about our amazing planet and the people who live here, the more we come to realise that everyone and everything is connected to everyone and everything else. We are connected to people and places all around the world in many ways.

These connections have consequences. They have helped to improve the lives of millions of people, but they have also been responsible for ruining the lives of many others. Many natural environments, too, have been negatively impacted by the links between people and places.

Source 1 The world's individuals and communities are more connected now than at any other time in history. However, while new interconnections have changed the way most of us communicate and trade with each other, access to this new digital world is uneven. People living in developing countries, particularly in remote areas such as this Indian village, are in danger of being left behind in the digital revolution.

4A
How are people and places interconnected?

4B
How does technology connect people and places?

4C
How does tourism connect people and places?

4.1 Connections to place

Learning intention

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

» explain the different ways that people connect to places.

Geographers define places as parts of the Earth's surface that are identified and given meaning by people. No place exists in isolation; a place is interconnected by the natural processes and human activities that shape and change it. To study place, geographers rely on the concept of **interconnections**. They consider how relationships between and within places influence our connection to a place.

Most of the reasons why people feel a sense of connection to a place can be grouped under the following four criteria: spiritual, economic, cultural and historical.

interconnections
the relationship between all things, both animate and inanimate, and all processes, both natural and human

Spiritual factors

Many people feel connected to particular places because of their beliefs or the way a place makes them feel. Sometimes this connection can be difficult for other people to fully understand, but this does not make the connection any less real or important. For example, many of Australia's First Nations peoples have a deep and complex spiritual connection to places in the natural world that other people in the wider community do not have.

Ambelin Kwaymullina, a Palyku woman from the Pilbara region, explains this deeper connection:

> For Aboriginal peoples, country is much more than a place. Rock, tree, river, hill, animal, human – all were formed of the same substance by the Ancestors who continue to live in land, water, sky. Country is filled with relations speaking language and following Law, no matter whether the shape of that relation is human, rock, crow, wattle. Country is loved, needed, and cared for, and country loves, needs, and cares for her peoples in turn. Country is family, culture, identity. Country is self.

Quiz me!
A quick quiz on connections to place

Economic factors

Many people feel a connection to particular places because these places provide them with employment or a source of income. Farmers, for example, will feel connected to the place where they farm, and a mining operator will feel connected to the place where minerals are found.

In countries where personal wealth is viewed as a desirable goal, economic connection to place may take precedence over less tangible reasons for connection, such as spiritual or historical factors. Different reasons for connecting to place can cause disagreement, protest and even conflict between individuals and groups (see Source 1).

Source 1 In 2020 the Australian mining company Rio Tinto destroyed two Aboriginal rock shelters in the Juukan Gorge to extend an iron-ore mine. The shelters were of great historic and spiritual significance and contained evidence of human occupation dating back 46 000 years.

Cultural factors

Connections to place can be strongly influenced by a range of cultural factors. This can include the perceived historic value of a place, and how that is meaningful for people in the present, the past and even into the future. The notion of cultural heritage can be an important motivating factor for connection to place.

People with similar interests, backgrounds and heritage often connect with each other to form communities. Immigrants to a new country, for example, tend to live close to other recent arrivals from the same country. This allows them to connect more easily to people with the same language and culture, and therefore fit more easily into their new community.

Source 2 Bendigo is home to the world's longest Chinese parade dragon, a reminder of the strong cultural links that many Chinese people have to this regional city – links that began during the gold rushes of the 1850s.

Historical factors

Events that happened in the past can result in people forming special connections to particular places. These may be recent events or events from hundreds of years ago, but they can form powerful links between people and places. For many people, the places they visited on holidays as children remain special places well into their adulthood because of the memories these places hold.

On a wider scale, important historical events can give particular places a special meaning. Such historical events could include a war or battle such as World War II, a sporting victory like Cathy Freeman's gold medal at the Sydney 2000 Summer Olympics, or the birthplace or burial place of a famous person.

Source 3 Each year hundreds of Australians walk the Kokoda Track in Papua New Guinea to commemorate the famous battles that took place there in 1942 between the Japanese and Australian forces.

4.1 Check your learning

Comprehend

1 What are the four ways that people connect to place?

2 **Explain** why people sometimes find it difficult to understand another person's spiritual connection to a particular place.

3 **Explain** why a person's cultural connection is often linked to historic factors.

Analyse

4 Source 3 shows Australian hikers being helped by local porters. **Consider** how each of these two groups of people might view this place differently.

5 **Examine** how the destruction of the Juukan Gorge rock shelters (Source 1) demonstrates the way in which different groups of people have different connections to the same place.

6 Is there a place to which you feel a strong spiritual or cultural connection? If so, **describe** this connection.

Apply

7 'Historical tourism' refers to those places that people visit because of their historic connections. **Investigate** this kind of tourism and find out the historic connections for many Australians in these places:

- a the Gallipoli Peninsula in Turkey
- b The Rocks in Sydney
- c Long Tan in Vietnam
- d Buckingham Palace in London.

4.2 How we are connected: an overview

Learning intention

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

» understand how people are connected to places throughout the world in a variety of ways.

We are connected to people and places all around the world by vast, intricate networks in many ways. This includes being connected by the food we eat, the clothes we wear, the goods in our homes, the sport we play, the music we listen to and the movies we watch. We are also the most mobile generation in history, travelling for work and for leisure more often and more quickly than previous generations. As well as these physical and cultural connections, there are the rapidly growing digital connections that break down barriers such as language and distance that once separated people and places.

The world in a jar

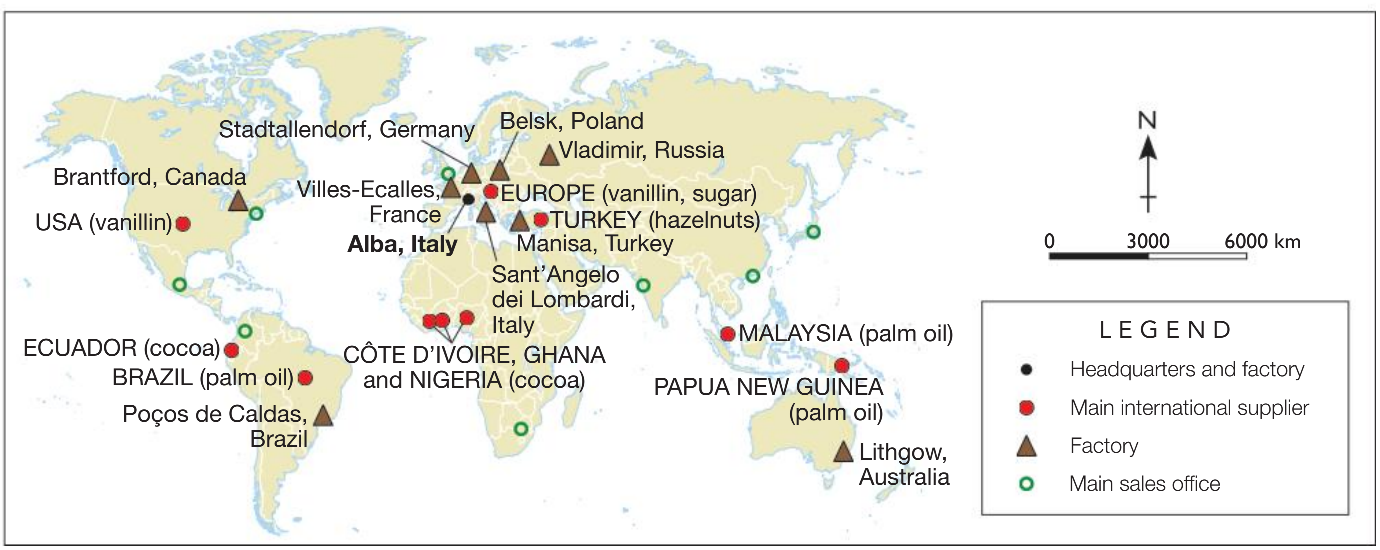
Each of us is an example of the connected world in which we live. This is true even when we are just sitting at our desk at school – we do not have to physically travel to be connected with other places in the world. The items that fill our cupboards and homes have travelled thousands of kilometres in shipping containers across the ocean and through dozens of countries to reach our shops and eventually, our homes.

A jar of Nutella illustrates this idea. About 350 000 tonnes of Nutella are produced every year and sold in more than 100 countries. The company that produces Nutella, Ferrero International, is based in Alba in northern Italy. Nine factories around the world produce Nutella (see Source 5). The main ingredients in Nutella are sugar, hazelnuts, cocoa, palm oil, vanilla flavour and skimmed milk. The producers of these raw materials are scattered across the globe. The materials are shipped to each factory, processed and combined to make Nutella. The Nutella is then packaged into jars and shipped to consumers around the world. In a jar of Nutella are ingredients from five continents, including the rainforests of Asia and Africa, and farms in North America, Australia and Europe.

Source 4 Nutella is manufactured by the Italian company Ferrero International and was first introduced in 1964.

Map it!
World: The Nutella global value chain

WORLD: NUTELLA GLOBAL VALUE CHAIN



Source 5

Source: Oxford University Press

Submarine cables

In the past, most countries used their own resources to feed and clothe their own populations. Today, however, nations increasingly rely on each other to supply goods and services to their populations. We are more connected to the rest of the world than we have ever been before. This increasing interconnection between countries is referred to as **globalisation**.

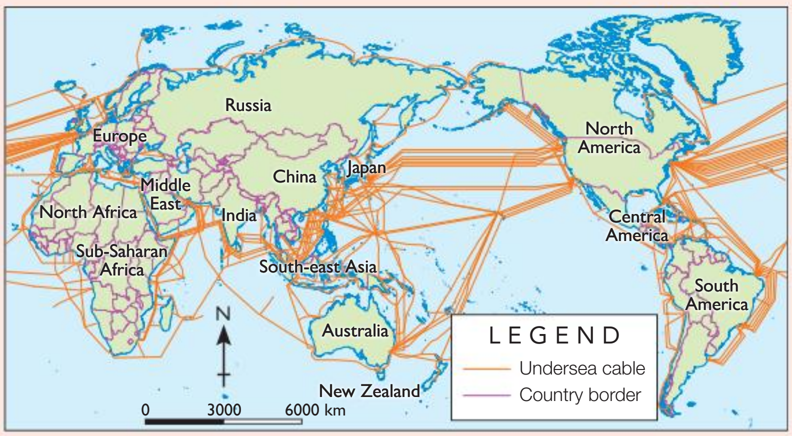
There are four main aspects to globalisation:

- trade in goods and services
- the movement of people
- the movement of money
- the movement of ideas and knowledge.

The rapid increase in interconnections in the past few decades is largely due to rapid improvements in information and communications technology such as the internet. Virtually all of the world's internet connections are made through submarine cables on the ocean floors that link the world's land masses. In total, there are about 1.2 million kilometres of submarine cables around the world, and the latest cables carry signals 12 000 kilometres across the Atlantic Ocean in 0.00072 seconds. The newest fibre-optic cables are about the thickness of a garden hose but contain enough bandwidth for 20 million internet users.

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

WORLD: SUBMARINE TELECOMMUNICATION CABLES



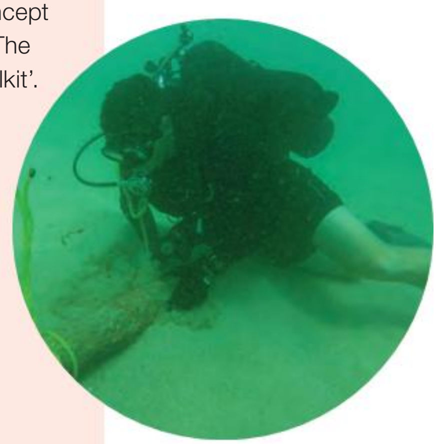
Source 6

Source: Oxford University Press

KEY CONCEPT
Interconnections

globalisation
the increasing interconnectedness of countries around the world

Enlarged map
World: Submarine telecommunication cables



Source 7 Cables are occasionally damaged by ship's anchors and earthquakes. Repairing them is a tricky business!

4.2 Check your learning

Retrieve

1 Use the geographic concept of interconnection to **define** the word 'globalisation'.

2 How do submarine cables help to spread ideas and money around the world?

Analyse

3 **Identify** the four aspects of globalisation and suggest an example of each one.

4 **Apply** your knowledge of interconnections to brainstorm a list of the ways in which you are linked to other countries.

   a Share your links with your classmates to create a class list of these links.

   b Display these links on a world map. Develop a legend to show different types of links.

   c Describe the pattern shown on your class map.

Apply

5 **Explain** how the internet has helped to make Nutella a global brand.

6 Nutella is just one example of a global product. **Investigate** another product in your home, such as food, fashion or an electronic item, and investigate its origins. Start with the raw materials in the product and find out where these come from. You might find the resources at the Sourcemap website useful for this task.

4A SKILLS IN CONTEXT

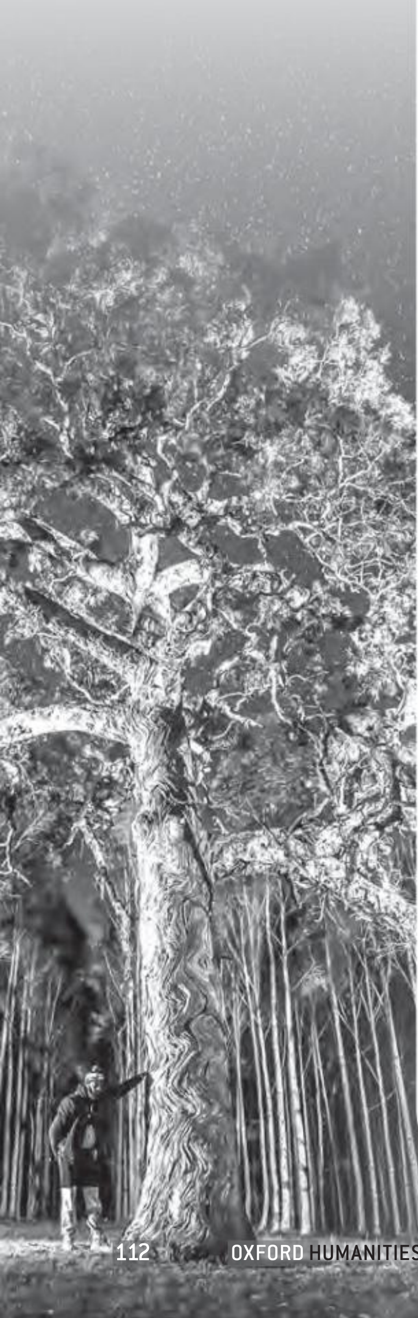
Test me!
Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Opposing perspectives

In western Victoria, a proposed change to a major highway has meant the planned bulldozing of up to 260 trees. Some of these trees are more than 800 years old and carry important significance for the Djap Wurrung people, who are protesting their removal. This has resulted in a long standoff between the Aboriginal groups, police, construction workers and the state government, each of whom has differing points of view about the protection or removal of these trees.

Source 8 An ancient yellow-box tree, known as the Directions Tree, which was cut down to make way for the highway

Disputes about the way in which a place is used and managed often come about because different people have different connections to places. What is vitally important to one person can be of no real significance to another.



KEY SKILL
Concluding & decision making

Considering alternative points of view in a discussion

As geographers, our role is to consider all points of view before reaching a conclusion. This can be difficult as each of us has our own values and beliefs that we carry with us and use to interpret our world. The following steps can help you and your classmates discuss controversial issues in a respectful way and help you to understand the points of view held by other people.

Step 1 Confirm the issue that you and your classmates will discuss.

Step 2 Decide on the format for the class discussion. It could take the form of a formal debate or an online discussion.

Step 3 Establish some ground rules before beginning your discussion:
- Listen to other speakers and do not interrupt each other.
- Use respectful language.
- You can discuss and disagree with someone's ideas, but do not criticise the person themselves.

Step 4 Conduct some research into the issue that you are going to discuss.

Consider:

- background to the issue/key facts
- any conflicting points of view, and reasons for these
- your own opinion, and any supporting information or research.

Step 5 Discuss your ideas in a small group first. Practise communicating your opinion before you face the whole class.

Step 6 Discuss the issue with your classmates. Make sure that you follow the rules you developed in step 3. Remember that the aim is not to 'win' the argument but to understand the range of opinions on the issue and the reasons why people hold these opinions.

Step 7 Allow time to debrief and reflect. This reflection should be personal and could be in the form of a diary entry or a discussion with a trusted friend. Some of the questions you may like to consider are:

- What did you like about the discussion?
- How do you think the class discussion could be improved next time?
- How comfortable were you in participating in the discussion?
- What did you learn about why people hold different points of view?

For more information on this skill, see page 33 of 'The geography toolkit'.

Source 9 It is a good idea to discuss your ideas in a small group before facing the whole class.

Practise the skill

1 Select a geographic issue that you and your classmates find interesting and one that generates a variety of points of view and opinions. This could be at the local scale such as the destruction of the Juukan Gorge rock shelters (see Source 1 on page 108) or the Djab Wurrung trees, or at a larger scale. Alternatively, the Taking IT global website contains some interesting issues for discussion. Follow the steps outlined to discuss this issue as a class.

2 Visit a news website and identify an issue that could be considered controversial. Form small groups and share your issue with the group. Follow the steps to select, then discuss, the issue. Ensure you listen respectfully to the other group members.

Extend your understanding

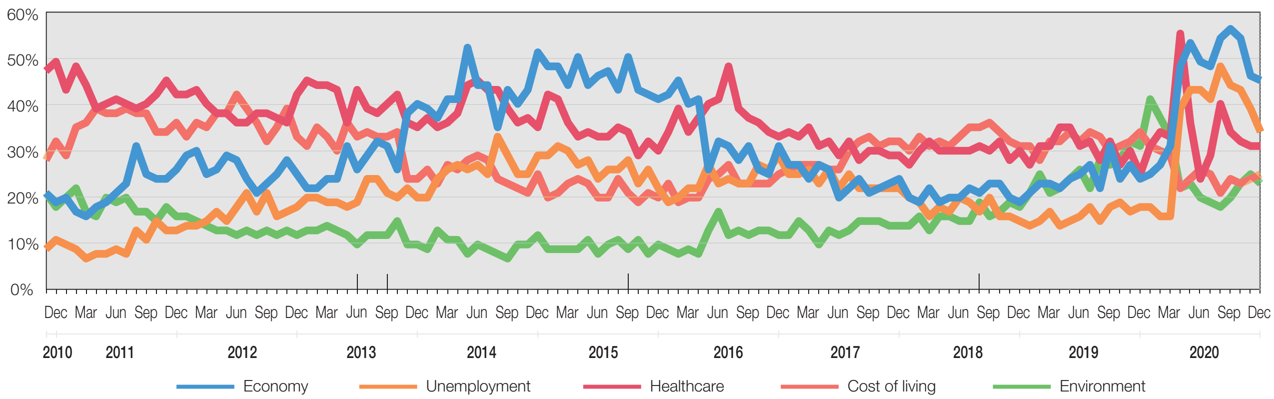
Each month 1000 Australians are surveyed in the Ipsos Issues Monitor and asked to select the three most important issues facing Australians. Source 10 shows the top five responses between 2010 and 2020.

1 **Identify** the three biggest issues that concerned Australians in September 2015.

2 **Explain** how the global pandemic that closed Australia's border in March 2020 affected the concerns of Australians.

3 Australians listed the environment as their biggest concern in early 2020. What events occurred at that time to explain this?

4 What do you feel are the three biggest issues facing Australia? **Explain** your answer.



Source 10 The top five most important issues facing Australians between 2010 and 2020, according to the Ipsos Issues Monitor survey

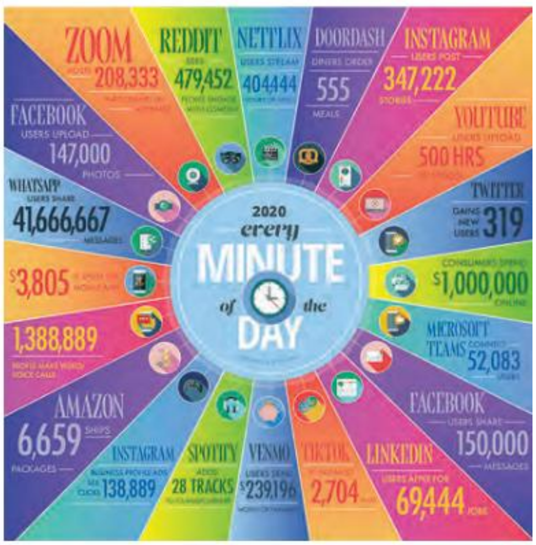
4.3 How technology influences interconnections

Learning intention

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

» explain how technologies are used to connect people to services, information and people in other places around the world.

The internet allows people to connect with other people in different places more quickly and conveniently than ever before. Today, we use the internet for a range of activities and purposes that link us to many places all over the world. Your in-school and after-school activities are probably connecting you to places all over the world without you even realising it. In the space of half an hour, you might have bought something online, checked Instagram, connected with friends who may live in the same area, and others who may live in another country. You might listen to some British, Korean or American songs on YouTube while you do your homework, or live stream a sports game from Europe or North America.



Source 1 In 2020, internet usage reached an all-time high amid the COVID-19 pandemic. This infographic shows internet usage per minute in 2020.

Communicating with people in different places

We use the internet to play games, shop, plan activities, find directions, read, research, complete homework and, more than ever before, communicate with each other. Using the internet for emails remains the most popular activity, with 98 per cent of people online having sent an email in the last 12 months.

Getting information to the people who need it

The Internet of Things is changing the world (see topic 2.11 on page 62). Devices and sensors linked by fast internet connections are changing many aspects of modern life. This includes the way that farmers use precious resources; allowing driverless cars to be developed; making buildings more secure and changing the way we control the appliances in our home.

The Internet of Things is also saving lives. Sensors medically implanted in the body allow people with medical conditions and their doctors to monitor and respond to changes in their heart rate or blood sugar levels. Technicians are working on bracelet sensors that can detect an epileptic fit and use the internet to send a signal to a carer or doctor.

This is a rapidly advancing field and new possibilities are being explored every day. Firefighters driving to a building fire, for example, could be directed to the fire by the least congested route by sensors in the roads, and heat and smoke sensors can guide them through the building. Sensors in their clothing could detect dangerous smoke and toxin levels as well as monitoring their heart rates, body temperature, hydration and oxygen levels. Other sensors could monitor their location in the burning building as well as their voice, tone and gestures. This could all be monitored at a command centre in the fire engine armed with a wi-fi router, and decisions to deal with the emergency could then be made in real time and relayed to the firefighters through an earpiece, microphone and smart watch.

Quiz me!
A quick quiz on how technology influences interconnections

Key skill worksheet
Questioning & researching: Conducting a survey

Offshore call centres

CASE STUDY

When people call up to complain about mobile phone service, book an airline ticket or pay a bill, chances are they speak to someone in the Philippines or India rather than in Australia. Many Australian companies have moved their call centres to these other countries to take advantage of lower wages and the larger available workforce in those countries. The call centre industry, which currently employs more than 1 million Filipinos and 3.1 million Indians, is expected to grow quickly as internet speeds increase and new companies take advantage of the cost savings.

Source 2 A call centre in New Delhi in India answers calls from all over the world.

See, think, wonder

Look at Source 2.

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

4.3 Check your learning

Retrieve

1 **Name** three ways that the internet allows interconnections between people in different places.

2 How many internet-connected devices do you have in your own home?

Analyse

3 **Examine** Source 1.
 a How many of these functions have you used?
 b Classify the uses shown in the source under these headings:
 - e-commerce
 - social media
 - entertainment.

 c Which piece of data on this chart did you find most surprising? Why?

4 **Explain** how the Internet of Things has the potential to change your everyday life. Can you think of any ways that it already has?

5 As with any change, there are winners and losers. **Identify** the winners and the losers in these scenarios.
 a People buy more goods online.
 b Businesses use call centres in other countries.
 c You listen to music on YouTube.

Apply

6 You have read about how new technologies are changing the ways that firefighters work. Select another emergency services worker such as a paramedic or police officer. **Propose** a piece of wearable technology that could be developed to make their job safer. Use your research skills to investigate what technologies already exist to achieve this outcome.

4.4 Global brands

Learning intention

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

» explain how technologies have made it possible for places to provide a range of global business services.

By using the intricate webs of trade, transport and communications that encircle our world, companies can reach customers thousands of kilometres away from their factories and offices. Some companies have also found it profitable to open factories in many different countries. These companies are referred to as **multinational companies** (MNCs). Some of the largest, most profitable and most recognisable brands in the world are produced by MNCs. These include Coca-Cola, Apple, Ferrero, Google, Facebook, IBM, McDonald's, Amazon, Adidas and Nike.

multinational companies companies that operate in more than one country

Advantages for MNCs

There are several advantages for companies that spread their operations around the world. One of these is the reduced cost of labour in developing countries. This allows MNCs to spend less on manufacturing and thereby increase their profits. It may also open up new markets, allowing the MNC to sell its product in the country where the factory is located without having to pay shipping costs from the home country. In addition, it 'spreads the risk' of doing business. If business conditions in one country change and become difficult, the company can move its operations to another of its factories in another country.

Quiz me! A quick quiz on global brands

Criticism of MNCs

MNCs have also come under criticism. Some people believe that they are exploiting poor workers, some of whom work under unsafe and dangerous conditions. Some critics also point out that there is a loss of jobs in the home country when a company moves its manufacturing operations to another country. Some MNCs have also been accused of causing environmental damage as they spread their operations around the world. These impacts of globalisation will be examined in more detail in the next chapter.

CASE STUDY

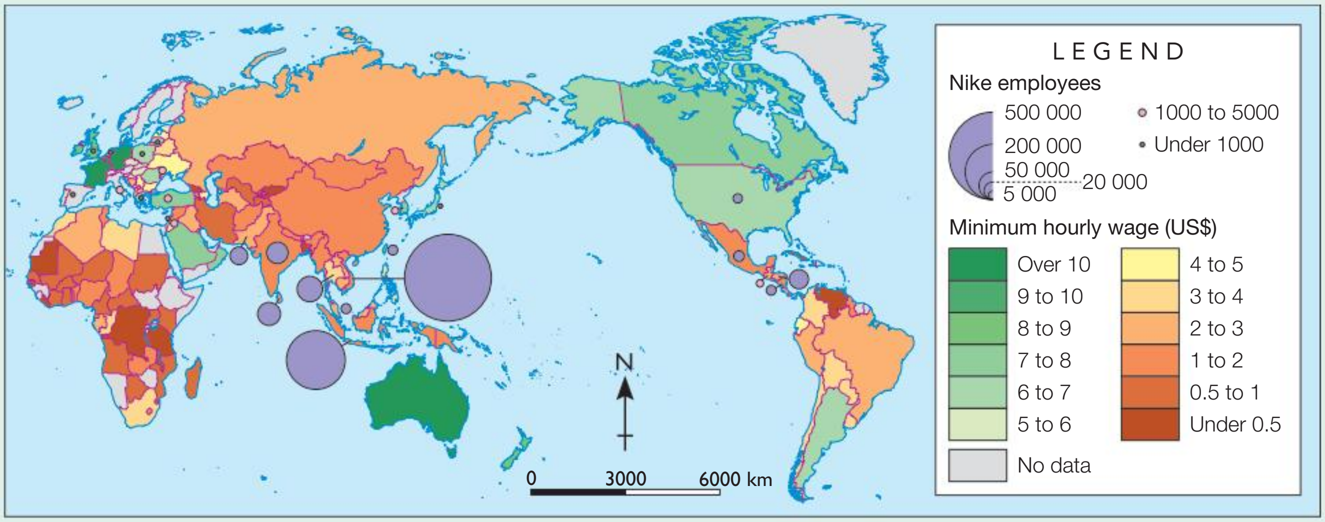
Nike, a global brand

Nike is the leading sporting-goods manufacturer in the world. The company began in the state of Oregon in the United States in 1964. It now has 505 factories operating in 39 countries, employing more than a million workers (see Source 4). Of these factories, 109 are in Vietnam and 108 are in China. Around a quarter of Nike's total production, including 45 per cent of its sports shoes, is made in Vietnam.

Prior to 2015 most Nike products originated from factories in China, but Vietnam has now overtaken that country in the production of many clothing and sporting goods, not only from Nike but also from Adidas. Puma is also moving its main factories from China to Vietnam. There are several reasons for this trend. These include a trade war between China and the United States, which began in 2018 and impacted global supply chains, and a rise in wages in China, as that country has moved to produce electronic goods rather than clothing.

Source 3 Workers in a Vietnamese factory put the finishing touches on Nike shoes. Eighty per cent of Nike workers in Vietnam are women.

WORLD: MINIMUM HOURLY WAGES AND NIKE WORKERS PER COUNTRY



Source 4

Source: Oxford University Press

4.4 Check your learning

Retrieve

1 In your own words, **define** what an MNC is.

2 Why can Nike be described as a multinational company?

Analyse

3 **Examine** Source 4.

a Identify the five countries that have the largest share of Nike's employees.

b Identify the average hourly wages in these five countries.

c Compare this to the average hourly wage in the United States, Nike's home country.

d Why do some large companies open factories in other countries?

Apply

4 **Investigate** the trend of companies opening factories in developing countries and complete a Plus, Minus, Interesting table.

5 Select 10 different clothing and footwear items from your home and use the tags in these items to find out where they were made. **Compare** your information with your classmates to build up a picture of the interconnections in our homes.

Enlarged map
World: Minimum hourly wages and Nike workers per country

Source 5 Queen Street Mall in Brisbane is a busy hub where you can shop for many recognisable global brands.

4.5

Digital access around the world

Learning intention

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

» describe the differences in people's access to the internet between and within different countries.

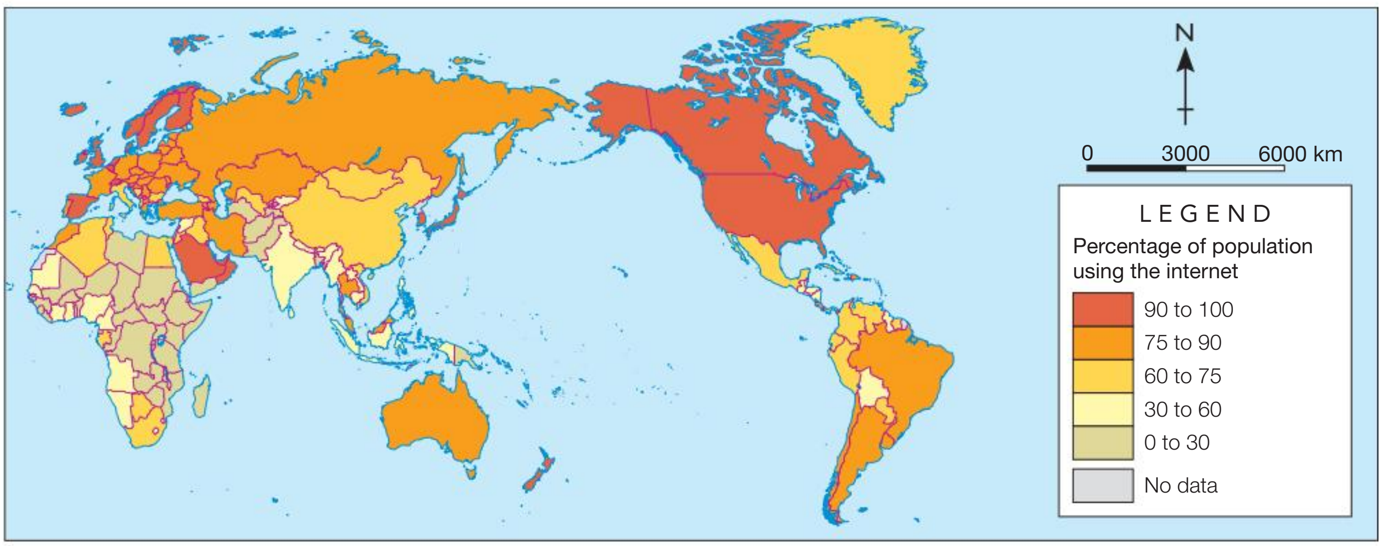
digital divide
the unequal levels of access that people have to the internet and mobile network coverage

The digital divide between countries

During your lifetime, the internet and other digital technologies have become the most powerful tools of connection the world has ever known. As a result, many experts argue that we are currently experiencing a digital revolution. At the start of the century, about 6 per cent of the world's population used the internet. In 2022, just under 70 per cent of people were connected to the internet in some way – that's roughly 4.9 billion people.

However, this high level of connection is not experienced equally by everyone. In some communities there are more computers and mobile phones than there are people, while in other communities these devices are still uncommon. These differences are known as the **digital divide**. The differences in internet access between countries can be seen clearly in Source 6.

WORLD: INTERNET USE



Source 6

Source: Oxford University Press

While access to communication technologies is greatest in developed nations, the rest of the world is catching up. The people in the Sub-Saharan African nation of Chad, for example, are identified in Source 6 as having one of the lowest internet usage rates. In 2014, only three in 100 Chadians used the internet; by 2020 it was one in 10. For many people in developing countries, the internet and mobile phones have become a way to access better education and work opportunities, leading to improved well-being for individuals and their families.

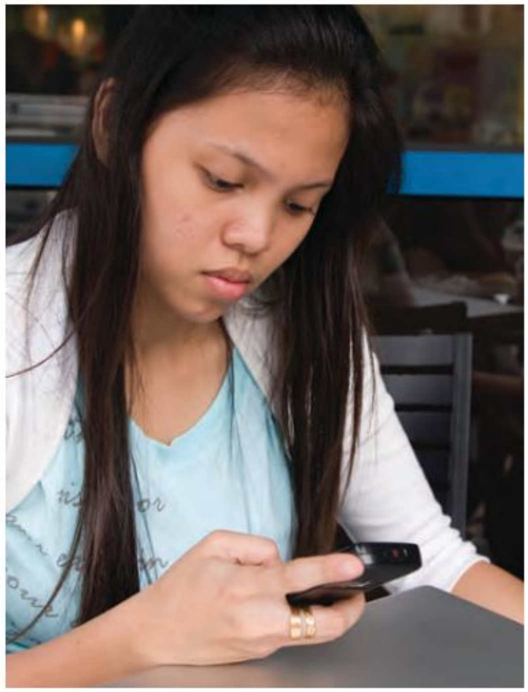
Source 7 There are 450 million mobile-phone users in India. Two-thirds of Indian men own a mobile phone but only one-third of women do.

The digital divide within countries

There can also be large differences of digital access within countries. This may be due to natural factors such as the difficulties of supplying reliable internet and electricity to remote communities in island, mountain or desert environments. It may also be due to social and economic factors. For example, there tends to be a digital divide based on gender. In some countries, men are nine times more likely to own a smartphone than women. Women are also less likely to use the internet. The reasons for this gender divide differ from place to place but there are some common factors. These include lower literacy and education levels of women, a lack of free time for many women, and social norms that favour men over women.

Bridging the digital divide

There are many organisations working to improve digital access for people and communities in developing countries. Linux4Africa, for example, collects used computers in Europe, installs new software on them, makes any necessary repairs and then ships them to countries in Africa where they are used in schools and universities. The Facebook app Free Basics provides free access to vital health and education websites to more than 100 million people in 65 countries. Facebook data reveals that within 30 days of accessing Free Basics, about half of the users go on to access the full internet and begin to pay for data usage.



Source 8 Riza lives on a small island in the Philippines. Through the Free Basics app on her mobile phone, she was able to complete the research for her degree in computer science.

Map it!
World: Internet use

4.5 Check your learning

Retrieve

1 In your own words, **define** the term 'digital divide'.

Comprehend

2 **Explain** why there is a gender digital divide in some countries.

Analyse

3 Source 8 is a picture of Riza, a young woman from the Philippines.
   a Use Source 6 to **identify** the percentage of Filipinos that have access to the internet.
   b **Identify** three barriers to internet access that Riza has overcome.
   c **Apply** the geographical concept of interconnections to explain the link between gender and technology use in some countries.

4 **Examine** Source 6.
   a Compare the internet usage for countries in Africa with countries in Europe.
   b Write a paragraph to explain the differences that you find.
   c Find out the levels of internet usage in Australia and use examples from your own life to explain why this number is so high.

I used to think, now I think

Reflect on your learning about digital access around the world and complete the following sentences.

- I used to think …
- Now I think …

What has changed in your understanding?

4.6 How Australia stays connected

Learning intention

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

» explain how technologies are used to connect people to information, services and other people in Australia.

Australia's geography creates many challenges to interconnection. As an island, we have relied on submarine cables to connect us to the rest of the world since 1872. Today 13 cables connect us to the vast network that carries more than 95 per cent of the world's data. Three more cables connect Tasmania to the Australian mainland.

Living in one of the world's largest countries means that some people live vast distances from the goods and services they need. This has resulted in unique problems that require unique solutions. The Royal Flying Doctor Service and School of the Air, for example, have helped to bring medical services and schooling to some of the world's most remote communities.

Technology in Australia

It has been a challenge to connect all Australians to the digital revolution. A study by Telstra in 2018 found that digital inclusion was greatest near the centre of our large cities and least in remote areas. The study scored each community on three aspects of their ability to make full use of digital technologies: access, affordability and digital ability. The average score for Australia was 60.2 but there were wide variations within the country. Australians with low incomes scored only 41.3 and First Nations peoples 54.4. Those living in capital cities (62.4) scored 8.5 points higher than those living in rural areas (53.9).

Most Australians are connected to the internet using the technology of the National Broadband Network (NBN). This network of fibre-optic and copper cables connects homes and businesses in towns and cities. Nine out of every 10 Australians are now active internet users, with 18.5 million of us accessing the internet from our mobile phones. While this allows you to chat to your friends and post videos, it also supports millions of businesses, as well as charities and health professionals.

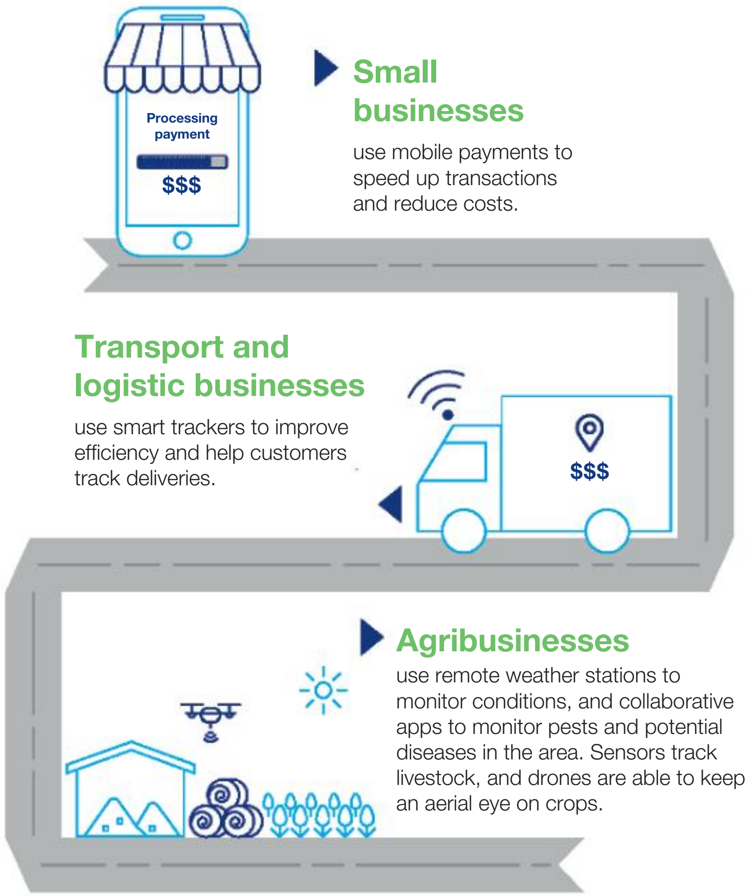
Bridging Australia's digital divide

The relatively low levels of digital access in remote Australian communities are due to a range of factors. One of these is the cost and difficulty of installing cables across thousands of kilometres of the Australian landscape. One solution to this has been to install rooftop dishes that connect

Source 9 Travellers as well as residents rely on a mobile-phone connection in remote areas of Australia.

wirelessly to a system of transmitters and receivers on land-based towers. In addition to this fixed wireless system, in 2015 and 2016 the NBN launched two satellites into space that now provide satellite broadband and mobile coverage to remote and regional Australia. These are geo-stationary satellites, meaning that they stay at fixed points above Australia rather than orbiting the Earth. The system, known as Sky Muster, provides a reliable internet service to more than 100 000 Australians in outback communities, farms and islands including Christmas Island and Lord Howe Island.

Source 10 *Sky Muster 2* was launched into space from the French Guiana Space Centre in South America in 2016.



Source 11 Digital access enables a range of technologies for businesses in Australia.

Quiz me!
A quick quiz on how Australia stays connected

4.6 Check your learning

Retrieve

1 **Recall** two of the ways that Australians stay connected with each other, and with people around the world.

Comprehend

2 **Explain** why it is important that businesses and individuals in remote areas have access to the internet and mobile phone coverage.

3 **Explain** what the NBN is. What are some of the technologies used in the NBN to support remote communities?

4 The Telstra report on digital inclusion found that the Australian Capital Territory had the highest score of the states and territories, and Tasmania and South Australia had the lowest. Suggest some reasons for these differences.

Analyse

5 **Examine** Source 9. Imagine you are travelling in that vehicle.

a Identify some of the ways in which internet and mobile-phone access could be useful to you.

b What are some of the problems that you may have in connecting to online services?

c Research solutions to these problems for people travelling in remote areas of Australia. Write a summary of the solutions you find, and explain which one you think is the best and why.

4.7 Digital access on the Korean Peninsula

Learning intention

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

» describe the differences in people's access to the internet on the Korean Peninsula.

Perhaps the world's largest digital divide is the international border that separates the two countries on the Korean Peninsula in north-east Asia. South of the border lies South Korea. It has a market-driven economy and a democratically elected president. Over the past 50 years it has transformed itself from a poor nation with a largely rural population into an economic powerhouse with one of the highest levels of well-being in the world. North of the border lies North Korea. North Korea is a totalitarian state, with only one political party and no elections. It has little access to the rest of the world and the economy is strictly controlled by the central government and its dictator.

Source 12 This satellite image taken at night clearly shows the contrast between North and South Korea.

Digital access in South Korea

South Koreans are among the most connected people in the world: 96 per cent of the population has access to the internet and there are more mobile-phone accounts in the country than there are people. This is hardly surprising as South Korea is the home of phone manufacturers including Samsung and LG. South Koreans spend more than five hours a day online, about half of that time streaming television. They also shop online, with eight out of 10 South Koreans purchasing products on the internet. The e-commerce market in South Korea is worth an estimated US$65 billion a year. Free wi-fi is available in much of the country, particularly in the large cities.

Digital access in North Korea

Virtually no North Koreans have access to the internet as we know it. Online access is limited to a tightly controlled **intranet**. There are very few personal computers in the country and its people are rated as having the lowest level of connectivity in the world. The country's intranet has only 168 sites and people who use the intranet access it at a government facility, the Sci-Tech centre, which houses 3000 computer terminals. The computers use a unique North Korean operating system, Red Star, which allows government officials to check the sites visited and files downloaded. About 3 million North Koreans now own a smartphone but they can only be used to make local calls and texts, or to access the country's intranet. It is not possible for North Koreans, outside of carefully selected government and military officials, to access websites outside of the country or to make phone calls to other countries. E-commerce is unknown in North Korea.

intranet
a private computer network that connects computers within an organisation but not with computers outside of an organisation

Quiz me!
A quick quiz on digital access on the Korean Peninsula

Source 13 South Koreans are among the most digitally connected people in the world.

Source 14 A North Korean schoolboy uses the intranet at the Sci-Tech Complex in Pyongyang.

Key skill worksheet
Interpreting & analysing: Analysing satellite photos

4.7 Check your learning

Comprehend

1 **Describe**, in your own words, the state of digital access in South Korea.

Analyse

2 **Identify** whether North Korea or South Korea has digital access similar to Australia. Use evidence from Source 6 on page 118 to support your answer.

3 **Examine** the satellite image in Source 12.
   a Why is a satellite image a useful tool for showing features such as lights at night?
   b Describe the pattern of lights visible in this image.
   c What does this pattern tell you about the differences in technology between North and South Korea?

4 **Compare** the ways the boy's use of the computer in Source 14 will differ from the girl's use of the smartphone in Source 13.

Apply

5 **Create** an infographic that shows the differences in digital access between North and South Korea.

6 **Investigate** the political structure in North Korea further to explain why people who live there have restricted connections to people in other countries.

4.8 The global connections inside your mobile phone

Learning intention

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

» describe how the average mobile phone is a product of global interconnections.

Mobile phones are the way that many of us connect to the world. Smartphones connect to the internet and allow users to access any open website, device and person who is also connected. For the first time in history, the world really is at our fingertips. But mobile phones are also a great example of the ways that everyday items are made from materials and components from many different places. From mines in Africa, China and South America, minerals are extracted, refined and transported to manufacturing plants, which transform them into the various components that make up your phone.

The actual origin of each piece inside a mobile phone is difficult to determine because manufacturers constantly change the source of their raw materials. This can cause problems for communities who rely on supplying these materials to provide employment and income.

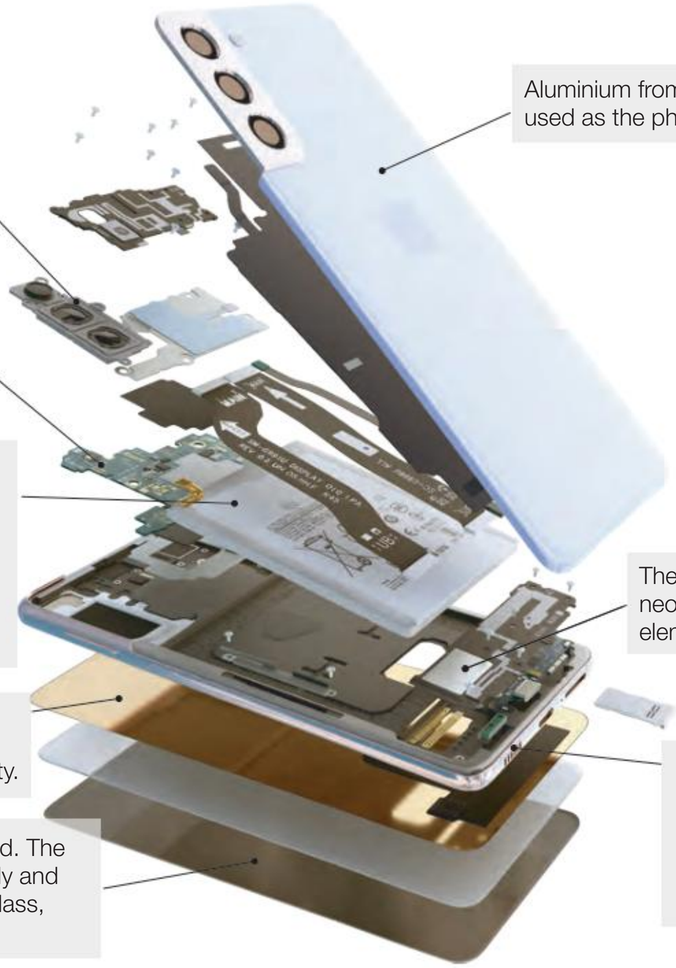
Putting it all together

Digging minerals out of the ground is just the first step in delivering a mobile phone to a retailer near you. The various raw materials such as silica and copper must be processed into a form that can be used in a mobile phone. These processed minerals are then transported to factories where they are assembled into the more than 300 components that make up the phone. Each component (for example, screen, main board, speaker and case) is usually manufactured in a specialised factory. The small key you use to open your SIM card holder, for example, is made in a different place from all the other components in your phone. These specialists are scattered all over the world.

Each component maker then ships their components to the manufacturer who assembles all the parts into the completed phone. There are more than 180 mobile-phone brands in the world, and they are manufactured in 39 countries. The biggest manufacturers are the Apple and Xiaomi phones made in China, and Samsung phones made in Vietnam and India.

Quiz me!
A quick quiz on the global connections inside your mobile phone

Source 15 Five of Apple's iPhones are among the 10 biggest selling mobile phones. Apple is a US company and its iPhones are usually assembled in China. However, a new plant has been recently opened in Chennai, India.



Source 16 Your mobile phone's origin story

4.8 Check your learning

Comprehend

1. **Explain** how a mobile phone is a good example of the geographic concept of interconnection.
2. **Summarise** which mobile phone components originate in Australia.

Analyse

3. On a blank outline of a world map (available on your obook pro), **identify** and label the main countries where the minerals discussed in Source 16 are mined.
4. **Identify** how many of the minerals are found in China.
5. **Consider** Apple's new factory in India. Suggest some reasons why Apple has built this factory.

Apply

6. As well as the minerals mentioned in Source 16, there are about 50 other minerals including gold, silver, indium, gallium and many rare-earth elements. **Investigate** where one of these minerals is found and how it is mined.

Outline map
World map

4B

SKILLS IN CONTEXT

How the internet connects you to the world

Over a short period of time, we have come to rely on the internet to connect us to the world in many ways throughout our day.

Some of the ways we use the internet every day include:

- banking online
- downloading podcasts
- connecting with our friends
- finding out sports results
- playing online games
- sending or reading email
- streaming music, movies and TV programs
- getting news updates
- checking weather reports
- buying clothes, groceries and presents
- completing and submitting homework.

KEY SKILL
Questioning & researching

Conducting a survey and presenting the results

The key to finding useful information from a survey is asking the right questions. Try to ask closed questions (questions that provide a limited selection of options to choose from, such as 'Yes' or 'No') as much as possible. Closed questions in surveys are commonly multiple choice. Open questions (a question that doesn't give options to select from but encourages participants to express their own thoughts) are sometimes important too, but because you may receive a huge range of replies, you may not be able to use the data so easily. Follow these steps to design a survey and present the results.

Step 1 Decide on the focus of your study.

Step 2 Work out what information you are interested in finding out.

Step 3 Decide who you will survey. You will need to talk to at least 10 people to get data you can report on.

Step 4 Write a series of closed questions about your study.

Step 5 Check your questions to ensure they are all focused on the subject of your study and are geared to find out the information you want.

Step 6 Conduct your survey. Ask the questions and fill in the forms yourself, or ask your participants to fill them in. Make sure the responses have been entered correctly and that you have accurate records.

Step 7 Put the results together into a form you can use – this is called data analysis. This is often best done in a table like the one in Source 17.

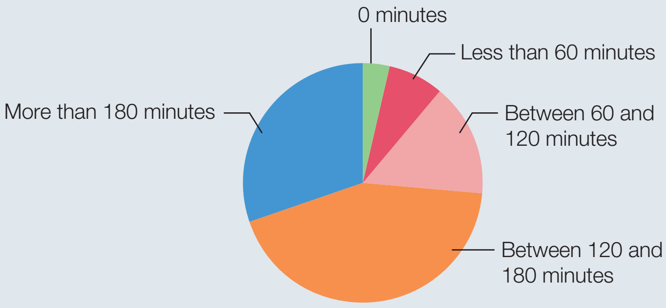
Step 8 Present your survey results in a way that makes them easy to understand. Rather than a lot of numbers and writing, use graphs. Make sure you clearly label each graph with the question you asked. Below each graph, write a short summary of the results.

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

Source 17 Data should be collated in a visual format like a table so the researcher can access information easily.

How many minutes a day do you spend on the internet?	Number	Percentage (%)
0 minutes	2	3.8
Less than 60 minutes	4	7.5
Between 60 and 120 minutes	8	15
Between 120 and 180 minutes	23	43
More than 180 minutes	16	30
Total	53	100

For more information on this skill, see page 13 of 'The geography toolkit'.



Almost ¾ of the students in my survey use the internet for more than 2 hours a day.

Source 18 How many minutes a day do you spend on the internet?

Practise the skill

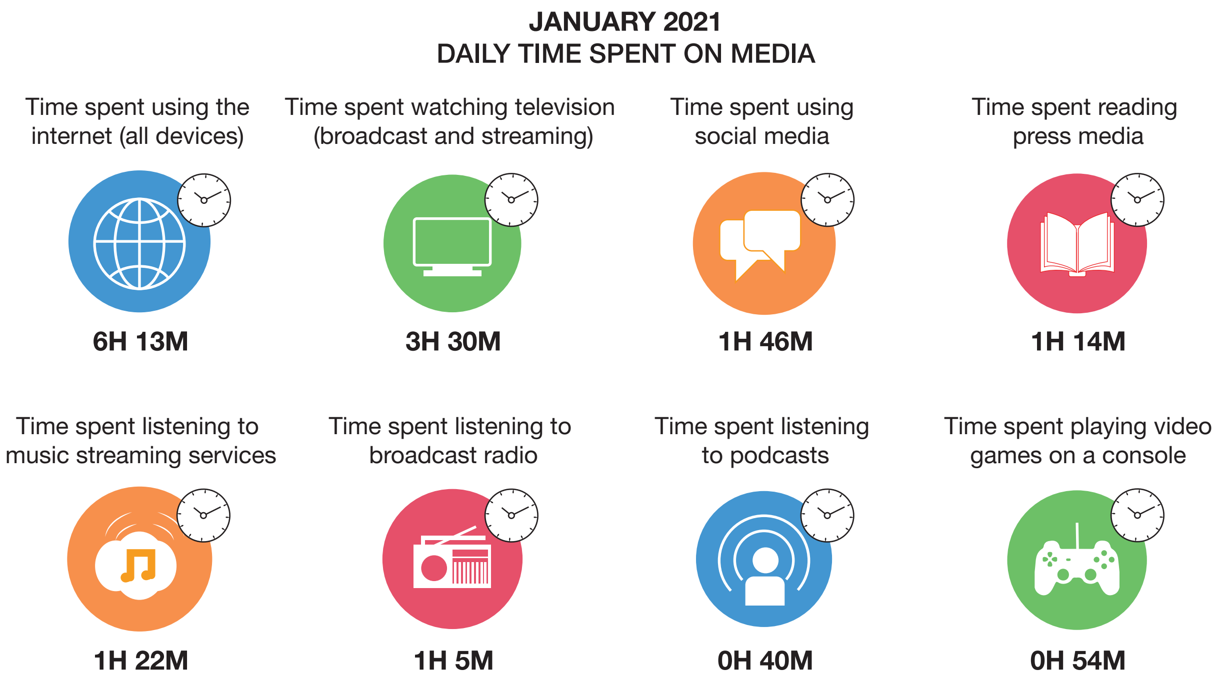
1 **Create** a survey about the ways that people in your class and members of your family use the internet. You may like to base your survey on one of the pieces of data shown in Source 19. Include a minimum of five questions. Survey a minimum of five classmates and five family members (or other people you know outside of class).

2 Once you have completed the survey, **analyse** the results and present them in table and graph formats.

Extend your understanding

1 **Compare** your findings with the data in Source 19. What were some of the differences between your surveyed people and the broader Australian population? What were some of the similarities?

2 Present the results of your study to the class. In your presentation, use your graphs to describe the ways that the people you surveyed use the internet.



Source 19 Australians' use of media, 2021

4.9 Different types of tourism

Learning intention

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

» understand the four types of tourism.

It is estimated that the 1.4 billion tourists who travel each year spend around A$3.6 trillion (that is, A$3600 billion). This makes a valuable contribution to the economies of most countries around the world and can be a key source of revenue for many developing countries.

In 2017, the United Nations World Tourism Organization estimated that the total number of tourists travelling each year would reach 1.8 billion by 2030, but the COVID-19 pandemic has made such predictions unreliable and uncertain.

Tourists travel for many different reasons. Some simply want to relax on a beach, while others are keen to experience the culture, language and history of the places they visit. In order to understand the decisions different types of tourists make, and analyse the impacts that their decisions have on the environment, geographers tend to classify tourists into a number of groups. In this section, we will examine two of the four most popular types of tourism and investigate the impacts that each is having on environments around the world.

Source 1 Disney's Magic Kingdom; of the world's 15 most visited theme parks, 11 are owned and operated by The Walt Disney Company.

Recreational tourism

Recreational tourism is perhaps the most well-known and popular type of tourism. Recreational tourists travel to have a good time, to relax, and to enjoy the attractions and activities on offer in the places they are visiting. Many recreational tourists spend their time relaxing on the beach, visiting theme parks, eating in restaurants, shopping or attending shows. Each year, around 21 million tourists flock to Magic Kingdom in Florida, making it the world's most popular theme park (see Source 1).

Historical tourism

Historical tourists are generally interested learning more about important events that may have taken place in the past, by visiting the places where they happened. They visit important buildings, view artefacts and monuments and sometimes listen to stories from local experts. The pyramids of Giza in Egypt (see Source 2), Gallipoli in Turkey (see page 136) and the Great Wall of China (see page 131) are all popular destinations for historical tourists.

Wilderness tourism

Wilderness tourists enjoy the challenge of visiting wild places such as the Amazon rainforest, Antarctica or the Himalayas. For these travellers, the lure of remote lands, rugged landscapes and even challenging weather conditions are much more attractive than a cosy hotel and sightseeing. The chance to visit places that relatively few others have and be exposed to the people and cultures of these remote places makes wilderness tourism an attractive option for many, despite the potential risks involved.

Source 2 The pyramids of Giza in Egypt attract visitors because of their historical significance. Up to 40 000 people visit every day, although this number fell dramatically during the COVID-19 pandemic.

Ecotourism

Ecotourists typically travel to natural areas that are relatively undisturbed, and possibly fragile, to learn more about these special places in a socially responsible manner. Ecotourists try to minimise their impact and avoid damaging the environment where they travel. They may even aim to improve the well-being of the land and those that live there. Some ecotourism raises funds for conservation (see Source 4), or to directly benefit the local communities in the places visited by tourists.

Source 3 Climbers on Mount Everest sometimes wait up to two hours to reach the summit.

Source 4 In Central Africa, ecotourism brings about $20 million a year to the region – much of this is used to preserve the habitat of mountain gorillas.

Watch it!
A video and quiz on gorilla tourism

4.9 Check your learning

Comprehend

1 **Describe** the four most popular types of tourism.

2 **Summarise** how the COVID-19 pandemic has affected predictions for tourism trends into the future.

Analyse

3 As a class, brainstorm examples of experiences and destinations under each of the four main tourism types. **Compare** your ideas. Which one did your class know the most about? Which did they know the least about? Why do you think this might be the case?

4 Think about your last experience as a tourist, or the last time you visited somewhere you hadn't been before.
   a **Classify** your experience into one of the four tourism types discussed on these pages.
   b Generate a list of all the ways your visit had an impact on the place you visited.
   c **Classify** these impacts into the positives and negatives.

5 Which of the four types of tourism outlined do you think is the most popular among the world's tourists? Give reasons for your answer.

6 Which do you think has the greatest impact on natural environments? Give reasons for your response.

Apply

7 One method to reduce the impacts of tourism is to give tourists a code of behaviour that outlines a number of rules and guidelines to follow.
   a As a class, **discuss** the kinds of rules and guidelines that would reduce the impact of tourism on mountain gorillas such as those shown in Source 4.
   b In pairs, **create** a brochure that you could give to tourists to educate them about the code of behaviour your class has come up with.

4.10 Impacts of historical tourism

Learning intention

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

- explain the growth of historical tourism and its impacts on the sustainability of places.

While many modern-day tourist attractions such as theme parks and museums are built specifically to cater for tourists, most historic sites built long ago were never designed to cope with the demands of the growing numbers of tourists. The interactions between tourists and ancient buildings, for example, is having a disastrous effect on many of these historic sites in many locations.

CASE STUDY

Angkor Wat, Cambodia

Cambodia's 1000-year-old temples at Angkor Wat lay hidden from tourists for hundreds of years by the thick tropical jungle. Today, over 6 million tourists visit Cambodia every year, 2.5 million of whom go to Angkor Wat. In 1995, there were eight hotels in the nearby town of Siem Reap. By 2017, there were more than 350, virtually all of them owned by foreigners. Many of the stone statues and steps of Angkor Wat are crumbling under the stress of millions of footsteps, and entire sections of the walls have collapsed. Pollution from hundreds of tourist buses threatens to corrode the fragile sandstone. The demand for water, including that needed to water two new golf courses built nearby, has resulted in ancient wells and moats drying up. Some researchers fear that drawing water from the ground may eventually result in the sinking and collapse of the ancient monument.

Source 5 Tourists scramble up the side of a temple wall at Angkor Wat, Cambodia.

CASE STUDY

Pyramids of Giza, Egypt

The pyramids of Giza, on the outskirts of Cairo in Egypt, are some of the most instantly recognisable buildings in the world. More than 4500 years old, they stand as a monument to human ingenuity. They have withstood centuries of desert erosion but are now threatened by mass tourism. Inside the tombs and pyramids, ancient paintings are being eroded by salt deposits that are caused by the sweating and breathing of tourists. Despite strict rules, some tourists touch the ancient paintings, which hastens their decay. The air pollution caused by the growth of Cairo's suburbs and the many tourist buses has corroded the pyramids' surfaces.

Source 6 Tourists and buses at Giza's ancient pyramids

The Great Wall, China

CASE STUDY

The Great Wall of China was declared one of the Seven Wonders of the World in a public vote in 2007, and China is one of the fastest-growing tourist destinations in the world. Unfortunately, this is creating many problems for this ancient structure.

In some heavily visited sections, virtually every stone has been defaced with graffiti and some tourists even take pieces of the wall as souvenirs. Cars are sometimes driven along the wall, rave parties are held on it, and parts have been torn down to use for building materials or to create space for other developments. It has been estimated that only one-third of the wall still stands, the rest having been torn down or eroded away.

Quiz me!
A quick quiz on the impacts of historical tourism

4.10 Check your learning

Retrieve

1 **Identify** the ways in which tourists change the ancient structures described on these pages.

2 Water supply is an issue for Angkor Wat. Why is this?

Comprehend

3 a **Explain** why the impact of tourism on ancient places such as those shown here is likely to get worse in the future.

b **Describe** any additional likely impacts for each of these places.

4 Look at Source 5. **Describe** how these tourists are affecting Angkor Wat. Are these impacts also likely to occur at the Egyptian pyramids or the Great Wall?

5 Suggest some of the positive impacts of tourism that may occur at each of these three historic sites.

Apply

6 The case studies presented focus on the impact of mass tourism on the built environment. Brainstorm ways in which tourism can affect other aspects of the human environment such as language, culture and religion. **Create** a table to present your ideas.

7 **Investigate** the impact of tourism on another historic site not mentioned here. Prepare a PowerPoint presentation about what you discover and present it to the class.

Source 7 Crowds such as those shown here flock to the Great Wall of China during national holidays.

4.11 Impacts of wilderness tourism

Learning intention

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

» explain the growth of wilderness tourism and its impacts on the sustainability of places.

Many tourists are drawn to wilderness areas to experience natural sights and events. Well-known examples of wilderness tourist destinations include Uluru in Central Australia, the Grand Canyon in America, and the Serengeti in Africa, where many people go on wildlife safaris. Wilderness tourists, and the facilities built for them, can bring great change to natural environments.

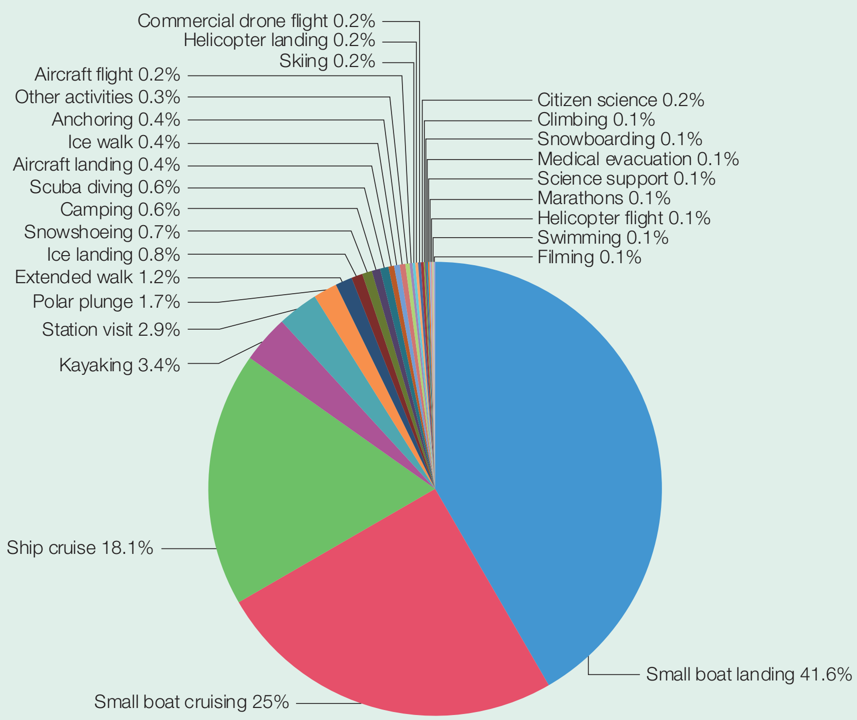
CASE STUDY

Tourism in Antarctica

Antarctica is the world's last great wilderness and a land of extremes. The most southerly point of the Earth's surface, it is the highest, coldest, driest, windiest and most isolated continent. It is one of the least visited places on Earth. Despite being about twice the size of Australia, Antarctica received only 56 000 tourists a year before the COVID-19 pandemic, compared to Australia's 9.5 million visitors a year.

Most visitors to Antarctica travel on cruise ships from South America and visit a few sites on the Antarctic Peninsula. They come to marvel at the unique wildlife, the pristine condition of the natural environment and the stunning scenery. Nearly one-third of these tourists are from the United States. Australians make up 12 per cent of tourists to Antarctica.

People usually only visit Antarctica for short periods, but their visits normally take place at the same small number of sites. This leads to a long-term cumulative impact. Tourists also tend to visit the places with the most wildlife, which has the



Source 8 Tourist activities in Antarctica

Quiz me!

A quick quiz on the impacts of wilderness tourism potential to disrupt the animals' way of life. The fragile environment means tourism in Antarctica has to be carefully controlled and managed. It is particularly difficult to manage environmental problems, however, as there is no government, police force or park rangers to manage effects and control behaviours.

Potential impacts from Antarctic tourism

- Disturbance of wildlife, especially as most tourists are taken to penguin and seal colonies by small boats from large cruise ships.
- Oil spills from cruise ships. Rubbish and waste from ships also pose a problem.
- Difficulty in rescuing people involved in medical or other emergencies.
- Introduction of foreign species to Antarctic waters from water carried as ballast on cruise ships.
- Damage to plant life, such as by tourists trampling slow-growing beds of moss.

The future of Antarctic tourism

While virtually all tourists currently access Antarctica by boat, this may be about to change. The Australian Government operates a regular air service between Hobart and Casey Station in Antarctica. This has meant the construction of a reliable ice runway on a 700-metre-thick glacier. Airbus A319 planes have been modified with long-range fuel tanks added so that a return flight to Hobart can be made without refuelling. This minimises the chances of a fuel spill in the pristine environment.

The service is for scientists and researchers working from the Australian bases in the summer months and reduces the traditional three-week sea journey to a 4½-hour flight. This allows more scientists to visit Antarctica.

While tourist flights from Australia currently do not land in Antarctica, the technology used to construct this runway may be employed by tour operators in the future. The Australian Government is currently exploring the possibility of building a paved runway at Davis Station. It is important to remember, however, that Antarctica remains a challenging environment to visit and this will likely keep the number of tourists relatively low.

Source 9 Most tourists to Antarctica arrive by cruise ship (background) and land on the continent in small inflatable boats.

Source 10 The passengers and crew of the first flight from Hobart to Antarctica in 2008 gather beside the runway. In the centre of the front row is Peter Garrett, Australia's environment minister at the time.

4.11 Check your learning

Comprehend

1 **Explain** why so few tourists visit Antarctica.

2 **Explain** whether or not you would like to visit Antarctica.

Analyse

3 Use the data from Source 8 to **identify**:

  a the two most popular activities in Antarctica

  b some of the potential environmental impacts of these activities

  c the percentage of tourists that take a flight in an aircraft

  d why this percentage might increase in the future.

4 **Consider** some of the potential and real environmental impacts of wilderness tourism in Antarctica.

Apply

5 **Create** a poster to be displayed in the rooms of a cruise ship that will sail to Antarctica. Your poster should outline a code of behaviour for tourists who will travel on the ship, to educate and guide them on how to reduce their environmental impact. Because not all passengers will speak the same language, you will need to use pictures and symbols rather than words on your poster.

6 **Discuss** the effects of wilderness tourism. What are its strengths and weaknesses? What is your overall opinion?

4.12 The effects of tourism on people and places in Australia

Learning intention

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

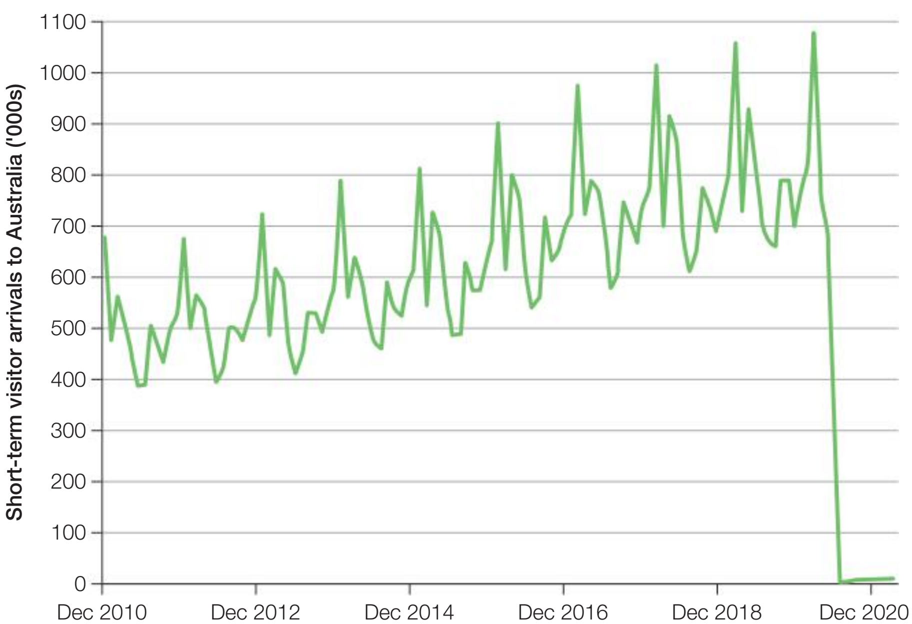
» describe the environmental, economic and social impacts of tourism on people and places in Australia.

overtourism
the phenomenon whereby certain places of interest are visited by excessive numbers of tourists, causing undesirable effects for the places visited

Weblink
The impact of COVID-19 on tourism

Australia is a popular tourist destination for overseas visitors and locals alike. Prior to the COVID-19 pandemic, which closed international and state borders, the tourism industry was worth $122 billion a year and employed 666 000 people, making it one of the country's largest industries. The pandemic highlighted the volatility of tourism as an industry: things can change very quickly.

The Australian Government actively campaigns to bring more tourists to Australia and also encourages Australians to travel within the country. However, as is the case with most change, there are both positive and negative impacts of a surge in tourism in Australia. Some people are worried that some popular Australian places are suffering from **overtourism**, similar to cases overseas in places such as Barcelona and Venice.



Source 11 Monthly short-term visitor arrivals to Australia

Quiz me!
A quick quiz on the effects of tourism on people and places in Australia

Recent drivers of change

In recent years, several new trends have emerged in the tourism industry that are contributing to a greater impact in some places. The first of these is the growth of cheaper airfares and holiday package deals. Many mainstream airlines now offer cheaper airfares, sometimes developing a whole new airline as a budget alternative. For example, Qantas launched its budget airline, Jetstar, in 2004. Many airlines also partner with resorts and hotels to offer a cheaper 'all-inclusive' holiday. In addition, booking sites such as Airbnb have changed the places where tourists stay, moving them from traditional resort areas into places where people live. This has created some tensions between residents and visitors.

Social media can cause a destination to 'go viral', which can create a sudden surge in visitors to certain places.

CASE STUDY

Byron Bay

More than 2 million people visit the New South Wales coastal town of Byron Bay each year. They contribute over $460 million to the town's economy, mostly in accommodation and retail. Tourism is Byron Bay's largest employer, generating more than 3500 jobs. Tourists flock to the town for its beautiful beaches, surf, music festivals and a 'laid-back' lifestyle.

However, this lifestyle is under threat as the sheer number of visitors and the demand they place on the town's infrastructure is changing the town. Roads are often congested, and property prices have soared as the demand for rental accommodation has grown. This makes it increasingly difficult for residents to afford a home, with some new home-buyers forced to move elsewhere. The local council spends tens of millions of dollars a year providing services such as roads, sewerage and waste networks to visitors and residents alike, but the financial burden for this falls largely on the residents. Children and young adults growing up in Byron Bay report feeling unsafe at times and worry about losing a sense of belonging to their community as families leave the area.

Source 12 Visitor numbers to Byron Bay surge during summer for events such as the annual Splendour in the Grass festival.

4.12 Check your learning

Comprehend

1 **Summarise** the effects of tourism on people and places in Australia.

2 **Explain** why the surge of visitors to Hyams Beach (Source 13) is an example of the geographic concept of interconnection.

Analyse

3 What is overtourism? Do you think that Byron Bay is suffering from overtourism?

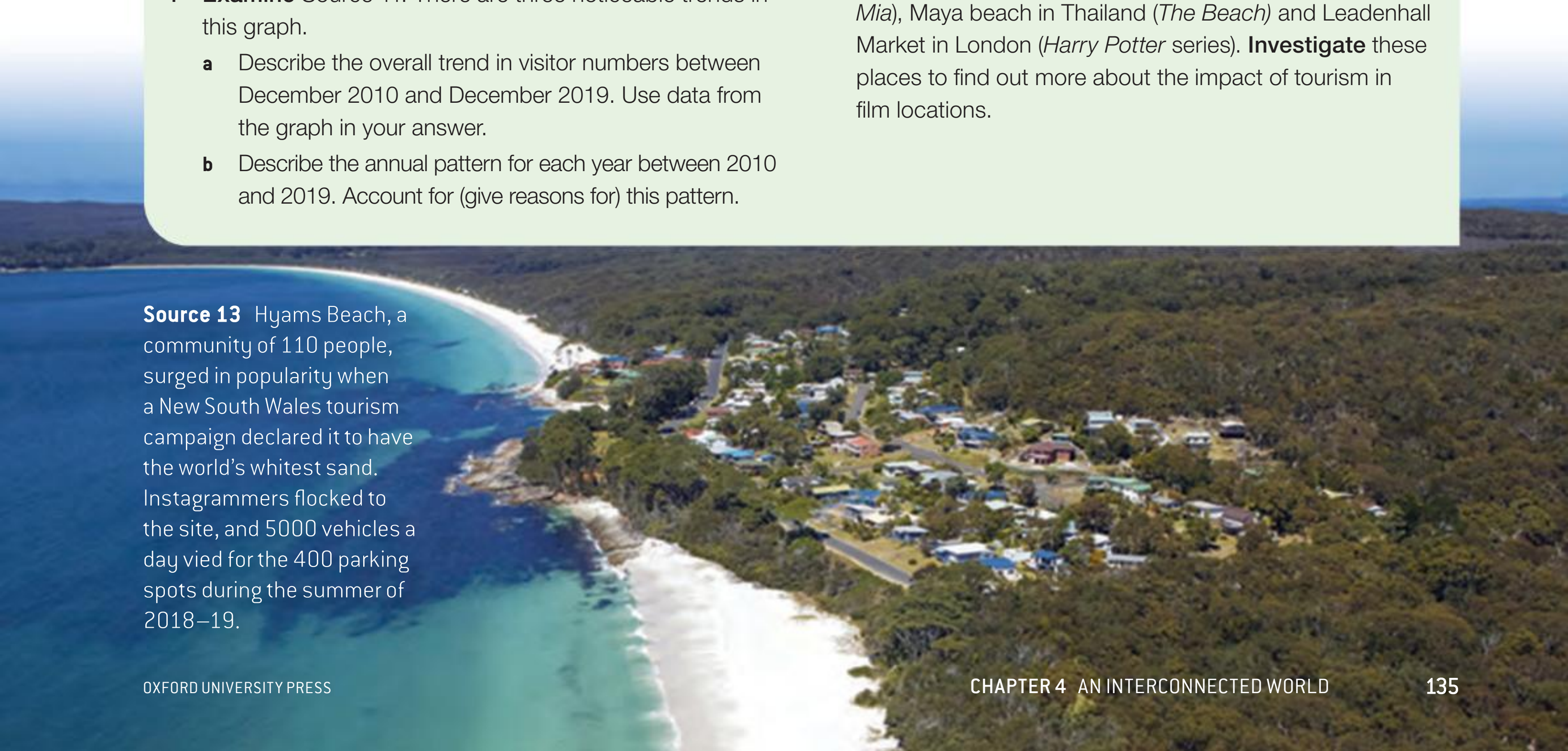
4 **Examine** Source 11. There are three noticeable trends in this graph.

- a Describe the overall trend in visitor numbers between December 2010 and December 2019. Use data from the graph in your answer.
- b Describe the annual pattern for each year between 2010 and 2019. Account for (give reasons for) this pattern.
- c Analyse why the trend appears to fall downwards between December 2019 and December 2020.

Apply

5 **Discuss** in a small group how residents could reduce the impacts of tourism in places such as Byron Bay. Share your ideas with the class and develop a list of possible strategies. Choose the strategy that you think would work best and explain why you think this could be successful.

6 Some places become famous because they featured in successful films. These include Vis in Croatia (*Mamma Mia*), Maya beach in Thailand (*The Beach)* and Leadenhall Market in London (*Harry Potter* series). **Investigate** these places to find out more about the impact of tourism in film locations.



Source 13 Hyams Beach, a community of 110 people, surged in popularity when a New South Wales tourism campaign declared it to have the world's whitest sand. Instagrammers flocked to the site, and 5000 vehicles a day vied for the 400 parking spots during the summer of 2018–19.

4C SKILLS IN CONTEXT

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

Tourism at Gallipoli

On 25 April 1915, Australian and New Zealand troops fighting in World War I landed on the Gallipoli Peninsula in Turkey. The battle lasted about eight months and claimed the lives of around 8000 Australians. It is seen by many as a milestone in our nation's history. Thousands of Australians visit Gallipoli every year to pay their respects to the soldiers who fought there and to see this famous place for themselves.

While a few busloads of visitors arrive at Anzac Cove on an average day, on Anzac Day, the anniversary of the landing, tourist numbers increase dramatically. This gained popularity in 1990 when Prime Minister Bob Hawke attended the dawn service and declared that 'Gallipoli is, in one sense, a part of Australia'. Anzac Day dawn services at Anzac Cove and Lone Pine now attract up to 10 000 people, most of whom sleep on the ground the night before the service.

To cope with visitor demands during this busy time, bus movements on the narrow winding roads are restricted, temporary grandstands are erected and a special group of Australian volunteers clean up rubbish after the visitors depart.

While many Australians see a visit to Gallipoli on Anzac Day as their right, others believe that the sheer number of visitors degrades the environment and demeans the memory of those who fought there. Some guidebooks are now recommending that tourists not visit on Anzac Day but go on other, quieter days instead. There are some who hold the view that Australians shouldn't be going there at all, or at least should be better informed about the Gallipoli Campaign.

Visiting Gallipoli on Anzac Day has become, among other things, a geographical issue. This is because the landscape itself is fragile, and the size of Anzac Cove cannot support the number of visitors that descend on Anzac Day. It is also an issue because people have different points of view about how places should be used. This is often the case in geography and comes about, in part, because people have different reasons for connecting to places.

Source 14 Tourists attending the Anzac Day service at Lone Pine cemetery, Gallipoli

KEY SKILL
Interpreting & analysing

Interpreting qualitative data about geographical issues and events

Geographers need to consider different points of view, and the reasons behind these different viewpoints, when evaluating a geographical issue or event. They may use qualitative or quantitative data when doing this. Qualitative data is information that focuses on quality rather than quantity, and as such it is usually someone's opinion and may differ from person to person. Quantitative data is information that focuses on something that can be measured and expressed in numbers.

When presented with qualitative data, such as news pieces, blogs or research articles, geographers will examine the opinions in these sources, evaluate the sources and the motivation behind them, and analyse the issue or event using this information.

Follow these steps when interpreting qualitative data related to a geographical issue or event.

Step 1 Identify the issue you wish to investigate.

Step 2 Gather the relevant sources of qualitative data.

Step 3 Carefully read each source. Highlight or take note of the following:
- What do you know about the person who expressed this opinion?
- What possible bias may this person have about this issue?
- What is their opinion on this issue?
- What evidence or information do they use to support their opinion?
- Why did they write or publish the piece? For example, were they paid to write it?
- Who is the target audience?
- What result do you think the writer wants? For example, do they want to sway public opinion or change a current practice?
- Is the source reliable?

Step 4 Using your answers to the questions above, examine the motivation behind the piece. Is the person approaching the issue from a historical, economic, cultural or social perspective?

Step 5 Analyse the issue by comparing the different points of view provided in each source. You can ask questions like these to help you do this:
- What are the main points raised about the issue?
- Is there anything the writers agree on?
- What are the main points on which they disagree?
- How does their perspective (historical, economic, cultural or social) influence their opinion?

For more information on this skill, see page 23 of 'The geography toolkit'.

Practise the skill

Following the steps provided, examine Sources 15, 16, 18 and 19 on pages 138–139, which express different points of view about visiting Gallipoli on Anzac Day.

1 Do you think Virginia Maxwell (Source 18) is writing from a historical, economic, cultural or spiritual perspective? Why do you think this?

2 **Describe** the issues surrounding visiting Gallipoli in your own words. Use the key concepts of environment and place in your description.

3 **Compare** the pieces written by Shelley (Source 16) and Erin (Source 19) in their blogs.
   - a How do you think a discussion between Erin and Shelley might go if they were to meet? Write a short dialogue based on the conversation they might have about their views on Gallipoli.
   - b With a partner, present your dialogue in a role play for the class. Be prepared to stay in character and answer questions from your classmates about your feelings on Anzac Day.

4 Why do you think people can have such different points of view about geographical issues? **Identify** another place you think people might have different viewpoints about and list the possible reasons for this. You could research somewhere like Cronulla Beach in Sydney, for example, or the Franklin River in Tasmania.

Source 15

Instead of commemorating the heroism of Australian soldiers who landed on that fatal shore in 1915, the conference in October concluded that Australians should reframe the landing as an unmitigated disaster and apologise to the Turkish Government for invading their country.

'The landing was nothing but an unjustified invasion of foreign soil like the British invasion of Aboriginal land in 1788,' says John Lack of the University of Melbourne. 'And we should put the two coves together – Sydney Cove and Anzac Cove – because both invasions were just as bad as each other and cost a lot of lives.' …

John McQuilton of Wollongong University says Australians should look at the story of Gallipoli from the Turkish angle to see how they feel about it, a view that has been neglected for too long. The Turks lost 86 000 soldiers compared with Australia's 8709. 'It is now time to embrace our old enemy Turkey,' he says. ….

McQuilton says Australians should stop going to Gallipoli and claiming rights over Turkish soil for their commemorative activities. 'This land belongs to Turkey and the reason they are building so many memorials of their own is they want it back,' he says.

Jonathan King, 'Charge of the rewrite brigade,' http://www.battleforaustralia.org/battaust/AustInvasion/References/Stanley_on_Gallipoli.html

Source 16

We will never forget. The journey that we were privileged to experience on the Gallipoli Peninsula was incredible! A journey of both heart-gripping and breathtaking emotions as well as a surreal pilgrimage; a tiny glimpse of what the Anzacs went through on the 25th April, 1915. …

We embarked on a 5-day tour with Top Deck, discovering a quick peek of Istanbul and Gallipoli. … it's fair to say that we left our hearts on the shores of the Gallipoli National Park, with the many remaining there. Men of bravery, men of obedience, and men, who courageously and heroically left family, loved ones and their country behind.

… if you ever do get a chance to go to Gallipoli, especially over Anzac Day, I would highly recommend it, as it really is (as cliché as it sounds) a life-changing experience.

It was an honour and an eye-opening adventure to be able to stand in the place where thousands had been laid to rest. What a memory to carry. We all walked out of the experience, knowing that we will never think of Anzac Day the same. Lest we forget.

Shelley, who attended the Anzac Day service, Gallipoli, 2013, http://thesharechair.blogspot.com.au/2013/05/Anzac-day-gallipoli-lest-we-forget.html

Source 17 For many tourists, a visit to Gallipoli at a quiet time allows them to connect more closely with the place.

Source 18

It's important to remember that this site is just as significant and important for the Turkish people as for the Australians, the New Zealanders and the British. Visitors who come at other times than on Anzac Day get a much better chance to do some quiet reflection, get the full historical context from the tour guides and get the Turkish perspective on the battle as well. This is something that you won't get on a crowded overnight package trip from Istanbul, which is how most people end up seeing the site. It's also easier to find accommodation at other times, and avoids damage to the park, which is fragile.

Virginia Maxwell, co-author of the *Lonely Planet: Turkey* guide

Source 19

I have had this rant to all of my mates who go to Gallipoli for Anzac Day.

It is a problem when Anzac Day starts to resemble the Big Day Out. There are the bogans draped in the Aussie flags who have been up all night. There are the stages, the microphones, the cameras, the celebrities, the spotlights, the lead up that could confuse the upcoming rendition of the 'Last Post' with an upcoming rock band. There are the people who have fought online and forked out hundreds for tickets. And now, there will even be ballots.

Erin, in her blog 'Lessons for the 20s something wanderer', http://lessonsforthe20somethingwanderer.blogspot.com.au/2013/04/lesson-28-why-im-not-at-gallipoli.html#!/2013/04/lesson-28-why-im-not-at-gallipoli.html

Extend your understanding

1 **Investigate** the environmental impact that visitors are having at Gallipoli, and the ways in which local authorities are responding. Present your findings in a short written report.

2 **Create** a code of behaviour for visitors attending Anzac Day services at Gallipoli, to help them minimise their impact on the environment.

3 Write a few paragraphs or a short speech about attending Anzac Day services at Gallipoli, framing your viewpoint from a single perspective (historical, economic, cultural or spiritual). For example, you might write your piece from the economic perspective of a tour bus operator to Gallipoli.

Source 20 View of soldiers attacking during the final days of the Gallipoli Campaign in 1915

4 CHAPTER REVIEW

Review activity

Read the information and study the source, then answer the following questions.

China's Belt and Road Initiative

In 2013, China announced plans to build new transport and communication networks around the world, designed to promote better trade between itself and its trading partners. Known in the English-speaking world as the Belt and Road Initiative (BRI), it involves projects in more than 70 countries at a cost of hundreds of billions of dollars. Supporters of the projects point to the benefits of improved trade, while critics are concerned about the growth of Chinese influence around the world. Source 21 shows some of the projects that are part of the BRI.

1 **Summarise** the reasons for establishing the Belt and Road Initiative. (2 marks)

2 **Identify** the three types of transport infrastructure shown on this map. (3 marks)

3 **Describe** the distribution of the completed railroads. (4 marks)

4 **Explain** why the BRI includes gas and oil pipelines. (3 marks)

5 **Describe** the distribution of these pipelines. (4 marks)

6 What will be some of the potential advantages for China when the initiative is completed? (4 marks)

(Total: 20 marks)

CHINA'S BELT AND ROAD INITIATIVE

Source 21

Source: Oxford University Press

Enlarged map
China's Belt and Road Initiative

Chapter checklist

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

	I can do this.	I cannot do this yet.
Explain the different ways that people connect to places.	☐	☐ Go back to Topic 4.1, page 108.
Understand how people are connected to places throughout the world in a variety of ways.	☐	☐ Go back to Topic 4.2, page 110.
Explain how technologies are used to connect people to services, information and people in other places around the world.	☐	☐ Go back to Topic 4.3, page 114.
Explain how technologies have made it possible for places to provide a range of global business services.	☐	☐ Go back to Topic 4.4, page 116.
Describe the differences in people's access to the internet between and within different countries.	☐	☐ Go back to Topic 4.5, page 118.
Explain how technologies are used to connect people to information, services and other people in Australia.	☐	☐ Go back to Topic 4.6, page 120.
Describe the differences in people's access to the internet on the Korean Peninsula.	☐	☐ Go back to Topic 4.7, page 122.
Describe how the average mobile phone is a product of global interconnections.	☐	☐ Go back to Topic 4.8, page 124.
Understand the four types of tourism.	☐	☐ Go back to Topic 4.9, page 128.
Explain the growth of historical tourism and its impacts on the sustainability of places.	☐	☐ Go back to Topic 4.10, page 130.
Explain the growth of wilderness tourism and its impacts on the sustainability of places.	☐	☐ Go back to Topic 4.11, page 132.
Describe the environmental, economic and social impacts of tourism on people and places in Australia.	☐	☐ Go back to Topic 4.12, page 134.

Check your Student obook pro for these digital resources and more: pro

Student book questions
Chapter 4

Key skill worksheet
Communicating:
Chapter 4

Quizlet
Play a game of Quizlet on
An interconnected world.

Chapter review quiz
Chapter 4

CHAPTER 5

Global trade connections

The increased movement of goods, services, people and ideas across the world has the potential to improve the lives of millions of people and bring cultures closer together. It also has the potential to degrade natural environments and to deepen the divide between the wealthy and the poor.

Many millions of lives have been improved because of the increased access that people have to goods and services. But the increased competition that comes with globalisation has also increased the potential for workers to be exploited. The natural environment has also been impacted by globalisation. The movement of millions of trucks, trains, planes and boats has polluted the air and the water. The increased demand for consumer goods has resulted in changes to natural environments and the loss of habitat for many species of plants and animals.

Source 1 In 2020, we all found out just how closely connected we are, as the COVID-19 pandemic swept across the world. The virus was spread between countries by the intricate links we have with each other. In order to slow the spread, these links, or interconnections, had to be cut. This included the grounding of most of the world's passenger jets, including these ones at Brisbane Airport.

5A
How does trade connect people and places?

5B
How does global trade affect people?

5C
How does global trade affect places?

5.1 Global trade

Learning intention

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

» understand the ways that people and places are interconnected with other places through trade in goods and services.

In the past 50 years or so there has been an explosion in the amount and value of goods and services traded within and between nations. When your great-grandparents were your age, they probably ate food grown and processed in their local area. Most of their clothes were probably made locally, and they most likely bought things they needed from local shops. Communication with other places in the world would have come through the letterbox.

Today, trade links people and places around the world, and homes contain many items made in other countries. As well as the US$19 trillion global trade in goods such as oil, cars and televisions, there is also about US$6 trillion trade in services. These include services such as travel, transport, tourism and education. To make these connections there are:

- approximately 5000 planes in the air right now
- approximately 53 000 cargo ships crossing the world's seas and oceans
- pipelines transporting gases, oil and water a total distance of about 3.5 million kilometres
- more than 1 million kilometres of railway track.

Source 1 About 90 per cent of international trade in goods is carried by ship. The world's busiest container port is Shanghai, which handles 40 000 shipping containers a day.

The global flow of trade

International trade is dominated by a few big players. China, the United States and Germany together account for about one-quarter of all exports. China alone exports more than US$2.5 trillion worth of goods each year. This is seven times more than they exported 20 years ago. The United States is the world's biggest importer. Australia accounts for about 1.5 per cent of global trade and is ranked 22nd in a list of the world's biggest exporters.

Quiz me!
A quick quiz on global trade

CASE STUDY

The *Ever Given*

In March 2021, worldwide reliance on global shipping was highlighted when the 427-metre-long container ship, the *Ever Given*, ran aground and got stuck, blocking the Suez Canal.

The single-lane canal was blocked to traffic in both directions, causing havoc for one of the world's busiest shipping routes. At one stage, around 300 ships were reportedly stuck in the bottleneck. Around 12 per cent of the world's shipping traffic, and a considerable amount of oil supply, travel through the canal.

Concerns were high that global supply chains would be affected – an extra seven to 14 days to ship goods around the alternative route of the Cape of Good Hope would mean an extra $350 000 in fuel costs alone for shipping companies, as well as significant delays in the transport of goods.

The container ship blocked the crucial waterway of the Suez Canal for six days before rescue efforts were able to extract and re-float the vessel.

Source 2 The *Ever Given* container ship blocked the Suez Canal for almost a week in March 2021.

Key skill worksheet
Questioning & researching: Creating a tour using Google Earth

5.1 Check your learning

Comprehend

1. **Describe** how places are connected through the trade of goods and services.
2. **Explain** how trade has changed in the past 50 years.

Analyse

3. Read the *Ever Given* case study, conduct your own research online, then answer these questions.
   a. Briefly **summarise** how the *Ever Given* incident shows the extent of our reliance on global connections through trade.
   b. Find the location of the Suez Canal on a map, and **infer** why the closure of the canal caused so much disruption.
   c. **Consider** how the *Ever Given* blockage would have directly affected consumers around the world.

Apply

4. Look at Source 1, a container port at Yangshang Deepwater near Shanghai.
   a. Use Google Earth to find this location. Use 'Donghai Bridge' as your search term.
   b. Use the ruler tool to calculate the length of the Donghai Bridge.
   c. Use the ruler tool to calculate the length and width of the container port.
   d. How many container ships can you see?
   e. Use the Historic Imagery tool to **investigate** this port in the past. How has it changed over time?
   f. Why do you think this port was built in this location?

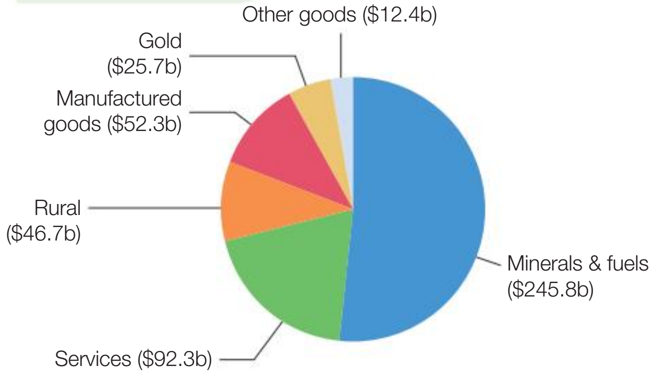
5.2 Australia's trade connections

Learning intention

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

» identify Australia's main imports and exports and key trading countries.

Australia is a trading nation. Despite being the world's 55th largest country in terms of our population, we are ranked 22nd in terms of our exports and imports with other countries.



Source 3 Australian exports, 2021

Australian exports

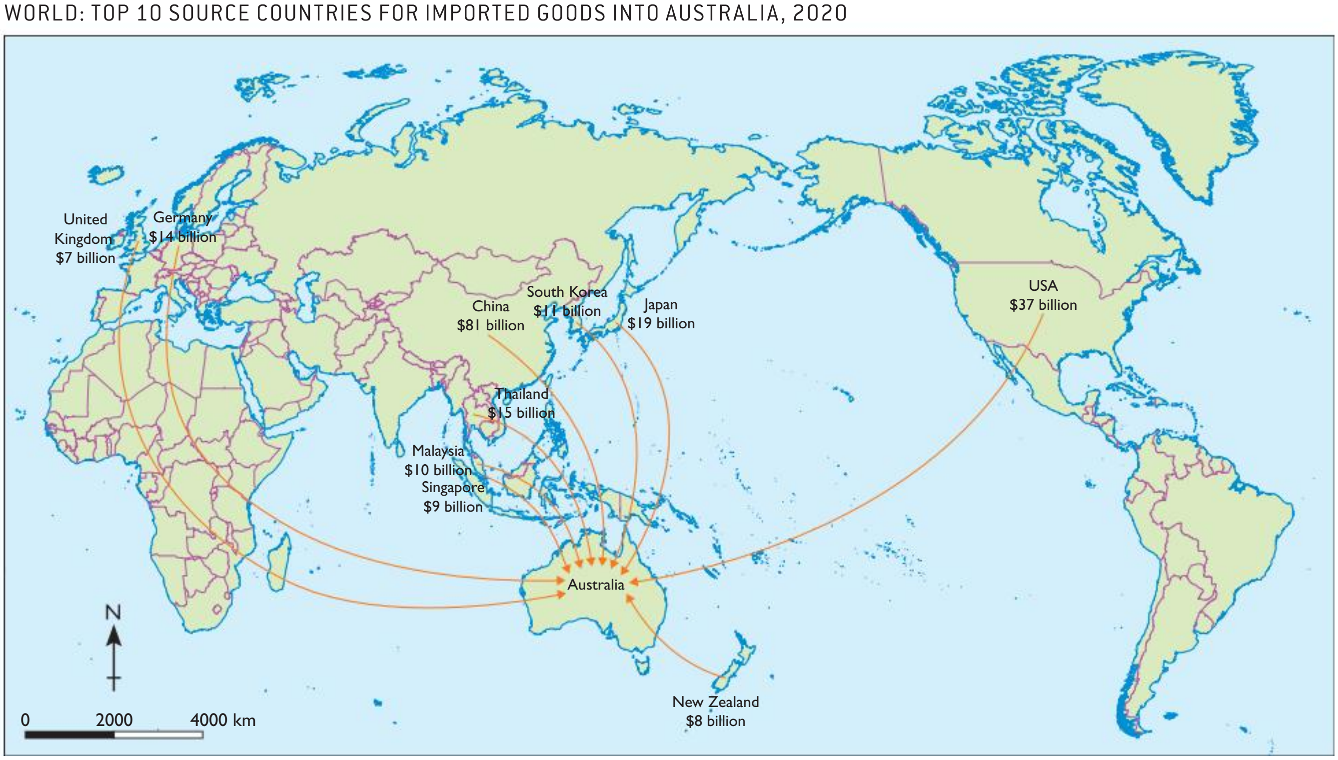
The main goods exported from Australia are dug from the ground. Of our top 10 exports, seven are minerals or fuels. Our largest exports by far are iron ore and coal. We are the world's largest exporters of both products. Iron ore is used to make steel, and coal is used to generate electricity. Our services sector is also a large source of export income, particularly in the areas of education and tourism. Prior to the COVID-19 pandemic, 750 000 international students attended Australian schools and universities and almost 9.5 million tourists came to Australia. In 2020, these numbers fell significantly as international borders closed to slow the spread of the virus.

Map it!
World: Top 10 source countries for imported goods into Australia

Australian imports

Whereas we tend to export raw materials such as iron ore and coal, we tend to import manufactured goods. These include cars and boats along with the petrol and diesel needed to fuel them. To support our information and communication networks we also import

WORLD: TOP 10 SOURCE COUNTRIES FOR IMPORTED GOODS INTO AUSTRALIA, 2020



Source 4

Source: Oxford University Press

large quantities of computers as well as telecom equipment and parts. Source 4 is a flow map showing the sources of the top 10 imported goods into Australia.

Constructing a flow map

KEY SKILL
Communicating

Geographers use flow maps (such as the one in Source 4) to show how things, such as goods and services, move between different places. Not only do they show the source, destination and direction of each connection, they also show their size. The wider the arrow between each place, the greater the volume of flow. Follow these steps to construct a flow map.

Step 1 Locate an outline map that displays all the countries represented in your data, including the country of origin. There is an outline world map available on your obook pro.

Step 2 Develop a scale to be included in the legend for the arrows you will put on your map. The size or amounts of the flows between the country of origin and the destinations are shown by the different widths of the arrows. The smaller the amount shown on the scale, the narrower the arrow; the larger the amount, the wider the arrow.

Step 3 Join the country of origin with each destination using an arrow of the correct width according to the scale you have drawn. Plot these out in pencil first – you may need to try a few different designs to make all the arrows fit neatly.

Step 4 Shade each destination and label each with its name and the relevant data.

Step 5 Finish your flow map with BOLTSS.

Practise the skill

1 **Construct** a flow map showing the destinations of Australia's exports. Use the figures in Source 5 and the outline map of the world (available on obook pro) as your base map.

Outline map
World map

Source 5 The top 10 destinations of Australian exports, 2021

Destination country	Value of exported goods and services (A$ billion)
China	168
Japan	56
South Korea	27
USA	27
United Kingdom	21
India	19
Singapore	17
New Zealand	16
Taiwan	13
Malaysia	11

Source 6 The zinc, lead and silver mine at Mount Isa in north-west Queensland is one of the biggest zinc mining operations in the world.

5.2 Check your learning

Retrieve

1 **Recall** Australia's main exports.

2 **Recall** Australia's main imports.

Analyse

3 **Examine** Source 5.

a Identify the value of Australian imports to China each year.

b Use the PQE method to describe the distribution of Australia's imported goods throughout the world.

4 **Compare** Source 4 to your completed flow map or to the data shown in Source 5. Identify the top 10 countries for exports from Australia, as well as the top 10 for imports to Australia.

Apply

5 Source 6 is an oblique aerial photograph. Why is this type of photograph often used to show large areas such as a mine? **Justify** your response.

5.3 Global trade in services

Learning intention

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

» describe how people and places are interconnected through trade in services.

While it may be easy to visualise the global trade in goods such as the minerals in mobile phones, the clothes in your cupboard or the food in your pantry, it is important to remember that services are also traded around the world. A service is provided when a buyer purchases something from a seller, but no physical goods are traded in the transaction. Instead, the seller provides a service such as their labour, skill, experience, ingenuity or expertise. You benefit from many of these services. Doctors, dentists, teachers, bankers, tourism operators and bus drivers are all examples of service providers.

Exports and imports of services account for about one-quarter of total global trade. The United States, United Kingdom, Germany and France are the largest exporters of services. Some of the most traded services include providing transport for passengers and freight; travel services for people moving from country to country; construction services; financial services such as banking and insurance; and telecommunications, computer and information services.

CASE STUDY

Labour movement in the Persian Gulf

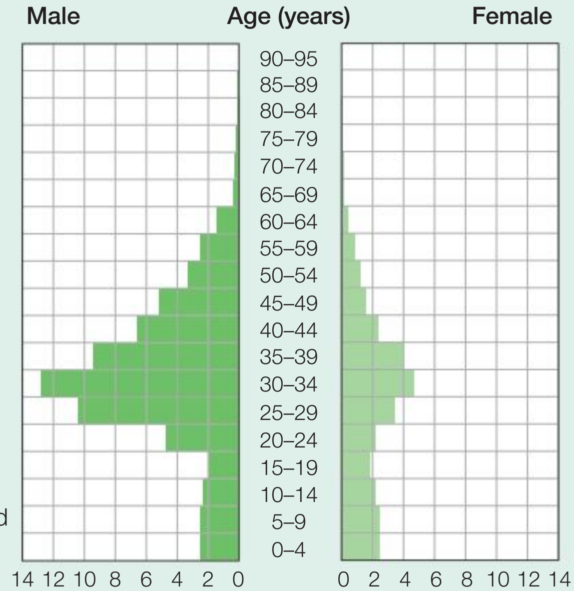
Some of the oil-rich countries in the Persian Gulf – such as Oman, Bahrain and the United Arab Emirates (UAE) – require large workforces in their industries and households. Millions of workers from countries such as India, Pakistan and Nepal make the journey to the Gulf to take advantage of wages many times higher than they would be able to earn in their home countries. The population of the UAE, for example, is about 9.7 million people, 8.5 million of whom are migrant workers. The workers add to the prosperity of the Gulf countries by providing a source of labour. They also add to the prosperity of their home countries as many return wealthier and more skilled than when they left. Much of their income is sent home to support their families. This income is known as **remittances**. Foreign workers in the UAE send home US$44 billion a year in remittances, the second highest in the world.

Source 7 Foreign labourers working on a Dubai building site

remittances
sums of money sent from one person to another

Source 8 Dubai, capital city of the UAE, is in a construction boom. Overseas workers, particularly from India and Pakistan, are providing most of the labour. The world's tallest building, the Burj Khalifa, was opened in 2010. It is 828 metres tall and cost US$4.1 billion to construct. About 700 000 migrant workers worked on the project.

Some migrant workers, however, are not treated well by their employers. In some countries, many labour migrants are undocumented and as a result do not have access to the the same legal rights. In the UAE, for example, many construction workers work extended hours without overtime compensation, and they work in unsafe environments, leading to death or illness. They also experience squalid living conditions in labour camps and have their passports and travel documents withheld. During the COVID-19 pandemic, many lost their jobs and were unable to return home as borders closed and flights were cancelled. Without the rights of a citizen and with little money, they were trapped in poverty.



Source 9 Population pyramid of the UAE, 2020

Explore it!
A virtual field trip to Dubai

Enlarged map
Migrant workers in the UAE

MIGRANT WORKERS IN THE UAE

Source 10

Source: Oxford University Press

5.3 Check your learning

Retrieve

1 **Identify** examples of services traded at a local scale and at a global scale.

2 **Identify** the service the men in Source 7 are providing to the UAE.

Comprehend

3 **Explain** the shape of the population pyramid in Source 9, using information from this topic.

4 Look closely at Source 10.

a List the countries from which most of the UAE's foreign workers come.

b **Explain** why these workers provide this service.

c **Describe** the benefits that these workers provide to their home countries.

Apply

5 Imagine you are a foreign worker in the Persian Gulf. Write a short letter back to your family to accompany your remittance payment. Talk about how you are finding life there and **evaluate** the positives and negatives of your lifestyle.

5A

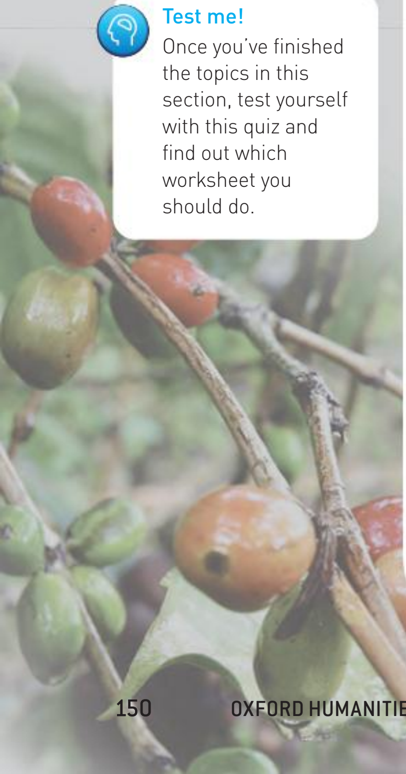
SKILLS IN CONTEXT

The global coffee trade

Coffee is one of the world's most traded commodities. It is a particularly important crop to many developing countries as it accounts for as much as one-third of their entire export earnings. About 100 million people are employed in the coffee industry, many of them small farmers.

The overall demand for coffee is growing rapidly and this is causing many changes in its production and processing. Many small farmers in developing countries are finding it difficult to compete with large plantations, which are often owned by companies from developed countries. The demand for coffee is also creating environmental problems, particularly the clearing of rainforest to make way for new plantations and an increased demand for fresh water.

Source 11 After oil, coffee beans are Timor-Leste's most valuable export commodity. Most Timor-Leste coffee growers own a small area of forest in which the coffee trees grow.



Test me!

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

KEY SKILL
Interpreting & analysing

Describing, explaining and comparing patterns on maps

Geographers often use maps to interpret and analyse complex information, and reach some conclusions. While a single map is a useful tool for describing a pattern, we can compare several maps to help explain these patterns. To do so, follow these steps:

Step 1 Examine the first map carefully. Look at the title and the legend so that you know precisely what the map is showing. Take note of any patterns that you notice. These may be a cluster of similar features located close together or other patterns such as features in a rough line (lineal pattern) or spreading out like spokes on a wheel (radial pattern).

Step 2 Repeat Step 1 for the next map and for any other maps you are using.

Step 3 Look for similarities between the maps. You can do this by using your notes and by scanning the maps with your eyes. You are looking for sets of data on the maps that seem to roughly follow similar patterns. Make a note of these similarities.

Step 4 Use your observations to find a logical explanation for these similarities. For example, when comparing maps of altitude and temperature, it is logical that temperatures will fall as altitude increases. Similarly, it is logical that tropical rainforests are found in warm areas with high rainfall.

For more information on this skill, see page 23 of 'The geography toolkit'.

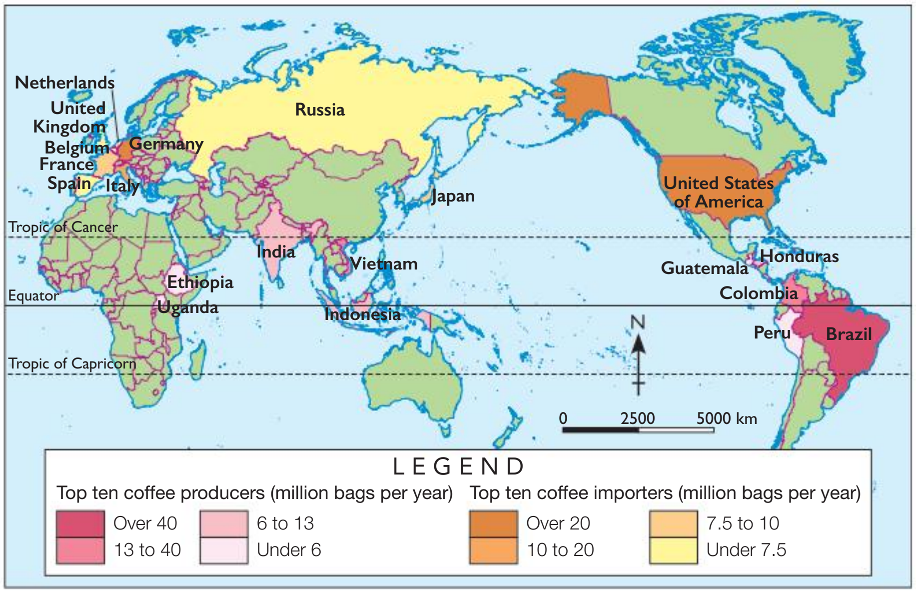
Practise the skill

1 Use Source 12 to **describe** the distribution of the world's top coffee producers. Pay particular attention to the Tropics of Cancer and Capricorn.

2 Use Source 13 to **describe** the main climate types found in the tropics.

3 Use your findings from questions 1 and 2 to **explain** the distribution of the world's top coffee-producing countries.

WORLD: TOP 10 COFFEE PRODUCERS AND IMPORTING COUNTRIES

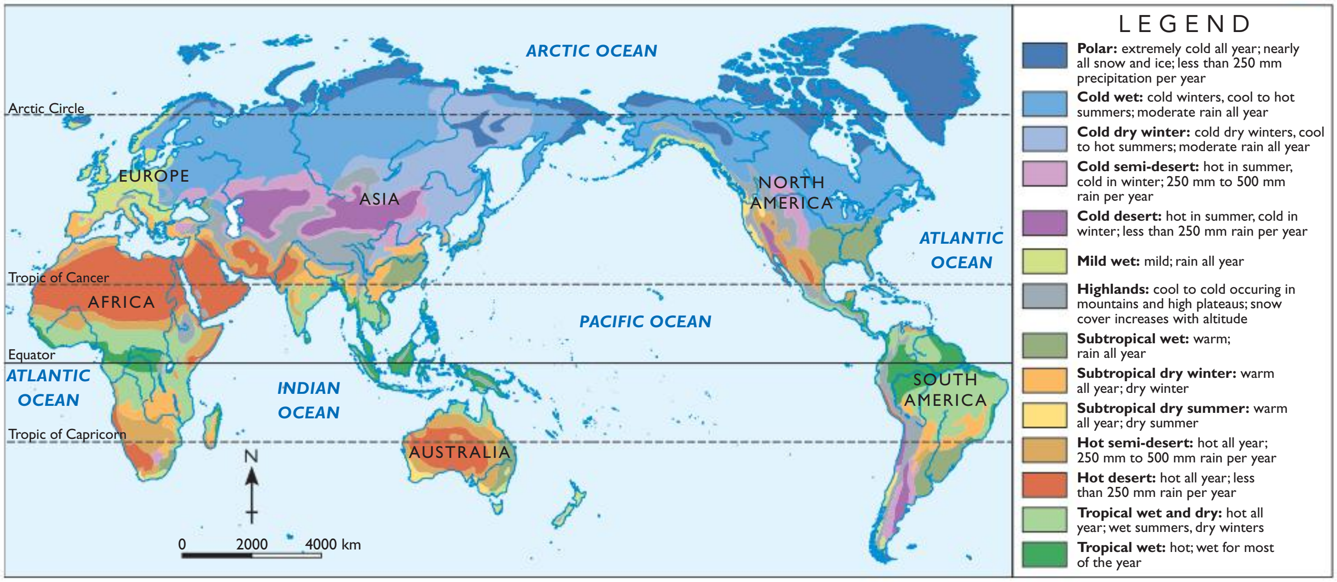


Source 12

Source: Oxford University Press

Enlarged map
World: Top 10 coffee producers and importing countries

WORLD: CLIMATES



Source 13

Source: Oxford University Press

4 Use Source 12 to **describe** the distribution of the world's top coffee importers.

5 Having examined the maps in Sources 12 and 13, what climate factors do you think influence the growing of coffee? What climate factors are apparent in the areas that import large amounts of coffee? **Discuss** your ideas in a 250-word paragraph.

Extend your understanding

1 Many coffee-producing countries rely very heavily on this single crop for their export income. What are the possible dangers for countries in this situation? What kinds of risks does relying on a single crop expose them to?

2 Do some further reading or use the internet to research the coffee industry in one of the top producing countries. How has this changed in the last 10 years and who has been impacted by these changes?

5.4 Benefits of global trade for people

Learning intention

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

» identify and describe the benefits of global trade connections for people.

As you have learnt, we live in an increasingly interconnected world. Ideas, people, goods and services move more quickly, more often and in larger quantities than ever before.

Benefits for individuals

Global trade means that you are now linked to manufacturers all over the world. This means that you can buy a wider range of products at cheap prices. Online trade is spreading fast. As just one example, eBay Australia is visited 26 times every second of every day! About 40 000 Australian stores have at least one listing on eBay.

Not only do the buyers of goods and services benefit from global trade – there are also enormous benefits for the people who supply them. Employment and wealth have been created for hundreds of millions of people. This has improved living standards and life expectancies in many places and helped to pull people out of poverty. It is estimated, for example, that there are 850 million fewer people living in poverty in China today compared to 40 years ago. In 2021 Chinese President Xi Jingping declared that the country had eradicated extreme poverty. This is largely because China has been transformed from an economy based on farming, supplying itself, to one based on manufacturing, supplying the world.

Source 1 Australian shoppers have access to goods from all over the world.

Source 2 Volkswagen is a German car manufacturer. It has 139 factories in 26 countries – 10 of these factories are in China, employing more than 35 000 people.

Benefits for businesses

Businesses are now linked to buyers from around the world. This means they have more opportunity to sell more products to more people. They may also be able to access cheaper raw materials such as coal, iron and cotton from other places.

Many companies based in developed countries have moved much of their manufacturing bases overseas to take advantage of lower labour costs and available workforce in these countries. Many products in Australian stores carrying the labels of Australian companies, for example, are made in places such as Vietnam, China, Bangladesh and Fiji.

Benefits for nations

Most nations around the world have welcomed the opportunities that closer links between nations have brought. Many have found that the benefits are greater if they specialise in a particular product or service. This is known as comparative advantage. If, for example, you can buy cheap cars from other places then you don't have to make your own. You can focus on producing another product such as clothing or electronics. If you are able to make these better or cheaper than other countries, then you will capture the market.

There is also movement of money, ideas, knowledge and technology between countries. Ideas and advances in medicine, education and business can move quickly around the world. This can help to remove cultural barriers that exist between countries, including language and religious differences. Sharing knowledge and ideas in this way helps us move towards what is known as the 'global village'.

Some aspects of globalisation benefit people, businesses and entire nations. Bollywood, the Hindi-language part of the Indian film industry, is an example of this. The huge number of movies produced means that individual actors (both Indian and international), dancers, musicians and other film professionals benefit from employment in the industry. Businesses reap the rewards on both small and large scales. Supporting businesses (such as catering and lighting businesses) gain employment and, on a wider scale, the film industry benefits from the continued success of Bollywood films. The nation benefits, too, from the increased awareness worldwide of Indian culture.

Quiz me!
A quick quiz on benefits of global trade for people

Source 3 The Indian film industry, part of which is known as Bollywood, is the largest in the world. India has a comparative advantage in film-making based on its large population, technical knowledge and fine weather.

5.4 Check your learning

Retrieve

1 **Identify** some of the ways you benefit from global trade.

2 **Recall** the ways that the increasing globalisation of trade benefits other people.

Comprehend

3 **Explain** how global trade can help to reduce poverty.

4 What is comparative advantage? **Identify** some goods or services in which you think Australia has a comparative advantage.

5 **Describe** how the Indian film industry helps to break down cultural barriers.

6 **Summarise** how the Chinese economy has transformed over the past 40 years.

Apply

7 Many businesses that use cheaper labour in developing countries are often reluctant to reveal this. **Propose** why you think this is the case.

8 Draw a diagram or find an image that sums up the concept of a global village. Display it on your classroom wall. Look at the range of images submitted by your class and **discuss** the different ways you and your classmates have chosen to represent the idea.

5.5 Benefits of global trade for people in Australia

Learning intention

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

» identify and describe the benefits of global trade connections for people in Australia.

Think, pair, share

Australia has a comparative advantage in providing a university education when compared to many other countries.

- Think about what the reasons for this might be.
- Discuss your reasons with a partner.
- Share your ideas with the class.

Australia is an active participant in the movement of goods and services around the world. We are the 55th largest country in terms of our population but the 23rd biggest exporter and the 21st biggest importer. Each year, around $890 billion worth of goods and services move between Australia and other countries. This trade brings many benefits to Australian individuals and businesses and to the country as a whole.

Benefits for individuals	Benefits for Australian businesses
» employment in sectors including mining, agriculture, education and tourism » wealth and prosperity	» international exposure » new markets for Australian products and industries including mining

Benefits of global trade for the Australian nation

Since the 1970s, Australia has expanded its trade relationships from traditional markets, such as the United Kingdom and New Zealand, to markets across the globe. In particular, Australia has increasing trade links with markets in Asia, which are continuing to grow.

About one in seven Australian workers is now employed in the production of exports. The figures are particularly high for those in mining (seven in every 10), farming (four in every 10) and manufacturing of metal products (three in every 10). This brings extra revenue to the whole country through taxes and levies on workers and companies, and has the potential to improve the well-being of many Australians.

Global trade also benefits consumers, as the increased competition of international markets helps drive down the price of goods and services available to Australians.

Multiculturalism

The interconnections that come with global trade can bring many benefits apart from financial ones. As people move to or communicate with those from other places, there is a natural sharing that occurs. This can enrich the cultural landscape, as aspects of life such as language, religious tradition, art and food are shared and integrated with or added to the existing culture.

Sharing a different range of experiences and learning about different ways of doing things can have many positive results. Multiculturalism can broaden our outlook, lead us to interests or hobbies we wouldn't have otherwise heard about, or create opportunities to do further study or travel. This kind of sharing can do more than just provide an interesting

Source 4 These overseas students are studying at the University of Sydney. Chinese students are the largest group of overseas students in Australia, followed by those from India, Nepal, Vietnam and Indonesia.

CASE STUDY

Princess Polly

The Australian fashion label Princess Polly is an example of an Australian business that has benefited from the interconnections of global trade. Princess Polly had humble beginnings in 2005, when founders Wez and Eirin Bryett opened a store on the Gold Coast, Queensland. In 2010, they launched the digital branch of the company after their online sales started overtaking the sales of their physical store.

From there, the company grew rapidly and has sold millions of products all over the world, reaching a wide global marketplace. A key factor in the company's success has been the use of social media, particularly TikTok, and collaborations with influencers and celebrities who endorse their products and encourage others to buy them. Some of Princess Polly's most famous collaborators include Ariana Grande and Kendall Jenner.

Today, the business includes more than 300 employees spread over offices in Australia and the United States. They no longer have a physical store – all products are sold online.

Source 5 Australian influencer Cartia Mallan collaborates with Princess Polly on her clothing line.

experience – it also has the benefit of promoting mutual understanding and accepting of people's differences. This in turn may lead to a more harmonious society that is accepting of diversity.

From an economic perspective, a successful multicultural society makes Australia an attractive destination for tourism, education and business.

5.5 Check your learning

Comprehend

1 **Explain** how Chinese citizens studying in Australia can bring benefits to both countries.

2 **Summarise** how Australia's global trade connections have changed since the 1970s.

3 **Describe** one benefit of global trade for people in Australia.

Analyse

4 Read the case study about Princess Polly, then **explain**:

- a the business operations of Princess Polly using the key concept of interconnection.
- b how Princess Polly benefits from being interconnected with places around the world.

5 **Reflect on** the positive effects of multiculturalism. List as many examples as you can.

6 Have you ever had an exchange student from another country visit your school? If so, what did you learn about their country during their time here?

Apply

7 There are other Australian brands achieving success around the world. These include Kathmandu and Boost Juice. **Investigate** one of these brands to find out about their interconnections with other countries.

Quiz me!
A quick quiz on the benefits of global trade for people in Australia

5.6 Benefits of global trade for people in the Asia–Pacific region

Learning intention

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

» identify and describe the benefits of global trade connections for people in the Asia–Pacific region.

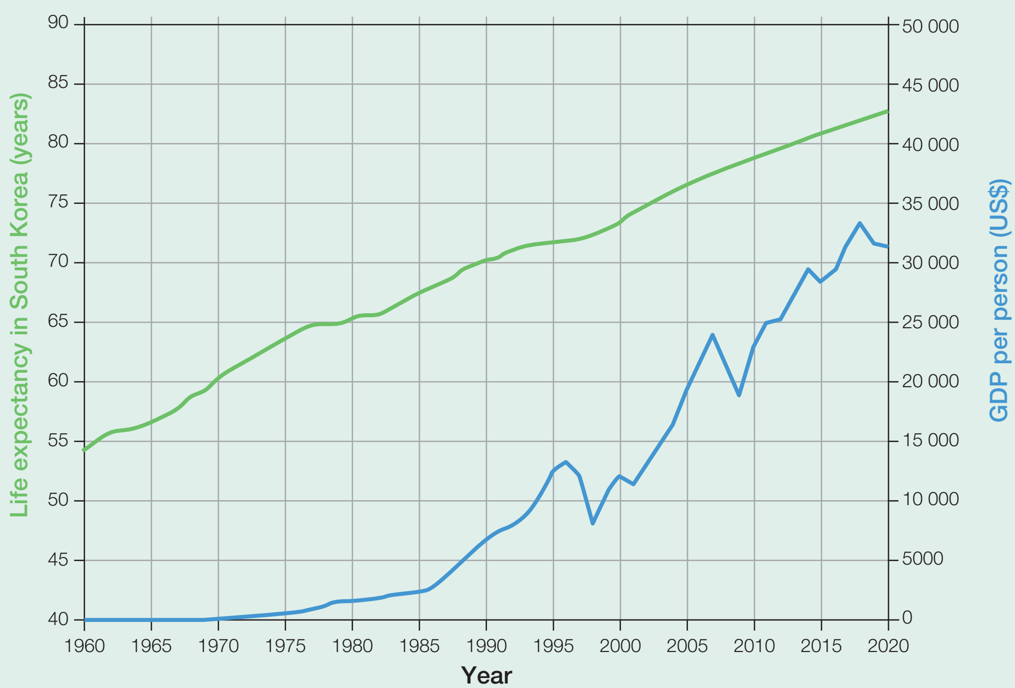
Trade in the Asia–Pacific region is thriving, and interconnection between countries through trade has brought many benefits to the region. The boom in the demand for information and communications technology equipment in particular (such as smartphones, tablets and computers) has accounted for much growth, while places such as Indonesia and Vietnam have driven exports of manufactured goods such as clothes and shoes. Machinery and transport are strong growth areas, and industries such as shipbuilding are expected to provide continued benefits to some Asia–Pacific economies, such as South Korea.

CASE STUDY

Key skill worksheet
Interpreting & analysing: Finding relationships in graphs

South Korea

South Korea is an example of a nation that has embraced global trade and the benefits that it can bring. It has transformed itself from the poor nation with a large rural peasant population that it was 50 years ago to a modern, urbanised society with one of the highest levels of well-being in the world. Along with Hong Kong, Taiwan and Singapore, it is known as an Asian Economic Tiger. These four countries are now seen as role models for other expanding economies including Indonesia, Malaysia, the Philippines, Vietnam, and Thailand (known as the Tiger Cub Economies).



Source 6 The increase in the average life expectancy of South Koreans presents an interesting picture when compared to the **gross domestic product** (GDP). These graphs, which show the data for the country from 1960, could be used as secondary sources for a geographical inquiry.

gross domestic product
the total value of goods and services produced in a country over a year

In 1960, South Korea was considered one of the world's poorest nations. It is now Asia's fifth-largest economy and the world's 14th largest. South Koreans enjoy an average wealth greater than the average European citizen, as measured by the GDP per person. Since 1960, the average life expectancy in South Korea has increased from 54 years to 83 years.

This amazing transformation is due largely to the country's growing importance as a trading nation. It has chosen to concentrate on industries such as electronics, ships and motor vehicles that require a large, highly skilled labour force. The nation invests heavily in educating young people and providing them with the skills they need in these industries. As a result, South Korea is now the world's fifth-largest exporter of cars and the fourth-largest manufacturer of electronic goods. Samsung is the largest company in South Korea and the world's largest producer of smartphones, computer chips and televisions. Samsung is also one of the largest shipbuilding companies in the world. South Korea builds 70 per cent of the world's ships.

Quiz me!
A quick quiz on the benefits of global trade for people in the Asia–Pacific region

The Korean Wave

The push to promote local culture began in the 1990s, when the South Korean Government became concerned that cultural traditions were in danger of being over-run by influences from China, Taiwan and Japan. They began to encourage the growth of local cultural expression in movies, television programs and music.

Some of the nation's largest businesses, including LG, Hyundai and Samsung, were encouraged to invest in these industries and have continued to do so. Korean television dramas (K-dramas) have become the most watched programs throughout much of Asia, and *Squid Game*, released in 2021, became Netflix's most-watched program worldwide. Korean pop (K-pop) bands have become hugely popular. It has been estimated that the most popular K-pop band, BTS, has been viewed 5 billion times on YouTube, with Blackpink coming in second with 4.6 billion views. In 2020, the South Korean film *Parasite* made history by becoming the first non-English language film to win the Academy Award for Best Picture.

The South Korean Government has continued to encourage the spread of Korean culture (known as the Korean Wave) as it is seen as a way of promoting South Korean views and encouraging a positive view of the country.

Source 7 Korean pop, known as K-pop, is growing in popularity. Boy-band BTS is a global sensation, topping the charts in many countries. Their concerts sell out in minutes.

5.6 Check your learning

Retrieve

1 **Identify** the links you have to South Korea.

2 **Define** what the 'Asian Economic Tiger' is.

Comprehend

3 **Summarise** the social and economic changes that have occurred in South Korea since 1960.

4 **Describe** the benefits of global trade for people in the Asia–Pacific region.

Analyse

5 Use Source 6 to **examine**:

a the change in life expectancy and GDP per person in South Korea

b the links between these two measures of South Korean society.

6 **Analyse** how K-pop is an example of the growing interconnection of people around the world.

Apply

7 K-pop is an example of the way that one country's culture can influence cultures in other places. Suggest two other examples of one culture influencing another.

8 **Create** a PowerPoint presentation or poster on the Korean Wave, including specific examples of K-dramas and K-pop. Share your presentations with the class.

5.7 Drawbacks of global trade for people

Learning intention

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

» identify and describe the drawbacks of global trade connections for people.

Global trade has the potential to bring benefits to people and to places. It is a leading contributor to reducing poverty and provides wealth and prosperity for countless people. However, these benefits often come at significant economic and social cost to other people in other countries.

Drawbacks for individuals

Many companies that are based in **developed countries** actually manufacture their goods in **developing countries**. This is usually to take advantage of the cheaper labour and large workforce that is available in these developing countries. While this provides jobs and income for millions of people, manufacturing in developing countries does come at a cost. Workers are paid much less than those who perform similar tasks in developed countries, and they often work in appalling and unsafe conditions.

The demand for cheap labour and the high levels of poverty mean that child labour is used in some countries. There are estimated to be more than 152 million children working in the world. Most of these children work on small family farms in developing countries, but around 18 million of them work in manufacturing industries.

Countries with high levels of child labour tend to share similar characteristics, including:

- high **fertility rates** and a large percentage of the population being under the age of 15
- low rates of school attendance and low levels of literacy, especially among females
- low levels of technology in comparison to other countries with whom they are competing
- a lack of government policies to deal with child labour
- large numbers of people living in poverty.

developed countries
industrialised countries with a well-developed economy capable of supporting their own people

developing countries
non-industrialised countries with a lower living standard, and lower Human Development Index ranking than other countries

fertility rates
the average number of children women in a particular area or country will have throughout the course of their lives

Source 8 Workers in a clothing factory in Dhaka, Bangladesh

Drawbacks for businesses

Quiz me!
A quick quiz on the drawbacks of global trade for people

The interconnections that link the consumer to the person who made their product have, in some cases, become so complex that businesses lose control of the process. In Asian countries such as India and Bangladesh, for example, it is common practice for manufacturing plants to 'outsource' parts of their operations to smaller factories. They, in turn, may also outsource parts of the operations. The company executives in an office on the other side of the world then have little idea of the factories they are actually using, or whether they are involved in unsafe work practices. It also makes it difficult to maintain quality controls on the products. Additionally, there may be a backlash from consumers in the developed world once these practices become known to them.

Drawbacks for nations

Many critics of the growth in trade between countries believe that it benefits the people and businesses of the developed world at the expense of those in developing countries. These poorer countries are seen only as a source of cheap raw materials and labour.

Another criticism of increased globalisation in trade is that problems in one place can affect many other places very quickly. In 2008, a dramatic fall in house prices in the United States triggered a global financial crisis and caused banks and investment companies to collapse throughout the developed world.

Financial problems are not the only things to spread quickly. Greater global trade may also result in the spread of infectious diseases between regions of the world as people travel more frequently for trade. In 2020, the COVID-19 virus began to spread from its origins in China as travellers moved between and within countries. Borders between countries were closed to try and slow the spread of the disease, and countries that relied on industries such as tourism and trade were plunged into an economic recession.

Source 9 These protesters in Toronto are campaigning against a G20 meeting of the leaders of the world's wealthiest nations. Many people are concerned that increasing global trade results in a widening gap between rich countries and poor countries.

5.7 Check your learning

Comprehend

1 **Describe** the drawbacks of global trade for people.

2 Factories such as the one in Source 8 are often called 'sweatshops'. **Explain** why this is the case.

Analyse

3 **Examine** Source 8.
   a Estimate the number of workers in this room.
   b Estimate the percentage of female workers.
   c Consider the roles of men in this factory. What does this tell you about gender roles in this place?

Apply

4 Look at Source 9.
   a **Create** a table listing both the benefits and the costs of global trade.
   b In a paragraph, **discuss** which groups in society are likely to be opposed to globalisation and which would support it.

5 **Investigate** the global financial crisis or the COVID-19 pandemic and construct a flow diagram showing its spread within and between countries. How were global trade connections involved?

5.8 Drawbacks of global trade for people in Asia

Learning intention

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

» identify and describe the drawbacks of global trade connections for people in Asia.

Asia is the world's largest continent and home to three-fifths of the world's people. In some Asian countries, most of the population live in small villages and depend on their food-growing skills for their livelihood and to feed their families. In other parts of Asia, more and more people are working in industries such as agriculture, tourism and manufacturing. This growing involvement in industry has led to some alarming work practices. These include using child labour, unsafe working conditions and working hours that include factory shifts of up to 19 hours a day.

CASE STUDY

Clothing factories in Bangladesh

The clothing industry is the largest in Bangladesh, accounting for about 80 per cent of all exports. It employs about 4.2 million people, most of them young women. Working conditions and wages vary a great deal within the Bangladeshi clothing industry, but a worker can typically earn about $140 a month. Workers officially usually work 10-hour days, but there are many reports of workers being locked into factories for much longer hours, sometimes from 7 a.m. to well past midnight, seven days a week.

A major investigation in 2018 by the non-government organisation Oxfam found that many Bangladeshi factories supply major Australian clothing brands with garments. They also found that Australian companies actively work to drive wages down in these factories in order to save costs. They do this by negotiating with factory owners for lower prices and then changing suppliers if their demands are not met. This results in workers being paid less money and therefore having to work longer hours to earn a wage that can support their families.

The researchers found that no worker was paid a 'living wage': the amount of money needed to pay for basics such as food, housing, clothing and education. Many workers take out loans to pay for these basics, placing them in debt. Most are forced to work at least three hours of overtime regularly to cover this debt and many cannot afford to educate their children. They live in constant fear of losing their job and are often subjected to verbal abuse. One-third reported being physically abused at work and almost three in 10 women reported being sexually abused.

Source 10 This woman works six days a week making T-shirts for a factory that supplies to global brands. At busy shipment times, several months a year, her 16-hour day finishes at midnight.

American clothing manufacturers began to outsource to Bangladesh in much greater numbers in 2005, following the end of an agreement that had kept a percentage of clothing production in the United States. In the rush, clothing factories were hastily installed in Bangladesh. Building regulations were overlooked and poorly controlled, and factories were set up in buildings unsuitable for thousands of workers and their heavy machinery. Many lacked suitable fire exits and ventilation, making conditions dangerous and uncomfortable. Hundreds of workers have died in fires in these factories as a result.

Perhaps most disturbingly, a survey by engineers found that three-fifths of the clothing factories are vulnerable to collapse. In 2013, concrete pillars supporting the eight-storey Rana Plaza building on the outskirts of Dhaka collapsed (see Source 11). The building was home to five clothing factories and thousands of workers. More than 1100 people were killed, making this one of the world's worst industrial accidents. The building's owner only had permission to construct a five-storey building but illegally added three more floors to fit in more workers. He also installed heavy generators to counter the frequent disruptions to the electricity supply.

Source 11 Rescue workers search for survivors in the rubble of the collapsed Rana Plaza building in Dhaka, Bangladesh.

Quiz me!
A quick quiz on drawbacks of global trade for people in Asia

I used to think, now I think

Reflect on your learning about clothing factories in Bangladesh and the relationship they have with Australian clothing labels. Complete the following sentences.
- I used to think …
- Now I think …

What has changed in your understanding?

5.8 Check your learning

Comprehend

1 **Describe** the drawbacks of global trade for people in Asia.

2 **Explain** why the Rana Plaza building collapsed.

Analyse

3 **Analyse** how clothing factory workers in Bangladesh are linked to people in Australia. In your analysis, consider how this interconnection has affected the people working in the factories.

4 a Calculate how much workers in Bangladeshi clothing factories are paid a week.

b **Compare** this to the minimum weekly wage in Australia, which is $812.60. How does this help to explain why more clothes are made in Bangladesh than in Australia?

Apply

5 **Determine** why workers in developing countries, such as Bangladesh, are more vulnerable to low wages and poor working conditions than workers in developed countries.

6 The people who died in the Rana Plaza collapse have been called 'victims of globalisation'. Do you think this is a fair description? **Justify** (give reasons for) your answer.

7 Some clothing companies have decided to close their factories in Bangladesh due to poor publicity following the Rana Plaza collapse. Do you think this is a good thing or a bad thing for workers in Bangladesh? **Discuss** this with your class.

5.9 Globalisation and Indigenous peoples

Learning intention

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

» understand the effects of globalisation on Indigenous populations around the world.

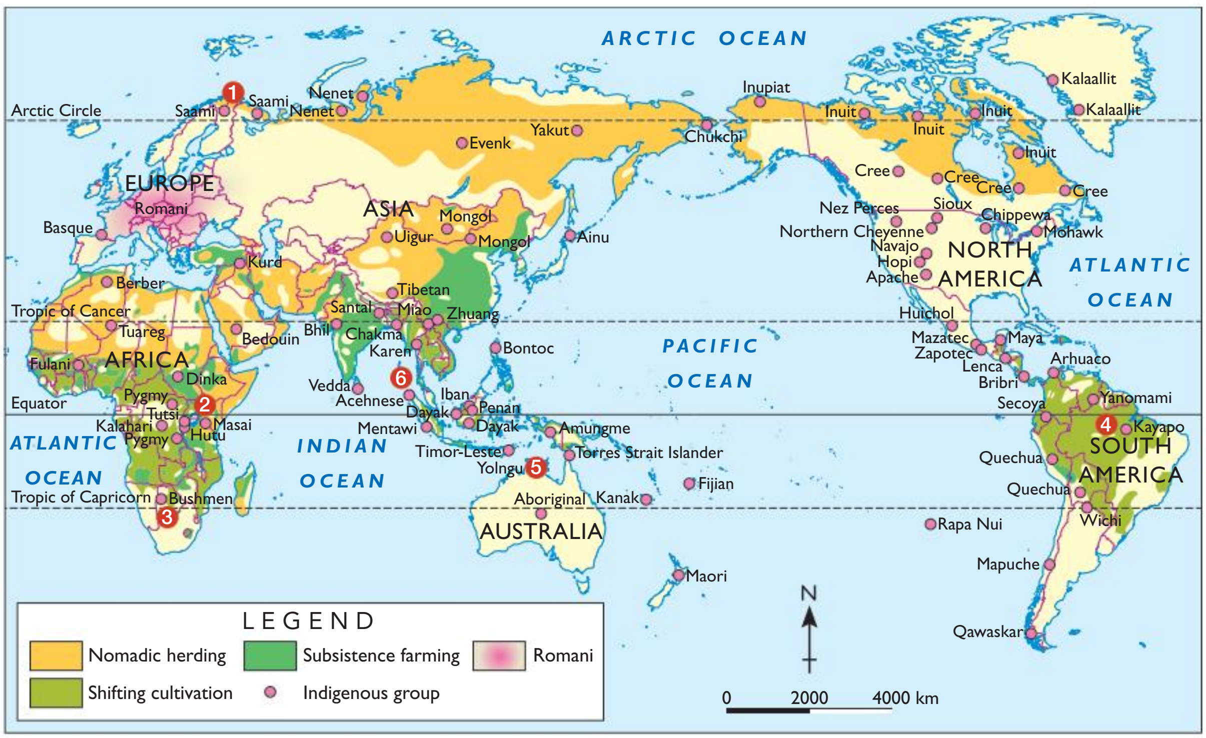
Map it!
World: Indigenous peoples

The original inhabitants of a region or country are known as its Indigenous people. Many of these communities' cultures and livelihoods are closely linked to the natural environment where they live. With the increasing movement of people and connectivity of places, Indigenous peoples and their cultures are under threat. Whatever the nature of the first contact with new cultures, the long-term effects are largely negative for Indigenous peoples.

The United Nations estimates that there are almost 5000 Indigenous cultures in the world today. In total, this accounts for about 370 million Indigenous peoples living in 90 countries.

Source 12 and the information provided in this topic give examples of Indigenous cultures currently threatened by new global links.

WORLD: INDIGENOUS PEOPLES



Source 12

Source: Oxford University Press

❶ THE SAAMI

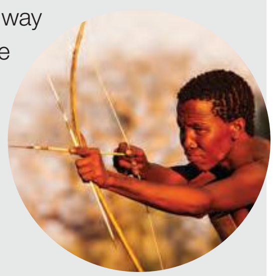
The Saami are the Indigenous people of Northern Europe, living in parts of Norway, Sweden, Finland and Russia. The Saami are traditionally semi-nomadic reindeer herders, but today, many Saami have modernised and now use snowmobiles and helicopters to herd the reindeer. However, pasture land for the reindeer is becoming limited as oil and gas mining are developed on traditional Saami lands. The Saami are facing other environmental threats from dam building, logging and the effects of climate change.

2 THE MASAI

The Masai are the semi-nomadic people of East Africa, and live in southern Kenya and northern Tanzania. The Masai have been subjected to eviction and opposition to their semi-nomadic lifestyle over many years. Masai lands in Kenya were reduced by 60 per cent at the beginning of the twentieth century, when the British took the lands to build ranches, then later, wildlife reserves and national parks. Today, loss of land to large-scale private farms and game parks for international tourists has made nomadic grazing impossible for the Masai. Many Masai now live in towns or depend on tourism for survival.

3 THE SAN OF THE KALAHARI

Made up of three distinct ethnic groups, the San (also known as bushmen) have lived in southern Africa for tens of thousands of years. Following a largely hunter-gatherer existence they are experts at finding food and water in the harsh desert environment. After diamonds were discovered in their ancestral lands, they were forcibly removed and resettled in towns and camps. This destroyed their traditional way of life and many now make a living by giving tourists ‘genuine bushmen experiences’ of dance and hunting, which are often fake experiences designed to make money.



4 THE KAYAPO

Indigenous to the Amazon rainforest, the Kayapo traditionally practised a way of life centred on hunting in the forest for food, fishing and tending their gardens. Hydroelectric dams on the rivers in the Amazon have flooded some of their traditional lands, and logging and ranching have destroyed areas of rainforest. Many of the companies that have cleared the forest are from countries outside of South America. The Kayapo villages now have radios, and the young people use their mobile phones to access internet sites, especially Facebook.

5 THE YOLNGU

Arnhem Land, in the Northern Territory of Australia, is owned solely by the Indigenous Yolngu people. They are attempting to balance the needs of their traditional Aboriginal heritage with the demands of the mining industry, which is a huge business for Australia. Some argue that while there are serious problems within their own communities – health, poverty and substance abuse – Yolngu manage a way of life that blends Western technology with traditions that have been passed through generations.

6 THE MENTAWI

The Mentawi are the Indigenous people of the Mentawai Islands in Indonesia. The Mentawi have traditionally relied on the rainforests of the Mentawai Islands for all their needs. Today, rapid change has led to the clearance of forests, replacing them with profitable palm oil plantations. As a result, the Indonesian Government has relocated many Mentawi to villages where they are unable to follow their traditional ways of life. They now suffer high rates of poverty and disease.

5.9 Check your learning

Comprehend

1 **Explain** why Indigenous populations often decline when colonisers from other places arrive.

2 **Describe** the type of environment in which the Saami live.

Analyse

3 **Identify** one forest-dwelling Indigenous group. What threats do they face?

4 **Compare** the Masai and the Mentawi. What do they have in common?

5 **Explain** how technology has changed the way of life of one Indigenous group, giving an example.

Apply

6 Make a list of the ways in which Indigenous cultures are changing. **Create** a flow diagram showing how some or all of these changes are connected to each other.

7 Select one of the Indigenous groups described on these pages. **Investigate** the issue discussed and report back to your class on the ways in which this group is changing.

5B SKILLS IN CONTEXT

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

The geography of you

You are a global citizen, and the things you use and consume come from different places all over the world. The decisions you make about the things you buy link you to people and places both near and far. This connection means that your decisions can have an impact on these people and places in both positive and negative ways.

KEY SKILL
Questioning & researching

Collecting, recording and representing primary data

By following a process of geographical inquiry, geographers can be sure that the conclusions they reach will be accurate, useful and reliable.

Geographers often collect their own data by interviewing people, carrying out research, conducting surveys, taking photographs or drawing field sketches. This kind of information is known as primary data. They record this primary data carefully before representing it in different ways.

Collecting, recording and representing your own primary data is a great way to practise your skills as a geographer. Follow these steps to collect, record and represent a range of primary data about the clothes you wear, the items you own and the ways you connect to other people – in other words, the geography of you!

Step 1 Construct a key inquiry question to begin your investigation; for example, 'Where do my clothes come from?'. Select 20 different clothing items from your or a family member's wardrobe and record where each item was made. Try to select a range of clothing made from a variety of fabrics. The tags on your clothing will often include some information about where the item was made.

Step 2 Collect and record the information for your inquiry by creating a table or spreadsheet and entering your results into it.

Step 3 Choose the best way to represent your findings. Choose a format that clearly communicates the information. You may choose to represent this data as a table, a graph (such as a pie chart, bar graph or line graph), an infographic or a map (perhaps a spatial distribution map or a choropleth map) – or even a combination of these.

For more information on this skill, see page 13 of 'The geography toolkit'.

Practise the skill

Complete one or more of the following tasks to better understand the effects of your purchasing habits and internet use, and how your choices connect you to the rest of the world:

1. Explore the origin of your clothing.
   Follow the steps outlined above to explore the origin of 10 items of your clothing. Collect the countries of origin for the 10 items you have researched, record the data and represent it in a suitable format of your choice.
2. Explore the origin of your possessions.
   Select 10 items you use every day, such as a pen and a computer, and examine them carefully to see if they contain some information about where they were made. You could also try an internet search to research each item further, but you may need the name of the manufacturer and a model name or number. Collect the countries of origin for any of the 10 items you have researched, record the data and represent it in a suitable format of your choice.
3. Explore your communication links.
   Monitor your internet and smartphone use for a week, recording the names and locations of people you communicate with via email, text, messenger apps, social media and online games. Enter the results into a table or spreadsheet.

Extend your understanding

1. Conduct your own research into the Rana Plaza disaster in Bangladesh (see page 161) and how it brought worldwide attention to the issue of sweatshop conditions in the country. **Investigate** the conditions faced by workers in the sweatshops, and find out what is being done to address the problems with safety and working conditions. Write a half-page report outlining what you find.
2. Examine your wardrobe and make a list of the brands that you usually wear. Find out whether or not these brands use factories in Bangladesh. Create a table to record your results.
3. Do you think your purchasing choices have a direct impact on the people who work in factory sweatshops? Write down your thoughts, **discuss** them with a partner and report back to the class.

Source 13 Do you know where the things you use and wear come from?

Source 14 A worker shows a label on a piece of newly made clothing at the Bantai textile factory in Dhaka, Bangladesh.

5.10 Stages of production and consumption

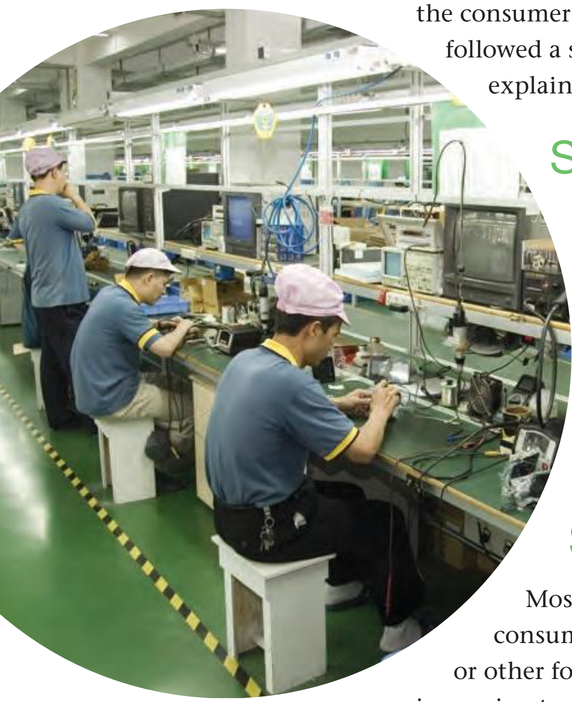
Learning intention

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

» identify the five stages of production and consumption.

As you have learnt, the production and consumption of goods around the world has brought change in both expected and unexpected ways to the lives of countless people. It has also changed the natural environment in many places and in many ways.

To help make sense of these changes, geographers use a simple flow model known as the supply chain. Put simply, a supply chain is the journey of a product from its source to the consumer and then the disposal of any waste. You are surrounded by objects that have followed a series of supply chains to reach you. The main stages in supply chains are explained below.



Source 1 Manufacturing or processing is the second stage of the supply chain.

Stage 1: Extracting or growing raw materials

All consumer goods begin as raw materials. They are dug from the ground, grown in farms and forests, or taken from rivers and oceans. Raw materials include substances such as oil, wood, water, metals and minerals. Most goods that we consume are made up of a combination of raw materials. A mobile phone, for example, contains at least 60 different minerals (see topic 4.11 on page 132) and even simple items such as a chair may contain three or four different materials. The processes involved in taking these raw materials have an impact on the natural environment at a range of scales from local to global.

Stage 2: Manufacturing or processing

Most raw materials are processed in some way to transform them into useful consumer products. This may be as simple as washing, sorting and packaging tomatoes or other foods from farms, or it may be a very complex and intricate series of processes. An increasing trend is for different parts of the manufacturing process to occur in different places, often in different countries. This requires the movement of materials and partly manufactured goods around the world.

Stage 3: Distribution

The manufactured goods must be transported to the consumer. The largest volumes of goods are moved by ships, but planes, trains and trucks are also used. Goods are often taken to warehouses for storage and then to shops where they are accessed by the consumer, who then transports them to the place they will be used.

Source 2 Stage 3 is distributing goods from one place to another.

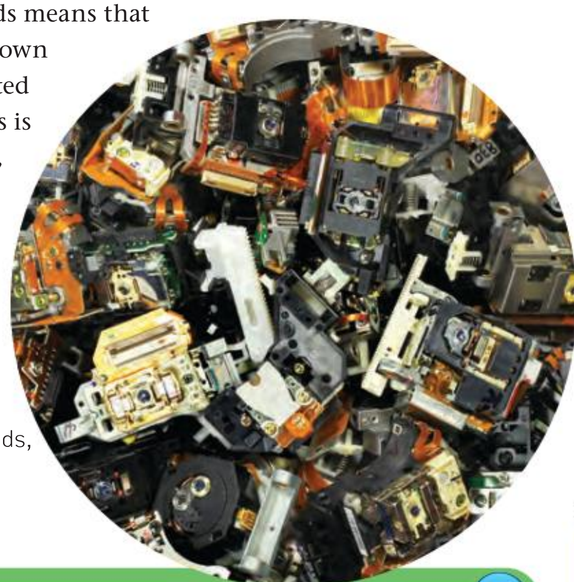
Stage 4: Consumption

The use of goods and services is known as consumption. The volume of goods and services being consumed is growing rapidly. This is largely due to the growth of the world's total population and to increases in people's level of well-being. As more and more people are moving out of poverty, they are able to access more goods and services. This growth in consumption is bringing about great change to the natural environment, including supplies of fresh water and fertile soil. Perhaps most disturbingly, our consumption patterns are damaging the atmosphere and causing global changes to the climate.

Source 3 Consuming goods is a stage we are all familiar with.

Stage 5: Waste

We often forget what happens to goods once we have finished using them. While some are treated and recycled, others are simply dumped. As consumption increases, the amount of waste does too. The availability of cheap replacements for many consumer goods means that broken or faulty goods are more likely to be thrown away than repaired. China generates an estimated 250 million tonnes of rubbish per year, and this is predicted to rise to 533 million tonnes by 2030, five times what the country produced in 1995.



Source 4 After the consumption of goods, waste follows.

5.10 Check your learning

Retrieve

1 **Identify** the five stages of the supply chain.

2 Why is the consumption of goods increasing in many places around the world?

Analyse

3 How does the global increase in consumption of goods affect the amount of waste produced? Give reasons for your response, providing some examples.

4 **Identify** three raw materials that go into a product that your household uses every day.

5 How do some people try to reduce the amount of waste they generate?

Apply

6 Select a common consumer item such as a toothbrush, chocolate bar or packet of biscuits. Examine the item and write down all the materials in it. **Investigate** the supply chain of these materials back to their sources.

7 **Create** an annotated visual display that shows the five stages in the supply chain.

Think, pair, share

- Think about the five stages in the supply chain and classify them from the one that causes the greatest impact on the natural environment to the one that causes the least.
- Discuss your ranking with a partner.
- Share your ideas with the class.

Sequence this!
The stages of production and consumption

5.11 The effects of extracting or growing raw materials on places

Learning intention

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

- explain the environmental effects of production on the places that produce the raw materials.

The first stage in the supply chain of production and consumption is extracting or growing raw materials. Extracting includes activities such as mining (of gold, minerals, uranium, etc.) or taking natural gas or petroleum from the Earth to use for energy and fuel (to heat, cook and generate electricity). We also grow crops to provide the raw materials to produce food (such as wheat for bread) or clothing (such as cotton).

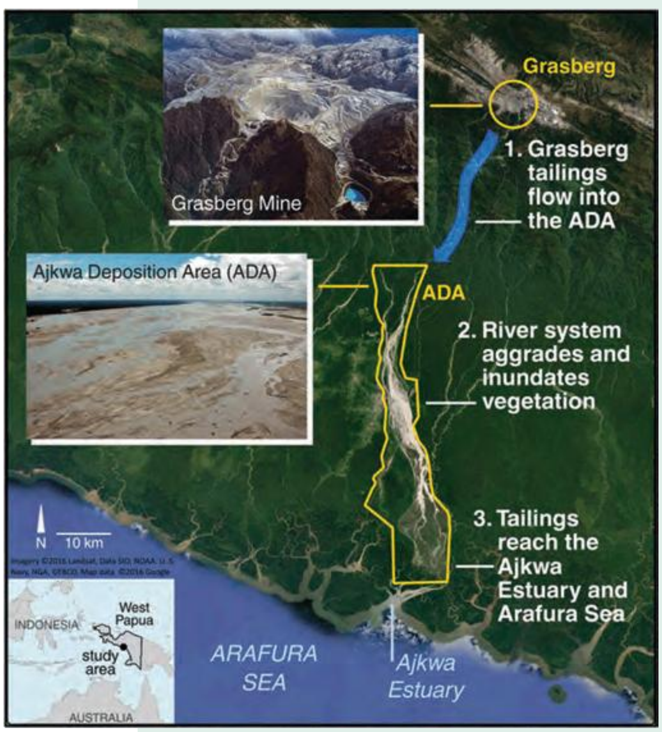
Accessing the raw materials that are used to supply our needs and wants can bring about many changes in the natural environment. Extracting and growing raw materials can cause erosion, a loss of biodiversity, contamination, soil degradation, water scarcity and salinity. Raw materials include the minerals that go into many everyday items we use, as well as the foods we eat.

CASE STUDY

Grasberg mine, Papua, Indonesia

The Grasberg mine is located in the Indonesian province of Papua on the island of New Guinea. It is the 10th-largest copper mine and the largest goldmine in the world. Its gold reserves are estimated to be worth more than $20 billion and it also contains one of the world's largest deposits of copper. The mine is located high in the mountains that run the length of the island. The mining company also controls much of the land between the mine and the coast, a distance of 80 kilometres. This land is used to house the miners and to grow food for them.

In the mining operation, vast amounts of water are used and the waste from the mining process (known as tailings) washes into the river systems. These tailings contain silt, and this silt is changing the patterns of river flow below the mine. Most of the sediment flows into the Ajkwa estuary (see Source 5). This river system naturally carries up to 20 000 tonnes of sediment a day, but the mining operation is dumping an additional 238 000 tonnes a day into it. This extra sediment is collecting in the lower reaches of the estuary, greatly altering the river system. Much of the sediment has ended up as a large plain, which has now grown to 166 square kilometres.



Source 5 In this satellite image of the Ajkwa River, the area disturbed by the mine tailings (Ajkwa Deposition Area or ADA) is clearly shown.

One billion tonnes of sediment have already been added to the river system. There is so much sediment that the river has ceased to flow in some places. The mining company has built a series of levees in an attempt to contain the sediment and to channel it towards the sea.

Independent reports have found that the mine is creating many other environmental problems. These include:

- dissolved copper, acids and sediments in the water supply at more than 100 times the legal limit
- unstable rock piles up to 270 metres high that sometimes collapse
- landslides due to the changing shape of hillsides
- poisoning and death of fish from polluted rivers
- risk to animals and birds that rely on the fish as a food supply
- loss of shellfish in the river estuary
- loss of mangroves along the coast and rainforest in the plain below the dam
- large areas of rainforest destroyed for settlement, agriculture and tailings.

Explore it!
A virtual field trip to the Grasberg mine

5.11 Check your learning

Retrieve

1 **Identify** the minerals that are mined at the Grasberg mine.

2 Use your atlas to find the location of this mine and describe its location.

Comprehend

3 **Explain** the sediment problems caused by the Grasberg mine in your own words.

4 **Summarise** the environmental effects of the Grasberg mine, and rank them from greatest impact to smallest.

Analyse

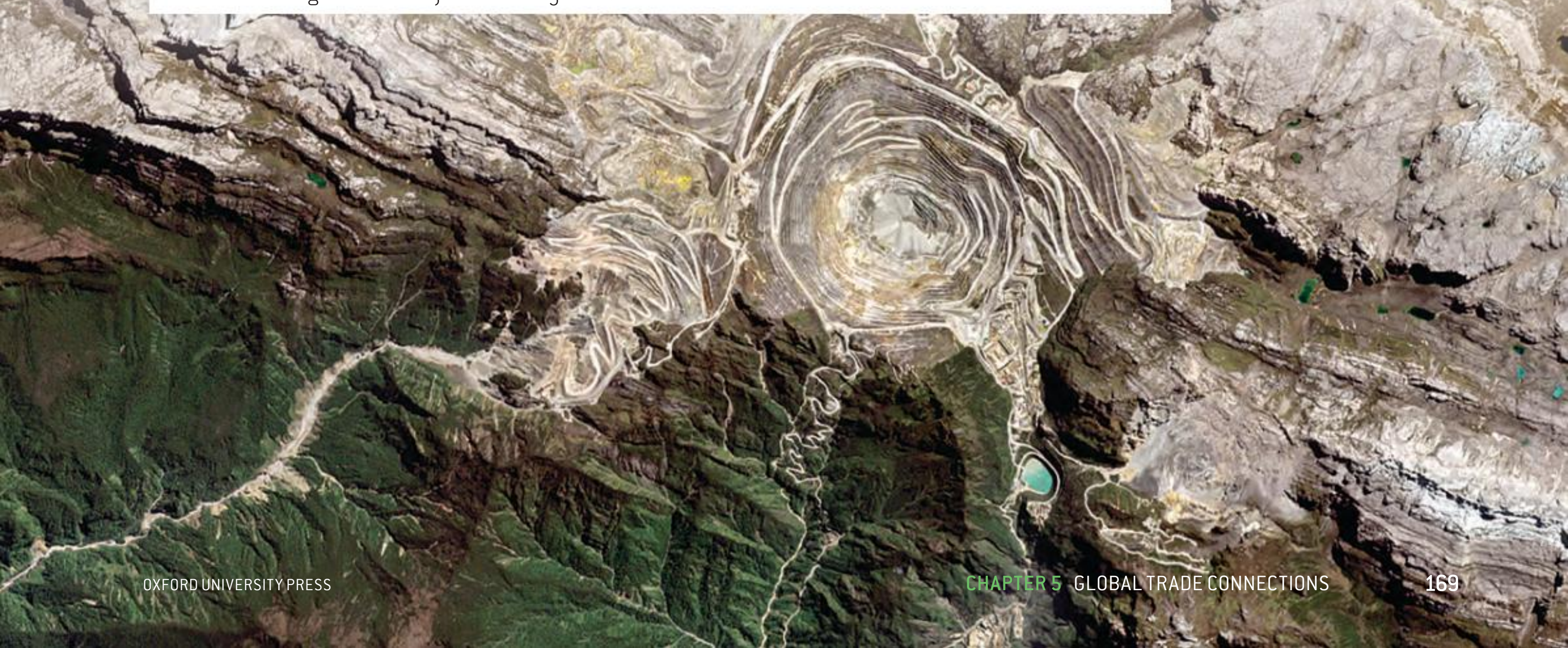
5 **Explain** why this case study is an example of the key concept of interconnections.

6 Draw a sketch of Source 6. On your sketch, **identify** and label five examples of the ways in which this mining operation has changed the natural environment.

Apply

7 While the focus of this spread is on impacts to the natural environment, there are also impacts to people and the built environment. **Investigate** the negative and positive impacts of this mine for the people of this region and generate a list of these impacts.

Source 6 The Grasberg mine in Papua, Indonesia, is an example of how the process of extracting raw materials can affect places. The tailings dam is the bright blue dam in the right foreground. From here, the water and tailings enter the Ajkwa River system.



5.12 The effects of manufacturing and processing on places

Learning intention

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

» explain the environmental effects of production on the places where goods are made.

Once raw materials have either been extracted from the Earth or grown, they go through the next stage of production: the manufacturing or processing stage.

Virtually every product you use or consume has been processed in some way, or is entirely manufactured. This includes the food you eat, the clothes you wear, the transport you use and the things you consume such as paper, plastic, furniture and appliances. The processing of raw materials into these and millions of other consumer items affects the natural environment in many ways.

The impact this has on places depends on the type of product manufactured. Manufacturing car tyres, for example, may result in chemical emissions to air, water and soil. Manufacturing aluminium – used in products ranging from bottle tops to outdoor furniture and building construction – produces greenhouse gases that are released into the air.

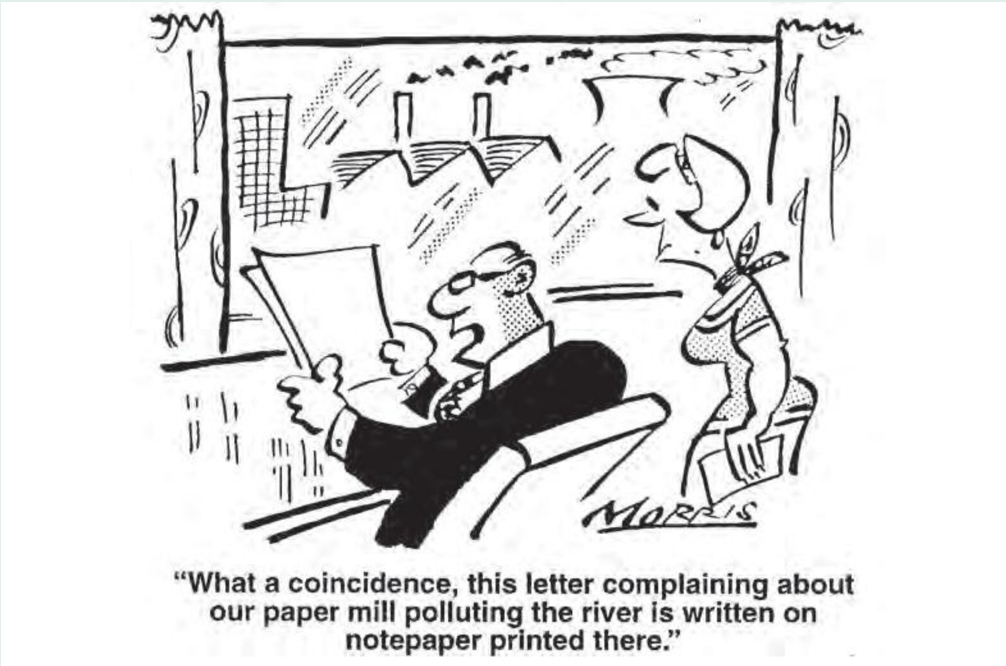
Different processing industries have varying levels and kinds of environmental impact. Here we will examine the examples of woodchip processing for paper production, and iron-ore processing for steel, and the effects they have on the environment.

CASE STUDY

Woodchip processing for paper production

On average, every Australian consumes about 200 kilograms of paper each year, two-thirds of which is imported. Paper is usually manufactured from trees. The trees are cut down and transported to a mill where they are converted into woodchips. The chips are then ground and cooked in a chemical solution to produce pulp. Chemicals such as bleaches and titanium oxide as well as fillers such as clay and chalk are added to the pulp, which is then filtered and squeezed between giant rollers to produce paper.

Source 7 A paper mill in the United States; for decades, the United States was the world's largest producer of paper but it has recently been overtaken by China.



Source 8 What does this cartoon say to you about the effects of manufacturing and processing?

These processes impact the environment in several ways. Removing trees contributes to global climate change, as does transporting them to the paper mill. Mills use large amounts of electricity, which often comes from burning fossil fuels, another climate change contributor. Mills use thousands of litres of water to produce paper, and they release chemicals such as sulphur dioxide into the air. Chemicals used in the process may also be released into nearby streams and rivers.

Studies in the United States have found that the paper industry is the largest consumer of water per tonne of finished product in the country. It is also the third-largest user of energy. The industry is the fourth-largest water polluter and the third-largest air polluter. It has been estimated that each tonne of recycled paper saves 13 trees, more than 30 000 litres of water and 2.5 barrels of oil.

Quiz me!
A quick quiz on the effects of manufacturing and processing on places

Iron-ore processing for steel production

CASE STUDY

Steel is used in thousands of products, from fine surgical blades to skyscrapers and massive ships. More than 1.8 billion tonnes of steel are consumed every year and this amount is growing. It begins as iron ore, which occurs naturally in some rocks, many of them in Australia. The ore is crushed and then melted at very high temperatures. Limestone and coke (processed coal) are added as the iron heats and becomes a liquid known as pig iron. This is melted once again in giant furnaces and impurities are removed to produce molten steel, which is poured into moulds, cooled and hardened.

It is estimated that about 5 per cent of the world's greenhouse gases come from the production of iron and steel. Producing a tonne of steel can produce up to 2 tonnes of carbon dioxide, the leading greenhouse gas. This figure varies a great deal around the world depending on processes. Many steel manufacturers in developed countries are using new technologies to reduce their emissions, but manufacturers in developing countries are less likely to do this because of the added cost.

CASE STUDY

Manufacturing in China

China is now the world's leading manufacturer, having taken the top spot from the United States in 2010. Manufacturing has grown in China due to a range of factors, including opening up the country to foreign trade, the modernisation of Chinese factories and transport networks, and the movement of Chinese people from farms to cities in search of work. This has led to improved levels of well-being for hundreds of millions of people living in China. These rapid changes have, however, come at a cost to the natural environment.

Air pollution

About two-thirds of China's energy for producing electricity, heating and cooking comes from burning coal, the cheapest but most polluting way to generate energy. A recent study found that 80 per cent of Chinese people live in areas with levels of air pollution that are considered unsafe. In a year, more than a million Chinese people die from diseases associated with breathing this polluted air. The Chinese Government has introduced a number of measures to reduce the level of air pollution, such as increasing energy efficiency. and these have begun to take effect, particularly in the largest cities.

Water scarcity

Many communities in China face water scarcity due to the over-extraction of water for industry or from water pollution. Some studies have found that more than 70 per cent of China's rivers and lakes are polluted and that more than 300 million people nationwide have no access to clean water. This drastically affects their well-being as they are more susceptible to water-borne diseases and **food insecurity**.

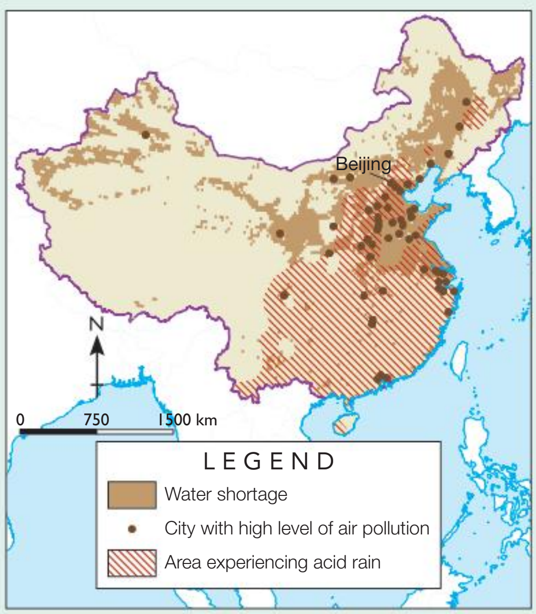
Acid rain

The burning of coal during the manufacturing and processing stage releases large clouds of sulphur dioxide, producing acid rain over 30 per cent of the country. Acid rain is caused when certain pollutants in the atmosphere mix with the moisture (water vapour) in clouds and become acidic. The clouds may carry the dangerous cocktail many kilometres, and when rain falls it poisons the water and soils, killing fish populations and forests. It also affects the yields of crops grown by farmers to feed China's millions of people. Sulphur dioxide produced by cars and nitrogen oxides from farming fertilisers also contribute to the problem. Acid rain falls on one-third of China's territory, and many of China's rivers and lakes are so full of toxins that they can no longer be used for drinking water.

food insecurity
a state where not everyone has consistent access to enough safe, nutritious food to sustain a healthy life

Source 9 A Chinese steel mill; China is the world's leading steel producer. Most Chinese steel is made from Australian iron ore.

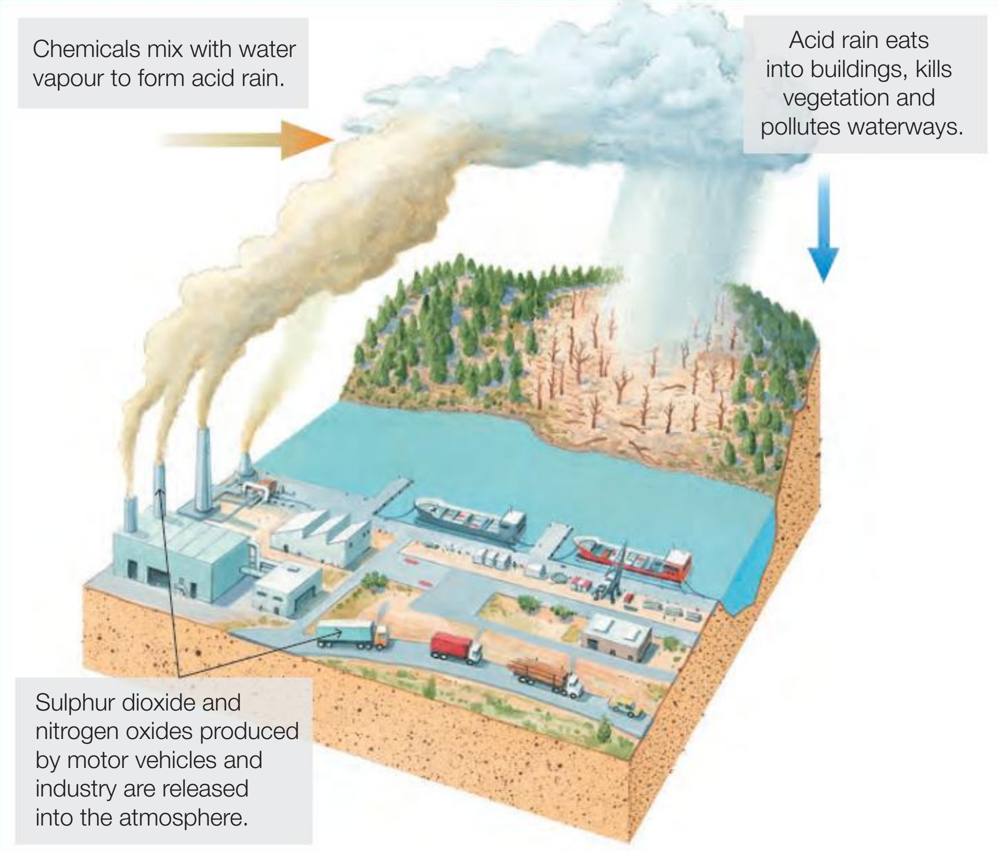
CHINA: WATER SCARCITY, ACID RAIN AND AIR POLLUTION



Source 10

Source: Oxford University Press

Enlarged map
China: Water scarcity, acid rain and air pollution



Source 11 Acid rain is a direct result of air pollution.

5.12 Check your learning

Comprehend

1 **Explain** how paper production impacts the natural environment.

2 **Summarise** the impacts on the natural environment shown in Source 7 on page 170.

3 **Define** acid rain in your own words.

4 **Explain** why some communities in China are suffering from water scarcity. How can this lead to lower levels of well-being?

Analyse

5 Why is the environmental impact of manufacturing often greater in developing countries?

6 **Examine** Source 8 on page 171. Cartoons such as this are often used to make a serious point. What point is this cartoonist making and why?

7 Source 9 shows a Chinese steel mill. List five ways that you will use steel today.

8 **Examine** Source 10.

  a Describe the distribution of areas affected by acid rain.

  b Describe the distribution of areas affected by water scarcity.

  c Which area of China would you consider suffers from the most environmental issues? Give reasons for your response.

Apply

9 What steps could you take to reduce your use of paper and steel? **Create** a poster encouraging others to take one of these steps.

10 Complete research online to learn about the process of making concrete. What are the main ingredients in concrete, where do they come from and how does this impact upon the environment?

11 The head of the World Coal Association has stated that 'Coal played a key role in reducing poverty in China'. **Discuss** the advantages and disadvantages of burning coal for China and its people.

12 Do you consider the economic revolution in China to be environmentally sustainable? **Justify** your answer.

5.13 The effects of distribution on places

Learning intention

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

» explain the environmental effects of distribution.

After raw materials have been grown or extracted, then processed or manufactured, the resulting products are distributed. This is stage 3 in the supply chain. Distribution – transporting a product from one place to another – is a by-product of the way we frequently purchase and use things from all around the world. A product may travel many thousands of kilometres before it reaches us, by freight train, truck, aeroplane, shipping container, bicycle and even foot! The effects of distribution are many, and include direct impacts (such as emissions of carbon dioxide from fuel), and indirect impacts (such as decreased liveability due to noise pollution).

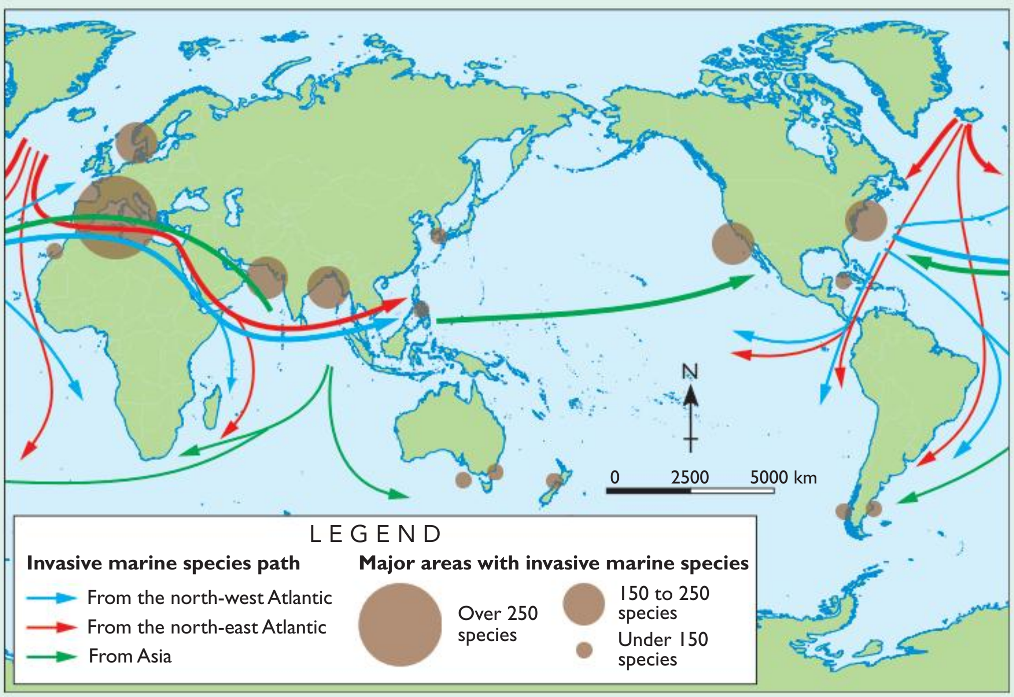
CASE STUDY

Shipping

About 11 billion tonnes of goods are transported on ships every year. This represents more than 90 per cent of all global trade. Ships are the most efficient form of moving large amounts of goods because of their large carrying capacity, and the lower ratio of emissions they produce. Cargo ships produce one-tenth of the greenhouse gases for every tonne of goods carried compared to trucks.

Shipping does, however, impact on the natural environment in other ways. To remain stable, ships carry water in their holds. Known as ballast water, it is pumped into the ship's hold from the sea at the start of its journey and then carried to the next port where it is discharged back into the sea. Between 3 and 5 billion tonnes of ballast water keeps ships and sailors safe, but it also carries marine organisms, including sea stars and molluscs. It has been estimated that at least 7000 different species are carried in this way and this can cause great environmental damage (see Source 12). For example,

WORLD: INVASIVE MARINE SPECIES AND PATHWAYS



Source 12

Source: Oxford University Press

Enlarged map
World: Invasive marine species and pathways

the Northern Pacific sea star arrived in Tasmania in ballast water from Japan in 1992 and was then carried to Victoria's Port Phillip Bay. Within two years the population had reached 12 million and had begun to ravage the native shellfish.

Shipping accidents that result in oil spills have the potential to cause great damage to the natural environment. One of the worst shipping disasters occurred in 1989, when an oil tanker, the *Exxon Valdez*, ran aground in Prince William Sound, Alaska (see Source 13). Eight of its 11 tanks were damaged, spilling more than 40 million litres of crude oil into the sea. This resulted in the deaths of up to half a million seabirds, 1000 sea otters, 300 seals and 250 bald eagles. Billions of salmon and herring eggs were also destroyed.

Aeroplanes

Aeroplanes use large amounts of fossil fuel to transport goods as well as people around the world. Burning this fuel produces gases such as carbon dioxide and nitrous oxide as well as other pollutants such as soot and sulphate particles. Because most of these are produced at altitude, they tend to have greater impact on the atmosphere than gases produced at ground level.

Water vapour – also a greenhouse gas – is formed by aircraft at high altitude. Water vapour condenses into droplets to form condensation trails, or contrails (see Source 14). Contrails contribute to global warming and climate change.

CASE STUDY

5.13 Check your learning

Comprehend

1. Define ballast water and **describe** how it impacts on the natural environment.
2. How did the *Exxon Valdex* disaster in 1989 affect the natural environment?

Analyse

3. Examine Source 12.
   a. **Identify** which regions have large numbers of invasive marine species.
   b. **Describe** the movements of invasive marine species from the three main source areas around the world.
   c. Looking at the map, can you make any conclusions about how the movement of invasive species might be interconnected with trade?

Apply

4. Although the number of ships has increased, the number of oil spills and shipping accidents has decreased in recent years. **Create** a list of inquiry questions to find out why this is the case.
5. Which has the greatest environmental impact: trains or aeroplanes? **Investigate** this issue to support your answer.
6. What are the advantages and disadvantages of global distribution? Choose one disadvantage and **propose** a solution that would limit or eliminate this disadvantage.

Source 13 Oil from the grounded *Exxon Valdez* ship affected 1770 kilometres of coastline and 28 000 square kilometres of ocean – an area approximately 10 times the size of the Australian Capital Territory.

Watch it! A video and quiz on shipping ports in Africa

Source 14 The white trails behind jets are formed from water vapour, a greenhouse gas.

5.14 The effects of consumption on places

Learning intention

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

» explain the environmental effects of consumption on places such as Africa.

biodiversity
the variety of life in a particular area or biome

As our levels of consumption increase, so too does our impact on the natural environment. The way we consume products and resources has changed and damaged the Earth's **biodiversity**, even contributing to plant and animal species disappearing.

Impacts of consumption on endangered species

Trading in wildlife is one of the largest industries in the world. Much of this trade is legal but still threatens many species, and the illegal wildlife trade is bringing a number of species to the point of extinction. Animal smugglers use a range of methods to hide the wildlife. Spiders are mailed in film canisters, small animals are drugged and stitched into luggage lining, and snakes are put into stockings and strapped to people's legs. Many animals don't survive the journey.

Other illegal wildlife traders smuggle animal parts across international borders. Crocodile skins, rhinoceros horns, elephant tusks and tiger body parts all fetch huge prices on the black (illegal) market.

CASE STUDY

The online ivory trade

Studies by conservation groups have found that live endangered animals and body parts can be bought online. A two-week study of European auction sites found hundreds of items made from ivory, which comes from elephants' tusks. A similar study of Chinese sites found almost 18 000 elephant products for sale on just 13 websites.

Ivory is valued for use in carved statues and trinkets and, like the demand for rhinoceros horn, is largely driven by demand in Asia. In the middle of last century, there were about 5 million elephants in Africa; today about 400 000 exist in the wild and they are listed as a vulnerable species. It is estimated that between 10 000 to 15 000 elephants are killed each year in Africa for their tusks. One group, the Environmental Investigation Agency, has launched an online interactive map that allows users to track both the rhinoceros horn trade and the trade in elephant ivory.

CASE STUDY

The black market trade in rhinoceros horn

The powdered horn of the rhinoceros is believed by many people, particularly in Asia, to be a cure for many diseases from hangovers to cancer. This has resulted in rhinoceros horn being valued at $100 000 per kilogram, making it more valuable than gold. African rhinoceros hunters, often poor villagers, hunt rhinoceros across borders and into reserves and national parks, shoot them, cut off their horns with a machete or chainsaw, and sell the horn to traders who smuggle them to Asia, usually on ships. Wildlife patrol officers shoot to kill anyone who hunts protected species such as the rhinoceros.

Of the world's five rhinoceros species, three are considered to be critically endangered. The population of the black rhinoceros of Africa has declined from 850 000 in 1900 to about 3000 today.

Source 15 An armed guard with Sudan, the last remaining northern white rhinoceros male. Sudan died in 2018, effectively rendering the subspecies extinct.

WORLD: BLACK MARKET TRADE IN RHINOCEROS HORN

Source 16

Source: Oxford University Press

Map it!
World: Black market trade in rhinoceros horn

5.14 Check your learning

Comprehend

1 **Explain** why rhinoceros horns and elephant tusks are considered valuable.

Analyse

2 **Examine** Source 16.

- a Identify countries in which there is a demand for rhinoceros horn.
- b Identify which countries the horn comes from.
- c In which of these countries is the demand declining? Why do you think this might be the case? Give some possible reasons for the decline.
- d Explain how the demand for rhinoceros horn threatens this species.

3 **Compare** the threats facing elephants and rhinoceros in Africa. What are some of the similarities and some of the differences?

Apply

4 Research and describe the various methods used to try to protect these two endangered species. Which do you think would be the most effective? **Justify** your answer.

5 One proposed method of conserving rhinoceros is to make the trade in their horns legal. Rhinoceros would then be farmed and their horns harvested for sale. **Discuss** the possible consequences of this proposal.

6 Tigers have been hunted throughout history, as souvenirs and to use in medicines in some parts of the world. **Investigate** the threats faced by tigers and compare these threats to those faced by elephants and rhinoceros.

5.15 The effects of waste on places

Learning intention

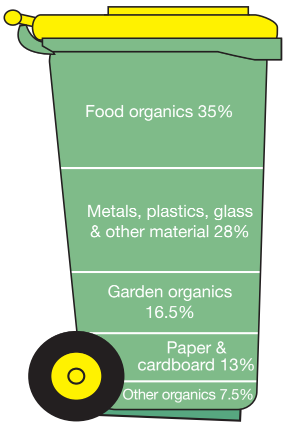
By the end of this topic, you will be able to:

» explain the impacts of waste and e-waste on places.

The consumption of a product or a service is followed by waste, the fifth stage in the process of production and consumption.

Some sources suggest that only 1 per cent of all materials flowing through the American economy end up in products still being used six months after manufacture. What happens to the other 99 per cent? Mass production and the move of factories to developing countries have made goods cheaper and more readily available. New models are released constantly, older ones become out of date quickly, and it is often cheaper to throw away a broken item and buy a new one than to have it repaired.

The move to this 'throwaway society' has resulted in vast volumes of waste being produced. More than 2 billion tonnes of waste are produced every year, but the amount produced by each person varies a great deal between countries and regions. People living in developed countries such as Australia and the United States each produce about 2.2 kilograms of waste a day, five times that produced by those living in developing countries in South Asia.



Source 17 What is in your bin? An analysis of Australian wheelie bins found that most waste is organic (that is, from organisms that were once living).

KEY CONCEPT
Environment

Map it!
World: Electronic waste routes

E-waste

The fastest-growing type of waste in the world is discarded electronic equipment such as computers, televisions and mobile phones. Known as e-waste, it is estimated to add up to more than 50 million tonnes a year worldwide, an average of 7.6 kilograms per person. Australians generate more than 21 kilograms of e-waste per person each year. Monitors and computers contain significant quantities of heavy metals such as lead, mercury, cadmium and chromium. These metals are considered dangerous because they can build up in the soils, enter the food chain or contaminate water sources and, in sufficient concentrations, may cause health problems.

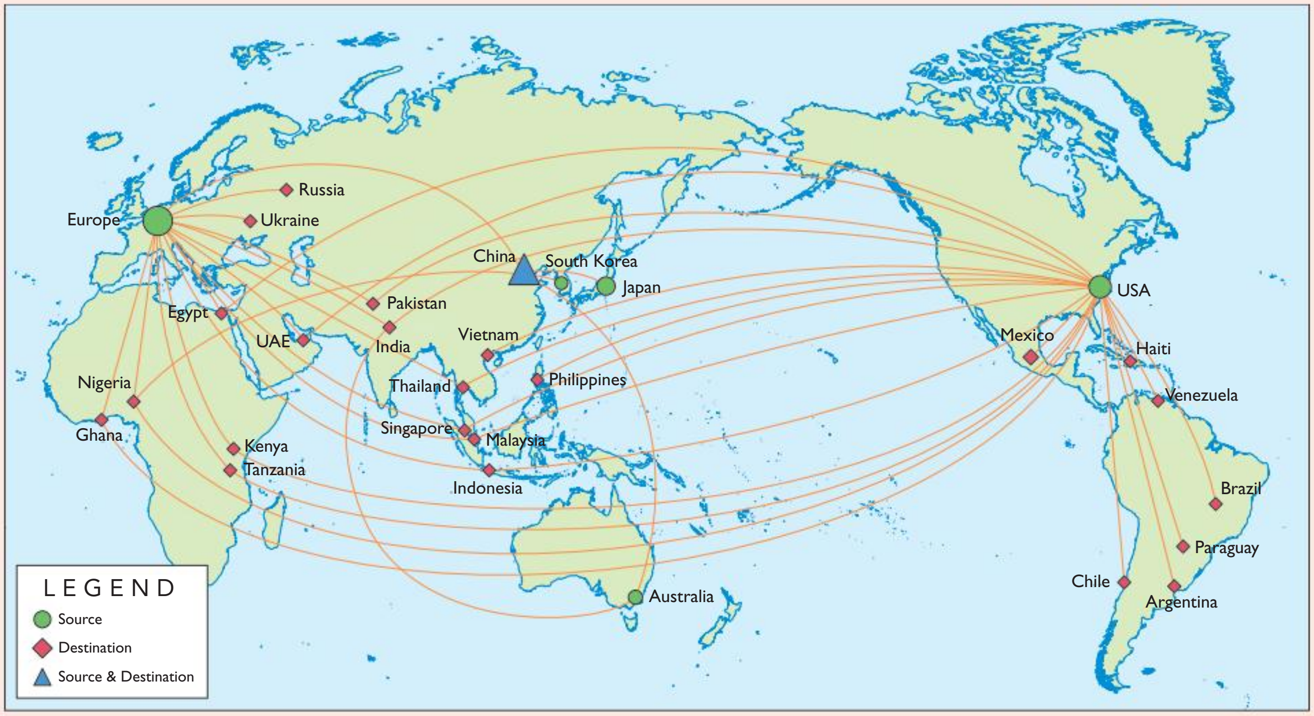
Computers and other forms of e-waste can be pulled apart so that the materials inside can be recycled. These include valuable copper, gold and nickel. This can reduce the environmental impact of dumping e-waste in landfill and also reduces the need to mine these raw materials for new equipment. Many Australian local councils operate e-waste recycling schemes and discourage people from dumping computers and televisions in landfill.

Recycling e-waste is labour-intensive and therefore costly. For many developed countries, the solution is to ship the e-waste to poorer countries with lower wages, and few health and safety regulations. In many communities in Africa and Asia, people pull apart the e-waste and melt the plastics in fires, releasing many dangerous chemicals into the air and water.

For more information on the key concept of environment, refer to page 7 of 'The geographer's toolkit'.

Source 18 In Ghana, Africa, e-waste recyclers burn wires to remove the plastic coating so they can access the copper.

WORLD: ELECTRONIC WASTE ROUTES



Source 19

Source: Oxford University Press

5.15 Check your learning

Comprehend

1 **Explain** what is meant by the term 'throwaway society'. Do you think we live in a throwaway society?

2 Using Source 18, answer the following questions:

   a **Describe** what is happening to e-waste in many communities in Africa and Asia.

   b **Explain** how this impacts on people and the environment.

Analyse

3 **Examine** Source 17.

   a Identify the percentage of household waste in Australia that is wasted food. Why do you think this figure is so high?

   b Come up with one strategy to reduce the amount of waste produced by Australians.

4 **Examine** Source 19.

   a Identify which places are source countries for large quantities of e-waste.

   b Identify which places are destination countries for large quantities of e-waste.

   c Explain the direction of interconnections between source and destination countries.

5 **Consider** why people in developing countries produce less waste than those in developed countries.

Apply

6 Access the Worldometer website to **investigate** how many computers have been produced this year and how many mobile ('cellular') phones have been sold today. What can you conclude from your results regarding global consumption of these products?

7 Research what your local council does with e-waste. Is it recycled, taken elsewhere or put into landfill? Write a letter to the council either supporting its approach to e-waste or recommending some changes.

Weblink
Worldometer

5C
SKILLS IN CONTEXT

Food miles

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

Global transport networks have made it possible for people to access food from all over the world. This means we are no longer restricted to eating foods that can only be grown in our local area at certain times of the year. It has also meant that food retailers are able to access and sell food that is produced more cheaply in other places. Food consumers, particularly those in developed countries, benefit from this globalisation of food supply. Transporting food around the world, however, does have consequences for the natural environment.

One obvious impact on the environment is the emission of greenhouse gases from oil-powered transport such as trucks and ships. The further the food travels, the more greenhouse gases have been produced. Supermarkets have only been part of Australian retailing since the 1960s. Prior to that, people bought their food at local markets such as this one in Haymarket, Sydney, in 1935, or grew it themselves. The term 'food miles' has been coined to give consumers an easy way to understand some of the environmental impacts of their food choices. The term is used to describe the estimated distance food travels from its site of growth or production to the consumer. It is important to realise that food miles only give a rough guide to the impact of food production and that there are many other aspects to consider. However, it is still a useful way of comparing the distances travelled by different foods, and encourages us to think about what we consume.

A study of the total distance travelled by the items in a typical Melbourne supermarket trolley found that they had travelled more than 70 000 kilometres! As 21 000 kilometres of this was by road, researchers estimated that the total carbon emissions of the trucks carrying this food were about the same as 4247 cars driving for a year.

Source 20 Supermarkets have only been part of Australian retailing since the 1960s. Prior to that, people bought their food at individual markets such as this one in Haymarket, Sydney, in 1935, or grew it themselves.

KEY SKILL
Questioning & researching

Identifying, analysing and explaining interconnections

Geographers seek to find and explain links between places. This requires them to collect and analyse primary data in a similar way to that explained on page 137.

One way they do this is by developing a table that allows them to show and compare the information they have collected. You can use this skill to develop a table to record the distance food items travel.

Step 1 Copy the table in Source 21 into your notebook. Fill in the three blank cells in the first column (8–10) with three of your own favourite foods.

Step 2 Locate the items in your local shops or supermarket.

Step 3 Investigate the origin of each item. You can do this by:

- reading the food labels, stickers or product signs
- speaking to the people at the counter
- investigating the company online.

Step 4 Enter the country or town of origin into your table.

Step 5 Investigate the routes that were likely travelled by the items produced in other countries. They most likely travelled by container ship, so follow the obvious shipping routes from the main port in those countries to the main port near you. A website like Shipmap will show you the main shipping routes of the world.

Step 6 Use a world map to calculate the distances of the route for each item. Enter these figures in the 'Estimated distance by ship' column in your table.

Step 7 Estimate the road distance from your nearest port to the supermarket or place where you buy your food. You can use the 'Get Directions' feature in Google Earth to find this distance. Enter this figure in the 'Estimated distance by road' column in your table.

Step 8 Investigate where the items produced in Australia probably originated. This may need to be a calculated guess based on a map of farming in Australia. Alternatively, you could research the company who processed your food. Estimate the road distance travelled by these items. Enter these figures in the 'Estimated distance by road' column.

Step 9 Fill in the 'Total estimated distance travelled to sales point' column. Add the shipping and road distances if your item came from overseas, or copy the road distance figure if the item was made in Australia.

Step 10 Add your data to calculate the total distance travelled by your 10 items.

For more information on this skill, see page 13 of 'The geography toolkit'.

Source 21 Copy and complete this table to estimate your food miles.

	Food item	Town or country of origin	Estimated distance by ship (if relevant)	Estimated distance by road	Total estimated distance travelled to sales point
1	Fresh lemons				
2	King Island cheese				
3	Uncooked prawns (from the deli counter or fish shop)				
4	Fresh milk				
5	Valencia or navel oranges				
6	Bertolli olive oil				
7	Kikkoman soy sauce				
8					
9					
10					

Practise the skill

1. Follow the steps above to calculate the food miles you personally accumulate during an entire week. Collect and record your food consumption data through the week and add up your total on the last day. Which items travelled the furthest and least to reach you?
2. **Compare** your food miles table with those of your classmates and discuss. Were the total amounts roughly the same, or were there significant variations? In small groups, note down particular food items that you found travelled the longest and shortest distances.
3. **Examine** the picture of the market shown in Source 20. How does the scene shown here differ from a modern supermarket? How far do you think the items shown here would have travelled to reach the customer?

Extend your understanding

Do some further reading online to complete the following task.

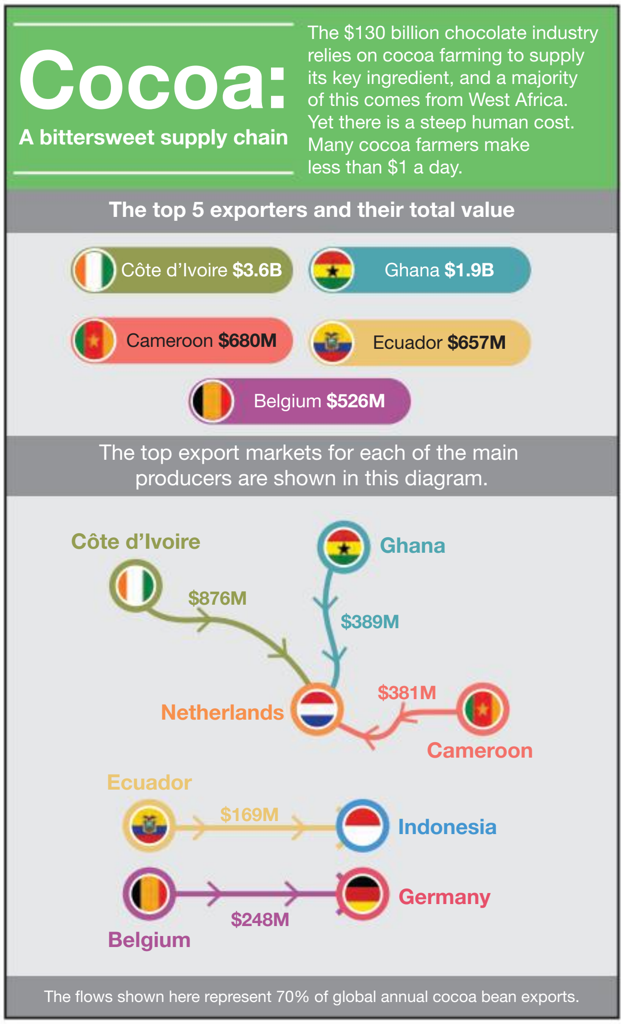
1. Interview a grandparent or someone you know who is older, and ask them about the foods they used to eat when they were young. Find out how today's food choices and habits compare. Describe and explain the similarities and differences. Did they prefer the way they used to eat or the choices available now? List their reasons.

5 CHAPTER REVIEW

Review activity

The cocoa supply chain

The key ingredients in chocolate are cocoa beans, sugar, lecithin (which binds the ingredients together) and flavourings such as vanilla. Over 4 million tonnes of cocoa beans are grown on farms and sold to chocolate manufacturers each year. Source 22 shows the movement of these beans around the world. Look carefully at this infographic and answer the questions that follow.



Source 22 Cocoa beans are moved around the world in the making of chocolate.

1. **Identify** the two African countries that produce most of the world's cocoa beans. (2 marks)
2. **Identify** which stage of the supply chain these countries are in. (1 mark)
3. The infographic claims that this cocoa is produced at a 'steep human cost'.
   - a **Explain** what is meant by this. (3 marks)
   - b What evidence is provided to support this statement? (3 marks)
4. **Identify** which country imports the most cocoa. Provide data to support your answer. (2 marks)
5. **Identify** which stage of the supply chain this country is in. (1 mark)
6. Write a paragraph of 200–300 words to **discuss** the interconnections between countries that exist in the global cocoa industry. (8 marks)

(Total: 20 marks)

Source 23 Cocoa beans drying in the sun in Cote d'Ivoire

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the ways that people and places are interconnected with other places through trade in goods and services.	☐	☐ Go back to Topic 5.1, page 144.
Identify Australia's main imports and exports and key trading countries.	☐	☐ Go back to Topic 5.2, page 146.
Describe how people and places are interconnected through trade in services.	☐	☐ Go back to Topic 5.3, page 148.
Identify and describe the benefits of global trade connections for people.	☐	☐ Go back to Topic 5.4, page 152.
Identify and describe the benefits of global trade connections for people in Australia.	☐	☐ Go back to Topic 5.5, page 154.
Identify and describe the benefits of global trade connections for people in the Asia–Pacific region.	☐	☐ Go back to Topic 5.6, page 156.
Identify and describe the drawbacks of global trade connections for people.	☐	☐ Go back to Topic 5.7, page 158.
Identify and describe the drawbacks of global trade connections for people in Asia.	☐	☐ Go back to Topic 5.8, page 160.
Understand the effects of globalisation on Indigenous populations around the world.	☐	☐ Go back to Topic 5.9, page 162.
Identify the five stages of production and consumption.	☐	☐ Go back to Topic 5.10, page 166.
Explain the environmental effects of production on the places that produce the raw materials.	☐	☐ Go back to Topic 5.11, page 168.
Explain the environmental effects of production on the places where goods are made.	☐	☐ Go back to Topic 5.12, page 170.
Explain the environmental effects of distribution.	☐	☐ Go back to Topic 5.13, page 174.
Explain the environmental effects of consumption on places such as Africa.	☐	☐ Go back to Topic 5.14, page 176.
Explain the impacts of waste and e-waste on places.	☐	☐ Go back to Topic 5.15, page 178.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 5

Key skill worksheet
Communicating:
Chapter 5

Quizlet
Play a game of Quizlet on
Global trade connections.

Chapter review quiz
Chapter 5

2

PART 2

History

Concepts and skills

Chapter 6 The history toolkit 186

Making and transforming the Australian nation (1750–1914)

Chapter 7 Making and transforming the Australian nation (1750–1914) 210

World War I (1914–1918)

Chapter 8 World War I (1914–1918) 274

The Industrial Revolution and the movement of peoples (1750–1900)

pro **Chapter 9** The Industrial Revolution and the movement of peoples (1750–1900) (available on obook pro) 352

Asia and the world (1750–1914)

pro **Chapter 10** China (1750–1914) (available on obook pro) 354

pro **Chapter 11** Japan (1750–1914) (available on obook pro) 356

pro **Chapter 12** India (1750–1914) (available on obook pro) 358

CHAPTER 6

The history toolkit

History is a process of inquiring into the past. Historians seek to piece together 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 from these sources to develop an informed explanation about the past. Oral accounts, documents, artefacts and archaeological finds form the basis of research and investigation in history.

Historians investigate important events from the past and want to know more about them. To help in their investigations, historians use a range of concepts and skills. Each of these can be used to help you understand how events that took place in the past have influenced our modern world.

Source 1 This photograph was taken during the Battle of the Aisne, when British and French forces fought the German army on the Western Front. The Western Front, which ran across industrial regions of France and Belgium, was the main theatre of war during World War I. Between 1916 and 1918, more than 295 000 Australians participated in battles on the Western Front.

6A
What are the historical concepts and skills?

6.1 Historical concepts and skills

Historians use concepts to help them investigate the past and explain what they find. Six important concepts in history are:

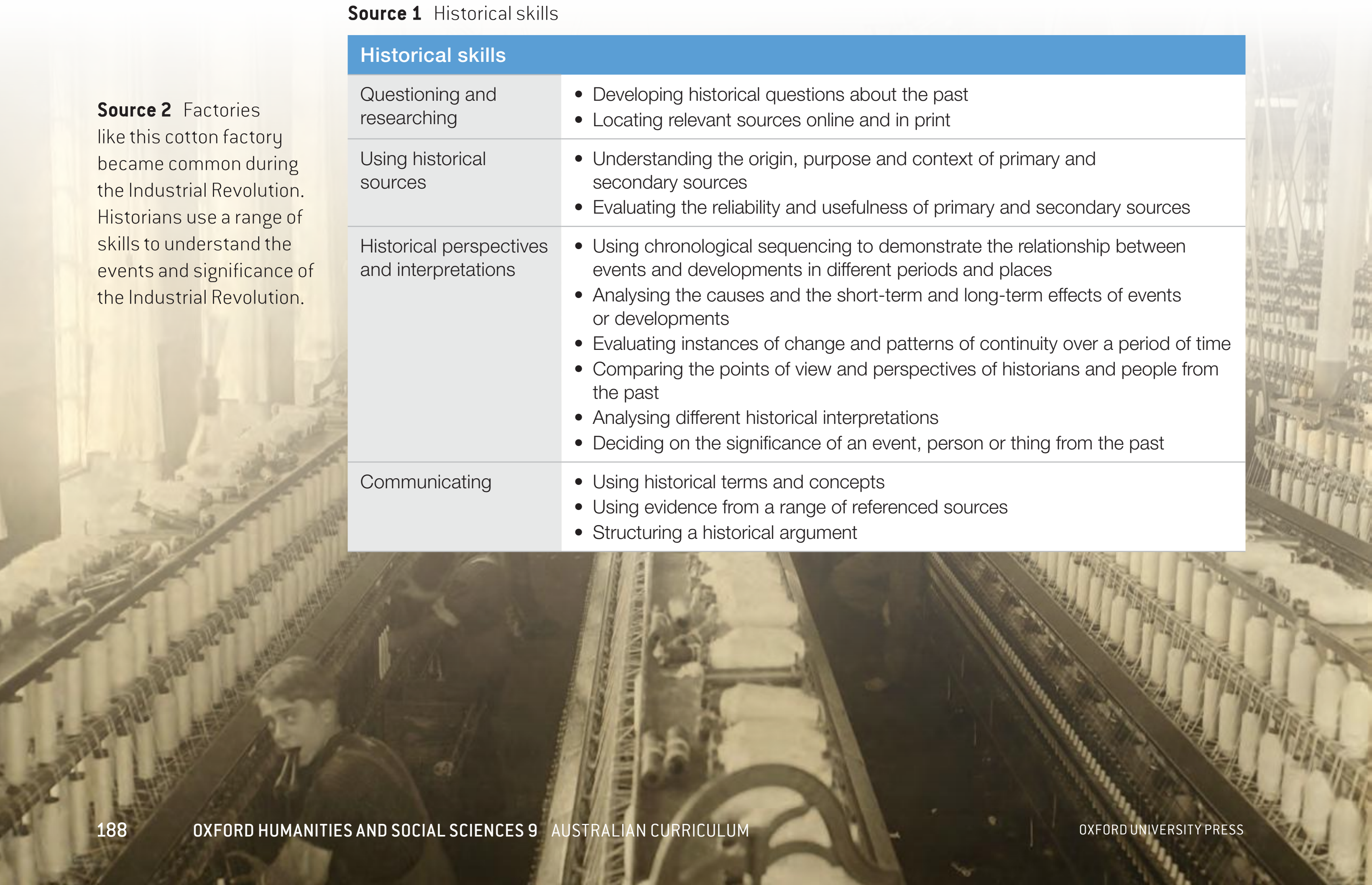
- evidence
- cause and effect
- continuity and change
- perspectives
- interpretations and contestability
- significance.

These concepts will be covered in more detail in the following topics. There are also a number of key skills that historians use to successfully investigate the past, as outlined in Source 1.

By studying history, you will gradually master each of these skills. You will find some of them easy to master, while others may take a little longer. As you develop each new skill you will have gained another important tool for understanding and explaining events and people that have shaped our world. You will already be familiar with many of these skills from your studies in junior history. This year you will revisit each of the skills and learn to apply them more effectively.

Source 1 Historical skills

Historical skills	
Questioning and researching	• Developing historical questions about the past • Locating relevant sources online and in print
Using historical sources	• Understanding the origin, purpose and context of primary and secondary sources • Evaluating the reliability and usefulness of primary and secondary sources
Historical perspectives and interpretations	• Using chronological sequencing to demonstrate the relationship between events and developments in different periods and places • Analysing the causes and the short-term and long-term effects of events or developments • Evaluating instances of change and patterns of continuity over a period of time • Comparing the points of view and perspectives of historians and people from the past • Analysing different historical interpretations • Deciding on the significance of an event, person or thing from the past
Communicating	• Using historical terms and concepts • Using evidence from a range of referenced sources • Structuring a historical argument



Source 2 Factories like this cotton factory became common during the Industrial Revolution. Historians use a range of skills to understand the events and significance of the Industrial Revolution.

6.2 Questioning and researching

Developing historical questions about the past

hypothesis
a considered theory or statement, based on research and evidence, about something that has not been proven (plural: hypotheses)

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 who, what, where and why certain events took place.

KEY SKILL
Questioning & researching

Generating questions

Historians often begin their research by asking a series of questions. For example, a historian looking at Source 3 might ask these questions:

- Who are the people in this photograph?
- Where are they?
- When was the photograph taken?

While these questions provide an interesting starting point for planning and research, some questions are better than others. By asking the questions above (known as closed questions), you will often discover a range of facts to follow up on. Closed questions usually have a right or wrong answer (or can be answered yes or no). This is a good start, but often it isn't enough.

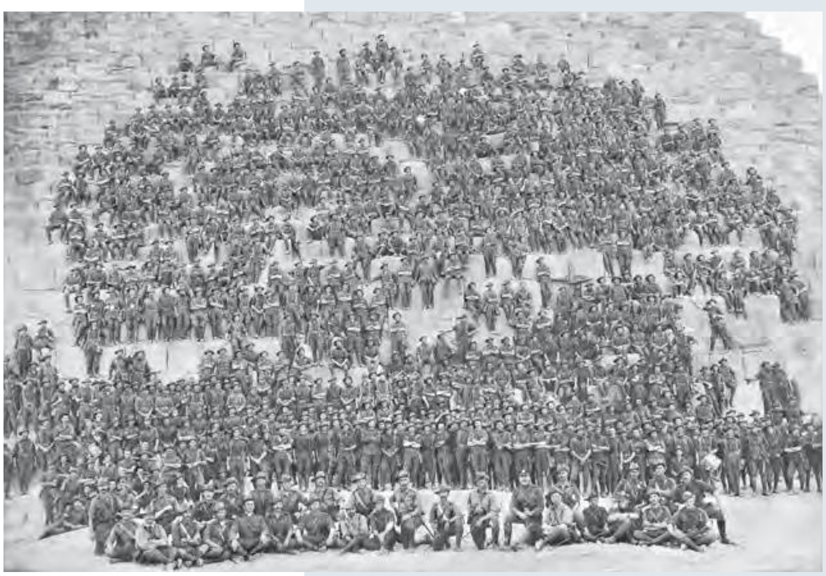
In addition to asking closed questions, it is important that you ask more complex questions (known as open-ended questions). Open-ended questions don't have simple answers that can be seen as right or wrong. They involve more complex issues and can help frame your inquiry in more depth. For example, open-ended questions about Source 3 might include:

- Why did the Australian soldiers in the photograph enlist to fight in World War I?
- What types of experiences did these Australian soldiers have training overseas in Egypt?
- How were Australian soldiers treated by Egyptians?
- How did Australian soldiers treat Egyptians?

The best research is guided by a combination of closed and open-ended questions, so knowing the difference is key!

Practise the skill

1 Examine Source 3 carefully. **Develop** two closed questions and two open-ended questions of your own that will help guide your research into Australia's involvement in World War I.
2 Think about the kind of information you will need to collect in order to answer your questions. **Identify** where you might be able to locate this information.
3 Are there any questions for which you have not been able to find reliable information? What reasons might there be for this?



Source 3 This photograph taken on 10 January 1915 shows the original Australian officers and men of the 11th Battalion, 3rd Brigade in the Australian Imperial Force spread over the side of the Great Pyramid of Giza in Egypt.

Locating relevant sources

artefacts
any objects that are 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, cave paintings, textbooks, journals, online databases, newspapers, letters, cartoons and diaries.

Locating a range of relevant sources is a valuable skill, which usually involves 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
- interviewing older family members about the past and examining family antiques and keepsakes.

Locating relevant sources online

Books and newspapers are valuable sources of information. A lot of research is also conducted online. Your teacher or librarian can help with guidance on developing good research skills. In addition, to make sure that sources gathered online are accurate, reliable and relevant, follow the guidelines below:

- Search engines are useful research tools, but sometimes material found online is not reliable and can contain inaccurate and misleading information, or material that is out of date. When using search engines, use keywords and be as specific as you can.
- Use sites linked to educational institutions, government departments, reputable companies, museums and universities to find reliable information. 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 4 along with some information about their reliability.
- Avoid blogs or social media posts created by unknown authors. If you do find information relevant to your investigation on a blog or social media site, be sure to verify it by using a more reliable source.
- Never cut and paste information you find online straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism. Plagiarism is unethical and if you plagiarise, your work can be rejected.

Source 4 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	This site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name and generally nobody regulates the information posted on the site. As a result, these sites may be unreliable.
.org	This site is linked to an organisation. Generally, these organisations are not for profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, it generally means that the information provided has been verified by that organisation. Be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests) as this may influence what it says 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 this suffix can be bought by anyone, so the content should be carefully checked and verified using another, more reliable source.

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 information, if available, in this order:

1. author surname(s) and initial(s)
2. year of publication (in brackets)
3. title of book (in italics)
4. edition (if relevant)
5. publisher
6. place of publication.

author surname(s) and initial(s) | year of publication (in brackets) | title of book (in italics)

Easton, M., Carrodus, G., Wilson, J., Wilson, A., Ryan, M., Thomas, K., Smith, R., Davey, K. (2023) *Oxford Humanities and Social Sciences 9 Australian Curriculum*, *2nd edition*, Oxford University Press, Melbourne.

edition | publisher | place of publication

Source 5 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, in this order:

1. author surname(s) and initial(s) or organisation name
2. year of publication or date of web page (last update)
3. title of document (article) enclosed in quotation marks
4. date of posting (if provided)
5. organisation name (if different from above)
6. date you accessed the site
7. URL or web address enclosed in angle brackets <…>.

organisation name | year of publication of web page | title of article | date you accessed the site

BBC, 2021, 'What was life like in a World War I trench?', accessed 25 May 2022,

<www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk>

URL enclosed in angled brackets

Source 6 An example of how to cite an online source in a bibliography

Check your learning
Topic 6.2

6.3 Using historical sources

Understanding evidence and sources

KEY CONCEPT
Evidence

evidence
information provided by a source that supports a given interpretation, or provides support for possible answers to inquiry questions

What is evidence?

Evidence is the information gathered from historical sources. Evidence can come from many different sources, but how do we use these sources to piece together the story of the past? We can make an educated assumption and then look for evidence to support it.

Evidence can be gathered from two types of sources:

- primary sources – objects created or written at the time being investigated (e.g. 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 (see Source 7) or films; and documentaries. These original, firsthand accounts are analysed by historians to answer questions about the past.
- secondary sources – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks, films, illustrations, reconstructions and websites.


Source 7 Both of the images here depict Australian troops during the Gallipoli campaign in Turkey, 1915. However, the photograph (left) is a primary source and the film still (right) is a secondary source. This is because the photograph was taken at the time, whereas the film was created in 1981.

The concept of evidence refers to the information obtained from historical sources that can be used in a historical argument. Understanding this concept will help you when using historical sources.

Understanding the origin, purpose and context of sources

Evidence can be gathered from primary or secondary sources. Both primary and secondary sources are useful, but 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 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. This is why historians must carefully analyse and evaluate all of the sources they use.

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 the sources (see Source 8).

Source 8 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? • Is the creator a member of a particular group, religion or organisation?
What?	What type of source is it?	• Is it an eyewitness account or is it written by someone at a later date? • Is the source complete?
When?	When was the source written, produced or made?	• How old is the source? • Was the source created at the time of the event or afterwards?
Why?	Why was it written or produced? What did the creator hope to achieve by producing this source? Did the creator want to change people's minds about something?	• Was it designed to entertain, persuade or argue a point of view? • Does the creator have anything to gain personally from the source? • What other events may have been happening at the time and might have influenced the author or source? • Was the creator motivated by a personal crusade? • Was the creator influenced by events at the time? • Was the creator paid to produce the source?

Collecting, comparing and selecting information

Once you have located and collected a variety of different sources and types of information to analyse, it is time to process and synthesise the most relevant information. This information can then be used as evidence.

There are a number of different 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. A graphic organiser such as a decision-making chart can help you do this. An example is available on your obook pro.

Additional resource
A decision-making chart for processing, collecting and comparing sources.

Evaluating the reliability and usefulness 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 able to be trusted 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 these 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 9 for more on the difference between fact and opinion).

A source that provides opinions can still be reliable, if these opinions are backed up with evidence.

Source 9 The difference between fact and opinion

Term	Definition	Example	How to tell
Fact	Something that can be proven beyond doubt and across multiple sources	The Anzacs landed at Gallipoli on 25 April 1915.	The statement is made in multiple, reliable sources.
Opinion	Something based on what a person (or persons) believes to be true but cannot necessarily be proven	I think Gallipoli is Australia's most important military campaign of all time.	Look for the use of words such as 'might', 'could' and 'think'.

KEY SKILL
Using historical sources

satire
the use of humour, irony, exaggeration or ridicule to expose and criticise people, particularly in politics

caricatures
drawings of people in which certain characteristics are exaggerated to create a grotesque or comedic effect

Analysing political cartoons

Political cartoons appear in newspapers, magazines and online. They are as popular today as they were in the past because they use humour and satire to pass comment on a range of topical political and social issues. They tend to present caricatures of important political figures from the time, exaggerating their physical features for effect.

Political cartoons taken from a particular period of history, such as Source 10, can be excellent primary sources because they provide a rich combination of fact and opinion from the time. However, they often present a particular point of view on an issue and are not always balanced in their approach. For this reason, it is important that you are able to identify examples of bias, and separate fact from opinion when using them in your research.

The expression on the monster's face is menacing and scary.

Australia is shown as an unsure helpless boy watching on while Europe is murdered by Germany.

The text suggests that if Australia does not help Europe, Germany will invade and the same thing will happen here.

The shape and design of the helmet suggests that this monster is a German soldier.

Europe is shown as a poor, defenceless woman being terrorised by a strong and evil monster. This is designed to make Australians angry and want to help her.

The cartoon is designed to make people vote 'YES' in the conscription referendum, so this text directs their anger towards doing this.

Source 10 An example showing how a political cartoon can be analysed; this image is a World War I pro-conscription cartoon from 1917

Step 1 Begin by identifying the following information:

- the title of the cartoon (if available)
- date the cartoon was first published
- the name of the publication it appeared in and (if possible) the types of readers it was aimed at.
- the name of the artist (if available).

Step 2 Identify the political event or issue being shown in the cartoon. Look for visual clues to help you work this out. Keep in mind that there may be certain aspects of political cartoons that you do not fully understand. You may not be familiar with all of these issues presented. Don't let this stop you from analysing those aspects of the cartoon that you are familiar with. You can also search for key words online to help you understand things that are unclear.

Step 3 Once you have identified the political issue, try to identify the person (or people) and situation shown in the cartoon. Look at what they are doing and wearing. Analyse how they are behaving or interacting with other people shown. Are they wearing unusual clothing or posing in a certain way, or are they shown with particular facial expressions?

Step 4 Examine any other visual clues or devices that the cartoon uses to convey its message. What symbols does it use? Are these important and do they evoke a personal or emotional response for the reader? How are the characters represented?

Practise the skill

1 **Analyse** Source 11 by following the steps outlined above.

Source 11 'Such a simple question': World War I anti-conscription cartoon, *Australian Worker*, 1917

Check your learning
Topic 6.3

6.4 Historical perspectives and interpretations

Sequencing events

chronology
a record of events in the order they took place

One of the most helpful things historians can do to get a better understanding of the past is to organise events in the order they took place. This is known as **chronology**. Chronology can help us organise things that happened over a short period of time (such as a day or week) or a long period of time (such as thousands of years).

KEY SKILL
Historical perspectives & interpretations

Creating a timeline

Historians use timelines to order important events chronologically. They help divide large sections of time into smaller periods so that events (like the births and deaths of important people, wars and discoveries) can be arranged in the order they happened. Timelines can look quite different, but essentially they all work in the same way. Follow these steps when creating 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.

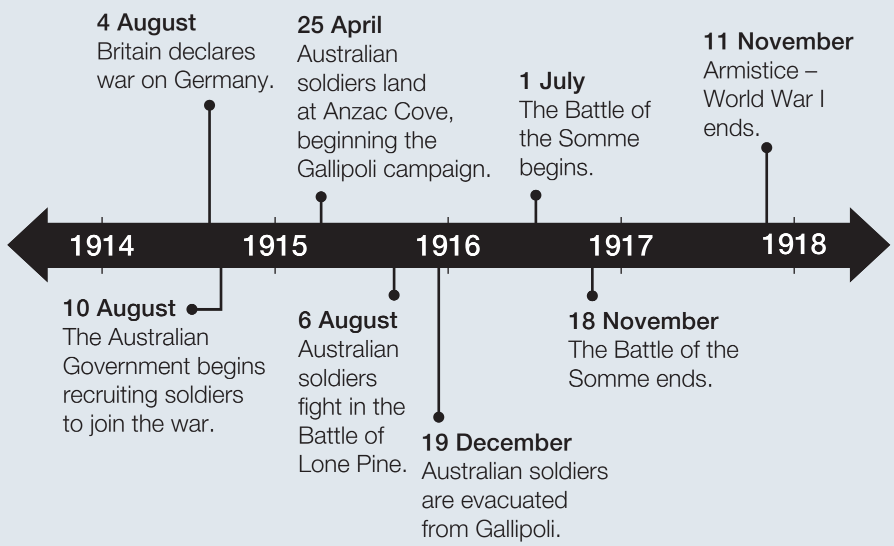
Step 2 To represent a huge span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out and will ensure that your timeline will fit on the page!.

Step 3 Mark specific dates onto the timeline. These dates need to be accurately plotted so that they appear in chronological order. If an exact date is not known, the abbreviation *c.* (from the Latin word *circa*, meaning 'around') is placed in front of it (for example, *c.* 1700).

Step 4 Plot important dates and events on the timeline, describing the events that took place. Include pictures and captions if appropriate.

Practise the skill

1 **Create** your own timeline on one of the topics listed below. Your timeline should have at least eight entries and feature at least two images with captions. Choose between the following topics::
- the development of weapons and technology during World War I
- key battles of World War I
- America's involvement in World War I
- the role of women during World War I.



Source 12 A sample timeline showing Australia's involvement in some key events of World War I

Analysing cause and effect

What is cause and effect?

The concept of cause and effect is used by historians to identify chains of events and developments, both in the short-term and in the long-term. Cause and effect aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the 'why' and 'what' of history.

Sometimes the link between cause and effect is very clear. Generally, there are many causes (reasons) that lead to an event or action. There can also be many effects (outcomes). Sometimes the effects are simple to identify. These are known as short-term effects. In other cases, the effects are more difficult to predict and may not even become obvious until long after the event. These are known as long-term effects.

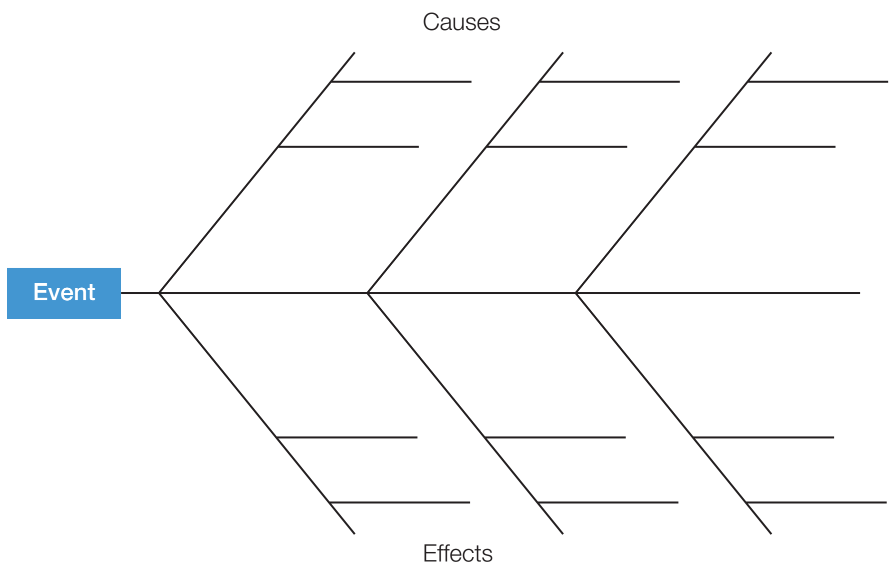
KEY CONCEPT
Cause & effect

The concept of cause and effect refers to short-term and long-term causes and consequences. Understanding this concept will help you understand historical perspectives and interpretations. The first step in analysing cause and effect is to identify the event, development or change, then the cause or causes of the event/development/change, and then the effects. Different types of causes might be social, economic or political, or a cause might be sudden and act as a catalyst (a trigger) for change.

Once the cause or causes of the event have been identified, you can identify the short-term and long-term effects. It is important to note that short-term and long-term effects can be intended (meant or planned), or unintended (not meant or not planned). Effects can be ranked in order of importance, according to their significance or impact. Once the effects have been identified, you can explain how each effect is linked to the cause, using historical sources as evidence for your response. Remember, historical events can have multiple causes and multiple effects.

When analysing cause and effect, organising the dates of the event or issues into a chronology can help you observe the links between a cause and the short-term and long-term effects. Timelines can also be used to organise events, people and movements in a way that helps you identify links between the cause and effect of an event or change.

Graphic organisers, such as a fishbone diagram, 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 effects.



Source 13 A fishbone diagram

KEY SKILL
Historical perspectives & interpretations

Exploring cause and effect and gold rushes

In 1851, Edward Hargraves discovered gold near Bathurst in New South Wales (cause). This discovery quickly triggered the first Australian gold rush (event). Thousands of people from around Australia and overseas came to the goldfields in New South Wales and Victoria hoping to strike gold. In the 10 years after the first discovery of gold, the population of Australia more than doubled, from 405 400 to 1 145 600 (effect). The discovery of gold and the subsequent gold rushes in New South Wales and Victoria had many short-term and long-term effects (see Source 14).

Practise the skill

1 **Identify** the cause of the first Australian gold rush.

2 a **Explain** how the *short-term effect* of the establishment of businesses (such as shops) is linked to the *cause* of gold being discovered near Bathurst.

b **Explain** how the *long-term effect* of an increase in the amount of money flowing into the economies of New South Wales and Victoria is linked to the *cause* of gold being discovered near Bathurst.

Source 14 Some of the short-term and long-term effects of the gold rushes

Short-term effects of the gold rushes	Long-term effects of the gold rushes
• further dispossession of First Nations peoples from their lands • the arrival of large numbers of migrants from Britain, Germany, Poland, the United States and China • discrimination and violence against Chinese miners on the goldfields • unsanitary conditions in the gold camps leading to outbreaks of dysentery and typhoid • establishment of businesses such as shops, traders and transporters to support the goldminers	• huge increases in the amounts of money flowing into the economies of New South Wales and Victoria • a growth in overseas trade • improvements in infrastructure (e.g. the construction of grand public buildings, roads, train and tram networks)

Source 15 The Australian gold rushes of the mid-1800s brought people and wealth to Australia and led to a period of growth and expansion, as these illustrations of Melbourne in 1860 show.

Evaluating continuity and change

What is continuity and change?

Historians recognise that, over time, some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation at any given period of time.

Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods.

KEY CONCEPT
Continuity & change

Source 16 A Coca-Cola delivery driver and his truck, New Orleans, 1929; today, Coca-Cola is one of the world's most recognisable brands. It is available in several varieties to suit the changing tastes of customers. The familiar Coca-Cola logo is an example of a historical continuity, while sugar-free variations to the Coca-Cola recipe (such as Diet Coke and Coke Zero) are an example of a change.

The concept of continuity and change refers to how things change or remain the same over time. Understanding this concept will help you understand historical perspectives and interpretations. To identify continuity and change, the sequence (order) of events and significance of these events (or people, issues or ideas) should be understood. Events should be put in chronological order to create a chronology that shows 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.

Once multiple changes within a period of time have been identified, these changes can be ranked in order of significance. The significance of a change can be decided by identifying how many people were affected by the change, how widespread the effects of the change were, and if the effects of the change can still be felt today.

Finally, examples of change within a period of time should be described and explained. When describing an identified example of change, you should note the type of change (for example, a change might be a social or political change), and the impact of the change. This will help you evaluate the impact that the change had on the period of time.

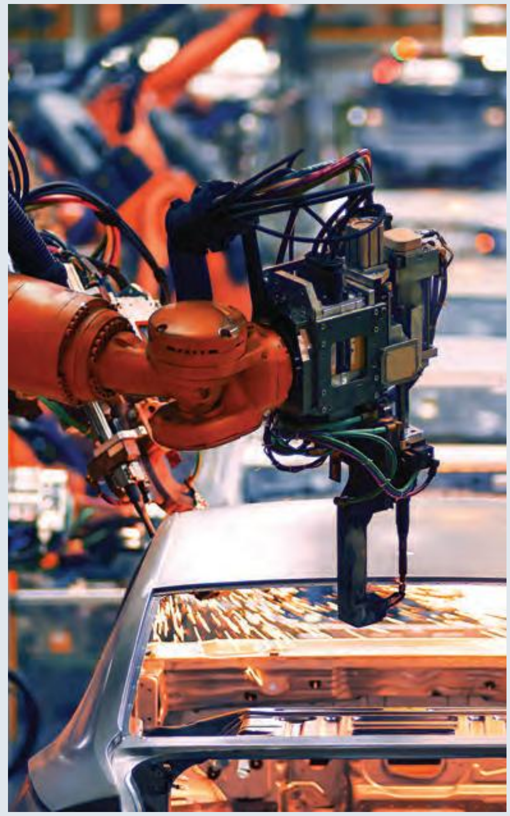
Source 17 The Anzac legend is an example of historical continuity in Australian culture. The legend of the Anzac soldiers has endured (continued) since World War I. It was expected that as the last of the World War I diggers died, the significance of Gallipoli would begin to fade. However, the story of the Anzac soldiers is significant to many Australians, and Anzac soldiers continue to be commemorated.

KEY SKILL
Historical perspectives & interpretations

Exploring continuity and change in factories

Henry Ford (1863–1947) was an American industrialist who introduced the concept of the assembly line for mass production of consumer goods. Although the assembly line has changed significantly because of advances in technology, it is still used in many factories today. The assembly line adapted the factory system to a new purpose with a sequence of specialised workers repeating the same task on a series of components. This meant goods could be produced much more cheaply and quickly, and in greater volumes.

Source 18 The assembly-line production of the Ford Model T, as seen here in a photo from the early twentieth century, made automobile ownership more than a dream for many.



Source 19 A robotic arm in a car production line

Practise the skill

1 **Identify** one example of a continuity in the assembly lines shown in Sources 18 and 19.

2 **Identify** one example of a change in the assembly lines shown in Sources 18 and 19.

3 a **Create** a chronology of the dates and key events of car manufacturing between the early twentieth century and the early twenty-first century. You will need to conduct research to complete this activity. In your chronology, include:
- the start and end dates (years) of the Industrial Revolution
- the peak year(s) of car manufacturing in Australia and the United States of America
- the date when industrial robots were first introduced into assembly lines.

b Using your chronology, **explain** how and why assembly lines have changed between the early twentieth century and the early twenty-first century.

Industrial Revolution
the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

Comparing perspectives

KEY CONCEPT
Perspectives

What are 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, civilisation or artefact depending on their perspective, which can be affected by their age, gender, social position and their beliefs and values.

Just like everyone else, historians see events from different perspectives, which can influence their interpretation of the past and the way in which they write about it. Despite their own perspectives, historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past.

Source 20 The period from 1750 to 1918 was an era of imperialism and expansion of European power, which had significant effects on indigenous peoples around the globe. By the beginning of the twentieth century, for example, the British Empire covered one-quarter of the world's total land mass and ruled over around one-fifth of the world's total population. The perspective of most Europeans at the time meant that they had a different view of the European colonies established across the world to the people in the colonies, who were forced to adapt to new laws, languages, customs and religions.

The concept of perspectives refers to the factors (such as age) which can shape a person's point of view. Understanding this concept will help you understand historical perspectives and interpretations. Primary and secondary sources reflect many different perspectives, interpretations and values from the past. While historical perspectives are likely to be quite different from our 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. Put another way, empathy is the ability to 'walk in someone else's shoes' – to be aware of, and sensitive to, their feelings, thoughts and experiences.

It is important to remember that some groups in society will not be as represented in primary sources as others. You should always seek different perspectives to make sure your research avoids bias (see Source 21). When seeking different perspectives, be sure to keep in mind those groups in society who are likely to be under-represented in popular sources, including First Nations peoples, women, people of colour and people from lower classes.

Sources 22 and 23 are just two of many accounts that help historians form opinions about the experiences of soldiers during the Gallipoli campaign. The extract from the diary of Ellis Silas (Source 22) presents a very personal account of his experiences during the Gallipoli campaign in 1915. This account is one of many that can help you to gain a more thorough understanding of the experiences of soldiers during the Gallipoli campaign. Source 23 is a diary extract written by a Turkish soldier, Refik Bey, who fought at Gallipoli. It provides us with a point of view from the opposite side of the conflict to Silas in Source 22.

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 the 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 21 Use this process to explore historical perspectives.

Source 22

We are relieved from the firing line – the battle still raging; every nerve strained. Australians have done splendidly, holding a very difficult position; have been much troubled with snipers. Am glad I have done my duty. First wash for a week – go down to the Water Hole, which is always covered by Turkish snipers – it was safer in the trenches than here – all around this spot are dead and wounded who have been hit when dodging round this corner; however, one must drink, even if the price be Death. Make dug-outs in our rest camps, but men are continually caught by the snipers. Many are commencing to suffer from dysentery, though the spirit of the men is splendid, always ready for a joke.

Extract from the diary of Ellis Silas, an artist and soldier fighting with the Anzacs at Gallipoli; it is taken from 'The diary of an Anzac', ML MSS.1840, Mitchell Library, State Library of New South Wales

Source 23

We hate those who sell their country out to the enemy

We will lay down our lives to save our country …

We are guided by honour, politeness; compassion …

While we are here no one can enter the homeland

We are heroic soldiers on horseback.

Extract taken from the English translation of a diary entry by Refik Bey, a Turkish soldier who served in the Turkish Army in World War I; he was only 20 years old when he fought at Gallipoli

Analysing historical interpretations and contestability

What are interpretations and contestability?

Historians use sources from the past to give meaning and order to the events of the past. In other words, they interpret sources to explain the why and how of past events. These explanations or **interpretations** can differ among historians.

Historians may have access to the same sources but draw different conclusions or provide different interpretations about what these sources tell us about the past. This is called **contestability**. Contested interpretations must be reasonable interpretations based on the available sources.

KEY CONCEPT
Interpretations & contestability

interpretations
the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

contestability
refers to explanations or interpretations of past events that are open to debate

The concept of interpretations and contestability refers to explanations and debates about the past. Understanding this concept will help you understand historical perspectives and interpretations.

Explaining historical interpretations

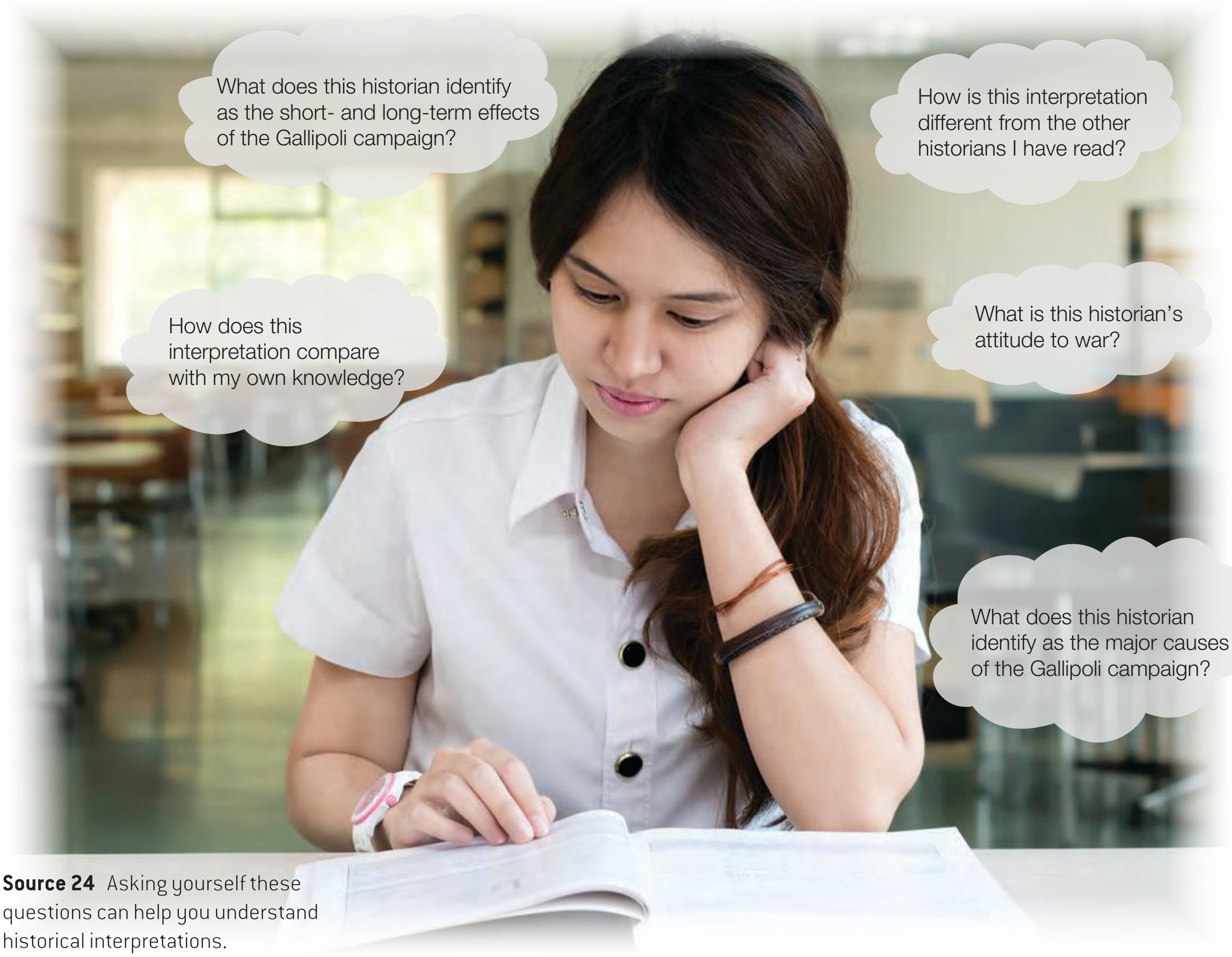
The development of historical understanding about the past relies on the primary sources available to historians. The sources can be written sources, like inscriptions, laws, histories, memoirs and plays, or they can be artefacts, such as statues, coins, and buildings. Oral accounts of the past, passed down from generation to generation, are also primary sources. These sources are often fragmented or there may even be an over-abundance of sources. The role of the historian is to give meaning and order to the events of the past by interpreting the sources so that the why and the how of the past are explained.

These interpretations are only as reliable as the sources available, and the greater the scarcity of the sources, the more tentative are the historians' interpretations. 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 analyse these interpretations and recognise their differences in their own historical arguments.

When we read a secondary source about events or places from history, we are reading the historical interpretation of the person who has created that source. In fact, one of a historian's roles is to look at primary sources and provide their own interpretation of it.

Just like anyone else, historians have perspectives, which can influence their interpretation of the past and the way in which they write about it. As a result, historians around the world often draw different conclusions about what the evidence from primary sources tells them. This is one of the exciting things about history – it is open to debate. Sometimes there is no right answer, and historians are always seeking a more complete understanding of the past.

It is important to question the historical interpretations that you come across. Source 24 (page 204) shows some of the questions you might ask when reading secondary sources about the Gallipoli campaign.



Source 24 Asking yourself these questions can help you understand historical interpretations.

Source 25 A *c.* 1900 photo of Thomas Edison in his laboratory. While Alexander Graham Bell is often credited with inventing the telephone, this is contested by historians. Inventors such as Antonio Meucci or Thomas Edison may have independently invented components of the telephone.

Exploring contestability

Historians may draw different conclusions or provide different interpretations about what sources tell us about the past. For example, the telephone was invented during the late stage of the Industrial Revolution and revolutionised the way in which people communicated around the world. Scottish-born inventor Alexander Graham Bell has long been credited with inventing the telephone. Certainly, he was the first to patent it in the United States in 1886, after conceptualising and developing a version of the telephone. However, the inventor of the telephone is contested by historians. Other inventors were also working on similar inventions at the same time as Alexander Graham Bell. Among them were Antonio Meucci, Innocenzo Manzetti and Thomas Edison. Many historians credit these inventors with the development of the first voice communication apparatuses. Many of the electronic components that would eventually become part the telephone were being developed separately around the world by many different people at the same time.

Understanding significance

What is significance?

The concept of 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 that we could never study all of them. Instead, we need to make a judgment about which of these is worthy of study. In order to determine whether 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 effects?
- Can its effects still be felt today?

KEY CONCEPT
Significance

The concept of significance refers to the widespread changes brought about by an event, person or development in the past and the continuing effects of those changes today. Understanding this concept will help you understand historical perspectives and interpretations. When analysing the significance of an event, development, issue, person, group or society, you should ask the questions listed in the key concept box above. For example, 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 26 outlines each of the 5Rs of historical significance.

Source 26 The 5Rs of historical significance

	5Rs of significance	Questions to ask to decide on significance
R	Remarkable	What was the most notable thing about the event/individual/group of people?
R	Resulted in change	What happened as an immediate result of the event/individual/group of people (think 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 (in the past) affect the lives of people today?
R	Remembered	How is the event/individual/group of people remembered today (think about evidence that still exists)?

Check your learning
Topic 6.4

6.5 Communicating

Using historical terminology

Quizlet
Become familiar with historical terms by reviewing them on Quizlet.

Additional resource
Using cognitive verbs

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 27 lists and defines some important historical terms you will come across during your study of the making of the modern world.

Source 27 Some useful historical terms you will learn while looking at the making of the modern world

Term	Definition
assimilation	the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s, assimilation of First Nations peoples into white society became official government policy
capitalism	an economic system under which the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and communism
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 can include age, occupation, income and religious beliefs
emigration	to leave one country or region to settle in another
empire	a group of countries and/or areas, often with different languages and having different cultures, ruled by a central power or leader (sometimes known as an emperor)
federation	the process by which separate colonies or states form a unified nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined
immigration	the act of entering and settling permanently in a country or region to which a person is not native
imperialism	the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons
industrialisation	a process in which a society or country transforms from an economy based mainly on agriculture and farming into one based on manufacturing and industry
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 particular cause or course of action and/or damage the cause of an enemy
reparations	money paid by one country to another as compensation for damage, injuries and deaths it has caused during war
socialism	an economic system under which the means of production (e.g. factories, farms and machinery) are publicly owned and resources are allocated to the people according to need; as opposed to privately owned and controlled systems such as capitalism
urbanisation	a term used to describe the increase in the number of people living in urban areas (cities) versus rural areas (farms)

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. 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 learn to develop descriptions, explanations and historical arguments which include evidence from sources.

Writing descriptions

Descriptions 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.

Descriptions must be well planned. Use the structure in Source 28 or ask your teacher for a template. Descriptions must always follow a set structure, and events must be organised in chronological order.

Source 28 Structure of a description

Structure of a description	
Introduction	• Introduce the subject. • State the name of the person or event. Outline why the topic is important.
Body	• Provide details about the person or event (including dates and important facts). • Information must be organised in paragraphs, with a new paragraph for each detail. • Quotations and descriptive words should be used where relevant.
Conclusion (optional)	• Revisit the most important details and provide a concluding statement.

Writing explanations

Explanations tell how or why something happened. They provide the reader with a greater understanding of the causes and effects of past events. Use the structure in Source 29 or ask your teacher to provide you with a template.

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.

Source 29 Structure of an explanation

Structure of an explanation	
Introduction	• Clearly state the main idea or aim. • Briefly outline the reason/s why an event occurred and its effect/s.
Body	• Each idea must be supported by evidence. There should also be some analysis of the evidence to explain its significance • Information must be organised in paragraphs, with a new paragraph for each detail. • Language should be precise and not contain emotive words. • Personal opinions (e.g. 'I' or 'my') should be avoided.
Conclusion (optional)	• Provide a short and clear overview of the main ideas presented in the body. • State a conclusion drawn from the evidence.

Additional resource
A sample bibliography

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. This is done by placing basic information about the source after the quote or the indirect reference. In brackets write the name of the author, the year the source was published and the page number where it occurs; for example, (Smith 1999:234).

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.

These are just two methods of referencing. Whichever method you use, it is important that you use that method consistently.

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 your obook pro.

Writing arguments

Historical arguments identify different possibilities in historical interpretations and argue a point of view. Historical arguments must reference the available evidence. Source 30 can be used as a guide to writing a historical argument that will effectively communicate the evidence from your research that supports your inquiry.

Source 30 Guidelines for writing a historical argument

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.

Source 31 is an annotated historical argument that argues a point of view and references evidence.

Source 31 Example of a written historical argument

How significant was the Gallipoli campaign in the development of an Australian identity?

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 Gallipoli campaign was very significant …'.	Trying to establish the characteristics of our national identity is very difficult. After Federation in 1901, the Gallipoli campaign in 1915 was the first major challange facing Australia as a new nation. Inevitably, the Gallipoli campaign was going to have a role in shaping some aspects of Australian identity. However, 'identity' is fluid and the sense of national identity that came from the Gallipoli campaign would go on to be challenged and redefined. When examining the details and myths of what occurred at Gallipoli, a sense of the Australian identity emerges – of courageous and laid-back Australians, independent and indifferent to authority, with a strong sense of mateship.
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 where quote can be found. Topic sentence links to last sentence of previous paragraph	The Australian identity that emerged from Gallipoli was carefully crafted, shaped by the reports of Australia's official war correspondent, Charles Bean. However, it was the British war correspondent Ellis Ashmead-Bartlett (12 May 1915) who first mythologised the Australian 'digger' when he described Australians as 'this race of athletes'. Bean added to the mythology by romanticising the 'digger' as 'the rugged bushman, who was tough and athletic enough to cope with the hardships of warfare' (Bean 1921, cited in Dwyer 1997:228). In reality, almost 50 per cent of Australians who landed at Gallipoli were born in the United Kingdom and were mostly 'city slickers … who did not know one end of a rifle from the other' (Bridge 2015:38). However, eight months of difficult trench warfare made these 'city slickers' into a fierce fighting force. They were courageous and fiercely loyal to their 'mates', with the ability to downplay even serious situations. This image of the resilient, independent, fiercely loyal mate seems to suggest a specific national identity that is white and masculine. A national identity formed during an imperial war that happened many decades ago seems in conflict with Australia today, where large numbers of our population have no links to Britain. Yet even former Prime Minister Paul Keating (2013), who was outspoken in condemning the war as 'devoid of virtue', recognised the importance of that moment for Australia's national identity: 'What the Anzac legend did do, by the bravery and sacrifice of our troops, was reinforce our own cultural notions of independence, mateship and ingenuity.' Australians today may find it hard to recognise that Australian 'mate', but it is still at the centre of national identity.
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.	Trying to establish national identity today, with all that has happened since 1915, is almost impossible. Gallipoli generated a particular type of national identity (however flawed) that many Australians still accept. That Australian 'digger' in Gallipoli would hardly recognise the Australia of today. However, national identity is made up of what has come before and who Australians are today. Gallipoli was one of the defining moments that did shape the kind of identity Australians celebrate.

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 your obook pro.
Check the referencing system your school uses (for example, the Harvard method) and follow that format.

Check your learning
Topic 6.5

CHAPTER 7

Making and transforming the Australian nation (1750–1914)

By the middle of the eighteenth century, Aboriginal peoples had been living in harmony with the natural environment on the continent now known as Australia for more than 65 000 years. In 1770, the land and its people would transform forever following the arrival of James Cook at Botany Bay, marking the most dramatic change in the history of the continent.

After more than 100 years of European colonisation, in 1901 the six separate British colonies united to create the Commonwealth of Australia, in a process known as Federation. In the early years of this new government, progressive legislation was passed that gave women the right to vote in federal elections and guaranteed a basic wage for male workers.

In the years leading up to World War I, a sense of national identity was growing in Australia, as those of British heritage began to develop a culture and society that was unique and, more importantly, distinct from the British homeland. However, the legacy of colonialism was still present in the recently united country and many groups, including First Nations peoples and Chinese people, were excluded from the making of the new Australian nation.

» **Source 1** This Aboriginal rock painting of a tall ship in Arnhem Land, Northern Territory, provides evidence of the interaction that First Nations peoples had with early colonisers.

7A
Why were British colonies established in Australia and who was affected?

7B
How did key events and ideas influence the development of Australia?

7C
What was life in Australia like at the start of the twentieth century?

7.1 Australia (1750–1914): a timeline

Source 1 A timeline of some key events and developments of Australia (1750–1914)

Sequence this!
Key events in Australia from 1750–1914

A cottage in early Hobart, 1806

1750

pre-1750
First Nations peoples live in harmony with the natural environment across Australia and the Torres Strait Islands.

1770
James Cook lands at Botany Bay in the HMS *Endeavour* on 29 April.

1788
A convict colony is established at Sydney Cove (New South Wales).

1800

1804
A convict colony is established at Hobart (Van Diemen's Land).

1813
First European crossing of the Blue Mountains, New South Wales, leads to British expansion inland.

1824
The Moreton Bay (Queensland) convict colony is established.

1829
The Swan River (Western Australia) colony is established.

1835
The Port Phillip colony (later Victoria) is established.

1836
The colony of South Australia is established.

1838
The Myall Creek Massacre occurs in New South Wales.

An artist's impression of explorers Gregory Blaxland, William Wentworth and William Lawson crossing the Blue Mountains in 1813

The statue of Colonel William Light on Montefiore Hill in Adelaide, overlooking the city; Colonel Light was one of the founders of South Australia and was the surveyor responsible for the fine layout of Adelaide.

Zealous Diggers at Bendigo, painting by ST Gill, 1854

1851
The Australian gold rushes begin.

1850

1856
The 8-hour working day is introduced.

1872
Free, compulsory and secular (non-religious) education is available.

Children at work in the Berry's Creek school, Victoria, in the 1890s

A banner created to celebrate the 50th anniversary of the achievement of the 8-hour working day

1900

1901
The Australian colonies federate, creating the Commonwealth of Australia.

1902
The *Commonwealth Franchise Act* grants the vote to most non-Indigenous Australian men and women over 21.

1907
The Harvester Judgement introduces a minimum wage for Australian men.

1914
World War I starts.

7.1 Check your learning

Retrieve

1 **Identify** the years in which the six colonies of Australia were established.

Comprehend

2 Suggest which three events were most significant in shaping the nature of Australia between 1750 and 1914. **Explain** your answer.

3 Using the timeline, **calculate** the exact number of years between the establishment of the first British colony in Australia, and the federation of the Australian colonies.

Apply

4 Photocopy the timeline on an A3 sheet of paper. **Investigate** the period from 1750 to 1914, then select five other events or landmarks that you believe to be significant. Add these to the timeline and include appropriate images if you can.

5 **Justify** (give reasons for) the inclusion of one of the events you have added by writing a 50-word summary on the significance of the event or landmark.

7.2 British imperial expansion

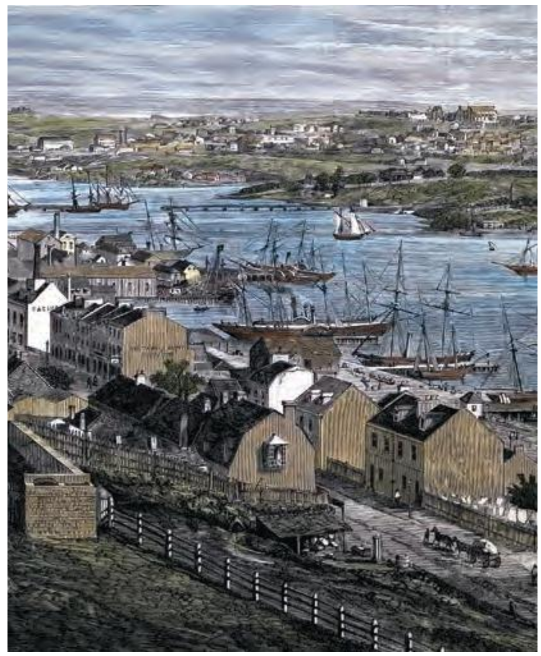
Learning intention

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

» understand the causes and effects of British imperial expansion in Australia.

Colonisation of Australia by the British was largely a result of changes brought about by the Industrial Revolution in Britain and Europe. The mass movement of people from rural farming villages across Britain to the new factory towns, in search of work, led to harsh living conditions and overcrowding. This led to a rise in crime rates and an increase in the numbers of prisoners in jails. The penal colonies established in New South Wales and other parts of Australia were seen by Britain as a solution to its overcrowded jails and social problems.

Source 2 A view of Sydney Cove, 1794



Source 3 A view of the settlement of Sydney, *c*. 1870

Australia's colonisation was linked to Britain's expansion of its colonies, as European nations competed for power and wealth around the world. Exports of wool, timber and sugar from Australia increased the wealth of the British Empire, and contributed to Australia's developing economy.

Australia became a place where hard-working ex-convicts and free migrants could build new lives – particularly in the boom decades of the 1850s after the discovery of gold. Some convicts and migrants had progressive political ideas that were crucial in the establishment of Australia's democratic system of government and the formation of a national identity.

Impacts on First Nations peoples

From the earliest days of British colonisation, the concept of ***Terra Nullius*** was applied to the land to justify the British belief that they were entitled to the land and all of the resources it offered. The actions of the British colonists had a dramatic effect on Australia's First Nations peoples. First Nations peoples were **dispossessed** of traditional lands, killed in frontier warfare, by disease and in massacres, and isolated by government policies that removed them from their homelands and placed them on **Reserves** or **Missions**. As a result, the cultures and ways of life of First Nations peoples were changed forever.

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'; a concept the British used to justify the colonisation of Australia, claiming that First Nations peoples did not own or have any claim to the land

dispossessed
deprived of the possession or occupancy of land and property; when the British colonised Australia, large numbers of First Nations peoples were dispossessed of their ancestral lands, their hunting grounds and water resources; they were also cut off from their spiritual and cultural heritage

Reserves
settlements established during the nineteenth century (usually by colonial powers) to accommodate, educate and 'civilise' First Nations peoples by teaching them European culture and beliefs

Missions
settlements established during the nineteenth century (usually by Christian missionaries) to accommodate, educate and convert First Nations peoples to Christianity by teaching them European culture and beliefs

Federation makes a nation

Over time, Australia transformed from a group of independent penal colonies established by the British into a united and prosperous democratic nation. Although six colonies across Australia were established separately by the British, they shared many common characteristics – culture, language, political systems and religion.

During the second half of the nineteenth century, Australian colonists became increasingly aware that they also shared many common goals and beliefs. As a result, the idea of nationhood began to grow. A series of referendums (national votes) and constitutional conventions led to the development of the Constitution of Australia in 1900. This series of documents – the most important of which is known as the Constitution of the Commonwealth of Australia – outlined the supreme laws of the Commonwealth government (also known as the federal government). It also established the relationship between the federal government and the states and territories of Australia in 1900. Following a positive vote from the majority of the people in each colony, the Australian nation was created in 1901, in a process known as **Federation**.

Federation
the process by which separate colonies or states form a united nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

Changing terminology

Language evolves over time. 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 peoples throughout Australia. This term is now considered outdated because of its links to racist colonial Australia.

The term 'Indigenous' is sometimes considered inappropriate when used to refer to First Nations peoples. This is because the term 'Indigenous' suggests that First Nations 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 'First Nations peoples' when referring to the collective experiences of Aboriginal and Torres Strait Islander peoples. 'Aboriginal peoples' refers to the original inhabitants, and descendants of the original inhabitants, of mainland Australia (including Tasmania and large offshore islands such as Fraser Island). 'Torres Strait Islander peoples' refers to the original inhabitants, and descendants of the original inhabitants, of the 274 islands in the Torres Strait, located between northern Queensland and Papua New Guinea. Aboriginal people have been identified by the name of their language group or nation, when this information is publicly known.

KEY CONCEPT
Continuity & change

Quiz me!
A quick quiz on British imperial expansion

7.2 Check your learning

Retrieve

1 **Identify** the process by which Australia became a unified nation.

Comprehend

2 **Summarise** the causes for the British colonisation of Australia.

3 **Explain** how imperialism affected First Nations peoples in Australia during the nineteenth century.

Analyse

4 **Examine** Sources 2 and 3. They show Sydney in 1794 and 1870. During this time, Australia's non-Indigenous population increased from an estimated 3500 people to 1.6 million people.

a Describe the continuities and changes that can be seen in these two depictions of Sydney.

b Briefly summarise the developments and events during this period that would have contributed to these changes.

c Locate a photograph of The Rocks, the suburb around Sydney Harbour, as it appears today. Describe what continuities and changes you can see.

7.3 First Nations peoples before colonisation

Learning intention

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

» understand the experiences of First Nations peoples in Australia before 1788.

It is believed that Aboriginal peoples have occupied the continent of Australia for at least 65 000 years. There was never one group of Aboriginal people, but rather a collection of cultural groups, separated by geography and divided according to language and tradition.

By the middle of the eighteenth century, on the eve of colonisation, there were about 250 Aboriginal language groups and up to 700 dialects. Although there were distinct groups, Aboriginal peoples shared many features in their way of life.

Aboriginal peoples managed the land through seasonal rotation. This means that they moved around according to the seasons and the availability of food sources, but only within a relatively defined area. All the needs of Aboriginal peoples were met by the natural environment – nourishment, clothing, tools and other implements. Aboriginal peoples' spiritual life was shaped by the animals, birds and natural features of their local area.

Recent research by archaeologists and historians suggests that Aboriginal peoples managed their environment and food supply with the aid of fire. There is also some evidence that some Aboriginal peoples planted crops, but this is not believed to have been widespread. Aboriginal peoples had learnt much over thousands of years of living in the driest inhabited continent in the world. Aboriginal peoples knew where to find water and understood how to manage vegetation so that trees, bushes and plants remained productive.

Analyse this!
Harvesting yam daisy tubers

Source 4 This illustration, by John Helder Wedge from 1835, shows Aboriginal women harvesting yam daisy tubers with digging sticks and turning the soil to help remaining tubers grow again the following year.

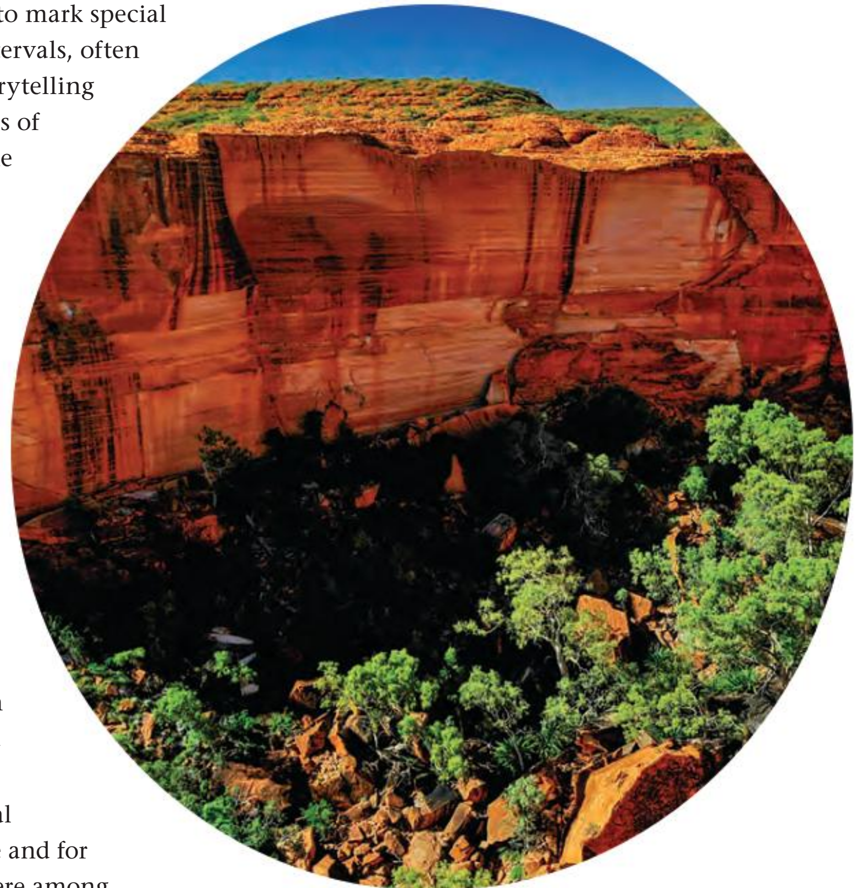
Medical and health care were also provided by nature. Aboriginal peoples had learnt over many generations how to use plants and insects to heal wounds and manage basic illnesses. A tea made from river mint was drunk to treat sore throats and coughs, a paste made from crushed grubs helped to soothe burns, and smoke from burning manna gum leaves was used to lower fevers.

Social gatherings to exchange goods and to mark special occasions such as initiations, were held at intervals, often marking the change of seasons. Dancing, storytelling and singing and sport were essential elements of these celebrations. It is believed that the game of Australian Rules Football may have had its origins in a game traditionally played with a possum-skin ball. The game played by some Aboriginal peoples (including the Gunditjmara) in what is now known as Victoria, was referred to as Marngrook.

Aboriginal people have a strong spiritual connection to the land. One of the biggest mistakes made by the early European colonists was the belief that because Aboriginal people appeared to them to be nomadic, they had no connection to particular areas. This was completely untrue. Aboriginal peoples belonged to the land; each person came from a particular area of **Country**, and they would return to that area when their lives ended.

Areas and features 'on Country' had special spiritual significance, for the group as a whole and for individuals. Rocks, caves, streams and hills were among the 'sacred sites' that were central to the way that Aboriginal peoples saw the world. Aboriginal peoples looked to nature for explanations about the great questions of life, including creation.

The European view of the world could not have been more different. The echoes of the impact of the arrival of 11 ships in Sydney Harbour in 1788 are still being felt by Australia's First Nations peoples today.



Source 5 The land is fundamental to the well-being of First Nations peoples.

Country
a term used by Aboriginal peoples to refer to all living things present on the land that they belong to; Country includes animals, plants and people as well as creeks, waterholes and hills; creation spirits and seasons are also included in the term Country

7.3 Check your learning

Comprehend

1 **Describe** the experiences of Aboriginal peoples in Australia prior to the 1800s.

2 **Summarise** why early colonists believed that Aboriginal peoples had no connection to the land.

Analyse

3 In pairs, **apply** what you have learnt in this topic to answer the following:

a 'The European view of the world could not have been more different.' Before reading any further, how do you predict this different world view would have influenced their colonisation of Australia?

b Discuss why it is important to consider different perspectives when studying a period of time in history.

Apply

4 The traditional owners of the Carnarvon Gorge area in the central highlands of Queensland believe the landscape was created by the rainbow serpent Mundagurra. **Investigate** the story of how Mundagurra created the Carnarvon Gorge landscape, and write a paragraph about it.

I used to think, now I think

Reflect on what you have learnt about the relationship of Aboriginal peoples to the land.

- I used to think …
- Now I think …

What has changed in your understanding?

7.4 The first Europeans arrive to claim Australia

Learning intentions

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

- explain the reasons that the British colonised the Australian continent
- describe the experiences of convicts arriving in Australia.

James Cook and European exploration of Australia

In 1768, James Cook, a British Navy lieutenant, and experienced cartographer and navigator, was appointed commander of a ship called the *Endeavour* and instructed to sail to New Holland – the name given to this continent by Dutch explorers in the seventeenth century. Cook's commands were to investigate the plants and animals he found there, and examine the available natural resources and the population of Aboriginal peoples. In addition to these tasks, he was ordered to befriend Aboriginal peoples and take possession of the land for Britain.

Cook claimed the east coast of Australia in the name of Britain in 1770, and took back favourable reports of the soil and climate. He gave mixed reports about Aboriginal peoples. Cook was generally sympathetic, without ever acknowledging that Aboriginal peoples had any claim to the land.

Source 6 An oil painting depicting the arrival of the First Fleet; the scene was painted by Algernon Talmage in 1937. It is held in the Mitchell Library.

Key skill worksheet
Historical perspectives & interpretations: Understanding the establishment of colonies

Analyse this!
The Journals of Captain James Cook

Source 7

> In short, they seemed to set no value upon anything we gave them, nor would they ever part with anything of their own for any one article we could offer them; this in my opinion argues that they think themselves provided with all the necessaries of life and that they have no superfluities [luxuries].
>
> Extract from J.C. Beaglehold (ed.), *The Journals of Captain James Cook*, Hakluyt Society, 1974

The decision to establish a colony at Botany Bay

There were several factors that contributed to Britain's decision to establish a **penal colony** at Botany Bay:

- The **Industrial Revolution** taking place in Britain at the time meant that many people from rural areas had moved to the towns and cities seeking work. Some of those unable to find work turned to crime to survive, which meant that British prisons became very overcrowded.
- Because of the overcrowding in British jails, the authorities started using empty ships to imprison criminals. These rotting ships were called 'hulks'. Over a short period, these hulks became extremely crowded and full of disease. The government feared that those diseases would spread to the general public unless these prisoners were removed.
- Before the **American War of Independence**, some British prisoners had been transported to the American colonies, but after the Declaration of Independence was signed in 1776, the Americans refused to accept any more convicts from Britain.
- As a result of the Industrial Revolution, British factories and industries were hungry for raw materials such as wood, coal and minerals. It was hoped that Australia would provide many of these resources.
- Britain was keen to maintain its role as the leading seafaring and colonial nation.

penal colony
a colony set up primarily to receive and contain prisoners from the home country

Industrial Revolution
the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

American War of Independence
a revolutionary war fought between Britain and the 13 British colonies in North America (1775–83); it led ultimately to independence and the formation of the United States of America

The First Fleet

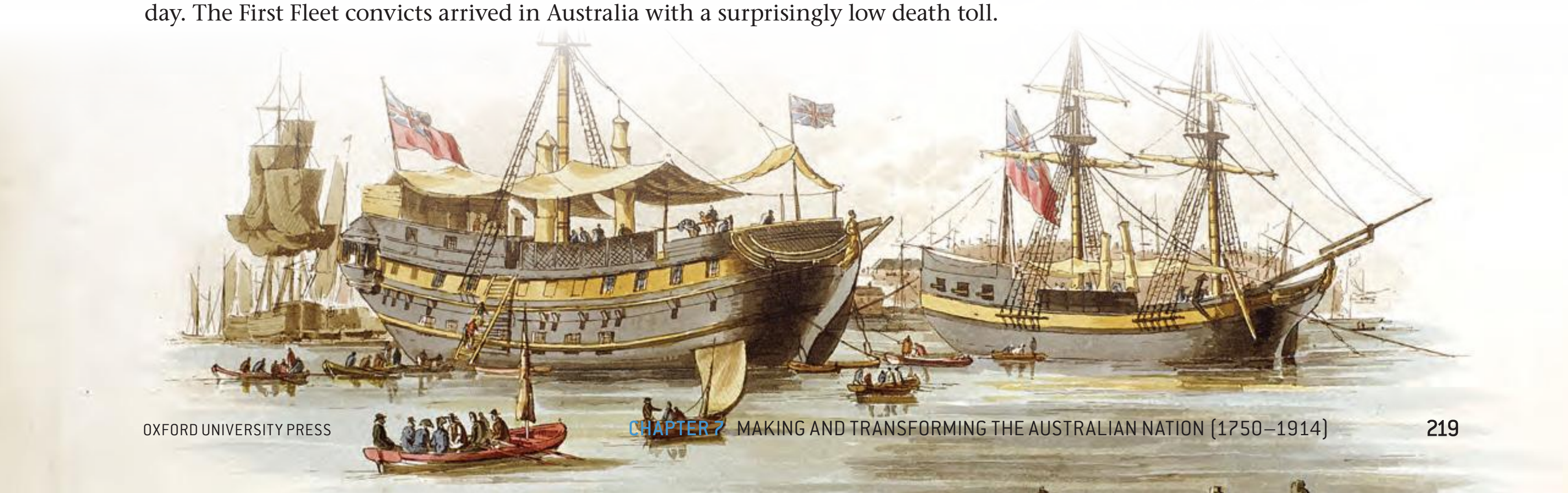
The **First Fleet** of 11 ships set sail for Australia from Portsmouth, England, on 13 May 1787. Despite poor weather, the fleet finally arrived at Botany Bay on 18 January 1788. On arrival, however, the fleet's commander, Captain Arthur Phillip (see Source 9 on page 220), declared the area around Botany Bay unsuitable for settlement. The fleet moved on to Sydney Cove, landing on 26 January. Captain Phillip became the first governor of Britain's first Australian colony, New South Wales.

First Fleet
the 11 ships carrying convicts and British officers that left Britain in 1787 to establish a penal colony in New South Wales

The voyage

The First Fleet was made up of two warships, six convict ships and three supply ships. On board were naval officers and four companies of marines, who would administer the colony. The ships also carried male and female convicts and the families of the officers and marines.

The ships were crowded and conditions were appalling. Ventilation was poor, barred and bolted hatches let in little light and air, and many convicts were chained together. The ships were infested with rats, cockroaches and fleas, so disease spread quickly and easily. Captain Phillip was aware of the poor conditions on the First Fleet, but tried to look after the health of the convicts. They were allowed on deck regularly to wash and breathe fresh air, and were checked by a medical officer. Convicts were given full rations, but only around 1 litre of water per person each day. The First Fleet convicts arrived in Australia with a surprisingly low death toll.



Source 8 Prison hulks on the Thames River, London, 1805, were usually old naval ships that were no longer seaworthy. They were used to house convicts because the jails were so overcrowded.

Source 9 Captain Arthur Phillip

Second Fleet
the six ships carrying free settlers, convicts and supplies from Britain to the colony of New South Wales that arrived in 1789

The Second Fleet

In 1790, the **Second Fleet**, comprising six ships, arrived in Sydney. It had left England with 1000 convicts on board, but conditions were worse than on the First Fleet, and the death toll was higher. The Second Fleet was run by slave traders, who said they would take the convicts to Australia – dead or alive – for a fixed sum. Many convicts were not given their full rations of food because the slave traders planned to sell any unused rations when they arrived in Sydney. Two hundred and sixty-seven convicts died on the voyage. In addition to these deaths, 480 convicts became dangerously ill during the journey, from scurvy, dysentery and fever. On arrival in Sydney, many could not walk to shore without help. Conditions on one convict ship were so poor that 30 per cent of the convicts on board died – the highest toll on any Australian convict ship.

The food, seeds and stock that arrived in the colony on board the Second Fleet saved the colonisers of the First Fleet from almost certain starvation. However, the convicts arrived in such poor health that some of them became more of a drain on the colony's resources than a help.

On the Second Fleet's return to Britain, stories of convict suffering led to legal action against some of the seamen and contractors, and the authorities reviewed the transportation process. Ships were only dispatched twice a year, in late May and early September, to avoid the dangerous winter conditions in the southern hemisphere. Independent surgeons were appointed to supervise the treatment of convicts, and bonuses were paid for their safe arrival.

Convict life

The living and working conditions of convicts in Australia varied greatly according to the region they were sent to and when they were sent. Their behaviour once they were in Australia also had an impact on their treatment. In the early years of the colony, most convicts were forced to work on vital public works, such as roads and buildings. At this time, the governor decided the convicts' food and clothing rations. Some convicts were also assigned to farmers and townspeople as unpaid servants. By the 1820s, the majority of convicts in New South Wales worked for private employers, including former convicts.

In 1801, Governor King introduced the 'ticket of leave' system for good aviour, which allowed prisoners to choose their employers and receive s (see Source 10). Some of these ticket-of-leave convicts, such as Mary Reiby, on to become prosperous and influential citizens. Occasionally, heroic acts out by convicts were rewarded with an absolute or conditional pardon.

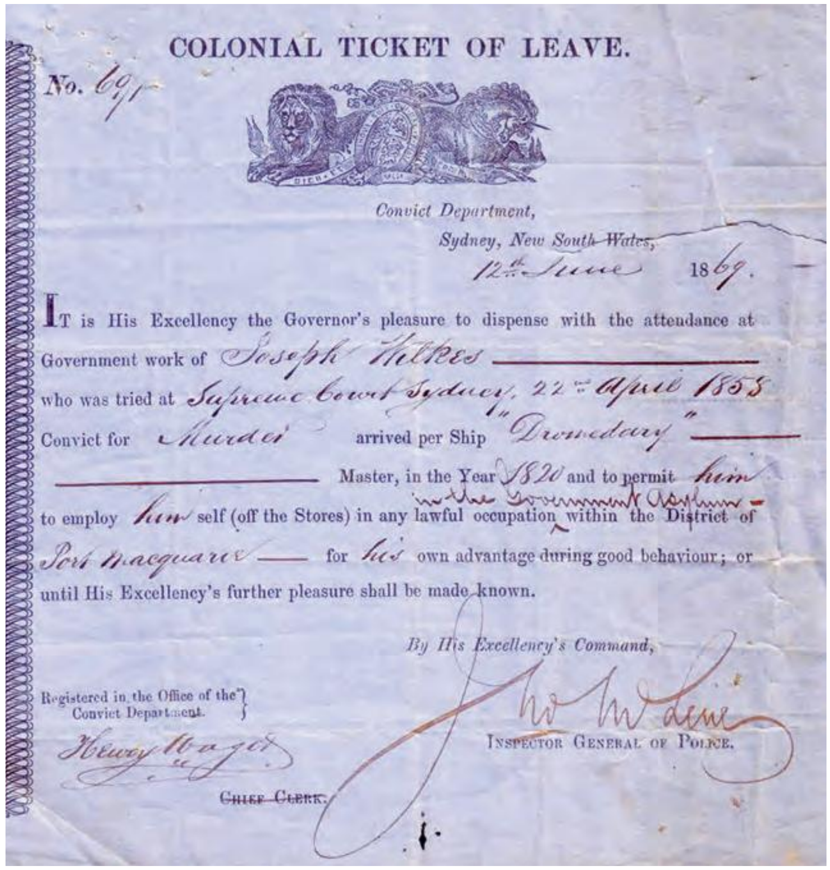
he other hand, punishments for offences committed by convicts after tation were severe. The Coal River colony (later known as Newcastle, New South Norfolk Island (1600 kilometres east of Sydney) and Macquarie Harbour (Tasmania) e all established to deal with convicts who had reoffended while serving their original sentences. For this reason they became known as places of secondary punishment. Of these sites, Norfolk Island was the harshest and was reserved for the 'absolute worst' convicts. Here, solitary confinement and hard labour in a chain gang were standard. The degrading treatment convicts received there was designed to punish rather than reform, as a warning to convicts on the mainland.

Between 1840 and 1844, Captain Alexander Maconochie attempted to introduce a more humane system at Norfolk Island, but it did little to change the views that convicts had about the island. In 1843, Governor Gipps commented, 'They would go anywhere rather than remain on Norfolk Island'.

About 12 per cent of the convicts transported to the Australian colonies were female. They were mainly guilty of minor offences such as theft and vagrancy (homelessness). Contrary to popular belief, not one was transported for prostitution, but sources do suggest that some female convicts resorted to prostitution on the voyage and after arrival in Australia in order to survive.

The convict legacy

Convicts played a very important role in the establishment of New South Wales and most other Australian colonies. Up to the 1840s, much of the labour that opened the interior; built the towns, roads and bridges; and supported the farmers was provided by convicts.



COLONIAL TICKET OF LEAVE.

No. 69/

Convict Department,
Sydney, New South Wales,
12th June 1869.

It is His Excellency the Governor's pleasure to dispense with the attendance at Government work of Joseph Wilkes who was tried at Supreme Court Sydney, 22nd April 1858 Convict for Murder arrived per Ship "Dromedary" Master, in the Year 1820 and to permit him in the Government Asylum to employ himself (off the Stores) in any lawful occupation within the District of Port Macquarie for his own advantage during good behaviour; or until His Excellency's further pleasure shall be made known.

By His Excellency's Command,
Inspector General of Police.

Registered in the Office of the Convict Department.
Chief Clerk.

Source 10 A ticket of leave, given to well-behaved convicts

7.4 Check your learning

Retrieve

1 **Identify** five reasons why the British Government decided to establish a convict colony in New South Wales. List your reasons in what you believe is their order of importance.

Comprehend

2 **Describe** the arrival of the first Europeans on Australian land.

3 Briefly **explain** how the 'ticket of leave' system operated.

4 **Summarise** the percentage of convicts transported to Australia that were female, and what sort of offences they had mostly been convicted of.

5 **Describe** how and why the working and living conditions of convicts in Australia varied.

6 **Explain** the contribution made by the convicts to the development of New South Wales.

Analyse

7 **Apply** the concept of cause and effect to explain the different mortality rates between convicts transported on the First Fleet and convicts on the Second Fleet.

8 **Examine** Source 6 on page 218.

a Propose three questions you could ask that could help you to decide on its reliability.

b How reliable do you believe this painting is as a piece of historical evidence? Justify (give reasons for) your response.

Apply

9 Transportation is usually seen as a terrible and degrading punishment. However, it has been suggested by some historians that for convicts who did not reoffend in the colonies, transportation was a positive new opportunity. Using the information in this topic and your own research, **discuss** this idea by writing a 150-word response in which you support or challenge this hypothesis.

7.5 Early colonisation and Aboriginal peoples

Learning intention

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

- » summarise the effects of early colonisation on First Nations peoples.

For most of the twentieth century, many Australians accepted that Australia was colonised because the British believed the land was unoccupied, or *Terra Nullius*. *Terra Nullius* is a Latin term meaning 'empty land'. In recent decades, some historians have questioned whether the new arrivals really believed the land was empty or if they were just claiming *Terra Nullius* in order to justify their colonisation of Australia. It was clear from the observations of James Cook that there were people living in Australia, but their right to the land was ignored. Some Europeans may have taken this approach because Aboriginal peoples did not fence the land, farm it or build on it. Therefore, it was decided that they had no claim to ownership of the land. This idea developed in spite of the fact that Aboriginal peoples had cared for Country for at least 65 000 years. Despite what European colonisers at the time may have believed, Aboriginal peoples had a deep spiritual connection with the land. Country was the source of all physical, social and spiritual needs. Because Aboriginal peoples had a concept of shared land caretaking, they saw no need to fence off certain areas to show possession.

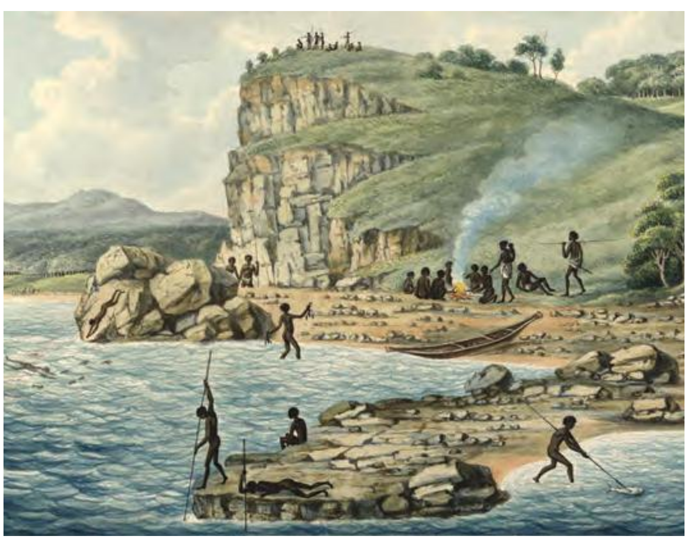
Early contact

At first, European contact was usually accidental. There had been sightings and landings before 1788, as sailors tried to establish new trade areas or colonies in the Asian region. There are numerous written and First Nations oral history records of Aboriginal peoples having contact with the Macassans (from the island of Sulawesi in Indonesia), the Dutch, the English and the French before James Cook's arrival in Australia.

Some historians also believe that a fleet of Portuguese ships sailed around the south coast of Victoria and that one ship ran aground near Warrnambool. This theory is based on the existence of the wreck of a ship that was seen for many years in the sand dunes between Port Fairy and Warrnambool. Descriptions suggest that it was built of mahogany, a timber used in Portuguese shipbuilding and it was in the style of a Portuguese caravel. The wreck has since disappeared but there are many locals who believe that it was part of a Portuguese fleet that sailed down the east coast of Australia in 1522.

free settlers
people who leave their homeland by choice to settle in a new country or colony

Analyse this!
Aboriginal peoples in early Sydney



Source 11 A painting of Aboriginal peoples in early Sydney, by Joseph Lycett

Initial colonial interactions

From the earliest days of colonisation, the impact of European contact on Aboriginal peoples was disastrous. Early British colonisers, convicts, **free settlers** and marines introduced diseases to which Aboriginal peoples had little or no immunity. As the original Sydney colony expanded, the colonisers pushed onto Aboriginal land, disturbing established territories and introducing new species of animals that damaged important vegetation and muddied water supplies.

Historical records of initial contact between the first British colonisers and Aboriginal peoples tend to reflect a European perspective. Much less importance has been attached to the oral accounts of these early encounters that have been passed down through generations of Aboriginal peoples. Some of the European accounts are from people in official positions and others are kept in private diaries and records. From these accounts it appears that relationships between Aboriginal peoples and colonisers in the area around modern Sydney were reasonable for the first 12 to 15 months of contact after the arrival of the First Fleet in 1788.

Records show that soon after the Europeans landed, Aboriginal people welcomed them – some even danced with them. The local Aboriginal people showed the Europeans some good fishing spots and shared the fish that they had caught. Despite this, conflict soon developed as Aboriginal people realised Europeans were here to stay. The shooting of kangaroos and other animals by the Europeans meant the Aboriginal people had scarce supplies of food and animal skins for clothing. The fish stocks, which were always uncertain in Port Jackson, suffered from being fished too heavily by Europeans. Governor Phillip ordered land to be cleared to grow crops and raise livestock. This led to Aboriginal peoples being pushed off their traditional hunting grounds.

Conflict and communication

By the following year, the conflict between the British and the local Cadigal people became more violent, with deaths on both sides. (See topic 7.7 on page 232 for more on the frontier conflict and resistance.) In a misguided attempt to open a line of communication, Governor Phillip ordered that some Aboriginal men be abducted in 1789. Governor Phillip aimed to teach these men English language and customs so they could act as ambassadors for the British and pass messages back and forth. The first man taken, Arabanoo, died of smallpox. Two others, Bennelong and Colbee, also caught smallpox but survived. Both men escaped from the colony but Bennelong returned. He learnt to speak English and developed a close relationship with Governor Phillip, teaching him some customs and traditions. Bennelong ate at the governor's table and dressed in the European fashion. He also accompanied Governor Phillip on a visit to England before returning to Australia in 1795.

Source 12 A portrait of Bennelong dressed in European clothes

7.5 Check your learning

Retrieve

1 **Identify** the groups of people who had some contact with some Aboriginal peoples before James Cook's arrival in Australia in 1770.

Comprehend

2 In your own words, **explain** what is meant by the term *Terra Nullius.*

3 **Describe** the evidence that suggests that a Portuguese ship may have been wrecked on the coast near Warrnambool before the British colonised the region.

4 **Describe** the manner in which the British colonisers at Sydney Cove were originally welcomed by local Aboriginal peoples.

5 **Summarise** the impact of the British colonisers on Aboriginal peoples.

Apply

6 'It was justifiable to abduct Aboriginal men to attempt communication between the colonisers and the local Aboriginal population.'
Evaluate the extent to which you agree with this statement: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position. In your response, consider how this early action might have impacted on the relationship between Aboriginal peoples and non-Indigenous people in the years that followed.

7 One of the most important sites around Sydney Harbour is Bennelong Point. **Investigate** the history of this area and write a commentary to be given by a tour guide of the area. In your commentary you should cover:
- the early history of the area and early names
- Bennelong's connection to the point
- later developments in the area
- Bennelong Point today.

7.6 The colonies of Australia

Learning intention

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

» describe the different experiences of colonisers and settlers in the Australian colonies, and the impact on First Nations peoples.

The Australian colonies were established for a range of different reasons. One of the main reasons was to provide a place of punishment for many of the convicts crowding Britain's jails. The colonies also offered the opportunity for poor people from Britain, who came as **assisted migrants**, to begin a new life and even own land. Australia was a great source of wealth and raw materials for the British Government and industry, initially providing timber for shipbuilding, and later supplying wool, minerals and grain.

The process of European colonisation of Australia was gradual. New South Wales was followed by other colonies and districts around the country. Some were originally administered from New South Wales; others including South Australia were established as colonies in their own right. Over the next century, these colonies gradually became the states and territories of Australia that we recognise today (see Source 13).

Underlying the whole colonial experience was a strong belief in the idea that British values and achievements were superior to those of any other peoples. This belief provided the British with a justification for their perceived right to take control of Australian lands, without any regard for Aboriginal peoples.

assisted migrants
people wanting to move to a new country, whose transportation costs are sponsored by the government, a charitable organisation or a private citizen; they may work for the sponsor for a period to repay the cost of passage

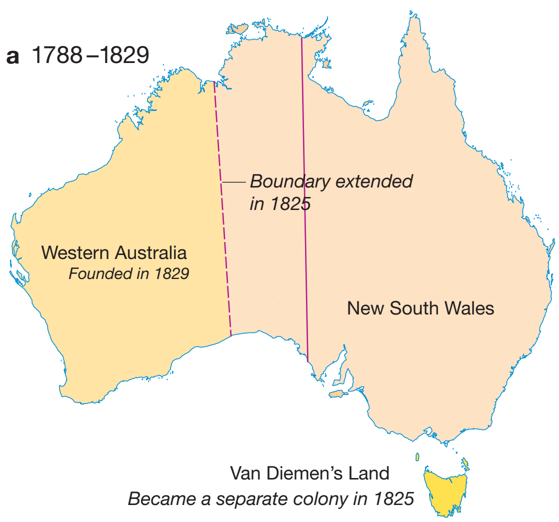
autocratic
relating to a person who rules with unlimited authority

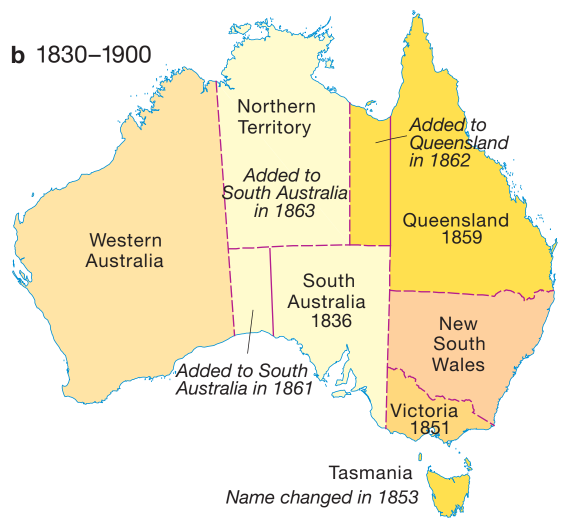
New South Wales

After his arrival on the First Fleet in 1788, Captain Arthur Phillip remained as the **autocratic** governor of the colony of New South Wales for five years. Phillip represented the British Government and was the ruler of the colony. His major achievement was the survival of the colony and the establishment of Sydney and Parramatta.

Phillip was regarded by many as a humane leader, even though he failed to acknowledge Aboriginal custodianship of the land. His instructions from Britain regarding Aboriginal peoples included the order to 'live in amity and kindness with them'. Evidence suggests that Phillip tried to fulfil this recommendation but was not always successful. He attempted to develop good relations with the Cadigal and Wangal Wangal peoples of the Sydney area. Governor Phillip named the suburb of Manly after the strong and 'manly' Aboriginal men he met in that area shortly after settlement.

AUSTRALIAN COLONIAL SETTLEMENTS





Source 13

Source: Oxford University Press

In the early days of the colony, the harsh landscape, blazing hot summers and the colonisers' lack of experience made farming difficult. In its first two years, the colony came very close to collapsing because of starvation, inadequate shelter and a lack of appropriate equipment. The arrival of the Second Fleet in June 1790 possibly saved the young colony, but conditions remained harsh. By the time Phillip left, however, farms were almost able to support the New South Wales population.

The spread of settlement in New South Wales

From 1788 until about 1810, the colony of New South Wales was confined to an area extending not much more than 100 kilometres in any direction from Sydney. The crossing of the Blue Mountains by non-Indigenous explorers William Wentworth, Gregory Blaxland and William Lawson in 1813 allowed the colony to expand inland. It is now suggested that these explorers used pre-existing Aboriginal pathways to help find their way. Other non-Indigenous explorers followed and by 1850, most of New South Wales had been opened up to the British. The land was cleared, and farms and small towns were established.

By the 1830s, although there was still plenty of convict and ex-convict labour, there was a growing move towards bringing free settlers to New South Wales. **Immigration** companies were formed to recruit poor and displaced people in the industrial cities and poverty-stricken rural areas of Britain. Several schemes were established to assist those wanting to make a new start on the other side of the world. Government schemes involved the government paying the fares of immigrants who would then work for a time on public projects. The Bounty scheme was largely funded by free settlers who wanted to attract labourers to their farms or businesses. Immigrants, often with whole families, would work for their sponsor for up to five years, to repay the cost of passage.

immigration
the act of entering and settling permanently in a country or region to which a person is not native

Many assisted migrants went on to become influential citizens in the colonies. One was Henry Parkes (later Sir Henry Parkes), who went on to become premier of New South Wales and is remembered today as one of the leaders of the Federation movement.

Source 14 A view of Government Farm at Rose Hill, New South Wales, 1791

Van Diemen's Land (Tasmania)

The first European explorer to arrive at and map large sections of Australia – including the southern island we know as Tasmania – was a Dutchman by the name of Abel Tasman. In the 1640s, Tasman named the island Van Diemen's Land after the governor-general of the Dutch East Indies (modern-day Indonesia).

Source 15 The remains of the penal colony at Port Arthur in Tasmania

The first European colony in Van Diemen's Land was at Risdon Cove on the Derwent River. In September 1803, Lieutenant John Bowen arrived from New South Wales on the HMS *Albion*, which carried 50 passengers, half of whom were convicts.

In early 1804, the Risdon Cove colony was joined by more than 400 colonisers and convicts from the abandoned Sullivan's Bay colony at Sorrento (Victoria). The leader of this expedition, Lieutenant David Collins, then moved the colony from Risdon Cove to Hobart and took over responsibility for it from Bowen.

Conflict with Aboriginal people occurred early in settlement of the new colony. In May 1804 at Risdon Cove, a number of the local Moomairremener peoples who were hunting kangaroos in the area for food were killed by the British.

Hobart was established as a penal colony and became one of the harshest of the convict colonies. Overall, 40 per cent of all convicts transported to Australia spent time in Van Diemen's Land.

Over the next 20 years, the colony developed and prospered. Free settlers and ex-convicts helped to establish a sheep-grazing industry, and set up sealing and whaling stations. In addition to Hobart, the towns of Richmond and Launceston were established, and industries such as milling, brewing and brick-making developed.

In 1825, Van Diemen's Land, which had been part of New South Wales, became a colony in its own right. In 1853, the name was changed to Tasmania (in honour of Abel Tasman) and it achieved the right to self-government in 1854.

See, think, wonder *

Examine Source 16.

- What do you see?
- What does it make you think about convict life?
- What do you wonder?

Source 16 *The Plough Gang*, an artist's impression of convicts working near the Port Arthur colony

The impact of European colonisation on the Aboriginal people of Van Diemen's Land (the Parlevar or Palawa people) was more devastating than in most of the mainland colonies. As the colonisers and their livestock spread out across the island, Aboriginal peoples across the continent were displaced from their traditional lands and dispossessed of their culture and traditions. The main killer of Aboriginal peoples was European disease, but they also suffered as a result of loss of their food sources and their traditional skills. Violence against Aboriginal people also accounted for numerous deaths, although it is difficult to gain accurate figures about such actions because massacres were often covered up or not recorded.

The Aboriginal peoples of Tasmania did not accept colonisation and made many attempts to strike back against the colonisers. This resulted in a period of tension between the two groups that has been described as guerrilla warfare and the Black War.

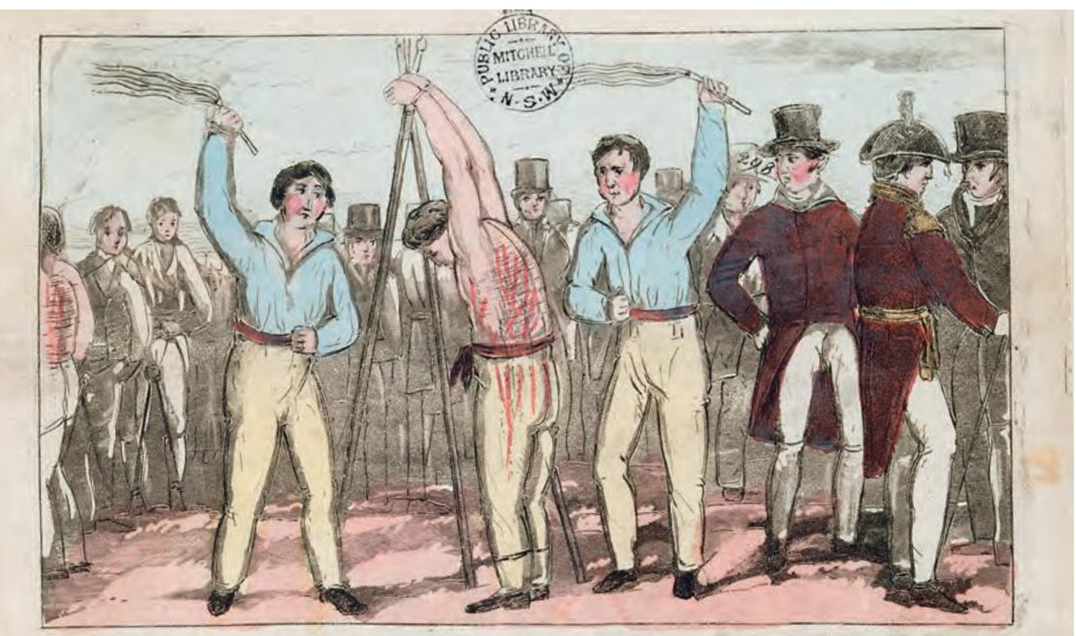
In 1832, George Robinson was appointed by the government to gather all remaining Aboriginal people in Tasmania into a camp on Flinders Island in an attempt to 'remove the problem'. For many years there was a belief that all descendants of the Aboriginal people of Tasmania had perished, but this is untrue. Today there are thousands of Tasmanians who are descendants of the original inhabitants of the island.

Queensland

The area around Moreton Bay (now Brisbane) was home to the Yuggera and Turrbal peoples for up to 40 000 years before British colonisers arrived. In 1824, a convict colony was established on the shore of Moreton Bay (at what is now Redcliffe) under the leadership of Lieutenant Henry Miller. A year later it was moved to the banks of the Brisbane River. More than 2200 convicts, most of them hardened criminals, were sent to the colony between 1824 and 1839. This area was known as Meanjin, which means 'point' or 'spear', because the land jutted out into the river. Europeans were not attacked as it was a neutral zone between the local groups of Aboriginal people.

Officially, free settlers were forbidden from moving into the area, but over time it became increasingly difficult to stop them. The area offered fertile soil and good grazing pastures, and was very attractive to free settlers and colonisers from New South Wales.

In 1838, the decision was made to allow free settlers into the area, and the following year the convict colony was closed. Farming areas expanded, which led to conflict with Aboriginal groups, including the Kabi Kabi people. The area remained part of New South Wales until the colony of Queensland was officially proclaimed in 1859.



Source 17 A hand-coloured etching showing a convict being flogged at Moreton Bay in Queensland, 1836

Western Australia

The area around the Swan River had been occupied by several Aboriginal groups, including the Nyoongar people, for thousands of years before European colonisation. These groups lived along the banks of the river where there was an abundant supply of fish, game birds, fruit and berries.

The first European colony in Western Australia was at King George Sound in 1826. The decision to settle there was prompted by a fear that the French were interested in colonising the area. In 1829, Captain James Stirling established the Swan River colony in the name of the British Government. The main city was Perth, with a port called Fremantle at the entrance to the harbour. Unlike colonies in New South Wales, Hobart, Moreton Bay and Norfolk Island, this new colony was to be a free colony – free from the stigma of convicts.

The population of the colony grew slowly. While the idea of a free settlement was appealing to migrants, they quickly found that there was a drastic shortage of labour. Land prices were low so most free settlers became farmers, leaving few people to work for wages.

Source 18 *The Foundation of Perth 1829* by George Pitt Morison; this painting was commissioned to mark the centenary of the founding of Western Australia in 1929.

This problem eventually led to the demand that convicts be sent to Western Australia. In 1850, at a time when convict transportation was being phased out in the east, it became an important element in the economy of the west. From 1850 to 1868, nearly 10 000 convicts, all of them male, were transported to the Swan River colony. They worked on constructing public buildings – roads, bridges and even prisons. A small number were assigned to farmers, but as the years progressed and the convicts gained their freedom, they began to provide a much-needed labour force for the free settlers.

As in other colonies, the colonists at Swan River did not recognise any claim that the local Aboriginal peoples had to the land. Initial interactions between the two groups were friendly but it quickly became obvious that they could not coexist. The two peoples had such fundamentally different concepts of land use and ownership that it would prove impossible to find common ground. In the 1830s, following several clashes between the Nyoongar people and colonists, a local Nyoongar Elder, Yagan, was killed. This incident was followed by the Battle of Pinjarra (also known as the Pinjarra Massacre), considered one of the worst attacks on Aboriginal peoples in Australia's history.

Information about what happened at Pinjarra is unclear, but estimates of the number of Nyoongar people killed vary from 10 to 150. By the 1850s, most of the Aboriginal peoples in the areas surrounding Perth had died as a result of disease, or had been dispossessed of their heritage and land.

Source 19 An artist's impression of the view at the Swan River Colony (Western Australia), 1834

The Port Phillip District (Victoria)

The first attempt to establish the colony that eventually became known as Victoria was made at Sorrento near the mouth of Port Phillip Bay, in 1803. Originally, this was to be an administrative district of the colony of New South Wales. The colonists made first contact with the peoples of the Kulin nation who lived in the areas surrounding Port Phillip Bay. The Sorrento colony, however, was abandoned after only a few months because of a lack of fresh water. Unlike in New South Wales, Tasmania or Queensland, the later colonisation of Victoria was driven by free settlers rather than convicts.

In 1834, the Henty brothers settled illegally in the area around Portland in Victoria, near the current border with South Australia. A year later, John Batman crossed Bass Strait from Tasmania and explored the area around the Yarra River.

John Batman drew up a treaty, which was signed by a number of Wurundjeri Elders. Under the treaty, Batman claimed to have 'bought' 600 000 acres in return for a collection of items including mirrors, knives, items of clothing and flour. What is interesting about the Batman treaty is that it was an acknowledgement that Aboriginal peoples had a claim to the land. If Batman didn't believe that Aboriginal peoples owned it, he would not have offered anything in return for the acreage. Two months later, the treaty was declared invalid because New South Wales Governor Bourke stated that the land all belonged to the Crown. Under British law, Aboriginal peoples could not sell it because it wasn't theirs.

Source 20 *Batman's Treaty with the Aborigines*, J.W. Burt, 1885, State Library of Victoria (painted to mark the 50th anniversary of the treaty signed on 6 June 1835)

Analyse this!
Batman's Treaty with the Aborigines

The Yarra River had been the meeting site of the Kulin nation for thousands of years and had provided significant fresh water and sources of food. This fresh water and the surrounding grasslands created by Aboriginal peoples attracted Europeans, and a colonial settlement was established on the banks of the Yarra. It would be known by several names including Bearbrass and Batmania before it was named Melbourne in 1837 after the British Prime Minister Viscount Melbourne.

The Port Phillip District grew quickly, largely because of profits from wool. Melbourne developed as a processing centre and port for wool exports. By 1850, it was an impressive city of 22 000 people, with many fine streets and buildings, an art gallery, theatres, hospitals and schools, and beautiful botanical gardens.

Unlike New South Wales, the Port Phillip District was established as a free colony. Some colonisers from Van Diemen's Land and New South Wales brought their convicts with them, but the area was never an official convict colony. From the late 1830s, assisted migrants were brought to the colony to provide a labour force. The opportunities offered in the colony were so great that by 1850, one in five of these migrants had become leaseholders of farmland or landowners.

Despite its economic success, the colonisation of the Port Phillip District had a disastrous impact on Aboriginal peoples of the region. European diseases such as smallpox and measles led to many deaths. Violence and loss of food sources also contributed to the decline of the Aboriginal population. It is estimated that by 1850, the Aboriginal population had declined to between 5000 and 3000.

In 1851, under the *Australian Colonies Government Act 1850*, the Port Phillip District separated from New South Wales and was renamed the colony of Victoria in honour of the reigning British monarch, Queen Victoria. Following the discovery of gold in August 1851, Victoria went on to become one of the richest and most progressive of the Australian colonies.

South Australia

South Australia was colonised in 1836 on the banks of Adelaide's Torrens River. Its first governor was John Hindmarsh. The colony was based on a plan by Edward Gibbon Wakefield to create an ideal, convict-free society. Land was to be sold at a reasonable price and the money raised was to be used to bring out free settlers as labourers. The colony was founded with the aim of recreating all the best elements of the British homeland.

Adelaide was one of the first towns built in South Australia. It was designed by surveyor Colonel William Light (see Source 21). The regular grid of streets and the border of parklands surrounding the city make Adelaide one of the best-planned cities in the world.

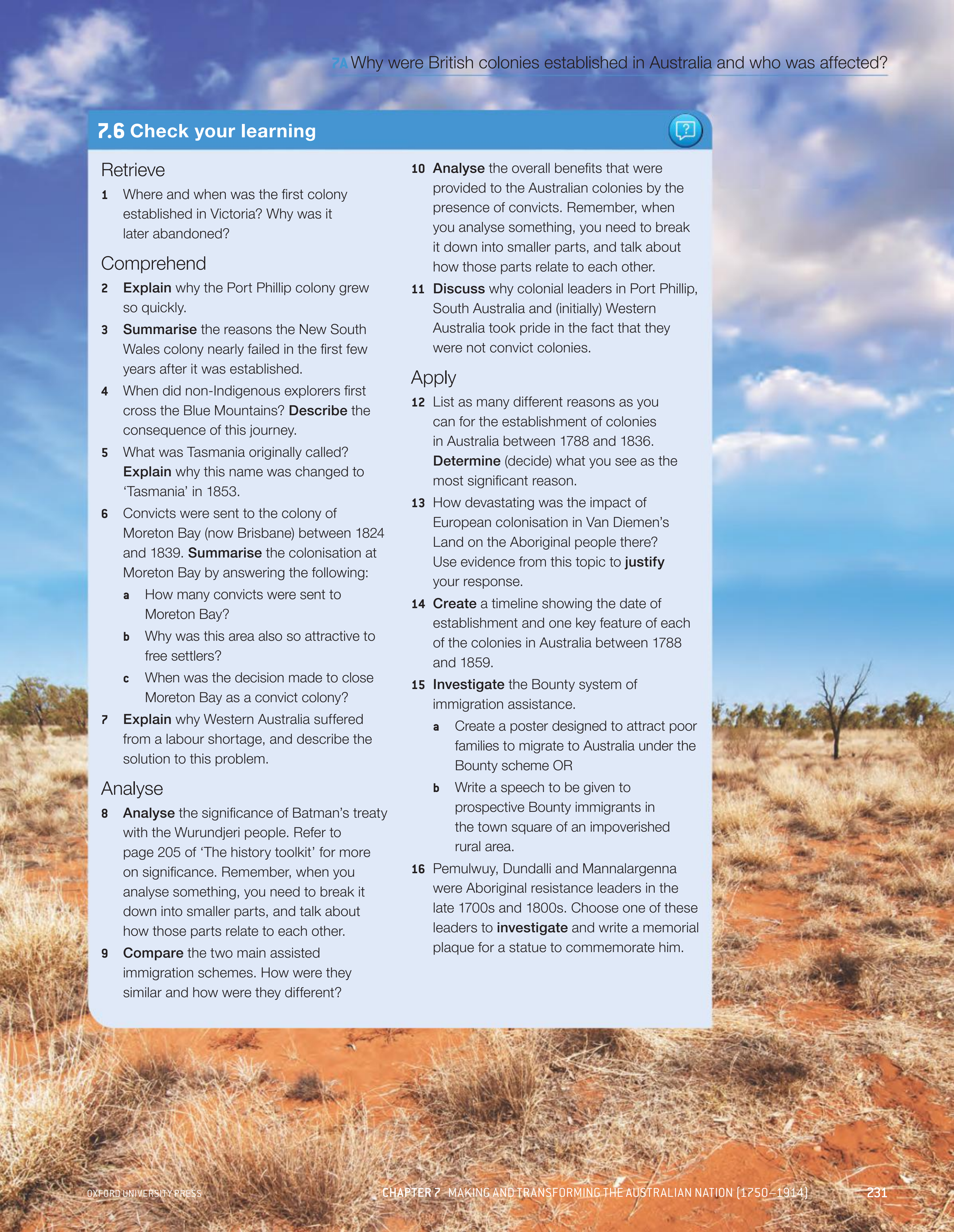
Source 21 An artist's impression of Colonel William Light, the surveyor and planner of Adelaide

Key skill worksheet
Historical perspectives & interpretations: Exploring colonial settlements

The early economy of the new town relied primarily on sheep farming. During the 1840s, the colony spread further inland when deposits of copper were discovered at Burra in 1845. In the 1840s, the foundations of the wine industry were laid by German migrants in the Barossa Valley and Irish migrants in the Clare Valley.

The Aboriginal people of the Adelaide area are the Kaurna people. At the time the colony was established, there were between 500 and 1000 Kaurna people in the area. The *South Australia Act* of 1834 acknowledged the existence of Aboriginal peoples and stated that no settler could interfere with their enjoyment or use of the land. Despite this official policy, the relationship between colonists and the Kaurna people was little different from that in other colonies.

There is some evidence of direct violence between Europeans and the Kaurna people, but the majority of the Kaurna people fell victim to the same problems as Aboriginal peoples in other colonies. Most died of introduced diseases. Others suffered because their lands and food sources were taken, their traditional culture was undermined and their way of life was destroyed.



7.6 Check your learning

Retrieve

1 Where and when was the first colony established in Victoria? Why was it later abandoned?

Comprehend

2 **Explain** why the Port Phillip colony grew so quickly.

3 **Summarise** the reasons the New South Wales colony nearly failed in the first few years after it was established.

4 When did non-Indigenous explorers first cross the Blue Mountains? **Describe** the consequence of this journey.

5 What was Tasmania originally called? **Explain** why this name was changed to 'Tasmania' in 1853.

6 Convicts were sent to the colony of Moreton Bay (now Brisbane) between 1824 and 1839. **Summarise** the colonisation at Moreton Bay by answering the following:

   a How many convicts were sent to Moreton Bay?

   b Why was this area also so attractive to free settlers?

   c When was the decision made to close Moreton Bay as a convict colony?

7 **Explain** why Western Australia suffered from a labour shortage, and describe the solution to this problem.

Analyse

8 **Analyse** the significance of Batman's treaty with the Wurundjeri people. Refer to page 205 of 'The history toolkit' for more on significance. Remember, when you analyse something, you need to break it down into smaller parts, and talk about how those parts relate to each other.

9 **Compare** the two main assisted immigration schemes. How were they similar and how were they different?

10 **Analyse** the overall benefits that were provided to the Australian colonies by the presence of convicts. Remember, when you analyse something, you need to break it down into smaller parts, and talk about how those parts relate to each other.

11 **Discuss** why colonial leaders in Port Phillip, South Australia and (initially) Western Australia took pride in the fact that they were not convict colonies.

Apply

12 List as many different reasons as you can for the establishment of colonies in Australia between 1788 and 1836. **Determine** (decide) what you see as the most significant reason.

13 How devastating was the impact of European colonisation in Van Diemen's Land on the Aboriginal people there? Use evidence from this topic to **justify** your response.

14 **Create** a timeline showing the date of establishment and one key feature of each of the colonies in Australia between 1788 and 1859.

15 **Investigate** the Bounty system of immigration assistance.

   a Create a poster designed to attract poor families to migrate to Australia under the Bounty scheme OR

   b Write a speech to be given to prospective Bounty immigrants in the town square of an impoverished rural area.

16 Pemulwuy, Dundalli and Mannalargenna were Aboriginal resistance leaders in the late 1700s and 1800s. Choose one of these leaders to **investigate** and write a memorial plaque for a statue to commemorate him.

7.7 Effects of colonisation on First Nations peoples

Learning intention

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

» describe the ongoing effects of colonisation on First Nations peoples, such as diseases, frontier warfare, dispossession and relocation to missions and protectorates.

Within a few years of the establishment of every British colony in Australia, the numbers of local Aboriginal people declined dramatically. Up to 90 per cent of local Aboriginal peoples, such as the Kameygal and Cadigal peoples, are thought to have died after three years of colonisation around Botany Bay and Port Jackson. The numbers of Aboriginal peoples surrounding Port Phillip Bay are believed to have declined from over 30 000 in 1835 to no more than 5000 in 1850, largely due to disease and violence. Estimates of the population of Aboriginal peoples prior to European colonisation vary greatly, from 318 000 up to 750 000. The population was spread throughout the continent, but the majority lived in the south-east, with large groupings thought to have been established along the Dungala (Murray) River. Aboriginal communities rotated seasonally through Country, meaning that they lived for short periods in the same place before moving on in search of different hunting grounds, within the same general area. Because Aboriginal peoples moved around, Europeans made the mistake of believing that they had no connection to particular areas.

Traditional hunting areas and food sources were disturbed and eradicated as the colony of New South Wales expanded. Food became scarcer in the wild, and traditional hunting and harvesting areas used by Aboriginal peoples were cleared for agricultural development. Fences were built and access to waterholes and sacred sites became difficult or impossible as Country became private property. European expansion often displaced Aboriginal peoples in the more heavily populated areas.

Conflicts developed and massacres occurred as the Europeans spread into the interior of the country. In most cases, attempts by Aboriginal peoples to resist European expansion failed – largely because of British fire power.

Source 22 This painting, *Collins Street, Melbourne Town, 1839*, by William Knight, shows a group of Aboriginal people overlooking the township of Melbourne (National Library of Australia).

Diseases

Diseases introduced by the Europeans spread quickly and had a dramatic effect on the Aboriginal population. In fact, they were by far the biggest killer. Diseases such as the common cold and tuberculosis wiped out large numbers of Aboriginal people, often a generation at a time. Many diseases that were only mildly dangerous to Europeans were lethal to Aboriginal people, who had no immunity to them. Syphilis and other sexually transmitted diseases spread by European men not only caused deaths but also rendered many Aboriginal women infertile, leading to a declining birth rate. Other diseases, including measles and influenza, also spread rapidly throughout the Aboriginal population. Smallpox alone is thought to have wiped out at least 50 per cent of the total Aboriginal population in the first few decades after colonisation. There is an ongoing debate about whether this was spread intentionally or by accident.

Source 23 An non-Indigenous artist's impression of Pemulwuy in a canoe spearing fish

Frontier conflict and resistance

By the 1790s, conflict between Europeans and Aboriginal peoples had become more common because more Europeans intruded into Aboriginal lands. Aboriginal peoples resisted these settlements with organised attacks, now known as guerrilla warfare. In retaliation, colonisers often took revenge into their own hands, carrying out attacks and violent raids on the camps of those they thought attacked them (see Source 37 on page 296). In the Hawkesbury area of New South Wales, an estimated 26 Europeans and 200 Aboriginal people died in conflicts between 1794 and 1800. One well-known Aboriginal person who resisted the Europeans was Pemulwuy, a Bidjigal man. He became famous for launching attacks on the colonisers, burning their crops and destroying their huts. In 1801, Governor King offered a reward for Pemulwuy's capture. Pemulwuy was shot and killed by soldiers and the resistance movement fell away for a brief period.

Collaboration

While there were times of conflict, there were also times when Aboriginal peoples and Europeans worked together. Many Aboriginal people joined the police force and became trackers (experts at finding and following animal and human tracks). In another example of collaboration, Bennelong, an Eora man from the Sydney area, worked with Governor Phillip. Bungaree, a Kuringgai man, sailed with Matthew Flinders between 1801 and 1803. He was taken to help communicate with Aboriginal people along the way. However, Flinders did not realise the great differences among Aboriginal language groups. The further they moved away from the colony, the more difficult it became for Bungaree to communicate with the local inhabitants. In the Port Phillip District, Billibellary, an Elder of the Wurundjeri people, also worked closely with the new arrivals in the early years. He attempted to enable his people to move between the two cultures.

Missions and protectorates

The exclusion of First Nations peoples from the national story was reflected in government policies in all colonies. These policies isolated First Nations peoples by moving them onto areas of land known as missions and protectorates. Here they were taught English language and customs while at the same time being kept away from European communities. During Australia's colonial period, more than 211 missions were established.

Source 24 This wood engraving from around 1873 titled *Marriage of Aboriginal Natives*, shows Aboriginal people on a mission near Melbourne being married according to British customs.

Stolen Generations
the children of First Nations descent who were forcibly removed from their families by government officials and church missions in Australia and raised by white Australians

While officially the missions and protectorates were set up to look after First Nations peoples, in fact they caused a tremendous amount of damage. Even in these early years, hundreds of First Nations children were removed from their families (although this did not become official government policy in some states until the twentieth century). These children, now referred to as the **Stolen Generations**, faced ongoing emotional and social difficulties because of this.

Source 25 An etching showing the New Norcia mission cricket team; missionary Rosendo Salvado believed that the formation of the team was 'one more humanising and Christianising element' of his mission to Aboriginal people.

Dispossession

dispossession
to deprive a person or people of the possession or occupancy of land and property

protection
a government policy introduced in Australia from the 1850s that gave the government extensive power over the lives of First Nations peoples

When the land, culture and way of life of First Nations peoples are removed, this is referred to as **dispossession**. When the British colonised Australia in the eighteenth century, large numbers of First Nations peoples were dispossessed of their ancestral lands, their hunting grounds and water resources. They were also cut off from their spiritual and cultural heritage as a result of dispossession.

By the late nineteenth century, there was a general belief among officials that First Nations peoples would soon die out. A new **protection** policy, sometimes referred to as 'smooth the dying pillow', was developed. On the surface, it involved better treatment for First Nations peoples, but in reality it stripped them even more of their independence, self-confidence and traditional culture. In 1901, when the colonies federated (united) to form the Commonwealth of Australia, it was made clear that the original people had no place in the new nation. They were effectively non-existent people in the land they had called home for over 65 000 years.

KEY SKILL
Historical perspectives & interpretations

Comparing perspectives

In order to gain a clear understanding of events in the past, you should consult a range of evidence and opinions. An essential part of this is considering the perspective of a group or person from the time. The key historical concept of perspectives (see page 201 of 'The history toolkit') refers to the position from which people see and understand events around them.

Until recent decades, most of what we believed about the lives of Aboriginal peoples pre-colonisation came from the perspective of Europeans. Most records suggested that Aboriginal peoples made very limited use of the land and had little impact on the environment. The Europeans saw none of the usual signs of productive use of the land – no dams or fences, no yards or barns – so they assumed that the land was there for the taking.

Over the past few decades, historians have looked again at some of the records and even paintings by early colonisers, with a new perspective. They have uncovered considerable evidence that Aboriginal peoples understood and nurtured the land, and all of their needs were met by the natural environment. This has led many Australians to view the pre-1788 years with a new perspective.

Consider the following sources, one from 1846 and one from 2011.

Source 26

It is an axiom of civil life, that no nation or tribe can acquire or maintain a right to the soil, unless it profitably occupies or tills it. Admitting such a rule – the nomadic tribes of Australia cannot be said to be dispossessed of their country.

Extract from William Hull, *Remarks on the Probable Origins and Antiquity of the Natives of New South Wales* (1846), quoted in R. Broome *The Colonial Experience, The Port Phillip District/Victoria, 1834 to 1860*, La Trobe University, 2016, p. 68

Source 27

They [First Nations peoples] first managed the country for plants. They knew which grew where and which they must tend or transplant. Then they managed the land for animals … They established a circuit of such places, activating the next as the last was exhausted or its animals fled … They travelled to known resources, and made them not merely sustainable but abundant, convenient and predictable.

Extract from B. Gammage, *The Biggest Estate on Earth*, Allen & Unwin, 2011, p. 3

For more information on this skill, refer to page 201 of 'The history toolkit'.

Practise the skill

1 Log onto your obook pro and complete the key skill worksheet 'Comparing perspectives' to practise this skill.

Quiz me!
A quick quiz on the effects of colonisation on First Nations peoples

Key skill worksheet
Historical perspectives & interpretations: Comparing perspectives

7.7 Check your learning

Retrieve

1 **Identify** three negative impacts of European colonisation on First Nations peoples. Identify one negative impact that is ongoing (continuing to this day).

2 **Identify** the major reason for the deaths of Aboriginal peoples. Who was responsible for these deaths?

3 **Define** the term 'dispossession' in your own words.

Comprehend

4 **Explain** why European diseases were so damaging to Aboriginal peoples.

Analyse

5 **Examine** Source 22 on page 232.

a What can you learn about the impact of European colonisation on the Melbourne area and local Aboriginal people from this source?

b Explain how this message is conveyed by referring to at least three features of the painting.

c Imagine a conversation between two of the Aboriginal people in the foreground of the painting. Create the script for such a conversation, drawing on your knowledge of the colonisation of Port Phillip and the impact on Aboriginal peoples. Your conversation should be 300–400 words in length and each person should speak at least four times.

6 **Compare** the perspectives in Source 26 and Source 27. What are their similarities and what are their differences? When answering, think not only about the words themselves but who wrote them and when.

7 The terms 'invasion', 'colonisation' and 'settlement' have all been used to describe European expansion to the Australian continent. Consider the meaning of each word and identify and **compare** the perspectives of the people or group who would use it. Explain the reasons for their choice.

Apply

8 'The European colonisation of Australia caused widespread devastation to First Nations peoples.' **Evaluate** the extent to which you agree with this: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position. Use the TEEL format (Topic, Explain, Examples, Link) to structure your answer.

9 Using information in the text and your own online research, explain what is meant by the phrase 'smooth the dying pillow'. **Discuss** how this relates to the policy of Aboriginal 'protection' at the time.

7.8 Development of the colonies during the nineteenth century

Learning intention

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

» explain how the colonies developed across Australia.

migration
the movement of people from one place to another

merino
a breed of sheep prized for fine wool

At first, the establishment of the Australian colonies centred on the main coastal settlements, which grew to become the capital cities. With the growth of population through **migration** and natural increase, there was a desire to expand beyond these hub settlements. From the time that the first Europeans crossed the Blue Mountains in 1813, through the greater part of the nineteenth century, much of the continent was explored and opened up to European-style land use and occupation.

The land closer to the coast was used largely for agriculture. The drier inland areas were increasingly used as pasture for sheep and cattle. The Industrial Revolution in Britain created a huge demand for raw materials such as wool. The factories of Leeds and Bradford in Yorkshire were hungry for the fleeces of **merino** sheep bred in the Australian colonies. The population and prosperity of the Australian colonies were also strongly boosted by the discovery of gold in the 1850s.

The opening of the interior

The rapid population growth in the 1850s and 1860s led to an increased demand for land. Newly arrived migrants and the birth rate among the existing population increased the demand for living space and land to grow crops and graze livestock. Parties of explorers, often accompanied and guided by Aboriginal peoples, opened up the interior for European colonisation.

See, think, wonder

Look at Source 28.

- What do you see?
- What do you think?
- What does it make you wonder?

Transport

As colonisers cleared land in the interior to graze cattle and sheep, they established small towns. Roads were made back to the main colonies to transport wool and supplies. Although the Europeans were taking over Aboriginal lands, they were usually unaware that they were benefiting from Aboriginal knowledge of the areas. Aboriginal peoples' trading trails had been operating along the clearest and most accessible routes for thousands of years. The sheep farmers moved their sheep along these routes. Later, the first postal services on horseback used the Aboriginal peoples' trails to deliver mail to farmers. There are many accounts in the letters and journals of explorers and colonisers, of assistance given to them by Aboriginal guides.

Echuca was one of the busiest inland ports in the nineteenth century. Paddle steamers carried wool from properties along the Murray–Darling river system to the railway at Echuca, and from there goods were transported by train to Melbourne for export.

Source 28 An artist's impression of Melbourne, 1880; note the rectangular grid of streets, laid out by Thomas Hoddle in 1837.

Initially, inland travel was on horseback, by stagecoach or by cattle cart. Over time, more efficient modes of transport were introduced. The first Australian passenger railway, linking Melbourne and Sandridge (Port Melbourne), opened in September 1854. Throughout the nineteenth century, sailing ships grew in number, size and speed. By the 1850s, steamships began travelling to Australia. By 1860, all the colonies had busy ports in their capital cities. There were also many ports along the inland river systems. The colonisers enjoyed regular communication through the network of steamships and railways, and the telegraph, which linked the eastern capital cities by the late 1850s.

Quiz me!
A quick quiz on the development of the colonies during the nineteenth century

7.8 Check your learning

Retrieve

1 **Identify** two ways in which colonisers benefited from Aboriginal peoples' knowledge and use of the environment.

Comprehend

2 **Summarise** the factors that motivated the early colonisers to explore and occupy regions in the interior of Australia, far away from towns along the coast.

3 **Explain** how wool was important in the development and expansion of the colonies.

4 **Explain** why transport was so important to the opening up of the country to Europeans.

5 **Describe** the ways that methods of transport and communication had improved by the later part of the nineteenth century.

Apply

6 Some of the explorers who went on expeditions to unlock areas of land in Australia's interior included Major Mitchell, Edward John Eyre, John Oxley, and Robert Burke and William Wills (who travelled together). Choose one of these explorers and **investigate** their life and experiences.

Imagine that you are a friend of this explorer, and you are invited to present an obituary at his funeral. Create an obituary, including:

- the basic dates and details of his life
- the areas that he explored
- whether he had any contact/assistance from local Aboriginal people
- other information about his life and contribution.

You may present your obituary as a talk to the class. It could incorporate a PowerPoint presentation including pictures and maps. Include a bibliography of the sources you have used. Reference them according to the instructions on page 191 of 'The history toolkit'.

Key skill worksheet
Historical perspectives & interpretations: Sequencing events in nineteenth-century Australia

Source 29 The historic port of Echuca on the Dungala (Murray) River was one of the busiest inland ports during the nineteenth century.

7.9 The Australian gold rushes

Learning intention

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

» examine the effects that the discovery of gold had on the development of Victoria.

The most significant influence on the economic and social development of the Australian colonies in the nineteenth century was the discovery of gold, which tripled the population of the colonies in one decade and made Melbourne one of the richest cities in the British Empire. Gold also helped lay the foundations of the democratic nation that would later be established in 1901.

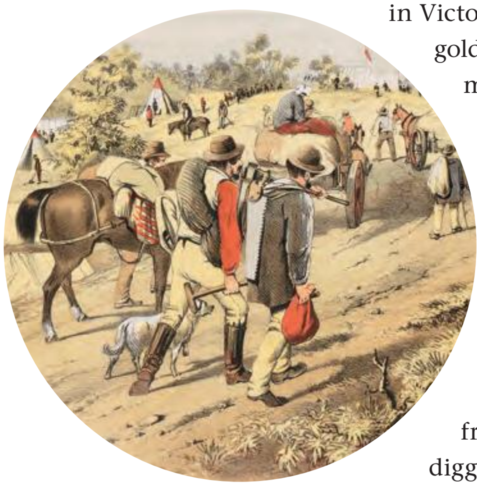
The gold rushes in New South Wales and Victoria played a significant role in the further dispossession of Aboriginal peoples. By 1860, thousands more traditional owners had been displaced from their lands. Ironically, there was a small benefit for some Aboriginal people who had been living on pastoral properties, and who had developed skills as drovers and farmhands. As many farm workers left for the goldfields, the contribution of Aboriginal workers was valued by **pastoralists**, and even reasonably paid.

pastoralists
owners or people who hold the lease of a large property used mainly for the grazing of sheep and cattle

The gold rushes strengthened the belief in white superiority that had influenced the colonies since they were first established. Gold seekers from China faced discrimination and violence not only from Europeans but from the colonial governments, which passed severe anti-Chinese legislation.

Gold was first discovered in the Australian colonies from around 1823, although Aboriginal peoples had always known of its existence. The amounts discovered, however, were quite small and were all on what had been claimed as government land. This meant that the gold should have been surrendered to the governor, so the finds were not usually reported. In April 1851, Edward Hargraves claimed correctly that 'payable' gold (gold on unclaimed land) had been discovered near Bathurst. The New South Wales government rewarded his discovery with £10 000. Hargraves immediately announced his find to the newspapers, and with this the Australian gold rushes began. Later that year, gold discoveries were announced in Victoria. By the end of 1851, 20 000 prospectors (known as **diggers**) were working on the goldfields in Ballarat, Bendigo and elsewhere. Over the coming years, around half the male population of Melbourne and Adelaide left for the Victorian goldfields. The first immigrant ships carrying would-be goldminers arrived in 1852. By 1858, 150 000 people were living on the Victorian goldfields. In total, the gold rushes in New South Wales and Victoria brought around 622 000 people to Australia in the 10 years after 1851.

diggers
miners, especially those who dig for gold; also an informal term used to describe soldiers from Australia and New Zealand; first used during World War I



Source 30 This painting by S.T. Gill titled *The New Rush*, shows miners making their way to the Victorian goldfields around 1865; Ballarat Fine Art Gallery.

Mining methods

Diggers on the goldfields were looking for two main types of gold: alluvial gold and deep reef gold. Alluvial gold was gold that washed up in creek and river beds from underground streams. It was the easiest gold to mine and the way that most diggers began their search. The equipment required was cheap and easy to use – a pick and shovel, and a panning dish usually provided miners with their first collection of small nuggets. Another method used a piece of wooden equipment called a cradle. This resembled a baby's cradle and could be 'rocked' to catch the gold in a sieve (see Source 31).

By about 1853, much of the easily available alluvial gold had been found. Miners who had not given up hopes of a rich find turned their attention to the deep reef gold buried many metres below the surface. To access deep reef gold, mines had to be sunk deep underground. Expensive machinery and complex processes were needed to separate the gold from the quartz rock in which it was trapped. When this deep shaft mining started, groups of miners began to form companies, pooling their money and labour to operate one mine. Often they would toil for many months before they received any reward for their labours. Sometimes they received no reward at all. All miners had to pay a licence fee to the government during this time, something that they bitterly resented. This tax was one of the main factors that led to the **Eureka Rebellion** at Ballarat in December 1854.

Source 31 An artist's impression of goldminers using cradles to find alluvial gold

Conditions on the goldfields

Living conditions were hard for everyone on the goldfields. In places like Bendigo, for example, around 40 000 people lived close together in tents. Water and fresh food were scarce and sanitation was very poor. Garbage piled up around the diggings, and toilets were just holes dug in the ground. The smell from the camps was unbearable for those who were not used to it. Most of the people living on the goldfields were men, although some women did brave the difficult conditions with their children in order to keep their families together. While some children were able to attend school, education was of varying quality and often depended on the willingness of teachers to give up time looking for gold in order to run classes. Most children were expected to work with their parents looking for gold. Medical care was very poor, and trained doctors were few. Children on the goldfields were much more likely than adults to be injured or to die from disease. Children under the age of five years made up a majority of deaths on the goldfields. Many women died in childbirth from a lack of sanitation and medical care.

Unsanitary conditions led to the spread of diseases such as dysentery and typhoid. Illnesses also resulted from a poor diet, as there was little fresh food. Exotic foods were available but they were very expensive and were not affordable for most miners.

Eureka Rebellion
the 1854 violent uprising led by goldminers in Ballarat, Victoria protesting against the expense of mining licences, which resulted in the deaths of at least 27 people; also referred to as the Eureka Stockade

Key skill worksheet
Historical perspectives & interpretations: Using empathy

KEY SKILL
Historical perspectives & interpretations

Using empathy

When analysing any primary source, you need to be aware of, and sensitive to, the feelings, thoughts and experiences of people from the past. This is called 'using empathy'.

In order to understand the hardships and rewards of life on the goldfields, we must first look closely at evidence which tells us how the miners lived, then use empathy to imagine how this experience felt.

By examining food on the goldfields we can begin to have some empathy with the miners as real people, even though they lived very different lives from us. There is a general belief that all miners lived on a boring diet of mutton (meat from sheep), damper and tea. While this was true to a large extent, the diaries and letters from the time provide evidence that more varied and exotic foods were also available. Source 32 is a list of food items eaten and prices recorded by a party of four diggers in the early 1850s.

Practise the skill

1 Log onto your obook pro and complete the key skill worksheet 'Using empathy' to practise this skill.

Source 32

Mutton forequarter 4 shillings
Coffee 2 shillings and 6 pence
Potatoes 6 pence per pound [weight]
Porridge 1 shilling per pound
Tongue 2 shillings and 5 pence per pound
Anchovy paste 1 shilling and 5 pence per pot
Mustard 2 shillings per pot
Pickles 1 shilling per pot
Lemon peel 2 shillings and 6 pence per pound
Hot cross buns 4 pence

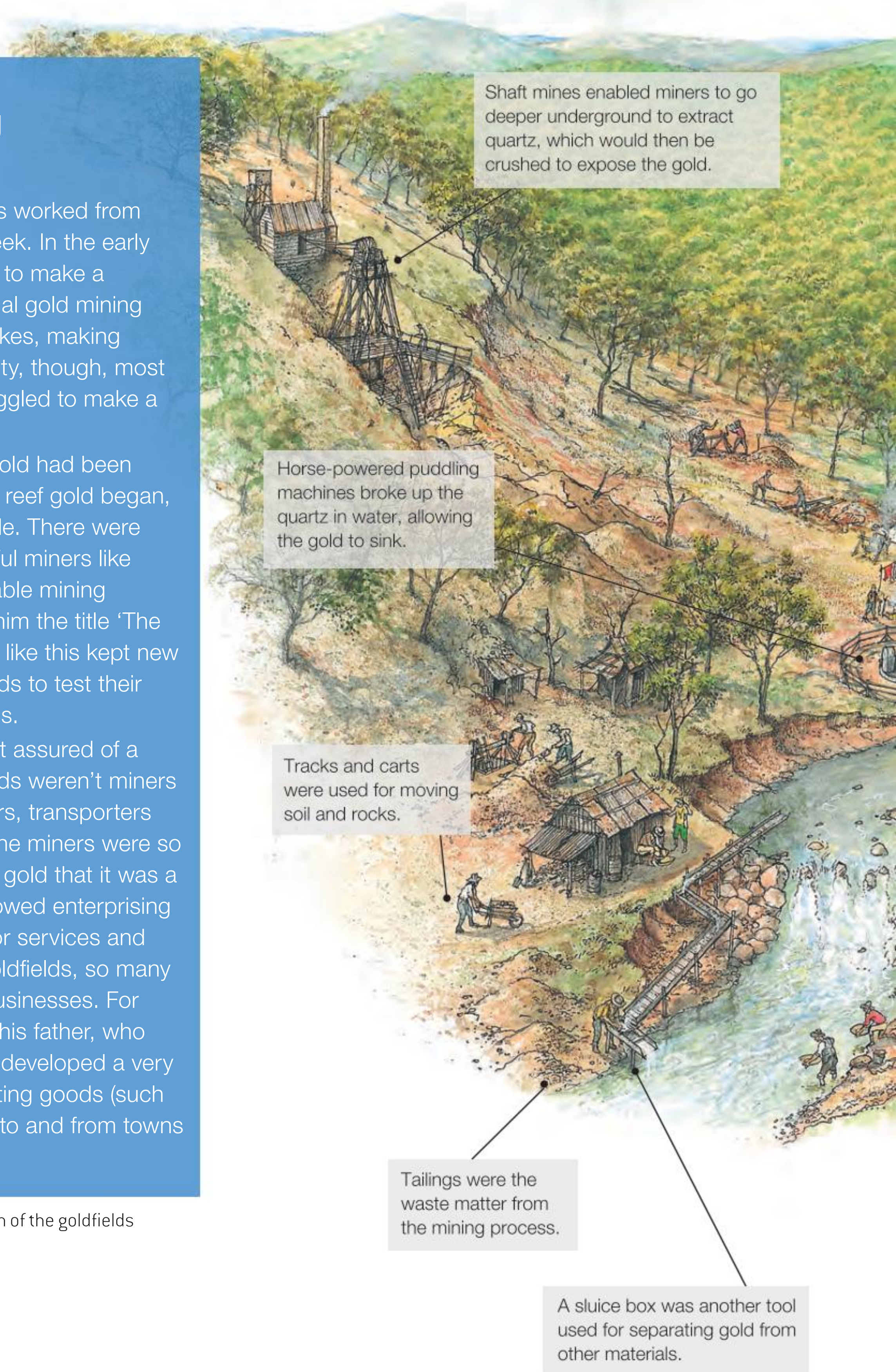
(Note: 1 shilling = 10 cents, 6 pence = 5 cents, 5 pence = 4 cents, 1 pound [weight] = 450 grams)

Living and working on the goldfields

Most diggers on the goldfields worked from dawn until dusk six days a week. In the early years, most miners were able to make a reasonable income from alluvial gold mining and a few even had major strikes, making them instantly wealthy. In reality, though, most found very little gold and struggled to make a decent living.

Once most of the alluvial gold had been found and the mining of deep reef gold began, many miners began to struggle. There were also, of course, very successful miners like George Lansell, whose profitable mining company in Bendigo earned him the title 'The Quartz King'. Success stories like this kept new people flocking to the goldfields to test their luck – despite all the hardships.

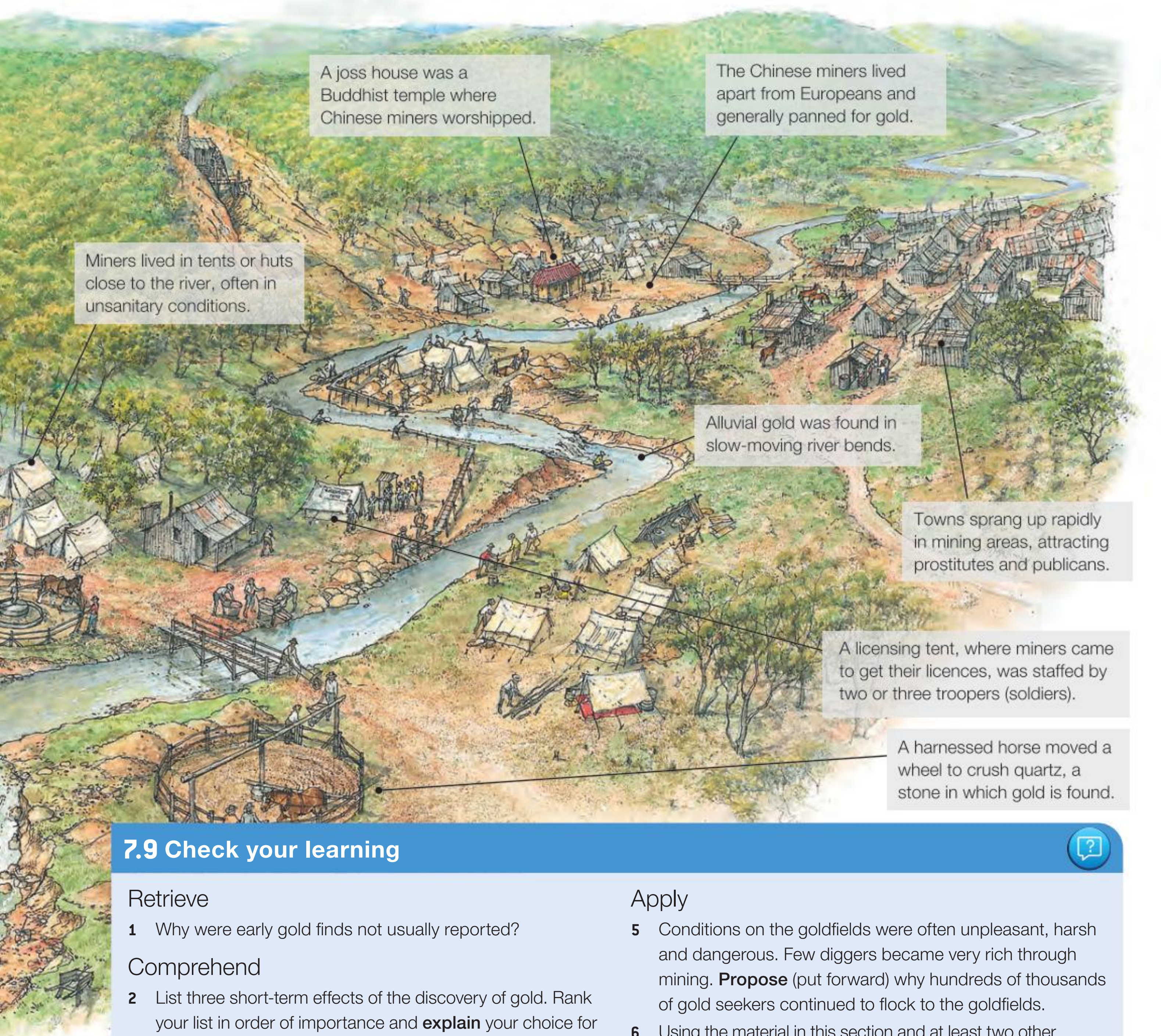
The people who were most assured of a steady income on the goldfields weren't miners at all, but traders, shopkeepers, transporters and other business people. The miners were so caught up with the search for gold that it was a full-time job for them. This allowed enterprising people to recognise a need for services and supplies in and around the goldfields, so many people built up prosperous businesses. For example, John Chandler and his father, who arrived in Melbourne in 1850, developed a very successful business transporting goods (such as mining tools and supplies) to and from towns on the Victorian goldfields.



Source 33 A modern artist's recreation of the goldfields

Quiz me!
A quick quiz on the Australian gold rushes

Interactive
Life on the goldfields



7.9 Check your learning

Retrieve

1 Why were early gold finds not usually reported?

Comprehend

2 List three short-term effects of the discovery of gold. Rank your list in order of importance and **explain** your choice for the most important effect.

3 Which people were able to earn a more regular income on the goldfields than the miners? **Explain** why.

Analyse

4 **Examine** Source 32 on page 239 and answer the following:

a What do you think life was like for the party of diggers who recorded this list?

b How do you think they may have felt about their diet at the time?

Apply

5 Conditions on the goldfields were often unpleasant, harsh and dangerous. Few diggers became very rich through mining. **Propose** (put forward) why hundreds of thousands of gold seekers continued to flock to the goldfields.

6 Using the material in this section and at least two other sources, **create** a board game called Gold Rush. Your game should be for two, three or four players and your board should be illustrated with gold-rush images. It should include positive and negative examples of the gold-rush experience.

Features that you could include:

- the journey from Europe
- the journey to the goldfields
- buying a licence
- setting up camp and making a claim
- food and entertainment
- success and/or failure
- goldfields unrest and Eureka.

7.10 The experiences of Chinese people in Australia before 1900

Learning intention

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

» describe the experiences of Chinese people on the goldfields in Australia before 1900.

In the century after British colonisation, Australia had attracted people from around the globe. Some came in search of riches and new opportunities; others were looking for a place to start a new life. Among them were Afghan people from the Middle East, South Sea Islanders from across the western Pacific region, and Japanese people. By far the largest group of non-Europeans to journey to Australia were Chinese people.

Chinese people in Australia

Source 34 A Chinese miner on the goldfields carrying a cradle and other mining tools

For most Chinese people who made the long journey to Australia during the nineteenth century, the main motivation was the search for gold. During the 1850s, Australia was known in Chinese as Xin Jin Shan ('New Mountain of Gold'). Some Chinese migrants were also political refugees who left China following a bloody civil war that raged across China between 1850 and 1864.

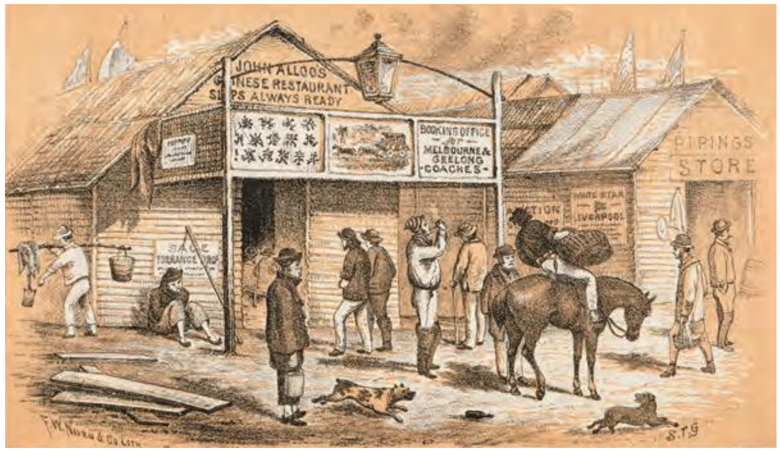
By the late 1850s, there were around 40 000 Chinese migrants in Victoria. They represented 25 per cent of the miners in the colony at this time. In New South Wales, goldmining communities were not as large as in Victoria. Around 60 per cent of miners in New South Wales were Chinese. They were accused of introducing exotic diseases and drugs (such as opium) on to the goldfields (see Source 36). As a result, they were regularly the victims of prejudice and racial abuse. Some of the main reasons for anti-Chinese feeling among Europeans:

- Racism – It was assumed that the culture and religion of white, European peoples were naturally superior. The other racist notion was that non-whites would contaminate the pure white race of British Australians. These views were widely expressed in parliament, popular literature and cartoons (see Source 36 opposite and Source 11 on page 255. An argument often used by European settlers in the lead up to Federation in 1901 was that a united nation would be better able to make laws to restrict further 'unwanted' immigration.
- Fear of being overrun – There was a fear that increasing numbers of Chinese people might result in Europeans being overtaken as the largest ethnic group. The Europeans feared they would be dispossessed of their land by Chinese people, just as they had dispossessed Aboriginal peoples.
- Suspicion of an unfamiliar culture – Chinese people's language, religion and appearance were viewed with suspicion by Europeans. Almost all Chinese migrants on the goldfields were male, therefore they were also seen as competition for the relatively small number of women there.
- Jealousy – Having been denied access to the best mining areas near water, Chinese people often reworked claims (pieces of land) that European miners had abandoned. They worked hard to go over the tailings (the clay and soil that had already been worked by previous miners) and were often successful in finding quantities of gold that had been left behind, causing anger and resentment among the European diggers. The practice of sending gold home to their families was also viewed as taking wealth away from Australians, despite the fact that many European miners sent gold home to their families in Europe as well.

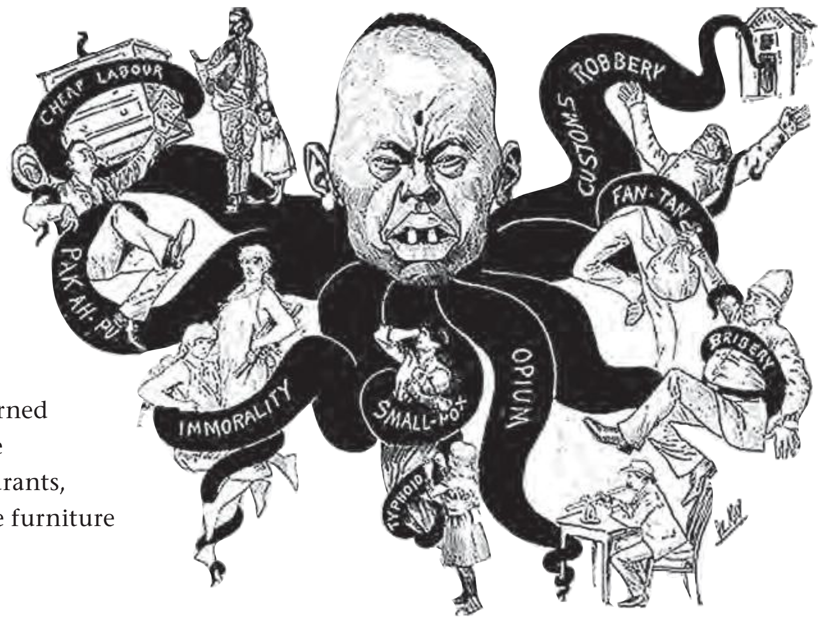
Quiz me!
A quick quiz on the experiences of Chinese people in Australia before 1900

Resentment and anger towards the Chinese community flared into violence on a number of occasions. From 1855 onwards, colonial governments in Victoria and South Australia started passing anti-Chinese legislation. Two of the worst incidents occurred shortly after this time: one at Buckland River in Victoria in 1857, and another at Lambing Flat in New South Wales in 1861. 'The Lambing Flat riots' as they became known were a series of riots and attacks against Chinese miners that took place over a period of about 10 months. Mobs of several thousand miners attacked Chinese miners working the goldfields in a number of locations. Over this time, about half of the Chinese miners living there were brutally beaten or injured in the attacks. Only one of the attackers, William Squires, was convicted and sentenced in relation to the attacks. Despite widespread anti-Chinese feeling, there were some Europeans who showed sympathy and even admiration for the Chinese people. Antoine Fauchery, a French miner, described Chinese people as 'strong, industrious and patient'.

By the 1870s, the focus of goldmining had moved to Queensland. The decline in alluvial goldmining meant that many Chinese people returned home, though a small community remained. Some moved on and set up new businesses such as restaurants, trading companies and shops, while others became furniture manufacturers or market gardeners.



Source 35 *John Alloo's Chinese Restaurant, Main Road, Ballarat*,1855 by S.T. Gill; lithograph, National Gallery of Australia



Source 36 'The Mongolian Octopus – his grip on Australia', a cartoon that appeared in *The Bulletin* in 1886; pak ah-pu and fan-tan are Chinese gambling games.

7.10 Check your learning

Retrieve

1 **Identify** the main groups of non-European migrants to Australia in the period before 1900.

Comprehend

2 What did Chinese people call Australia in the 1850s? **Explain** how you think this influenced Chinese migration to Australia.

Analyse

3 **Examine** Source 36.

a Identify the accusations that the cartoon makes about Chinese migrants.

b This cartoon appeared in a mainstream newspaper. Interpret what this tells you about attitudes at the time.

Apply

4 What were the main reasons for anti-Chinese feeling among Europeans working on the Australian goldfields? Select which you believe to be the most significant of these reasons. **Justify** (give reasons for) your answer.

5 In pairs or small groups, **investigate** one of the violent outbreaks against the Chinese people on the goldfields during the 1850s and 1860s. Create an audiovisual presentation or a short written report of around 450 words to present your findings to the class.

7.11 The experiences of other non-Europeans in Australia before 1900

Learning intention

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

» describe the experiences of Afghan, South Pacific Islander and Japanese people in Australia before 1900.

Afghan people in Australia

From the 1830s onwards, a group of people from the Middle East began to travel to Australia in search of work. They were experienced camel handlers who managed and tended to the camels that had been imported by the British to help explore and colonise Australia's dry and inhospitable interior. Although the cameleers were known as 'Afghans', they came from various parts of the Middle East, Turkey (Türkiye) and India. Camels – known as 'ships of the desert' – could survive and work in conditions too harsh for horses, donkeys and bullocks. Many Afghans were employed under short-term contracts that required them to return to their homelands after a few years. By 1900, however, it is estimated that there were around 2000 cameleers living permanently in Australia.

The Afghans faced hostility and suspicion because of their race and they rarely mixed with Europeans outside of work. Many Afghans were Muslim and this only increased the prejudices of many of the Europeans. The Afghans were usually housed on the fringes of colonies, with outback towns typically segregated into sections for whites, Aboriginal people and the cameleers.

The Afghans made a major contribution to exploration and development of Australia's interior. From the 1860s until the expansion of the railways around 1900, camels were vital for moving people and property. The inland railways and the Overland Telegraph line were two of the great projects that depended on the cameleers. The combination of Federation and the *Immigration Restriction Act* in 1901 meant that any Afghans who left Australia were not allowed to return. Those who remained to make their homes in Australia were denied many of the rights and privileges available to other Australians.

South Pacific Islander people in Australia

From the 1860s, the growing of sugar cane dramatically increased in Queensland's tropical north. Harvesting, or cane cutting, was back-breaking work and there was a common belief that it was unhealthy for Europeans to undertake hard physical labour in the tropics. This was due to European ideas about differences between the races. The result was that employers looked to the South Pacific islands for workers and brought in people from the Solomon Islands, New Hebrides (modern-day Vanuatu) and the Loyalty Islands.

Source 37 Camels carrying timber as part of the construction of the Trans-Australian Railway

By the 1890s almost 50 000 South Sea Islanders, collectively called Kanakas, had been brought to Australia. Some of the islanders had in fact been abducted. Though some were legitimately employed in Australia, many thousands of others were exploited by unscrupulous employers and worked under conditions that resembled **slavery**.

Although historians acknowledge the importance of the contribution of these South Sea Islanders to the economic development of Queensland, their treatment on the cane fields is one of the contested aspects of Australian history. There is ongoing debate among historians who have reviewed statistics available about medical conditions and mortality rates among the South Sea Islanders. The experiences of these workers tended to vary depending on who they worked for, and where and when they were employed.

slavery
a system where one person/organisation owns or completely controls the life of another

Japanese people in Australia

In the 1880s, the Japanese and migrants from other Asian countries came to Australia to work in pearl-diving areas such as Darwin, Broome in Western Australia, and Thursday Island in northern Queensland. Their expertise in deep-water diving was instrumental in developing Australia's pearling industry. Deep-water diving was a dangerous occupation, involving diving suits, helmets and lead-weighted boots. Air was manually pumped to the diver, who walked on or drifted along the seabed. Divers risked injury or death from decompression sickness and shark attacks. Cyclones were also known to shipwreck whole fleets of pearling luggers (special pearling boats). Like other non-European migrants, Japanese workers experienced racism from European Australians because of their appearance and unfamiliar culture. However, unlike other people from Asia, Japanese divers in Broome were exempt from the White Australia policy after Federation. Originally the government attempted to replace them with divers recruited from the British Navy, but almost all of the group of 12 British divers died while diving.

Source 38 Pacific Islanders loading sugar cane, *c*. 1890

Quiz me!
A quick quiz on the experiences of other non-Europeans in Australia before 1900

7.11 Check your learning

Comprehend

1 **Describe** the contribution that 'Afghans' made to Australia's development in the nineteenth century.

2 **Summarise** what happened to the British Navy pearlers that the government employed to try to replace Japanese divers.

Analyse

3 **Compare** the experience of non-Europeans in Australia prior to the 1900s, including Afghan, South Pacific Islander and Japanese people. How were these experiences similar, and how were they different?

Apply

4 **Investigate** the importation and use of South Pacific Islander people in the sugar cane fields. Use your research to write a 200-word piece in response to the question: 'Could the importation and use of Pacific Island labour be described as slavery?'

7A SKILLS IN CONTEXT

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

The impacts of European colonisation on Aboriginal peoples

From the earliest days of British colonisation of Australia, the impact on the Aboriginal population was catastrophic. Although British authorities may have initially attempted to treat Aboriginal peoples well, they still intended to take their land. As more and more Europeans arrived, conflict increased; Aboriginal peoples were increasingly robbed of their hunting and fishing grounds.

As explorers and settlers pushed further inland they gradually took over more and more traditional Aboriginal land. This spread of occupation also brought different Aboriginal culture groups into conflict with each other.

The conflict was made worse by the limited ability to communicate or understand each other. British colonisers considered their civilisation to be superior and looked down on Aboriginal people as primitive natives who needed help. On the other hand, Aboriginal peoples understandably had no knowledge of European values and did not understand their attitude to land ownership. Sometimes the two groups were able to accommodate each other to a degree, but in many parts of Australia there was open warfare as Aboriginal peoples fought to defend themselves and their land. Aboriginal peoples used guerrilla tactics such as making surprise attacks on lone colonisers, or spearing sheep and cattle before disappearing back into their land. These attacks were often worse in times of drought. There were also examples of Aboriginal men retaliating for the abuse of women. This often resulted in groups of colonisers or mounted police hunting down Aboriginal men. On many occasions, this led to the massacre of innocent Aboriginal people who had taken no part in the attacks. Aboriginal peoples had no weapons to match the European guns, nor could they organise themselves in sufficient numbers to oppose the continuing spread of colonisation as more convicts and free settlers arrived.

Source 39 Lithographs by A.S. Broad (1854–1929).
National Library of Australia; the text reads: 'The arrival of the First White Man', 'First Fondness of the Blacks for white Missionary', 'They kill a sheep – merely legitimate game in their eyes, the same as kangaroos, emus, or any animal fit for food – and then there follows', 'the revenge of the Whites & they are hunted down and shot like dogs.'

KEY SKILL
Questioning & researching

Developing different kinds of questions

One of the first and most important steps in conducting research or a historical inquiry is to generate key questions. The questions that you generate will frame or direct the research that you then undertake. Usually, historians generate one broad, overarching or key question for their research or inquiry; for example, 'How did European colonisation impact on Australia's Aboriginal peoples?' After that, you need to generate more specific questions that are related to your main question. You will need to generate a mixture of:

- closed or simple questions; for example, 'When did a particular event occur?'
- open or probing questions; for example, 'Why did that group react in a negative manner?'
- questions that relate to the process of historical research or inquiry; for example, 'What evidence is there?', 'What other sources might be needed?', 'How reliable are the sources?'

The first step in generating questions is to think about what you already know about the topic. In relation to the issue of the impact of colonisation on Aboriginal peoples, you have already gained considerable knowledge from your reading of topics 7.3, 7.5 and 7.7 of this chapter.

Use this knowledge as a springboard for questions that will help you understand the topic in more depth. Use a table like the one following to brainstorm all the things you already know in one column. In the second column, use each point in the first column to generate related questions that will help to deepen and build your understanding. Remember to include a mix of the three question types described above.

Overarching question: 'How did European colonisation impact upon Australia's Aboriginal peoples?'

What I already know	Questions to help me deepen or build my understanding
Many Aboriginal people were killed as a result of violence on the frontier.	• What is known about the number of massacres of Aboriginal people? (closed question) • Where and when did massacres occur? (closed) • Why did particular massacres occur? (open) • What evidence exists of these massacres? (process)
Try to add at least four further points and develop questions for each point.	

For more information on this skill, refer to page 189 of 'The history toolkit'.

Practise the skill

1 Use the process described to generate a range of questions related to the overarching question: 'How did European colonisation impact upon Australia's Aboriginal peoples?'

2 Copy the table above into your notebook.

3 First, **identify** what you already know as a result of reading this chapter and the information in this section. Write these ideas in the first column.

4 In the second column, generate related questions that help to deepen and build your understanding. The first one has been done for you.

Extend your understanding

1 Of all the massacres of Aboriginal peoples that occurred in Australia between 1788 and 1928, the Myall Creek Massacre is regarded as one of the most historically significant. **Investigate** it online and write a 300-word report that addresses the following questions:
   - Where, when and why did it take place?
   - Which group of Aboriginal peoples was involved?
   - What was the outcome of the conflict for the Aboriginal people and the Europeans involved?

7.12 An emerging Australian identity

Learning intention

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

» describe how the sense of Australian identity began emerging in the nineteenth century.

A sense of Australian identity was slow to develop during the nineteenth century. Many of the thousands who came to Australia as free settlers or assisted migrants did not automatically bond with their new homeland. Even though the culture, customs, buildings, gardens, clothing, food, institutions and pastimes were all closely modelled on British styles (see Source 3), many migrants longed for the day they could return to their British homeland.

This sense of isolation and separation was even stronger for convicts. As Australia was a place of exile, most of the convicts who arrived in the convict colonies felt no link to this strange and often harsh land. Most had been separated from all family and loved ones in Britain, making the desire to return home greater.

Gradually attitudes towards being 'Australian' started to change. Over time, some ex-convicts and assisted migrants who had initially resisted the idea of staying in Australia began to recognise the many economic and social benefits offered by this new society. This sense of Australian identity became stronger as a new generation of Australian-born settlers began to mature.

Source 1 An early painting of Oxford Street, Sydney, showing British-style clothing and buildings (Jacob Janssen, 1847)

Source 2 This painting, titled *The Lawn at Flemington on Melbourne Cup Day* by Karl Kahler, *c*. 1887, shows the early influence that sporting events had on the development of Australian identity.

Identifying with Australia

By the late nineteenth century, many British customs and practices were being altered to suit the different physical and social conditions of Australia. Verandahs were added to British-style houses to keep out the heat. Clothing became lighter and less fussy, and new words and pronunciations began creeping into the language. The words 'billy', 'larrikin', 'battler', 'bludger' and 'outback' all came into common usage, especially in the bush. The diet of most people in Australia at this time was similar to that of people in Britain, but gradually it became more nutritious because meat, dairy produce and vegetables were more readily available in Australia.

Another influence that brought Australian colonists together was sport. Australian Rules football was well established in Victoria, Tasmania, South Australia and Western Australia. The first intercolonial football game was played between Victoria and South Australia in 1879. In Queensland and New South Wales, rugby union was played in the late 1800s and was very popular. Cricket was played in all the colonies from the earliest days of their occupation, and the first Test Match against England was played (and won by Australia) in Melbourne in 1877.

Horse racing was also a big part of life in the colonies. The first recorded horse race took place in Sydney within weeks of colonisation. By the 1880s, the Melbourne Cup (see Source 2) had already developed its reputation as 'the race that stops a nation'. Even in the remotest parts of Australia, people followed the results, and the Cup fashions were reported in popular magazines such as *The Bulletin*.

There was also a freer and more egalitarian spirit among the Australian colonists. Most of these changes happened unconsciously over time. Many people believed that they were still living a very British lifestyle. It was only when they travelled to Britain, or welcomed visitors from 'home', that they became aware of how much attitudes and practices were changing between the two countries.

Quiz me!
A quick quiz on the emerging Australian identity

Egalitarianism

Egalitarianism is the idea of equality among people. The word comes from the French *égal*, meaning 'equal'. Believers in egalitarianism think that all people have equal worth as human beings. They also wish for all people to be given equal opportunities in society.

As the national identity of Australia was forming, many people both here and overseas believed in a society where all had an equal chance to prosper. Unlike in Britain, there was no strict class system in Australia. What counted most under Australia's egalitarian social system was hard work, risk-taking and an ability to make the most of the land's opportunities. It also meant that people were more inclined to mix with those of other classes. Relations between bosses and workers, pastoralists (landowners) and shearers, politicians and voters were far less formal than they were in Britain.

However, this did not mean that there were no class differences. The egalitarian spirit did not mean that the children of convicts or poor migrants were able to rise to positions of importance in politics, business and the arts. There was still a large gap between the wealthy, the middle class and the poor.

There was also a distinction between white people and non-white people. A wealthy and successful Chinese merchant usually had less social acceptance than a white person on a low wage in an unskilled occupation.

For more information on the key concept, refer to page 205 of 'The history toolkit'.

KEY CONCEPT
Perspectives

ANTIPODEAN
Bridget: 'Well, I like your appearance, and the wages you offer will suit – have you any references from your last servant?'
Mistress: 'No! I have not, I'm sorry to say.'
Bridget: 'Oh! Then I couldn't think of accepting the appointment.'

Source 3 This cartoon from *Melbourne Punch* (1883) makes fun of the growing sense of equality between the wealthy and the working class in the Australian colonies.

egalitarianism
a social and political theory that gained popularity in the eighteenth century, promoting the idea of equality among all people regardless of their position in society

7.12 Check your learning

Retrieve

1 In your own words, **define** the term 'egalitarianism'.

Comprehend

2 **Explain** why a sense of 'Australian' identity was slow to develop in the colonies during the nineteenth century.

3 It is said that sport contributed to a growing sense of unity among the Australian colonists. **Explain** why you think sport was so significant. Try to suggest at least four factors that may have influenced the role of sport in society.

Analyse

4 **Examine** Source 3.
   a Describe what is happening in this cartoon.
   b What point is the cartoon making? Analyse features of the image and the caption.

5 **Analyse** how the philosophy of egalitarianism influenced the development of Australian society in the nineteenth century. In your answer, consider the different perspectives of people in Australian society at the time.

Apply

6 Modern-day Australia is regarded as an egalitarian society. **Discuss** three examples of laws or public policies that demonstrate Australia's egalitarianism today, then suggest three indications that modern Australia is not completely egalitarian.

7.13 The development of Australian culture

Learning intention

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

» identify significant cultural developments that contributed to the sense of Australian identity.

Quiz me!
A quick quiz on the development of Australian culture

Weblink
A holiday at Mentone

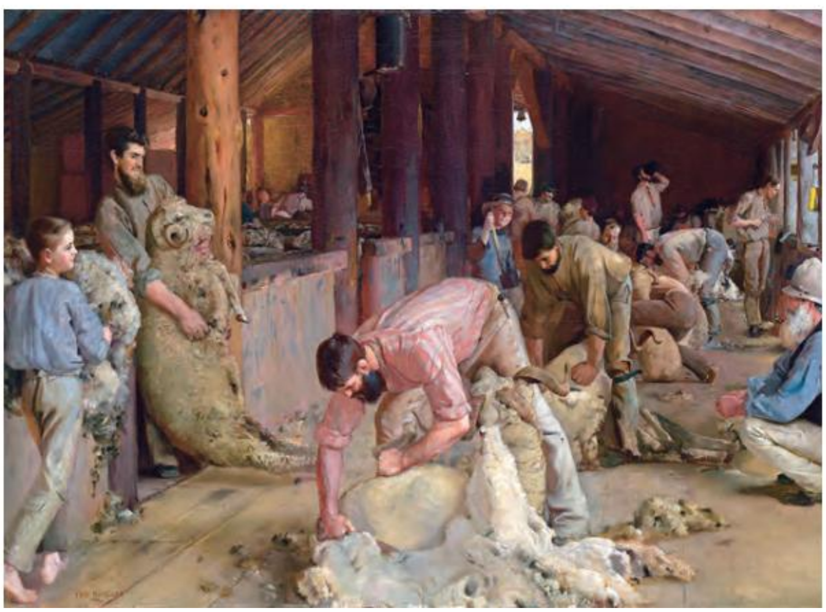
In the nineteenth century, Australians began to show their growing sense of identification with Australia in a range of ways. Appreciation grew for new styles of art and literature that were distinctly Australian.

Source 4 Arthur Streeton, Australia, 1867–1943, lived in England 1899–1919, *Near Heidelberg*, 1890, oil on canvas 53.4 × 43.1 cm, National Gallery of Victoria, Melbourne Felton Bequest, 1943

Developments in art

In the early nineteenth century, painters tended to see the Australian landscape through European eyes. Landscapes were usually depicted by artists as dark and hostile. Human figures tended to be dwarfed by high mountains or trees. Town scenes were often painted in similar ways to those found in Britain. Cottages were quaint and the people were neatly dressed.

It was not until the 1870s and 1880s that artists began to show the Australian landscape and people as they really were. Over time, their work became more popular and respected. Painters of the Heidelberg School in Melbourne (now referred to as the Australian Impressionists) started painting in the open air. Tom Roberts, Frederick McCubbin and Arthur Streeton were among the first painters to capture the true colours of Australia – blues, golds and greyish greens that had not been used by earlier artists. These colours can be seen in Arthur Streeton's *Near Heidelberg* (Source 4).



Source 5 Tom Roberts, born Great Britain 1865, arrived in Australia 1869, died 1931, *Shearing the Rams*, 1890, oil on canvas on composition board, 122.4 × 183.3 cm, National Gallery of Victoria, Melbourne Felton Bequest, 1932

Late-nineteenth-century Australian painters presented simpler, everyday themes and more ordinary people. Subjects included bushfires and floods, drovers and shearers. Tom Roberts' famous painting *Shearing the Rams* (Source 5) celebrated – and romanticised – the difficult, dirty and often back-breaking work in the shearing shed. Paintings completed in the early nineteenth century often showed people as small figures being overpowered by the landscape. By contrast, paintings from the 1880s and 1890s showed people who looked 'at home'. Instead of looking threatened by their environment, they appeared relaxed and at peace. By this time, the beach was increasingly becoming a part of the Australian way of life. Beach scenes such as Charles Conder's *A Holiday at Mentone*, 1888, became common settings for Australian impressionist art.

Developments in literature

A new body of literature also reflected more Australian themes and subjects. Like artists and painters, early-nineteenth-century writers had tended to portray Australia as an alien and threatening place. By the 1880s and 1890s, however, poets and storytellers were writing positively about Australia. Stories of men who roamed the land and tamed the bush became popular. Magazines such as *The Bulletin*, *The Queensland Worker* and *Dawn* were filled with tales of drovers, selectors, shearers and even bushrangers. Writers such as Joseph Furphy, Barbara Baynton and Banjo Paterson portrayed the bush as a safe and welcoming place to be. Others, such as Henry Lawson, were a little less idealistic. In some of Lawson's stories, such as 'The Drover's Wife', he acknowledges that the bush could be a lonely and even dangerous place.

Despite the rise in distinctly Australian forms of art and literature towards the end of the nineteenth century, paintings and stories that reflected British themes and styles were still popular. Some critics at the time remarked that the new trends in Australian art and literature could not be considered as serious examples of culture. An art critic described the first exhibition of the Heidelberg painters in August 1889 as 'a pain to the eye'. However, the new body of Australian material was becoming increasingly popular with ordinary colonists. Australian art and literature reflected a developing sense of identification with, and love of, Australia. It also inspired positive feelings about the environment and way of life. Art and literature played a role in the shift towards the creation of a unified nation.

The development of Australian icons

In the last decades of the nineteenth century, depictions of Australian flora and fauna were increasingly being used to promote food products and as decorations on buildings and in stained glass. The use of brand names such as 'Rosella' for tomato sauce (see Source 6), 'Emu', 'Dingo' and 'Ringer' (the fastest shearer) showed a growing confidence in all things Australian. This type of imagery would go on to become an iconic part of Australian culture and society. Many companies still use Australian flora and fauna in their logos today. One of the best known examples of these is Qantas, whose white kangaroo on a red background (known as the 'flying kangaroo') is recognised around the world.

Source 6 The Rosella trademark was first used on bottles of jam and tomato sauce in 1895.

7.13 Check your learning

Retrieve

1 **Identify** three ways in which Australian painting had changed by the later decades of the nineteenth century.

Analyse

2 **Analyse** Source 5 by answering the following questions:
  a What do you think is the message in this source?
  b How does the creator show this message?
  c Who do you think was the intended audience for this source?
  d What does this source tell you about life in Australia at the time?

Apply

3 **Propose** why Australian writers were increasingly likely to depict a positive view of Australia over the course of the nineteenth century.

4 **Investigate** one of the following Heidelberg school artists: Arthur Streeton, Tom Roberts, Frederick McCubbin, Davis Davies or Charles Conder. Conduct research in the library and online, and use the information to create a PowerPoint presentation on the artist's life and work. Your presentation should include:
- a brief biography
- examples of the artist's work
- comments on the way that the artist's paintings reflect a growing identification with Australia.

7.14 The idea of a united Australia

Learning intentions

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

» discuss the rise of nationalist sentiment in Australia towards the end of the 1800s

» explain the role of the White Australia ideal in the development of Federation.

Towards the end of the nineteenth century, people living in separate Australian colonies began to become aware of just how much they had in common. All six Australian colonies were settled by people from Britain; they all spoke the same language, followed the same customs and traditions, and had very similar legal and political systems. Because of these shared goals and ideals, some key individuals began to argue that much could be gained by uniting the separate colonies to form a single nation.

The term 'Australia' (which comes from the Latin word *australis*, meaning 'southern') was only used occasionally during the early nineteenth century. One of the first people to do so was William Charles Wentworth, who set up a newspaper called *The Australian* in 1824. However, in the 1850s, goldminers from Europe were still more likely to say that they were going to Bathurst or Ballarat than to Australia. As late as the 1850s, some in Britain used the name 'Botany Bay' to describe the entire country.

From about 1860 onwards, businesses and organisations were increasingly using the name 'Australia'. The Australian Natives' Association (ANA) was one of the first and most significant organisations to use the word 'Australia' in its name, in around 1871. The ANA's members were people of European descent who were born in Australia. The ANA was set up as a 'friendly society' (an early version of modern-day health funds) providing medical and funeral cover. In the 1880s, its members broadened their purpose, seeking to promote identification with Australia. They pushed for 26 January to be celebrated as Australia's national day, commemorating the arrival of the First Fleet into Sydney Harbour. In the 1890s, they also began campaigning for federation – the unification of separate Australian colonies into a single nation.

Source 7 Sheet music for the 'White Australia' song, composed by W.E. Naunton, with words by Naunton and H.J.W. Gyles, and performed at the Australian Natives' Association National Fete, 31 January 1910

The 'White Australia' ideal

Another significant factor that unified people in all of the Australian colonies was a belief in white superiority. The colonists had a profound belief that European culture and civilisation (and therefore white people themselves) were superior to any others. This belief was clearly demonstrated in the ways colonists treated First Nations peoples and non-Europeans (especially Chinese and South Sea Islanders). By the late nineteenth century, a 'White Australia' was seen by many as an essential foundation for a united Australian nation.

The White Australia ideal was also an important element in Australia's developing sense of national identity. Indeed, one of the main reasons why many Australians accepted the move towards federation was to allow for the creation of a strict national policy on immigration. Alfred Deakin, who became Australia's second prime minister, was one of many politicians and campaigners who argued for the preservation of Australia as a white nation. In fact, the first two laws passed by the new Commonwealth Parliament in 1901 were the *Immigration Restriction Act* and the *Pacific Island Labourers Act*. Both were designed to keep Australia white.

Source 8 Alfred Deakin was one of the first Australian politicians to begin campaigning for federation. In 1903, became Australia's second prime minister. He was also a strong supporter of the *Immigration Restriction Act*.

Quiz me!
A quick quiz on the idea of a united Australia

Understanding historical terms

There are many terms that historians use to describe or explain what they are studying. Some terms that are relevant to the unfolding story of Australia between 1750 and 1918 include colonisation, dispossession, migration and federation.

Some terms are similar but not exactly the same, and you should be careful to use relevant terms accurately. Two terms that are sometimes confused are 'nationalism' and 'national identity'.

Nationalism refers to a conscious feeling of love of country, belief in a sense of belonging and a desire for political unity. Feelings of nationalism definitely played a role in the movement towards federation, although they were not the only influence.

National identity refers to a sameness, a shared culture, similar practices and traditions among the people of a state or country. It is less conscious than nationalism. In the second half of the nineteenth century, many people in different parts of Australia had many shared characteristics, even though they were unaware of this sameness. A more egalitarian attitude, more relaxed manners, love of sport and the use of distinctly Australian terms were all part of a growing Australian identity.

Practise the skill

1 Log onto your obook pro and complete the key skill worksheet 'Understanding historical terms' to practise this skill.

KEY SKILL
Communicating

Key skill worksheet
Communicating: Understanding historical terms

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

7.14 Check your learning

Retrieve

1 Despite there being six colonies, various businesses and organisations began using the name 'Australia'. **Identify** when they started to do this.

2 **Identify** the organisation that was the first to begin campaigning for federation.

Analyse

3 In your own words, **distinguish** between 'nationalism' and 'national identity.' Remember when you distinguish between two things you should explain how they are different.

Apply

4 In your opinion, what role did negative attitudes towards non-white people play in the movement towards federation? **Justify** your response.

5 **Discuss** the rise of nationalism and national identity in Australia towards the end of the late nineteenth century.

6 **Investigate** the *Immigration Restriction Act 1901* and the *Pacific Island Labourers Act 1901*. Demonstrate your findings by preparing a report that addresses the following:
- What was each Act designed to achieve?
- What did each Act involve?
- How successful had each Act been by about 1910?

7B SKILLS IN CONTEXT

The White Australia debate

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

One of the factors that united Australian colonists in the lead up to Federation was a growing concern that white people would be overrun by the Chinese, Japanese and Pacific Islander people who were coming to Australia to work. After Federation, the first law introduced by the new federal parliament in June 1901 was the *Immigration Restriction Act*, which prevented certain people from entering Australia, particularly those who were not white.

In 1887, two Chinese Commissioners, General Wong and E. Tsing, were appointed by the Chinese Government to visit Australia and report on the conditions facing the Chinese people who lived here. Source 9 is part of an article published in the *Sydney Morning Herald* in response to the Commissioners' visit.

Source 9

The Commissioners, there is every reason to believe, came to Australia, not only to discover how the Chinese who are already here are getting on, but with the object of paving the way for the arrival of others … the Australian colonies could not give way upon such a question as this. The restrictions which have been placed upon Chinese immigration have been adopted deliberately, and with the determination that Australia shall be essentially a European community. We have made up our minds not to be overrun by the Chinese or any other inferior race, and no proposal to relax the precautions which serve to keep back the threatened Chinese invasion would be listened to for a moment.

Extract from an article in the *Sydney Morning Herald*, 4 August 1887

Louis Ah Mouy (1826–1918) was a Chinese carpenter who was brought to Melbourne in 1851 under contract to build six houses. After the contract ended, he joined the gold rush and made a fortune discovering gold in the Yea area. He became a leader within the Victorian Chinese community and spoke publicly against the immigration restriction on the Chinese.

Source 10 is an extract from a pamphlet he wrote. It was published in Melbourne as 'The Chinese Question in Australia 1878–79'.

Source 10

… surely there is room enough in this large continent – many portions of which can never be cultivated by European labour – for some, at least, of the redundant population of China. That country is estimated to contain not much less than 2,000,000 square miles of territory, and 400,000,000 of people. Australia comprises an area of close upon 3,000,000 square miles, and it contains no more than 2,100,000 white people, and a few thousand blacks. In our own land, millions of men, women, and children – yes, millions – think of the horror and pity of it! – have died of starvation during the last year … You do not endeavour to exclude Germans, or Frenchmen, or Italians, or Danes, or Swedes. There are men of all these nationalities here. Then why are Chinese colonists to be placed under a ban? Are we an inferior race? No one can say so who knows anything of our history, our language, our literature, our government … China had reached a very high stage of civilisation when Britain was peopled by naked savages …

Extract from Louis Ah Mouy, 'The Chinese Question in Australia, 1878–79'

KEY SKILL
Historical perspectives & interpretations

Identifying and analysing the perspectives of people from the past

Identifying and analysing the perspectives of different people is a very important historical skill. To do this, 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 identifying and analysing different perspectives:

Step 1 Identify the historical issue around which there may be different opinions or interpretations.

Step 2 List the various groups and people who may have been involved in or affected by this issue.

Step 3 Identify their role or position in society.

Step 4 Locate some primary sources that provide evidence about their point of view or opinion on the issue.

Step 5 Analyse and evaluate each source, using the following questions as a guide:

- Why was the source written or produced?
- Who was the intended audience of the source?
- What was the author's message or argument?
- What can the author's choice of words or images tell you?
- 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 and technology.

Source 11 This cartoon published in the magazine *Melbourne Punch* on 10 May 1888 depicts the Australian colonies (shown as pretty white women) using Federation as a means to get rid of 'the Chinese pest'.

For more information on this skill, refer to page 201 of 'The history toolkit'.

Practise the skill

1 **Examine** Source 9. What overall reason does the article give for restricting Chinese immigration? Use quotes from the article to support your answer.

2 Louis Ah Mouy (Source 10) argues that 'there is room enough in this large continent' for Chinese people. What arguments does he offer to support this idea?

3 **Examine** Source 11. Explain how this cartoon reflects the perspective of the pro-federation movement. Refer to features of the cartoon.

Extend your understanding

1 In recent years, there has been substantial debate in Australia about asylum seekers. Some politicians and journalists have promoted the idea that Australians need to be concerned about a growing influx of 'boat people' – asylum seekers arriving on Australian shores in boats. Others have argued that people fleeing poverty or persecution have a right to sanctuary in Australia.

a **Investigate** the asylum-seeker issue, and locate a number of primary sources (for example, newspaper articles and cartoons) that reveal some contemporary Australian attitudes towards asylum seekers. Try to collect a range of views and arguments.

b **Analyse** each source, using the steps outlined above.

c **Create** a Venn diagram to help you identify the similarities and differences between:

- Australia's views on immigrants in the late 1800s
- Australia's views on asylum seekers in the early 2000s.

7.15 Reasons for federation

Learning intention

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

» explain the factors that contributed to Federation and democracy in Australia.

By the 1890s, the idea that the separate colonies of Australia should federate to form a single nation was gaining widespread support. The example of the United States – a country that had declared its independence from Britain in 1776 – was of great importance. From the middle of the nineteenth century, the United States had become a model for Australia's idea of itself and its future, including its Constitution (set of guiding principles). Improvements in transport and communication brought people in the colonies closer together, and the things that made Australians feel like one people began to seem more important than the things that divided them. As discussed, the 'White Australia' ideal and protecting Australia from non-whites was a major factor in the push for federation. There were also other important factors, including the issues of defence, concerns about the economy and a recognition that many of the colonies shared the same goals.

Source 1 A ribbon promoting a 'Yes' vote in the second referendum for federation in Australia, 1899

Defence

In the early 1880s, a number of European countries were expanding their territories by setting up colonies in Africa and Asia. Some (such as France) were also interested in setting up colonies in the Pacific region. A number of colonists in Australia feared that these moves by European powers might lead to a takeover of some Australian colonial territory. Several colonial leaders argued that the colonies could better defend themselves if they united. Two events in 1889 strengthened this view. The first was Major General Sir Bevan Edwards' examination of the defence systems of the colonies. His report to the British Government recommended that the colonies form united defence forces and strategies. The second event was the speech given at Tenterfield by New South Wales premier, Sir Henry Parkes (see Source 3 on page 259). Parkes may have been inspired by Edwards' report, but his address went further. Parkes recommended the creation of an Australian Government and set out steps by which it could be achieved.

tariffs
taxes on imported goods and services

The economy

Many historians argue that the main driver for federation was economic. Federation would allow branches of businesses, banks, import and export merchants and manufacturers to develop across the borders of different colonies. It would also allow for consistent trading policies. One of the main obstacles to economic progress, it was thought, was that there were two different customs systems operating between the colonies.

In Victoria, protective **tariffs** were placed on all goods entering the colony from interstate or overseas. This made the imported products more expensive and, therefore, 'protected' the manufacturers of locally made goods. Most people chose to purchase the cheaper products.

In New South Wales, no extra charge was placed on imported goods. This meant that imported goods were not more expensive than locally produced goods. Supporters of this policy of **free trade** argued that it would be easier to sell their goods overseas and in other colonies if tariffs on incoming goods did not exist.

Removing tariffs imposed between colonies was supported by those who traded across borders, such as the farmers in the Riverina district. Although the rich wool-growing region of the Riverina was in New South Wales, it was easier for the farmers to market their wool through Victoria. The wool bales would be transported by riverboat through the Murray–Darling river system to Echuca, then by train to Melbourne. Federation and the removal of intercolonial tariffs would definitely be an advantage for the Riverina wool growers.

free trade
an economic policy under which governments do not restrict or interfere with the trade of goods and services between countries by applying tariffs (taxes) to imported goods or providing subsidies (financial payments) to protect local manufacturers

The 1890s depression

Another economic influence on federation came from the 1890s depression. The extended boom from the 1860s, largely the result of gold, came to an end in the early 1890s with large-scale business collapses, a fall in farm prices, and rising unemployment. Many in the eastern colonies, especially in Victoria and South Australia, argued that a centrally managed economy could prevent future depressions or allow them to be better managed. However, people in Western Australia were concerned that a centralised economy would disadvantage them, as conditions there were very different. They were also concerned that, because of their small population, they would not have a significant representation in a national parliament. This issue was addressed by the establishment of a two-house parliamentary system. The Senate is known as the 'states' house'; this structure is still part of our federal parliament today (see page 264).

Quiz me!
A quick quiz on reasons for federation

A growing sense of nationalism

As politicians, business people, shearers, bush hawkers (see Source 2), entertainers and railway workers travelled around the country from colony to colony, they helped to spread news and stories from other areas. This phenomenon became known as the 'bush telegraph'. The travellers and the people they encountered along the way became increasingly aware that the things that drew colonists together were far stronger than the things that drove them apart. This movement towards a common identity contributed to a growing sense of nationalism.

Source 2 Bush hawkers (travelling salesmen) travelled from colony to colony, spreading news from one part of the country to the other. Bush hawkers helped colonists to realise that they shared many common goals, which fuelled a sense of nationalism.

7.15 Check your learning

Retrieve

1 **Identify** some of the economic benefits that federation seemed to offer the colonies.

Comprehend

2 **Summarise** the positives and negatives of tariffs.
3 List and **explain** the factors that contributed to Federation and democracy in Australia.
4 **Describe** the 'bush telegraph' and the influence it had on nationalism in Australia.

Analyse

5 **Analyse** the connection between the defence fears of colonists and the arguments for federation. Support your answer with quotations from Major General Edwards and Sir Henry Parkes (see page 270).

Apply

6 **Investigate** online and explain how the two-house parliamentary system allows states with smaller populations fair representation in national parliament.

7.16 The road to Federation

Learning intention

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

» summarise the key steps in achieving Federation.

In the years leading up to Federation in 1901, there was a shared belief that a unified country would provide ordinary people with the chance to create a better society. Australians had a vision of a nation that included the best qualities of their British heritage while providing opportunities for all people – not just the wealthy and privileged.

It must be recognised, however, that the road towards Federation was not always a smooth one. There were obstacles that had to be overcome before the people were ready to embrace the idea of a unified nation. These included a strong sense of local identity in some areas, and rivalries between different colonies. Some people were also strongly loyal to the British Crown and resisted any reduction in the amount of British power. Others wanted to turn their backs on the old world and create a totally new society. There were also disagreements about the exact form and structure of the federation that was to be created. Some people wanted a stronger central (federal) government, while others wanted the state governments to have the greatest power. Then there were those who simply resisted change and were happy for things to continue as they were.

In reality, the idea of uniting the colonies had been around at least since 1847 when Henry Grey – British Colonial Secretary from 1846 to 1852 – proposed a Federal Assembly. The intention was that this assembly would meet regularly to allow colonial leaders to discuss matters that affected all colonies, such as taxes and tariffs, railways and postage services.

However, the idea was not taken up by the colonial leaders and the movement stalled until the 1880s. Nevertheless, as the colonies approached the end of the nineteenth century, most of the obstacles were overcome. In 1899, a majority of people voted in favour of the creation of the new Australian nation. In addition to the growing sense of Australian identity, several other factors also encouraged this movement towards federation, including defence and economic concerns, and an increasing recognition of 'sameness' among the colonists.

Most historians regard the first significant move towards Federation as being a speech given by Sir Henry Parkes in the town of Tenterfield, New South Wales, in 1889. In what became known as the 'Tenterfield Address', Parkes called for the colonies to 'unite and create a great national government for all Australia'. The key stages in achieving Australia's Federation are summarised in Source 3.

Sequence this!
Events in the road to Federation

7.16 Check your learning

Retrieve

1 **Identify** when the Federation of the Australian colonies was actually proclaimed, and by whom.

2 **Identify** some of the main factors that caused people to be wary of federation prior to 1901.

Comprehend

3 **Summarise** some of the main arguments that were presented in favour of federation prior to 1901.

Analyse

4 **Examine** Source 3.

a In your notebook, create a flowchart like the one shown here, and identify the five events that you consider to have been the most important in the development of the federation movement. Organise the events in chronological order.

Year	Description of key event

b Identify the event you believe to be the most significant and explain why.

1847
Earl Grey, the British Secretary of State for War and the Colonies, proposes an informal federation of colonies.

1850
The *Australian Colonies Government Act* of 1850 establishes the colony of Victoria and gives colonial governments of Victoria, South Australia and Tasmania the right to pass their own laws (already allowed in New South Wales).

1867
An intercolonial conference is held on uniform postal issues.

Sir Henry Parkes (1815–96)

1880
An intercolonial conference – the main issue discussed is Asian immigration.

1881
The first Australia-wide census takes place across the colonies; it excludes Aboriginal peoples.

1883
A federal council is formed to start preparing a constitution.

1889
A report commissioned in Britain recommends establishing a unified Australian defence force.
Sir Henry Parkes, Premier of New South Wales, delivers his famous Tenterfield Address in favour of federation.

Sir Samuel Griffith (1845–1920)

1890
The Australasian Federation Conference, attended by delegates from all colonies and New Zealand, calls for the creation of a national convention to consider and report on a federal constitution.

1891
The first Federal Constitutional Convention meets to write a constitution, attended by delegates from all colonies and New Zealand. A draft constitution is produced in five weeks, led by Sir Samuel Griffith, Premier of Queensland. It is opposed by New South Wales.

1893 onwards
Popular movements in support of federation emerge, including the 'Federation leagues'.

1897–98
The second Federal Constitutional Convention meets. Delegates from all colonies, except Queensland, draw up a second draft constitution and agree to put it to a referendum.

1898
The first referendum on the Federal Constitution is passed by Victoria, Tasmania and South Australia, and defeated by New South Wales. Queensland and Western Australia do not take part.

1899
The second referendum is passed following amendments to the draft constitution. Western Australia does not take part.

1900
The *Commonwealth of Australia Constitution Act* is passed by the British Parliament on 5 July. Western Australia joins the Federation. Queen Victoria proclaims the Commonwealth on 17 September.

A souvenir handkerchief created for the celebration of Australian Federation

1901
The Commonwealth of Australia comes into being on 1 January. The first Commonwealth Parliament opens in Melbourne on 9 May.

Source 3 Key stages in the achievement of Federation

7.17 Significant individuals: shaping the nation

Learning intention

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

- identify significant people who helped shaped Australia as a nation.

Australia's emergence as a nation in 1901 was the result of the inspiration and effort of a wide range of colonists from all walks of life. As the colonies developed, there was a growing recognition that Australia was a land with a promising future. The contributions of some of the significant individuals who shaped the nation have been recorded and celebrated. However, there were also hundreds of thousands of ordinary men and women who played equally important roles in building the nation.

William Guthrie Spence

Source 4 William Guthrie Spence

William Guthrie Spence (1846–1921) is known as the father of the Australian trade union movement. The child of gold-rush migrants, he worked as a miner before helping to form the Amalgamated Miners Association of Victoria in 1874. In the 1880s, he was the key figure in the formation of Australia-wide unions for miners and shearers. Because these unions had large memberships, they were able to achieve better pay and conditions for workers. After the depression in the 1890s, employers tried to cut back on these gains. Spence then formed the Australian Workers' Union, which covered miners, shearers and rural workers, which brought workers from different parts of the country together. Spence was a strong supporter of federation and was elected to the first Australian parliament in 1901.

Sir Henry Parkes

Born in England, Sir Henry Parkes (1815–96) emigrated to Australia in 1839. He had a rich career in commerce, publishing and politics before serving five terms as premier of New South Wales between 1872 and 1892.

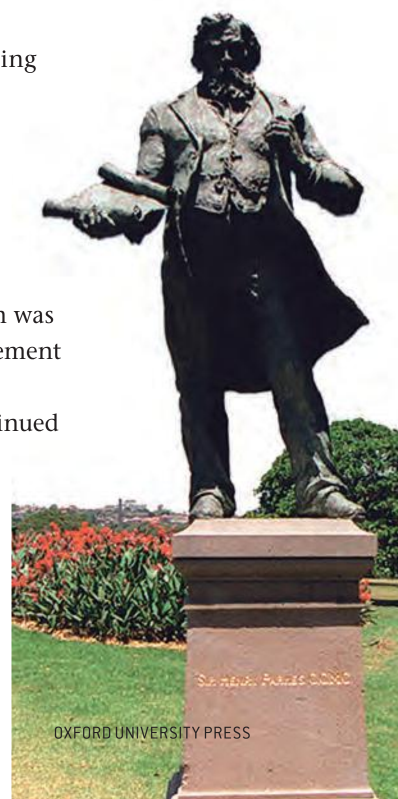
Parkes earned the title 'Father of Federation' following his famous Tenterfield Address in 1889 (see Source 21 on page 270). However, he had proposed the idea of federation as early as 1867 at an intercolonial conference.

In 1881, Parkes proposed that a federal council be set up to start preparing the **Australian Constitution** for federation. The federal council came into being two years later. However, it did not meet with Parkes' approval as he did not believe that New South Wales had enough power to plan and work towards a federation. New South Wales did not take part in its early meetings during the 1880s.

Australian Constitution
a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

In 1891, Parkes was appointed chairman of the National Australian Convention, held in Sydney. At this Convention, the first draft constitution was developed. Over the next few years several obstacles to the federation movement emerged. One was the economic depression of the 1890s. Another was the resignation of Parkes as premier in October 1891. Nevertheless, Parkes continued to argue strongly for federation in a lecture tour through Victoria in 1893. Parkes died in April 1896 from complications following pneumonia. Five years later the cause he had championed so strongly, federation, became a reality.

Quiz me!
A quick quiz on significant individuals shaping the nation



Source 5 This statue of Sir Henry Parkes was unveiled in 1996 in Centennial Park, Sydney, on the centenary of his death.

John Feltham Archibald

John Feltham Archibald (1856–1919) was a key figure in the literary and publishing life of the Australian colonies in the late nineteenth and early twentieth centuries. He played a significant role in raising awareness of an Australian national identity. In 1880, Archibald established *The Bulletin* magazine, which he used to promote Australian art and literature. Nicknamed the 'bushman's bible', *The Bulletin* was read in shearing sheds, country pubs and all the capital cities around Australia. It was the first Australian magazine to pay real attention to local issues and to support values and characteristics that were distinctively Australian.

Ironically, although the magazine claimed to promote equal rights for all, it also campaigned proudly for a white Australia. Some of its cartoons represented the Chinese in a grotesque manner (see Source 36 on page 243). The August 1890 edition included a list of things denounced by *The Bulletin* – this included 'religious interference in politics, foreign titles and the Chinese'. Archibald died in 1919, having left a bequest for an annual portrait prize. The Archibald Prize has become one of Australia's most prestigious art awards.

Source 6 John Archibald

Catherine Helen Spence

Scottish-born Catherine Helen Spence (1825–1910) was one of Australia's earliest feminists and the first woman to run as a political candidate. With her journalistic background, she was always able to articulate her views and opinions. She had a great interest in social reform, especially in relation to the rights of women. Spence was also the first woman to preach in a South Australian church and she worked hard to arrange foster homes for abandoned or at-risk children.

Spence was at the forefront of the movement to gain votes for women. She became vice-president of the Women's Suffrage League in 1891 and played an important role in ensuring that in 1894 South Australian women were the first in Australia to gain the vote.

In 1894, women in South Australia also won the right to stand as political candidates. Spence stood as a candidate for one of 10 positions allocated to South Australia for the Federal Constitutional Convention held in Sydney in 1897, becoming the first Australian woman political candidate. Although she was unsuccessful her action showed that women were very capable of running political campaigns. Spence's role in Federation was recognised nationally by the placement of her image on one side of Australia's 2001 Federation five-dollar note, with Sir Henry Parkes on the other.

Source 7 Catherine Helen Spence

7.17 Check your learning

Retrieve

1 **Identify** the reason that Sir Henry Parkes is remembered as the 'Father of Federation'.

Comprehend

2 **Explain** the connection between the trade union movement and the spread of pro-federation ideas during the 1880s and 1890s.

3 **Explain** how the 1890s depression had such a negative impact on union membership and union gains.

Analyse

4 **Consider** the significance of each of these individuals to the building of the Australian nation (see page 205 in 'The history toolkit' for more on the concept of significance).

Apply

5 **Propose** why Catherine Helen Spence was unsuccessful in her attempt to be elected to the Federal Constitutional Convention in 1897.

6 '*The Bulletin* magazine promoted equality.' **Evaluate** the extent to which you agree with this statement: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

7 Imagine that you are Catherine Helen Spence. **Create** an audio or video presentation of the campaign speech you would use to attempt to gain election to the 1897 Federal Constitutional Convention. Your speech should deal with the importance of federation and the Constitutional Convention, and list the reasons why you would be an excellent candidate.

7.18 Australia becomes a nation

Learning intentions

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

- » summarise the referendums that led to Federation
- » explain the role of the Constitution and the structure of government in Australia.

referendums
national votes of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

On 1 January 1901, Australia became a nation with the federation of the six separate, self-governing colonies set up by Britain. Federation was achieved as a result of two **referendums**, one in 1898 and another in 1899. It is perhaps easy for Australians today to assume that Federation was the result of a natural process that was always going to happen. In fact, the road towards Federation was not always a smooth one, and a closer look at how it was achieved reveals a story full of complications, false starts, twists and turns.

The first referendum failed to achieve the required number of votes. A year later, after some changes were made to the Constitution, a second referendum was held. In the second referendum, a majority of people in most of the colonies voted to support the new Constitution that would create the Commonwealth of Australia (see Source 8). This time, all colonies voted 'Yes'. The people of Western Australia had been less supportive of federation because they felt isolated from the eastern colonies. The sense of isolation was exaggerated by the fact that there was no rail connection between Perth and the other capital cities. Western Australia also had a small population, and many feared that in a federal parliament its interests would be swamped by those of the larger colonies (see Source 9).

Source 8 Votes for and against federation, Australian colonies

	First vote (1898)		Second vote (1899, 1900)	
Colony	For	Against	For	Against
New South Wales	71 595	66 228	107 420	82 741
Victoria	100 520	22 099	152 653	9805
South Australia	35 800	17 320	65 990	17 053
Tasmania	11 797	2716	13 437	791
Queensland	–	–	38 488	30 996
Western Australia	–	–	44 800	19 691

Notes: The first referendum failed in New South Wales because the parliament there increased the minimum number of affirmative ('Yes') votes required to 80 000; Queensland and Western Australia did not take part. In the second referendum Western Australia voted later than the other colonies, in 1900.

Scott Bennett, Department of the Parliamentary Library, ABS Year Book Australia 2001

Source 9

> It is all very well to talk about a Federal Australia. It may be highly sentimental and patriotic, but the stern questions are – Will it pay us? Will it pay the manufacturer of Western Australia to sacrifice his 15 or 20 per cent [tariff income] to meet the more advanced, better equipped and overstocked manufacturer of the eastern colonies?
>
> Extract from a letter by W.T. White (a concerned businessman in Western Australia) to the *Bunbury Herald,* 31 May 1898

In 1900, delegates from the Australian colonies took the Constitution approved at the referendum to London to have it approved by the British Government. They were so confident that Western Australia would eventually join that they left a space in the Constitution document for the name Western Australia to be inserted. While they were in London, the news came through that the people of Western Australia had also voted to join the federation. Australia became a federation in January 1901, and the first Commonwealth Parliament opened in May in Melbourne (see Source 10).

Source 10 Tom Roberts' painting *The Opening of the First Parliament of the Commonwealth of Australia by His Royal Highness the Duke of Cornwall and York, 9 May 1901*

Source 11 A handkerchief created as a souvenir of Australian Federation in 1901

Australia's Constitution

A constitution is a document that sets out the basic structure, principles, powers and obligations and legislative systems of an organisation – public or private. The Constitution of Australia that was signed into effect in 1901 outlined the powers of the new federal government. An important issue was the way in which power would be shared with the existing state (formerly colonial) governments. It also detailed the limits of these powers and set out how laws would be made and how governments would be formed.

The Constitution splits the power to govern the country between three different areas of responsibility. It says what each of these areas of government (also called the three arms of government) can and cannot do. Each arm of government has to obey the Constitution. The three arms of government are:

- the legislature (this arm creates the laws)
- the executive (this arm approves and administers the laws)
- the judiciary (this arm enforces the laws and decides if they have been broken).

The powers of the different arms of government are independent of each other. This means, for example, that the judiciary cannot influence the executive or the legislature, or the other way round. This is a basic principle of the Westminster system from Britain and is referred to as the **separation of powers**.

separation of powers
a principle that guides the way Australia is governed; the power to govern is divided between the parliament, the executive and the judiciary to avoid one group having total control

Over the last 120 years, some changes have been made to the Constitution but most proposed changes have been rejected. A referendum must be held for every proposed change. To be approved, a referendum must have the support of a majority of voters in a majority of states (that is, in at least four states). Since 1901, there have been 20 referendums, proposing 44 changes to the Australian Constitution. Only eight have been approved.

The structure of the Australian Government

The Australian Government is a federal system, made up of a group of states and territories – the former colonies. The government of Australia has three levels (or tiers) that are outlined in the Constitution. After Federation, under the Constitution, the states kept their own parliaments and most of their existing powers, but the federal parliament was given responsibility for areas that affected the whole nation. State parliaments in turn gave councils the task of looking after the particular needs of their local communities.

These levels are designed to work together to provide Australians with the services they need. The three tiers of government are:

- the Commonwealth Government (also known as the federal government and the Australian Government)
- the state and territory governments (one for each of the former colonies, plus the Northern Territory and the Australian Capital Territory)
- local governments (hundreds of local and shire councils).

The Constitution defines the roles and responsibilities of the federal and state governments, but not local governments. Local governments are a responsibility of the relevant state minister for local government.

The Commonwealth Government

House of Representatives the lower house of the national parliament

At the federal level, the government was established as a bicameral system. This means it was made up of two houses of parliament: the **House of Representatives** and the Senate. The House of Representatives, sometimes called the lower house, represents all the people of Australia. It is made up of representatives of electorates that are formed on the basis of population. Therefore the most populous state, New South Wales, has the largest number of seats in the House of Representatives and Tasmania has the smallest. The lower house is responsible for the formation of the government. The government is formed by the party (or parties) with the majority of elected delegates in the House of Representatives. Generally, the prime minister is leader of that party and is responsible for the overall governing of the nation.

The Senate, sometimes called the upper house, represents the states that make up the Commonwealth. All states are given equal representation, regardless of population. The Senate's role is to monitor and review the actions of the House of Representatives. The Senate also has the right to block the proposed legislation of the government and to send legislation back to the House of Representatives with suggested amendments.

Quiz me!
A quick quiz on how Australia becomes a nation

7.18 Check your learning

Retrieve

1 **Identify** when the first referendum on federation was held and why it was not passed.

Comprehend

2 **Summarise** the key features of the Australian Government after Federation, including the Constitution and the structure of government.

3 **Summarise** what you can learn from the fact that New South Wales set a target higher than 50 per cent to gain a 'Yes' vote in the federation referendums.

4 Examine the souvenir handkerchief (Source 11 on page 263). Does anything about it surprise you? **Explain** your answer.

Analyse

5 **Examine** the letter from W.T. White to the *Bunbury Herald* (Source 9 on page 262).
   a Explain the main argument he is using against Western Australia joining the federation.
   b Identify two other reasons why many Western Australians were not enthusiastic about federation.

Apply

6 **Investigate** Tom Roberts' painting of the opening of the first parliament (Source 10 on page 263). Use your research to write a short report on when and where it was painted and what was unusual about the painting.

7.19 Living and working conditions in Australia around 1900

Learning intention

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

» describe the living and working conditions in Australia around 1900.

Once Australia became a federation, the issues and ideals that had formed the nation continued to be important. In the early 1900s, Australia was regarded as one of the most progressive nations in the world. In comparison with the rest of the world, the standard of living was high, the pay and conditions of workers were improving, women had more democratic rights than in most other parts of the world, and the sense of Australian identity was developing and becoming stronger.

Source 12 Rippon Lea House in Melbourne in 1903, home to the wealthy Sargood family

Analyse this! Rippon Lea House

Living conditions

Despite egalitarian ideals, all Australians did not live equally. In the cities, the wealthy lived in large homes with well-tended gardens and servants to look after their needs (see Source 12). Meanwhile, working people tended to live in humble, overcrowded rented cottages with few facilities (like running water or toilets) and little hope of ever becoming homeowners (see Source 13).

The cottages of the poor tended to be small inner-city terraces or attached houses built in rows alongside factories. Families with up to eight or more children would occupy these houses, often with all the children sleeping in one room. The buildings were usually shoddily built from cheap materials and had little insulation. While the middle and upper classes could afford proper sewerage and plumbing in their homes, these facilities were not provided in the workers' cottages. In many houses, a 'chamber pot' was used as an indoor toilet. The toilet was generally a can with a seat resting on top of it. It was situated in a small shed outdoors near a back alley. The waste would be taken away by waste collectors called 'nightsoil men'.

Poor housing conditions often led to serious illnesses among the working class. The lack of sanitation encouraged the spread of infectious diseases such as whooping cough, tuberculosis and diphtheria. These diseases often hit the young, and infant mortality rates were high. In 1901, there were 103.6 deaths for every 1000 live births. For the first decade of the twentieth century, male children had a life expectancy of 55.2 years and females 58.4 years.

Source 13 A working-class family home in Melbourne, *c.* 1900

Life at home

Source 14 A washing machine from the late 1880s

At the turn of the century, the majority of wage earners were men. They were known as the 'breadwinners'. They made up the vast majority of the paid workers and generally were not expected to help out with domestic tasks such as cooking, cleaning and child care. These jobs were almost always carried out by women in the home.

From the late 1880s, innovations such as washing machines were introduced to save time spent on domestic work, but were only available to those who could afford them. Clothes washing was a particularly time-consuming task, taking an entire day. It involved making a wood fire to heat up a large basin of water, known as a 'copper'. Clothes were scrubbed by hand on a wooden board, boiled in the copper and then hung out to dry. The 1880s washing machine shown in Source 14 was operated by sealing dirty clothes, soap and water in the drum. The drum was then rocked from side to side, agitating the clothes against the corrugated surface inside.

Before refrigeration, a Coolgardie safe (see Source 15) was widely used to keep perishable food fresh in summer, particularly in country areas where no ice was available. The safes were made of either a metal or wooden frame covered in wet hessian (a rough fabric). They worked on the principle of evaporation to keep food cool, but they were not very successful and food perished quickly. From around 1900, households in areas that had ice works began using ice chests instead of Coolgardie safes. An ice chest was like a small refrigerator with a box on the top where a block of ice was placed to keep the food cool. Ice boxes were used in households up to the 1950s.

Source 15 Coolgardie safes such as this one from around 1900 were used to keep perishable food cool before refrigerators were invented.

Education

After Federation, all children aged between six and 13 were given free access to education through government schools. But many children from poorer families were expected to work as soon as possible to help support the family. Children from wealthy families often attended private schools. Education for girls tended to focus on subjects such as literature, music and French. In addition to these subjects, girls were taught how to run a household – cooking, cleaning and sewing were the focus of these classes. Middle-class boys were encouraged to continue with their education through to tertiary level in order to be trained in a profession. Working-class boys by comparison often left school early to learn a trade and start work.

Transport and communication

At the time of Federation, more than 20 000 kilometres of track had been laid across the continent, and all states except for Western Australia were connected by rail – although not directly. As the railways had been built by the colonies independently of each other, different gauges (track widths) had been used across the country. This made rail journeys difficult and interrupted.

During this period, rail services were starting to replace ships for the transport of goods and passengers. Railways themselves faced competition from another mode of transport

Source 16 This photo of a poor family in Paddington, an inner Sydney suburb, gives a clue to how hard life could be for poor people around 1900. The corrugated-iron shanty has no floor, no electric light or running water.

from 1900, with the importation of the first motor car from Europe. The first Australian-made motor vehicle, the Thompson steam car, was manufactured in the same year. Although motor cars were exclusively for the rich until the 1920s, the Australian public was fascinated by them.

The birth of aviation also began in this period. Inventors, including Lawrence Hargrave, were experimenting with flying models in the 1880s. In time, this led to the first powered flights from Europe to Australia in the 1920s.

Working conditions

For the average working man, the early years of the twentieth century in Australia offered rights and conditions that were unheard of in other parts of the world – a guaranteed basic wage, an 8-hour day (with a half-day on Saturday), a pension if he lived to 65, and assistance should he become disabled or unable to work before that age. As a result, the reputation that Australia had gained during the nineteenth century as a 'working man's paradise' was once again revived.

Nevertheless, life for working people was by no means easy. Many factory workers toiled in unsafe and unhealthy conditions. The factories were poorly ventilated, extremely hot in summer, and cold and damp in winter. They tended to be overcrowded. There were no safety regulations for workers, who often operated poorly maintained machinery. Injuries were common.

Factory workers also had to work long hours. Although the standard was the 8-hour day, many workers were expected to do more, and overtime often went unpaid. These workers had no protection in times of short-term illness and no unemployment benefits. In spite of the overall prosperity of the economy, employment was unpredictable for unskilled and semi-skilled workers. The factories, which were often located in working-class areas, polluted the air and waterways with chemicals and other wastes (see Source 17).

Source 17 This photograph from around 1870 shows wool-washing on the banks of the Yarra River in Melbourne. The owners of the factories and processing plants that lined the river used it to dump their waste.

7.19 Check your learning

Retrieve

1 **Identify** methods that were used around 1900 to keep food fresh.

Comprehend

2 **Describe** the housing and sanitation arrangements for most working class homes in the early twentieth century.

3 **Explain** the access children had to education after Federation.

4 Conditions were still tough for workers, despite the introduction of the 8-hour working day. **Explain** why this was the case.

5 **Summarise** advances in transport around the turn of the twentieth century.

Apply

6 Imagine that you are a journalist, sent from England in 1905, to examine the idea that Australia was 'a working man's paradise'. Reflect on both working and living conditions, then write an article in which you **discuss** all the evidence for and against this idea, before offering your own conclusion on the matter.

7.20 Legislation that shaped a nation

Learning intention

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

» explain how the major social legislation of the new federal government affected living and working conditions in Australia.

One of the government's first priorities after Federation was the introduction of legislation that restricted non-whites from settling in Australia. At the same time, the government introduced some of the world's most progressive legislation for other groups in Australian society. Several of the most significant pieces of legislation are discussed below.

Key legislation

The *Immigration Restriction Act 1901*

The *Immigration Restriction Act* was the second law to be passed by the Commonwealth Parliament in 1901, only one week after the passing of the *Pacific Island Labourers Act*. These acts became one of the key pieces of the legislation that became known as the **White Australia policy**. Although the *Immigration Restriction Act* did not specifically exclude non-whites from entering the country, it did state that prospective migrants to Australia could be given a dictation test in any language chosen by an immigration official. Unwanted migrants were often given the test in a language they did not understand. The result of this system was that very few non-whites were admitted to Australia. After a few years, non-white migrants were also far less likely to even apply. The *Pacific Island Labourers Act* was designed to return Pacific Islanders to their homelands.

White Australia policy a term used to describe a series of government policies introduced after Federation that prevented non-white immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were overturned between 1949 and 1973

In the early twentieth century, only a few Australians were willing to argue against the racism of the majority. A Tasmanian politician, Norman Cameron, argued in parliament against the Immigration Restriction Bill of 1901, as did Melbourne bookseller E.W. Cole, and Bernard O'Dowd, the editor of the newspaper *Tocsin* (see Source 18).

Source 18

> I know that the coloured races are classed inferior races, but I must admit that I cannot see evidence of their inferiority which do not equally brand the white races of Europe and America as inferior. The notion of inferiority appears to me to be a myth sprung originally from European ignorance and nourished now by a foolish self-conceit.
>
> Bernard O'Dowd, *Tocsin*, 25 April 1901

Source 19 Chinese Arch, Melbourne, 1901, Australian Federation celebrations

Despite the introduction of the Act, there was still a strong Chinese presence in Australia. Many were gold-rush migrants or their children, and some had developed successful businesses and had positive feelings about the country. At Federation, the Chinese community enthusiastically celebrated the occasion with street arches and parades (see Source 19).

The *Commonwealth Franchise Act 1902*

Another one of the earliest Acts of the new parliament was the *Commonwealth Franchise Act 1902*. This Act extended the vote to all Australian women over 21. At the time of the first federal election in 1901, all people eligible to vote in colonial (state) elections could vote federally. This included Aboriginal people in four states. However, under the *Commonwealth Franchise Act* of 1902, these voting rights were removed.

Harvester Judgement 1907

One of the most important reforms of this time was the introduction of the principle of a basic minimum wage. The issue of a 'fair and reasonable' wage was first brought to the attention of the courts in 1907 when the owner of the Sunshine Harvester Company of Victoria applied to the Commonwealth Court for permission to sell his farm machinery without having to pay taxes on the sale. The Harvester Judgement was that the owner, H.V. McKay, had to show that he was paying his workers a fair wage to avoid paying the tax.

The judge, Justice Higgins, investigated the amount that would be needed under normal circumstances to support a family. He deemed that a minimum weekly wage of 42 shillings a week (roughly $4.20) was enough to support a man, his wife and three or four children in basic comfort. The idea of setting a minimum wage based on a 'living wage' rather than a worker's output was a progressive idea at this time, anywhere in the world.

Source 20 The minimum weekly wage from 1907 (converted from pounds (£) into dollars ($)) and prices of common items around this time.

Minimum weekly wage, adult male	$4.20
Loaf of bread	$0.02
Milk (1 litre)	$0.03
Men's cotton shirt	$0.85
Women's shoes	$1.45
Rent of a three-bedroom house (per week)	$1.30
Daily newspaper	$0.01

The *Invalid and Old-Age Pensions Act* was passed in 1908, and in 1912, the Labor government introduced the *Maternity Allowances Act*.

Quiz me!
A quick quiz on the legislation that shaped a nation

Consequences for Aboriginal peoples

Under the Australian Constitution in 1901, many of the rights extended to citizens of Australia were denied to its original inhabitants:

- Under section 51, the Constitution specifically stated that the federal government had no power to make laws for Aboriginal people. This power remained in the hands of the states.
- Under section 128, Aboriginal people were not to be counted in the census, effectively denying them membership of the Australian community.

In addition to losing the right to vote and facing discrimination under the Constitution, First Nations peoples were denied access to many of the rights given to white Australians. They were not entitled to the basic wage or the maternity allowance and they were unable to receive the invalid or old-age pension.

Over the first half of the twentieth century, states and territories gradually extended the vote to First Nations peoples. The last to receive voting rights were First Nations peoples in Queensland, in 1965.

7.20 Check your learning

Retrieve

1 **Identify** the two pieces of legislation introduced after Federation that formed the basis of the White Australia policy.

Comprehend

2 In your own words, **describe** the outcome of the Harvester Judgement of 1907. Why was this important?

Apply

3 **Propose** reasons why Chinese colonists were so enthusiastic about celebrating Federation.

4 a **Investigate** the *Commonwealth Franchise Act* of 1902 and the impact it had on women's rights in Australia.
   b **Create** a short role play set in 1905 between a female suffragist (a person involved in the campaign for women's votes) and a man opposed to extending the right to vote to women.

5 **Investigate** how the major social legislation of the new federal government affected living and working conditions in Australia. Write a brief report on your findings.

7C SKILLS IN CONTEXT

Arguments for and against federation

By the end of the 1880s, the debate about whether Australia should become one nation had intensified. A range of arguments was put forward both in favour of and in opposition to the idea of federation.

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

Source 21

The great question which they had to consider was, whether the time had not now arisen for the creation on this Australian continent of an Australian Government. In other words, to make himself as plain as possible, Australia now had a population of three and a half millions, and the American people numbered only between three and four millions when they formed the great Commonwealth of the United States. The numbers were about the same, and surely what the Americans had done by war, the Australians could bring about in peace …

Extract from a speech by Sir Henry Parkes at Tenterfield, reported by the *Sydney Morning Herald*, 25 October 1889

Source 22

Does Sir Henry Parkes forget that we already belong to the greatest and most beneficent Federation the world has ever seen – the Federation of the British Empire? Talk about the 'birth of a nation' was high-flown nonsense! What has all this talk about the United States to do with New South Wales … Queen Victoria is our Queen and Sovereign, and Ministers and people of England have been our most loving friends. Why, then, are we called upon to ignore them?

Sir John Robertson, 1890

Source 23

If the Australian colonies had to rely at any time solely on their own resources, they would offer such a rich and tempting prize. Isolated as Australia would be with forces which cannot be considered efficient in comparison with any moderately trained army, and without any cohesion or power of combination for mutual defence among the different colonies, its position would be one of great danger. The defence forces should at once be placed on a proper footing, but this is however quite impossible without a federation of the forces of the different colonies.

Extract from a report by Major General Edwards on Australia's defences to the New South Wales Legislative Assembly 'Votes and Proceedings', 1889

KEY SKILL
Communicating

Writing a historical discussion using evidence from sources

Historical discussions present different opinions about particular historical questions or issues. They consider evidence from a range of sources and outline different possible interpretations of that evidence. This involves considering not only various primary sources (such as newspapers, photographs, or political and legal documents from the period being studied), but the ideas of other historians presented in secondary sources (sources created after the time being studied) such as textbooks and on websites. Historians may also revise earlier explanations of the past, adding new information as new evidence comes to light, or current values change. Historical discussions may conclude with the writer's own point of view on the question or issue. A bibliography that lists all sources used in the discussion must be included.

The table below summarises 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 that outline different arguments or opinions about the topic, question or issue • Each argument should refer to the evidence that supports it
Conclusion	• Sums up the issue and gives the writer's opinion

Any sources that you have used in your written discussion must be referenced. First, you need to mention in your writing where information is from. Some examples of how you can do this:

- 'According to the historian John Hirst …'
- 'The depiction of life in the Australian bush in Hans Heysen's paintings during the late 1800s shows that …'

You then need to include any sources you have referred to in your discussion in a bibliography. When citing a book in a bibliography, include the following information, in this order:

- author surname(s) and initial(s)
- year of publication
- title of book (in italics)
- edition (if relevant)
- publisher
- place of publication
- page number(s).

When citing an online source in a bibliography, include the following information, if available:

- author surname(s) and initial(s) or organisation name
- year of publication or date of web page (last update)
- title of document (article) enclosed in quotation marks
- organisation name (if different from above)
- date you accessed the site
- URL or web address enclosed in angle brackets.

Practise the skill

1. **Investigate** and prepare a discussion outlining the arguments for and against Australian federation in the last few decades of the nineteenth century. Use the information and sources in this section, as well as further research. Use this research to write a report of 250–300 words on the topic: 'The forces and arguments in favour of federation were more powerful than the negative attitudes.' Make sure you include a bibliography that references all your sources.
2. Select any other topic from this chapter that interests you, such as the 'White Australia' debate, and follow the steps outlined above to write a brief historical discussion.

Extend your understanding

1. **Summarise** what influences might have made Australian-born people more likely to support federation than people born overseas.
2. **Discuss** why the defence of the colonies was used as an argument in favour of federation.
3. **Create** a poster designed to encourage colonists to vote for federation in the 1899 referendum. It should appeal to national identity and at least two other influences on federation.

7 CHAPTER REVIEW

Review activity

Read the information and study the source, then answer the following questions.

Quarantine

The term 'quarantine' is now a familiar one, but it is not a new concept. The word is an Italian term first used in the fourteenth century. Ships arriving in Venice from eastern ports were forced to stay offshore for 40 days to ensure that no disease was brought ashore. As awareness of the potential spread of disease in Australia grew, quarantine stations were set up in all colonies.

Similar to the quarantine hotels Australia set up during the COVID-19 pandemic, these earlier quarantine stations housed new arrivals and returned travellers from ships who showed signs of sickness.

In Queensland, Lytton Quarantine Station was established in 1913–14 at the mouth of the Brisbane River. It played a crucial part in protecting Queensland against the Spanish influenza pandemic between 1918 and 1920.

When a ship arrived in Brisbane, quarantine officers boarded to inspect the health of passengers and all goods. Anyone suspected of being ill was taken to the station to be fumigated and to go into isolation. The station included a disinfecting block, an isolation hospital, a laundry block, a bath house, doctors' quarters and a morgue. Documents showed the hospital wards were separated into first-, second- and third-class areas, similar to the way passengers were segregated on a ship. At busy times, residents could be housed in tents.

Inside the station, there were restrictions on where residents could go, what they could eat and the personal belongings they were allowed to keep with them. During the Spanish influenza pandemic, patients' temperatures were taken and recorded. The station operated until the early 1980s.

1 **Summarise** the purpose of quarantine. (2 marks)

2 **Explain** why Australian colonial leaders believed quarantine was important. In your response, consider Australia's geography. (3 marks)

3 **Propose** two reasons why the residents of Lytton Quarantine Station were heavily regulated. (6 marks)

4 **Propose** why hospital wards at Lytton Quarantine Station were segregated. (3 marks)

5 **Determine** how you could find out about the experiences of those who were quarantined at Lytton Station during the Spanish influenza pandemic. (4 marks)

6 **Describe** one example of when and why quarantine facilities have been required during an epidemic or pandemic in modern Australia. (2 marks).

(Total: 20 marks)

Source 24 These tents were used at Lytton Quarantine Station to house patients during the Spanish influenza pandemic.

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the causes and effects of British imperial expansion in Australia.	☐	☐ Go back to Topic 7.2, page 214.
Understand the experiences of First Nations peoples in Australia before 1788.	☐	☐ Go back to Topic 7.3, page 216.
Explain the reasons that the British colonised the Australian continent. Describe the experiences of convicts arriving in Australia.	☐	☐ Go back to Topic 7.4, page 218.
Summarise the effects of early colonisation on First Nations peoples.	☐	☐ Go back to Topic 7.5, page 222.
Describe the different experiences of colonisers and settlers in the Australian colonies, and the impact on First Nations peoples.	☐	☐ Go back to Topic 7.6, page 224.
Describe the ongoing effects of colonisation on First Nations peoples, such as diseases, frontier warfare, dispossession and relocation to missions and protectorates.	☐	☐ Go back to Topic 7.7, page 232.
Explain how the colonies developed across Australia.	☐	☐ Go back to Topic 7.8, page 236.
Examine the effects that the discovery of gold had on the development of Victoria.	☐	☐ Go back to Topic 7.9, page 238.
Describe the experiences of Chinese people on the goldfields in Australia before 1900.	☐	☐ Go back to Topic 7.10, page 242.
Describe the experiences of Afghan, South Pacific Islander and Japanese people in Australia before 1900.	☐	☐ Go back to Topic 7.11, page 244.
Describe how the sense of Australian identity began emerging in the nineteenth century.	☐	☐ Go back to Topic 7.12, page 248.
Identify significant cultural developments that contributed to the sense of Australian identity.	☐	☐ Go back to Topic 7.13, page 250.
Discuss the rise of nationalist sentiment in Australia towards the end of the 1800s. Explain the role of the White Australia ideal in the development of Federation.	☐	☐ Go back to Topic 7.14, page 252.
Explain the factors that contributed to Federation and democracy in Australia.	☐	☐ Go back to Topic 7.15, page 256.
Summarise the key steps in achieving Federation.	☐	☐ Go back to Topic 7.16, page 258.
Identify significant people who help shape Australia as a nation.	☐	☐ Go back to Topic 7.17, page 260.
Summarise the referendums that led to Federation. Explain the role of the Constitution and the structure of government in Australia.	☐	☐ Go back to Topic 7.18, page 262.
Describe the living and working conditions in Australia around 1900.	☐	☐ Go back to Topic 7.19, page 265.
Explain how the major social legislation of the new federal government affected living and working conditions in Australia.	☐	☐ Go back to Topic 7.20, page 268.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 7

Key skill worksheet
Communicating:
Chapter 7

Quizlet
Play a game of Quizlet on Making and transforming the Australian nation (1750–1914).

Chapter review quiz
Chapter 7

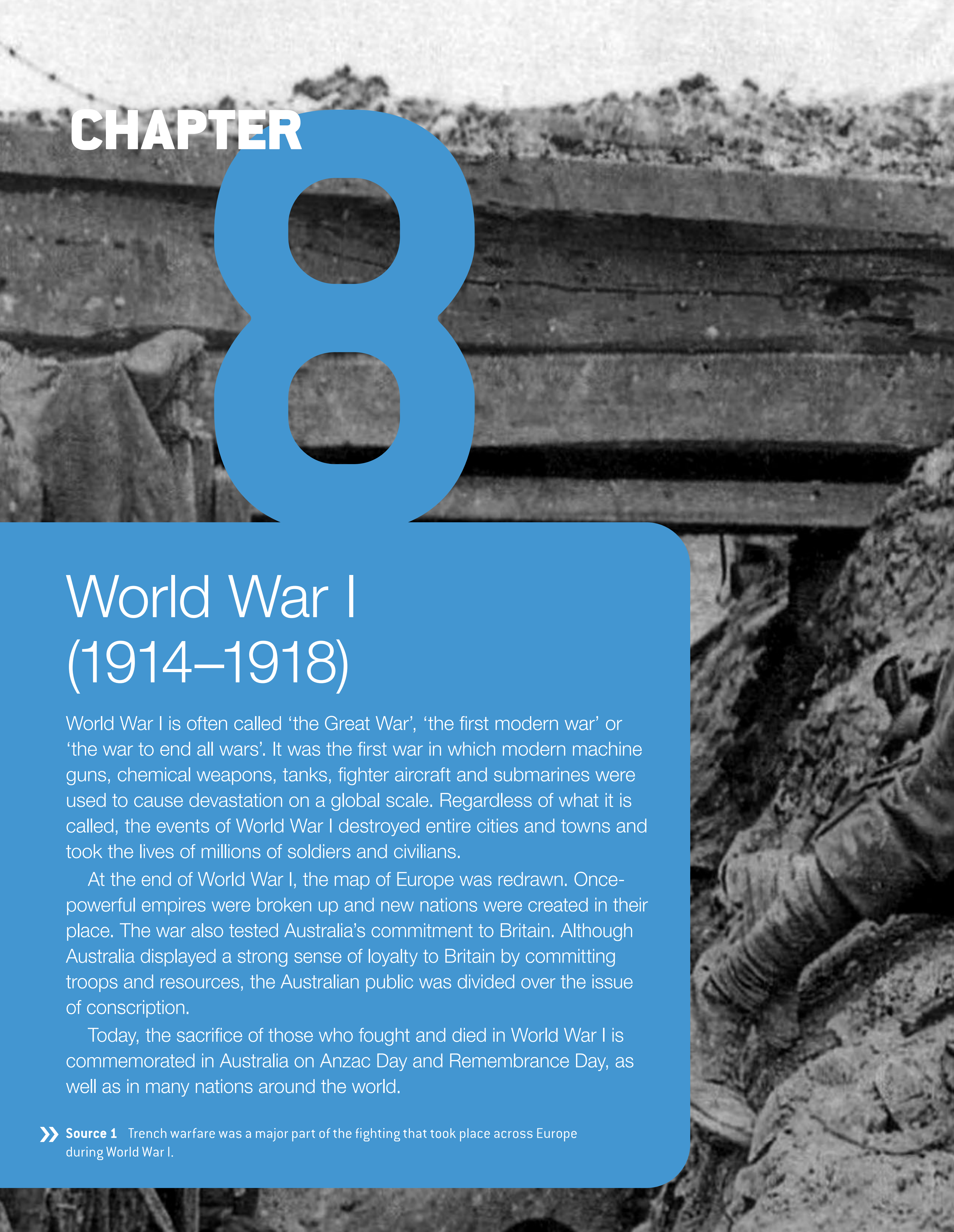
CHAPTER 8

World War I (1914–1918)

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 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.

8A
What were the causes of World War I?

8B
How and where was World War I fought?

8C
What impact did World War I have on Australia?

8D
How is World War I remembered and commemorated?

8.1 World War I: a timeline

Sequence this!
Key events in World War I

Source 1 A timeline of some key events and developments of World War I (1914–1918)

1880 | 1905 | 1914 | 1915 | 1916

1882
The Triple Alliance is formed between Germany, Italy and Austria–Hungary.

1907
The Triple Entente is formed between Britain, France and Russia.

28 June 1914
Archduke Franz Ferdinand (heir to the Austro-Hungarian throne) and his wife are assassinated in Sarajevo, Bosnia–Herzegovina.

28 July 1914
Austria–Hungary declares war on Serbia.

1–4 August 1914
Germany declares war on Russia and France, and invades neutral Luxembourg and Belgium. World War I begins.

4 August 1914
Britain declares war on Germany. Australia declares war.

5–10 September 1914
French and British armies halt the Germans in Belgium and France.

15 September 1914
Trench warfare on the Western Front begins.

29 October 1914
Turkey enters the war on the side of Germany.

25 April 1915
The Anzacs land at Gallipoli.

December 1915
The Anzacs withdraw from Gallipoli.

Franz Ferdinand, Archduke of Austria

Australian soldiers at Gallipoli

A key moment in the Russian Revolution: the storming of the Winter Palace in 1917

The signing of the Armistice between the Allies and Germany in a railway carriage in the French forest of Compiègne on 11 November 1918

March 1916
The Australian Imperial Force (AIF) joins the fight against Germany on the Western Front.

July–November 1916
The Battle of the Somme; tanks are used for the first time.

28 October 1916
The first referendum on conscription is held in Australia.

1917

1917
Fighting continues on the Western Front. Battles are fought at Passchendaele, Ypres, Pozières and Bullecourt.

April 1917
The United States enters the war.

October 1917
The Russian Revolution begins.

1918

March 1918
The Ludendorff Offensive begins – a final attempt by Germany to break through the Allied lines and win the war.

April 1918
Australian troops recapture the town of Villers-Bretonneux in France – costing the lives of around 1200 Australian troops.

July 1918
The Battle of Le Hamel takes place.

8 August 1918
The Battle of Amiens begins. This day will later come to be known as the 'Black Day for the German Army'.

11 November 1918
The Armistice (ceasefire) is signed; World War I ends at 11 a.m. that day.

1919

January–June 1919
The Paris Peace Conference is held to decide the fate of Germany; the Treaty of Versailles is drawn up.

8.1 Check your learning

Retrieve

1 When did Britain and Australia declare war on Germany?
2 When did the United States enter the war?
3 What day and time did World War I end?

Analyse

4 Using the timeline, calculate how long the Anzacs' Gallipoli campaign lasted.

Apply

5 **Investigate** 8 August 1918 to discover why it became known as the 'Black Day for the German Army'.

8.2 Key events of World War I

Learning intention

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

» understand key events and issues in World War I.

World War I fundamentally changed many aspects of Australian government and society. Our country's involvement in World War I also played an important part in the development of our idea of Australia as a nation, and our place in the world. Knowing about the history of Australia at war helps us to gain a clearer understanding about the world beyond our shores, and about how our own history, national character and identity developed. It can also be argued that a historical study of the causes of World War I is important in a world where there are weapons capable of mass death and destruction. Understanding how wars begin may be one of the keys to preventing them.

In 'World War I (1914–1918)' you have the opportunity to learn in detail about:

- the main causes of World War I and the reasons why men enlisted to fight
- the places where Australians fought and the nature of warfare (including the Gallipoli campaign)
- the impact that the war had on Australia and the world (including the changing role of women and the public debate around compulsory military service, known as **conscription**)
- the ways in which the war is commemorated (including debates about the nature and significance of the Anzac legend).

conscription
the compulsory enlistment of people to serve in the armed forces

World War I was a horrific experience for those involved. The statistics are damning. It is estimated that 10 million people were killed and 20 million wounded as a result of actual combat. Although official statistics vary, most countries involved suffered horrendous losses. There are also civilian casualties to be taken into consideration. Australia lost more than 50 000 men, a huge toll in a population of 4.5 million. It meant over 1 per cent of the population were victims of the war.

Source 2 On 25 April 1915, members of the Australian Imperial Force (AIF) landed on the beach at Anzac Cove in Turkey with troops from New Zealand, Britain and France. This was the first major military action fought by Australian and New Zealand forces during World War I. Each year it is commemorated on Anzac Day.

Source 3 New weaponry such as machine guns and poisonous gas changed the nature of warfare from previous wars.

A study of World War I can sometimes be overwhelming given the complexity of the events and number of countries involved. The following tables provide a quick reference to some of the main issues and events of World War I and Australia's involvement in them. They provide an overview and summary of all content within the sub-strand and can be used to help you navigate the topic and guide your understanding of key points.

An overview of the causes of World War I, why men enlisted and where Australians fought		
Causes of World War I	See topic 8.4	• Long-term factors contributing to the outbreak of conflict in 1914, including nationalism, rivalry over colonies, the arms race in Europe, Europe's alliance system and military plans • Events leading to war after the 'July crisis', which followed the assassination of Archduke Franz Ferdinand
Australia's entry into World War I	See topic 8.6	• Varied reasons motivating men to enlist, including loyalty to Britain, spirit of adventure, experience of war unknown to most Australians
Where was World War I fought?	See topic 8.7	• Major campaigns involving Australian forces: Gallipoli campaign (Turkey) 1915; campaigns on the Western Front (France and Belgium) 1916–18; campaigns in the Middle East 1916–18

An overview of significant campaigns and the scope and nature of warfare		
The Gallipoli campaign	See topic 8.11	• Landing of troops at Anzac Cove on 25 April 1915 • Attacks and counter-attacks by Anzac and Turkish soldiers over 8 months, including fighting at Lone Pine and the Nek • Withdrawal of Anzac troops in December 1915
The Western Front	See topic 8.9	• Defensive warfare using machine guns, trenches and barbed wire • Series of attacks and counter-attacks using artillery fire, then infantry charges involving close fighting with rifles, bayonets and grenades • Appalling conditions for soldiers living in the trenches
The nature of warfare in World War I	See topic 8.8	• Theatres of war in World War I: the Middle East, the Western Front and the Eastern Front in Europe, the North Sea, Turkey, northern Africa • New weapons technology – machine guns, heavy artillery, poison gas, tanks, planes and Zeppelin airships • New communications technology – telephone, wireless radio • Both sides evenly matched, resulting in stalemate on the Western Front

An overview of the impact of World War I on Australia at home		
The conscription debate	See topic 8.16	• A decline in enlistments and heavy casualties on the Western Front causing Prime Minister Billy Hughes to call for two plebiscites (public votes) on compulsory military service (conscription) in 1916 and 1917, with both resulting in a majority of 'no' votes • The conscription debate being a hugely divisive issue in Australian society
Use of government propaganda	See topics 8.15 and 8.16	• The government issuing pro-conscription and anti-German propaganda, including flyers and posters (see Source 4); propaganda was designed to glorify the efforts of Australian soldiers overseas, maintain public anger towards the enemy, motivate people to join the war effort and regulate their behaviour
Changing roles of women	See topic 8.14	• Women moving into previously male occupations to support the war effort, with an expectation they would return to domestic roles and traditional occupations after the war
Internment of 'enemy aliens'	See topic 8.15	• The internment (imprisonment) of people with German backgrounds or who were born in countries at war with Australia in remote camps to isolate them from the general public
Wartime controls and censorship	See topic 8.13	• Extension of Commonwealth powers allowing the government to collect income tax, censor media and communications, and control the movement of 'enemy aliens', among other wartime controls
Participation of First Nations peoples	See topic 8.6	• First Nations people attempting to enlist being initially turned away, but changes made by 1916 so that 'half-castes' could enlist; over 400 First Nations people fought in the army, although at this time they could not vote and were not counted as Australian citizens

An overview of the significance of World War I to Australia		
Impact of the war on returned soldiers	See topic 8.20	• Over 300 000 Australians serving overseas during World War I, with around a quarter of a million servicemen returning to Australia at the end of the war, many with physical or psychological injuries; their care and families' financial responsibilities fell on women in the community; the government established a Repatriation Department in 1917 to provide health, compensation, housing and job training for veterans.
Commemorating the war	See topics 8.18 and 8.19	• Commemoration services on Anzac Day and Remembrance Day both linked to World War I • Aspects of commemoration services that are still linked to World War I
Different perspectives on the Anzac legend	See topic 8.18	• The birth of the Anzac legend and its significance today • Differing perspectives on the place of Gallipoli in defining Australia's national identity • Differing views on what Australia should most celebrate

Quiz me!
A quick quiz on key events of World War I

Source 4 This propaganda poster was produced in Australia around 1918. It was designed to encourage Australians to vote in favour of compulsory military service (conscription) in a public vote that was held in Australia during the war. The word 'Hun' is a derogatory term used to refer to Germans.

8.2 Check your learning

Retrieve

1. How many Australian men died during World War I?
2. **Define** the term 'conscription' in your own words. Suggest why the conscription debate in Australia was so divisive.
3. **Define** the term 'propaganda' in your own words and explain why propaganda was used by the Australian Government during World War I.

Apply

4. **Investigate** online to find examples of Australian propaganda from World War I designed to achieve the following goals:
   - regulate the day-to-day behaviour of civilians
   - maintain public anger towards the enemy
   - motivate people to join the war effort.

8.3 Background to World War I

Learning intention

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

- summarise the complex tensions that had built up in Europe before the outbreak of World War I.

The outbreak of World War I in 1914 was the result of many complex long-term causes dating back 20 years, but also several short-term sparks that drew the world into a devastating war. Rivalries and jealousies between nations over resources, economic progress and overseas colonies led to tensions and mistrust between superpowers.

The last major war in Europe (the Franco-Prussian War) was fought between the kingdoms of France and Germany in 1870–71. Germany won the war, claiming territory in Alsace-Lorraine and unifying its kingdoms into one German Empire. In addition, they made powerful alliances with other European powers to secure the new empire's attempted place in European politics. This system changed the way in which many European countries interacted with each other and resulted in the development of two major alliances. All of the most powerful European countries belonged to one of these alliances. These countries believed that their alliances would act as a deterrent to war because if a member of one alliance was attacked by a member of the other alliance, all the members of both alliances would have to become involved. This became known as **balance of power** politics.

balance of power
when a country tries to prevent the outbreak of war by creating an alliance, which deters other countries from declaring war on them because it would mean declaring war on their alliance group

Source 5 Queen Victoria (seated front centre), photographed with members of her extended family in 1894; Kaiser Wilhelm II of Germany is seated front left.

Sequence this!
Events during the background to World War I

Europe in the lead-up to war

By 1901, the situation in Europe appeared peaceful. Queen Victoria had occupied the British throne for over 60 years and many of her relations and descendants had married into royal houses all over Europe (see Source 5). As a result, many of the royal families of Europe were closely related. Tsar Nicholas II of Russia, King George V (see Source 6) and Kaiser Wilhelm of Germany were all first cousins (see Source 6). The wife of Tsar Nicholas II was also one of Queen Victoria's granddaughters.

In the lead-up to World War I, it seemed unlikely that close relations would become involved in armed conflict – let alone fight on opposing sides.

Europe seemed prosperous during this time. The **Industrial Revolution** had transformed Western Europe, with new production methods and advances in technology affecting almost every sector of society. Governments had made improvements in health care, sanitation and assistance for the poor. Roads, canals and railways were making trade and transport cheaper and more accessible. Literacy levels were also rising. On the whole, members of the middle classes across Europe had fought for greater political rights and now enjoyed a higher standard of living. The working classes had also won some basic rights, such as the right for men to vote in Britain after 1867.

However, this prosperity masked both international and domestic tensions. Different rates of economic progress, standards of living, the size of colonial empires and the development of weapons, armies and ships all caused rivalry between major European nations.

Many working-class families lived in cramped, unsanitary conditions or in urban slums. Women were still not allowed to vote in Europe, and new political movements divided people along class and ethnic lines. Many governments and people were afraid of the rising influence of radical political movements such as **socialism** and **anarchism**.

Although Europe seemed to be peaceful before World War I, these rivalries and tensions bubbled beneath the surface.

On the other side of the globe, Australia had united its six colonies into a federated country in 1901 and had experienced many of the advantages of the Industrial Revolution due to its close colonial ties with Britain.

Industrial Revolution
the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

socialism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are publicly owned and resources are allocated to the people according to need

anarchism
a social and political theory that all government and laws should be abolished and people should live in free communities where individuals govern their own behaviour

Source 6 Tsar Nicholas II of Russia (left) with his cousin King George V of England (right); their mothers were sisters.

8.3 Check your learning

Retrieve

1 **Identify** the outcomes of the Franco-Prussian War.

Comprehend

2 **Summarise** why European countries at the time believed that these alliances would help prevent war.

3 Many of Europe's royal families were biologically related. **Explain** how this was the case.

4 What tensions between European nations existed in the early 1900s that had the potential to lead to conflict? **Explain** your response.

Apply

5 **Investigate** the meanings of socialism and anarchism. Why do you think governments in the early 1900s would have been afraid of the growing influence of these movements?

6 **Create** a collage of six to 10 images showing Australia between 1901 and 1913. What images characterise this time period best? Was there any foreshadowing in Australia that war was about to break out? Justify your choice of images.

8.4 Causes of World War I

Learning intention

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

» explain the long-term causes of World War I.

There were four MAIN factors that contributed to the growing tensions between European countries in the lead-up to World War I. They were:

- **m**ilitarism
- **a**lliances
- **i**mperialism
- **n**ationalism.

Use the acronym MAIN to help you remember the main causes of World War I.

Militarism

militarism
a focus within a country on boosting the strength of the military by growing the armed forces and spending on military equipment

conscription
the compulsory enlistment of people to serve in the armed forces

Militarism is the belief that all nations should build and maintain strong armed forces so that they are prepared to defend themselves against attack or promote their national interests. In the lead-up to World War I, many European countries competed with each other not only over the size of their empires, but also over the size of their armies. Between 1870 and 1914, military spending in many European countries increased by an average of about 300 per cent. After 1871, all the major European nations except Britain also introduced **conscription**, which meant that all men over the age of 18 were forced to serve a minimum period in the armed forces.

By 1900, Britain had developed the largest and strongest navy in the world. When Germany started to build up its own navy, Britain became suspicious. Germany and Britain began competing over who could build the most 'Dreadnoughts' – a very fast, powerful and heavily armoured battleship. By 1908 Britain had six Dreadnoughts and Germany had five. By 1911, Britain's Dreadnoughts grew to 15 while Germany's reached 10. Britain's number of Dreadnoughts had reached 30 by 1914, while Germany lagged behind with 17. By early 1914, even though the leaders of Europe were still talking of peace, they were clearly involved in an arms race and were preparing for war.

Graph it! Military spending and soldier numbers of key European powers

Source 7 Military spending 1913 and soldier numbers of key European powers, 1913–14

Country	Size of population (millions)	Military spending (US$ millions – converted from 1913 to modern equivalent)	Soldier numbers (millions)
Germany	67.0	463.6	8.25
Britain	45.8	374.2	0.75
France	39.6	363.8	1.50
Austria–Hungary	52.8	181.0	0.65
Russia	139.0	435.0	1.25
Italy	35.5	142.2	0.75

Alliances

alliance system
a series of agreements (alliances) formed between various European powers to work together to achieve shared goals

Triple Alliance
the alliance formed between Germany, Austria–Hungary and Italy from 1882 to 1915

Triple Entente
the alliance formed between Britain, France and Russia that formed the basis of the Allied Powers during World War I

One of the key factors that led to the outbreak of World War I was the **alliance system**. From the 1870s onwards, Europe's leading nations grouped themselves into two alliances. Over time, these alliances became more formal and legally binding.

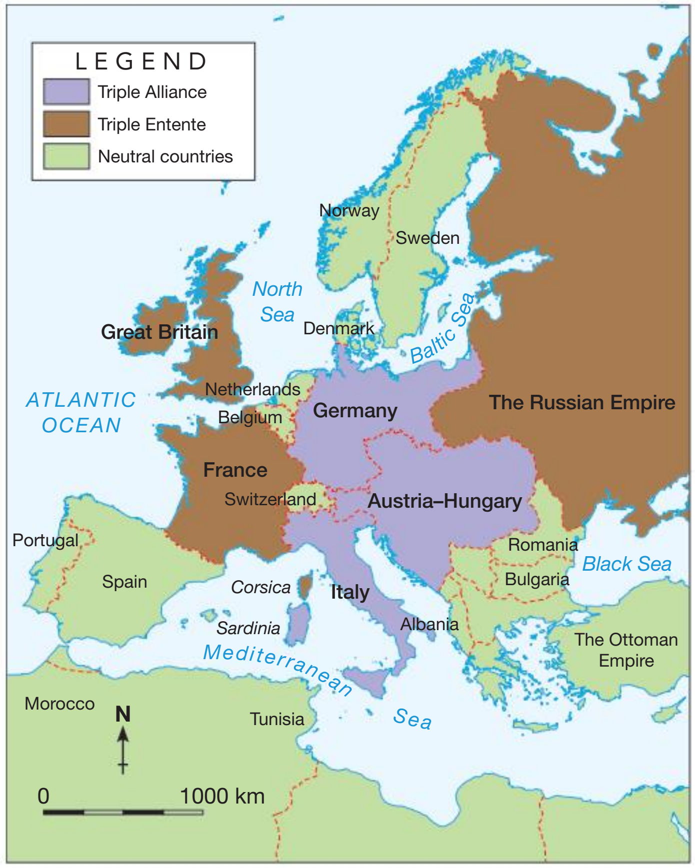
Germany initiated this process as it feared France would seek revenge after the Franco-Prussian wars. In 1879 Germany formed an alliance with nearby Austria–Hungary, and in 1882 Italy joined them to form the **Triple Alliance**. France was threatened by Germany's alliances with these nearby countries and formed an alliance with Russia in 1894. This alliance proved to be very powerful as it meant Germany would need to fight from both the east and west if war were declared. Britain similarly felt threatened by Germany's alliances and its naval build-up, which increased significantly during this period. By 1914 Germany had the second largest navy in the world, with Britain maintaining the largest. In 1907 Britain, France and Russia formalised their alliance and became known as the **Triple Entente**.

Entente is a French word meaning an 'understanding' or 'alliance'. By joining one of these alliances, each participating nation promised to provide military support if one of its members were attacked by a member of the opposing alliance.

Ironically, one of the main goals of the alliance system was to prevent the outbreak of war. It was assumed that no single country would go to war against another if there was a risk that a small conflict between two nations could easily build into a large conflict between many countries. Unfortunately, the alliance system had the opposite effect, and over time these alliances increased the tension between Triple Alliance and Triple Entente countries.

In addition to the key countries shown in Source 8, many other countries, colonies and territories around the world were drawn into the alliance system. For example, all British **colonies** (such as India) and **dominions** (such as Australia and New Zealand) automatically became part of the Triple Entente. Japan had signed a treaty with Britain in 1902 that also meant that it could be drawn into war if a conflict broke out in Europe. Bosnia–Herzegovina was also considered a member of the Triple Entente because Russia was a key supporter of Bosnia–Herzegovina's bid for independence from Austria–Hungary. A conflict between Bosnia–Herzegovina and Austria–Hungary would therefore become a conflict between all the countries that were members of the two alliances.

ALLIANCES IN EUROPE: 1879–1907



Source 8

Source: Oxford University Press

Enlarged map
Alliances in Europe: 1879–1907

colonies
outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

dominions
self-governing nations or states under British sovereignty in the later part of the nineteenth century; they were part of the British Empire

See, think, wonder

Look at Source 9.

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

Source 9 This cartoon – 'A "threatening" situation' – shows how World War I escalated as a result of the alliance system.

Imperialism

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

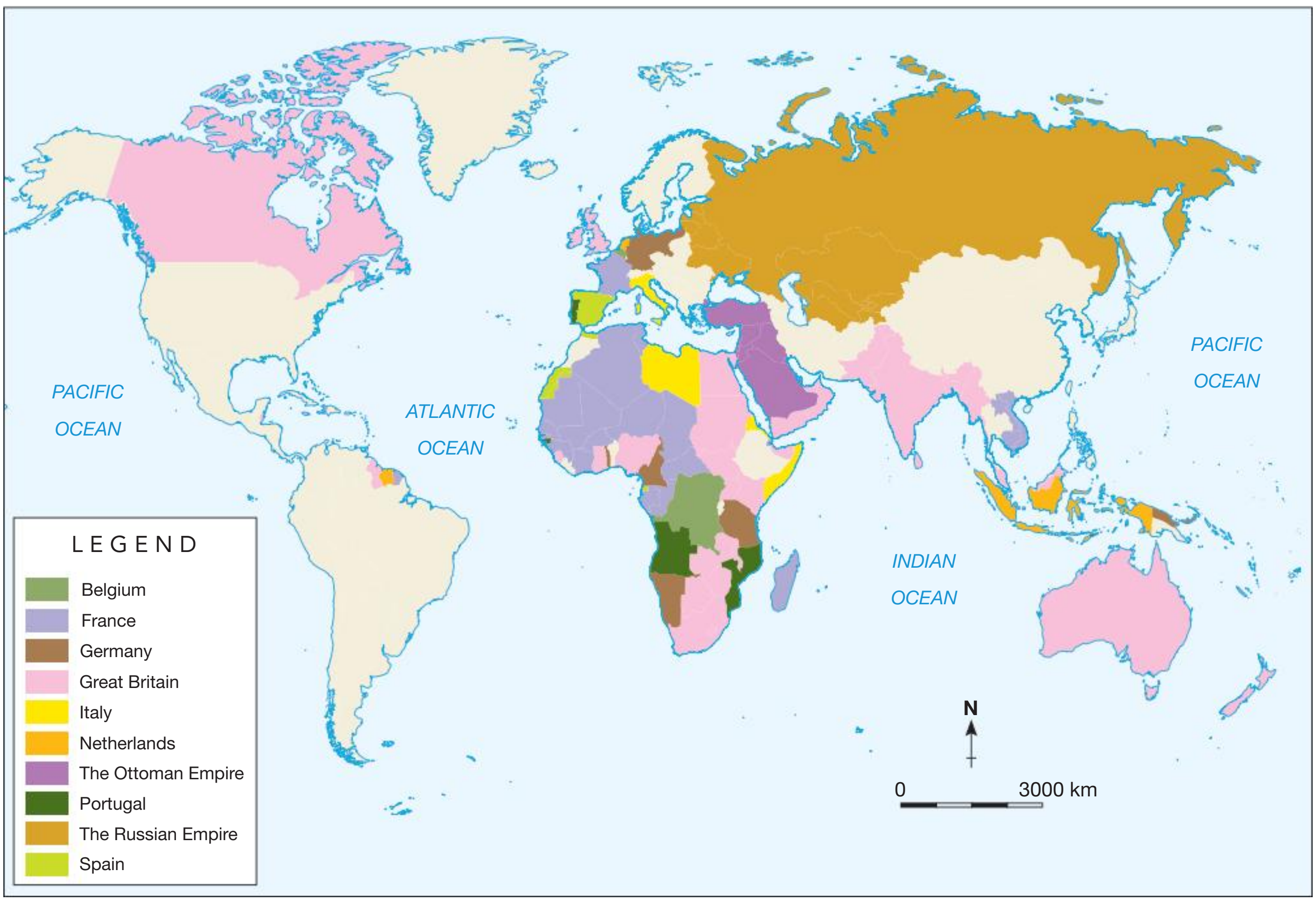
Another factor that led to tensions between European countries in the lead-up to World War I was **imperialism**. Imperialism is a policy by which a country increases its power by gaining control over new territories to create an empire. This is usually carried out for financial and strategic reasons.

European powers such as Britain, Spain, France and Portugal had been building empires around the world since the fifteenth century. Since that time, they had claimed new territories and colonised much of North and South America, Australia and parts of Asia (see Source 10). By the late nineteenth century, European nations were engaged in a new wave of imperialism. This time, they competed to be the first to claim new territories across Africa. Historians often refer to this period as the 'scramble for Africa'.

The main rivals in the race for new colonies in Africa were Britain, France and Germany. At this time, Britain had the largest empire, with colonies and dominions (such as Australia) all over the world. France also had many colonies around the world. Germany, however, had only been a unified nation since 1871 and was still trying to build a large colonial empire in order to compete with France and Britain. In 1905, and again in 1911, Kaiser Wilhelm II, the ruler of Germany, attempted to block further colonial expansion by France. He did this by sending German troops to take control of a number of French colonies in North Africa. In both cases, France, with Britain's support, resisted Germany's attacks, resulting in the defeat of Germany.

Enlarged map
World: European empires by 1914

WORLD: EUROPEAN EMPIRES BY 1914



Source 10

Source: Oxford University Press

Nationalism

Nationalism was another important factor that contributed to the outbreak of war in 1914. At best, nationalism is a sense of pride in, and a love of, one's nation. However, at worst, nationalism is a belief that your nation is superior or better than other countries. Nationalism grows out of an understanding of common goals and beliefs among the people of a nation – for example, a shared language, culture and history.

Nationalism has the power to either unite or divide the people of a nation or region. For example, feelings of nationalism contributed to the unification of Germany after the Franco-Prussian wars, and to Germany's alliance with Austria–Hungary because German-language speakers ruled both empires.

However, Austria–Hungary was also made up of many ethnic and language groups, such as Hungarians, Serbians and Bosnians.

From around 1900 onwards, a number of ethnic groups began fighting for independence from Austria–Hungary, including Bosnia–Herzegovina. In the years before World War I, Bosnia–Herzegovina was under the control of Austria–Hungary. However, Bosnia–Herzegovina was made up of many different ethnic groups, including Bosnians, Serbs and Croats, who did not see themselves as historically, ethnically or culturally linked to either Austria or Hungary. Instead, most of the people of Bosnia–Herzegovina wanted to join with Serbia to form their own nation.

Russia had been supporting moves by Bosnia–Herzegovina to become independent and unite with Serbia, so when a Serbian youth was accused of assassinating Archduke Franz Ferdinand of Austria in 1914, Russia was drawn into the conflict that followed.

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

Enlarged map
Austria–Hungary: 1914

AUSTRIA–HUNGARY: 1914

Source 11 Austria–Hungary was made up of many ethnic and language groups, some of whom wanted to be independent.

Source: Oxford University Press

8.4 Check your learning

Retrieve

1 **Define** the following terms in your own words.
  a imperialism
  b nationalism
  c the alliance system
  d militarism

2 **Identify** the two major alliances formed before World War I, and which countries were members of them.

Comprehend

3 **Summarise** the events that prompted the alliance system in the late 1800s.

4 **Explain** why Germany's colonial empire was so much smaller than Britain's in the lead-up to World War I.

5 **Explain** what the term 'arms race' means. In your response explain why the major powers decided to increase their arms between 1900 and 1914 if they hoped to avoid war under the alliance system.

Apply

6 Using Source 10 and your knowledge of the alliance system, **create** a mind map or infographic showing how most countries in the world could have been drawn into war. (Hint: Forty countries were eventually involved in the conflict. Can you name them all?)

8.5 The outbreak of World War I

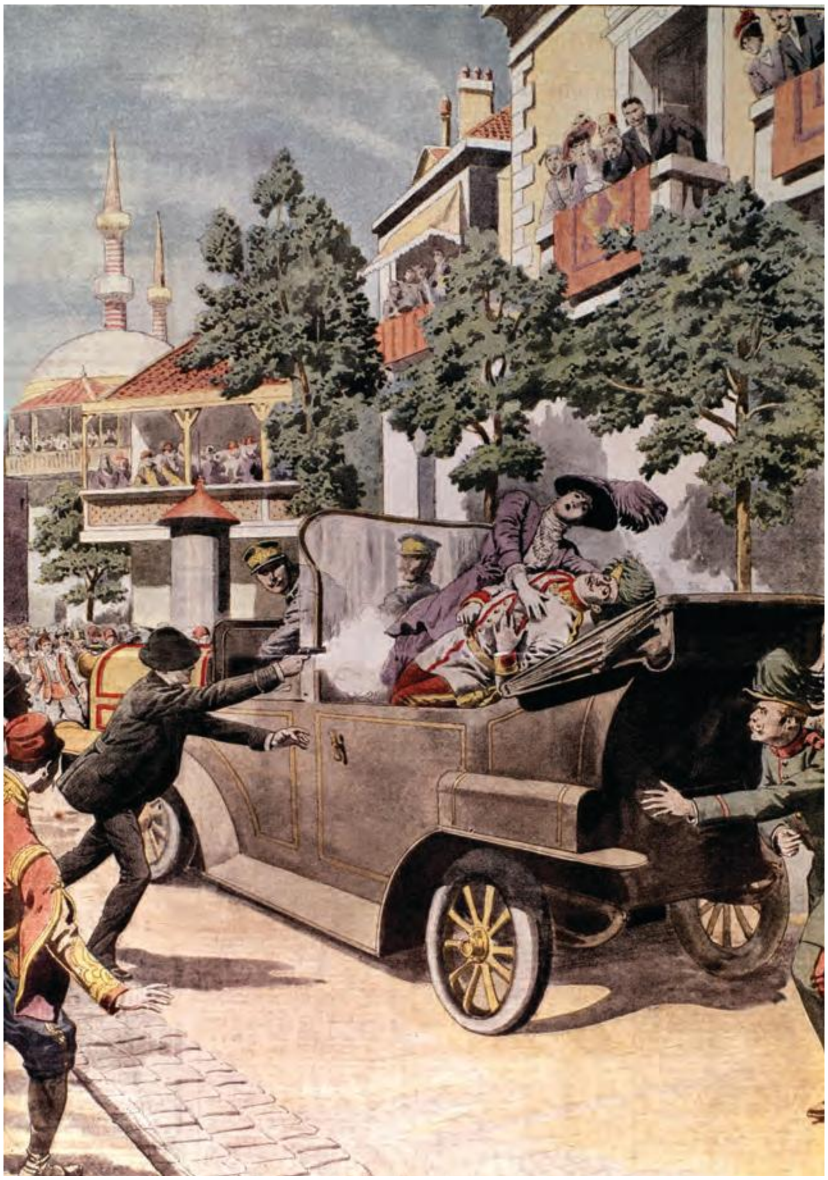
Learning intention

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

» explain the short-term triggers for World War I.

Assassination

The factors discussed in the previous topic meant Europe had been on the precipice of war for many years. It is often referred to as a 'powder keg'; the world had been preparing for war for a long time. The 'spark' that lit the powder keg took place in the Balkan states. The Balkans is an area of south-eastern Europe made up of several countries including Romania, Serbia, Greece, Bosnia–Herzegovina, and Bulgaria. The Balkan states were politically very unstable in the lead-up to World War I. Three major imperial powers were actively involved in the region: Austria–Hungary, the Russian Empire and the Ottoman (Turkish) Empire.



Source 12 An artist's impression of the assassination of the Archduke Franz Ferdinand and his wife in Sarajevo

The complex relationships between these powers made the Balkans a potential crisis point. Austria–Hungary controlled parts of the Balkans. In 1908 Austria–Hungary took control of Bosnia–Herzegovina. Different ethnic groups in Bosnia–Herzegovina, such as the Serbs, did not see themselves as either Austrian or Hungarian and wanted to join together to form their own nation. They began a nationalist movement, protesting to achieve independence from Austria–Hungary. The Russian Empire supported the Serbian nationalists because they wanted Bosnia–Herzegovina to become part of Serbia.

The emperor of Austria–Hungary was aware of the growing tensions in the Balkans. Believing that the people of Bosnia–Herzegovina would be charmed and won over by a royal visit, he sent his nephew and heir, Archduke Franz Ferdinand, and the Archduke's wife, Sophie, on a goodwill visit to the city of Sarajevo. On 28 June 1914, while many people lined the streets to welcome the royal couple, a 19-year-old Serb nationalist by the name of Gavrilo Princip took the opportunity to show his feelings towards their imperial rulers. During the parade, he shot and killed the Archduke and his wife (see Source 12).

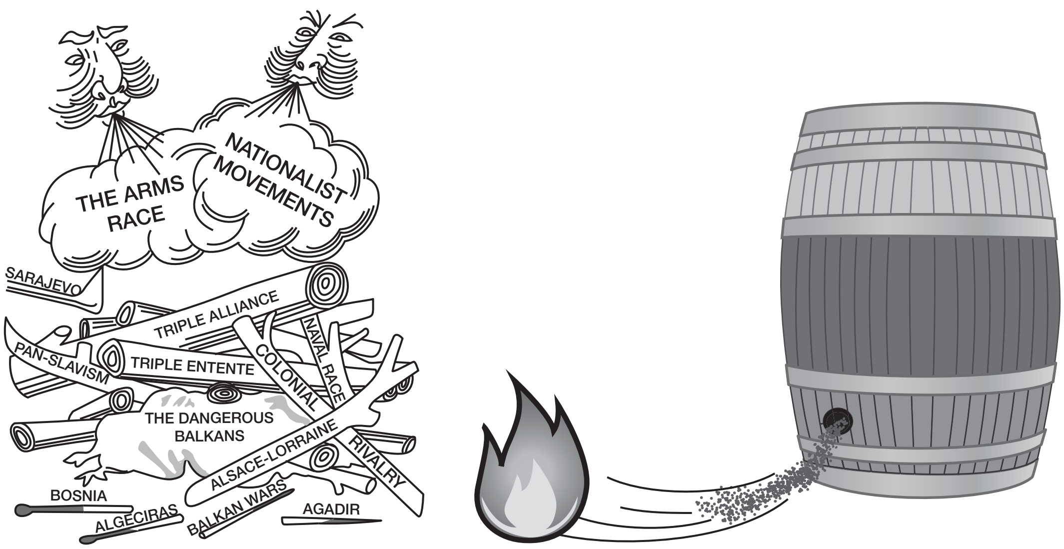
The 'July Crisis' and declarations of war

The results of a single event in the Balkans 'sparked' a European war. The key to the spread of the conflict was the complex alliance system that developed in Europe between the 1870s and 1907.

Immediately after the **assassination**, Austria–Hungary blamed the government of neighbouring Serbia. The following month was a confusing and frantic period of bluff, threats and negotiations between key European powers that became known as the 'July Crisis'. The Austrians issued a series of 10 harsh demands to Serbia. Serbia agreed to nine of the demands, but to accept all would have meant that Serbia lost any real independence, so negotiations broke down.

assassination
the murder of a prominent political or religious figure in a surprise attack

A month after the assassination, Austria–Hungary declared war on Serbia. The next day, Serbia turned to its ally Russia for support. Russia was also a Slavic nation and promised to protect Serbia against Austria–Hungary and its Triple Alliance ally, Germany. Russia then began preparing its army for war. On 31 July, Germany demanded that Russia stop these preparations. When Russia did not respond, Germany declared war. The Germans also asked the French Government what its intentions were. France issued a vague response, but was obliged to support Russia, as both were members of the Triple Entente.



Source 13 Europe was like a powder keg: one spark would start a war.

The Schlieffen Plan and the invasion of Belgium

At this point, Germany was faced with hostile forces preparing for war on both its eastern and western borders. This was a threat that Germany had feared ever since France and Russia became members of the Triple Entente in 1907. The German response was to use a special military plan devised by military strategist Alfred von Schlieffen. It became known as the Schlieffen Plan. The Schlieffen Plan called for German troops to launch an all-out attack on France by passing through neutral Belgium. The aim was that the French forces could be defeated before the huge Russian army was ready to go to war. That way, Germany would not have to fight France and Russia at the same time. Instead, with France defeated, it was thought that Germany could concentrate solely on fighting Russia. The Schlieffen Plan was based on the following assumptions:

- Russia would take at least six weeks to get its army ready for war.
- France would be easily defeated in six weeks.
- Belgium would not resist any German attack.
- Britain would remain neutral.

The main problem with the Schlieffen Plan was that it violated Belgium's neutrality. Britain had signed a treaty with Belgium in 1839 guaranteeing to come to its defence if another country attempted to invade its borders. As a result, the German invasion of Belgium forced Britain to become involved in the growing conflict.

EUROPE: 1914

Source 14 Source: Oxford University Press

DETAIL OF THE BALKAN STATES IN 1914

Source 15 Source: Oxford University Press

Enlarged map
Europe: 1914

Enlarged map
Details of the Balkan states in 1914

Sequence this!
Events during the outbreak of World War I

Source 16 Key dates in the lead-up to World War I

28 June 1914	Archduke Franz Ferdinand is assassinated.
23 July 1914	Austria–Hungary presents 10 demands to Serbia.
25 July 1914	Serbia agrees to only nine of the 10 demands.
28 July 1914	Austria–Hungary declares war on Serbia.
29 July 1914	Russia promises support for Serbia.
1 August 1914	Germany declares war on Russia.
3 August 1914	Germany declares war on France and invades Belgium.
4 August 1914	Britain declares war on Germany (Australia becomes involved).
6 August 1914	Austria–Hungary declares war on Russia.
23 August 1914	Japan (an ally of Britain) declares war on Germany.
29 October 1914	Turkey enters the war on the side of Germany.
23 May 1915	Italy enters the war on the side of the Triple Entente.

The war escalates

On 3 August 1914, British Prime Minister Herbert Asquith and Foreign Secretary Sir Edward Grey sent a message to the German Government announcing that Britain would declare war if Germany did not withdraw its troops from Belgium by midnight. There was no response to the message, so on 4 August 1914, Britain and its empire found itself at war with Germany.

Italy was also a member of the Triple Alliance with Germany and Austria–Hungary. It was expected that Italy would join the war on their side. However, under the wording of the Triple Alliance, members were not to support each other if one had been the aggressor. Italy used this clause to remain neutral at the start of the war and to switch to the Triple Entente in May 1915.

Turkey entered the war on the side of the Triple Alliance in October 1914. It was against Turkey that Australia's first land battles took place. The United States also came into the war, on the side of the Triple Entente, in April 1917 after German submarine attacks on passenger ships resulted in the deaths of hundreds of American civilians.

The Schlieffen Plan

In history, it is not only values and perspectives that can be contestable (debatable), but events themselves. Historical events can become contestable with the release of new sources of information.

The Schlieffen Plan is a good example of this because it has long been accepted as the explanation of German tactics in 1914. More recently, however, historians like Terence Zuber have used evidence released from German archives after the fall of the Berlin Wall to challenge this view. They argue that the 1905 Schlieffen Plan was not a practical war plan, but actually a theoretical training exercise. This argument is based on inconsistencies between the 1905 Schlieffen Plan and the German mobilisation plans implemented in 1914.

Zuber points out that the Schlieffen Plan was for a war against France on a single front, yet in 1914 Germany was planning for a war against France and Russia. The actual document outlining the Schlieffen Plan was also in the possession of Alfred von Schlieffen's daughters in 1914, rather than with the military.

Historians have to be prepared to accept the emergence of new evidence that challenges accepted interpretations.

For more information on this key concept, refer to page 203 of 'The history toolkit'.

KEY CONCEPT
Interpretations & contestability

Source 17 This 1914 cartoon shows Belgium (as the small boy) refusing to let the German military access the country.

8.5 Check your learning

Retrieve

1 **State** why a country would want independence if it was part of a big empire that could protect it.

2 **Identify** the reason that Archduke Franz Ferdinand and his wife toured Sarajevo.

3 **Identify** the event that involved Britain in the war in Europe.

Comprehend

4 **Explain** why there was tension in the Balkan states prior to World War I.

5 After the assassination, Austria–Hungary issued a list of 10 demands to Serbia. **Explain** why Serbia would not meet all 10 demands.

6 The short- and long-term factors that led to World War I are often described as a powder keg (long-term factors) and a spark (short-term factors). **Explain** this metaphor.

7 **Explain** why there is now historical debate surrounding the importance of the Schlieffen Plan in understanding Germany's actions at the start of World War I.

Apply

8 Use the information in this topic to **create** a flowchart that clearly explains the key events that led to the outbreak of World War I in 1914.

9 **Evaluate** the significance of Archduke Franz Ferdinand's assassination. Do you think war would have broken out if he had not been assassinated? Explain why or why not.

8.6 Australia's entry into World War I

Learning intentions

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

- summarise the responses of Australia's political leaders to the outbreak of war
- identify the reasons that Australian men enlisted in the AIF
- understand the experiences of First Nations men who enlisted in the AIF.

Before the outbreak of World War I, Europe had been relatively peaceful for over 40 years. The last major war (the Franco-Prussian War) had been fought in 1871, meaning that a whole generation of young men and women across Europe had grown up with no real experience of war. The same was true of Australia. Apart from a small number of soldiers who had fought for Britain in Africa during the late 1800s, Australians had no experience of war and had little understanding of what it meant.

Australia responds to European tensions

Australians were excited about the prospect of war in 1914, seeing it as glorious, exciting and heroic. Both sides of politics agreed that Australia should go to war. On 31 July 1914, Opposition leader (and later prime minister) Andrew Fisher infamously said, 'Should the worst happen, after everything has been done that honour will permit, Australians will stand beside the mother country to help and defend her to our last man and our last shilling'. On 3 August 1914 Australian Prime Minister Joseph Cook sent a telegram to Britain promising Australian navy vessels and 20 000 men to the service of the British Admiralty.

The great adventure

When World War I began in 1914, Australia had been a single, federated (united) country for only 13 years. Although Australia was a self-governing country, it was still a dominion of the British Empire and was obliged to follow the instructions of Britain in many areas of government. As a result, when Britain declared war on Germany, Australia automatically became involved, as did all other countries that were part of the British Empire.

Analyse this! English recruitment poster

Source 18 An English recruitment poster from World War I

Source 19 An Australian recruitment poster from 1915

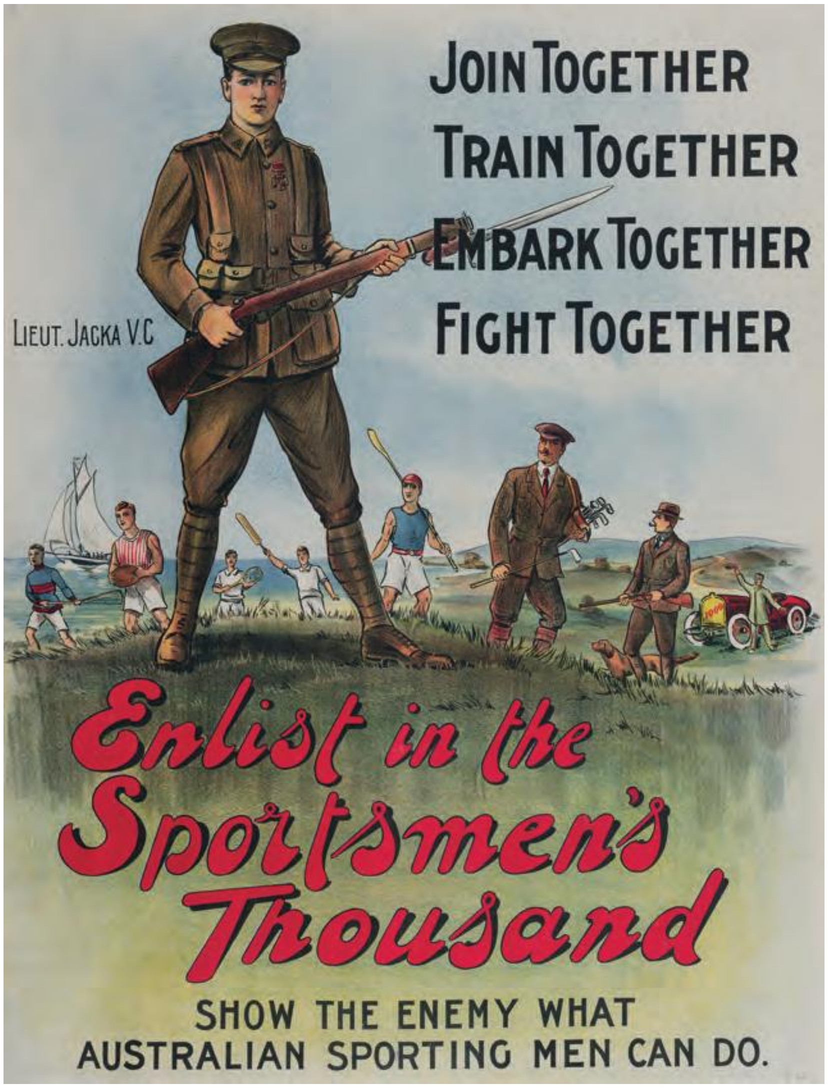
In Australia, a wave of enthusiasm for the war effort swept the country. Men aged 21–35 rushed to enlist in the Australian Imperial Force (AIF). According to legend, many were concerned that the war might end before they got to Europe. The Australian Government initially promised to supply 20 000 men to the British war effort by the end of 1914 – in reality, the number of men enlisted by this time was around 50 000.

The reasons for enlistment were varied and complex. Some men were driven by a desire to show what their new nation could contribute to a world conflict. Others went to war purely out of loyalty to 'the mother country', as many considered themselves British before Australian. Many of the first wave of volunteers who enlisted to fight were former British soldiers. Others were British citizens who happened to be living in Australia. In addition to these people, some wanted to show their support for Britain in case Australia should need Britain's help at some stage in the future.

There were young men who joined out of a spirit of adventure. These men saw the war as an opportunity to leave home, see the world, meet beautiful foreign women and experience life beyond Australia's shores. Whole football and cricket teams joined, as did groups of workmates from businesses and factories in cities and country towns. Many women encouraged their husbands, boyfriends, brothers and even fathers to enlist. Some young women liked to socialise with men in uniform because of their bravery and courage in enlisting.

The opportunity to earn a good income also acted as an incentive. The pay was 6 shillings (60 cents) per day, a figure calculated to match the average wage of Australian workers, minus the cost of **rations**. As the war progressed, hatred of the enemy also became a motivation for enlistment. Propaganda stories (often exaggerated) of German atrocities were used in recruiting campaigns.

rations
fixed shares or portions; during the war each family received a ration of food



Source 20 An Australian recruitment poster from 1917

In every city and town, recruiting rallies were held. High-profile sportsmen such as footballers, cricketers and athletes would be planted in the crowd. When the call went out for young men to step forward and sign up, it was frequently one of these sportsmen who led the way.

Among those who offered to enlist were First Nations Australians. About 1000 First Nations people were accepted for service – others were rejected on the basis that they were not 'of substantial European origin or descent'. Although many First Nations people did not want to fight in a war for what some saw as their colonisers, others saw it as an opportunity to receive equal treatment and wages for the first time in their lives. When Australian soldiers returned from World War I, there were many benefits available to them to assist with their readjustment to civilian life. First Nations soldiers, however, were denied access to these benefits.

Not all motives for joining the war effort were noble. There were stories (perhaps just rumours) of soldiers changing their names before enlisting in order to get away from their families or other commitments. Others enlisted to escape the boredom of jobs they hated, to leave school early, or to escape the strict rules and confines of their family homes.

Those who had fought in the Boer War (1899–1902) in Africa had some understanding of the brutality of war but, for most, war seems to have meant adventure.

Questioning voices

pacifists
people opposed to violence and war

conscientious objectors
in wartime, people who are opposed to the war and refuse to perform military service because it goes against their beliefs, religion or conscience

suffragist
a woman seeking the right to vote through organised campaigns and protests

Despite the positive response by many, not all Australians were enthusiastic about the war. Some argued that it was Europe's or Britain's war, not Australia's, and that Australian troops would make little difference to the outcome. Others were opposed to the war because they were **pacifists**. One group of pacifists were the Jehovah's Witnesses, a religious group whose beliefs prevented them from participating in any armed conflict or wars.

There was also a small group known as **conscientious objectors**. The Women's Peace Army, led by a woman named Vida Goldstein (see Source 21), was a women's organisation made up of pacifists and conscientious objectors. Their mission was to mobilise women in Australia who opposed the war. Goldstein, who was also a well-known **suffragist**, attracted large numbers of people to public meetings. Finally, there was a small number of Australians who did not enlist because they were afraid, or because they believed it was in their best interests financially to stay at home.

In total, however, all of the groups who objected to the war only made up a small percentage of the total population. In 1914 and through most of 1915, the dominant feeling towards the war was positive and supportive. It was only as the harsh reality of war became clear to Australians that this initial enthusiasm began to fade away.

Source 21 Vida Goldstein, president of the Women's Peace Army, was both a suffragist and a pacifist.

8.6 Check your learning

Retrieve

1 **Identify** three reasons that Australians might have wanted to enlist.

Comprehend

2 **Describe** the attitude of most Australians to war before 1914.

3 **Summarise** the responses of Australia's political leaders to the outbreak of war.

4 **Explain** why some First Nations people wanted to fight in World War I.

5 Some First Nations people were not accepted for service. **Explain** why this was the case.

6 **Summarise** the reasons for Australia's entry into World War I.

Analyse

7 **Examine** the two Australian recruiting posters (Source 19, page 293, and Source 20, page 294).
   - a Identify when these posters were created.
   - b Describe in as much detail as you can what you can see in the posters. Consider:
     - symbols and images
     - words
     - arrangement of the images and words
     - colours of the posters.
   - c Identify why these posters were created. Consider:
     - the message or moral of the poster
     - who it would appeal to and why
     - what emotions the viewer is encouraged to feel.
   - d Suggest which poster would have been the most successful for recruitment at the time, and explain why you think this.

8 Use a range of print and digital resources to locate and print a series of recruitment posters from World War I (two of which must be Australian). Be sure to include posters from a range of different countries that were involved in World War I. **Analyse** these posters, looking at elements such as:
   - appeal to a sense of national identity
   - appeal to a sense of adventure and excitement
   - appeal to a sense of outrage and anger at the enemy.

Apply

9 **Create** a PowerPoint presentation or another visual display in which you identify the key features and techniques of the posters in each category. Discuss whether you think each poster was successful in encouraging people to get involved in the war effort and why.

I used to think, now I think

Reflect on your learning about why Australians joined the war effort and complete the following sentences.
- I used to think …
- Now I think …

What has changed in your understanding?

8A SKILLS IN CONTEXT

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

What were the causes of World War I?

This chapter has already looked at the MAIN causes of World War I; however, we have not yet analysed the perspectives presented by each nation on these causes and if World War I could have been avoided.

Militarism

Source 22

We want eight and we won't wait!

British Navy League slogan, calling for eight Dreadnoughts, 1889

Imperialism

Source 23

We have conquered for ourselves a place in the sun. It will now be my task to see to it that this place in the sun shall remain our undisputed possession.

A speech by Kaiser Wilhelm II to the North German Regatta Association, 1901

Alliances

Source 24 A depiction of the two alliance blocs in 1914, each pulling against the other

Nationalism

Source 25

Germany, Germany above all,
over everything in the world,
When it steadfastly holds together,
offensively and defensively.

The words of the German national anthem, 'Deutschland uber Alles'

Spark

Source 26

The next great European war will probably come out of some damned foolish thing in the Balkans.

Otto von Bismarck, German statesman, 1888

KEY SKILL
Using historical sources

Evaluating the reliability and usefulness of sources

Evaluating the reliability and usefulness of sources is one of the most important, and perhaps most difficult, 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, or both reliable and not useful.

Step 1 Evaluate reliability.

To determine the reliability of a source, you need to identify whether it is biased. Being biased means having an unbalanced or one-sided opinion. Bias is found in secondary and primary sources. It is natural for people to show their opinion when they write something. To recognise bias in a source, ask yourself the following questions:

- Who wrote it or made it?
- When was it written or made?
- Why was it written or made?
- Was the person who wrote or made it paid? If so, who paid them?
- Does it distort the facts?
- Does it give one side of the story, or is it balanced?
- Can the views expressed in this source be verified by another source?

Step 2 Evaluate usefulness.

Some historical sources are more useful than others. But sources are not 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. However, if you are investigating 'the facts' of an event, a biased source may be much less useful. Use the following steps to evaluate a source's usefulness.

- Be clear about what historical question you are investigating.
- Identify whether the source is biased/reliable using the process described.
- Look at what the source is telling you and compare it to what you need/would like to know. Remember to consider both explicit and implicit messages.
- Ask yourself, what are the uses of this source for answering my historical question?
- Ask yourself, 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 this skill, refer to page 193 of 'The history toolkit'.

Practise the skill

1 Look at each of the sources provided on page 296. Using the steps provided above, respond to the following questions. Your teacher may divide you into groups to ensure you cover all the MAIN causes of World War I. **Evaluate**:

- a each source's reliability
- b how useful each source would be in explaining the causes of World War I
- c how useful each source would be in explaining who was 'to blame' for World War I.

Extend your understanding

Propaganda and rivalries before World War I make it difficult to determine who was really to blame for the war; however, we do know that many countries participated in militarism, alliances, imperialism and nationalism. Examine the sources on page 296 again and complete the following questions.

1 Rank the sources based on how useful you think they are in understanding the causes of World War I. **Justify** (give reasons for) your ranking.

2 Now rank them based on their reliability. **Justify** your ranking.

3 Did your order change? **Explain** why you think this was.

8.7 Where World War I was fought

Learning intention

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

» identify the major battles and alliances of World War I.

Enlarged map Where World War I was fought

Source 1 While some of the fighting occurred in the Pacific, the Middle East and Africa, most of the fighting and the greatest loss of life occurred in Europe.

ALPINE FRONT (1915–18)

When Italy joined the war in 1915, a new front formed on the border of Italy and Austria–Hungary where there were a series of fierce battles between the two nations.

THE WESTERN FRONT (1914–18)

Running for 700 km through France, Belgium and Germany, the Western Front was where most lives were lost during the war. About 295 000 Australians joined the battles on the Western Front in 1915 after the Gallipoli campaign. Over 130 000 were wounded during this time and 46 000 lost their lives. Almost 40% of these men and women have no known grave.

Source: Oxford University Press

THE LUSITANIA (1915)

While this location does not mark a battle front it is important as the events here sparked America's involvement in the war. At the start of 1914 the United States declared itself 'neutral'; however its sympathies lay with the Triple Entente, as it traded with these countries during the war and provided loans to Britain and France. In an attempt to stop this trade, the Germans began to use submarine warfare. On 7 May 1915, the British passenger ship *Lusitania* was sunk by a German submarine, killing 1198 passengers, including some Americans. Following the sinking of two more British ships carrying American passengers, Germany agreed to stop submarine attacks on ships carrying civilians. This pledge lasted until March 1917, when German submarines sank American ships. As a result of these attacks, on 6 April 1917, the United States declared war on Germany.

THE EASTERN FRONT (1914–18)

The Eastern Front stretched for 1600 km through the Russian, Romanian, Austro-Hungarian and Ottoman Empires. While Australians did not fight here, the battle is important as it shows that both Germany and Austria–Hungary were fighting on two fronts simultaneously.

GALLIPOLI (25 APRIL 1915 – NOVEMBER 1915)

The Gallipoli campaign was designed to free access to attack the Ottoman Empire on another front. It was expected to be an easy victory for the Allies, but instead it was abandoned eight months later. Around 140 000 soldiers died from countries including Britain, Canada, France, Australia, New Zealand, India and Turkey. More than half of those killed were from Turkey.

MIDDLE EAST (1916–18)

After Gallipoli, many Australian troops including the Australian Light Horse and Australians in the Imperial Camel Corps were deployed to Palestine, Egypt and Sinai, where they fought alongside Arab tribes against Turkish forces.

CHINA SEA (1914)

Japan, a rapidly modernising nation, was also involved on the side of the Triple Entente. In response to a request from Britain in 1914, Japanese ships led raids on German naval vessels around Chinese waters. The Japanese further provided 17 battleships to assist British naval actions in the Mediterranean Sea and in South Africa.

THE PACIFIC (1914)

Germany had some colonies in the Pacific at the start of World War I, namely Samoa and New Guinea. In August 1914, New Zealand forces occupied German Samoa with no loss of life. Australian forces had driven the Germans out of New Guinea by the end of 1914. There, Able Seaman William Williams was the first recorded Australian casualty of World War I, on 11 September 1914.

8.7 Check your learning

Retrieve

1 **Identify** the major battles and alliances of World War I.
2 List the battle fronts where Australians served.
3 **Identify** which countries/empires were forced to battle on more than one front. How do you think this might have affected military strategy?

Comprehend

4 **Describe** the impact you think the early Australian and New Zealand successes in the Pacific would have had on attitudes to war in Australia.

Apply

5 **Investigate** Lawrence of Arabia. What was his role in World War I? Explain why he was often considered a popular hero in Britain later in the war.

Quiz me!
A quick quiz on where World War I was fought

8.8 The nature of warfare in World War I

Learning intention

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

- explain how technological developments influenced warfare in World War I, incuding tanks, aircraft and gas.

World War I was fought all across the world, but the deadliest battles took place in Europe on the Western and Eastern Fronts. Prior to World War I, the arms race had led to an increase in weaponry for many world powers, and the emergence of innovative technology that changed modern warfare.

Over the course of World War I, many new technologies were introduced, and existing technologies such as military vehicles and weapons were improved. Developments in powerful long-range weaponry, such as the machine gun and heavy artillery, were particularly important. Deadly new chemical weapons and gases were also a significant development. When one country introduced a new weapon, another would soon develop their own version of it.

Much of this technology is blamed for extending the war, as the conflict quickly became an evenly matched battle of technology and tactics, with neither side able to break the deadlock. Unlike earlier wars, in which the soldiers moved around constantly to gain an advantage, both sides on the Western Front were forced to dig trenches for protection, bringing the armies to a stalemate.

Guns and artillery

shrapnel
small pieces of metal thrown out from an explosion

Australian soldiers were issued a standard British manufactured rifle at the start of the war with a bayonet attachment for close-range fighting. Machine guns, which had first been used during the American Civil War, were improved for use in World War I (see Source 2). Many were capable of firing up to 600 rounds of ammunition (bullets) per minute in short bursts. Facing one machine gun was similar to facing 250 soldiers with standard rifles. Although these new machine guns often overheated and were heavy and difficult to move through the mud, they were devastating when used against oncoming troops.

Source 2 British machine gun operators wearing gas masks fire on the enemy during the Battle of the Somme in 1916

Heavy artillery guns were also used widely in World War I for the first time. Like cannons, these guns could fire large shells over a long distance, usually projecting them in an arc to land on the target from above. Like machine guns, heavy artillery guns were difficult to move. They were usually mounted on wheels that often became bogged in the mud or got stuck in bomb craters. Shells often contained **shrapnel**, which scattered metal shards on the enemy when exploded above the ground.

Gas

In April 1915, Germany introduced flame-throwers and poison gas as a weapon of war (see Sources 3 and 4). Chlorine, which was blown over the enemy trenches, burned and destroyed the respiratory tracts (airways) of anyone without a gas mask, causing terrible pain and death. Other gases were introduced throughout the war, including mustard and tear gas, which causes blisters both internally and externally on the victim. Poison-gas attacks were so horrific that the use of chemical and biological weapons was banned under a treaty signed in 1925 known as the Geneva Protocol.

Gas! GAS! Quick, boys! — An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime. —
…
... He plunges at me, guttering, choking, drowning.
If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues, —
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
Pro patria mori.

Source 4 Extract from 'Dulce et decorum est', a poem by Wilfred Owen written *c*. 1917–18 while he served as a soldier; it describes a gas attack. The Latin phrase is from the Roman poet Horace and means 'It is sweet and fitting to die for one's country'.

Source 3 A soldier and dog wearing gas masks work to find the wounded in areas where poison gas has been used.

Tanks

The British army introduced the first tanks into the war in September 1916 at the Battle of the Somme in France; these were originally called 'landships'. While they were successful at overcoming barbed-wire obstacles and trenches, the mechanical unreliability of these early tanks meant they were not always so useful. The first tanks were designed and built quickly, so they frequently broke down or became stuck in muddy trenches. The crews inside the tanks had to endure unbearably hot and noisy conditions, almost constantly choking on the fumes inside the cab. By the end of 1917, improvements in the design and manufacture – and tank battle tactics – made tanks more effective.

Quiz me!
A quick quiz on the nature of warfare in World War I

dogfights
close-range aerial fights between fighter planes

zeppelins
large airships with a rigid frame filled with gas; commonly used across Germany to transport goods and people in the early twentieth century

Aircraft

Large-scale aerial warfare was conducted for the first time during World War I. At first, small planes were used to scout for enemy positions. Later, planes armed with machine guns were used in aerial combats, known as **dogfights**.

Huge airships called **zeppelins** (named after their inventor Count Ferdinand von Zeppelin) were used by the Germans in the first air raid over England in January 1915. Made of a cylindrical metal frame covered with fabric and filled with gasbags full of hydrogen, zeppelins were able to fly higher than conventional aircraft and drift almost silently over their targets. This made zeppelins difficult to shoot down with normal anti-aircraft guns. The ability to hit targets accurately from a zeppelin was poor though, and they were also vulnerable to strong winds that could blow them off course. Towards the end of the war, zeppelins were largely replaced by multi-engine bomber planes, such as the Gotha G.V. bomber (see Source 5). Britain responded with its equivalent, the Handley Page Type O bomber (see Source 6).

Source 5 German airmen attach a 100-kilogram bomb to the underside of a Gotha G.V. bomber.

Source 6 British aircraft, like the ones shown here, played a vital role in World War I.

Key skill worksheet
Historical perspectives & interpretations: Identifying changes and continuities in warfare

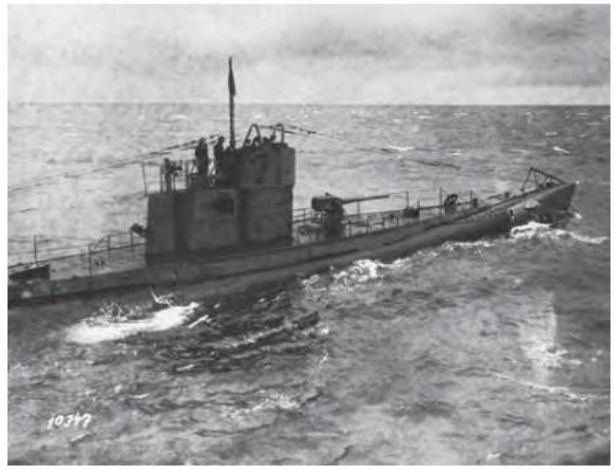
War at sea

neutral nations
countries that decide not to take part in a war or not to favour one side or the other

In 1914, the sea was vital for transportation, trade and communications. Protecting the sea lanes in your own waters – or striking at those of the enemy – was an essential part of the war effort.

Submarines were widely used during World War I. Initially they were used by the Germans to attack and sink trade ships carrying imported food and vital goods between Allied countries. German submarines were commonly referred to as U-boats, short for *Unterseeboote* (undersea boats). U-boats were able to disrupt the movement of goods and people by sea and struck fear into those travelling by sea.

Another naval tactic that reduced the ability of ships to carry soldiers and supplies was the laying of underwater mines (explosives) in the North Sea. Although agreements had been made regarding where mines could be placed, neither side was very strict about following them. Mines made the North Sea a very dangerous place for ships. This was also a problem for the **neutral nations** of Norway and Sweden, which were heavily reliant on the North Sea for fishing and trade with the rest of the world.



Source 7 A surfaced German U-boat during World War I

Communications

Advances in communication technologies during World War I allowed faster contact between commanding officers behind the scenes and soldiers fighting on the front line. The development of telephone and wireless (radio) systems allowed instant reports from the battlefield to be passed to command centres. Tactical decisions could be made much more quickly. On the downside, telephone lines had to be laid in each new location where fighting took place and were easily damaged by artillery. Wireless radios were also very heavy and difficult to move. Despite the increased use of these new technologies, soldiers still acted as runners to relay information. Motorbike couriers, carrier pigeons and even dogs were used at times (see Source 8).

Source 8 Dogs were sometimes used to carry messages to and from the battlefield. This dog is bringing orders to a soldier in the trenches.

8.8 Check your learning

Retrieve

1 **Identify** three ways in which the technologies used in World War I were different from those used in earlier wars.

Comprehend

2 **Explain** how new technology prolonged the war.

Analyse

3 **Analyse** Source 4 on page 301. Use the DAMMIT U acronym (available as an additional resource on your obook pro) to help structure your response.

Additional resource
DAMMIT U

4 Submarine warfare is often considered more deadly than land warfare, as a single missile can sink a ship (battleship, civilian ship or medical ship) in 20 minutes, killing thousands. Discuss whether you think there should have been rules around submarine warfare. If so, **determine** (decide) what they should have been.

5 **Propose** why the use of poison gas was banned under the Geneva Protocol in 1925, while the use of other types of weapons was not.

Apply

6 **Evaluate** the advantages and disadvantages of the developments in communication technologies during World War I. Remember to include your overall opinion.

8.9 The Western Front

Learning intentions

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

» understand the significance of the Western Front

» summarise the Battle of the Somme.

The most common image that comes to mind when people think of World War I is the trenches, and the mud, blood and barbed wire that were features of the long, drawn-out war on the Western Front. Although this was generally regarded as the most important area in which the war was fought, or 'theatre of war', there were also many others.

At the start of the war in August 1914, the Germans had marched through Belgium into France. Fierce resistance from the British and French stopped them from moving further into France. However, the Allies were unable to drive the Germans back, and by Christmas 1914 there was a deadlock. The Germans and the Allies faced each other across a line of trenches that stretched from Ostend on the Belgian coast in a south-easterly direction to the Swiss border (see Source 9 for more detail).

Many historians see the Western Front as the defining experience of World War I due to the new weapons, such as gas and tanks, that were introduced there and the seemingly endless stalemate, which cost millions of lives on both sides of the trenches. For Australians who came to the Western Front in 1916 after their defeat at Gallipoli, the Western Front proved relentless and devastating.

EUROPE: THE WESTERN FRONT IN 1915

Source 9 The two-trench system along the Western Front ran unbroken from the Belgian coast to Switzerland.

Source: Oxford University Press

Enlarged map
Europe: The Western Front in 1915

Breaking the stalemate

stalemate
a deadlock or drawn contest

Between 1915 and 1918, many attempts were made to break the **stalemate** of trench conflict. These attempts tended to follow a pattern.

- Initially there would be a long and sustained artillery attack – opposing trenches would be bombarded with explosive shells. These attacks could go on for a few hours or sometimes for many days. It was believed that this would force the defending troops underground, destroying their fortifications and clearing the way for troops to cross **no man's land.**

no man's land
an area of land between two opposing armies that is unoccupied or unclaimed

- Weighed down with heavy equipment, soldiers would cross the strip of territory to their opponent's trenches.
- Struggling through mud-filled shell holes created by their own artillery, they might learn that the bombardment had not destroyed the barbed-wire obstacles between the lines. More frightening still was the possibility that the artillery attack had failed to destroy the enemy's position. Often, as soldiers made their way across no man's land, the enemy would emerge from deep bunkers to fire on them with machine guns.
- Generally, such assaults on enemy trenches failed to achieve their goals. Confusion, smoke, noise and death turned plans into chaos. If attackers reached enemy lines, hand-to-hand (or one-on-one) combat with rifles, bayonets, pistols and grenades often followed. If ground was gained, it could be retaken in a counter-offensive only weeks later. The only real consequence of most of the battles that took place on the Western Front over four years was death and injury.

The Somme

The first Battle of the Somme (in an area along the banks of the Somme River in northern France) was one of the most costly attempts to break the stalemate of the trenches and is often referred to as a **war of attrition**. Between July and November 1916, the Allied forces tried to break through German lines. Focused on a 19-kilometre front, the soldiers managed to push the Germans back by about 8 kilometres. These gains came at an enormous price. The initial 'softening up' bombardment used over 1.5 million shells in a weeklong attack. British deaths on the first day of the assault are estimated at over 19 000, 35 000 were injured and 2000 were counted as missing. French casualties for the first day alone were around 7000.

war of attrition
a military strategy involving wearing down the enemy by continuous losses in personnel and materials

Later in the Somme campaign, Australian and New Zealand troops fought at Pozières from 23 July to 8 August 1916. After making early gains, Australia suffered over 23 000 casualties. By the end of the Somme campaign, casualty figures were around 620 000 dead and wounded for the Allies, and 500 000 for the Germans.

Source 10 Fallen British and Australian soldiers in a mass grave, dug by German soldiers, 1916 or 1917

See, think, wonder
Look at Source 10.
- What do you see?
- What do you think?
- What do you wonder?

Australian engagements on the Western Front

Quiz me!
A quick quiz on the Western Front

Australians fighting on the Western Front between 1916 and 1918 were engaged in numerous battles that earned more than 50 Victoria Crosses for the soldiers who participated. The Victoria Cross is the highest Commonwealth military decoration for valour 'in the face of the enemy'. Australians again distinguished themselves in battle and earned a reputation for courage and toughness, especially in 1918, under the leadership of General Sir John Monash.

There was also terrible loss of life. In battles along the Somme, and at towns such as Passchendaele, Villers-Bretonneux, Ypres and Amiens, thousands of soldiers were killed or wounded, often for little gain in the futile 'game' of trench warfare.

Two of the most destructive battles involving Australians were at Fromelles in northern France in 1916 and at Bullecourt, closer to Paris, in 1917. At Fromelles, an attack on the German trenches was designed to draw German attention away from an onslaught on the German lines 80 kilometres to the south, on the banks of the Somme River.

The attack was unsuccessful and the cost was terrible. In one day, 1917 Australian soldiers were killed and over 3600 were injured, some to die later of their injuries. This event has been described as 'the worst 24 hours in Australia's entire history'.

Because the Germans quickly regained any territory they had lost, the Australians had no opportunity to bury the dead. The Germans buried many in mass pits. During the 1920s, most of the bodies were reburied in Commonwealth War Graves cemeteries, but one mass grave remained undiscovered until 2007. In that year, as a result of painstaking research by war historian Lambis Englezos, a burial site was identified on the edge of the town of Fromelles. It has since been confirmed that the remains of 250 Australian and British soldiers were buried in this mass grave. The process of identifying these soldiers and preparing them for reburial, with full military honours, in a newly built cemetery is slow and delicate (see Source 11). By 2010, 144 of the bodies had been identified using DNA.

Source 11 Identifying Australian soldiers killed at the battle at Fromelles

Nurses on the Western Front

At the start of the war, a small number of women wanted to join the services but were told that war was 'no place for ladies'. The only women allowed to enlist and serve overseas were nurses.

The nurses worked under appalling conditions, especially on the Western Front where makeshift field hospitals were often set up in trenches behind the lines (see Source 13). The nurses became known as 'the roses of no man's land'.

Over the course of World War I, 2562 Australian nurses joined the AIF as members of the medical units. Out of this number, 2139 served overseas in the Middle East and on the Western Front. Twenty-five women lost their lives while serving overseas and 388 received military honours.

Source 12

I cannot remember what came next, or what I did, except that I kept calling for the orderly to help me and thought he was funking [showing cowardice], but the poor boy had been blown to bits. Somebody got the tent up, and when I got to the delirious pneumonia patient, he was crouched on the ground at the back of the stretcher. He took no notice of me when I asked him to return to bed, so I leaned across the stretcher and put one arm around and tried to lift him in. I had my right arm under a leg, which I thought was his, but when I lifted I found to my horror that it was a loose leg with a boot and a puttee [fabric strip wound around the lower leg for protection] on it. It was one of the orderly's legs which had been blown off and had landed on the patient's bed. The next day they found the [body's] trunk about 20 yards away.

Sister Kelly, an Australian nurse in France, describing her experiences when a bomb hit a casualty clearing station behind the lines

Source 13 A nurse treats a patient in a makeshift hospital on the Western Front

8.9 Check your learning

Retrieve

1 In your own words, **define** 'war of attrition'.

2 **Define** what 'no man's land' was.

Comprehend

3 **Summarise** the key features of the Western Front, and explain why it was significant.

4 **Explain** why the war had become 'bogged down' on the Western Front by the end of 1914.

5 a **Summarise** the events at the Battle of the Somme.
  b **Explain** why the first Battle of the Somme is regarded as one of the most disastrous battles of the war.

6 Using a flowchart, **describe** the pattern followed in most of the attempts to break the stalemate on the Western Front.

7 **Explain** the qualities that nurses needed to possess in order to do their jobs successfully on the Western Front. Use evidence from the text and Source 12 to support your answer.

Apply

8 When it was obvious that little or nothing was gained through repeated assaults on enemy trenches, military commanders continued to order these assaults. **Propose** why was the case.

9 Despite their knowledge of terrible loss of life and injury, soldiers continued to take part in the assaults on the Western Front. **Propose** three reasons why they did so.

8.10 Trench warfare

Learning intention

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

» summarise the key features and difficulties of trench warfare.

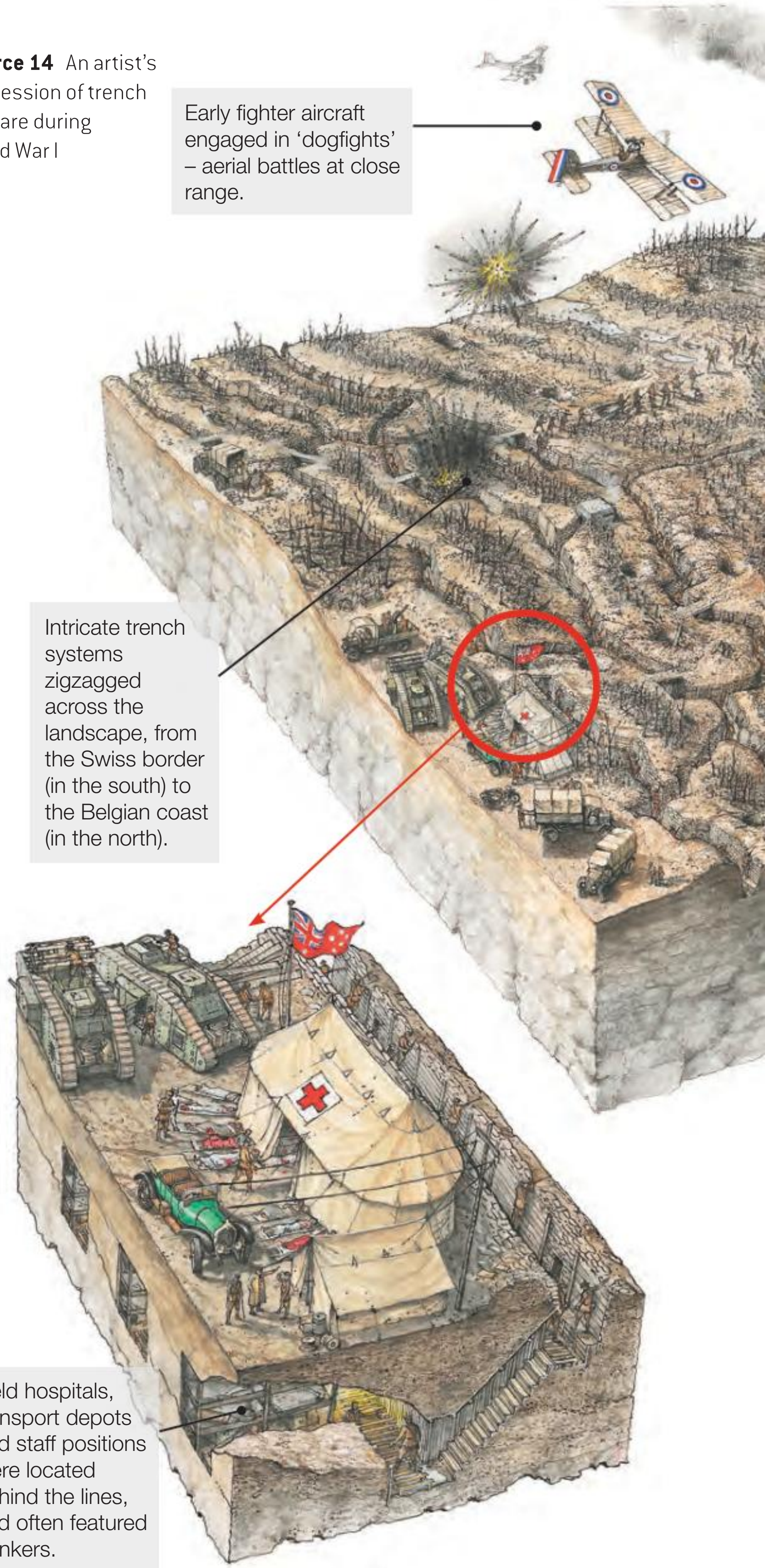
The trenches along the Western Front were approximately 700 kilometres long, stretching from the coast of Belgium to the border of Switzerland (see Source 9 on page 304). In most cases, trenches were 2 metres deep by 2 metres wide.

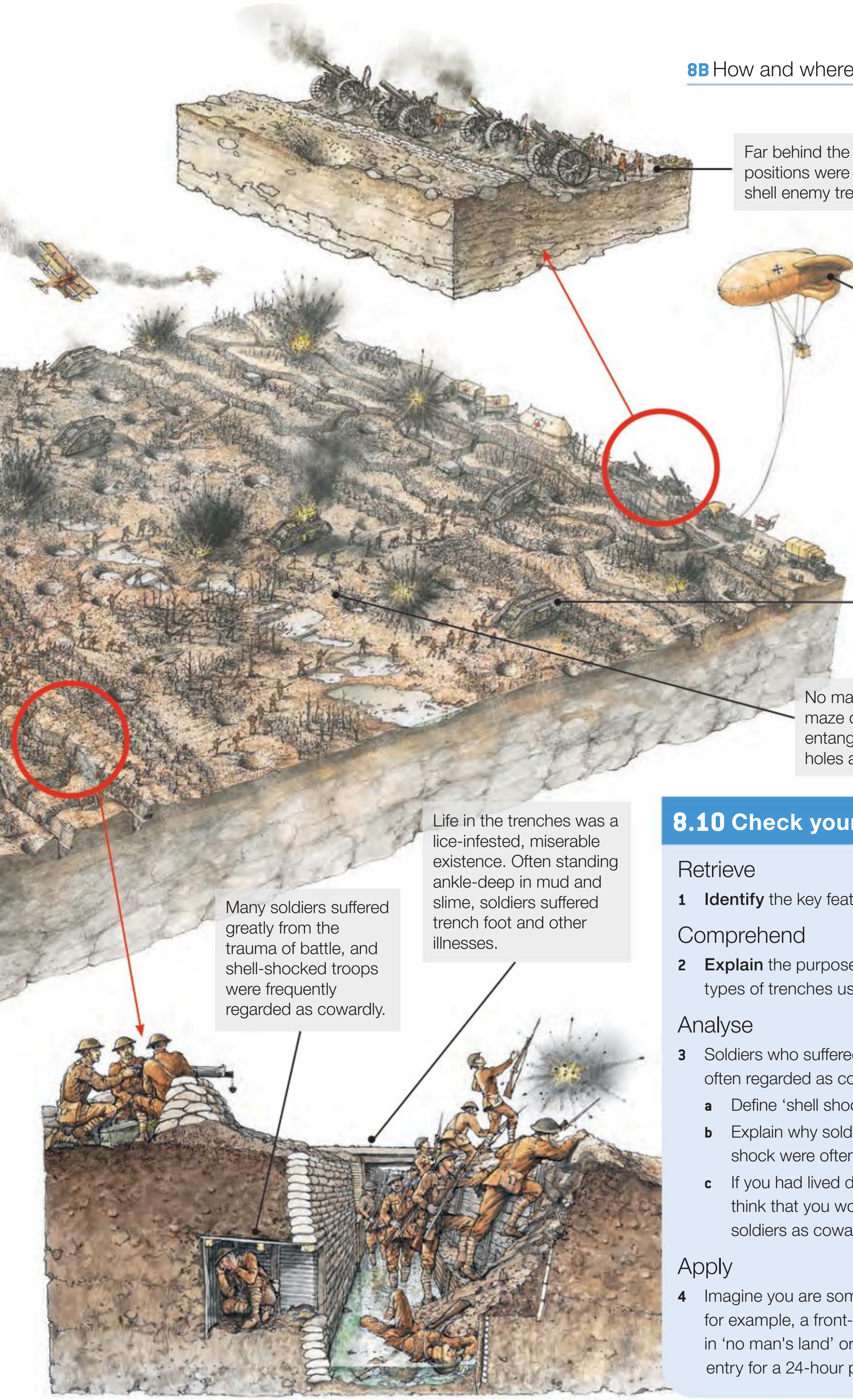
The Allies used four types of trenches. The 'front-line' trench was usually about a kilometre from the Germans' front trench. Further behind this front-line trench was the 'support' trench, with men and supplies to assist those on the front line. Further behind again was the 'reserve' trench, with more emergency supplies and men. Smaller 'communication' trenches connected all the trenches and allowed for the movement of messages, supplies and men. Soldiers took turns being in the front-line trenches. Sometimes they would be there for eight days, then have four days in the support trenches. However, during major battles, soldiers could be in the front line for much longer.

Soldiers were aware that conditions could change at any time. Artillery from the enemies meant that death and injury could come at any time, leaving smashed and dismembered bodies and wrecked trenches.

Interactive
Trench warfare

Source 14 An artist's impression of trench warfare during World War I





Quiz me!
A quick quiz on trench warfare

8.10 Check your learning

Retrieve

1 **Identify** the key features of trench warfare.

Comprehend

2 **Explain** the purpose served by each of the four types of trenches used by the Allies.

Analyse

3 Soldiers who suffered from 'shell shock' were often regarded as cowardly.
   a Define 'shell shock'.
   b Explain why soldiers suffering from shell shock were often seen as cowardly.
   c If you had lived during World War I, do you think that you would have regarded such soldiers as cowards? Explain your response.

Apply

4 Imagine you are someone on the Western Front; for example, a front-line soldier, someone stuck in 'no man's land' or a nurse. **Create** a diary entry for a 24-hour period.

8.11 The Gallipoli campaign

Learning intentions

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

» summarise the Gallipoli campaign and the reasons for its failure

» discuss the Allied forces and Turkish perspectives on Gallipoli.

In an attempt to break the stalemate that had developed on the Western Front, Winston Churchill, who was in charge of the Royal Navy, argued for an attack on Turkey. Turkey was part of the Ottoman Empire and an ally of Germany. The Gallipoli campaign, as it became known, was the first major battle of World War I for Australian troops. It took place on the Gallipoli Peninsula in Turkey (Türkiye). Although many Australian men who enlisted in the early months of the war believed they would be travelling to Europe to fight against the Germans, many were instead sent to fight against the Turkish Army.

Formation of the Anzacs and training in Egypt

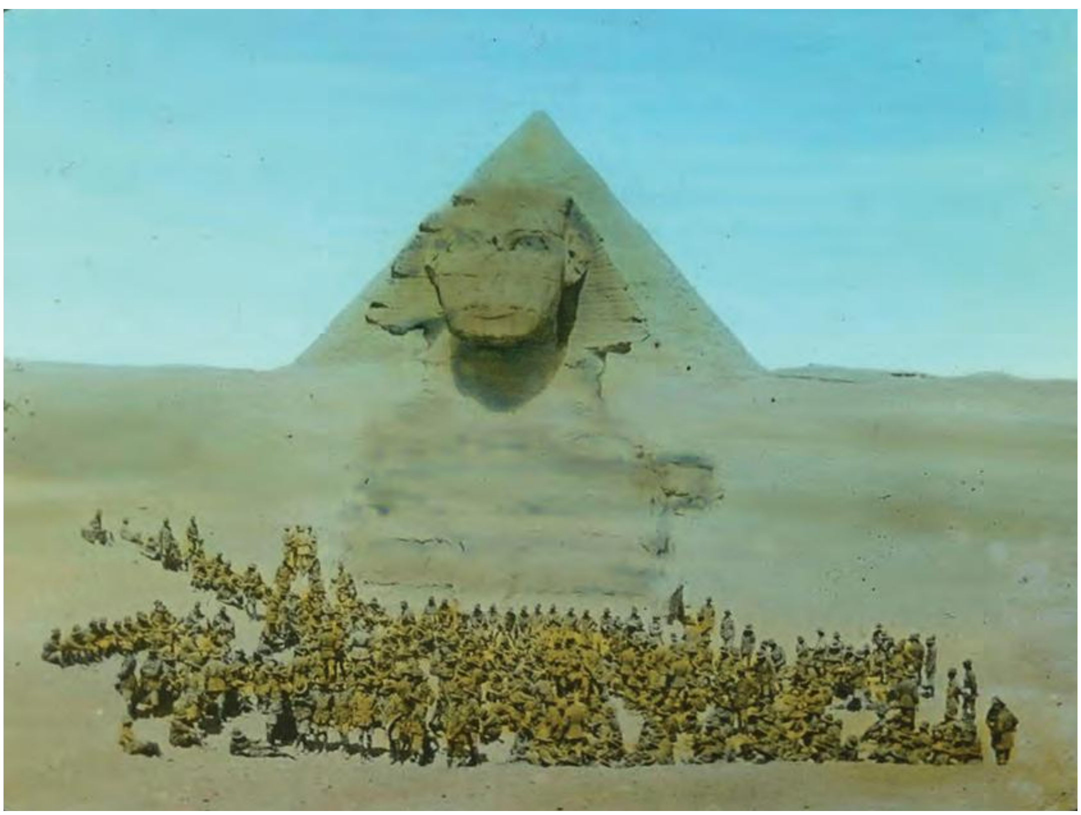
When the war began in 1914, there was an enthusiastic response from people in Australia and New Zealand. Initially the two military forces of Australia and New Zealand were separate. The Australian troops formed the First Australian Imperial Force; and the New Zealanders formed the First New Zealand Expeditionary Force.

In 1914 the decision was made to train Australian and New Zealand forces in Egypt due to overcrowding in English camps. Postcards sent home of the soldiers posing on the Pyramids of Giza and the Sphinx encouraged the illusion that war was an adventure and an opportunity to see exotic far-off places. Australian troops were the highest paid of any in the Allied forces at 6 shillings a day, and during their weekly day off they often enjoyed trips into Cairo where they could tour the pyramids (where you can still see their graffiti on the walls), and visit restaurants (many of which were renamed to attract Anzac soldiers) and souks (markets). Some Australians had a reputation for larrikinism and causing mischief.

See, think, wonder

Look at Source 15.

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



Source 15 Australian soldiers pose in front of the Sphinx outside Cairo.

However, army training was not all adventure and fun, as described by Private George Plows, a 19-year-old railway porter from Dunedoo, New South Wales.

Source 16

> We get up at 6am and have breakfast (or a slice of bread and butter and a cup of tea), and at 7am we go for a six hours' march across the desert, in sand up to our ankles. We have dinner at 3pm and tea at 6.30, and often have to do a two hours' march at night. It is winter here now, and, the nights are very cold. It is fairly hot in the daytime. It is deadly when you look around and can only see sand for miles.
>
> Private George Plows

While training combined Australian and New Zealand forces in Egypt, General Birdwood decided to combine both forces to form the Australia and New Zealand Army Corps (or Anzac). It was under this banner that the soldiers of both countries fought at Gallipoli and throughout World War I.

The Gallipoli landing

The Gallipoli campaign was launched because Britain and France needed to move troops, equipment and weapons to Allied troops in Russia. In order to do this they needed to travel across the Mediterranean Sea, pass through Turkish waters and cross over the Black Sea into Russia (see Source 17). As a result, the plan required Turkey (part of the Ottoman Empire and an ally of Germany) to be forced out of the war.

The first part of the campaign plan was launched in March 1915. This involved a naval attack through the Dardanelles – a sea passage from the Mediterranean Sea to the Black Sea (see Source 18 on page 312). This action failed because the entrance to the Dardanelles had been laid with underwater mines. Three Allied battleships were destroyed by these mines, and another three were badly damaged.

ALLIANCES IN EUROPE AND THE MIDDLE EAST

Source 17

Source: Oxford University Press

Enlarged map
Alliances in Europe and the Middle East

Explore it!
A virtual field trip to the Gallipoli Peninsula

DETAIL OF THE GALLIPOLI PENINSULA

Source 18

Source: Oxford University Press

A plan was then developed to launch a land attack on the Gallipoli Peninsula from the Aegean Sea coast. The hope was that the Allies would surprise the Turkish, defeat them quickly and then march on to take control of the Turkish capital, Constantinople (now known as Istanbul). This would open up the desired supply lines through to Russia, and help the Allies to fight Germany and Austria from the east.

On 25 April 1915, ground troops from Britain, France, Australia, New Zealand, India and the British dominion of Newfoundland (now part of Canada) landed on the Gallipoli Peninsula. The campaign was in trouble from the beginning. The boats arrived 1–2 kilometres north of their expected landing spot due to the cover of darkness and large waves. This meant that as the Australian and New Zealand troops landed at what is now called Anzac Cove, they faced cliffs up to 100 metres high and heavy gunfire from behind the Turkish fortifications. Those soldiers who made it to the beach were unprotected as they faced the Turkish guns. The Anzacs managed to secure the beach and made limited progress up the cliffs and inland.

Enlarged map
Detail of the Gallipoli Peninsula

Although the plan had been to take 7 kilometres of territory, the day ended with barely a single kilometre achieved. Approximately 16 000 soldiers landed on the beaches that day and by that evening, 2000 of them had been killed or wounded. On hearing news of the disastrous landing, the British commander of the campaign, General Sir Ian Hamilton, said to the troops, ‘You have got through the difficult business, now you dig, dig, dig until you are safe’.

Source 19 Anzac Cove following the landing of the Australian and New Zealand troops on 25 April 1915

Hamilton's decision to persist with the campaign was supported by news of the success of the Australian submarine *AE2*. On 25 April 1915 (the same day as the landing), the *AE2* became the first Allied warship to penetrate the Dardanelles. It attacked a Turkish gunboat but was eventually discovered on 30 April and destroyed.

In May 1915, the Turks launched a great counter-offensive to take back the territory that had been taken by the Allies, but were driven back.

In August 1915, the Australians and New Zealanders launched two famous diversionary attacks – the Battle of Lone Pine and the Battle of the Nek. The Australians captured Lone Pine in fighting so fierce that seven Victoria Crosses were awarded to their men. At the Nek, a charge by Australian troops cost 234 lives in an area about the size of three tennis courts.

Despite these battles, the situation on Gallipoli remained largely unchanged for the eight months of the campaign.

Over this time, respect grew between the Turkish soldiers and the Anzac troops on the battlefield. Each side saw the other as honourable, and agreements were made to hold fire and bury the dead respectfully. Both sides had an amnesty (agreement) to enable a number of dead Turkish soldiers to be buried under the Red Crescent flag of their nation. Over time, the two sides began trading with each other and even developed affectionate nicknames. Australians were referred to as 'Diggers' by the Turkish, and Australians referred to their opponents as 'Johnny Turk', 'Jacko' or 'Mehmets'.

Conditions at Gallipoli

Conditions at Gallipoli were extremely difficult for the Anzacs. As the Turkish soldiers held the high ground, the Anzacs were always exposed to enemy fire. Nowhere was safe. They were in constant danger day and night, from snipers (expert shots) or artillery bombardment from the Turkish guns.

The Allies landed in the Turkish spring, and a sweltering summer followed. When winter arrived, the bitter cold and snow took its toll on the troops. For men used to the mild weather conditions in Australia, the icy north wind and snowfalls cut right through any protection offered by their uniforms and light blankets. Frequent rainfalls flooded the trenches and turned the battlefields to mud.

Despite the rain and snow, drinking water was in short supply. It had to be shipped in to the troops, and this could be difficult if a supply ship ran into problems. Water was rationed carefully and soldiers were so conscious of the shortages that they often shaved with leftover cold tea. Food was more plentiful, although lacking in variety. Rations commonly included canned meat, corned beef (called 'bully beef') and hard biscuits (not the Anzac biscuits we know). Fresh food was rarely available.

Poor health was a major problem. More Australians and New Zealanders died or were forced into hospital as a result of disease rather than enemy action.

Source 20

We landed on Gallipoli in what we were wearing and continued to wear it day and night until the socks were the first garments to become unwearable, and they were cast out and we went barefoot in our boots.

There were parasites which caused an abominable itch to which ever part of the skin where they operated. They lived and bred mainly in the seams of the inner garments and as there was no hot water or chemicals available for their control or destruction the field was open for them to multiply and flourish. The best control means available was to wear the clothing inside out and then there were no seams next to the skin for the pest to hide away in and breed. This I did with my flannel shirt, but I simply could not come at wearing my trousers inside out, even though many of the other men did. It simply looked too awful.

An extract from a letter that Lieutenant Frank Boyes wrote about conditions at Gallipoli

Source 21 Australian soldiers resting in a trench at Gallipoli

Painful conditions and diseases such as trench foot, dysentery, diarrhoea and gastroenteritis were common in the damp conditions of the trenches. Illness was also spread by rats, lice, flies and mosquitoes. Many pests were attracted by the strong odour of decomposing bodies and human waste. Poor sanitation and food-handling practices meant the germs were often transferred to food and water supplies.

Due to the long trip from Australia and the frequent bombing of supply ships, Australian soldiers were often under-resourced. As a result, they invented various tactics to help them survive. An example was using old jam and bully-beef tins filled with stones, old razors and nails to make grenades. Legend even speaks of some soldiers using their cricket skills to catch and throw back Turkish grenades before they exploded (a risky feat indeed).

Source 22 An improvised bomb factory at Gallipoli

Withdrawal

In December 1915, the Anzacs were finally ordered to withdraw from Gallipoli. To hide the fact that they were leaving, they rigged up some rifles to fire at random. They did this by attaching tins to the rifles' trigger mechanisms with string. When the tins filled with water dripping from other tins suspended above, their weight caused the triggers to be pulled and the rifles to fire. This tactic became known as the 'ghost guns of Gallipoli'. Soldiers also carefully wrapped the horses' hooves in cloth to muffle the sound of their leaving and brought empty crates ashore. The last Australian soldiers were evacuated overnight on 19–20 December. Because of its efficiency, the silent withdrawal is usually remembered as the most successful part of the Gallipoli campaign.

The Turkish perspective

While Australians view the Gallipoli campaign as the epitome of the Anzac spirit, to the Turkish it is known as 'Çanakkale Savasi' (Battle of Cannakkale) and they see the campaign as a victory over invading forces. Most Turkish soldiers were volunteers from impoverished rural areas, and while many did not have formal education or training, they did have an intense sense of loyalty and determination. Like the Anzacs, the Turkish tell the stories of brave commanders such as Mustafa Kemal Ataturk, who later became the president of Turkey, and of the camaraderie between the two armies. Some Turkish soldiers recall finding notes from Anzac troops in the trenches when they eventually stormed them, with gifts of food that they promised was not poisoned.

Adda, a Turkish Australian whose great-great uncle was killed during the fighting, says, 'I respect both sides and I don't really think there's a good side and bad side. I just think the people that went to war and lost their blood and that got killed just wanted to serve their own country.'

Over the course of the campaign, 8709 Australians died, and 19 000 were wounded. Over the same period, more than 80 000 Turks were killed.

Source 23 Turkish soldiers in a trench at Gallipoli

8.11 Check your learning

Retrieve

1 **Identify** what the term 'Anzac' stands for.

Comprehend

2 Briefly **summarise** the key events in the Gallipoli campaign.

3 **Explain** why it was necessary to try to take the Gallipoli Peninsula by land rather than sea.

Analyse

4 **Explain** the reasons for the failure of the Gallipoli campaign and why some people argue that the withdrawal of the Anzacs from Gallipoli was the most successful part of the campaign.

5 Many stories talk of the camaraderie between the two sides. Identify some examples of this and **explain** why you think this happened.

Apply

6 **Propose** (put forward) why the Anzac soldiers earned high praise, even though they did not achieve what they hoped to.

7 What is the Turkish perspective on Gallipoli? Who do you think was 'right' in this circumstance? **Justify** (give reasons for) your response.

8 **Investigate** the Turkish perspective of the conflict. What similarities and differences are there compared with the Australian perspective? Write a paragraph or draw a Venn diagram to demonstrate this.

9 **Create** a sketch of the beach at Anzac Cove where the troops landed during the Gallipoli campaign (see Sources 18 and 19 on page 312). Label your sketch, and highlight the difficulties that the soldiers faced on arrival.

8.12 The end of the war

Learning intentions

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

- summarise the events that led to the end of World War I
- discuss the significance of the Armistice.

After the failure of the Gallipoli campaign, the stalemate on the Western Front dragged on through 1916, 1917 and into 1918 with little change.

Russia's withdrawal

In 1917, Russia was getting ready to get out of the war. Russia had mobilised the most troops in World War I and had the greatest number of casualties, mostly on the Eastern Front. In 1917, Russia became swept up in an internal revolution. The new communist government, wanting to focus on internal troubles, looked for a way to remove Russia from World War I. Negotiating separately from the rest of the Allies, Russia signed the Treaty of Brest-Litovsk with Germany on 3 March 1918.

With the end of the war against Russia, Germany was able to divert its troops to the west in order to face the new American soldiers, who joined the war in 1917.

The United States' involvement

Although the United States did not declare war on Germany until 1917, it had been involved in the war from the beginning, providing the Allies with weapons and supplies.

After German submarines sank ships carrying American civilians, Americans were outraged and put pressure on their government to enter the war. On 6 April 1917, the United States officially declared war on Germany. American troops joined the French and British in the summer of 1918.

Events on the Western Front

The freshness and enthusiasm of the American troops made a huge difference to the Allied troops on the Western Front. After years of almost constant defeat and huge numbers of casualties, by early 1918 the Allies had begun to slowly gain the upper hand over the Central Powers (Germany, Austria–Hungary, the Ottoman Empire and Bulgaria).

The Battle of Amiens

The Battle of Amiens, which began on 8 August 1918, was an important event because it would come to mark the final offensive by the Allies before bringing the war to an end. Allied forces advanced over 11 kilometres on the first day and, from then on, German defences were continually penetrated and forced to retreat. For this reason, the first day of the battle is often referred to as the 'Black Day for the German Army'. This battle also marked the end of trench warfare on the Western Front, as fighting became mobile once again.

On 26 September 1918, from their retreated position at the Hindenburg Line, the Germans were infiltrated by the Allies in only hours. German commanders began accepting that defeat was imminent.

The Armistice

At 5am on 11 November 1918, the head of the German delegation, Matthais Erzberger, signed the **Armistice** that marked the end of 'the war to end all wars'.

The terms of the Armistice were written by French Marshal Ferdinand Foch, and required the Germans to withdraw troops; surrender artillery, trucks, aircraft and naval vessels; return prisoners of war; and make promises about **reparations**. The Armistice also stipulated that

armistice
an agreement made by warring parties (e.g. countries) to stop fighting in order to negotiate peace

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

the fighting was to end later that day, at 11 a.m. Paris time (that is, the 11th hour of the 11th day of the 11th month). The news was quickly given to the armies during the morning of 11 November, but even after hearing that the Armistice was due to start at 11 a.m., intense warfare continued right until the last minute. Henry Gunther, a 23-year-old US sergeant, is recognised as the last soldier to be killed in World War I – at 10.59 a.m.; however, many others would succumb to illness and injury in the weeks and years to come.

While the Armistice put an end to the fighting, it was initially only to last for 30 days and it did not determine how peace could be secured and maintained. The ceasefire was made permanent the following year when members of the Commonwealth and future League of Nations signed the **Treaty of Versailles**. The treaty (a binding agreement) was the official document that ended World War I and outlined the terms of surrender between the victorious Allies (including Australia, Britain and the United States) and the defeated Central Powers (including Germany, Austria–Hungary and the Ottoman Empire).

News of the Armistice spread quickly around the world. People celebrated by dancing and singing in the streets. But at the same time as people celebrated, many were also overcome with sadness and horror as they reflected on the millions of soldiers who had lost their lives, and the many more who returned home with physical and mental scars.

Treaty of Versailles
the binding agreement that ended World War I and forced Germany to accept responsibility for starting the war and to pay reparations

Analyse this!
Armistice Day in Melbourne

8.12 Check your learning

Retrieve

1 **Identify** when Russia withdrew from the war against Germany, and its reasons for doing so.

Comprehend

2 The United States entered the war late in 1917. **Explain** this timing and identify in what other ways the United States contributed to the war.

3 **Summarise** the events that led to the end of World War I.

Apply

4 **Propose** (put forward) how and why the entry of American troops into the war on the Western Front contributed to the defeat of the Germans.

5 **Discuss** the significance of the Armistice.

6 Even after the Armistice was signed at 5 a.m. on 11 November 1918, there were many more casualties later that morning before the official ceasefire at 11 a.m. **Investigate** Britain, France, Australia, Canada and Germany at the end of the war to find out:

a the name of the last soldier killed

b what time they died

c how and why they were killed.

Communicate your findings in a short report.

Source 24 Victorians celebrating Armistice Day in Melbourne in 1918

8B SKILLS IN CONTEXT

Life in the trenches

The trenches that soldiers dug during World War I were typically around 2 metres deep by 2 metres wide. On both sides, conditions were barbaric, although German trenches tended to be better engineered and more comfortable than the French and British equivalents. To avoid snipers (marksmen trained to 'pick off' enemy soldiers from concealed locations), soldiers spent most of the daylight hours under the trench line – most attacks took place at dusk or in the early morning when visibility was poor. Soldiers were often bored during the day, and caught brief moments of sleep where they could. Those falling asleep on watch could be severely punished.

Source 25
German soldiers displaying the result of a night's rat-catching in a trench on the Western Front

The soldiers had to share the trenches with millions of rats (see Source 25) that fed on the remains of dead soldiers left on the battlefields. With so much available food, some rats grew to be as large as cats. They bred constantly and spread disease as they ran over the faces of the sleeping soldiers.

Lice were also constant companions that lived and laid eggs in the seams of the soldiers' uniforms. The troops were often unable to bathe or change their clothes for weeks at a time. Even when washed, it was almost impossible to rid clothes of the lice eggs. Lice were responsible for the spread of 'trench fever'. If soldiers were fortunate enough to end up in military hospital, it took them up to 12 weeks to recover from this painful illness.

Relentless rain turned the trenches to canals of stagnant mud. Trench foot, acquired from standing for long periods in wet, muddy conditions, was a fungal infection that caused swelling. Serious cases could result in amputation. The winter of 1916 was one of the harshest on the Western Front. The cold was so intense that water was carried to the troops as blocks of ice.

Source 27
Fresh food was rare in the trenches. Soldiers often ate cold food out of a tin.

Source 26

We are lousy, stinking, ragged, unshaven, sleepless. Even when we're back a bit we can't sleep for our own guns. I have one puttee [fabric strip wound around the lower leg for protection], a dead man's helmet, another dead man's gas protector, a dead man's bayonet. My tunic is rotten with other men's blood and partly splattered with a comrade's brains. It is horrible but why should you people at home not know.

Excerpt from a letter written to his family by John Alexander Raws, a South Australian soldier, who spent only four weeks on the Western Front before he was killed on 23 August 1916

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

Source 28

Enormous noise. Continuous explosion. A deserted landscape. Complete immobility of everything. Men were eating, smoking, doing odd jobs but no one was fighting. A few were peering in periscopes or looking through loopholes. I tried, but could see nothing but upturned empty fields. Then suddenly there was a terrific crash which flung me yards. I picked myself up and did my best to laugh. Nearby a man lay with a tiny hole in his forehead and close to him another limped with blood pumping out of his leg. They were both carried away. A casualty was not a matter for horror but for replacement. I regarded the incessant bombardment as temporary and expected every moment to see men going over the top to put the guns out of action. Nothing happened, however. That was how I first saw war.

R.H. Mottram, from R.H. Mottram, John Easton and Eric Partridge, *Three Personal Records of the War*, Scholartis Press, London, 1929

KEY SKILL
Questioning & researching

Locating and identifying relevant sources

Being able to locate relevant primary and secondary sources using the internet is an important historical skill. However, you need to keep in mind that not all information you find online is necessarily true, accurate, reliable or credible. So, in addition to being able to find source material online, 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 Brainstorm key words related to your topic.

Step 2 Refine your search if you cannot find what you want on your first attempts.

Step 3 Extend your search beyond the first page of results.

Step 4 Assess the reliability of each site by asking yourself:

- Who is the author or creator? If it is an individual, do they have their credentials listed (for example, a degree or title)? If it is an organisation, is it reputable like a government or university department?
- What is the purpose of the website? Is it trying to inform, persuade or sell?
- Is the site objective? Is the author's point of view biased?
- Can the information be verified if you cross-check it with other sources of information?
- Is the information current?

For more information on this skill, refer to page 190 of 'The history toolkit'.

Practise the skill

1 **Investigate** online to find relevant, credible and reliable source material about life in the trenches during World War I using the steps outlined above. Consider:
- food, clothing and shelter
- hygiene
- entertainment
- mateship
- injury, death and medicine.

2 Construct a data chart of six columns and five rows in your notebook. Create column headings using the categories from question 1: Food, clothing and shelter; Hygiene; Entertainment, Mateship; Injury, death and medicine.Name your rows: Australian; German; Turkish; Russian. **Examine** the source material you have located and record the key points in the appropriate column.

3 Using two different coloured highlighters, **classify** your sources as either primary or secondary.

Extend your understanding

1 Write a series of diary entries from the perspective of a soldier in the trenches from either Australia, Germany, Turkey or Russia.

8.13 The impact of war on Australian society

Learning intention

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

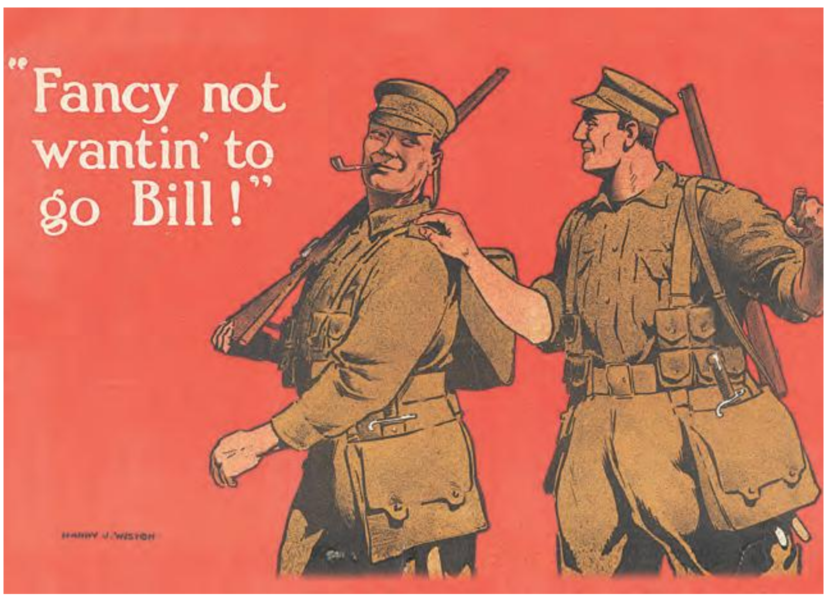
» explain the effects of the war on Australian society.

intern
to imprison or keep confined in a particular place

Quiz me!
A quick quiz on the impact of war on Australian society

By late 1916, Australia was a bitterly divided country. Not only was there a growing dissatisfaction with the war, but a real sense that there was 'inequality of sacrifice'. Many working-class Australians felt that they had contributed the most in terms of enlisting soldiers, and that they were also being exploited at home. There was a perception that middle- and upper-class people were less affected by the war.

In 1914, the federal government led by prime minister Andrew Fisher and later Billy Hughes passed the *War Precautions Act*, which gave the government increased powers for the duration of the war and dissolved parliament. This Act gave the federal government the legal right to, among other things, monitor and **intern** German Australians, impose a direct income tax, censor letters and publications, and set fixed prices for certain goods. Censorship was particularly concerning to the Australian people because newspapers and radio were their main source of information about the war, and they could not rely on them to release factual information all the time. The other side of this was that enemy spies did not receive as much helpful information. The *Trading with the Enemy Act 1914* also restricted overseas trade.



Source 1 An Australian poster from 1917 encouraging Australians to enlist; after heavy casualties on the Western Front, Britain pressured Australia to make a bigger contribution to the war effort.

Impact on the Australian economy

World War I had a major economic impact on Australia and other nations. The cost of providing weapons, ammunition and supplies to the forces at home and overseas was vast. To meet these expenses, the federal government introduced income tax. It was also necessary to borrow funds from overseas. Australia borrowed heavily from Britain to build vital wartime infrastructure, such as expanded railways. Australia would take over 20 years to pay back loans taken out during the war.

Source 2 A comparison of British Commonwealth casualties, World War I

Country	Total soldiers sent to war	Total casualties (captured, missing, wounded or killed)	% of casualties
Britain	5 000 000	2 535 424	50.71
Canada	422 405	210 100	49.74
Australia	331 781	215 585	64.98
New Zealand	98 950	58 526	59.01
India	1 096 013	140 015	12.77

Statistics from *Australian Campaigns in the Great War*, Lt The Hon. Stanisforth Smith

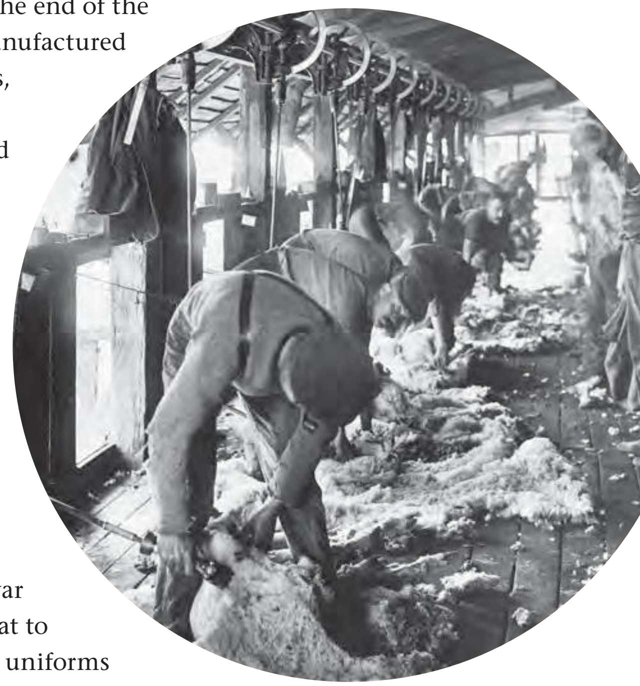
Source 3 Aspro was developed in Australia as a direct result of the war.

The redirection of raw materials to the war effort and the needs of wartime industries caused **inflation**. As a result, the cost of living in Australia rose by up to 50 per cent during the war years. The war also disrupted international trade. Naval blockades and the use of shipping for military purposes meant fewer ships were available to move trade goods to overseas markets. The Australian Government had introduced **tariffs** on imported goods to protect its local wartime supplies. Many countries looked elsewhere for trade and discovered new sources in Japan and the United States.

inflation
increase in the general level of prices paid for goods and services over a certain period

tariffs
taxes on imported goods and services

Because fewer goods could be brought in from overseas, inventive Australians began to develop alternatives that were made here. By the end of the war, 400 new products were being manufactured in Australia. The Newcastle steelworks, opened in 1915, was flourishing, the Australian National Shipping Line had been established and the role of the Commonwealth Bank expanded considerably.



Source 4 Wool, used to make soldiers' uniforms, was a valued commodity during the war.

One new product developed as a direct result of the war was a medication called Aspro (see Source 3). Before the war Aspirin had been widely used for pain relief in Australia. After the outbreak of war, the use of Aspirin became unpopular and was considered unpatriotic because it was made by the German company Bayer. Two Australian pharmacists, George Nicholas and Henry Smith, analysed Aspirin and came up with an Australian version, which they called Aspro. Aspro became one of the most widely used over-the-counter medicines in Australia.

There were people who profited from supplying goods needed for the war effort. These included farmers who supplied wheat, dairy products and meat to feed the soldiers here and overseas. Wool was in great demand for soldiers' uniforms (see Source 4) and munitions factories were working overtime to support the war effort.

8.13 Check your learning

Retrieve

1. **Identify** the number of Australian men who died in World War I. Explain how this figure compares with the losses suffered by other Commonwealth nations.
2. **Identify** some of the factors that were causing division in Australian society by 1916.

Comprehend

3. **Describe** what the Australian federal government did in order to cover the great cost of the war effort.
4. **Explain** how the war influenced Australian society.

Analyse

5. **Analyse** the positives and negatives of the *War Precautions Act*, particularly censorship.

Apply

6. Aspro was developed because Bayer Aspirin was no longer imported from Germany. **Investigate** what other products were imported from Germany and Austria before the war to see if the bans placed on them led to the development of Australian alternatives.
7. Charles Bean was a famous wartime correspondent, photographer, and later historian. **Investigate** his work and record how you think censorship would have impacted what he could report from the war front.

8.14 The impact of war on Australian women

Learning intention

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

- explain the effects of the war on the role of women in Australia.

Historians often describe World War I as the first 'total war', because it was the first time that nations had mobilised all of their industries, resources and citizens for the war effort. Before World War I, most people's involvement in wars was usually limited to paying taxes and worrying about friends and family members engaged in fighting overseas. By comparison, 'total war' placed many new pressures on those left at home.

With so many men away at war, there was an expectation that women would take on many duties that had previously been the responsibility of men. Women did a great deal of voluntary work, including fundraising and assisting with recruiting. They also moved into previously male domains in the workforce, such as working in munitions factories. In Britain, women were also able to join the armed forces, but only for home defence.

Most women were supportive of involvement at the start of the war and more than 3000 served, generally as nurses. While these women faced dangerous conditions overseas, the women on the home front also found their lives changing.

Women on the war front

Women served on every battlefield across the globe where Australian soldiers went. Around 3000 nurses enlisted in the Australian Army Nursing Service (AANS) and found themselves practising medicine in makeshift hospitals just behind the front lines, hospital ships and trains often with limited resources. They saw horrific things and were often the last comfort to dying men. Sister Claire Trestrail said, 'No words can describe the awfulness of the wounds. Bullets are nothing. It is the shrapnel that tears through the flesh and cuts off limbs.' Some women found themselves in the role of cooks, drivers and even interpreters during the war.

Source 5 This photograph, taken in 1915, shows women making uniforms at the Commonwealth Clothing Factory in Melbourne. Women were offered better working conditions and wages here than those offered by private employers, but they were also expected to work extremely hard for the war effort.

Women in the paid workforce

trade unions
organised groups of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

Before the war, most women had been homemakers, with a small number working in traditionally female roles such as teaching, nursing, dressmaking or domestic work. However, with around 500 000 young men off at war, women wanted to support the war effort at home. There was some resistance by **trade unions** to hiring women in traditionally male jobs, as it was thought that because women were paid less than men to do the same job, this may lower wages or make hiring women preferable. However, women were able to take on some traditionally male roles, such as store clerks and bank tellers. The government controlled war-related work and women were rarely able to gain jobs in these areas.

The Australian Women's Service Corps was formed with the aim of training women to take over male jobs in the services at home, to free more men to fight overseas. However, women were told that their services were not necessary.

By the end of the war, the percentage of women working outside the home had risen by about 13 per cent. However, there was an expectation after the war finished that women who had taken on the traditional roles and jobs of men would return to the home, making way for returned soldiers. Not all women were willing to do this, given their newly discovered independence.

Source 6

The Australian Women's Service Corps, which has a membership of 1000, and which was formed recently with the object of training women to undertake the duties of motor-drivers, orderlies, clerks, and kitchen hands, in order to release men for fighting purposes, a few weeks ago made an offer to the Defence authorities to provide 700 women for such duties. A reply has been received from Mr T. Trumble, secretary of the Defence department, thanking the corps for its patriotic offer, but intimating that there are no positions available wherein the services of women could be utilised.

The Argus, Melbourne, 4 January 1917

Women's voluntary work during the war

Analyse this!
Quote from *The Argus*

During World War I, women were strongly encouraged to help the war effort by joining voluntary organisations. Vast numbers of women and girls sewed and knitted to ensure that the troops had warm clothing, and raised money to help those affected by the war.

Women who took on voluntary work developed skills and confidence. For many women, especially younger ones, these opportunities helped to shape their lives as the nation moved into the 1920s and encouraged future feminist movements.

Australian Red Cross

The Australian Red Cross was founded in Melbourne in 1914, and grew to have branches in every state of Australia. Women volunteering for the Red Cross attended working bees where they made packages for the men serving overseas. These packages included things like soap, toiletries, food, clothing and medical supplies. The Red Cross also raised money to assist soldiers' families, and established homes for wounded soldiers to recover in.

Source 7 Australian Red Cross posters, 1914–18

Australian Comforts Fund

The Australian Comforts Fund was established in 1916. Its main goal was to raise money, which was used to provide 'comfort boxes' for the soldiers. These boxes contained things like knitted socks, pyjamas and cigarettes.

Women and recruitment

Women were also active in influencing and encouraging men to enlist. Some women refused to speak to men who had not enlisted. Other women sent white feathers, a symbol of cowardice, to men who had not enlisted.

Images of women were regularly used in posters published by the government to encourage recruitment. Women were portrayed as 'helpless and vulnerable victims', in need of Australian soldiers to protect them from the 'evil Germans'.

Other women encouraged men not to enlist. Vida Goldstein, for example, was a Melbourne woman who actively promoted pacifism (opposition to war) and formed the Women's Peace Army in 1915.

I used to think, now I think

Reflect on your learning about the roles of Australia women during World War I.

- I used to think …
- Now I think …

What has changed in your understanding?

8.14 Check your learning

Comprehend

1 **Summarise** how the roles of Australian women changed during World War I.

2 **Explain** why you think the offer of the Australian Women's Service Corps was rejected and yet women serve in the AIF today. In your answer, try to refer to the concept of continuity and change. (see page 199 of 'The history toolkit').

Analyse

3 **Distinguish** between the Australian Red Cross and the Australian Comforts Fund. Remember, when you distinguish between two things you must talk about how they are different.

4 **Analyse** the posters in Source 7 on page 323 as pieces of wartime propaganda designed to encourage women to help on the home front.

Apply

5 Imagine you operate a business in Australia during World War I. When one of your male employees enlisted, you employed a young woman. You have spent time and money developing her skills and she has proven to be a great employee. When your former employee returns from the war, he expects to be re-employed. He has lost a leg and is suffering from shell shock. You cannot afford to employ them both. **Determine** (decide) which candidate you will choose.

   a Divide a sheet of paper into two columns with the headings 'For' and 'Against'. Compare the arguments for and against sacking the woman and re-employing the man.

   b Decide which candidate you should employ to fill the position. Write a letter to the unsuccessful candidate justifying your decision.

6 While working on the Western Front, seven nurses from the AANS were awarded the Military Medal for bravery and service under fire. **Investigate** one of the following women and discover what earned her the honour.

- Sister Dorothy Cawood
- Sister Clara Deacon
- Staff Nurse Mary Jane Derrer
- Staff Nurse Alice Ross-King
- Sister in Charge Alicia Kelly
- Staff Nurse Rachael Pratt
- Sister Pearl Corkhill

8.15 Anti-German sentiment in Australia

Learning intention

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

» explain the effects of the war on German Australians.

Analyse this!
'New Germany'

Throughout the second half of the nineteenth century, many Germans had settled in Australia. Most German settlers arrived in Port Adelaide, and then moved on to settle in areas such as the Barossa Valley (in South Australia), the Riverina (in New South Wales) and south-east Queensland. Many German immigrants found these regions suitable for wheat and dairy farming, the planting of vineyards and wine making. By 1914, more than 100 000 people of German descent lived in Australia. Many of these had been granted full Australian citizenship before 1914, while others were second- and third-generation Australians. On the whole, German Australians were a well-established and well-liked community prior to the outbreak of the war.

Source 8 This 1916 poster shows Australia renamed 'New Germany', and Australian cities given German names; such scare tactics were common during World War I.

The outbreak of war

With the rising tension between the British and German Empires, German Australian communities began to find themselves the subject of suspicion and hostility in Australia. When war broke out in 1914, this changed to outright aggression.

At the time, many German Australians had come to think of themselves as Australian first, and many of them enlisted in the AIF. For example, the first Australian commander of the AIF, General John Monash, was the son of German migrants. However, when Australia and the rest of the British Empire were at war with Germany, German Australians were considered potential threats to national security.

Many Anglo-Celtic Australians believed the German Australians had divided loyalties or even that they were spies. Almost overnight, German Australians became the target of hate campaigns. News of the atrocities in Belgium and anti-German propaganda designed to encourage men to enlist only fanned the flames of prejudice. Vicious rumours were circulated (see Source 8), meaning life became very difficult for anyone of German descent.

Two months after the war began, the Australian Government created more tension between British Australians and German Australians with the introduction of the War Precautions Act. The Act authorised the Commonwealth government to do whatever it felt necessary to secure the safety of the nation. This Act, together with later regulations and Acts, set out a number of restrictions on the lives of people of German descent. In particular, it specified that all '**enemy aliens**' had to register and report weekly to local police stations or military authorities, pledge their allegiance to Australia and the British Empire, and inform the authorities of any change of address.

enemy aliens
immigrants from an enemy nation (during times of war) who had settled in Australia before the conflict broke out

internment camps
prison camps set up to confine enemy aliens, prisoners of war or political prisoners

Internment

Over the course of the war, nearly 7000 people were classified by the government as 'enemy aliens' and imprisoned in **internment camps**. Most of these people were of German or Austro-Hungarian descent who were residents in Australia when the war broke out. Some had lived here for many years or had even been born in Australia. There were no hearings or appeals.

Source 9 Holsworthy Internment Camp in Liverpool, New South Wales

Initially, internment camps were set up all across Australia, but in July 1915, all internees were moved to camps in New South Wales. Here, the three main internment camps were at Trial Bay Gaol, Berrima Gaol and Holsworthy Army Barracks. Germans who were not placed in camps were carefully watched by the police and neighbours.

Hostility towards Germans in Australian society at the time was so strong that many people of German or Austrian heritage decided that life inside the internment camps would be preferable. They were given shelter and fed three meals daily in return for helping run the camps. Many of them had lost their jobs and could not feed their families. During the war, 1500 people entered internment camps voluntarily.

Source 10 Australian propaganda cartoons, such as this one by artist Norman Lindsay (published around 1915), did much to fuel anti-German sentiment in Australia. The cartoon depicts a German soldier as a brutal, ape-like monster reaching out to crush the world, the blood of its victims dripping from Europe down towards Australia.

Other reactions to 'enemy aliens'

In response to the threat of German Australians, the government closed down German schools and changed the names of towns that it thought sounded 'too German'. In New South Wales, Germantown became Holbrook; in Tasmania, the town of Bismarck became Collinsvale; and in Victoria, Mount Bismarck was renamed Mount Kitchener – after the British Field Marshal, Lord Kitchener. In Townsville, the German Gardens became the Belgian Gardens. Many families of German descent changed their names to stop harassment from the government and a war-mad community. German schools and churches were closed, German music was banned, and German food was renamed.

After the failure of the second conscription plebiscite in 1917, the anti-German campaign increased further. People of German descent were not permitted to join the army or hold civil positions such as local councillors or Justices of the Peace. Many Australians also refused to work beside people of German descent, striking until they were sacked from their jobs. People refused to buy anything from German-owned businesses.

8.15 Check your learning

Retrieve

1 **Identify** groups of people you think might have been a target for prejudice during World War I.

2 **Identify** groups of people who might face similar prejudice in Australia today. Why might this prejudice exist?

Comprehend

3 **Summarise** some of the suspicions held about German Australians after war broke out, and identify who held these views.

4 **Summarise** the restrictions that were placed on German Australians as a result of the *War Precautions Act*.

5 **Explain** why some German Australians voluntarily entered internment camps.

Analyse

6 **Analyse** Source 10 as a piece of wartime propaganda. Be sure to read the caption closely.

7 Imagine Australia is at war with a country from which many Australian citizens have migrated. **Compare** what you think attitudes would be today with attitudes towards German Australians during World War I.

Apply

8 **Propose** (put forward) why negative attitudes towards Germans, even those who were born here or were naturalised Australians, were widely held by British Australians during World War I.

8.16 The conscription debate

Learning intentions

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

- » summarise the key points of the conscription debate in Australia
- » identify groups that supported and opposed conscription.

Despite the changes brought about in Australia by World War I, it did not impact on the Australian home front to the same degree as it did in countries where fighting took place. In these countries, civilians suffered through food shortages and regular military attacks. Because of the immediate danger faced, all of these countries had systems of conscription during the war. In Australia, however, service was not compulsory. This did not stop it from becoming one of the most divisive and bitter arguments of the war.

Enlistment

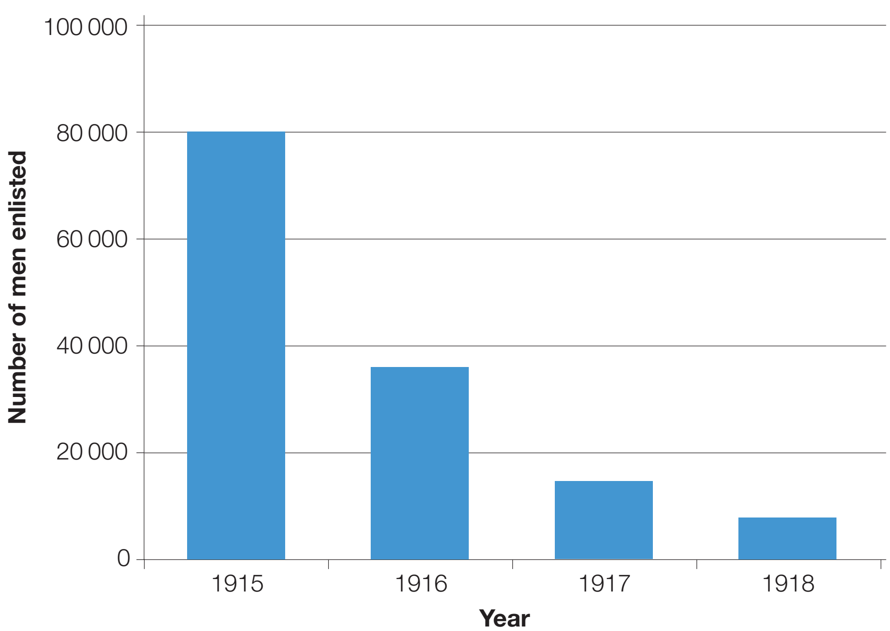
When the war began in 1914, many Australian men saw participation in the war as an exciting and noble cause. Men flocked to enlist as most expected the war to be over quickly. But as the war dragged on and information about the number of deaths and casualties emerged, volunteer numbers began to drop. Although there was a peak in enlistments after Gallipoli, from late 1915 numbers steadily declined. The Australian Government tried to pressure men to enlist through propaganda campaigns that either encouraged or shamed men into enlisting. The process of asking people to enlist is called recruitment.

Recruitment became an issue when the Australian prime minister Billy Hughes returned from a visit to Britain and the Western Front in 1916. Over 27 000 Australian soldiers had just been killed in the first five weeks of the Battle of the Somme in July 1916. Due to the decline in the number of Australian volunteers, heavy Australian losses and the critical state of the war on the Western Front, Hughes announced that there would be a **referendum** to give the Commonwealth Government the power to force men of military age to join the army.

referendum
a national vote of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

Think, pair, share

- Think about why enlistment numbers dropped between 1915–18 (shown in Source 11).
- Discuss your ideas with a partner.
- Share your thoughts with the class.



Source 11 Enlistments in the First AIF, 1915–18

Hughes believed that Australia needed at least 7500 men to enlist per month if it was to maintain its fighting strength. To achieve this, he announced that we needed to introduce conscription. This was despite the fact that only a year earlier he had declared, 'In no circumstances would I agree to send men out of this country to fight against their will'.

The conscription plebiscites

plebiscite
a direct vote by all electors in a country, city or state on a specific and important issue

Key skill worksheet
Historical perspectives & interpretations: Sequencing the conscription debate

The issue of conscription triggered a major debate around Australia. On 20 October 1916, Australians were asked to vote for or against conscription in a **plebiscite**. A plebiscite is similar to a referendum, but its outcome is not legally binding and does not result in a change being made to the Australian Constitution. The result was 49 per cent in favour of conscription and 51 per cent against. Most of Hughes' Labor parliamentarians opposed to conscription and, as a result, the Labor Party split. At the end of 1916, Hughes and 24 of his supporters left the Labor Party and formed a new party known as the Nationalist Party. The Nationalist Party was made up of Hughes and his supporters, along with most of the former members of the Liberal Party. One year later, on 20 December 1917, a second plebiscite about conscription was held. This time, 46 per cent were in favour and 54 per cent were against. Hughes could still have introduced conscription, because the results of the plebiscites were not legally binding, but he chose not to.

Those in favour of conscription	Those against conscription
• Representative of every political party except the Labor Party • Business organisations • Major newspapers such as *The Argus*, *The Age* and *The Bulletin* • Protestant churches • Some returned soldiers	• Trade unions • Most of the Labor Party • The Catholic Church • The Women's Peace Army • Most working-class people • Some returned soldiers
Arguments for conscription	**Arguments against conscription**
• It was Australia's duty to support Britain. • Conscription meant 'equality of sacrifice'. • Voluntary recruitment had failed. • Australia had to protect its good reputation. • Other Allied countries had already introduced conscription.	• No person had the right to send another to be killed or wounded. • There would not be enough hands to farm if men were conscripted. • The working class would unfairly bear the burden of the fight. • Too many Australian men had already died or been wounded. • Conscription would harm and divide Australia.

Source 12 Arguments for and against conscription

Quiz me!
A quick quiz on the conscription debate

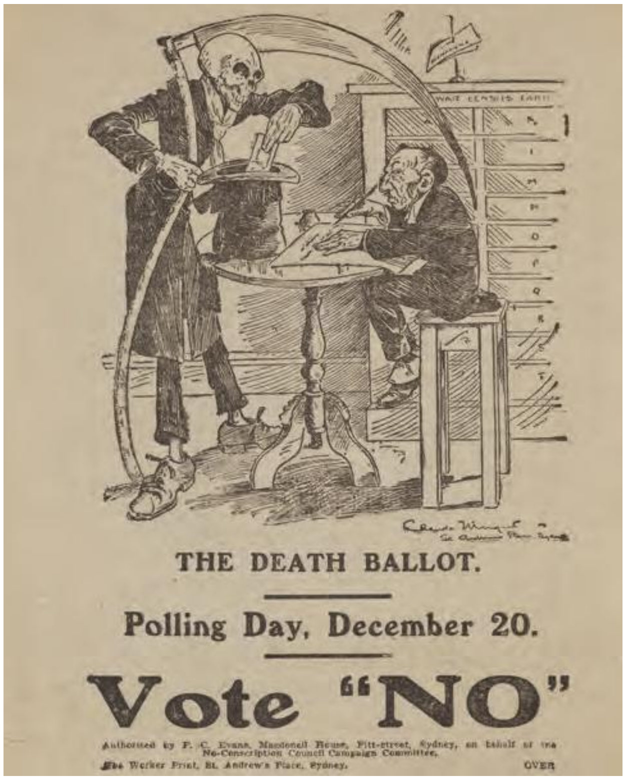
Australia divided

Supporters of conscription tended to be middle- and upper-class people of British and Protestant background. These people, known as pro-conscriptionists, argued that it was the patriotic duty of Australians to continue to support the war effort. They accused opponents of being lazy and selfish, of being 'German lovers' and of letting down the thousands who had already given their lives. In pro-conscription propaganda, images of noble Australian soldiers and their families are shown suffering for the good of the country as they fight the Germans.

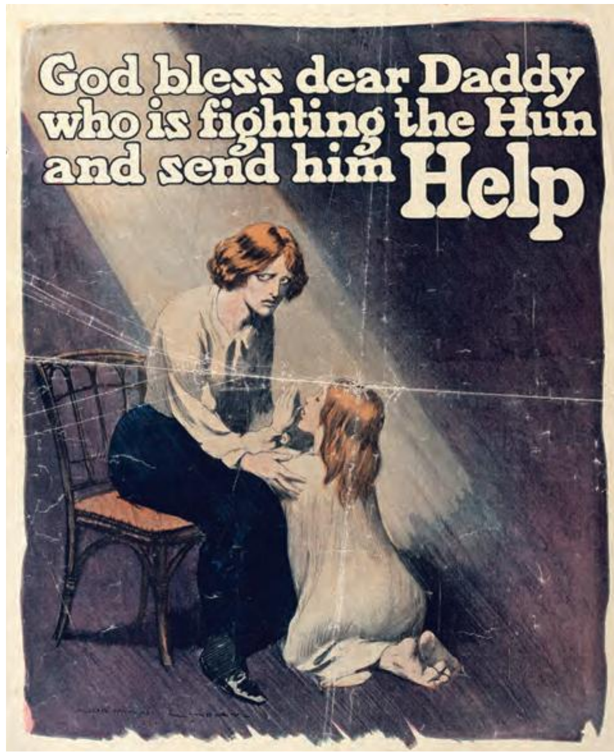
Opponents of conscription were more likely to be working class, Catholic and of Irish background. Catholic Archbishop Daniel Mannix was the unofficial leader of the anti-conscription campaign and he urged Catholics to vote 'No'. Those who opposed conscription claimed that Australia had already given enough of its young men. They said that it was not really Australia's war. They also argued that several hundred thousand soldiers had gone voluntarily to the war and that it was not necessary to force Australians to fight. Anti-conscription propaganda urged people to vote 'No' in the plebiscite or 'Death Ballot' (see Source 13).

Many trade unionists opposed conscription, arguing that the war was a war of **capitalism** and should not be supported. Some trade unionists also argued that if the majority of able-bodied Australian men were sent to the front, employers would begin to employ non-whites at lower wages, undermining the gains that Australian workers had made. Women were equally divided on the issue and were used by both sides of the campaign. Images of women and children frequently appeared in conscription propaganda (see Source 14).

capitalism
an economic system under 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



Source 13 An anti-conscription cartoon, printed in 1917, from the No Conscription Council Campaign Committee



Source 14 A pro-conscription poster produced in Australia around 1918; the word 'Hun' is a derogatory term being used here to refer to the Germans.

8.16 Check your learning

Retrieve

1 **Identify** the key groups involved in the conscription debate.

Comprehend

2 **Summarise** the key arguments of the conscription debate.

3 **Explain** why both sides of the conscription debate used women, especially mothers, in their propaganda.

4 **Explain** why Billy Hughes held two plebiscites when he had the power to introduce conscription without the nation's support.

5 **Explain** why middle- and upper-class people were more likely to support conscription than working-class people.

6 **Explain** how attitudes about enlistment prior to World War I changed as the war went on, and led to the conscription debate.

Apply

7 **Investigate** Archbishop Daniel Mannix.
   a Describe his role in the conscription debate.
   b Determine (decide) whether or not you think the media reported fairly on his role in the debate.

8 **Create** your own propaganda poster for the conscription debate. Decide whether you are for or against conscription. Consider what words, images and colours you will use in your poster.

8.17 The impact of war on Australia's international relationships

Learning intention

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

» explain the effects of the war on Australia's international relationships.

World War I had a significant influence on the growth of Australia as a nation; in fact, many historians describe it as 'our nation's coming of age'.

Source 15 Australian soldiers carry Australian prime minister Billy Hughes – fondly called 'the little digger' – along George Street, Sydney, in triumph after returning home from the Paris Peace Conference.

Australia gets a seat at the table

After the war ended in 1918, the victorious Allied Powers met to discuss terms for the surrender of the defeated Central Powers. The talks, held in Versailles outside Paris, became known as the Paris Peace Conference. The Australian prime minister, Billy Hughes, travelled to Paris to attend, and signed the Treaty of Versailles on behalf of Australia on 28 June 1919 – the first time Australia had signed an international treaty. Hughes' major achievement at the Paris Peace Conference was to gain a mandate (permission) for Australia to govern the former German colony of New Guinea. Australia received some reparations after the conference to recognise its contribution to the war. Australia also gained membership to the League of Nations on 10 January 1920, which secured them protection.

Australia's relationship with Britain

World War I brought about many changes for Australia's relationship with Britain. The service of the Australian troops in the Middle East and on the Western Front earned high praise from the British military command. Many Australian soldiers also felt a bond with British soldiers, whom they had fought alongside in the trenches; their shared trauma united them. By the end of the war, Australia's relationship with Britain was still strong, but Australia was a little more independent.

Despite these changes, loyalty to Britain remained strong. One way that this was shown was through responses to the many royal visits after the war. For example, in 1920, the Prince of Wales visited Australia and was greeted with enthusiasm everywhere he went.

When the Great Depression hit Australia in 1929, Prime Minister James Scullin initially relied on advice from Britain and the Bank of England. Prior to World War I, Australia did not have a very positive relationship with Asia. Instead, Australia's international relationships were heavily focused on Britain and countries in Europe. At the time, Australia also had very strict and discriminatory immigration laws towards people from Asia under the White Australia policy. One of the outcomes of the Paris Peace Conference was the formation of the League of Nations. When the **charter** for the League of Nations was debated, Japan argued that a clause be added outlining 'the equality of all nations and fair treatment of all peoples'. Prime Minister Hughes argued strongly against this clause being added and was successful.

charter
a written constitution or description of an organisation's function

The Japanese were offended by Australia's position on the issue and it strained relations for many years. Despite this, trade between Australia and Japan increased steadily (as it did with other Asian countries such as China).

In the 1930s, Japan began to flex its military muscle in Asia and expand its territory by force. As a result, Australia was forced to take a more independent approach to foreign policy.

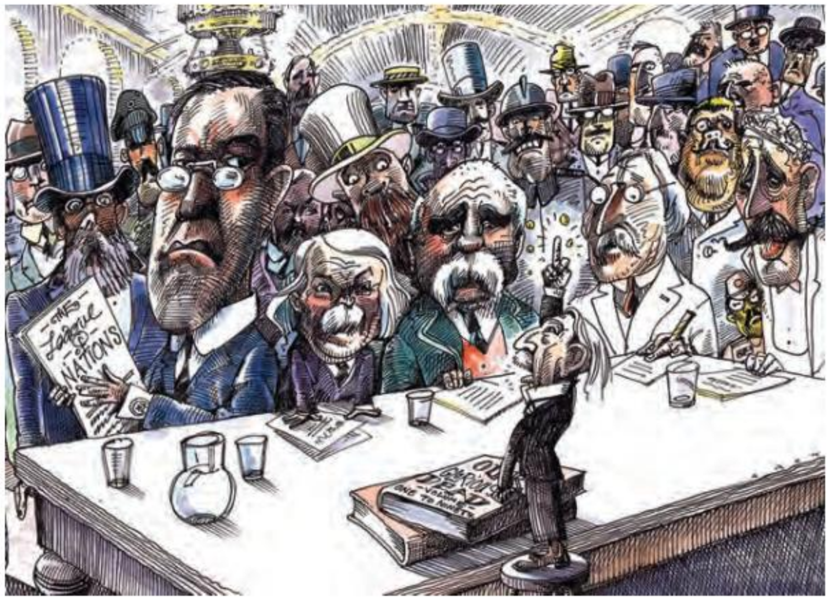
Quiz me!
A quick quiz on the impact of war on Australia's international relationships

Australia's relationship with the United States

Hughes gained considerable respect from some world leaders at Versailles, but not from everyone. He was a demanding presence at the conference and was able to secure a number of victories for Australia in the negotiations. Hughes often disagreed with the US president, Woodrow Wilson, who described him as 'a pestiferous varmint'. Their clash was often referred to as 'little David facing the American Goliath'.

Despite these tensions between Hughes and Wilson at Versailles, relations between Australia and the United States were largely positive in the 1920s and 1930s. Australia began to increase its diplomatic relations with America and trade between the two countries also increased. After the war, there was also a rising interest among Australians in American culture, especially films and music.

Over time, trade and military agreements with the United States led to Australia looking away from Europe and strengthening ties with the Americans.



Source 16 This cartoon depicts the tensions that were evident at the 1919 talks in Paris.

8.17 Check your learning

Retrieve

1 **Identify** Prime Minister Hughes' major achievement at the Paris Peace Conference.

Comprehend

2 **Summarise** what the Paris Peace Conference was and when it was held.

3 **Explain** what the League of Nations was and what it was designed to achieve.

4 **Explain** why Australia's relationship with Asian countries was strained around the time of World War I.

5 **Explain** the metaphor 'little David facing the American Goliath'. What does it reflect about how Australia was seen on the world stage?

Analyse

6 **Examine** the cartoon in Source 16, and answer the following questions.

a Identify any political characters you can recognise.

b Explain what you think the message of the cartoon is, and how the creator communicates this message.

Apply

7 Despite increasingly close relationships with Asia and the United States today, many Australians still support the idea of the British king as Australia's head of state. **Investigate** and **discuss** the arguments for and against this issue, including their strengths and weaknesses. Conduct a class debate on the topic: 'Should Australia become independent from Britain?'

8 **Evaluate** the state of Australia's international relationships in the twentieth century. Remember, when you evaluate something you should talk about its strengths and weaknesses. Be sure to give your overall opinion.

8C SKILLS IN CONTEXT

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

Conscription

The issue of conscription was one of the most bitter and divisive debates in Australian history. Even though both plebiscites were defeated and achieved no change at all, the impact on the nation was lasting. The issue divided friends, neighbours, workmates and even families. Well into the 1920s, the scars of these bitter battles could be felt in the Australian community. Prime Minister Billy Hughes and Archbishop Daniel Mannix were two of the most important figures in the debate, with Hughes being the greatest proponent of conscription and Mannix being its loudest critic.

Source 17

> Britain has raised, I say, an army and navy of over five million men. She has raised more than one-tenth of her total population. We have raised, at the outside, about one-twentieth … The time has come when (Australia) must do better …
>
> Australians! This is no time for party strife. The nation is in peril, and it calls for her citizens to defend her. Our duty is clear. Let us rise like men, gird up our loins and do that which honour, duty and self-interests alike dictate.

An excerpt from a speech by Prime Minister Billy Hughes, 18 September 1916

Source 18

> It is only twelve months since the people of Australia pronounced their emphatic verdict … that Australia is a democratic country, and that there is no room here for slavery and conscription. Now you are asked to pronounce on the same question again. I hope that your answer will be the same as before, but more emphatic and decisive …

Excerpt from a speech delivered by Archbishop Daniel Mannix to 6000 people, two months before the second conscription plebiscite in 1917

Source 19 'The Blood Vote' leaflet urged women to vote against conscription

Source 20 A leaflet urging people to vote in favour of conscription

KEY SKILL
Using historical sources

Identifying the content, origin, context and purpose of primary and secondary sources

As well as examining the content of a primary or secondary source, historians need to identify its origin (where it came from), its context (what life was like when it was created) and its purpose (why it was created). Ask yourself the following questions to identify the origin, context and purpose of a source.

Step 1 Identify the content.

- If it is a visual source, what can you literally see in the source? Are there colours? What is the focus of the image? How do you know? Consider the size, colour and positioning of the elements in the source.
- If it is a written source, what are the key words in the source? Are any words provocative or loaded? Summarise what you have read.

Step 2 Identify the origin.

- What type of source is it?
- Who wrote, produced or made the source? What do you know about their age, gender, occupation, position in society or religious background?
- When was the source written, produced or made?
- How old is the source?
- Is it an eyewitness account or was it written by someone at a later date?
- Is the source complete?

Step 3 Identify the context.

- What was life like when this source was created?
- What other events may have been happening at the time and might have influenced the author or source?
- What was the political environment like at the time the source was created?
- What sort of common prejudices and social norms existed at the time that may have influenced the author or the source?

Step 4 Identify the purpose.

- Why was the source written or created?
- Was it designed to entertain, persuade or argue a point of view?
- Does the author have anything to gain personally from the source?
- Does it give a detached, balanced account?
- Were there political reasons for the creation of the source?
- Is it propaganda?

For more information on this skill, refer to page 192 of 'The history toolkit'.

Practise the skill

1 **Identify** the content, origin, context and purpose of Sources 17–20 by following the steps provided above. For each source, work through steps 1–4. Create a table in which to record your answers at each step. To answer some of these questions, you will need to draw on information from this chapter. You may also need to conduct some additional research about Prime Minister Billy Hughes and Archbishop Daniel Mannix.

2 Select two sources from this task to **analyse,** and write a 300-word source analysis that explains content, origin, context and purpose. You may choose to discuss the sources separately or compare them.

Extend your understanding

1 Many women wrote letters to newspapers arguing for and against conscription during World War I. Choose one side of the conscription debate and write a letter to the editor from either the perspective of a parent whose son is a soldier on the front line or a 15-year-old who would likely be conscripted in a couple of years' time.

8.18 Anzac Day and the Anzac legend

Learning intentions

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

- discuss the ideals associated with the Anzac legend
- explain how Anzac Day is commemorated in Australia.

Even before World War I had ended, Australians began looking for ways the whole nation could recognise the efforts of the Australian forces and commemorate their sacrifices. Today, we continue to remember World War I with two official commemoration days – Anzac Day on 25 April and Remembrance Day on 11 November – along with a number of other symbols and traditions.

For Australians, commemoration of World War I has always been closely tied to the Gallipoli landing on 25 April 1915. Despite Australians being involved in more successful campaigns and battles during World War I, it is Gallipoli that has come to symbolise Australia's war experience because of the values of determination, mateship and valour.

Source 1 The Shrine of Remembrance opened in Melbourne in 1934 to commemorate Victorians who gave their lives in World War I. Similar war memorials exist in towns and cities across Australia.

Source 2

> History contains no finer record of dauntless bravery than is here described, while the knowledge of the magnificent part taken in this spectacular drama by our own gallant troops will thrill every heart in our own land.
>
> Ian Hamilton, 'Australia's glorious day: The official story of the landing and attack by our combined forces at the Dardanelles'

Despite the disastrous landing and loss of life, Australians at home met the news from Gallipoli with a sense of pride. In the first news reports that reached Australia, the soldiers were praised for their courage and bravery. British war correspondent Ellis Ashmead-Bartlett wrote of the Anzacs, 'There has been no finer feat in this war than this sudden landing in the dark and storming the heights, above all holding on whilst the reinforcements were landing' (*The Argus*, 8 May 1915). His views were echoed by British General Sir Ian Hamilton (see Source 2).

The greatest praise of all came from King George V, who stated that the diggers had 'indeed proved themselves worthy sons of the Empire'.

Anzac Day commemoration

Anzac Day, 25 April, was made a day of commemoration in 1916. That year, ceremonies and marches were held all around Australia. A march was also held in London, England, where the Anzac troops were hailed by local newspapers as 'The Knights of Gallipoli'. By 1927, Anzac Day had become a public holiday in Australia, with marches and dawn services held around the country.

The events of 25 April 1915, on a peninsula in Turkey (Türkiye), continue to resonate with Australians today. The Gallipoli landing occupies a special place in Australia's history. A legend has developed around Gallipoli that grows stronger as the years pass. School children learn about the Gallipoli landing and hear legends such as the story of Simpson and his donkey. Hundreds of thousands of Australians join in or watch Anzac marches through large capital cities and small country towns, even now all the original Anzacs have passed away. Many more take part in commemorations and wreath-laying ceremonies at war memorials throughout the country. In 2020, when it was announced that official dawn services could not take place because of the COVID-19 pandemic, thousands of Australians came out to the end of their driveways to light candles, draw chalk poppies and listen to the ceremony on their phones. It is a credit to the endurance and determination of Australians to honour the sacrifices of those who came before them.

Each year, a number of young Australians find their way to Gallipoli to be present at the Anzac Day dawn service there. Anzac ceremonies, wherever they are held, traditionally conclude with the words from Laurence Binyon's poem 'For the fallen' (see Source 4).

Source 3 Many Australians found a way to commemorate Anzac Day during the COVID-19 pandemic by lighting a candle outside their own houses.

Source 4

They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

Laurence Binyon, 'For the fallen'

Source 5 A dawn memorial service is held on 25 April each year at Anzac Cove, Gallipoli.

I used to think, now I think *

Reflect on your learning about how World War I is commemorated. Do different groups of people commemorate it differently? Complete the following sentences.

- I used to think …
- Now I think …

What has changed in your understanding?

Quiz me!
A quick quiz on Anzac Day and the Anzac legend

republic
a system of government in which the people and their elected representatives (such as a president, politicians or senators) have power

Origins of the legend

The significance of the Gallipoli campaign, and the origin of the Anzac legend that surrounds it, can largely be linked to the fact that it was the first time that Australia had fought in a war as a nation. Australia had only existed for 13 years as a united country at the time it went to war. Australians at home waited eagerly for accounts of the first encounter of the AIF. When news of the first battles at Gallipoli appeared in Australian papers on 8 May 1915, the fact that the landing had been a failure was almost completely overlooked.

Commentators at the time, and in the years since 1915, have developed the theme that Gallipoli was a defining national experience. It has been said that 'Australia became a nation on the shores of Gallipoli'. Historians have referred to the Gallipoli experience as Australia's 'baptism of blood' or 'baptism of fire'. Australian historian Bill Gammage wrote of the experience, 'The circumstances of a national army, an arena, a brave enemy … led three nations, Australia, New Zealand and Turkey, to create national traditions from the Gallipoli Campaign'.

It has also been suggested that, although they were enemies, a sense of respect developed between the Anzac soldiers and the Turkish soldiers. Another, less positive, aspect of the legend appeared soon after the war: that British officers and strategists were sometimes careless with Australian lives and at times embarked on risky battle strategies because the lives of their own countrymen were not at risk. This legend resulted in some pro-**republic** sentiment within Australia, but such views were held only by a minority.

Source 6 Anzac soldiers in the trenches using periscope rifles

Source 7 'A present from home – 'Do they think we're on a bloomin' picnic?'', cartoon from C.E.W. Bean (ed.), *The ANZAC Book*, 1916, p. 64

War memorials to First Nations people

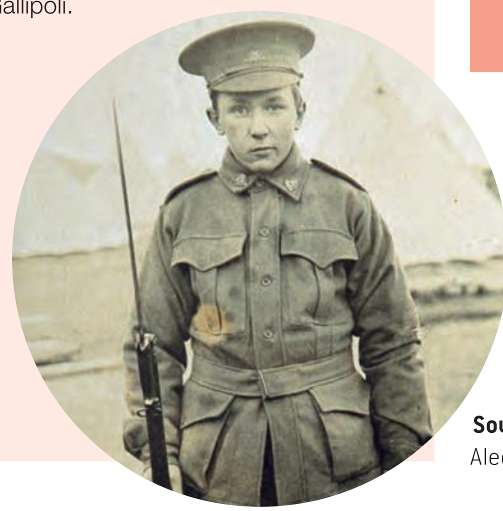
Upon returning from World War I many First Nations people did not receive equal treatment or recognition for their service. Many returned veterans had to fight for memberships to the Returned and Services League (RSL), health-care benefits and the right to march on Anzac Day. Many war memorials to First Nations service men and women exist across Australia (like the one shown in Source 8); however, they are unregistered and are often linked to the issue of memorials for frontier wars.

Source 8 A war memorial in Mildura, Victoria, dedicated to First Nations service men and women

Alec Campbell

The last living direct Australian link to the Gallipoli campaign was lost on 16 May 2002 with the death of Alexander William ('Alec') Campbell, aged 103. Campbell enlisted in the AIF at age 16, after lying about his age to meet the required minimum age of 18. Campbell landed at Gallipoli in November 1915. He carried ammunition, supplies and water to the trenches. He was discharged on medical grounds around a year later. Campbell's funeral in 2002 was attended by the prime minister, John Howard, and the chiefs of the defence forces. On that day, around Australia and overseas, flags were flown at half-mast to pay respect to this final link to Gallipoli.

KEY CONCEPT
Significance



Source 9
Alec Campbell

8.18 Check your learning

Retrieve

1 **State** the immediate reaction in Australia to the news of the Gallipoli landing. Has this changed over time?

2 **Identify** the year that Anzac Day was made a day of commemoration.

Comprehend

3 **Explain** how and why Anzac Day is commemorated in Australian society.

4 **Explain** why the Anzacs were brave soldiers by:

  a identifying four quotes from this topic.

  b using two of the quotes from question 4a as evidence to write a TEEL paragraph.

Analyse

5 **Analyse** the significance of the landing at Gallipoli on 25 April 1915. Use the 5Rs of significance (see page 205 of the 'The history toolkit') to help structure your response.

Apply

6 The Anzacs were fighting the Turks on their home soil. They could be said to have invaded Turkey. However, there seems to have been a mutual respect between the two peoples, which has grown over the years. In groups, **discuss** why you think this might have been the case.

7 Investigate the ideals associated with the Anzac legend. Find 10 images from the twentieth century that you believe represent the Anzac spirit. **Create** a visual display explaining how you believe they demonstrate this.

8.19 Other forms of commemoration

Learning intention

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

» examine ways that World War I is commemorated.

Explore it!
A virtual field trip to the Australian War Memorial

Symbols, traditions and events that commemorate war are important elements in almost all nations. Well-tended war cemeteries can be found wherever significant battles have been fought. The Australian War Memorial in Canberra is one of the most visited sites in Australia and many schools in Australia arrange visits to the Shrine of Remembrance. War memorials, avenues of honour and statues of war heroes can also be found in virtually every Australian town and city.

The legacy of World War I has shaped many aspects of Australian society and culture over the course of the twentieth century, both positively and negatively. The restrictions on trade imposed by the war forced Australia to develop new industries.

The War Service Homes scheme was responsible for the development of new suburbs and helped to build many comfortable houses in the style of Californian bungalows, which are still popular today.

New hospitals, including the Repatriation General Hospital established in Hobart in 1921, were set up to care for those who had returned from war with physical or, sometimes, mental injuries. The RSL, established in 1916, continues to provide support and advocacy for the veterans of any war that Australia has engaged in over the past century.

Source 10

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.
Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John McCrae, 'In Flanders fields'

Remembrance Day

Anzac Day is the main day for war commemoration in Australia and New Zealand. However, Remembrance Day, 11 November, is a more general recognition of the sacrifices made in war. This date marks the day and the hour when the Armistice (ceasefire) was signed, bringing an end to World War I.

Source 11 During World War I, red poppies were the first plants to bloom on the battlefields of France and Belgium. Today, the red poppy has become a symbol of sacrifice and remembrance.

In many countries, people pause for 1 minute at 11 a.m. on Remembrance Day to remember those who gave their lives in war. Red poppies are worn to symbolise the dead. Red poppies grew wild along the Western Front and also in Turkey. At these ceremonies, the poem ‘In Flanders fields’ (see Source 10) is often read.

The Australian War Memorial

The Australian War Memorial in Canberra is Australia’s national memorial to all those who have died or participated in the wars of the Commonwealth of Australia. It was opened in 1941, but the idea for it was conceived on the shores of Gallipoli.

Charles Bean (1879–1968), a journalist, was Australia’s official war correspondent during World War I. He went ashore on Gallipoli on 25 April 1915 and stayed close to the front line for the rest of the war. It was he who, in 1918, first imagined how the Australian War Memorial would appear.

The Australian War Memorial features a Roll of Honour that lists all those who died in World War I, as well as a Commemorative Roll, which lists all those who died as a result of war injuries after the war ended. The memorial can be seen clearly from Parliament House and this was designed very intentionally. The idea was that future prime ministers and governments would be required to look over Lake Burley Griffin to the Australian War Memorial before declaring war, so they would be reminded of the cost of war and the sacrifices it requires of Australians.

Source 12 Charles Bean at work on war histories in his Victoria Barracks office, Sydney, *c.* 1935

Source 13

> … on some hill-top – still, beautiful, gleaming white and silent, a building of three parts, a centre and two wings. The centre will hold the great national relics of the A.I.F. One wing will be a gallery – holding the pictures that our artists painted and drew actually on the scene and amongst the events themselves. The other wing will be a library to contain the written official records of every unit.
>
> C.E.W. Bean, 1918, quoted on the Australian War Memorial website, www.awm.gov.au

Source 14 An aerial view of the Australian War Memorial, Canberra, 1945

The Tomb of the Unknown Soldier

Within the Australian War Memorial lies 'The Tomb of the Unknown Soldier', which contains the remains of an Australian soldier who was recovered from Adelaide Cemetery near Villers-Bretonneaux in France and returned to Australia. Like many soldiers, he was found without his tag and therefore does not have a marked grave at an overseas battlefield. He is the only Australian soldier whose body was returned home from World War I.

After lying in state in King's Hall in Old Parliament House, he was laid to rest in the Hall of Memory on 11 November 1993. World War I veteran Robert Comb sprinkled soil from Pozieres, France, over the coffin and said, 'Now you're home, mate'. The inscription on the tomb reads, 'An unknown Australian soldier killed in the war of 1914–1918'. At the head of the tomb is inscribed 'Known unto God' and, at the foot, 'He is all of them and he is one of us'.

Source 15

> We do not know this Australian's name and we never will. We do not know his rank or his battalion. We do not know where he was born, or precisely how and when he died. We do not know where in Australia he had made his home or when he left it for the battlefields of Europe. We do not know his age or his circumstances – whether he was from the city or the bush; what occupation he left to become a soldier; what religion, if he had a religion; if he was married or single. We do not know who loved him or whom he loved. If he had children we do not know who they are. His family is lost to us as he was lost to them. We will never know who this Australian was.
>
> Yet he has always been among those we have honoured. We know that he was one of the 45 000 Australians who died on the Western Front. One of the 416 000 Australians who volunteered for service in the First World War. One of the 324 000 Australians who served overseas in that war, and one of the 60 000 Australians who died on foreign soil. One of the 100 000 Australians who have died in wars this century.
>
> He is all of them. And he is one of us.

Excerpt from the eulogy given in 1993 by Prime Minister Paul Keating explaining the significance of the Unknown Soldier

Source 16 The Tomb of the Unknown Soldier is a very powerful symbol of loss.

8.19 Check your learning

Comprehend

1 **Explain** why red poppies are worn on Remembrance Day.

2 **Explain** the purpose of the RSL.

Analyse

3 **Explain** why the Tomb of the Unknown Soldier exists. Begin by thinking about why many family members treat this as a grave site for their own soldiers buried or lost overseas.

4 The poem 'In Flanders fields' (Source 10) is often read at Remembrance Day ceremonies. **Examine** it closely to understand the emotions and sentiments that it expresses. Write your own poem that also reflects these sentiments and that commemorates World War I.

Apply

5 How is World War I commemorated in other places around the world? **Discuss** why wars and war experiences are such significant elements of so many national stories.

6 **Determine** the main purpose of the Australian War Memorial. What information is featured there?

7 Do you think it is important for Australian prime ministers to be able to see the Australian War Memorial before declaring war? **Justify** (give reasons for) your response.

8 Listen to all of Paul Keating's 1993 Remembrance Day Speech and/or read the transcript online (there is an excerpt of this speech in Source 15). In pairs, **discuss** the overall message of his speech, and what the Unknown Soldier has come to represent over time.

8.20 Repatriation

Learning intention

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

» understand the repatriation of soldiers during and at the end of World War I.

Quiz me!
A quick quiz on repatriation

When World War I ended on 11 November 1918, many soldiers were excited about being repatriated (returned home) to Australia and finally leaving the trenches. Unfortunately, the logistics of this situation were not easy and for many it took many months to return home.

At the end of the war an estimated:

- 95 000 men were in France
- 6000 were in hospitals or working in the United Kingdom
- 30 000 were in the Middle East or other locations.

It was decided that service people would return home based on a 'first in, first out' basis, meaning that those who had been away longest would be the first to return home. However, family responsibilities and the need for skilled people from particular industries were also considered. The Spanish flu delayed the return home for many. It is estimated that about 500 million people (one-third of the world's population) were infected with the Spanish flu, and an estimated 50 million died worldwide, including 12 000 Australians. Upon returning home, many needed to be quarantined to stop the spread of the flu.

The first ship carrying Australian service people left the United Kingdom on 3 December 1918. The journey lasted about two months. For the next nine months, 135 000 troops were transported to Australia from Britain in 147 ships until the last one arrived on 22 September 1919. Another 16 773 troops from the Middle East were transported in 56 ships.

Shadows return

Many soldiers returned from the war as shadows of the excited men who had volunteered to fight for king and country. Many men had obvious injuries like loss of limbs; others had internal injuries, which were harder to see but could cause a lot of pain and stop them returning to their previous jobs. All returned service people had seen unimaginable things in the trenches, and many suffered from mental health conditions like shell shock and post-traumatic stress disorder, which were largely misunderstood. Many returned soldiers felt those at home could never understand what they had been through. They felt alone and struggled to return to civilian life.

Source 17 Nurse and patients at the Anzac hostel in Brighton, Victoria, *c*. 1919, which was a home for the care of totally and permanently incapacitated men

Caring for returned soldiers

It was almost entirely accepted by the Australian public that something had to be done to support most returned soldiers. At first this took the form of fundraising drives and charity work, but eventually the Australian Government stepped in. In May 1916 the Australian Soldiers' Repatriation Fund of 1917 was created (see Source 18). This fund developed over time but in essence it aimed to:

- provide medical care to returned service people, including artificial limbs
- provide education and training
- help people find new jobs
- provide low-interest loans to those who wanted to settle 'on the land'.

War pensions provided assistance to war widows and servicemen's dependants.

Source 18

> The fund has a claim upon every member of the community. The spirit of sacrifice which animates our soldiers should be shared by one and all of us. We cannot all take up arms and enter the fight line but we can all make some personal sacrifice to show our gratitude to the men who bore the heat and burden of the fight, to help alleviate their sufferings, and to give them a chance of starting life afresh.
>
> A newspaper report about the Australian Soldiers' Repatriation Fund, 1916

Source 19 AIF students attending a lecture at the Faculty of Science in Agriculture, Edinburgh University, under the AIF Educational Scheme

Returned First Nations soldiers

First Nations soldiers did not receive the same treatment as other soldiers upon their return home. They were excluded from RSL and Legacy groups, and did not receive the benefits of the Australian Soldiers' Repatriation Fund. Many were not welcomed or asked to march at the Anzac Day marches. Many veterans had received somewhat equal treatment and wages while fighting abroad and hoped this would continue when they returned home. Despite the sacrifices they had made on behalf of Australia during the war, First Nations peoples would not be recognised as citizens until the Constitution was changed in 1967.

Many ex-service men who had served with First Nations soldiers saw the injustices but felt powerless against the racism that existed in Australia. Today there is a push in First Nations communities for war heroes of the past to be recognised through special war memorials and increased awareness of their wartime stories.

Source 20

> We're not citizens, yet we're willing to die for this place, we're willing to die for non-Indigenous Australians, have a think about that one.
>
> Gary Oakley, of the Gundangara people, Indigenous liaison officer at the Australian War Memorial and former squadron leader

8.20 Check your learning

Retrieve

1 **Identify** how many Australians suffered from the Spanish flu.

Comprehend

2 **Summarise** the factors that delayed troops returning home from the war front.

3 **Summarise** the criteria that were used to determine who would return home first.

4 **Explain** the process of repatriation during and after World War I.

Apply

5 Why do you think mental health conditions like shell shock and post-traumatic stress disorder were often misunderstood? How has this changed? **Justify** (give reasons for) your response.

6 What recognition and assistance did First Nations soldiers receive on their return. Was this just? **Justify** (give reasons for) your response.

7 **Evaluate** the usefulness of the sources in this topic, including images and quotes. Do this by considering their strengths and weaknesses. Which one do you think is the most useful source and why?

8 **Investigate** the story of Henri Hermene Tovell and write a 250-word summary of what happened to him.

8.21 The impact of World War I on Europe

Learning intention

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

» discuss the short-term and long-term effects of World War I on Europe.

When the Armistice was announced in 1918, Europeans everywhere welcomed the end of war and the return of their soldiers. This relief was short-lived, though, as people and their governments began to realise the unbelievably high cost of four years of total war.

Cost of life

For every country, the cost in terms of human life was astronomical. Similar to Australia, many European men had died or were injured during warfare; however, European countries also had many civilian deaths because fighting had taken place in their homeland. Data on civilian deaths is often difficult to find, but an estimated 40 million civilians died during World War I, mostly from England, France, Germany and Belgium, where battlefields were located.

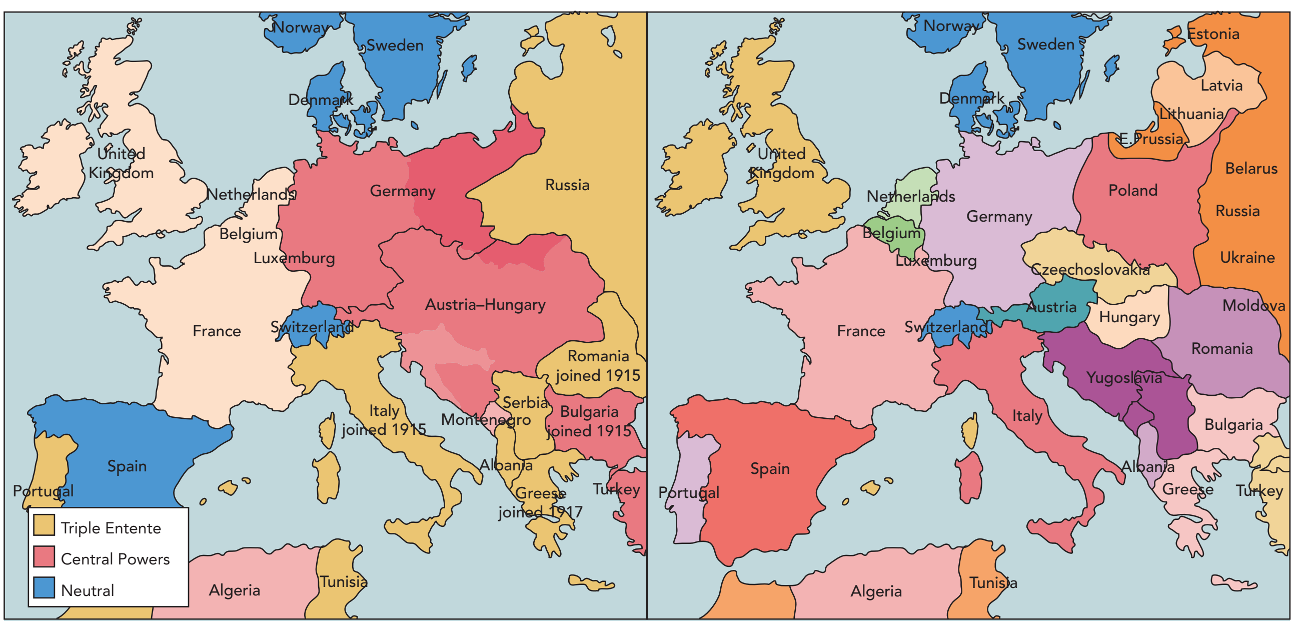
Redrawing the map

The postwar treaties meant that many borders were redrawn and new countries established.

- From the Russian Empire emerged Poland, the Baltics and Finland.
- The Austro-Hungarian Empire disappeared and Austria, Hungary, Czechoslovakia and Yugoslavia were established.
- The Ottoman Empire fell and Turkey became independent.
- Many colonial powers lost territory overseas either to other countries (Germany lost all of its overseas colonies) or to colonial revolution, which saw many countries seeking independence, particularly in Asia, the Middle East and Africa.

Graph it!
Economic cost of World War I

EUROPE: BEFORE AND AFTER WORLD WAR I



Source 21

Source: Oxford University Press

Economic cost of war

World War I also had an economic cost after the war in the form of war reparations (paid by the defeated countries), the cost of rebuilding, clearing battlefields of explosives and weaponry, establishing war cemeteries, shipping troops home, and helping sick and wounded soldiers. This was in addition to paying back loans for wartime expenses, which many countries hoped would be repaid through reparations if they won the war. A number of countries were left in economic ruin, and dependent on other ruined countries to pay reparations. Source 22 shows the economic cost of war.

Unemployment rose in most European countries. Servicemen who had been employed in the army returned home to find they could not perform their previous jobs because of mental or physical health conditions, or that their jobs had been adapted during wartime and no longer existed.

Shifts in power

World War I saw a shift in colonial and monarchical power that had ruled Europe for many centuries. Germany, Turkey, Austria–Hungary and Russia experienced revolutions that ended their monarchies and established new governments. New nations such as Poland, Austria and Turkey also had to establish new governments and systems. During this transitional period there was much instability and many challenges to power, as governments tried to establish something new while being held back by the cost of the war.

There was also a shift in global power as countries such as Britain and France struggled to maintain power while being weighed down by the cost of rebuilding their countries, paying back wartime loans and losing their overseas colonies. Countries such as the United States and Japan began to gain prominence on the world stage.

Allied Powers	Cost in US dollars in 1914–18
United States	22 625 253 000
Great Britain	35 334 012 000
France	24 265 583 000
Russia	22 293 950 000
Italy	12 413 998 000
Belgium	1 154 468 000
Romania	1 600 000 000
Japan	40 000 000
Serbia	399 400 000
Greece	270 000 000
Canada	1 665 576 000
Australia	1 423 208 000
New Zealand	378 750 000
India	601 279 000
South Africa	300 000 000
British colonies	125 000 000
Others	500 000 000
Total costs	**125 690 477 000**
Central Powers	**Cost in US dollars in 1914–18**
Germany	37 775 000 000
Austria–Hungary	20 622 960 000
Turkey	1 430 000 000
Bulgaria	815 200 000
Total costs	**60 643 160 000**

Source 22 Economic cost of World War I

Source 23 Three cousins ruled Europe before World War I; at its end only one remained: King George V of Britain (centre). Tsar Nicholas II of Russia (left) abdicated in 1917 but he and his family were executed in 1918, and Kaiser Wilhelm II of Germany (right) abdicated the throne in November 1918 and fled to the Netherlands.

The Russian Revolution

At the start of World War I, Russia was a vast empire led by Tsar Nicholas II. The people in Russia lived in a strict social hierarchy that did not allow for much movement. The largest group in this hierarchy was the impoverished peasantry who, in 1914, found themselves forming an overwhelming majority of the army. They were undertrained, underequipped and often found themselves without boots or guns on the battlefield. On the home front, many Russian peasantry found themselves starving to death because resources were sent to the war front or used to support the lavish lifestyles of the Russian elite.

Source 24 The October Revolution, which brought Lenin and the Bolsheviks to power in Russia

In March 1917 after a series of crushing defeats, Russian soldiers and sailors were becoming mutinous, culminating in Petrograd when soldiers refused orders to fire upon workers who were striking for food rations. Riots ensued as the peasants on the war and home front revolted against the monarchy. Tsar Nicholas II abdicated and in 1918 he and his entire family were executed.

A provisional government took control, but a new group called the Bolsheviks, led by Vladimir Lenin began to gain support among the people with their promise of 'Peace, bread and land'. In October 1917 they led a revolution against the provisional government and took power. This marked the beginning of a new Soviet Union, run on a system of communism, which would prove to be a new global power.

Germany

At the end of World War I, Germany was unrecognisable from the former empire. Kaiser Wilhelm II had been forced to abdicate, leaving an unstable republic behind to clean up the mess of World War I. Like other European countries, Germany had experienced heavy loss of life and lands that had been used as battlefields, and had taken out wartime loans that left them economically crippled. Unlike the 'victors' of war, Germany also had to face the conditions of the Treaty of Versailles:

Source 25 The Treaty of Versailles outlined heavy reparations to be paid by Germany.

- Restrictions were to be placed on the size of the German army and types of weapons they could have.
- All Germany's overseas territories were to be taken away.
- Industrial and farming land was given to France, Czechoslovakia and Poland.
- Germany had to pay reparations of 132 billion gold marks.
- Germany had to accept blame for the war under the War Guilt Clause.

The German people felt these terms were very harsh given that their monarch, who was the one who made all wartime decisions, had abdicated. They resented having to take the 'blame' for the war, and the reparation payments (which were paid off in 2010) left everyday Germans literally starving on the streets. The German people were vulnerable and looked to anyone who could help them out of their desperation or be blamed for their misery. It was from this desperation that fascist Adolf Hitler was able to gain popularity, scapegoating the already unpopular Jewish people by spreading his antisemitic ideas. In this way 'the seeds of future conflict were sown' almost 20 years before World War II.

Source 26 Hungry German boys eating a school lunch in 1921 during the years of hyper-inflation and malnutrition

8.21 Check your learning

Retrieve

1 **Identify** countries that were formed after World War I.

2 List the four monarchies that ended after World War I.

Comprehend

3 **Explain** how and why Germany suffered more than other countries after World War I.

Analyse

4 **Examine** Source 22 on page 345.

a Identify the country that experienced the greatest economic cost as a result of World War I. Propose why you think this was the case.

b Identify the country that experienced the least economic cost as a result of World War I. Propose why you think this was the case.

Apply

5 **Create** a mind map showing the effects of World War I on Europe. You might like to categorise information by social, economic, political and territorial factors or by using the subheadings in this chapter.

6 **Investigate** either the rise of communism in Russia or the rise of fascism in Germany during the 1920s. Create a PowerPoint presentation displaying your knowledge.

7 **Discuss** the short-term and long-term impacts of World War I on Europe.

8D SKILLS IN CONTEXT

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

The changing nature of the Anzac legacy

While Anzac Day was originally created to remember the making of Australia during the Gallipoli campaign, it has come to recognise more than just the men at Anzac Cove in Turkey (Türkiye). Anzac Day honours all service people who have fought in conflicts since World War I and pays tribute to the Anzac values.

The period after the world wars was a time of much societal change, and as a result, previously unheard stories from many groups of people began to emerge. Two such groups are women, and First Nations people.

An increase in immigration has meant that many Australians have ancestors who fought for other countries during World War I. For them Anzac Day is also a time to remember the sacrifices of their ancestors and the common values of courage, endurance and sacrifice.

Source 30 Female doctors were famously told by the British and Australian army to 'go home and sit still', but many found their way to Europe to help in hospitals during World War I. After the war these women did not receive the same post-service financial benefits or recognition as their soldier counterparts.

Source 27

ANZAC values include such human qualities as courage, mateship, fairness, persistence, integrity, humour, initiative, endurance, determination, ingenuity, respect, and the 'selfless spirit of ANZAC'.

RSL (National Headquarters),
Parliamentary Review of Anzac Day Laws

Source 28

If anything, the notion of 'sacrificing for freedoms' is truer for the Turks. For the Australians, the battle was one fought for the imperialistic purposes of a self-serving empire, which had control over young Australia's foreign policy. For the Turks, it was about defending the nation from enemy invasion.

Erdem Koc, journalist, broadcaster and academic lecturer

Source 29

Those heroes that shed their blood and lost their lives … You are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehmets to us where they lie side by side now here in this country of ours …

President of Turkey Mustafa Kemal Ataturk in 1934

Source 31

Once in the service, as an indigenous soldier, you were treated as an equal; you have the same options for pay. When you are in the trenches, you don't have the option of disliking the person behind you … Because no-one saw them, it skewed the perception of their service.

Gary Oakley, of the Gundangara people, Indigenous liaison officer at the Australian War Memorial and former squadron leader

KEY SKILL
Historical perspectives & interpretations

Identifying and analysing different historical interpretations

As explained earlier, historians use two types of sources to gather evidence about the past:

- Primary sources are objects or materials created or written at the time being investigated.
- Secondary sources are accounts about the past that were created after the time being investigated.

Much of the historical study and research you will complete in secondary school involves reading secondary sources (for example, textbooks and websites about the historical period you are studying). While these secondary sources may appear at first glance to provide a balanced, objective and unbiased view of historical events or periods, this is not always the case. All historians write from a particular perspective. There is no single objective, unbiased 'truth'; instead, all historians have to interpret historical events and issues from their own perspectives. Historians must use evidence to support their interpretations, but there is no absolutely 'correct' way of interpreting evidence. They are also required to use (or disregard) different sources of evidence that support different interpretations. For these reasons, it is very important that you are able to identify and analyse different historical interpretations. Ask yourself the following questions:

- What historical event is being interpreted?
- What particular features, incidents, actions or behaviours are seen as negative in this interpretation?
- What particular features, incidents, actions or behaviours are seen as positive 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 of or ignored by this interpretation?

For more information on this skill, refer to page 196 of 'The history toolkit'.

Practise the skill

1 Examine Sources 27 to 31. Using the questions above as a guide, **identify** and **analyse** the perspectives and interpretations present in these sources on World War I.

Extend your understanding

1 **Investigate** an 'untold story' of World War I that you think demonstrates the Anzac values. Write an article about it for your school newsletter, local newspaper or local RSL website.

2 **Investigate** the story of the 'Lighthouse Girl', Fay Howe, who signalled in Morse code to Australian troops as they passed Breaksea Island on their way to war, and responded to their letters during the war. Write a paragraph about how she showed the Anzac spirit.

8 CHAPTER REVIEW

Review activity

Examine Sources 33 and 34, then answer the following questions.

World War I: Perception versus reality

1 **Describe** what Source 33 tells us about trench warfare on the Western Front. (2 marks)

2 **Identify** two ways the 1918 Australian attitude to enlisting in war is shown in Source 34. (2 marks)

3 **Identify** the purpose of Source 34. (1 mark)

4 **Compare** the representation of war in Source 33 and Source 34. How are they similar or different? Why do you think this is the case? (5 marks)

5 Identify each source as either a primary or secondary source and **analyse** the usefulness of each source for understanding trench warfare in World War I. (10 marks)

(Total: 20 marks)

Source 32 A poppy field in Flanders; poppies symbolise remembrance.

Source 33 Soldiers making tea and sleeping in the trenches during the fighting near Bullecourt in 1917

Source 34 An Australian poster by Norman Lindsay (1918) shows a soldier with a bugle surrounded by other soldiers in a trench calling Australian men in the background to war.

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand key events and issues in World War I.	☐	☐ Go back to Topic 8.2, page 278.
Summarise the complex tensions that had built up in Europe before the outbreak of World War I.	☐	☐ Go back to Topic 8.3, page 282.
Explain the long-term causes of World War I.	☐	☐ Go back to Topic 8.4, page 284.
Explain the short-term triggers for World War I.	☐	☐ Go back to Topic 8.5, page 288.
Summarise the responses of Australia's political leaders to the outbreak of war. Identify the reasons that Australian men enlisted in the AIF. Understand the experiences of First Nations men who enlisted in the AIF.	☐	☐ Go back to Topic 8.6, page 292.
Identify the major battles and alliances of World War I.	☐	☐ Go back to Topic 8.7, page 298.
Explain how technological developments influenced warfare in World War I, including tanks, aircraft and gas.	☐	☐ Go back to Topic 8.8, page 300.
Understand the significance of the Western Front. Summarise the Battle of the Somme.	☐	☐ Go back to Topic 8.9, page 304.
Summarise the key features and difficulties of trench warfare.	☐	☐ Go back to Topic 8.10, page 308.
Summarise the Gallipoli campaign and the reasons for its failure. Discuss the Allied forces and Turkish perspectives on Gallipoli.	☐	☐ Go back to Topic 8.11, page 310.
Summarise the events that led to the end of World War I. Discuss the significance of the Armistice.	☐	☐ Go back to Topic 8.12, page 316.
Explain the effects of the war on Australian society.	☐	☐ Go back to Topic 8.13, page 320.
Explain the effects of war on the role of women in Australia.	☐	☐ Go back to Topic 8.14, page 322.
Explain the effects of the war on German Australians.	☐	☐ Go back to Topic 8.15, page 325.
Summarise the key points of the conscription debate in Australia. Identify groups that supported and opposed conscription.	☐	☐ Go back to Topic 8.16, page 327.
Explain the effects of the war on Australia's international relationships.	☐	☐ Go back to Topic 8.17, page 330.
Discuss the ideals associated with the Anzac legend. Explain how Anzac Day is commemorated in Australia.	☐	☐ Go back to Topic 8.18, page 334.
Examine ways that World War I is commemorated.	☐	☐ Go back to Topic 8.19, page 338.
Understand the repatriation of soldiers during and at the end of World War I.	☐	☐ Go back to Topic 8.20, page 342.
Discuss the short-term and long-term effects of World War I on Europe.	☐	☐ Go back to Topic 8.21, page 344.

Check your Student obook pro for these digital resources and more:

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Student book questions
Chapter 8

Key skill worksheet
Communicating:
Chapter 8

Quizlet
Play a game of Quizlet on World War I (1914–1918).

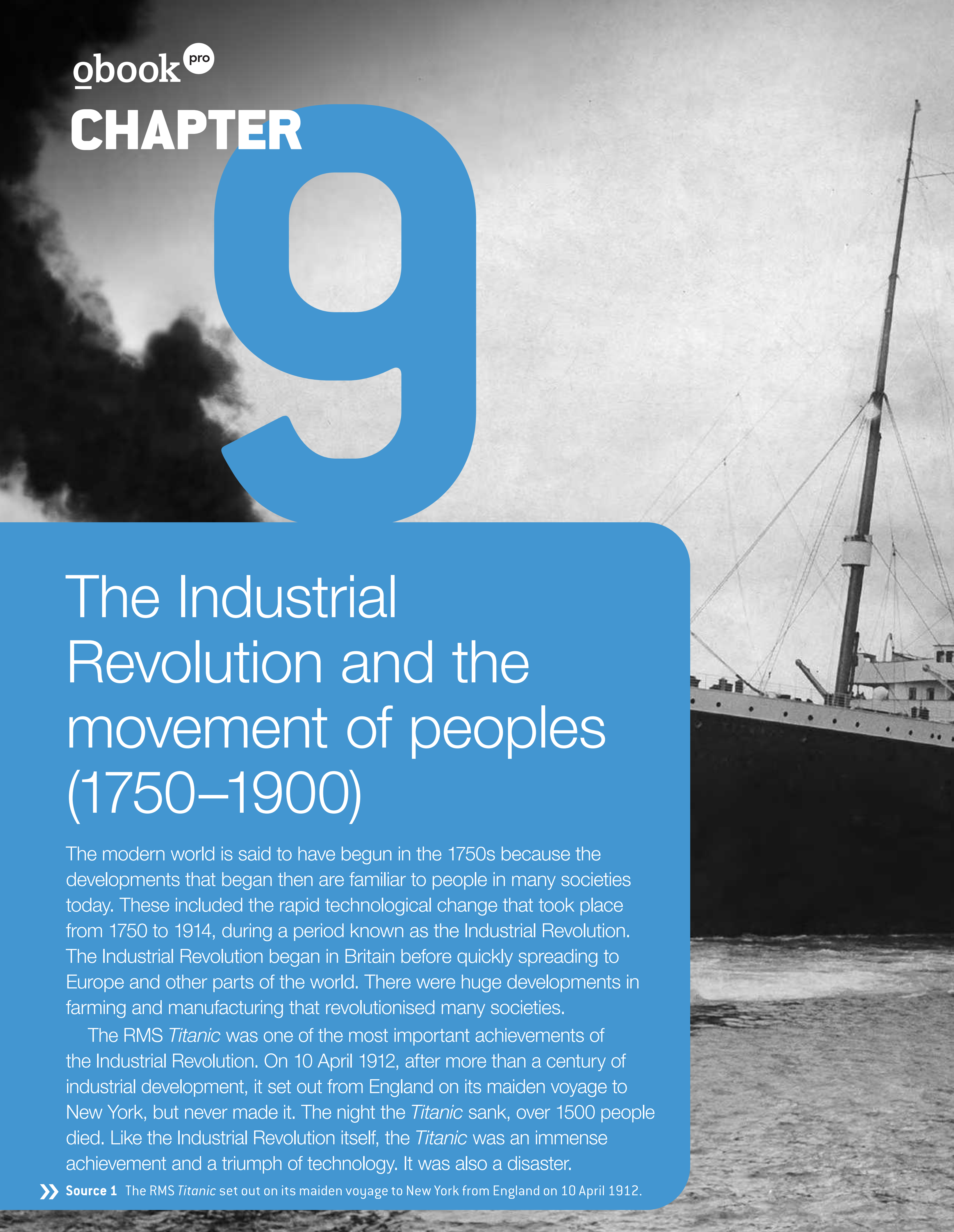
Chapter review quiz
Chapter 8

CHAPTER 9

The Industrial Revolution and the movement of peoples (1750–1900)

The modern world is said to have begun in the 1750s because the developments that began then are familiar to people in many societies today. These included the rapid technological change that took place from 1750 to 1914, during a period known as the Industrial Revolution. The Industrial Revolution began in Britain before quickly spreading to Europe and other parts of the world. There were huge developments in farming and manufacturing that revolutionised many societies.

The RMS *Titanic* was one of the most important achievements of the Industrial Revolution. On 10 April 1912, after more than a century of industrial development, it set out from England on its maiden voyage to New York, but never made it. The night the *Titanic* sank, over 1500 people died. Like the Industrial Revolution itself, the *Titanic* was an immense achievement and a triumph of technology. It was also a disaster.



Source 1 The RMS *Titanic* set out on its maiden voyage to New York from England on 10 April 1912.

The Industrial Revolution and the movement of peoples (1750–1900)

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9A
What developments and innovations led to the Industrial Revolution?

9B
How did the Industrial Revolution affect the lives of men, women and children?

9C
What were the short- and long-term impacts of the Industrial Revolution?

9.1 The Industrial Revolution: a timeline

Source 1 A timeline of some key events and developments of the Industrial Revolution

Sequence this!
Events in the Industrial Revolution

1580 | 1700 | 1750 | 1800

1589
William Lee invents the stocking frame, a machine for knitting stockings. It played an important role in the early part of the Industrial Revolution.

A stocking frame, *c.* 1770

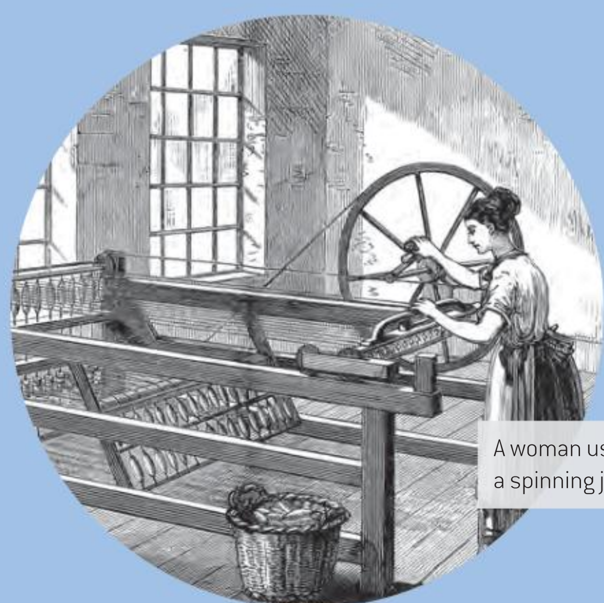
1709
Abraham Darby discovers how to make coke from coal – a more efficient fuel in the production of iron.

1710
Thomas Newcomen builds a steam engine to pump water from coal mines.

1733
John Kay invents the flying shuttle, allowing weavers to make larger sections of fabric at greater speed, increasing demand for yarn.

The flying shuttle introduced a more efficient way of weaving.

1765
James Hargreaves' spinning jenny allows one worker to make eight times more yarn than previously possible.



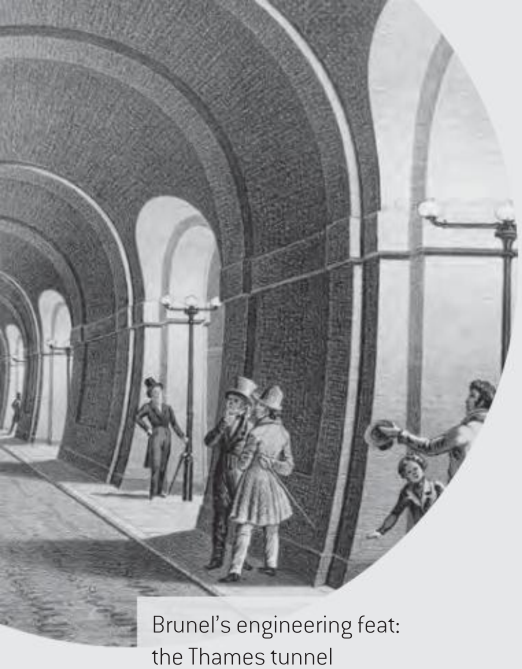
A woman using a spinning jenny

1775
James Watt creates an efficient steam engine.

1779
Steam-powered mills with automatic weaving machines begin to be built.

1792
Inventor William Murdoch uses coal gas for house lighting.

1793
Eli Whitney invents the cotton gin (engine), which can clean large quantities of raw cotton.



Brunel's engineering feat: the Thames tunnel

The SS *Great Eastern* laying the first successful Atlantic cable

The Brooklyn Bridge under construction, *c.* 1878

1825
Isambard Kingdom Brunel starts building a tunnel under the Thames River; work is completed in 1842.

1839
The world's first screw-propelled steamship, the SS *Archimedes*, is built in Britain.

1851
The Great Exhibition is held in London.

1866
The first transatlantic telegraph cable is laid.

1883
The first 10-storey skyscraper is built in Chicago and the longest suspension bridge at this time, the Brooklyn Bridge in New York, is completed.

1903
The Wright brothers carry out the first powered heavier-than -air flight.

1908
Henry Ford uses a production line (assembly line) to produce the Ford Model T.

1850 | 1900 | 1915

1811
Workers smash up factories and equipment in protest, fearing machines will replace them. These people become known as Luddites.

1821
Michael Faraday demonstrates the principle of an electric motor.

1830
Gas street lights become common in Britain.

1863
Bulk steel creation is made possible through the open-hearth process; the use of steel combined with reinforced concrete enables the construction of skyscrapers.

1876
Alexander Graham Bell patents his 'acoustic telegraph', or telephone.

1885
Karl Benz uses an internal combustion engine in the first 'automobile'.

1889
Construction of the Eiffel Tower in France is completed.

1912
The RMS *Titanic*, then the world's largest passenger steamship, hits an iceberg in the north-west Atlantic Ocean and sinks; 1517 people die.

9.1 Check your learning

Retrieve

1 **Identify** when the spinning jenny was invented.

2 **Identify** when transatlantic telegraph cable was first laid.

Analyse

3 Using the timeline, calculate how many years there were between when the first steam engine was invented and the first aeroplane flight.

4 In 1908 Henry Ford used an assembly line to construct a car. How do you think cars were made before this?

Apply

5 **Investigate** online to find the dates of some other significant inventions of the Industrial Revolution. Add these to a new timeline in your notebook.

6 In 1851, the first world fair was held. It was the biggest event of the nineteenth century, with 6 million people attending the Crystal Palace in London to see the greatest inventions of the age. **Investigate** online to discover what was displayed there, and write a short summary. Are versions of these inventions still in use today?

9.2 The Industrial Revolution in Britain

Learning intentions

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

- identify key developments resulting from the Industrial Revolution in Britain
- identify and describe reasons for rapid population growth and the movement of peoples during the Industrial Revolution.

Source 2 A nineteenth-century artist's impression of rural life in Britain before the Industrial Revolution

Britain before 1750

Before 1750, Britain was an agricultural society. Around 80 per cent of people lived and worked on small farms in rural areas. Most farms harvested small crops each year and raised small herds of livestock (such as sheep and cattle). Despite the small scale of most farms, agriculture was still the main economic activity in Britain. By comparison, manufacturing, mining and trade employed relatively few people in Britain. Manufacturing was small and localised. Tools used in the manufacture of most goods (such as carts, mills and looms) were basic and powered by people, animals or waterwheels that harnessed the power of fast-flowing rivers and streams.

Towns and villages at this time were small and self-contained. Roads linking villages were poor and most people travelled on foot or by horse. In fact, Britain's road system had not improved much since the fall of the Roman Empire, around 1300 years earlier. Most people rarely travelled far from the places where they lived and worked.

In most cases, the working day began at sunrise and ended at sunset. People's diets were inadequate and average life expectancy was short. Illness was common because of poor hygiene, bad or non-existent sewage disposal systems, and polluted water supplies.

British society was divided into strict social classes according to wealth and position based on birth. The aristocratic (noble) families made up only 1 per cent of the population but controlled about 39 per cent of Britain's wealth. Noble gentlemen did not involve themselves in farming, trades or professions. Instead, they invested much of their wealth in land.

There is no single event that marks the beginning of the **Industrial Revolution** in Britain, but the industries that first experienced it were connected with the production of iron, coal, cotton and wool.

Industrial Revolution
the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

industrialisation
a process in which a society or country transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry

The Industrial Revolution begins

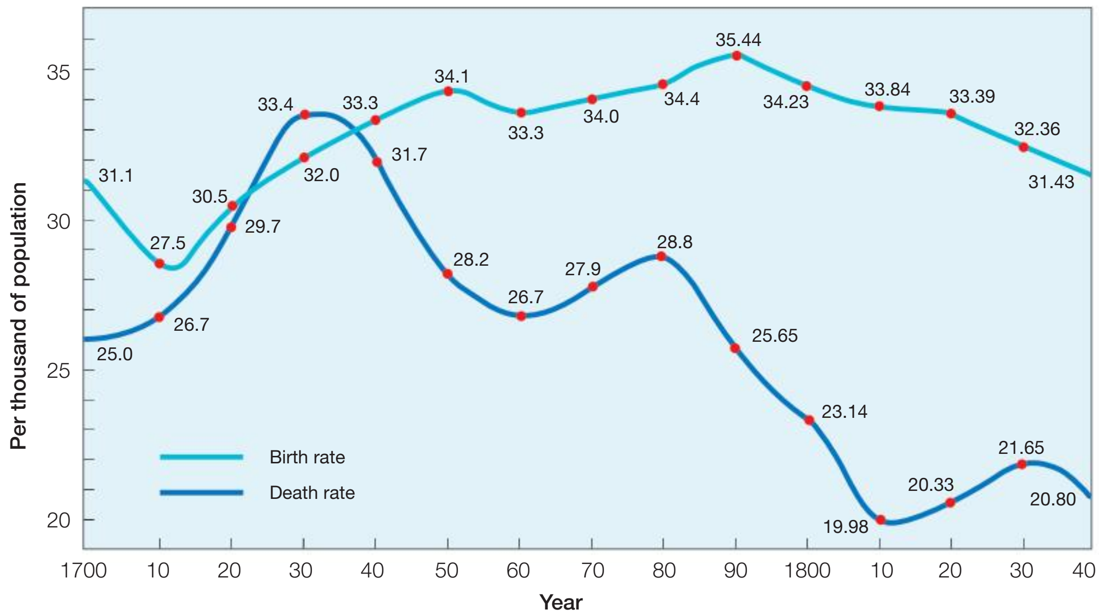
During the Industrial Revolution, Britain's population quadrupled from an estimated 6.5 million people in 1750 to around 32.5 million in 1900. This increase was mainly a result of improved living standards and declining death rates. The population of Britain moved from rural to urban communities, and Britain was transformed through several developments:

- factories and textile mills – the Industrial Revolution led to thousands of new factories and mills being built across Britain. These factories relied on large numbers of workers and machinery to manufacture massive quantities of goods in one place.
- modern towns and cities – great industrial and commercial cities like London and Manchester grew as people moved to towns and cities to work at the new factories, mills and metal foundries. Before the Industrial Revolution, 80 per cent of the population lived in the countryside and only 20 per cent in cities. **Industrialisation** reversed this pattern. By 1850, 80 per cent of people in Britain were living in a major city or town and only 20 per cent remained on the land.

- new sources of power – the development of steam power and electricity transformed the manufacturing, agricultural transport and communications industries, having a major impact on people's everyday lives. Supplies of coal became vital to fuel steam engines and, later, electrical power stations.
- improved transport and communications – as the population grew, towns became linked by new canals, roads and railway lines. New modes of transport were invented to replace horse-drawn carriages. As travelling conditions improved, people travelled more and lived less isolated lives. Later, new communication technologies like telegraph and telephone systems were also introduced.

Quiz me!
A quick quiz on the Industrial Revolution in Britain

The growth of cities and industries led to the emergence of a new social class that became known as the 'middle class'. People earning middle-class salaries could afford fine clothing, furniture, ceramics and other household items. It was this class of people that drove the demand for mass-produced consumer goods. They also drove the need for more schools, universities and libraries. The political power of the British middle class increased throughout the 1800s.



Source 3 Population change in Britain, 1700–1840

*** Think, pair, share**
- Think about why the death rate decreased significantly in the 1800s.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

9.2 Check your learning

Retrieve
1 **Identify** five features of British society before the Industrial Revolution began.

Comprehend
2 Before the Industrial Revolution, 80 per cent of people lived and worked on the land. **Describe** how this trend had changed by 1850.

3 Look closely at Source 3. Identify:
   a birth rate trends for the years 1700–1840
   b death rate trends for the years 1700–1840
   c why you think the birth rate decreased in 1710 and the death rate increased from 1710 to 1730.
   d Do you think there is a relationship between birth and death rates during this period?

Apply
4 Historians still argue about why Britain became such a powerhouse of the Industrial Revolution, while other European countries were slower to modernise. The Netherlands and France were two other countries that might have had an Industrial Revolution first. **Investigate** some of the reasons why this didn't happen.

5 Imagine you are a British farmer who was born in 1780. What changes would you have seen in your lifetime because of the Industrial Revolution? How would it have affected your life? **Discuss** these changes in a short diary entry.

9.3 Beginnings in Britain

Learning intention

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

» explain how the expansion of the British Empire and access to raw materials contributed to the Industrial Revolution.

One of the key factors that led to the start of the Industrial Revolution in Britain was its authority and wealth as an empire.

Rise of the British Empire

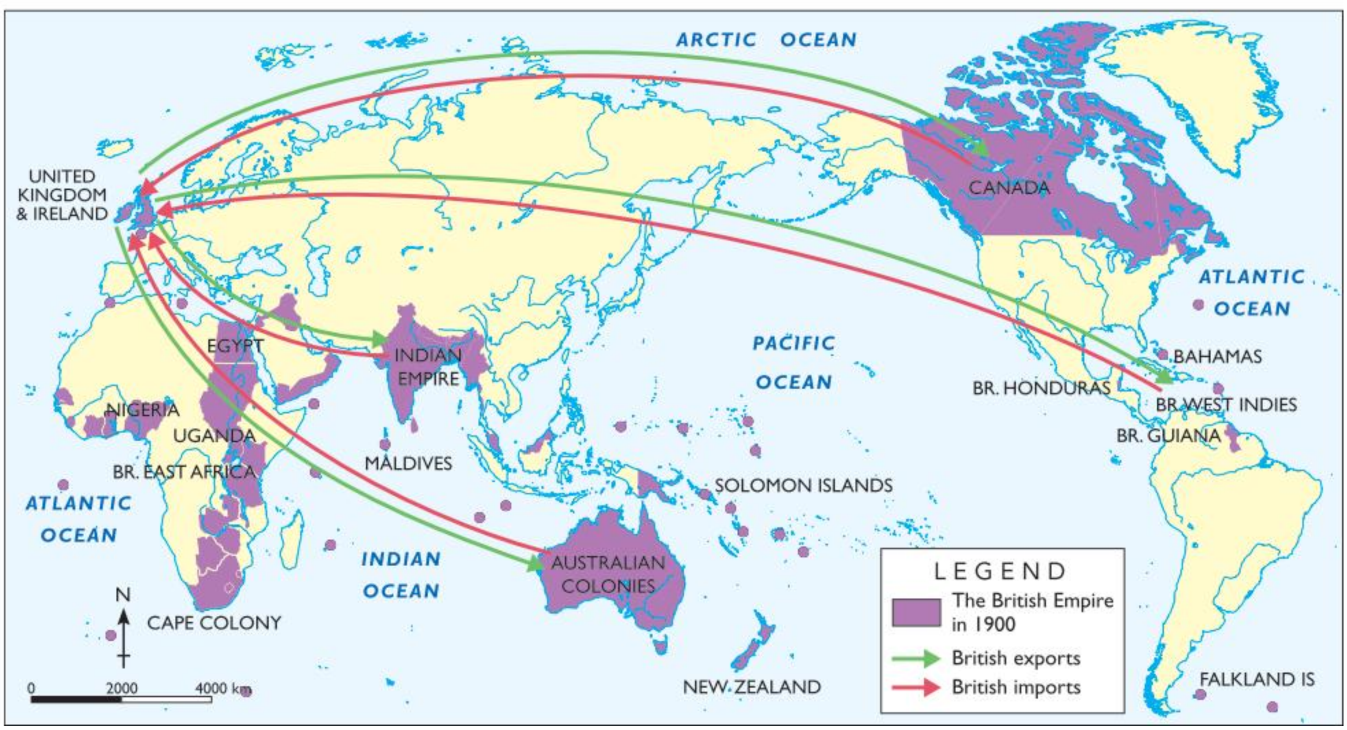
The expansion of the British Empire took place in two phases:

1. The first phase was the establishment of the earliest British colonies in North America in the 1600s. Over the next 200 years, Britain, France, Spain, the Dutch and the Portuguese all laid claims to new territories around the world, including the Americas, Asia, Africa and the Pacific.
2. The second phase was linked to a series of wars fought between the European powers in the eighteenth century and early part of the nineteenth century. Britain's superior naval strength ensured that it succeeded in becoming the dominant imperial power, despite the loss of many of its American colonies in the American War of Independence between 1775 and 1783.

By 1900, the British Empire had expanded to cover around a quarter of the Earth's land surface and ruled over a quarter of the world's population (see Source 4). Many of Britain's colonies provided the raw materials, workforce (in the form of slaves) and customers needed to drive the Industrial Revolution. Britain controlled more colonies, and therefore had access to more raw materials than other countries, including sugar from Australia and the West Indies, wool from Australia and New Zealand, cotton and tea from India, rubber from Malaya, gold from Australia and South Africa, coffee from Jamaica and Africa, wheat from Australia and Canada, and timber from the vast pine forests of Canada.

Enlarged map
British Empire in 1900

BRITISH EMPIRE IN 1900



Source 4

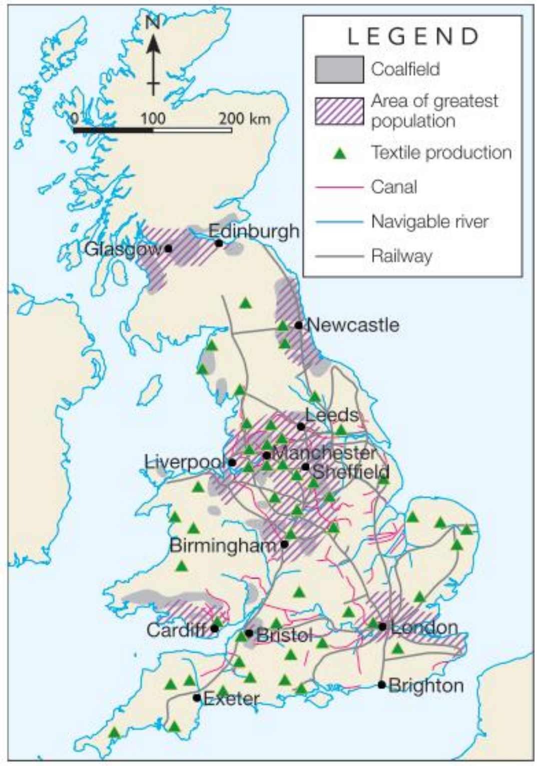
Source: Oxford University Press

Other factors

In addition to the power of the British Empire, historians have proposed a range of reasons why Britain was the first country to experience the Industrial Revolution and why it became the world's leading economic and industrial power for a time. The answer lies in a combination of factors related to Britain's history, geography and culture, as discussed below:

- Britain's coal supplies – none of the other European powers had such large quantities of accessible coal.
- naval power and trading power – Britain's largest merchant trading company was the East India Company. At its peak, the company rivalled many smaller European powers in terms of wealth and influence.
- individual freedom and the capitalist spirit – unlike many of the other European powers, there was a greater measure of individual and intellectual freedom in Britain. These freedoms allowed those willing to try new methods and take risks.
- stable government – before the start of the Industrial Revolution, Britain had enjoyed a prolonged period without much political or social conflict, compared to many other countries in Europe. This sense of stability and order encouraged the growth of business.
- superior banking system and capital for investment – Britain's banking sector was more advanced and modern than those of other European countries. There was a ready supply of capital (money) available at very low rates of interest. This meant that money was available to start up new businesses, pay for experiments and develop new inventions.

NINETEENTH-CENTURY TEXTILE PRODUCTION AND COALFIELDS, AND POPULATION GROWTH



Source 5 Source: Oxford University Press

Enlarged map
Nineteenth-century textile production and coalfields, and population growth

Key skill worksheet
Using historical sources: Analysing artwork

9.3 Check your learning

Retrieve

1 **Identify** the main reasons why Britain was ready for an Industrial Revolution.
2 **Name** the largest British merchant trading company.
3 List three colonies under British rule and the raw materials they provided to fuel the growth of industries in Britain.

Comprehend

4 An old saying during this time was 'The sun never sets on the British Empire'. **Explain** this quote using examples of British colonies.
5 Using examples from Source 5, **explain** the relationship between population growth, major industry and coalfields.

Apply

6 By 1900, 25 per cent of the world's total population was ruled by the British. Use Source 4 and **investigate** online to find out how many people this was.
7 Some historians argue that the idea that only Britain could have sparked the Industrial Revolution is Eurocentric, and that both China and India were primed for an Industrial Revolution at a similar time due to their increased population and sophisticated societies. **Investigate** why the revolution did not stem from one of these nations.

9.4 Developments in agriculture

Learning intention

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

» explain how developments in agriculture contributed to the Industrial Revolution.

From the mid-1600s, changes in farming and agriculture across Britain paved the way for the Industrial Revolution. The changes in agriculture were brought about by demands for more food to support Britain's growing population. Collectively, these changes are referred to as the **Agricultural Revolution**.

During the Agricultural Revolution, forests were cleared, grazing pastures were turned over to crop growing, and low-lying marshes were drained to grow even more crops. Small plots of farmland were consolidated into larger, more efficient fields under the enclosure laws. Over a period of 100 years, Britain increased its farmlands by 30 per cent. For the first time, agriculture became a business.

Agricultural Revolution a period of agricultural development and advances in farming methods that took place in Britain from the mid-1600s until the late 1800s and paved the way for the Industrial Revolution

The enclosures

More than 4000 Enclosure Acts (laws) were passed by the British Parliament during the Agricultural Revolution. These Acts transferred areas of common land that had previously been worked by small groups of local farmers into the hands of private landowners. These smaller areas of land were then joined to create large farms enclosed by hedges or stone walls. This meant local famers could no longer graze their animals or farm the land. By 1790, three-quarters of all farming land in Britain was enclosed by wealthy landlords. These landlords then rented this land to tenant farmers.

The process caused a great deal of social unrest because it forced many poor people off the land they had farmed free of charge for generations. Many flooded into the cities and became part of the new industrial working classes, while others sought new lives abroad.

Quiz me! A quick quiz on developments in agriculture

Crop rotation

For centuries, farmers had practised a process known as crop rotation, which involved leaving a field fallow (unused) for a period in order to avoid exhausting the soil. However, in 1730 a landowner by the name of Charles Townshend introduced a new method of crop rotation on his farm that became known as the 'four-field system'. He grew wheat in the first field, barley in the second, root vegetables (such as carrots and turnips) in the third and clover in the fourth. Each season, the crops were rotated, which meant that no field was left fallow and the soil in each field was kept high in minerals and nutrients (like nitrogen). Wheat, barley and root vegetables were harvested for humans, while the fallow period was now replaced by growing clover, which could be used for grazing animals.

Source 6 Cyrus McCormick's reaping machine of 1831 led to huge improvements in how grain was harvested.

Evidence of the enclosures

Source 8 is an example of the lasting physical evidence of the enclosures.

While many wealthy landowners saw the enclosures as a way of increasing productivity and profits, many thousands of ordinary farmers in Britain saw them as the destruction of their way of life. The enclosures denied them access to the lands that had supported their families for centuries, and in many cases their property was destroyed. Some landlords permitted their tenants to dismantle their houses and take the wood away to build elsewhere. Others simply burned the homes and property of their tenants.

Between 1775 and 1850, over 25 000 Scots were forced from their homes in the Highlands of Scotland by landowners wanting to enclose the land. This process became known as the 'Highland Clearances'. These farmers were left homeless and without the ability to grow their own food (see Source 7).

Source 7

> Their wretchedness was so great that [they] … were obliged to subsist upon broth made of nettles, thickened with a little oatmeal. Those who had cattle [resorted to] bleeding them and mixing the blood with oatmeal, which they afterwards cut into slices and fried.
>
> James Loch, *The Sutherland Improvements*, 1820

For more information on this key concept, refer to page 192 of 'The history toolkit'.

Source 8 Stone walls like these were built to enclose what was once common land.

KEY CONCEPT
Evidence

Improved farm machinery and methods

By the early to mid-1800s, new farming machinery was in use. There were new mechanical drills for planting seed, reaping machines for harvesting crops (see Source 6) and threshing machines to separate the valuable grain from the stalks of wheat and barley plants. These machines made farming more efficient and increased the profits that could be earned from the land. By the 1840s, fertilisers were widely used, once again raising the productivity of the land.

Along with improvements in crop production came improvements in animal breeding and rearing. From the late 1700s, the agriculturalist Robert Bakewell began selectively breeding livestock. He developed a new breed of quick-fattening sheep with finer wool and tastier meat, called the New Leicester. Bakewell also bred cattle for beef production. His ideas produced stronger animals that were noted for their larger size and better quality.

9.4 Check your learning

Comprehend

1 **Describe** how local farmers were affected by 'enclosures'.

2 **Describe** why Charles Townshend's innovation was important.

3 **Explain** how new machinery, like that shown in Source 6, and developments in agriculture contributed to the Industrial Revolution.

Apply

4 With a partner, write and role-play a conversation between a landowner who has benefited from the Enclosure Acts and a farmer who has lost both land and income as a result of the Enclosure Acts. In this conversation, each person should **discuss** the effect the Enclosure Acts have had on their lives and livelihood. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

5 **Create** a diagram that shows how the four-field crop rotation system worked.

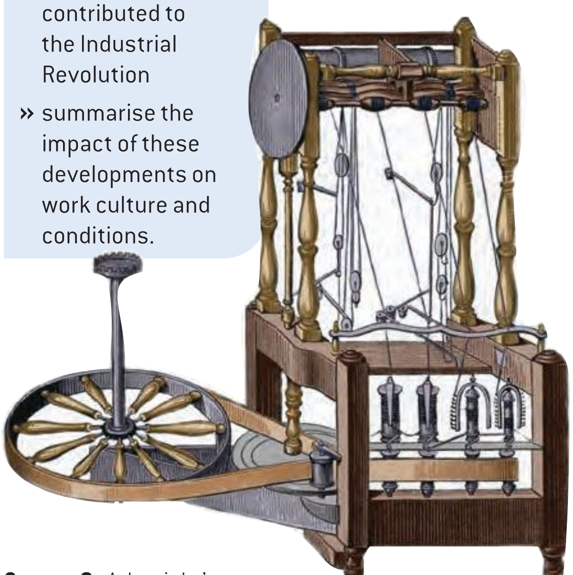
9.5 Developments in cotton, wool and iron production

Learning intentions

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

- explain how developments in wool, cotton and iron production contributed to the Industrial Revolution
- summarise the impact of these developments on work culture and conditions.

Some of the most important developments and innovations of the Industrial Revolution took place in the production of cotton, wool, coal and iron. However, arguably the most important 'invention' of the Industrial Revolution was not a single item of equipment or technology. Instead, it was a way of producing goods on a large scale using many workers and specialised machinery on one site. This method of production became known as the factory system.



Source 9 Arkwright's water frame

The factory system

Before the introduction of the factory system, manufacturing often took place in small workshops or in local workers' cottages (hence the term 'cottage industries'). Local trades and craftspeople such as blacksmiths, wheelwrights (wheel makers), cartwrights (cart makers), potters, millers and weavers used their skills, muscle power or water power to make items by hand. In contrast, the factory system brought together large numbers of workers on a single site. Few of these workers were skilled because most of the manufacturing was done by machines. Instead, the many workers performed tasks that were repetitive and required little skill. The machines were powered at first by water with waterwheels, then by steam and next by electricity. The factory system itself was made possible by a combination of the technological innovations and knowledge that emerged during this period.

Cotton and wool production

The first factories of the Industrial Revolution were cotton mills. Inventions such as the flying shuttle (see page 9.2), the spinning jenny (see page 9.2), the water frame (see Source 9) and Crompton's mule (see Source 11) in Britain paved the way for the **mass production** of cotton and wool.

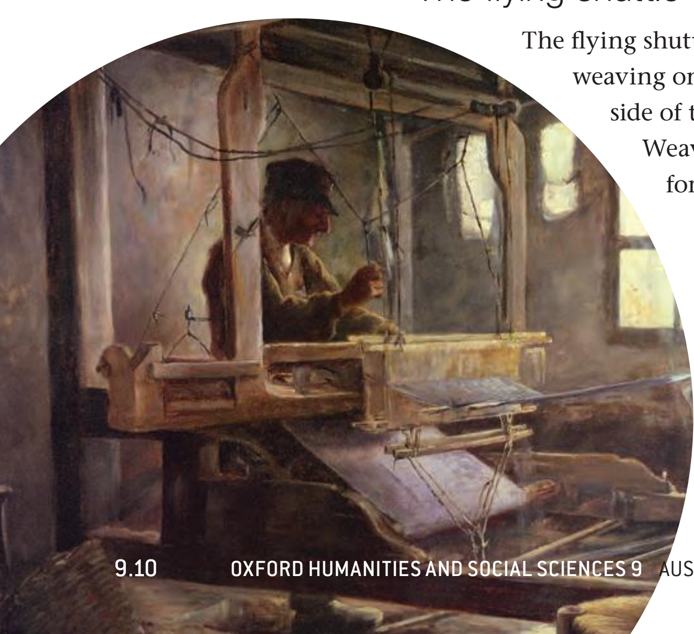
mass production
production on a large scale, using mechanised methods to produce standardised goods

The flying shuttle

The flying shuttle, invented by John Kay in 1733, introduced a more efficient way of weaving on hand-looms. It only required one weaver to shoot the yarn from one side of the loom to the other. This was especially useful for very wide looms. Weavers could produce cloth much more quickly, increasing the demand for spun yarn.

The spinning jenny

The spinning jenny, invented by James Hargreaves in 1765, helped increase the supply of yarn. It could spin eight threads at once, whereas the traditional spinning wheel could only spin one thread at a time.



Source 10 Weavers originally worked from their homes, using their own looms, rather than in factories.

The water frame

The water frame, invented by Richard Arkwright in 1768, was a spinning frame that improved on James Hargreaves' invention; it could be powered by a waterwheel and produce yarns of any type.

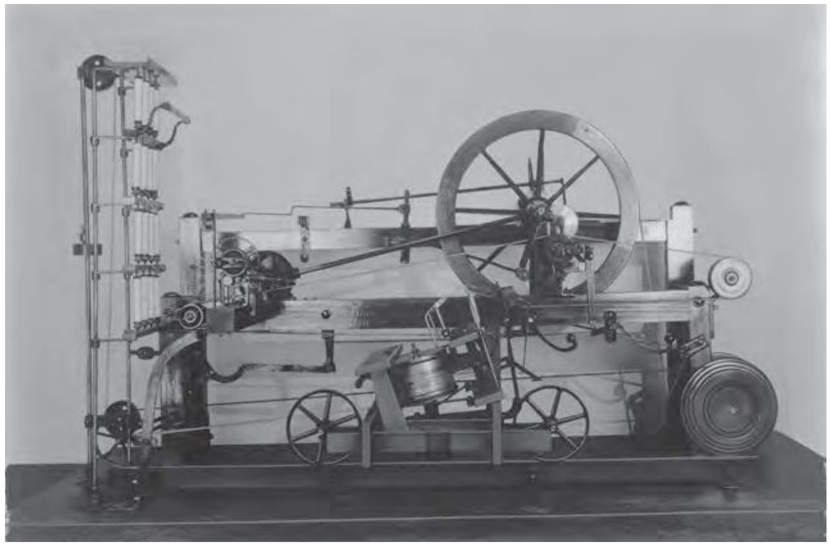
Crompton's mule

Crompton's mule, which was invented by Samuel Crompton in 1779, combined the spinning jenny's carriage and the water frame's rollers. It allowed a single power source to spin multiple machines, and worked with wool or cotton yarns.

By the middle of the 1760s, Britain had become the centre of cotton production, importing raw cotton from India and the United States. The raw cotton went to the mills where machines were used to spin the raw cotton into yarn, and then weave the yarn into cloth. The very first mills were powered by waterwheels, so they needed to be located close to strong-flowing rivers and streams. After the development of steam power, mill owners were able to build mills in cities – closer to a constant supply of workers and potential customers.

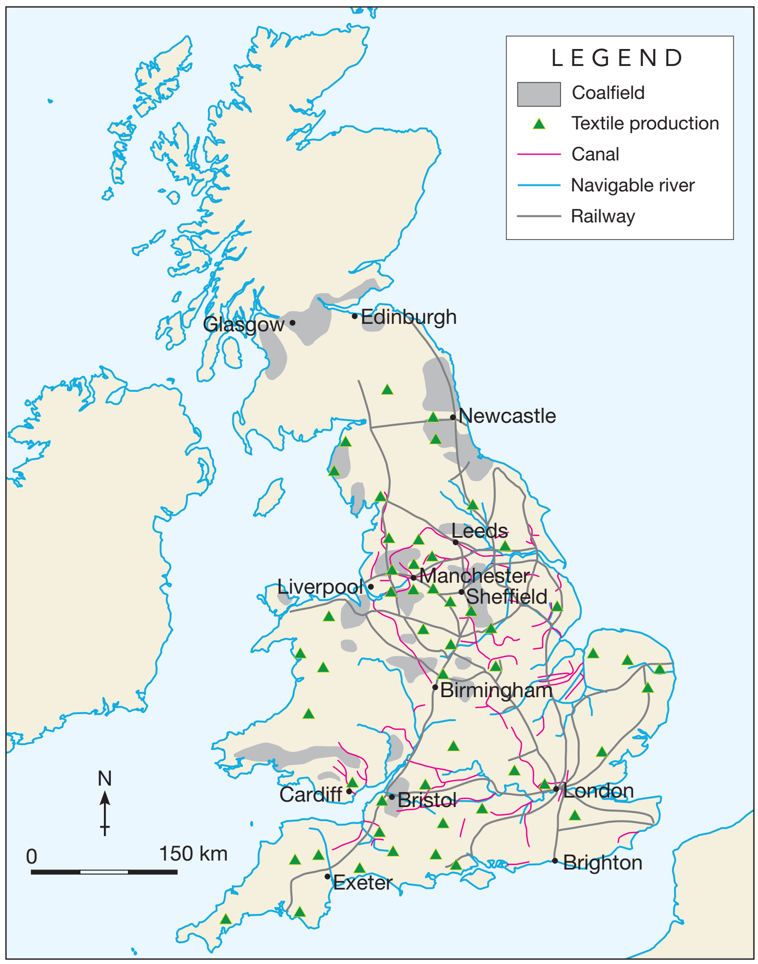
As a result of these developments, the skills of traditional weavers (see Source 10) were eventually no longer needed. Weavers were replaced by workers who were only required to feed the raw cotton or cotton yarn into machines. Many mill owners, keen for increased profits, wanted their machines running all of the time. This meant long working hours – up to 16 hours a day – and shift work for labourers. Because mill workers did not need to be skilled, women and young children became part of the workforce as they were cheaper to employ.

Conditions for the men, women and children working in factories and mines during the first decades of the Industrial Revolution were poor. Brutally long hours for low pay, in badly lit and uncomfortable conditions became commonplace. However, there were exceptions. For example, at the cotton mills operated by Robert Owen in New Lanark in Scotland, the children of workers were well cared for and educated.



Source 11 Crompton's mule

INDUSTRIAL BRITAIN 1800S



Source 12

Source: Oxford University Press

Enlarged map
Industrial Britain 1800s

Source 13 Coalbrookdale ironworks operating at night, 1801

Iron production

Before the Industrial Revolution, iron producers had to smelt (heat) the iron ore (rock) to extract the raw metal or 'pig iron' from it. Generating the necessary heat to smelt the iron ore required charcoal, but making charcoal was time-consuming and demanded large quantities of wood. Because of this, wood supplies across Britain were dwindling. In 1709, Abraham Darby, an iron producer at Coalbrookdale in western England (see Source 13), found a way to bake coal to make a substance known as coke. Coke was a new, smokeless fuel that burned much hotter than ordinary coal. Coke quickly replaced charcoal as the fuel used to smelt iron ore. Iron foundries were established near coalfields (rather than forests). The iron and coal industries became strongly linked.

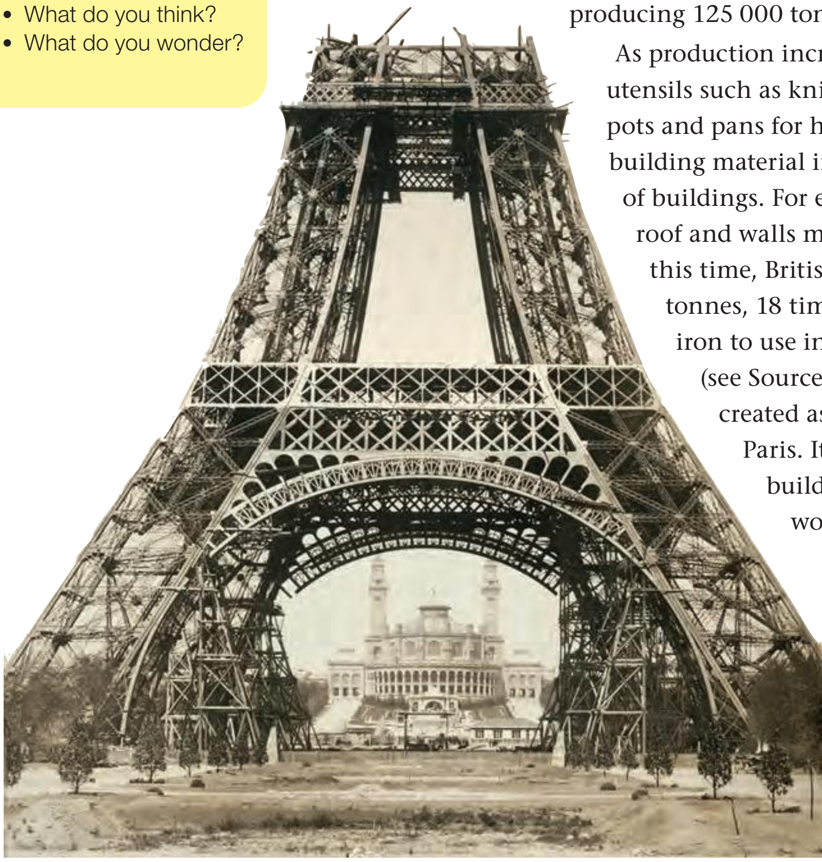
See, think, wonder

Look at Source 13.

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

Other innovations also made the smelting process more efficient. In 1784 new processes made the large-scale production of pig iron possible. The amount of pig iron smelted in Britain rose from 25 000 tonnes in 1728 to 60 000 tonnes in 1788. By 1796, Britain was producing 125 000 tonnes per year.

As production increased, new uses were found for iron. Iron utensils such as knives and forks became common, as did iron pots and pans for household kitchens. Iron was also used as a building material in factories and houses, transforming the design of buildings. For example, in 1851, London's Crystal Palace had a roof and walls made of iron frames and giant panes of glass. By this time, British annual pig-iron production was 2.25 million tonnes, 18 times as much as in 1796. Similarly, the French put iron to use in 1889, building Gustave Eiffel's famous tower (see Source 14). The Eiffel Tower is an iron lattice structure created as the centrepiece of the 1889 World's Fair in Paris. It is 324 metres tall – as high as an 81-storey building – and remained the tallest structure in the world until 1930.

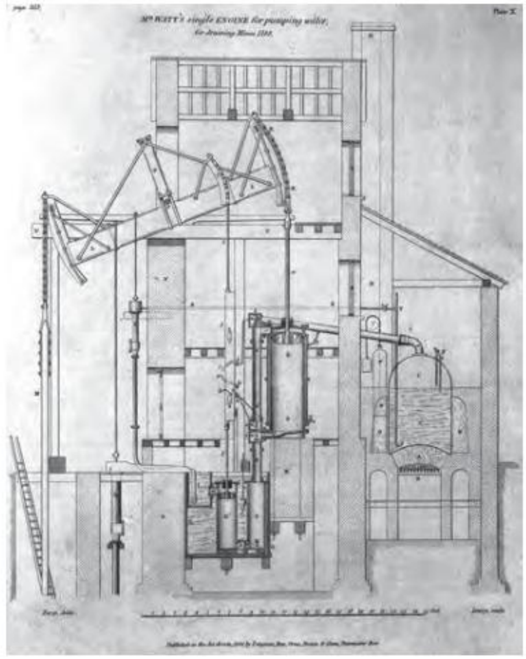


Source 14 The Eiffel Tower under construction, 1889

The development of the steam engine

The invention of the steam engine revolutionised manufacturing and transport, and was later used to generate electricity. Coal supplies were vital to fuel the Industrial Revolution, and the ever-increasing demand for coal led to the opening of new mines and the deepening of older mines. The digging of deeper mines in turn required better pumping systems to keep water from flooding lower levels. Two inventors, Thomas Savery (around 1698) and Thomas Newcomen (around 1710), developed early steam engines to pump water from mines.

While repairing a Newcomen steam engine, engineer James Watt realised that he could greatly increase its efficiency. Watt did not invent the steam engine, but in 1769 he developed an improved version that was more practical and powerful. In 1775, Watt formed a partnership with Matthew Boulton to manufacture the new steam engines (see Source 15). Over the next 25 years, their firm manufactured almost 500 steam engines. They were used not only in the mining industry, but also in cotton-spinning factories, flour mills, breweries and sugar-cane crushing mills around the country.



Source 15 James Watt's steam engine for pumping water from mines

Quiz me!
A quick quiz on developments in cotton, wool and iron production

9.5 Check your learning

Retrieve

1 There was an increase in demand for coal during the 1700s. **Identify** one of the major reasons for this.

2 **Identify** three effects of the increased demand for coal during the 1700s and early 1800s.

Comprehend

3 **Explain** how the 'factory system' changed how goods were produced.

4 Define 'coke' (not the drink!), and **explain** what difference it makes to the iron-making process.

5 **Describe** why developments in the cotton, wool and iron industries contributed to the Industrial Revolution.

6 **Explain** why the iron production and coal-mining industries became so closely linked during the Industrial Revolution.

Analyse

7 **Consider** why James Watt's invention of the steam engine was so important at this time in history. Remember, when you consider something, you should think about it carefully before making a decision.

8 **Judge** which of the four textile inventions discussed (the flying shuttle, the spinning jenny, the water frame and Crompton's mule) was the most important for the textile industry in Britain. Justify (give reasons for) your response.

Apply

9 **Create** a poster advertising the benefits of one of the new inventions discussed in this topic, designed for the people of the time. Consider font type, images and colour.

10 Imagine you are an 80-year-old weaver in the late 1700s. Write a short account to **describe** how your life and work practices have changed over your lifetime because of new inventions in the textile industry.

9.6 Developments in transport

Learning intention

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

» explain the role of the Industrial Revolution in creating a growing need for labour and transportation.

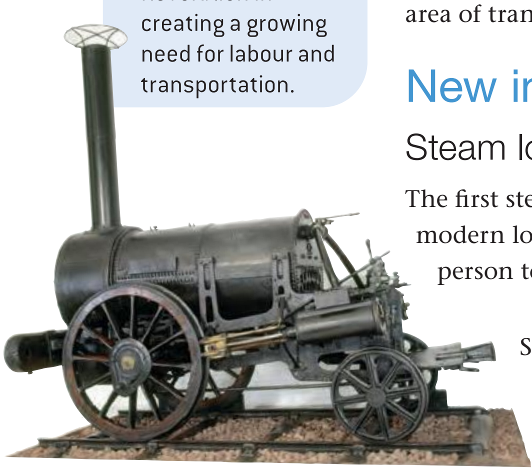
At the start of the Industrial Revolution, transport in Britain was slow and costly, regardless of whether people travelled by road, river or sea. From 1750 onwards, growing numbers of wealthy merchants and industrialists started demanding quicker and cheaper forms of transport to move coal to their factories, ship their products to markets and speed up travel between cities. As a result, a number of new inventions and improvements were made in the area of transport.

New inventions

Steam locomotives

The first steam locomotive was built by English engineer Richard Trevithick in 1801. Unlike modern locomotives, it was driven on roads rather than rails. In 1804, Trevithick was the first person to drive a steam locomotive on the rails of a tramway.

The first locomotive built and used for commercial purposes was known as Stephenson's Rocket. It was invented by George Stephenson (see Source 16) in 1829 and remains one of the most famous steam locomotives. From this point on, the designs of steam locomotives became more sophisticated. They also became far more powerful and capable of reaching greater speeds.



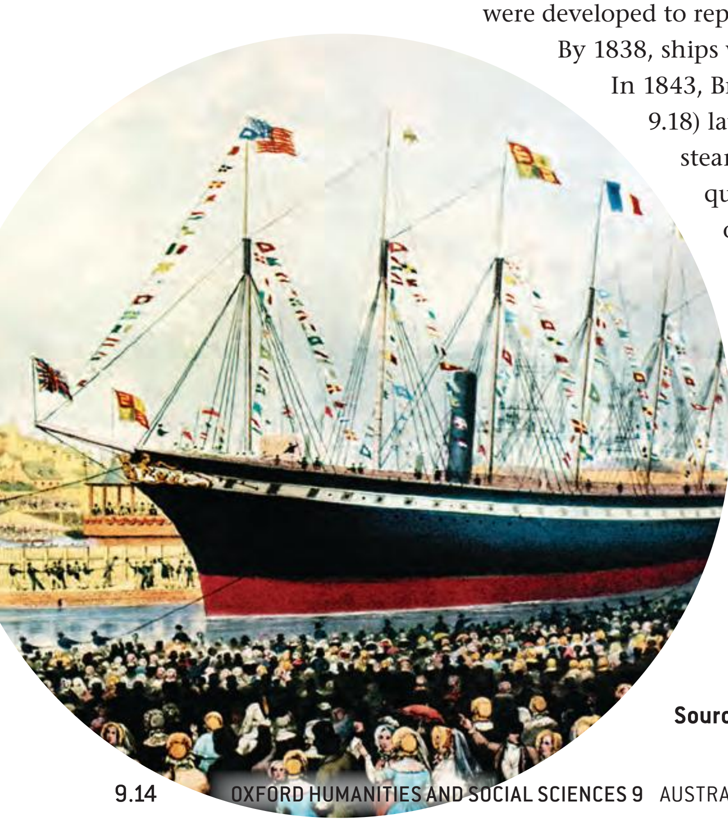
Source 16 The original Stephenson's Rocket locomotive from 1829, now housed at the Science Museum in London

Steamships

The first commercial steamship was developed by an American named Robert Fulton in 1807. Like the steam locomotive, the steamship went through many different designs and improvements over the next 100 years. For example, more resilient screw propellers were developed to replace the easily damaged paddle wheels of the early steamships. By 1838, ships were crossing the Atlantic Ocean driven purely by steam power. In 1843, British engineer Isambard Kingdom Brunel (see topic 9.7 on page 9.18) launched the SS *Great Britain* (see Source 17), the first iron-hulled steamship with a screw propeller designed to cross oceans. Steamships quickly began to replace sailing ships as the preferred means of ocean-going transport. Although their cargo space was reduced by the large amount of space required for storing coal, they were faster and more reliable.

The internal combustion engine

While the steam engine was useful for factories, trains and ships, it was too large to use in smaller businesses and smaller vehicles. In 1859, Belgian engineer Etienne Lenoir developed an engine that sucked coal gas and air into a cylinder, where it was ignited by a spark, pushing down a metal piston that turned a wheel. This invention became the basis for the internal



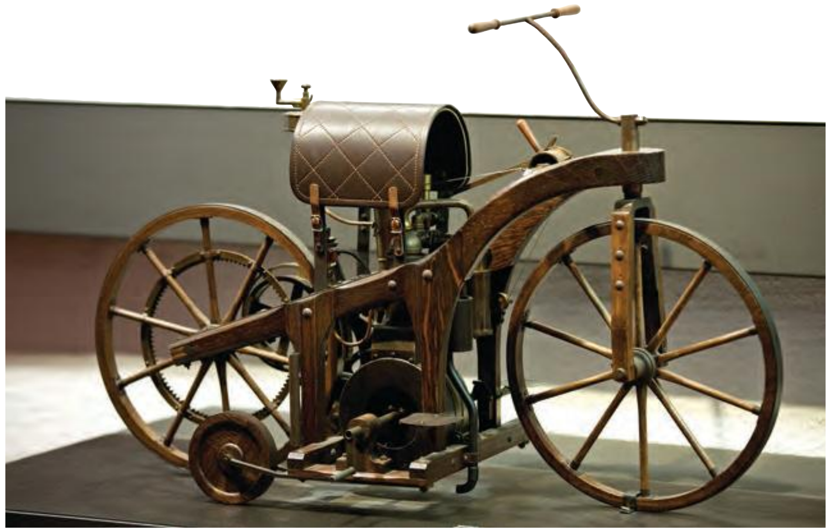
Source 17 The launch of the SS *Great Britain* in Bristol in 1843

combustion engine – the same engine that is used in all modern cars and engines.

German engineers Gottlieb Daimler and Wilhelm Maybach experimented with an engine that used a new fuel, which later became known as gasoline or petrol. Daimler first used it in 1885 to power a wooden bike called the Daimler Reitwagen (see Source 18). A year later, another German designer and engineer named Karl Benz patented the world's first petrol-powered car known as the Benz Patent-Motorwagen (see Source 19).

As internal combustion engines became more reliable and powerful, cars became more and more common. At first, private cars were painstakingly built by hand. Their high cost meant they became the toys of the very rich. It was not until 1908 that Henry Ford made the dream of owning a car possible for the common people. He did this by adapting the factory system to create an affordable car known as the Ford Model T. By using an assembly-line technique, with a sequence of specialised workers who repeated the same task on a series of components, he was able to produce cars much more cheaply and quickly.

The internal combustion engine also allowed for the development of an engine that would be light, yet strong enough to power flying machines. American brothers Wilbur and Orville Wright used a petrol engine connected to two propellers fitted onto a wooden glider to fly for 59 seconds in 1903. Powered flight was to develop rapidly, triggered by World War I.



Source 18 The world's first motorcycle, the Daimler Reitwagen, built by Gottlieb Daimler in 1855

Source 19 The first petrol-powered car, the Benz Patent-Motorwagen, 1886

Other transport improvements and innovations

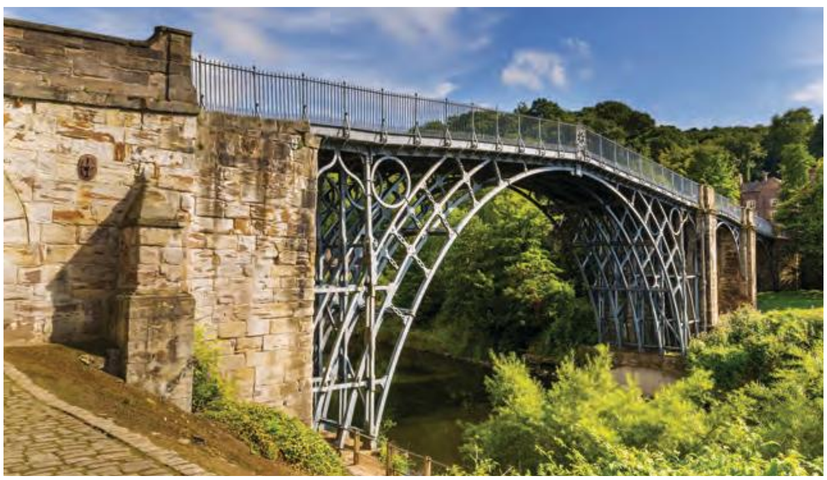
As new modes of transport became available, demand for new and improved roads, bridges, canals and railway lines grew rapidly.

Improved roads and bridges

In the early 1700s, most roads in Britain were built and maintained by local inhabitants who carried out repairs only when absolutely necessary. This meant that most roads outside London were in very poor condition. A few roads were managed by turnpike trusts – agencies that collected fees from travellers in return for keeping the roads in good condition (see Source 20 on page 9.16). By the early 1800s, pressure from industrialists such as Josiah Wedgwood (ceramics), John Wilkinson (iron) and Matthew Boulton (coin minting) led to a dramatic increase in the number of turnpike trusts. By the 1830s there were more than 1000 such trusts. As a result, roads improved and travel times decreased.

Quiz me!
A quick quiz on developments in transport

Source 20 An artist's impression of Tyburn Turnpike in London in 1813, showing the toll house and a toll being collected from a horseman passing through the gate



Source 21 This bridge in the town of Ironbridge, England, designed by Thomas Pritchard and built by Abraham Darby in 1779, is the world's first iron structure.

Source 22 Changes in travel times (in hours) between London and other key cities, 1836 and 1850

City	1836	1850
Edinburgh	43	12.5
Liverpool	24	6.6
Exeter	18	4.75
Birmingham	11	3
Brighton	6	1.25

As roads improved, demand for more reliable and convenient ways of crossing rivers grew. In 1779, Abraham Darby began building the world's first cast-iron bridge to link a small mining town with nearby factories in the town of Coalbrookdale, western England. A toll was charged for using the bridge which became known as the Iron Bridge (see Source 21). The bridge became famous in 1795 when it remained standing after a major flood. After that, many more bridges were built using iron rather than stone.

Railways

The world's first railway line was built in 1825 between the coalfields in Darlington and the seaport of Stockton in north-east England. It combined two innovations – the steam engine (formerly used to pump water from mines: see pages 9.12–9.13) and rail-mounted mining trucks (formerly pulled by horses).

Railways added a whole new phase to the Industrial Revolution. In 1830, a new track linking the Manchester cotton industry to the port of Liverpool opened to transport goods for export. This was the first railway to link two major cities. Throughout the 1830s and 1840s, the building of rail tracks and strong, iron bridges for new train routes meant that iron production doubled.

Railways in Britain developed rapidly, with permission for the construction of 438 new lines granted by parliament between 1844 and 1846. More workers were needed in the iron factories to meet railway orders, and another 200 000 men were employed to lay railway tracks. By 1848, over 40 million train journeys were made in Britain.

Before the Industrial Revolution, the journey from London to Edinburgh – just over 640 kilometres – took between 10 and 12 days by horse-drawn coach. By 1836, the travel time had dropped to just under two days by train. By 1850 – when all of Britain was linked by rail – this had dropped further to around 12.5 hours (see Source 22).

Travel for holidays became more common and some commodities became more readily available. These included fresh flowers and milk, delivered to London on early morning 'milk trains' from Cornwall and Devon in the south-west.

Just like roads, these new railway lines required strong, reliable bridges that could carry locomotives and their cargo across wide rivers and gorges. The designs of iron bridges – already being used to carry cars and other small vehicles – were modified so they would be strong enough to carry much larger, heavier loads over larger distances (see Source 23). The surge in demand for these types of railway bridges led to increased demand for iron production.

Source 23 The Forth Railway Bridge in east Scotland under construction; by the time of its completion in 1890, it was the longest bridge of its kind.

Canals

Over 100 canals (see Source 24) were dug across Britain from 1760 to 1820, linking the major rivers and creating a transport network for the transportation of food and freight. One of the longest canals ran 204 kilometres from Liverpool to Leeds. Work on it began in 1770 and finished in 1816.

Initially, barges were pulled by horses walking beside canals. They transported crops from the country to the city, and took manufactured goods from the city back to the country. The canals were also used to move coal and other heavy goods, replacing the slower method of coastal shipping. As the high price of coal was mainly due to the costs of moving it (rather than mining it), new canals caused the price of coal to drop by half. The new lower price fed even faster growth in cotton mills. Cheaper coal transport also lowered the price of cotton weaving, increasing the profits for mill owners.

Source 24 Canals, such as this one in Leeds, played an important role linking mills with the sources of their raw materials.

9.6 Check your learning

Retrieve

1. How did the Industrial Revolution create a growing need for labour and transportation?
2. Use the information provided in this topic to **identify**:
   - a how roads were maintained in Britain before the Industrial Revolution
   - b what led to better upkeep of roads during the early 1800s
   - c where and when the world's first railway line was built.
3. **State** the commodities that became more easily available as a result of improvements to the railway network in Britain.

Analyse

4. How were ships powered prior to steam power? **Infer** (suggest) how you think this limited international travel.
5. **Examine** Source 22.
   - a Identify how long it took to travel from London to Exeter in 1836.
   - b Identify which destination experienced the greatest reduction in travel time (hours).
   - c Find a modern train timetable for London. How long would it take today to travel between each of the locations?

Apply

6. What evidence is there in Source 17 to suggest that the launch of the SS *Great Britain* was a significant historical event? In groups, generate a list of modern events that you believe to be equally significant. **Discuss** your lists as a class and decide which characteristics or impacts of both events make them significant.
7. **Investigate** online to design a poster advertising the advantages and benefits of one of the following inventions:
   - Stephenson's Rocket
   - the Daimler Reitwagen
   - the Benz Patent-Motorwagen.
8. **Investigate** Australia during this period. Did Australians experience the same technological advances as Britain? Were they widespread? Why do you think this was the case?

9.7 Significant individual: Isambard Kingdom Brunel

Learning intention

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

» describe the significance of Isambard Kingdom Brunel as a key inventor during the Industrial Revolution.

Isambard Kingdom Brunel was a British engineer, builder and inventor who lived during the Industrial Revolution. Brunel worked on the first tunnel under the River Thames; engineered the Great Western Railway, along with all its bridges and tunnels; and designed the world's first iron-hulled, steam-powered and propeller-driven ship. For these reasons he is often described as one of the most significant individuals in British history.

Early life

Although Brunel received a traditional education, his main hobby was building model boats. After completing an apprenticeship as a clockmaker in France, Brunel returned to Britain, where he worked with his father on a groundbreaking engineering project – the Thames Tunnel – a railway line under the river. This project was plagued by accidents but eventually resulted in success. It provided many opportunities for Brunel to develop his skills.

Bridges and railways

Although there was strong competition from other engineers, the young Brunel's plans for the Clifton Suspension Bridge (see Source 25) in Bristol, south-west England, beat all other contenders. Brunel replaced old-fashioned designs with a modern look. He believed that innovation and experimentation were important and would be welcome.

At the age of 27, Brunel was appointed chief engineer for the Great Western Railway, whose tracks eventually stretched 230 kilometres from London to Exeter. Brunel surveyed the route himself to ensure the trains would have the smoothest passage. He designed numerous iron bridges to carry the trains, as well as massive iron-supported train sheds and buildings, such as the vast Paddington station in London. Brunel was personally involved in the design of the railway, claiming that the 'standard gauge' was a relic from the days when rails were only used for mining carts, and that better speeds could be obtained by using wider rails.

Explore it!
A virtual field trip to Clifton Suspension Bridge

A new kind of ship

Before the Great Western Railway was complete, Brunel announced that he had a vision of an even greater project – the construction of a steam-powered ship that would allow passengers to continue their journey all the way from the English coast to New York. In 1838, his paddle steamer the SS *Great Western*, made of wood but reinforced with iron, crossed the Atlantic in 15 days. By 1843, Brunel's ship the SS *Great Britain* (see Source 17 on page 9.14) was the first truly 'modern' ship, built entirely of iron, and with a six-bladed screw propeller

Source 25 The Clifton Suspension Bridge, as it stands today in Bristol

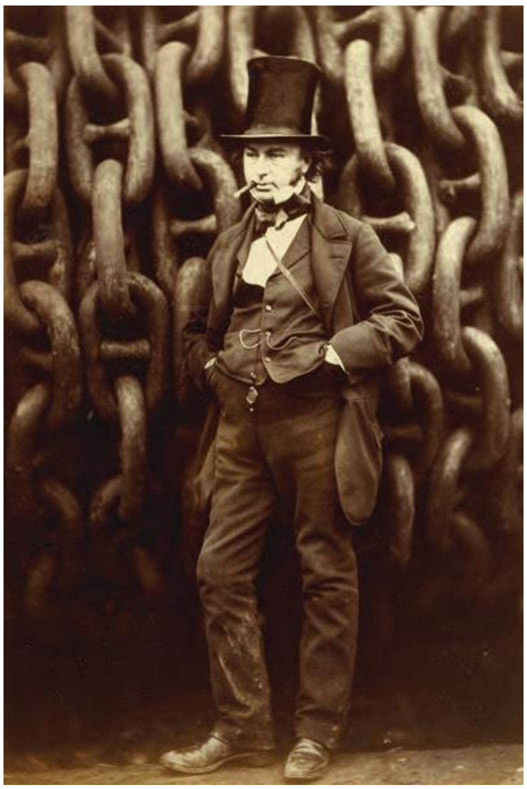
instead of a paddle wheel. Late in his life, Brunel began work on the SS *Great Eastern* (see Source 26), the largest steamship built before the twentieth century. It was designed for the long return journey to India and Australia without refuelling, as it was believed at this time that there was no coal in Australia.

Source 26 The SS *Great Eastern*, designed by Isambard Kingdom Brunel

Brunel's legacy

Brunel hoped to retire to Brunel Manor, a house that he had designed himself. However, he died from a stroke in 1859 at the age of 53, and did not live to see it finished. Brunel is remembered as one of the pioneers of the Industrial Revolution, although history largely remembers his successes, not his failures. Many Victorian critics hated his noisy trains, and thought his bridges were eyesores. His proposed 'broad gauge' rail size, although more efficient and comfortable for passengers, was eventually phased out because it did not match other lines in the country. He was nearly killed during the construction of the Thames Tunnel and, although the SS *Great Eastern* was the largest ship ever built at the time, it ran over budget and struggled to make a profit once launched. Also Brunel did not live to see some of his most famous monuments. Neither the Clifton Suspension Bridge nor the SS *Great Eastern* were completed until after his death.

Despite this, Brunel's achievements were so long-lasting that many of them are still in use today. The Thames Tunnel is part of the London railway network, and dozens of Brunel's British bridges are not only still standing, but also carrying modern trains and traffic.



Source 27 Isambard Kingdom Brunel, in front of the launching chains of the SS *Great Eastern*, *c*. 1850

9.7 Check your learning

Retrieve

1 **State** some of the problems Brunel faced in his work.
2 **Identify** two design innovations that set the SS *Great Britain* apart from earlier ships.

Comprehend

3 Many of Brunel's bridges are still in use today. **Explain** why this is such a remarkable achievement.

Apply

4 **Investigate** why Brunel's first steamship was called the SS *Great Western*.
5 Brunel's life was not always easy, and he often experienced criticism and failure. Despite this he is still considered a significant historical figure. Using the 5Rs of historical significance (see page 205 of 'The history toolkit'), **evaluate** Brunel's significance and explain why this might be the case.
6 Another significant individual of the Industrial Revolution was Florence Nightingale. In her work as a nurse, she promoted health-care reform and the rights of women, and was a pioneer in statistics. Research Nightingale's work, influence and legacy. **Create** a digital presentation or poster outlining her achievements.

9.8 Expansion of factories and mass production

Learning intention

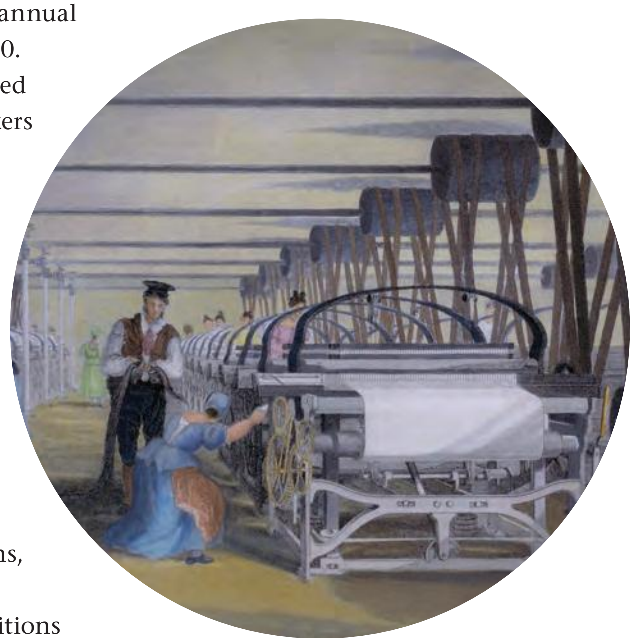
By the end of this topic, you will be able to:

» explain how the Industrial Revolution led to the expansion of factories and mass production.

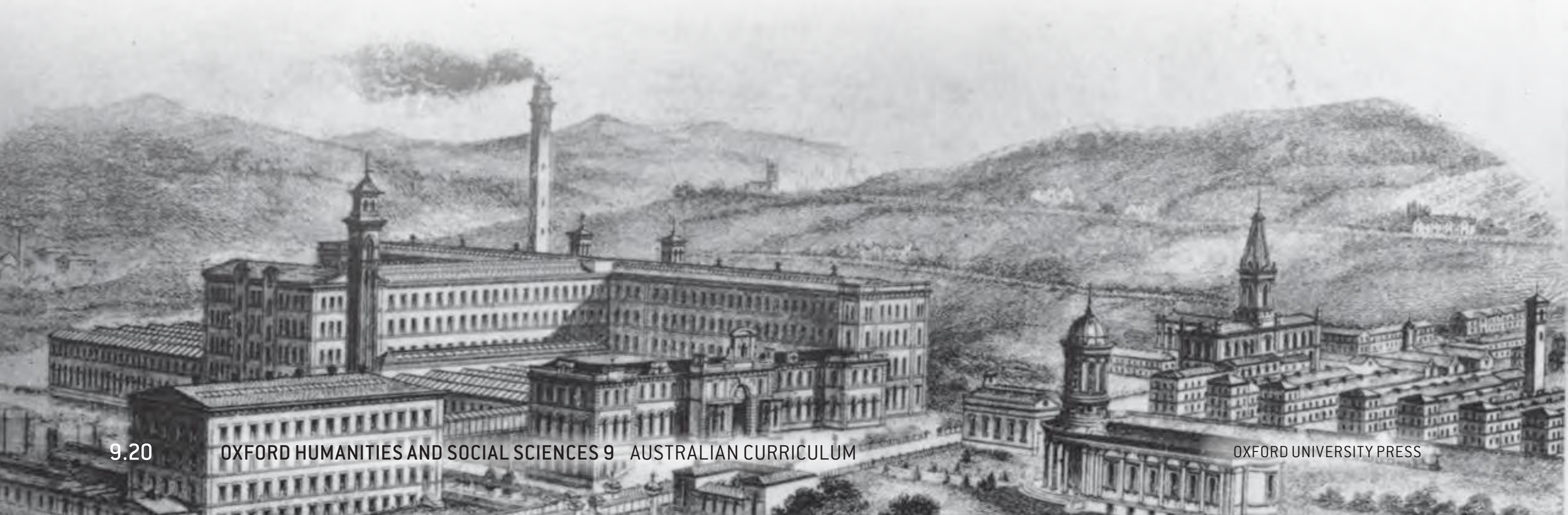
Progress and developments from the 1850s brought about advances in engineering and machine tools. Machinery both shortened the time required to make a product and reduced the number of people necessary for its production. Workers were needed to look after the machines, but they did not need to be skilled. Instead, production became focused on producing large volumes of machine-made goods at far lower prices – a system known as mass production.

Cotton became Britain's chief export, replacing wool. British cotton goods accounted for 5 per cent of all national income. People such as Richard Arkwright, the inventor of the water frame in 1768 (see Source 9 on page 9.10), had predicted that production would become centralised, with all workers in the process being housed in one location. Many production centres turned into factory towns, with housing for the workers located close to the mill. Manchester was one of the largest, with a population that grew from 25 000 to 300 000 between 1777 and 1851.

The overall standard of living improved, and annual salaries increased from £25 in 1750 to £44 in 1860. However, the new production methods also created new problems, leaving many skilled cottage workers jobless, and encouraging a factory system that only valued large-scale production at low cost. Furthermore, the role of the worker became closely linked to ensuring that the machinery produced a certain quantity of goods or material, rather than ensuring the goods or material was of a certain quality. Employment was offered to women and children because they could be paid less. Factories became notorious for poor safety conditions and harsh working environments. Until parliamentary reform began to regulate these working conditions, workers had to endure long hours and mindless repetitive tasks, unsanitary work areas, and conditions in which they either froze or roasted depending on the time of year.



Source 29 An illustration of power-loom weaving in a textile factory, 1834



Source 28 A textile factory at the time of the Industrial Revolution

The assembly line

Henry Ford (1863–1947) was an American industrialist who introduced the concept of the assembly line for mass production of consumer goods. The assembly line was a model where specialised workers would repeat the same task over and over again on a series of components to ultimately build a machine. In Ford's case, it was a car. The Ford Model T (1908) was the first affordable automobile. It was initially available in grey, green, blue or red. By 1914, Ford had famously insisted on a new policy – that his car should be available in 'any colour … so long as it is black'.

Source 30

> I will build a car for the great multitude. It will be large enough for the family but small enough for the individual to run and care for. It will be constructed of the best materials, by the best men to be hired, after the simplest designs that modern engineering can devise. But it will be so low in price that no man making a good salary will be unable to own one and enjoy [it] with his family …
>
> Henry Ford, *My Life and Work*, 1922

Ford was unusual for his time, in that he promoted high wages for workers and low prices for consumer goods. This, he believed, would allow ordinary people, not just the rich, to take part in what he imagined would be the peace-enhancing qualities of consumerism.

For more information on this key concept, refer to page 199 of 'The history toolkit'.

KEY CONCEPT
Continuity & change

Source 31 The assembly-line production of the Ford Model T, as seen here in a photo from the early twentieth century

9.8 Check your learning

Comprehend

1 **Explain** why women and children were often given jobs over male workers during this time.

2 Manchester's population grew significantly between 1777 and 1851. **Summarise** the causes of this.

3 **Explain** how the Industrial Revolution led to the expansion of factories and mass production.

4 **Identify** the innovation that allowed Henry Ford to manufacture the first truly affordable automobile.

Analyse

5 Write a short TEEL paragraph to **consider** how industrialisation led to the creation of factory towns. Remember, when you consider something, you should think about it carefully before making a decision.

Apply

6 Imagine you are a worker in an eighteenth-century factory. **Create** a diary entry and write a short account of a typical day in your life, making sure you highlight the advantages and disadvantages of factory work in those times.

7 In modern times, many assembly lines are automated and only require humans to inspect the end product and repair the machines if they break. **Investigate** and identify jobs that were created in the 1800s as a result of industrialisation. Describe any examples of continuity and change in production methods then and now. For more information on identifying continuity and change, see page 199 of 'The history toolkit'.

Quiz me!
A quick quiz on factories and mass production

9.9 The spread of the Industrial Revolution

Learning intention

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

» identify the spread of innovations in Europe, the United States, Japan and Australia.

Key skill worksheet
Historical perspectives & interpretations: Sequencing the spread of the Industrial Revolution

Many historians describe the period from 1850 to 1914 as the 'second' Industrial Revolution. The discovery of electricity offered yet another source of power for industry and further changes in lifestyle. It also led to new forms of communication, such as the telegraph and the telephone.

Recognising the potential for earning money from new inventions and markets, investors gave strong financial support to the new technologies. Although Britain attempted to stop the spread of industrial knowledge beyond its borders, it was not successful. Ideas, machines and designs were soon copied abroad. Britain began to regard technology itself as a new export. Manufacturing spread across Europe and then into other parts of the world.

Europe

One of the first countries abroad to be affected by the industrial developments in Britain was Belgium. Belgium was similar to Britain in many ways, with a strong textile trade and many potential investors. It also benefited from large reserves of coal as a source of energy. Belgium's iron exports to the rest of Europe grew as it built blast furnaces (furnaces for melting ore to produce metals such as iron) and developed railways to transport goods.

France's development was slower. France had a primarily agricultural economy until much later in the 1800s. In coastal areas such as Normandy, however, the textile industries modernised in reaction to competition from Britain and Belgium.

Germany had large deposits of coal and iron ore, and these were quickly exploited using the new technologies. Between 1870 and the start of World War I in 1914, Germany developed at such a rate that its manufacturing output outstripped Britain's.

I used to think, now I think

Reflect on your learning about how the Industrial Revolution spread around the world and complete the following sentences.

- I used to think …
- Now I think …

What has changed in your understanding?

United States

By 1900, the United States had a larger percentage of world manufacturing than Britain. The United States was rich in natural resources, and as settlements expanded into the western regions of the country, more of these raw materials became available to American manufacturers. American inventions proved to be as important as any in Britain in moving the world into the modern era.

Source 32 Four American gunboats under Commodore Perry's command arrived in Japan in 1853, and his fleet of seven 'black ships' arrived in Edo Bay (now known as Tokyo Bay) in 1854. Perry went to Japan to ask for trade to be established between the United States and Japan.

Japan

By 1868, Japan had been effectively cut off from foreign influences for 260 years. The arrival of American warships in the 1850s led to the Meiji Restoration – a period in Japanese history when the emperor was returned to power as the figurehead of a new, modern government, and trade with Europe and the United States increased dramatically. Initially, large quantities of goods were imported from Europe and the Americas. Over time, however, Japan became the first country in Asia to become industrialised, as it swiftly adopted European ideas and inventions. Japanese goods became highly sought-after overseas, particularly tea, silk, cotton fabrics and buttons. Japan also imitated Europe in its adoption of an aggressive policy of overseas expansion, seizing territory in China and Korea in the late nineteenth century.

Quiz me!
A quick quiz on the spread of the Industrial Revolution

Australia

The British decision to establish a penal colony in Australia in 1788 was largely an attempt to solve some of the problems faced by Britain that were a consequence of the Industrial Revolution. Rising prison populations were the result of increased crime rates in the new factory towns and among unemployed farm labourers. It was thought that this problem could be resolved by transporting criminals to a distant land.

By the mid-1830s, Australia had also become a colonial destination for free British migrants. As other colonies were settled, the development of transport links increased. Railways were in use in Australia by the 1850s, as were steamships along the coast and on major rivers. Wealth from the discovery of gold gave the Australian colonies opportunities to develop new railways and take advantage of new technologies such as the telegraph and electric lighting.

Despite these advances, Australia's industrial development was, in many ways, hectic and unplanned. This became apparent after Federation in 1901, when the country was found to have three different rail gauges, which made it impossible to transport goods across state borders without changing trains. In addition to this, the states had conflicting ideas about industry (and its development or protection), and disagreed about **tariffs** and their use.

tariffs
taxes on imported goods and services

Source 33 The settlement of Sydney, *c.* 1870

9.9 Check your learning

Comprehend

1 **Identify** some of the countries that were affected by the Industrial Revolution after Britain. **Explain** why their industrial revolutions occurred later.

2 **Summarise** three areas in which Japan's modernisation followed a European model, and name the countries from which it copied.

Analyse

3 Write a short paragraph to **compare** the 'first' Industrial Revolution in the 1750s and the 'second' Industrial Revolution 100 years later. Remember, when you compare two things, you must talk about how they are similar and how they are different.

4 **Explain** how the Industrial Revolution spread from Britain to Europe, the United States, Japan and Australia.

5 Using evidence from Source 32, **infer** (suggest) how the Japanese people may have felt about the arrival of American warships in 1853.

Apply

6 What evidence was there in 1901 that the development of Australia had been hectic and unplanned? **Justify** (give reasons for) your response.

7 Imagine you are a merchant who has travelled from the United States to several places in Europe. Write a diary entry, and reflect on each of the ports you have visited and **compare** them in terms of industrialisation.

9.10 Later developments in technology and science

Learning intention

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

» explain how later developments in chemistry, electricity and communication relate to the Industrial Revolution.

Chemistry

Prior to the Industrial Revolution, scientific thought worked on the theory that four basic elements – fire, earth, water and air – were the components of all things. Scientists began to extend this with the first creation of a table of chemical elements in 1789. This marked the beginnings of the modern periodic table. French chemist Antoine Lavoisier identified 23 elements. He named different chemical compounds made by the combination of these chemical elements and developed a system that recognised the weight of atoms.

During the 1800s, other scientists broke down over 70 000 chemical compounds, often in search of new materials for inventions or to improve existing materials. In the process, they discovered how to make petroleum, vulcanised rubber, Portland cement and synthetic dyes. Polish-French researcher Marie Curie (see Source 34) isolated the element radium and coined the term 'radioactivity', which would become a controversial source of power after the Industrial Revolution.

Source 34 Physicist and chemist Marie Curie in her laboratory

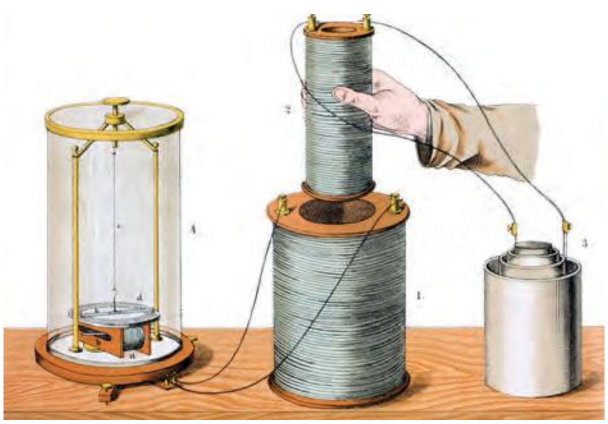
Quiz me! A quick quiz on developments in technology and science

Electricity

In 1791, Italian scientist Luigi Galvani discovered that he could make a dead frog's legs twitch if he struck them with a spark. His fellow experimenter Alessandro Volta recognised the potential of Galvani's discovery, and developed a technology to store the energy ('electricity') in a cell or battery. This ability to store and use power was successfully developed over the following few years, creating a new energy source.

In the 1880s, electric power stations were built. These stations offered alternatives to steam engines for driving machines and gas for lighting.

Electricity was not the work of one person or nation. The English scientist Michael Faraday produced the first continuous flow of electric current. His work in electromagnetic induction (see Source 35) was the basis for dynamos and other electric motors. He produced current by rotating a coil between the two poles of a horseshoe magnet. A dynamo turned the mechanical power needed to rotate the coil into electric current. This current could then drive a machine by using the energy.



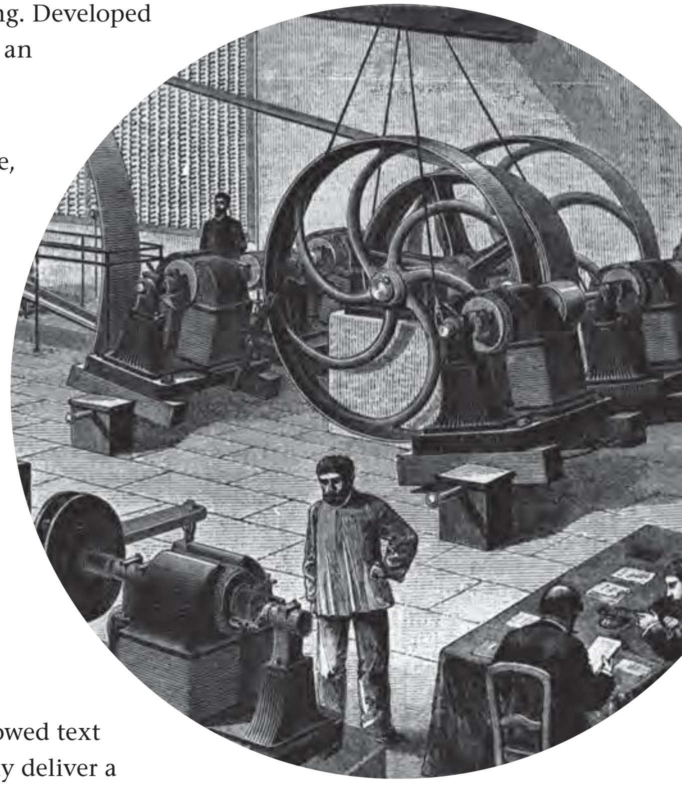
Source 35 Faraday's electromagnetic induction experiment, 1831

Power stations were first built as a source of power for electric lighting. Developed through the work of Joseph Swan, an Englishman, and Thomas Edison, an American, they produced 'Ediswan' bulbs to light houses and streets.

Power stations initially used steam engines to turn the dynamos to generate electricity. In 1884, Charles Parsons invented the steam turbine, which allowed for a greater speed of rotation by forcing a blast of steam along a tube, turning a rotor at great speed.

Factories driven by electricity were cleaner and safer, as they did not require the large belts used to drive machinery like those in steam-powered factories.

Wires were strung around Britain to carry power to factories and homes. Power grids were created to share the electricity produced and to service high-demand areas such as cities. A reliable supply of electricity meant that factories no longer relied on a supply of coal to power them. As a result, they could be built away from coal mines in the north and west of Britain, and closer to cities in the south like London.



Source 36 An 1887 woodcut showing an early power station

Communications

The discovery of electricity helped to develop an invention that revolutionised mass communications – the telegraph. The telegraph allowed text messages to be transmitted long distances without the need to physically deliver a letter. Telegraphs were sent using a coded system of sounds to represent the alphabet. For example, Morse code used short electrical impulses (dots) and slightly longer ones (dashes) to spell out the letters of messages.

In 1851, London and Paris were linked by an undersea cable and by 1858, the first transatlantic cable was laid, stretching from Europe to North America. By 1866, this transatlantic cable was allowing rapid communication between Britain and the United States. The telegraph helped to bind together the distant parts of the British Empire and was an important part of the development of Australia. From 1858, the Australian capital cities were all linked by telegraph. The Australian overland telegraph from Darwin in the Northern Territory to Port Augusta in South Australia was completed in 1872. This, together with new undersea cables, provided an instant communication channel between Australia, Britain and Europe for the first time.

9.10 Check your learning

Retrieve

1 **Identify** in what year the modern periodic table was first developed.

2 What was Marie Curie famous for?

Comprehend

3 **Describe** some of the advantages of the first electric power stations.

4 **Explain** the impact that the development of the battery had on users of electricity.

5 **Summarise** what the increasing availability of electricity meant for factories and the people who worked in them.

6 **Explain** the impact that the development of a telegraph line would have had on Australians at the time.

7 **Explain** how later developments in chemistry, electricity and communication relate to the Industrial Revolution.

Apply

8 **Investigate** some of the uses for Morse code and how it works. Create a message for the person next to you using Morse code and see if they can translate what you are trying to say. Hint: Keep it simple at first.

9A SKILLS IN CONTEXT

Medical advancements of the Industrial Revolution

At the start of the Industrial Revolution, life expectancy was around 35 years in England; however, by 1850 this had increased to 45, and by 1900 life expectancy was around 50. This increase is a result of many factors, but one of the most important was advances in medical technology during the Industrial Revolution.

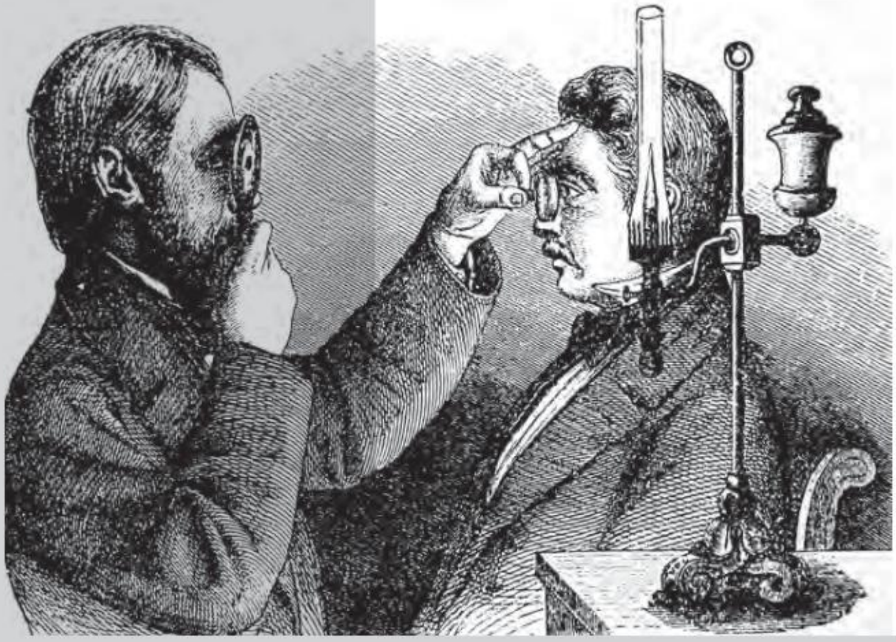
Test me!
Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

During the Industrial Revolution, instruments like the stethoscope, ophthalmoscope and X-ray machine were developed to help diagnose people with curable conditions. Advancements in anaesthetic and antiseptic theory also meant that surgery became more common and infections decreased. This made it possible for the world's first blood transfusion, followed by the first open-heart surgery.

Aspirin was invented to help with pain relief as well as to treat malaria and cholera, which had previously killed thousands. The first vaccinations were carried out during this time, which helped prevent illness.

Source 38 Taking one of the first medical images using an X-ray machine, in 1896

Source 37 Hermann von Helmholtz invented the ophthalmoscope, which is now essential for optometrists to be able to see into people's eyes, in 1851.



Source 39 Dr Rene Laennec, inventor of the stethoscope, examines a patient in France.

KEY SKILL
Communicating

Creating and delivering an audiovisual presentation

Use the following steps to create an effective PowerPoint presentation.

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, dot-point form, *not* as large slabs of text.
- Don't fill up your PowerPoint with lots of random pictures that are not related to the content. Make sure each visual is accompanied by a caption that explains why it is relevant to the presentation.
- Use graphics, sounds, video, animations and transitions only if they add value to the point being made.
- Use a design that ensures your audience can clearly see and read the slides. Make sure your font size is large enough.

Step 2 Deliver your presentation.

- When delivering your presentation, don't just read out the text on each slide. Talk in a way that develops and expands on the points on each slide. Carefully plan in advance what you are going to say during each slide. Record this plan on cue cards, and refer to these cards during your speech.
- Plan your presentation so just one new point is displayed at any given moment. Navigate to the next point only when you are ready to talk about 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.

Practise the skill

1 **Create** and present an audiovisual presentation about three significant medical inventions from the Industrial Revolution. Your presentation should be well researched and based on relevant and reliable sources. Use the following questions for each of your chosen inventions to structure your presentation:

a Who invented it and when?

b What was it and how did it work?

c Why was it necessary? (Think about what people would have done before it was invented.)

d Why was it significant?

For more information on finding relevant sources, refer to page 190 of 'The history toolkit'.

Extend your understanding

1 As you listen to the presentations of your classmates, complete the peer-assessment proforma below. Copy the proforma into your book several times so that you can complete one for each presentation you listen to.

Name of presenter:		
Topic:		
	Presentation (slides and delivery)	**3–5 things you learnt from the presentation**
What is some 'warm' feedback you can give the presenter (positives)?		
What is some 'cool' feedback you can give the presenter (constructive criticism)?		

As part of a class discussion give your classmates some warm and cool feedback, remembering to always be supportive and tactful. Only mention feedback that will help them improve for next time.

When you are listening to feedback on your own presentation, remember to thank each person. Afterwards, reflect on what you did well, and what you could improve:

- 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?

9.11 Working conditions

Learning intention

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

» describe changes in working conditions for the working class during the Industrial Revolution.

While it cannot be denied that the Industrial Revolution improved the living standards of most people across Britain, these improvements came at a high price. The obvious winners were the industrialists – the people who owned the mills, the factories and the mines. The new middle class also benefited from technological advances, making their lives more comfortable. However, many more people were forced to give up their traditional rural lifestyle for a life in one of the new industrial cities – working long hours and living in cramped and unsanitary conditions.

Britain's 'dark satanic mills'

The working conditions and experiences of men, women and children during the Industrial Revolution varied from person to person and from one industry to another. The proportion of people in Britain working in manufacturing in 1801 was estimated at 40 per cent. By 1871, this had risen to 60 per cent. Many people across Britain were still employed in agriculture, construction, domestic service or smaller workshops, and their working lives remained largely unchanged. However, life was very different for those in the factories, who struggled to survive on low wages and were forced to work in harsh conditions, as owners operated for a time without any government regulation.

Factory and mine owners often cut corners with safety and conditions in the pursuit of higher profits. This included enforcing long working hours and using cheaper labour in the form of women and children. Long working days took their toll on families, and children were dragged into working life with little opportunity for education.

Analyse this!
Factories in the nineteenth century

Source 1 A nineteenth-century engraving showing copper foundries in Swansea, Wales

The phrase 'dark satanic mills' was first used by the English poet William Blake in 1808. It was frequently used in the nineteenth century to refer to the miserable working conditions of labourers in Britain. Many writers of the time were appalled by the plight of poor people whose work seemed endless and unrewarding, and whose lives were cut short by poverty, disease and injury. One of these concerned individuals, Friedrich Engels, a German industrialist and philosopher, wrote extensively about this situation (see Source 2).

Source 2

> … a mass of children work the whole week through in the mills or at home, and therefore cannot attend school. The evening schools, supposed to be attended by children who are employed during the day, are almost abandoned or attended without benefit. It is asking too much, that young workers who have been using themselves up twelve hours in the day, should go to school from eight to ten at night. And those who try it usually fall asleep, as is testified by hundreds of witnesses in the Children's Employment Commission's Report. Sunday schools have been founded, it is true, but they, too, are most scantily supplied with teachers, and can be of use to those only who have already learnt something in the day schools. The interval from one Sunday to the next is too long for an ignorant child to remember in the second sitting what it learned in the first, a week before.
>
> Friedrich Engels, *The Condition of the Working-Class in England in 1844*

9.11 Check your learning

Retrieve

1 **Identify** what proportion of people in Britain were working in manufacturing in 1801 compared to 1871.

Comprehend

2 **Describe** the working conditions for the working class during the Industrial Revolution.

3 **Summarise** Friedrich Engels' findings in Source 2 about the condition of child workers in England.

Analyse

4 Using Source 2 as well as your knowledge from this unit, **compare** the life of a child living in the 1800s working in a factory to a child living in Australia today.

5 Using a TEEL paragraph, **identify** the conditions workers (men, women and children) endured during the 1800s that would be unacceptable in modern times.

Apply

6 **Investigate** conditions in coal mines for workers during the 1800s and communicate your findings in a paragraph.

7 Why might Friedrich Engels might be biased in his view? **Investigate** his political beliefs and demonstrate how they might have influenced his writing.

8 Imagine you are a nineteenth-century reporter investigating child labour in a cotton mill. Write a newspaper report on the working conditions to **describe** what the children's work day is like and make recommendations for reform.

9 **Investigate** conditions in some modern factories in developing countries using the Fair Trade website as a starting point. Create a Venn diagram demonstrating the issues in the 1800s and the issues that apply today.

Think, pair, share

- Think about why the phrase 'dark satanic mills' was used to describe conditions in factories.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

9.12 Living conditions

Learning intentions

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

» understand the impact of the Industrial Revolution on people's way of life

» compare the differences in living conditions for rich and poor.

urbanisation
a term used to describe the increase in the numbers of people living in urban areas (i.e. cities) versus rural areas (i.e. farms)

In the 1750s, before the Industrial Revolution began, only 15 per cent of the population of Britain lived in towns or cities. The Industrial Revolution drove **urbanisation**, and by 1850, the urban population had risen to 50 per cent. By 1880 it had risen again to 80 per cent. Between 1801 and 1871, the proportion of the British population working in manufacturing rose from 40 per cent to 66 per cent. All of these changes had dramatic effects on how people lived.

Conditions for the rich and poor

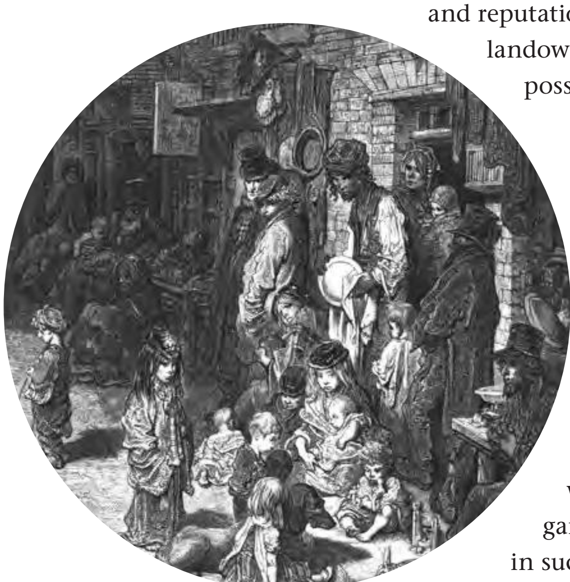
Huge differences between the living conditions of the rich and poor in Britain existed long before the start of the Industrial Revolution. Prior to 1750, Britain's feudal history and strict class system dictated how people lived and where they worked. From 1750 onwards, rapid changes in technology and society gave birth to a new social class (known as the 'middle class'). Despite this change, the Industrial Revolution was initially responsible for widening the gap between rich industrialists and poor factory workers even further.

Source 3 There were enormous differences between the living conditions of the rich and poor in Britain prior to the Industrial Revolution.

On top of the social hierarchy were the aristocracy (see Source 3). These people included those of royal blood – dukes, earls, lords and barons – with strong family traditions and reputations. They were often landowners who led privileged lives in manors and stately homes. They possessed enormous wealth, land and political influence.

The middle classes included factory owners, industrialists, doctors and lawyers, whose generous incomes allowed them to establish homes on the outskirts of the new cities where the air was clean and there was more space. These areas grew as a result of new railway lines that allowed the rich to commute from home to work in the city.

By contrast, the majority of the working class lived closer to the factories, in slum areas with poor sanitation. Houses were built back-to-back to save space. New apartment blocks were built quickly and cheaply to meet demand. There were few building or fire regulations, so accidents and house fires were common. There was no proper sewage disposal system, no fresh water and little or no garbage disposal. In Liverpool in 1865, 40 per cent of young children died in such conditions, and the average life expectancy was just 29 years. Birth rates were low, but the population continued to grow due to the constant flow of people from the countryside. Those who endured such harsh conditions often turned to alcohol and other drugs to cope. Crime was widespread, particularly in the slums of the larger cities such as London (see Source 4).



Source 4 An artist's impression of poor people in Whitechapel, a London slum

Source 5

> … the social order makes family life almost impossible for the worker. In a comfortless, filthy house, hardly good enough for mere nightly shelter, ill-furnished, often neither rain-tight nor warm, a foul atmosphere filling rooms overcrowded with human beings, no domestic comfort is possible. The husband works the whole day through, perhaps the wife also and the elder children, all in different places; they meet night and morning only, all under perpetual temptation to drink; what family life is possible under such conditions? Yet the working-man cannot escape from the family, must live in the family, and the consequence is a perpetual succession of family troubles …
>
> Friedrich Engels, *The Condition of the Working-Class in England in 1844*

As urban areas grew, new technologies were applied in building, even in workers' housing. Planned, drained and uncluttered new urban settlements replaced slums. Public transport allowed workers to live further away from their workplaces. Cities began to develop suburbs. In 1863, the first part of London's underground railway network opened, linking suburban trains to the city centre. By the 1870s, the ability to create skyscrapers allowed for even denser retail and office areas in city centres, where land was more expensive.

Analyse this!
Conditions for British social classes during the 1800s

Better street lighting helped transform the atmosphere of the cities at night, encouraging leisure activities later in the day and after dark, as people felt safer.

9.12 Check your learning

Retrieve

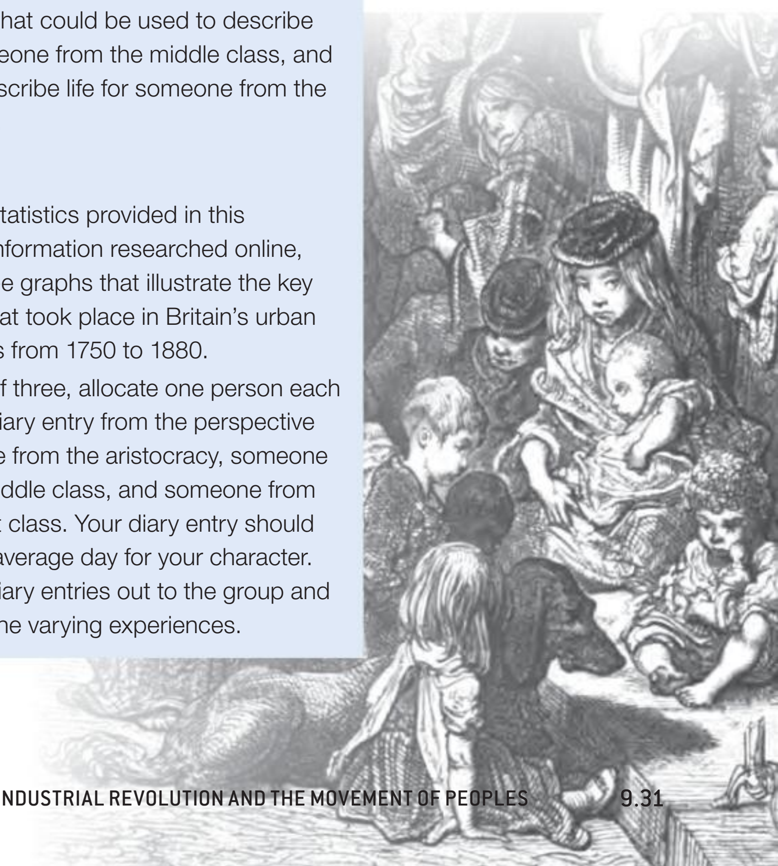
1. In your own words, **define** 'urbanisation'.
2. **Recall** why people moved from rural areas to the towns and cities during the Industrial Revolution.

Comprehend

3. **Explain** why a family life was 'almost impossible', using Source 5.
4. Urbanisation happened very quickly in cities that were not ready for the sudden influx of people. **Summarise** how this was reflected in the living conditions of many of those who came to the cities.
5. Sources 3 and 4 show the lives of people from very different social classes during the 1800s. Using evidence from the sources, **explain** the difference between the standards of living of these two groups in a short paragraph.
6. Source 5 uses many adjectives to describe life for the working class. List three adjectives that could be used to describe life for someone from the middle class, and three to describe life for someone from the aristocracy.

Apply

7. Using the statistics provided in this topic and information researched online, **create** three graphs that illustrate the key changes that took place in Britain's urban populations from 1750 to 1880.
8. In groups of three, allocate one person each to write a diary entry from the perspective of someone from the aristocracy, someone from the middle class, and someone from the poorest class. Your diary entry should reflect the average day for your character. Read the diary entries out to the group and **compare** the varying experiences.



9B SKILLS IN CONTEXT

Working conditions for children during the Industrial Revolution

Source 6 'Breaker boys' (young mine workers) employed by the Pennsylvania Coal Company, photographed in 1911 by Lewis Hine; Hine was hired by the National Child Labor Committee to take pictures of child miners to support legislation banning child labour.

Coal fuelled the Industrial Revolution; however, coal mines were notorious for being poorly ventilated, narrow, dark and dangerous. Explosions, cave-ins and flooding were common, and many people were killed or injured while working in the mines. Women and children were often hired to work in the mines because they could be paid less than men.

In 1842, children made up one-quarter of the workforce in metal mines, and one-third in coal mines. They performed a variety of tasks such as door keepers (opening ventilation doors to let coal carts through), drammers (pulling carts by a chain attached at their waist), colliers (cutting the coal) and drivers (pulling wagons of coal with horses or by hand).

The Children's Employment Commission published a report in 1842 that led to public outcry. Many people in Britain had been unaware that women and children were employed in coal mines. The *Coal Mines Regulation Act* was passed in 1843, and made it illegal for women or any child under the age of 10 to work underground in Britain; however, with only one inspector appointed for the entire country, mine owners continued to employ women and children in mines. It was not until the 1900s that concrete, enforceable laws were established to protect child workers.

Source 7

The boys work twelve hours a-day, off and on, but it is not hard work, and they do not actually work the whole time. [I think] that the limitation of child labour is not needful as far as [my] own pits are concerned, but cannot speak about others … Being in the pit keeps the children out of mischief, and they are always in the dry, and their health is good, better than that of those who are running about in all weathers. They like being in the pit themselves …

Testimony of William Newbould, Esq., owner of Intake Colliery, an excerpt from the *First Report of Commissioners for Inquiring into the Employment and Condition of Children in Mines and Manufactories*, 1842

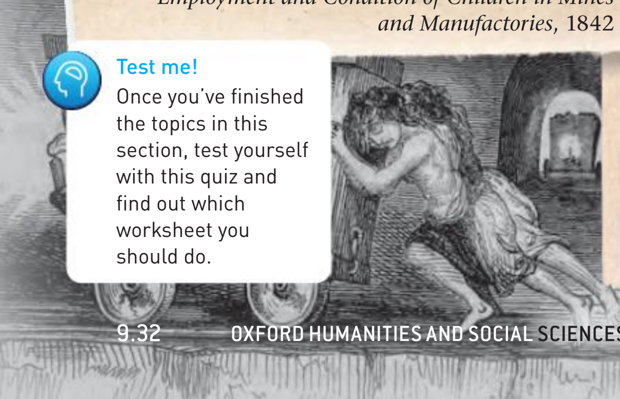
Source 8

I am 12 years of age. I went down to the pits about 7 years and a half to open doors. …

About a year and half I went to walk with a candle before the horses, and pick the coals off the road; I had 8d a-day. About a year and a half ago I took to the girdle and chain; I do not like it; it hurts me; it rubs my skin off; I often feel pain. I get 15d. a-day. I do not go to the Sunday-school. I go to chapel sometimes. I cannot say the Lord's Prayer, nor the Creed, nor the Ten Commandments. I cannot read. I never heard of Liverpool, nor of Manchester, nor of Bristol, nor of Birmingham. I have heard of London.

I had not time to eat a bit of meat from morning till night. I have often had blisters on my side; but when I was more used to it it would not blister, but it smarted very badly. The chain was made of the same stuff as the rope that goes down the pit. I crawled on hands and feet. I often knocked my back against the top of the pit, and it hurt it very sore. There was not room to stand to that height. The legs ached very badly. When I came home at night I often sat down to rest me by the way I was so tired. The work made me look much older than I was. I worked at this drawing with girdle and chain 3 or 4 months. I thought that if I kept at this work I should be nothing at all …

Testimony of James Pearce, an excerpt from *First Report of Commissioners for Inquiring into the Employment and Condition of Children in Mines and Manufactories*, 1842



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

KEY SKILL
Using historical sources

Using information from a range of sources as evidence in a historical argument

The primary sources that historians use to form opinions and arguments about the nature of working conditions for children in the early-nineteenth-century mines tell different stories. It is the job of historians to analyse these sources, identify what evidence they provide to support or refute (not support) particular arguments, and come to a conclusion about their usefulness and reliability.

It is important to:

- identify who created each source and the reason why it was created
- identify any potential bias
- write your argument, using the sources as evidence
- explain why each particular source supports your argument
- give reasons why you consider the sources that do not support your argument to be not as important or as valid.

For more information on this skill, see page 193 of 'The history toolkit'.

Practise the skill

1 **Examine** Sources 6 to 8 carefully and complete a copy of the table below in your notebook.

	Source 6	Source 7	Source 8
What evidence does this source provide about conditions in mines for children during the Industrial Revolution?			
Who wrote or created it?			
Why was the source created?			
Is the source reliable? Why/why not?			

2 Once you have completed the table, use the information you have gathered to write an historical argument about the working conditions for children in the early nineteenth century, using the plan provided below.

- **Title:** What were conditions like for children working in nineteenth-century mines?
- **Introduction:** The Industrial Revolution led to a massive increase in … (introduce the context of your piece and the focus on the working conditions of children within that context).
- **Paragraph 1:** Some sources say … (explain which sources indicate that conditions were bad; give examples of some of the bad conditions).
- **Paragraph 2:** However, other sources say … (explain which sources indicate that conditions were acceptable or necessary; give examples of some of the arguments provided).
- **Paragraph 3:** It is important to be careful which sources are used because … (explain the problems with some of the sources in terms of reliability and bias).
- **Conclusion:** Overall, the evidence suggests … (summarise the evidence and give your informed opinion about the nature of working conditions for children in this period).

Extend your understanding

1 Some important people were strongly opposed to the use of child labour in mines during the Industrial Revolution. Eventually, parliament passed several Acts that attempted to improve conditions for children. **Investigate** online to find out about this legislation, and copy and complete a new table:

Name of Act	Year it was introduced	How did it attempt to improve conditions for children?	How effective was it?

9.13 Short-term impacts of the Industrial Revolution

Learning intention

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

» identify the short-term impacts of the Industrial Revolution, including population growth, urban planning and improvements to living standards.

urban planning carefully planned development of cities, in comparison to unregulated and haphazard expansion

One of the most obvious short-term impacts of the Industrial Revolution was the dramatic increase in world population. In 1750, the population of England and Wales was around 5.5 million people; by 1900, it was around 32.5 million. Throughout Britain and the rest of Europe, there was a mass movement of people from the rural areas to the growing cities. In 1801, only 17 per cent of Europe's population lived in cities. By 1891, this had increased to 54 per cent.

Urban planning

After terrible initial problems with disease caused by poor or non-existent sanitation, city reform began with the introduction of some **urban planning**. Over time, conditions in the urban slums of factory towns and cities improved. The tenements (overcrowded rooming houses) were pulled down and replaced with new urban settlements, with positive consequences for residents, including access to running water, improved sewerage systems (see Source 1), street lighting and planned open spaces.

Source 1 The building of a London sewer, 1845

Improvements in living standards

There were other positive consequences of the Industrial Revolution in the lives of many people.

- Improvements in agriculture throughout the period of the Industrial Revolution reduced the risk of famine through crop failure. Increased food production also meant that people could afford better food in larger quantities, which in turn helped them stay healthier.
- Sport was encouraged in 'leisure time' in order to keep workers healthy.
- Mass entertainment, such as theatres and spectator sports, developed alongside newspapers and magazines for people of all classes. Literature was no longer just for the wealthy and learned.
- The development of railways meant that travel times were shorter. It also meant that travel for leisure was affordable, even for the working classes.
- Mass-produced consumer goods, such as clothing and crockery, became more affordable.
- The use of the telegraph and telephone meant that news could quickly be reported from around the world. Industrialists, merchants and ordinary people benefited from these more immediate ways of communicating, as well as from faster postal times from improved road and rail networks.

Historians and economists agree that standards of living did improve in the nineteenth century, although they disagree about the timing of its benefits to the working class. Some studies have shown that workers' incomes grew rapidly from the 1820s. However, others contest whether this balanced out the negative consequences of the Industrial Revolution, such as the harsh working conditions, high rents and crowded living conditions, and pollution.

Analysing cartoons

During the 1700s, most homes, workplaces and streets were lit by candles and oil lamps. Street lamps required someone to light them each evening, and they often went out if the weather was bad. The lights were not very strong, which meant many businesses closed before dark and people avoided being on the street at night because crime was common. Pall Mall was the first street in the world to have public gas lighting, in 1807, and as Source 2 shows, many people were sceptical at first. Pall Mall was an area frequented by the nobility and middle class, as shown in Source 2 by the cleanliness of the street, the clothing worn and the language used in the speech bubbles. The cartoon is a satirical look at people's reactions, because while the 'Well-informed gentleman' knows how the lights work, the others are confused, and some are even concerned about what it will mean for their shady businesses.

The text in the speech balloons is as follows:

Well-informed gentleman: 'The Coals being steam'd produces tar or paint for the outside of Houses – the Smoke passing thro' water is deprived of substance and burns as you see.'

Irishman: 'Arragh honey, if this man bring fire thro water we shall soon have the Thames and the Liffey burnt down – and all the pretty little herrings and whales burnt to cinders.'

Rustic bumpkin: 'Wauns, what a main pretty light it be: we have nothing like it in our Country.'

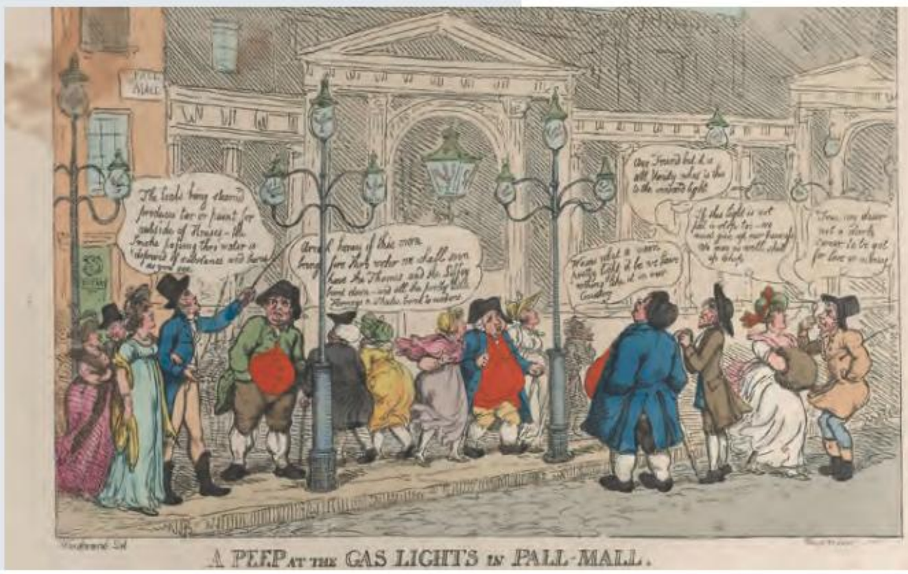
Quaker: 'Aye, Friend, but it is all Vanity: what is this to the inward light?'

Shady female: 'If this light is not put a stop to – we must give up our business. We may as well shut up shop.'

Shady male: 'True, my dear: not a dark corner to be got for love or money.'

Log onto your obook pro to complete the key skill worksheet 'Analysing cartoons'. For more information on this skill, see page 194 of 'The history toolkit'.

Source 2 *A Peep at the Gas Lights in Pall Mall* is a satirical look at people's reactions to the new gas-burning streetlights in London, 1807.



KEY SKILL
Using historical sources

Key skill worksheet
Using historical sources: Analysing cartoons

Quiz me!
A quick quiz on the short-term impacts of the Industrial Revolution

9.13 Check your learning

Retrieve

1 **Identify** the short-term impacts of the Industrial Revolution, including aspects of population growth, urban planning and living standards.

Comprehend

2 **Describe** what people did for leisure after work during this time and why these activities became more popular.

Analyse

3 Draw up a two-column table and **classify** the short-term impacts of the Industrial Revolution as either positive or negative for working-class Britons in the nineteenth century. Give reasons for your decisions.

4 **Infer** (suggest) why it was difficult to increase the standard of living for people during the first half of the 1800s.

Apply

5 **Create** a graph showing how world population increased during this period; then identify what the world population is today and add it to your graph.

6 **Create** a diary entry, writing from the perspective of someone who has just seen their first electric light in the 1800s. How might you interpret this change in your life?

9.14 The emergence of socialism and trade unions

Learning intention

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

» explain the emergence of new ideas relating to work and human rights and the changes that arose from these ideas.

entrepreneurs
people who set up a business in the hope of making a profit

capitalism
an economic system under 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

socialism
a political and economic theory that promotes the public ownership of a nation's resources and means of production

welfare state
a system whereby a nation attempts to ensure that all citizens, including the poorest, have their basic needs met through health care, education, housing and pensions

communism
an economic system 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

Urbanisation brought with it new social classes and social divisions. **Entrepreneurs** could earn vast fortunes. Their luxurious lifestyles and homes reflected their new status, a world removed from the poverty-stricken conditions of many of their employees.

Many workers found it hard to adapt to their new lives in the city. Some embittered workers began to demand better conditions and political rights. The result was a rising interest in social revolution, with philosophers and activists such as Karl Marx and Friedrich Engels gaining a following among the working classes.

In his influential book *Capital: A Critique of Political Economy* (1867), German philosopher Karl Marx suggested that the Industrial Revolution was driven by an economic system known as **capitalism**. Marx argued that capitalism was based on the exploitation of the workers by the owners of land, factories, railways, roads, shops and banks for profit. For capitalism to work, it relied on an 'army' of urban workers who would work for less than the value of their labour. Later theorists would build on Marx's work to promote alternative systems that they argued would deliver a fairer distribution of wealth.

These ideas were the beginning of **socialism**. They laid the foundations for the **welfare state** (under which the state took responsibility for all its subjects, rich or poor) and also for **communism** (under which the state attempted to abolish ownership of private property).

Poor Laws and the rise of Chartism

In 1834, the British Parliament attempted to deal with changing social and economic conditions by reforming the 233-year-old Poor Law. The *Poor Law Amendment Act 1834* decreed that any poor or homeless person requiring assistance from the state (except for the old and sick) had to enter a government workhouse. These institutions kept people off the streets but often fed their residents poorly, worked them extremely hard and broke up families.

Widespread discontent over the *Poor Law Amendment Act* reminded many people that they had little say in government. Reform Bills in 1832 had extended the right to vote, but only to about 600 000 out of 3 million men over the age of 21. At this time, all members of parliament were required to own property, which limited the number of men who could afford to stand for office. In 1838, a group of reformists published a People's Charter written as a petition that could be presented to parliament, demanding a better life for people through the use of parliamentary change (see Source 3).

The movement in support of the People's Charter became known as **Chartism**. It spread through Britain and in June 1837, Chartists held a general meeting at the British Coffee House in Cockspur Street, London. One faction wanted to use peaceful persuasion while another suggested physical force, even revolt.

The House of Commons rejected the Chartist petition, even though it had 1.2 million signatures. The Chartists suggested that a general **strike** be called on 12 August, but then called it off. Other groups were involved in destroying factory machinery and in strikes, often clashing with police and soldiers. By 1840, over 500 Chartists had been put in prison.

A second petition was drawn up in 1842 and presented to parliament in May, this time with over 3 million names. Again it was rejected by parliament. A third petition was drawn up in 1848, when revolutions in Europe encouraged a revival of the Chartist ideas. This petition was signed by 2 million people but again it was ignored. As a result, many Chartists gave up on Britain and emigrated to other countries such as the United States, Italy and Australia.

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter was drawn up in 1838 calling for a range of reforms to make the political system more democratic; the movement's supporters were called Chartists

strike
stopping work as part of a protest

Source 3

The six points of the People's Charter

1 A VOTE for every man twenty-one years of age, of sound mind, and not undergoing punishment for crime.
2 THE SECRET BALLOT – To protect the elector in the exercise of his vote.
3 NO PROPERTY QUALIFICATION for Members of Parliament – thus enabling the constituencies to return the man of their choice, be he rich or poor.
4 PAYMENT OF MEMBERS, thus enabling an honest tradesman, working man, or other person, to serve a constituency, when taken from his business to attend to the interests of the country.
5 EQUAL CONSTITUENCIES, securing the same amount of representation for the same number of electors, instead of allowing small constituencies to swamp the votes of larger ones.
6 ANNUAL PARLIAMENTS, thus presenting the most effectual check to bribery and intimidation, since though a constituency might be bought once in seven years (even with the ballot), no purse could buy a constituency (under a system of universal suffrage) in each ensuing twelve-month; and since members, when elected for a year only, would not be able to defy and betray their constituents as now.

The Chartist claims

Source 4 An illustration of a Chartist meeting in 1848

Emergence of trade unions

Over time, workers found ways of banding together to protect their interests. Skilled workers realised that they needed to protect their jobs and incomes (in case of illness or injury) so they would not become victims of the Poor Laws. As a result, many formed Friendly Societies. Workers each paid a weekly subscription to their Friendly Society that would provide them with a small income during illness, an old-age pension, or money for a funeral when they died.

trade unions
organised groups of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

Some industries developed trade clubs, which quickly developed into **trade unions** that fought for common aims, such as higher wages. A union's main weapon against employers and industrialists was the threat of strikes. The *Combination Acts* of 1799 and 1800 banned workers in Britain from meeting to demand increased wages or shorter working hours. If caught, the punishment for this crime was three months in jail.

After protests and debate, trade unions were legalised in 1825, swiftly leading to the establishment of groups such as the National Association for the Protection of Labour, with more than 100 000 members. The largest union was the Grand National Consolidated Trades Union, established in 1833 by a mill owner, Robert Owen. Unlike many other mill owners, Owen supported the welfare of his workers. He abolished child labour in his mills (for those under the age of 10), and provided schooling and good housing. He also paid good wages, including sick pay.

Quiz me!
A quick quiz on the emergence of socialism and trade unions

The *Factory Acts*

The *Factory Acts* were inspired by complaints about the employment of child labourers, who worked long days in appalling conditions. In 1802 and 1819, British politician and industrialist Robert Peel was instrumental in passing laws that restricted the hours that children had to work. Unfortunately, many mill owners had influence over local judges, so these laws were not enforced. By 1830, most of the 250 000 mill workers in Britain were still under the age of 18.

In a push to reduce the working day to 10 hours, social reformer Lord Ashley succeeded in making it illegal for children under the age of nine to work at all. Those under 13 could only work a 48-hour week, and those aged 14–18 could only work a 69-hour week. In addition, all children were to receive two hours of schooling per week. Inspectors were appointed to enforce the new rules.

Source 5 An artist's impression of Robert Owen's cotton mill at New Lanark in 1818; unlike many industrialists at the time, Owen supported the rights of workers at his mills and established one of the largest trade unions.

Source 6 Young American boys working as mine helpers, *c*. 1900, before the introduction of child labour laws in the United States

In 1840, the Royal Commission on Children's Employment discovered that women and children were expected to carry loads of coal of up to 150 kilograms, either on their shoulders or dragged behind them through narrow, low passages. A *Mines Act* was passed in 1842, banning all females, as well as boys younger than 10, from working underground. Other European countries introduced similar laws: in France in 1841 and in Prussia in 1839, laws limited the working hours of children under the age of 16 and banned the employment of children under nine in mines and factories.

In 1847, women in factories were restricted to a 10-hour day, which effectively reduced many of the men's hours as well. The final major change for this period came in 1874, when a maximum of 56 hours' work a week was introduced – 10 hours a day from Monday to Friday, and six hours on Saturdays.

9.14 Check your learning

Retrieve

1 **Identify** what changes Robert Owen pushed for in his factories.

2 Read the first point of the People's Charter in Source 3 on page 9.37. **Identify** which large group was left out of their demands for voting rights.

Comprehend

3 **Explain** why Karl Marx's ideas about socialism and the welfare state would have been inspiring to the poor in the 1800s.

4 **Explain** how the growth of trade unions was a response to the effects of the Industrial Revolution in Britain.

5 **Explain** what the legal punishment was if workers gathered to discuss demands for higher wages prior to 1825. Why was this punishment unjust?

6 **Summarise** how workers benefited from joining Friendly Societies.

7 **Explain** why you think so many of the *Factory Acts* related to children.

Apply

8 **Investigate** modern trade unions. Explain what role they play in society today.

9 **Create** a poster advertising a Chartist meeting. Include the six proposals shown in Source 3 on page 9.37 on your poster, ensuring that you explain each proposal in your own words so that they can be understood by young people today.

9.15 Long-term impacts of the Industrial Revolution

Learning intention

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

- identify the long-term impacts of the Industrial Revolution, including population growth, global inequality and pollution.

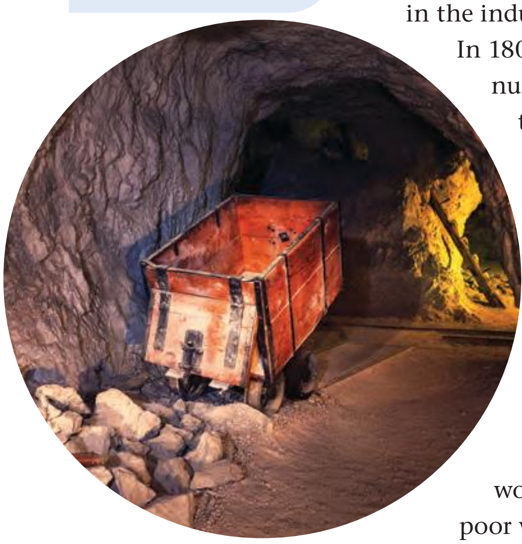
Although it is impossible to accurately identify a date on which the Industrial Revolution came to an end, many historians argue that this coincided with the beginning of World War I in 1914. In the 100 or so years since then, many of the long-term impacts of the Industrial Revolution have started to become apparent. Some of these long-term impacts are positive while others are negative.

Long-term population growth and global inequality

Although rapid population growth was one of the major short-term effects of the Industrial Revolution, the world population has since continued to rise. Today, this growth has slowed in the industrialised nations but continues to increase rapidly in the developing world. In 1801, the world population was approximately 1 billion people. By 2027, this number is estimated to exceed 8 billion. Many academics now argue that this number of people is unsustainable and is placing the world's resources at risk from overuse.

In the short term, the advantages brought by the Industrial Revolution – including higher standards of living and education, and better food and medical treatment – only benefited the industrialised world. Other areas of the world – such as the colonies of major European powers – were left behind or exploited for their resources. Today, these countries are striving to bring themselves into line with the developed countries and former imperial powers that controlled them in the past.

In many ways, increased levels of global trade have allowed the industrialised world to export many of the problems of the Industrial Revolution – long hours, poor working conditions, child labour – to developing countries.



Source 7 An abandoned nineteenth-century lead mine

Environmental impacts

One of the most significant long-term impacts of the Industrial Revolution is related to the environment. New sources of air and water pollution were introduced that we now recognise as being directly linked to nineteenth-century industrial processes. Coal burned in the production of steam power produced heavy layers of smog that hung over the factory towns and cities. Evidence of the effects of this pollution was found when modern scientists tested hair samples from famous people such as Isaac Newton and Napoleon Bonaparte. They discovered high concentrations of lead and mercury.

Today, not much has changed. The modern world is still heavily dependent on fossil fuels such as coal and oil. Not only do we use petroleum products in our cars, ships and planes, we also use them in the manufacture of our iPads, smartphones, computers and similar devices. The difference is that these fuels we burn to maintain our affluent lifestyles are running out.

Air pollution

The British were aware of the soot and dirt that hung over their industrial towns, but they could not foresee the long-term effects of their industry into the twenty-first century. They did not realise fossil fuels such as coal and oil could run out or have a global environmental impact. The Industrial Revolution left humanity dependent on carbon fuels (such as petrol and gas). In recognition of this, governments worldwide are encouraging the search for greener energies through policies aimed at limiting carbon production or taxing those that produce it.

The developing world and its growing economies, particularly those of India and China, have copied the example of the industrialised nations by becoming large producers of pollution as they strive to improve the living conditions and wealth of their populations (see Source 8).

Source 8 Today, modern China follows the example set by Britain in the 1800s.

By the mid-1900s, the effects of these changes on the Earth's atmosphere were becoming apparent. In the 1960s, a new environmental movement sought to stem the tide of pollutants flowing into the planet's ecosystem. It is became accepted that pollution has changed the Earth's climate and could lead to further unexpected changes.

Water pollution and sewage difficulties

The Industrial Revolution led to the building of many factories, tanneries and industrial buildings along the banks of the Thames. Waste from these industries, along with the flow of sewage from London cesspits, badly polluted the river. By 1833, salmon could no longer be found upstream from London Bridge. The *Building Acts* of 1844 and 1847 improved sanitation in the city itself, but only by dumping more sewage into the river.

The river was toxic to fish but was still used to provide drinking water for people. This led to four serious outbreaks of cholera between 1831 and 1866. Pollution continued as the city's population grew and more industries developed. This problem was not resolved until late in the twentieth century. The first salmon in 150 years returned to the Thames in 1974.

Source 9 The effects of industrialisation are seen in scenes such as this, where chemicals from a nearby chemical plant have killed the trees.

Source 10 Modern cleaning of the Thames; this device collects floating rubbish, such as plastic and wood.

It was not until the 1960s, long after the Industrial Revolution, that people truly came to recognise the problems caused by industrial waste and ground contamination from new industries. Leftovers from production, by-products and waste were dumped or burned off. Large areas of land were damaged or poisoned by unknown or unrecognised chemicals that had been dumped without any special care or consideration. The run-off from these chemicals often entered the water supply. Rivers, creeks and underground water supplies were affected, while dangerous elements such as lead entered the food chain through animals drinking the water or through infected food.

Deforestation and land clearance

During the Industrial Revolution, forests were cleared to an ever greater extent, at first for fuel and building materials, and then to make space for new farmland. A rising population required more buildings and railways required miles of wooden sleepers. Land was also cleared to build the new factories and mills, and to create the housing areas around them where the workers could live. In many cases, the destroyed forests had contained old-growth trees that had stood for decades. These trees had held together soil on mountain slopes or soaked up rainwater. The loss of these trees led to landslides and floods downstream.

KEY CONCEPT
Significance

'Smellbourne'

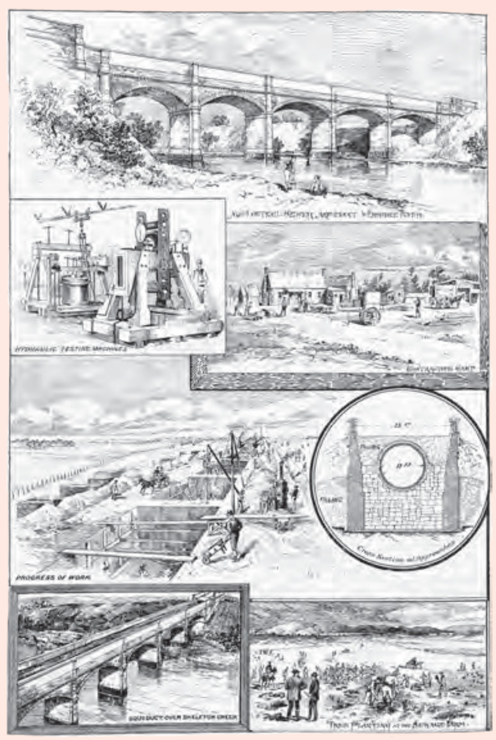
In the 1850s, the majority of sewage and human waste from houses across Melbourne was emptied into open drains that flowed into street channels. This waste mixed with other waste from stables and industries, making these open street channels extremely smelly. As a result, Melbourne was given the nickname 'Smellbourne'.

Although there was a collection system (waste products collected from outhouses or 'dunnies' behind city homes by 'nightmen'), it was disorganised and often resulted in the outbreak of diseases such as typhoid.

After hundreds of people died, the Melbourne and Metropolitan Board of Works (MMBW) was established to build an underground sewerage system and a treatment plant at Werribee. This treatment plant still operates today.

The system was opened in February 1898, when the chairman of the MMBW, Edmund FitzGibbon, proudly stated, it 'was not a question of how much the scheme was going to cost, but how much it was going to save in the lives of the citizens'.

For more information on this key concept, see page 205 of 'The history toolkit'.



Source 11 An engraving showing works on the new sewerage scheme for Melbourne, 1892

Quiz me!
A quick quiz on the long-term impacts of the Industrial Revolution

Source 12 The effects of deforestation in Brazil

9.15 Check your learning

Comprehend

1 **Explain** how the Industrial Revolution encouraged an increase in the overall world population. What problems could this cause in the future?

2 Use the information provided to complete the following tasks:

- a **Identify** why Melbourne was nicknamed 'Smellbourne'.
- b **Explain** how Melbourne resolved its difficulty with sewage.
- c **Summarise** why the Melbourne sewerage system is still considered significant.

3 **Explain** the effect industrialisation had on waterways such as the Thames. Find a modern example from Australia about how we are trying to solve the same problem.

4 **Describe** the unexpected consequences of the removal of trees from some mountain areas.

5 Write a paragraph to **describe** some of the long-term environmental effects of the Industrial Revolution.

6 **Explain** why the Industrial Revolution did not benefit developing countries such as India.

Analyse

7 **Analyse** the relationship between industrialisation and outbreaks of serious diseases. Remember, when you analyse something, you need to break it down into smaller parts, and talk about how those parts relate to each other. Use examples from this text and from your own research to answer this question.

Apply

8 **Create** a poster that advises people in your local area how to limit their pollution.

9 Write a letter to the newspaper **proposing** the need to investigate green energy sources of industrial and domestic power.

10 a **Create** a table that shows the short-term impacts (see topic 9.13 on page 9.34) and long-term impacts of the Industrial Revolution.

- b Write an essay to **discuss** whether the Industrial Revolution was positive or negative for society. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

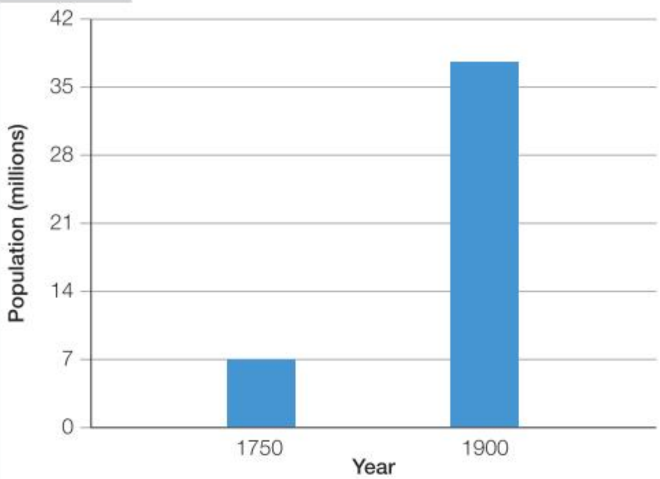
9C SKILLS IN CONTEXT

Population growth in Britain during the Industrial Revolution

The Industrial Revolution led to millions of British people migrating from farming areas to the cities springing up near the coal and iron fields.

The population of Manchester, England, grew from 25 000 in 1772 to 303 000 by 1850. Overall in Britain, the number of cities with populations of 50 000 or more rose from three in 1785 to 31 in 1860. By 1850, Britain had become the first nation in history to have a larger urban than rural population.

Source 13 Graph showing population growth in Britain between 1750 and 1900



Population of Britain in 1750 and 1900

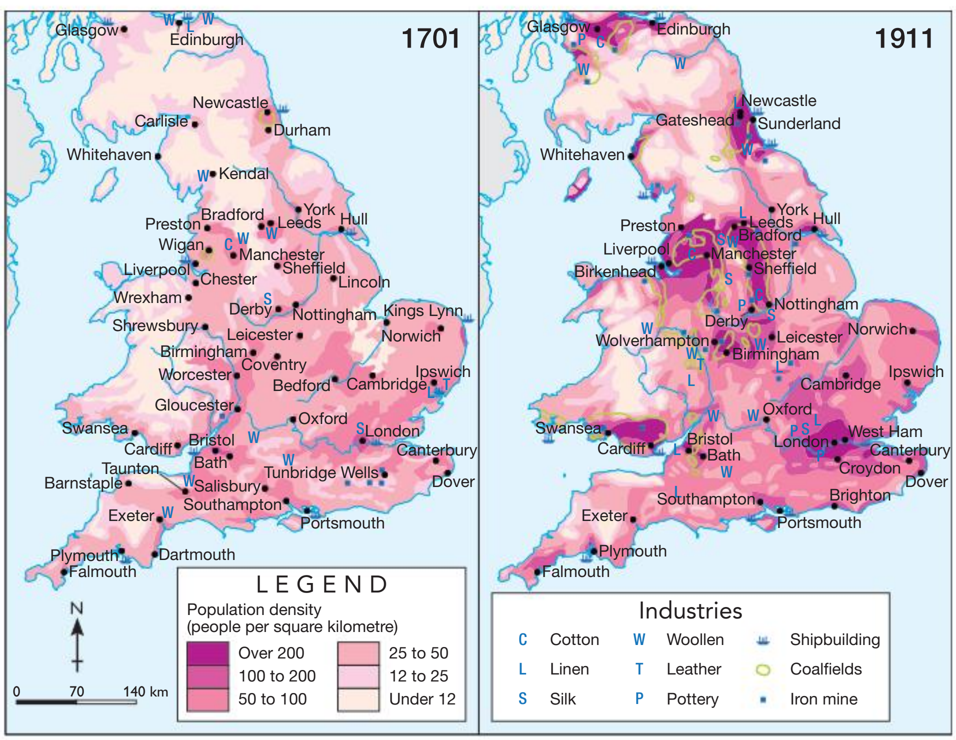
Source 14

Britain	1750	1900
Population	7 million	37 million
People living in towns	13%	87%
Life expectancy	Men: 31 years Women: 33 years	Men: 45 years Women: 48 years
Deaths at birth	65%	15%

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

Enlarged map
Population density in Britain before and after the Industrial Revolution

POPULATION DENSITY IN BRITAIN BEFORE AND AFTER THE INDUSTRIAL REVOLUTION



Source 15

Source: Oxford University Press

KEY SKILL
Communicating

Using graphs to communicate historical information

Graphs can be a very effective communication form for historians. They can condense information, make a point clearly and concisely, and show relationships and trends visually.

Bar graphs are very useful for showing how something has changed over time. Use the following steps when constructing a bar graph:

Step 1 Decide upon a title for the bar graph. The title should say what the graph is about in a very specific and concise way. For example, when graphing the information in the first row of the table in Source 14, the title 'Population of Britain in 1750 and 1900' says exactly what the graph in Source 13 shows.

Step 2 Determine the labels for the *x*-axis (the horizontal axis). The *x*-axis is usually used to show items, categories or time periods. To determine the labels, consider your data. For example, when graphing the information in the first row of the table in Source 14, we have put two labels on the *x*-axis: '1750' and '1900'.

Step 3 Draw the *x*-axis and mark where the bars will be.

Step 4 Determine the scale for the *y*-axis (the vertical axis). The *y*-axis is usually used to show the frequency of something happening or the amount. Again, consider your data. For example, when graphing the information in the first row of the table in Source 14, we have used a numerical scale that goes from 0 to 42 million. You then need to choose an appropriate scale interval (e.g. 1 cm = 7 million).

Step 5 Draw the *y*-axis and mark your intervals with the appropriate numerical labels (e.g. '7', '14').

Step 6 Write an appropriate *y*-axis title beside the *y*-axis and an appropriate *x*-axis title underneath the *x*-axis. For example, when graphing the information in the first row of the table in Source 14, the *y*-axis title is 'Population (millions)' and the *x*-axis title is 'Year'.

Step 7 After looking closely at your data, draw each bar. If the value falls between two of your marked intervals on the *y*-axis, approximate where the correct value would lie.

Step 8 Each graph should be uniquely numbered; for example, 'Figure 1'. (Note that all other images, such as diagrams, pictures, photos and maps, are also included in this numbering series.)

Step 9 Whether creating your own graph using another source's data, adapting their graph, or reproducing their graph as a whole, you must cite the source. Place the citation below the graph, and precede it by either 'Source:' (for an exact reproduction) or 'Data source:' (when you have modified the original).

Practise the skill

Using the information in Source 14, follow the steps outlined to **create** three bar graphs in your notebook that show:

1 the difference in life expectancy of men and women in Britain in 1750 and 1900

2 the difference in the number of babies that died at birth in 1750 compared to 1900

3 how many more people were living in towns in 1900 compared to 1750.

Extend your understanding

1 Using Source 15, identify one of the areas in Britain that experienced dramatic population growth and **investigate** what caused the growth in this particular area. Using the information you have gathered, write a 200-word historical explanation describing the population boom in this area and the reasons why it occurred.

9 CHAPTER REVIEW

Review activity

Read the information and study the source, then answer the following questions.

Life for the working class

The cartoon in Source 16 is divided into two by a curtain. On one side, wealthy women buy clothes, commenting on how 'cheap' they are. On the other side of the curtain, poor women are walking up a staircase that leads to their death by oversized meat grinder, and converts them into fine clothes and money for the monstrous factory owner who turns the handle.

Source 16 *Tremendous Sacrifice* by George Cruikshank, 1846; the speech bubbles read: 'I understand that it is impossible to get a living at this work.' 'So I have heard; nevertheless, we must try.' 'I cannot imagine how they can possibly be made for the price!'

1 **Identify** whether Source 16 is a primary or secondary source. (1 mark)

2 **Summarise** what is happening in the left of the image (to the left of the curtain). (2 marks)

3 **Summarise** what is happening in the right of the image (to the right of the curtain). (2 marks)

4 **Describe** the features in Source 16 that the creator has used to show their perspective. (2 marks)

5 **Explain** the meaning of the title of Source 16. (3 marks)

6 Using Source 16 and what you have learnt in this chapter, **discuss** the nature of factories during the Industrial Revolution. (8 marks)

7 **Determine** (decide) how useful Source 16 is as a historical source. (2 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Identify key developments resulting from the Industrial Revolution in Britain. Identify and describe reasons for rapid population growth and the movement of peoples during the Industrial Revolution.	☐	☐ Go back to Topic 9.2, page 9.4.
Explain how the expansion of the British Empire and access to raw materials contributed to the Industrial Revolution.	☐	☐ Go back to Topic 9.3, page 9.6.
Explain how developments in agriculture contributed to the Industrial Revolution.	☐	☐ Go back to Topic 9.4, page 9.8.
Explain how developments in wool, cotton and iron production contributed to the Industrial Revolution. Summarise the impact of these developments on work culture and conditions.	☐	☐ Go back to Topic 9.5, page 9.10.
Explain the role of the Industrial Revolution in creating a growing need for labour and transportation.	☐	☐ Go back to Topic 9.6, page 9.14.
Describe the significance of Isambard Kingdom Brunel as a key inventor during the Industrial Revolution.	☐	☐ Go back to Topic 9.7, page 9.18.
Explain how the Industrial Revolution led to the expansion of factories and mass production.	☐	☐ Go back to Topic 9.8, page 9.20.
Identify the spread of innovations in Europe, the United States, Japan and Australia.	☐	☐ Go back to Topic 9.9, page 9.22.
Explain how later developments in chemistry, electricity and communication relate to the Industrial Revolution.	☐	☐ Go back to Topic 9.10, page 9.24.
Describe changes in working conditions for the working class during the Industrial Revolution.	☐	☐ Go back to Topic 9.11, page 9.28.
Understand the impact of the Industrial Revolution on people's way of life. Compare the differences in living conditions for rich and poor.	☐	☐ Go back to Topic 9.12, page 9.30.
Identify the short-term impacts of the Industrial Revolution, including population growth, urban planning and improvements to living standards.	☐	☐ Go back to Topic 9.13, page 9.34.
Explain the emergence of new ideas relating to work and human rights and the changes that arose from these ideas.	☐	☐ Go back to Topic 9.14, page 9.36.
Identify the long-term impacts of the Industrial Revolution, including population growth, global inequality and pollution.	☐	☐ Go back to Topic 9.15, page 9.40.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 9

Key skill worksheet
Communicating:
Chapter 9

Quizlet
Play a game of Quizlet on The Industrial Revolution and the movement of peoples (1750–1900)

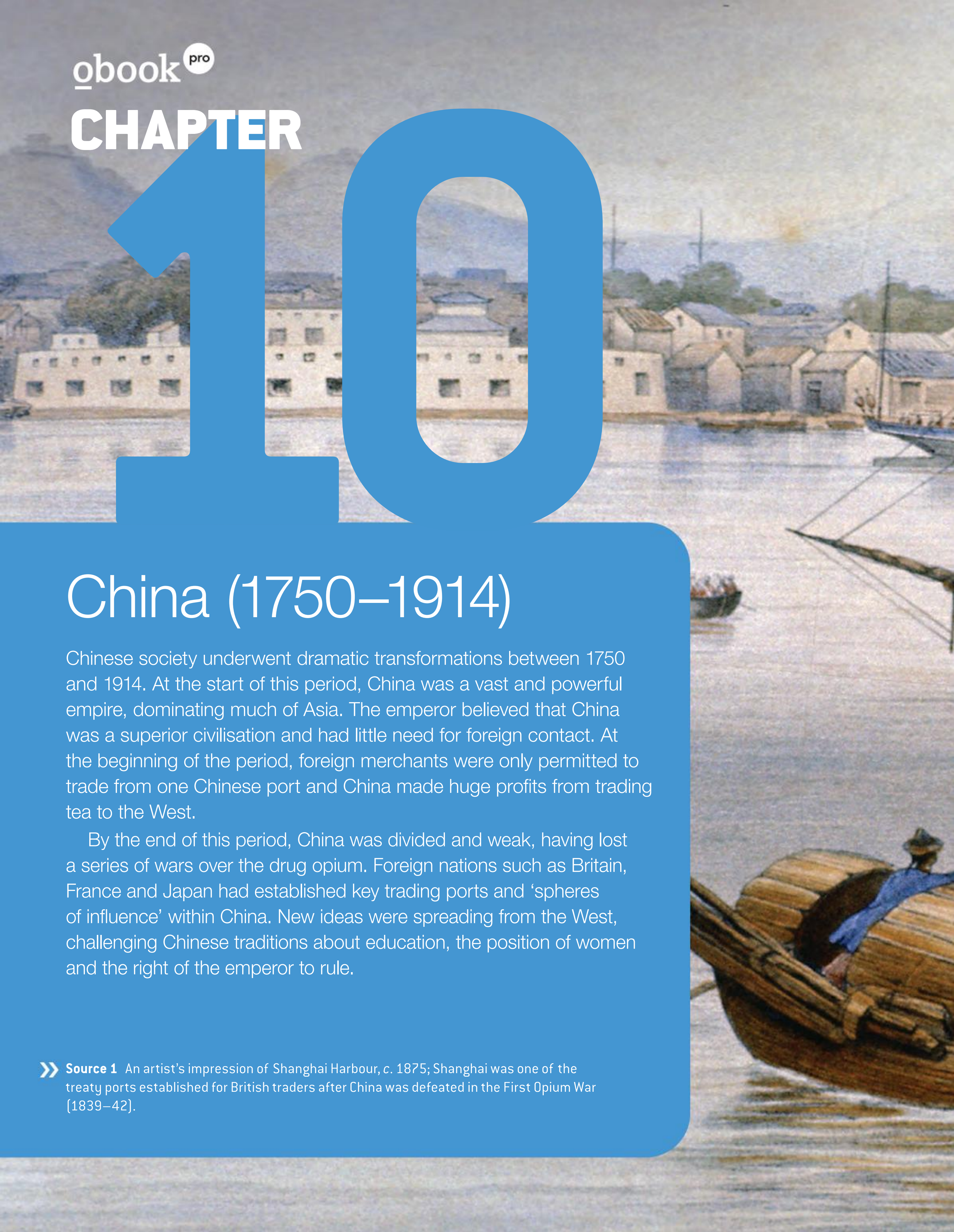
Chapter review quiz
Chapter 9

CHAPTER 10

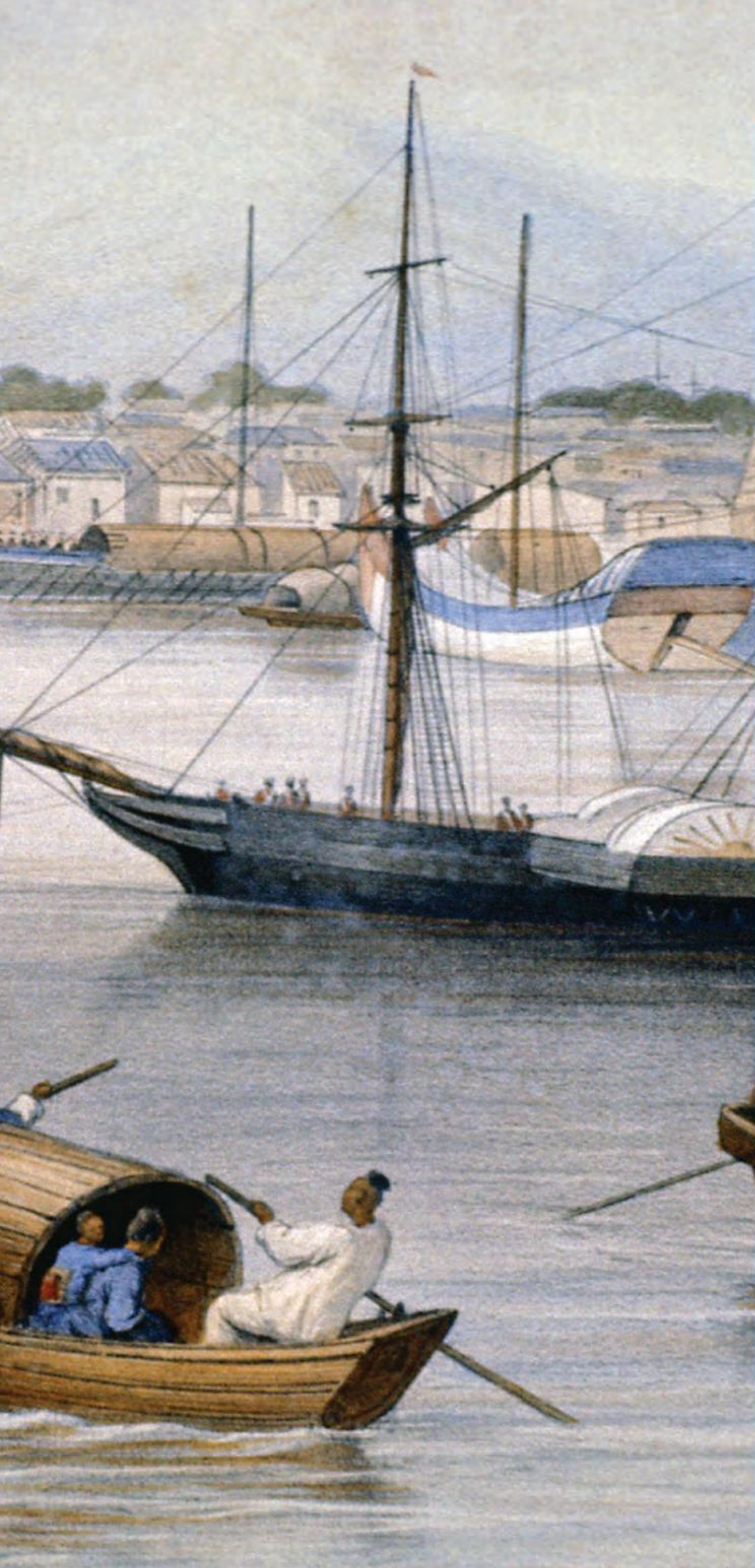
China (1750–1914)

Chinese society underwent dramatic transformations between 1750 and 1914. At the start of this period, China was a vast and powerful empire, dominating much of Asia. The emperor believed that China was a superior civilisation and had little need for foreign contact. At the beginning of the period, foreign merchants were only permitted to trade from one Chinese port and China made huge profits from trading tea to the West.

By the end of this period, China was divided and weak, having lost a series of wars over the drug opium. Foreign nations such as Britain, France and Japan had established key trading ports and 'spheres of influence' within China. New ideas were spreading from the West, challenging Chinese traditions about education, the position of women and the right of the emperor to rule.



Source 1 An artist's impression of Shanghai Harbour, *c.* 1875; Shanghai was one of the treaty ports established for British traders after China was defeated in the First Opium War (1839–42).



obook only chapter

Log in to your obook pro to access this chapter.

10A
What were the main features of Chinese society around 1750?

10B
What was the impact of Europeans on Chinese society from 1750 onwards?

10C
How did China respond to foreign influence and how was Chinese society organised by 1914?

10.1 China (1750–1914): a timeline

Sequence this!
Key events in China, 1750–1914

Foreign 'factories' or warehouses in Canton

Taiping Rebels in Shanghai, 1853–54

1760
The Chinese emperor bans foreign merchants from trading in all Chinese ports except Canton (modern-day Guangzhou).

1773
Britain starts producing the drug opium in India and selling it in China.

1796
China bans the import of the drug opium.

1839–42
The First Opium War between China and Britain takes place. China suffers a humiliating defeat and is forced to hand control of Hong Kong to the British.

1850
The Taiping Rebellio
takes place.

1750 | 1760 | 1790 | 1800 | 1830 | 1840 | 1850

A Chinese opium den

Source 1 A timeline of some key events and developments in China (1750–1914)

Fighting between Boxers and international forces in Beijing during the Boxer Rebellion

Dr Sun Yat-Sen, the first president of the Republic of China

1856–60
The Second Opium War between China and the forces of Britain and France takes place. China is defeated and the emperor is forced to allow foreign traders into many Chinese ports.

1861
Empress Dowager Cixi starts her rule when her son is named emperor at the age of five. She is the real ruler of China for the next 47 years.

1861
The Self-Strengthening Movement reforms begin.

1884–85
China is defeated in a war with France. China loses control over Vietnam.

1894–95
China is defeated in a war with Japan. The Chinese lose control over Taiwan.

1898–1900
The Boxer Rebellion takes place.

1908
Empress Dowager Cixi dies.

1911
The 1911 Revolution takes place. Uprisings turn into a national revolt, causing the overthrow of China's last dynasty. China becomes a republic.

1917
China enters World War I after declaring war on Germany.

1860 | 1870 | 1880 | 1890 | 1900 | 1910 | 1920

The Guangxu Emperor on horseback

10.1 Check your learning

Retrieve

1 **State** how many Opium Wars China was engaged in.

Analyse

2 **Infer** (suggest) what you can learn about Chinese society from the fact that Empress Dowager Cixi was able to rule for 47 years.

3 **Examine** the timeline. What evidence is there to suggest that the Chinese attempted to resist foreign influence?

Apply

4 **Investigate** the Self-Strengthening Movement and write a short report on the movement's aims.

10.2 Traditional Chinese social structure

Learning intentions

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

» identify the different political roles within the Chinese system of government under the Qing Dynasty

» explain how the social structure shaped daily life in China.

Enlarged map
China: Boundaries of Qing Dynasty and modern China

In the eighteenth century, China was largely cut off from the rest of the world. The country had been ruled by the emperors of the Qing Dynasty, also known as the Manchu Dynasty, since 1644. There was a strict social hierarchy, with the emperor and nobles at the top and peasants at the bottom. The dominant belief system was Confucianism, which encouraged respect for one's ancestors. Chinese society was based on a sense of duty and loyalty between the people and their ruler.

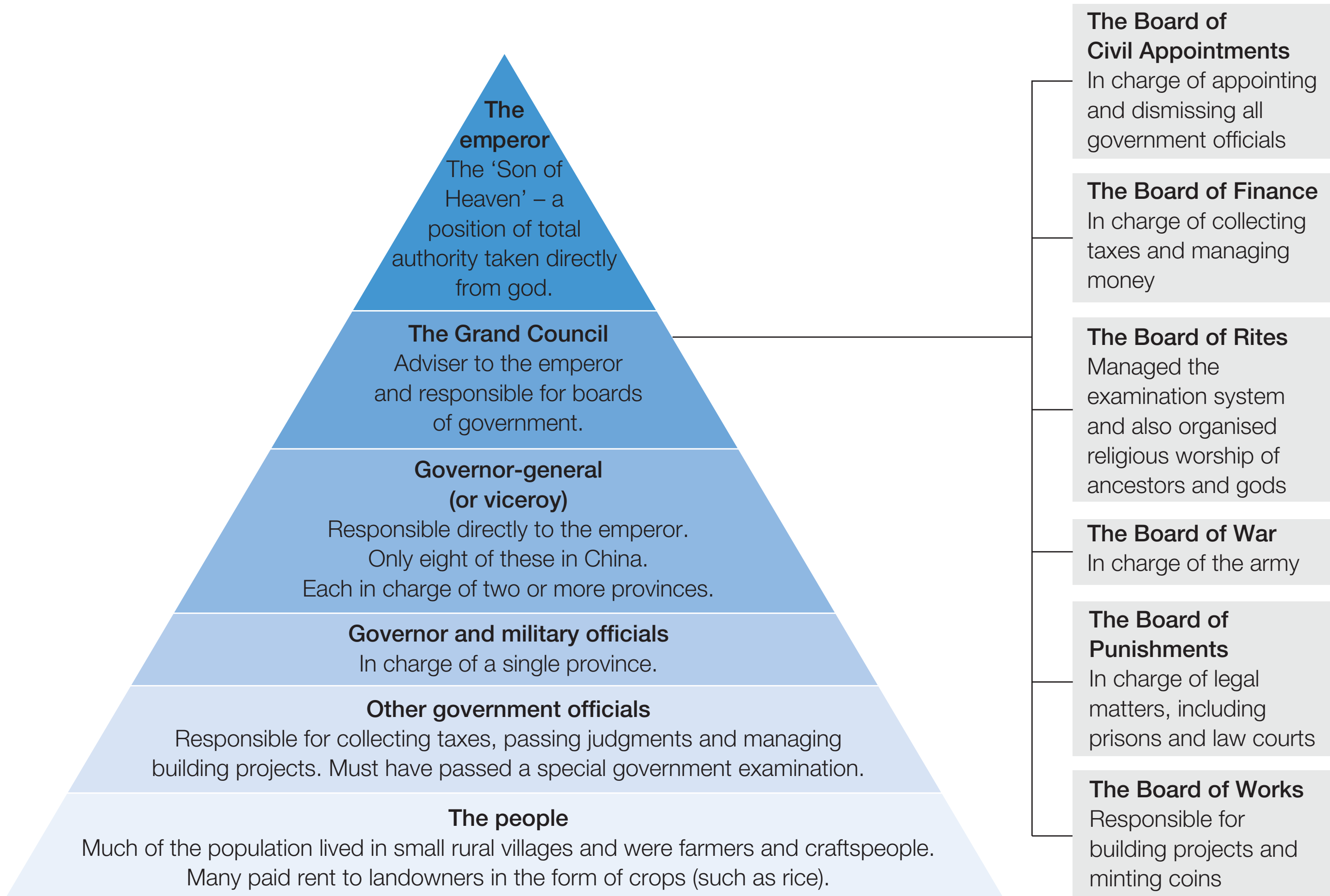
Social structure and system of government

The Chinese emperor had total authority. He personally directed the army and could overrule any judgment made by any court. Next in the social order came the government officials, who achieved their positions by performing well in the government examination system (see page 10.6). Other classes, in order of wealth (but perhaps not in respectability), were the merchants, artisans and craftspeople, and the farmers and peasants.

CHINA: BOUNDARIES OF QING DYNASTY AND MODERN CHINA

Source 2

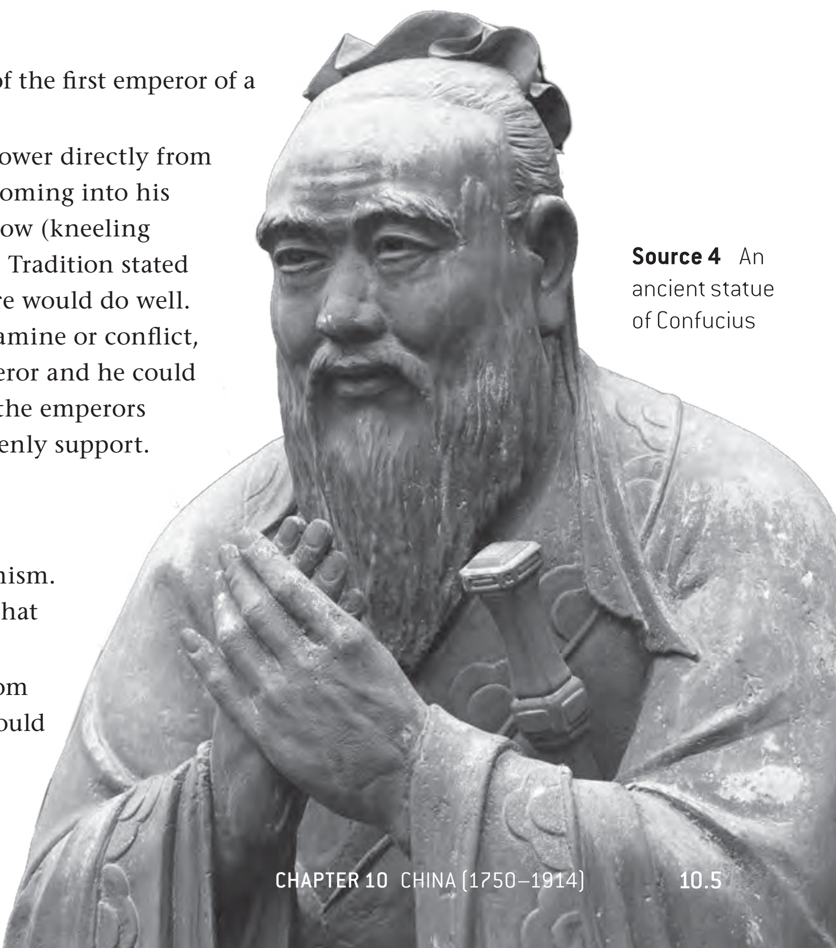
Source: Oxford University Press



Source 3 Chinese social structure and system of government under the Qing Dynasty (1644–1912)

This social order remained unchanged from the time of the first emperor of a unified China in 221 BCE to the late nineteenth century.

The Chinese believed that the emperor received his power directly from god, and he was known as the 'Son of Heaven'. Anyone coming into his presence had to show their respect by performing a kowtow (kneeling and bowing their head to touch the ground) three times. Tradition stated that if the emperor was worthy and ruled well, the empire would do well. However, it was also believed that if China faced flood, famine or conflict, this was a sign that heaven was displeased with the emperor and he could be overthrown. During the period of the Qing Dynasty, the emperors were able to convince the people that they still had heavenly support.



Source 4 An ancient statue of Confucius

Confucianism

The main belief system in Imperial China was Confucianism. Confucianism is not a religion, but a code of behaviour that influences the way that people live their lives.

Confucius was a philosopher and teacher who lived from 551 to 479 BCE in eastern China. He argued that people should live virtuous lives, respect their elders and rulers, and do their best to fulfil their given roles in society.

Rules governed what people of different classes should or should not do, and how they should behave towards their superiors. A person should try to treat others kindly, to act nobly and to distinguish right from wrong. Confucius taught that if everyone followed these rules, society would be harmonious.

Confucianism encouraged 'ancestor worship'. On important days such as anniversaries of deaths, male descendants offered gifts to their ancestors. During these rituals, men would lay offerings before tablets bearing the names of dead ancestors. Women could not perform these rituals.

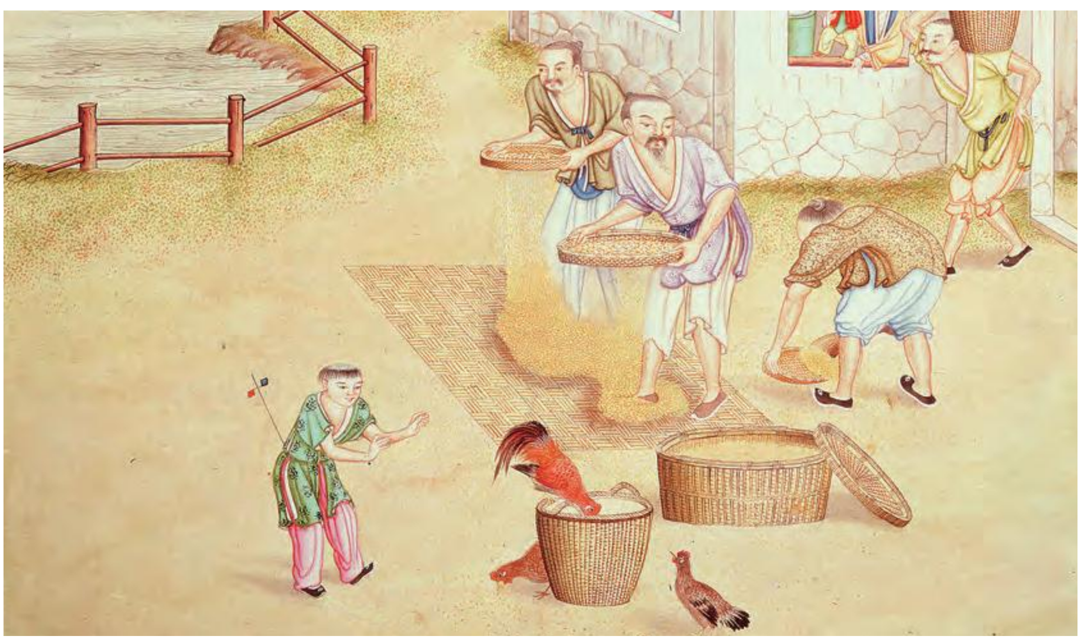
The examination system

To become government officials, Chinese men had to pass a special government examination. The test was based on ancient Confucian philosophy, Chinese classics and literature. In theory, any Chinese male was eligible to sit for the examination. However, in reality, poor men did not have the time or resources to prepare for the test. Women were not allowed to apply. The government officials formed a class that came to be known by Europeans as the **Mandarins**. They often lived privileged and luxurious lives.

Source 5 During the Qing Dynasty, the emperor was considered the 'Son of Heaven'. He wielded absolute power and could overrule any decision made by any court in the land. This artwork shows the Yongzheng Emperor, who ruled China from 1723 to 1735.

Mandarins
a class of Chinese government officials in Imperial China

Quiz me!
A quick quiz on traditional Chinese social structure



Source 6 During the Qing Dynasty, most of the population was made up of peasants. More than 90 per cent of peasants worked as farmers and craftspeople in small rural villages and paid rent to landowners in the form of crops.

Source 7 During the Qing Dynasty, Confucianism was the main belief system. Confucius was a philosopher and teacher who lived from 551 to 479 BCE. His teachings went on to influence imperial Chinese society greatly – and continue to influence modern Chinese society to this day. Rather than a religion, Confucianism is more of a code of behaviour.

Source 8 A group of Chinese government officials, referred to by Europeans as Mandarins

10.2 Check your learning

Comprehend

1 **Summarise** the different political roles within the Chinese system of government.

2 **Describe** the ritual one was expected to perform when in the emperor's presence.

3 **Explain** the significance of Confucius to the Chinese people.

Analyse

4 Identify two teachings central to Confucianism and **consider** how they helped to maintain 'social harmony'. Remember, when you consider something, you should think about it carefully before making a decision.

5 **Examine** Source 3 on page 10.5 and answer the following questions.

a Outline the main responsibility of the Board of Civil Appointments.

b Outline the main responsibility of the Board of Rites.

c How important was the examination system in Imperial China? Give reasons for your response.

Apply

6 **Discuss** your impression of the social hierarchy and the perceived value of the people compared to the government. What does the hierarchy reveal about daily life in China at the time? Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

10.3 Everyday life under the Qing Dynasty

Learning intentions

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

- understand the key social features of Chinese society during the Qing Dynasty
- understand the roles held by women and attitudes towards them in Chinese society.

For most people in China during the Qing Dynasty, daily life depended on ancient traditions and beliefs. Most people worshipped their ancestors, farmed the land and used simple technology. Things had changed little over the generations.

Life on farms and rural villages

Only around 6 per cent of the population lived in cities. The rest lived in small farming villages or towns. Most people were peasants who farmed the land. As well as growing crops, poorer peasant families often made extra money by spinning or weaving cotton or silk, or making other handicrafts that they would sell at local markets. Poorer families usually rented land from wealthier landowners, and had to give them up to 50 per cent of what they grew.

Craftspeople and peasant farmers used simple technology in their day-to-day lives. People and animals, rather than machines, did nearly all the physical work. Farmers used tools such as ploughs, and carts for transporting goods. Weavers used spinning wheels or hand spindles to make silk or cotton thread, and porcelain makers used the same hand-moulding techniques that had been used for centuries.

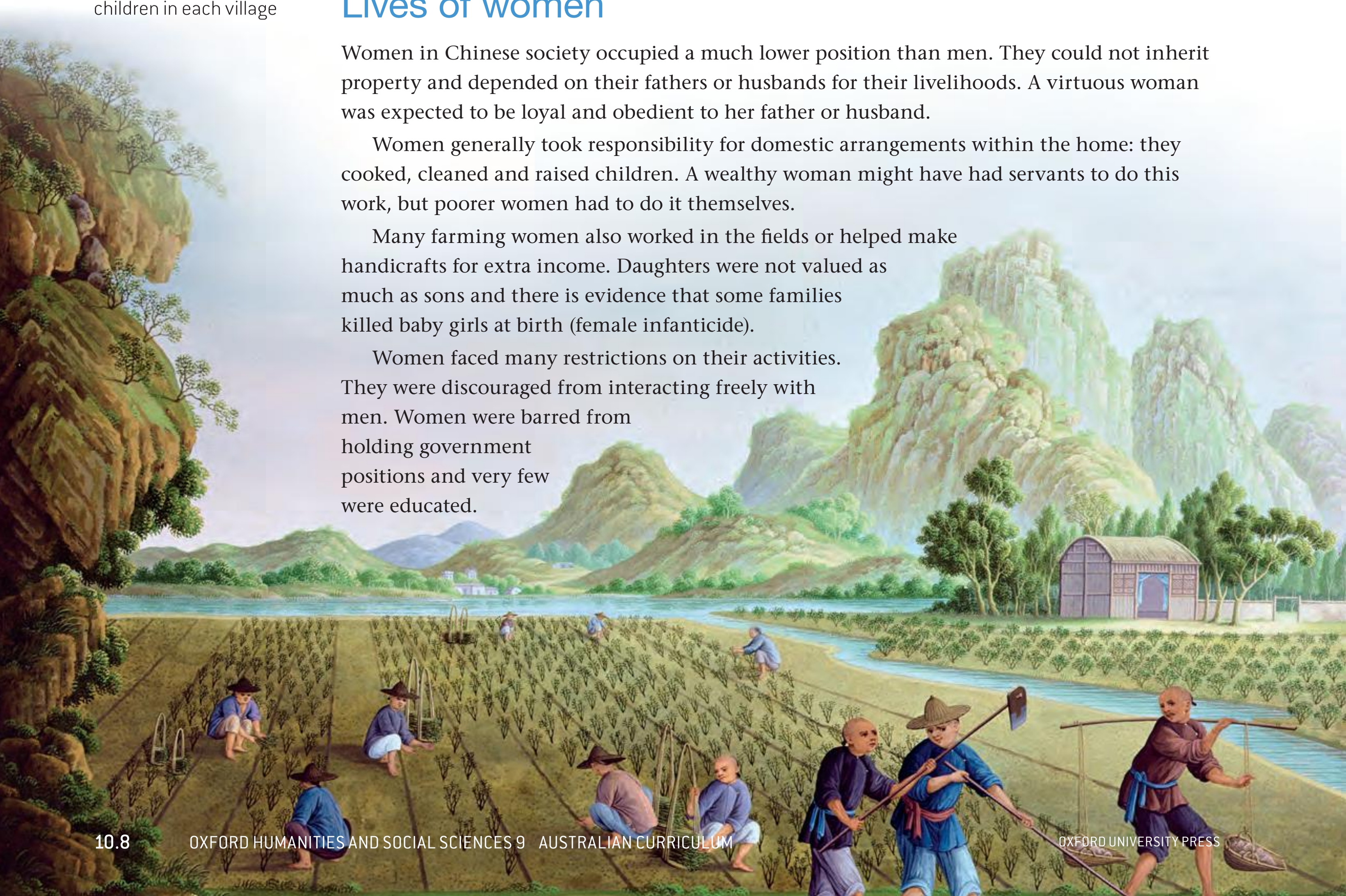
Lives of women

Women in Chinese society occupied a much lower position than men. They could not inherit property and depended on their fathers or husbands for their livelihoods. A virtuous woman was expected to be loyal and obedient to her father or husband.

Women generally took responsibility for domestic arrangements within the home: they cooked, cleaned and raised children. A wealthy woman might have had servants to do this work, but poorer women had to do it themselves.

Many farming women also worked in the fields or helped make handicrafts for extra income. Daughters were not valued as much as sons and there is evidence that some families killed baby girls at birth (female infanticide).

Women faced many restrictions on their activities. They were discouraged from interacting freely with men. Women were barred from holding government positions and very few were educated.



Source 9 Chinese peasants in southern China planting rice, an activity that required the labour of men, women and children in each village

Men were free to remarry as soon as their wives died, but many believed that widows should commit suicide rather than remarry.

Foot binding

One of the clearest indications that women were not equal was the painful practice of foot binding. Small feet, or 'golden lilies', were seen as a sign of beauty, and from the age of five, girls had their feet bound with strips of cotton. The toes were folded back and the bones bent until the foot was completely deformed. Fifteen-year-old girls sometimes had feet as small as 7 centimetres long. For women with bound feet, walking could be excruciatingly painful, and they often experienced long-term damage to their legs and hips.

Source 10 A woman with bound feet, c. 1900

Education

There was no such thing as compulsory education in China; most children of peasant farmers received no formal education. Girls learnt household tasks, such as cooking and weaving cloth, while boys learnt to tend livestock and help with planting and harvesting crops.

Schools for boys were established throughout China's provinces. If families could spare their sons from work, they were often willing to pay the school tuition so their sons could sit the government examination. Most boys in middle class and wealthier families attended school.

However, there were differing views about educating women during the Qing Dynasty. Some scholars viewed education for women as necessary only if it was to help educate their sons or to manage household finances. Many women in wealthy households were literate, but they had to study at home.

Analyse this!
A woman with bound feet

10.3 Check your learning

Comprehend

1 Briefly **describe** the way that most Chinese people lived in the time of the Qing Dynasty.

2 **Summarise** attitudes towards women in China under the Qing Dynasty.

Analyse

3 **Distinguish** between the lives and status of males and females during the time of the Qing Dynasty. Remember, when you distinguish between two things, you should talk about how they are different.

4 **Compare** the lives of wealthy and poor families during the time of the Qing Dynasty. What were their similarities and differences?

Apply

5 It is important to consider the ethical dimensions of history, and how and why our values and morals change over time. **Investigate** foot binding or female infanticide. Report on the original reasons for these practices, and what has changed in attitudes and practice over time.

10.4 Chinese culture

Learning intention

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

» describe the growth and significance of Chinese cultural traditions during the Qing Dynasty.

During the Qing Dynasty, China had a rich and sophisticated culture. Beautiful buildings, art, music, opera and delicate porcelain were all part of Chinese life. The upper-class Chinese were most likely to be involved in cultural life, but all Chinese people appreciated beautiful buildings and objects.

Literature

The Qing emperors encouraged literature. Emperor Qianlong, who ruled from 1735 to 1796, was one of the greatest supporters of Chinese literature. He ordered Chinese scholars to collect thousands of masterpieces of Chinese literature, which he published in a collection called *The Complete Book of the Four Treasuries*. However, Emperor Qianlong was suspicious of any books or poems that contained negative views of the Qing. As a result, over 2000 books were censored and destroyed.

Despite strict censorship practices, writers during the Qing period continued to produce a rich body of literature. One of the most famous novels of the period was *Dream of the Red Chamber* by Cao Xueqin.

Chinese opera

Between 1790 and the 1840s, a distinctive style of opera evolved. It was known as 'Beijing opera'. Its performers wore striking make-up and bright costumes to show the personalities and status of their characters. Rather than acting realistically, Beijing opera performers used graceful, symbolic movements. Audience members knew that certain gestures were meant to convey particular emotions. For instance, a sudden backward somersault expressed the despair a person feels upon losing a loved one. Specific movements were also used to indicate particular actions; for example, lifting a foot meant entering a house.

Source 11 A scene from the Chinese opera *Farewell My Concubine*, a story from 200 BCE, still performed in modern times

See, think, wonder

Look at Source 11.

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

Architecture

Architecture during the Qing period continued many of the styles and forms from the Ming period before it. New influences included the use of glass and a greater integration of buildings and garden spaces. One of the most significant buildings of the Qing era was the Summer Palace, built between 1749 and 1764.

The Summer Palace reflected the relationship between buildings, gardens and lakes, according to traditional Chinese principles of design. All aspects of the palace and its grounds were intended to contribute to an overall sense of harmony.

Explore it!
A virtual field trip to the Summer Palace

Source 12 This modern-day photo of the Summer Palace, now a major tourist attraction, shows paddle boats on Kunming Lake.

Porcelain

Porcelain is a glazed and baked ceramic material that originated in China in the time of the Han Dynasty, about 2000 years ago. By the Qing period, Chinese porcelain was of such high quality that it was sought all over the world. It was so popular that 'china' actually became the English word for porcelain.

The Qing potters continued many of the styles and techniques made famous under the Ming Dynasty. However, improved glazing methods and the use of higher temperatures for firing led to brighter colours and clearer designs.

Highly skilled artisans were engaged in all aspects of the creation of porcelain and they enjoyed status and a high standard of living.

Source 13 A painting from the nineteenth century depicting the manufacturing of porcelain in China using hand-modelling and moulding techniques

10.4 Check your learning

Comprehend

1 **Describe** how Beijing opera performers conveyed emotion or action.

2 **Explain** why the word 'china' is sometimes used to refer to porcelain.

3 **Summarise** Emperor Qianlong's attitude to literature.

Analyse

4 **Infer** (suggest) why potters in the Qing Dynasty enjoyed a high standard of living.

5 **Analyse** the significance of the Summer Palace, using the 5Rs of historical significance (see page 205 of 'The history toolkit') to help structure your response. Remember, when you analyse something, you need to break it down into smaller parts, and talk about how those parts relate to each other.

6 **Examine** Source 13, depicting Chinese potters.

- a Describe what is shown in this source. Suggest who is the likely intended audience of this source.
- b Evaluate how useful and accurate this source is as a piece of historical evidence.

10A
SKILLS IN CONTEXT

Qing style and fashion

The Qing rulers established a dress code for the imperial court as a way of distinguishing the ruling elite and government from the general population. The Manchu, who founded the Qing Dynasty, were made up of various tribes from Manchuria (in north-east China) and had a different style from the previous rulers. Descriptions and images of Qing clothing styles, hairstyles, buildings, decoration and furniture can tell the historian a great deal about the lives of people in the period.

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

Source 14

Court robes worn by the imperial family displayed round dragon medallions. The dragon symbolised the emperor, known as the Son of Heaven ... Civil and military officials displayed square court insignia badges on their robes with the appropriate bird or animal to identify their rank. The robes were made out of expensive fabrics like silks, satins, fine wool and furs ... Women dressed according to the rank of their husbands. There were also laws governing what commoners wore. Servants, actors and labourers were only allowed to wear clothes made of cheap materials like hemp cloth and sheepskin.

L. Matthews and J. Clements, *Oxford Big Ideas History 9* obook, Oxford University Press, Melbourne, 2014

Source 15 Emperor Yongzheng being carried in triumph; from Jules Ferrario, *Le Costume Ancien et Moderne*, 1820s

Source 16

When the Shunzhi (Qing) Emperor first conquered China in 1644 ... he decreed that all men should wear their hair in the Manchu style to show their obedience. They shaved the front of their head and wore a long braid at the back called a 'queue'. Anyone who refused to change his hairstyle was treated as a bandit and could be hunted down and killed.

Growing one's hair long at the front or cutting off one's queue were symbols of rebellion.

This hairstyle lasted until the fall of the Qing Dynasty in 1912.

L. Matthews and J. Clements, *Oxford Big Ideas 9 History* obook, Oxford University Press, Melbourne, 2014

KEY SKILL
Using historical sources

Evaluating the reliability and usefulness of sources

Evaluating the reliability and usefulness of sources is one of the most important, and perhaps most difficult, historical skills you need to master. A reliable source is one that you can trust. You can be reasonably sure that it is accurate or that it reflects a perspective from the period that you are studying. A useful source is one that will help you to address the questions that you are examining.

Step 1 To determine the reliability of a source, you need to identify whether it is biased. Being biased means having an unbalanced or one-sided opinion.
To recognise bias in a source, ask yourself the following questions:

- Who wrote it or made it?
- When was it written or made?
- Why was it written or made?
- Was the person who wrote or made it paid? If so, who paid them?
- Does it distort the facts?
- Does it give one side of the story or is it balanced?
- Can the views expressed in this source be verified by another source?

Step 2 To evaluate the usefulness of a source you should ask the following questions:

- What question am I investigating?
- Is the source reliable?
- What messages is the source conveying – both explicitly and implicitly?
- What is the source saying or showing that will assist me to answer my historical question?
- What additional information do I need to help me to answer my question?

For more information on this skill, see page 193 of 'The history toolkit'.

Practise the skill

1 Using the questions above as guides, **analyse** Sources 14 to 18 for their reliability and usefulness in assisting you to answer the following question:
'What can you learn about society and attitudes during the Qing period in China from an examination of the ways that people dressed and wore their hair?'

Source 17

> Before a Manchu woman grows up, she wears a single pigtail hanging behind; at the end of the pigtail is wound with a red cord, the front hair is cut into a bang, and often a bead made of gold or silver or jewellery is fastened on the tip of the pigtail, which is swinging with the wind, to show a sense of beauty.
>
> China Culture, http://en.chinaculture.org/library/2008-01/28/content_29219.htm

Extend your understanding

1 **Evaluate** how useful Sources 14 to 18 are in answering the following question:
'To what extent were styles of dress in Qing China determined by status and occupation?'

Source 18 This image, from 1912, shows Chinese men having their queues (long braids of hair) cut off after the fall of the Qing Dynasty.

10.5 Early contact with the West

Learning intention

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

- summarise Chinese perspectives towards foreign, in particular European, influence and trade.

missionaries
people who go to a foreign country to teach people about religion, especially Christianity

Under the Qing emperors, China was known as 'The Middle Kingdom'. This term grew from the idea that China was the centre of the world. By contrast, Europeans considered China to be the 'Far East'; a region far to the east of Europe. Europe was consequently referred to as the 'West', a term that is also used to indicate regions of the world outside of Europe with European settlements.

The Qing emperors believed that China was superior to other nations and had no need of contact with them. However, during the eighteenth century, increasing numbers of Europeans were interested in China. **Missionaries** and merchants wanted to establish bases in China, but they were restricted to the port of Guangzhou (Canton). Over the course of the nineteenth century, European influence in China gradually increased.

Source 1

Macartney brought back an edict [official order issued by a person in power] from the Qianlong Emperor for King George III. 'As your ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures.'

…

But the most devastating thing about Qianlong's edict was that it had been drafted even before Macartney's mission arrived in China. The sad truth is that the ambassador never really stood a chance.

Extract from *Getting Our Way with Sir Christopher Meyer*, Episode 2 – 'Prosperity', directed by Helena Braun © Wingspan Productions for BBC Four 2010

Missionaries

Christian missionaries from European countries believed that theirs was the one true religion. They had no respect for Confucianism, Taoism or Buddhism. Many missionaries and their families came to China in the late eighteenth century and attempted to convert as many people as possible to Christianity. They started hospitals, schools and orphanages, and had the Bible translated into Mandarin. By 1900, there were about 100 000 Christians in the country.

The Chinese emperors mistrusted Christianity. They saw it as a challenge to Confucian values and disliked foreign missionaries moving around their country. Government officials also saw Christian missionaries as potential rivals to their own belief and education systems.

Early traders

For Europeans, China was a rich storehouse of treasures. Tea, silk, spices, porcelain, lacquerware and furniture were highly desirable items. However, European traders were unable to interest the Chinese in buying their products in return. Silver was the only currency that the Chinese would accept. By 1800, British merchants were paying over £3.5 million worth of silver to China in return for tea alone.

In an attempt to change this situation, the British Government sent an ambassador to China in 1793. Earl Macartney's task was to convince the emperor that Britain should have greater trading rights and that more ports should be opened to Western traders. Macartney's mission was a failure, largely because of his arrogance. He refused to kowtow to the emperor. Instead, he simply knelt on one knee (see Source 4). As a result, the emperor refused all of Macartney's requests. He was ordered to leave Beijing within two days, taking with him a letter from the emperor to King George III.

Source 2

You can't conceive of them saying Yes to Macartney's demands. After all, what did he want? He wanted not only trading posts, possibly an island as a base for trade, [but] above all, he wanted diplomatic relations on an equal footing, and this was quite unthinkable to the Chinese. After all, there could only be one sun in the sky, and that, of course, was China.

Sir Percy Cradock, Ambassador to China, 1978–83, quoted in *Getting Our Way with Sir Christopher Meyer*, Episode 2 – 'Prosperity', directed by Helena Braun © Wingspan Productions for BBC Four 2010

Source 3 A caricature published after the return of Britain's failed envoy to China shows Earl Macartney declining to kowtow before Emperor Qianlong, unlike the men behind him.

Source 4 The Chinese Bridge at Painshill, the eighteenth-century estate of Charles Hamilton in Surrey, England

The continuing trade imbalance

In Europe, the demand for Chinese goods continued to grow. Apart from tea, Chinese silks, porcelain and artefacts such as fans were very fashionable. There was also a Chinese influence in garden design. Chinese bridges and pagodas became essential elements in the gardens of stately homes. The Chinese, in return, continued to show little interest in European products.

Quiz me!
A quick quiz on early contact with the West

*** I used to think, now I think**

Reflect on your learning about the activities of missionaries in China and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

10.5 Check your learning

Retrieve

1 **State** the products Europeans wanted to buy from the Chinese.

Comprehend

2 **Describe** the attitude of the Chinese emperors towards foreign influence and trade.

3 **Summarise** the evidence that suggests both the Chinese and the Europeans believed their civilisation was the most important in the world.

Analyse

4 Look at Sources 1 and 2. Referring to the text, **analyse** the perspective of the British and Chinese towards each other. Look at the language used in these sources and consider how this language indicates perspective. Remember, when you analyse something, you need to break it down into smaller parts, and talk about how those parts relate to each other.

5 **Examine** Source 3.
   a Explain the context for this image.
   b Evaluate whether the artist is portraying a sympathetic view of the British or the Chinese. Support your answer with reference to specific features of the image.

10.6 The opium trade

Learning intention

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

» describe the reasons for and the effects of the British opium trade with China.

The British traders were desperate to find a product that the Chinese would be willing to buy. They settled on opium, a powerful drug that is highly addictive. British ships began picking up cargoes of opium at Indian ports and selling the drug to Chinese traders.

The opium trade grew quickly. In 1790, private British traders shipped 4000 chests of opium a year into China. By 1822 this had risen to 18 766 chests. By this time, China could no longer sell enough tea to pay for so much opium, so vast amounts of silver started to flow out of China. Qing officials saw that the opium trade hurt China financially and socially. The emperor had made buying opium illegal in 1796, but British traders ignored the ban and continued to sell the drug illegally.

The First Opium War

By the 1830s, the negative impact of the opium trade was being felt in all areas of Chinese life. The economy was severely damaged and the physical and mental well-being of many people was under threat. In 1839, the emperor appointed a scholar, Lin Zexu, to attempt to stop the opium trade.

Lin Zexu's first action was to confiscate and destroy 20 000 chests of opium in Guangzhou (Canton). He then insisted that British merchants sign a bond (agreement) that they would cease importing opium. The British Government's response was to send naval vessels to China demanding payment for the destroyed opium.

At the same time, another issue was causing tension between the Chinese and the British. The British Government demanded that the principle of **extraterritoriality** be followed in China. This meant that if British citizens committed crimes in China, they were subject to British, not Chinese, law.

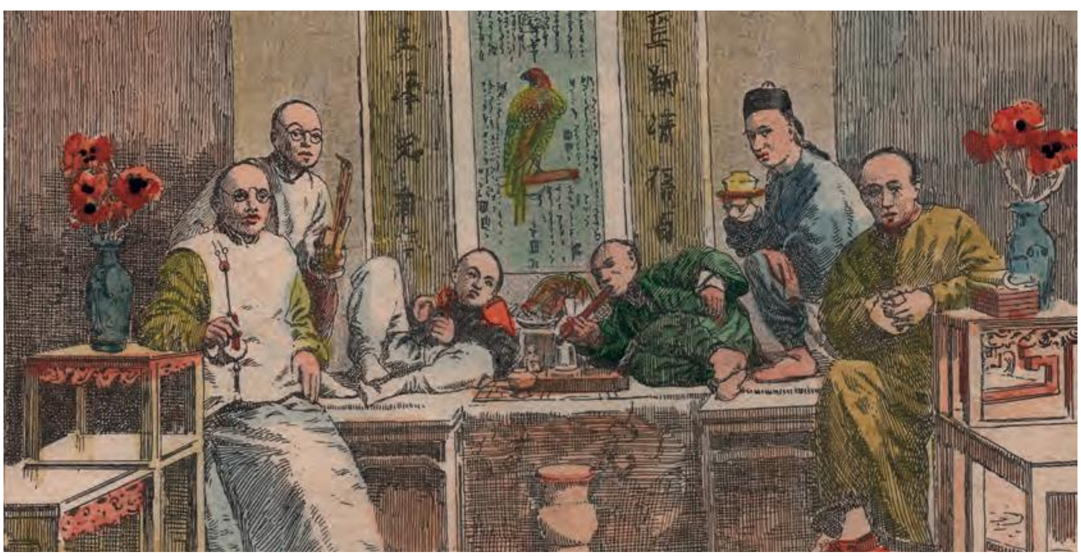
extraterritoriality
the right of foreign citizens to be tried by the laws of the country they are from, not the laws of the country where they live

Lin Zexu wrote a letter to Queen Victoria in which he argued that it was illegal to sell opium in Britain so why should the British sell it in China. He began with the words:

> Suppose the subject of another country were to come to England to trade, he would certainly be required to comply with the laws of England, then how much more does this apply to us of the celestial empire!

Lin Zexu received no reply.

Analyse this!
Lin Zexu's letter



Source 5 A coloured engraving of a Chinese opium den in the nineteenth century

The combination of these tensions led to the outbreak of war between the British and Chinese naval forces in 1840. The British navy was stronger, and by 1842 the British had taken control of the key Chinese trading ports. Under the Treaty of Nanjing in 1842, the British extended their political and economic control over China.

The key features of the treaty included:

- five new ports to be opened to British traders, known as 'treaty ports'
- 21 million silver dollars to be paid to the British in compensation for the destroyed opium
- Hong Kong to be given up to Britain for 150 years
- the principle of extraterritoriality to apply to all British citizens accused of crimes in China.

The Treaty of Nanjing humiliated the Chinese and gave the British much greater influence in China. The opium trade increased and its impact helped to undermine the social system in China and the prestige of the Qing Dynasty.

Legalisation of opium

During the 1830s, the Qing government debated the many problems associated with the opium trade in China.

Officials presented a range of arguments: some suggested the legalisation of the drug in order to lower criminal activity, while others believed a total ban was required to lower criminal activity. Both sides considered the merchants of opium to be barbarians, but raised many arguments that put the emperor in quite a predicament over what decision to make.

Those who preferred legalisation wished to avoid cutting off trade ties with Britain because it would impact the livelihood of coastal towns and only lead to the illegal smuggling of opium. They said bandits were planting opium on ships and extorting innocent civilians, pretending to act as government officials enforcing the strict laws in place. They suggested allowing the barbarians to trade, but imposing a heavy duty and only exchanging merchandise, not silver.

Those against legalisation believed a ban was the only way to protect the peaceful Chinese society that had existed for 200 years. They believed opium would lead to greater addiction among the population, and as Chinese official Zhu Zun stated, it would 'become a national catastrophe … impossible for us to eradicate later'. They feared that lifting a ban already in place would only lower the perceived credibility and authority of the government, and that farmers would grow poppies in order to make opium, instead of other fresh produce, due to the huge potential profits. This would ultimately cause a shortage of essential crops and produce needed for the huge Chinese population.

The legalisation of drugs is still a heavily debated issue across the world today, because there are many arguments both for and against.

Source 6

> Some suggest that the legalization of opium will challenge the dignity of our government.
> I question such a statement because drinking the finest wine and enjoying a dinner feast can also harm lives. Traditional Chinese medicines such as *fuzi* and *wutou* have poisonous qualities, yet since ancient times they have never been considered illegal. Additionally, legalization is only for those common and vulgar people who don't have to perform official duties. If government officials, scholars, and soldiers are not included in the policy, I assume it will not undermine the dignity of our government.
>
> Xu Naiji, *Memorial on Legalising Opium*, *c*. 1836

For more information on this key concept, refer to page 199 of 'The history toolkit'.

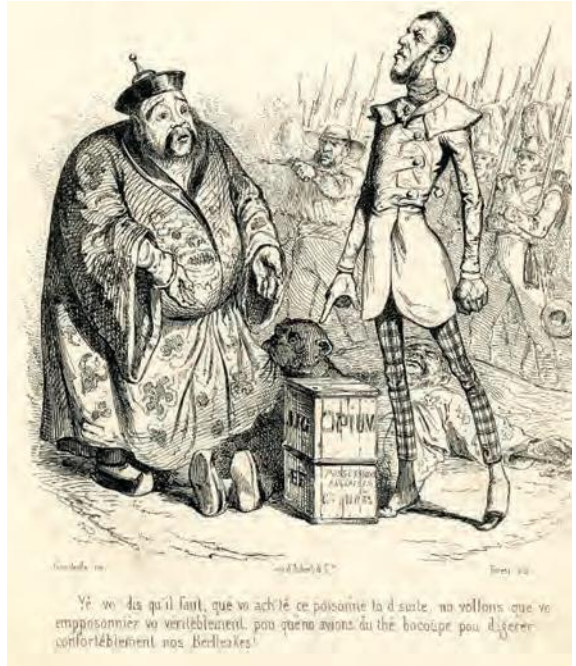
KEY CONCEPT
Continuity & change

The Second Opium War

Tensions between the British and the Chinese were not resolved by the Treaty of Nanjing. The spread of the opium trade continued to cause resentment. Moreover, the Chinese economy was increasingly weakened by the imbalance of trade. The Chinese believed that they had handed over far too much power to the British, but the British wanted more.

In 1856, Chinese officials boarded the *Arrow*. This was a Chinese ship that had been registered by the British in Hong Kong and was flying a British flag. Britain used the incident as a reason to attack Guangzhou (Canton), which led to the outbreak of the Second Opium War.

This time, France joined the British against the Chinese because of recent assaults against French missionaries and sailors. The United States and Russia also offered to send military support to Britain and France, but this proved unnecessary. Britain and France overpowered Chinese troops and, once again, China was defeated.



Source 7 This French political cartoon was created in 1840. The caption says, 'I tell you to immediately buy this poison. We want you to poison yourself completely, because we need a lot of tea in order to digest our beefsteaks.'

Think, pair, share

- Think about the actions of the British before and during the Opium Wars. How would such actions be viewed by the international community today? Has there been any change over time with regard to ethical considerations?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Source 8 Edward Duncan's 1843 painting of British ships destroying Chinese war junks (sailing boats) during the First Opium War

Under the 1858 Treaty of Tianjin, the Chinese emperor was further humiliated and China's independence was virtually destroyed. The key features of the treaty included:

- the opening of 10 more ports to foreign trade
- the extension of trading rights to France, Russia and the United States, in addition to Britain
- the extension of rights to missionaries to travel throughout China, and freedom of religion for all Chinese
- further financial reparations to be paid in silver to Britain and France
- the legalisation of the opium trade.

By 1860, China was a mere shadow of the proud and cultured nation that it had been a century earlier.

Source 9 A French political cartoon titled *China – the Cake of Kings and of Emperors*, created by Henri Mayer on 16 January 1898, showing the European imperialist nations and Japan carving up a pastry of China

10.6 Check your learning

Retrieve

1 In your own words, **define** the term 'extraterritoriality'.

Comprehend

2 **Describe** the impact of the opium trade on the Qing Dynasty.

Analyse

3 **Compare** the key features of the Treaties of Nanjing and Tianjin. Which do you think would have been the more humiliating to the Chinese? Refer to specific features of the treaties to support your answer.

4 **Examine** Source 5 on page 10.16. What can you interpret about the place of opium smoking in Chinese society from the image?

5 Look closely at Sources 7 and 9.
   - a **Analyse** one of the political cartoons. See the steps outlined on page 194 of 'The history toolkit' for how to analyse political cartoons.
   - b In both sources, **identify** the stereotypes and features that are emphasised in the caricatures representing the various countries.

6 **Examine** the key concept box on the legalisation of opium on page 10.17 and answer the following questions:
   - a Summarise the arguments for the legalisation of opium.
   - b Summarise the arguments against.
   - c Outline your own opinion on this topic and the decision you would make if you were the Chinese emperor.
   - d Identify examples of historical continuity and change in the debate over legalisation of drug use. Think about social, economic, political and ethical examples of continuity and change.

7 Imagine that you are Queen Victoria and you receive the letter from Lin Zexu (see page 10.16). Write a short response to **justify** (give reasons for) the actions of the British Government and the British traders.

Apply

8 **Create** a flowchart of events that led to the First Opium War.

9 The five countries involved in the Opium Wars now make up the five permanent members of the United Nations Security Council. Complete the following tasks and present your information in a poster.
   - a **Investigate** the role of these five countries in this council and discuss why they may have become the five permanent members.
   - b **Discuss** the changes that have occurred in their attitudes towards international relations and diplomacy over the last 200 years. Remember, when you discuss something, you should approach it with your own point of view, which you support using evidence from research.

10B SKILLS IN CONTEXT

The impact of Europeans on Chinese society

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

From the mid-eighteenth century, Chinese society was under threat from European influence. By the end of the nineteenth century, the once proud country of China was weakened and unstable. The main influences on this destabilisation were Christianity, opium and the loss of wealth and territory to Western powers.

Source 10

The very trick of the cunning barbarians [foreigners] is to weaken our nation with poison [opium]. If they now succeed in fooling our people, it means the disintegration of our national defence and the opening up of the same to our penetration.

Yuan Yulim (magistrate) in a letter to the emperor in 1836

Source 11 A Christian missionary teaching Chinese scholars

TERRITORIES PREVIOUSLY PART OF THE QING EMPIRE THAT WERE CONTROLLED BY FOREIGN POWERS BY 1900

Source 12 Source: Oxford University Press

KEY SKILL
Communicating

Developing a written historical argument

Historical discussions present different opinions about particular historical questions or issues. Follow these steps to research and write your own historical discussion:

Step 1 Consider evidence from a range of sources, and outline different possible interpretations of that evidence.

- Consider relevant primary sources.
- Consider the ideas of other historians, presented in secondary sources such as textbooks and websites.
- Record the sources of all of your information.

Step 2 Decide your view on the issue. Decide what arguments you are going to make, and how you will support them.

Step 3 Write up your discussion. Your discussion should include the features outlined in the table below.

For more information on this skill, see page 208 of 'The history toolkit'.

Introduction	Introduce the topic and the issues to be explored.
Main body	Write a series of paragraphs that outline different arguments related to the issue or question. Each point should be supported with evidence.
Conclusion	Sum up the material and give your opinion. Avoid saying 'I'; rather say something like 'The evidence suggests …'
Involvement of sources in your writing	In addition to referencing all of your sources, you should indicate the source of some of your information as part of your discussion, e.g. 'According to historian Ronald Laidlaw, China lost the First Opium War because it lacked good leadership and organisation.'
Footnotes and bibliography	All quotes, figures and facts that are not generally known must be referenced in a footnote. All written and online sources must be acknowledged; e.g. Wood, Michael, *In Search of Shakespeare*, Maya Vision International, London, 2004.

Practise the skill

Using these and other sources, develop a historical argument to **discuss** the topic: 'Opium was by far the most destructive influence on Chinese stability and well-being during the nineteenth century.'

Steps in developing your argument:

1. **Examine** Sources 10 to 13 and conduct some further research into the negative impact of European influence on China between 1750 and 1911.
2. **Summarise** the negative influences of the opium trade.
3. **Summarise** other influences, especially Christianity and the loss of wealth and territory.
4. Use the material you have gathered to answer the question in essay form. Note that you should consider all influences before deciding whether opium was the most destructive influence.

Extend your understanding

1. The island of Hong Kong was leased to Britain for 150 years under the 1842 Treaty of Nanjing. In 1997, the island was handed back to China. **Investigate** what has taken place in Hong Kong since 1997. Prepare a written or audiovisual report that addresses some of the following points: government, living conditions, customs and traditions, personal freedoms, contact with mainland China.

Source 13 A cartoon titled *To the Weak Relation* from an American newspaper of 1864 showing 'John Bull' (England) forcing China to accept opium

10.7 China's internal problems

Learning intention

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

» explain how European imperialism destabilised Chinese society, leading to the Taiping Rebellion.

The Opium Wars put China under huge pressure at a time when it was also facing emerging internal problems. The second half of the nineteenth century was a difficult period for China, which was struggling economically. Most Chinese people were still farming or engaged in small businesses. China did not have modern, large-scale industries such as those found in Europe and the United States. In addition, China's population had more than doubled between 1750 and 1850. Farmland was in short supply and food was sometimes scarce. Large numbers of people moved across the country in search of work and food. This had a disruptive impact on the country.

Many Chinese people were unhappy about the recent military defeats by foreigners. They also suffered because of the huge sums of money China was paying to foreign powers. These unstable conditions led to internal rebellions and attempts to bring China into the modern world.

The Taiping Rebellion

By far the largest uprising was the Taiping Rebellion, led by Hong Xiuquan. Between 1850 and 1864, the Taiping rebels seized control of much of south and central China, establishing their own kingdom for over a decade.

Hong was inspired by Christian missionaries' pamphlets and believed he was Jesus' younger brother. He declared that he would establish a new kingdom called the Heavenly Kingdom of Great Peace, and swore to throw the Qing rulers out of China.

Source 1 The seal of the Taiping Heavenly Kingdom of Great Peace

In his new kingdom, Hong promised to turn private property into common property to be shared by all. This attracted many famine-stricken peasants, workers and miners, who joined with Hong against the Qing rulers. In 1853, with up to 1 million followers, Hong captured the eastern city of Nanjing, renaming it Tianjin.

Later attempts by the Taiping rebels to take Beijing and Shanghai failed, and they were eventually defeated by combined Qing Dynasty and foreign forces. Between 20 and 30 million people died as a result of the Taiping Rebellion. Many were killed in battles, but others died from starvation and disease.

The Self-Strengthening Movement

The opium trade, the military defeats and the foreign influence on Chinese society all created concerns for the Qing emperors. Beginning in the 1860s, the Qing leaders began a limited program of modernisation, known as the Self-Strengthening Movement.

China's outdated navy was one area that needed improvement. The government purchased several modern ships from Europe and experimented with shipbuilding in Shanghai. In 1862, General Zeng Guofan reported that Chinese workers had managed to build a steamboat, but that it was 'very slow'.

China also needed to build up its industry. In the 1870s, it began to build modern factories. In 1875, a factory in the city of Jiangnan began production of modern rifles. In 1877, the first steam engine was used to power a wool mill. Other industries included shipyards and coal mines.

Quiz me!
A quick quiz on China's internal problems

However, these projects were only partially successful. Foreigners were still needed to run many factories, as the government could not find Chinese people who knew enough about modern science or engineering. By 1900, in spite of the Self-Strengthening projects, China was still not able to compete with modern powers.

Source 2 Foreigners were still needed to run many factories. This image shows a British factory in Hog Lane, Guangzhou (Canton), *c*. 1838.

Foreign wars

A further humiliation for China was its failed involvement in a number of foreign wars. Around the turn of the twentieth century, China suffered defeat at the hands of France, Japan and Russia. These defeats left China even more at the mercy of foreign powers, and demonstrated the weakness of the Qing rulers.

10.7 Check your learning

Comprehend

1 **Summarise** the effects of population growth on China.

2 **Summarise** the achievements of the Taiping rebels.

3 **Describe** one way European imperialism destabilised Chinese society, leading to the Taiping Rebellion.

4 **Explain** why the Self-Strengthening Movement achieved only limited success.

Apply

5 **Propose** (put forward) reasons why forces of the Qing Dynasty combined with foreign armies to defeat the Taiping rebels.

6 Describe the type of relationship China had with the foreign powers – was it mutually beneficial, a one-sided dependency or a destructive relationship? **Justify** (give reasons for) your response.

7 'A lack of modernisation was the main reason for China's position around 1900.' To what extent do you agree with this statement: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** your position. Use the historical argument structure (on page 208 of 'The history toolkit') to help guide your response. In your answer, you may draw upon information from this and earlier topics.

See, think, wonder

Look at Source 2.

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

10.8 Significant individual: Empress Dowager Cixi

Learning intentions

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

» summarise the rise and political contributions of Empress Dowager Cixi

» describe how the leadership of Empress Dowager Cixi shaped the Qing Dynasty.

Empress Dowager Cixi was one of the most significant and powerful women in the history of China. Although China was officially ruled for centuries by successive dynasties of emperors – all of them men – in reality, Cixi was the true ruler of China from 1861 until her death in 1908. She ruled unofficially from behind the scenes during a critical period in China's history. By manipulating a group of conservative and corrupt government officials, Cixi wielded enormous power and influence over the Qing Dynasty and the Chinese people. Her time in power changed the course of Chinese history.

Early life

Cixi was born in Beijing in 1835, the eldest daughter of a low-ranking Chinese government official. Her father died at a very young age, and afterwards Cixi felt unhappy and neglected by her family. At the age of 14, she was nominated to begin training to become a concubine to the ruling Qing Imperial House. In traditional Chinese society, this nomination was considered an honour, but for Cixi it was also a chance to escape a family home where she felt unhappy and unwanted.

In 1851, at the age of 16, Cixi was chosen to become one of the Xianfeng Emperor's low-ranking concubines. The Xianfeng Emperor came to power in 1850 and was the seventh emperor of the Qing Dynasty to rule over China. At this time Cixi moved to the imperial palace in Beijing – known as the Forbidden City. By the age of 18, Cixi had completed the ritual training to become a royal concubine – a higher position, at the imperial court. Although the emperor had many wives and concubines, Cixi was the only one to successfully give birth to a son and heir to the throne, in 1856.

Source 3 An early-twentieth-century portrait of Empress Dowager Cixi by a European artist

Cixi's rise to power

In 1861, one year after the end of the Second Opium War, the Xianfeng Emperor died. Because the Xianfeng Emperor's only son – who became known as the Tongzhi Emperor – was six years old at the time of his father's death, a group of nine people was chosen to rule in the place of the young emperor until he came of age. These people were known as regents. The young emperor's mother, Cixi, was one of the regents. Initially, it was intended that Cixi would share power with the eight other regents; however, over time she gradually increased her power and was able to overthrow them. She was an ambitious and clever ruler.

Around this time, Cixi took on the title of Empress Dowager – a term given to the widow of an emperor.

When her son – the Tongzhi Emperor – died in 1875, Cixi managed to remain in power, continuing in the role of regent but effectively ruling China as empress. Keen to maintain her power, Cixi chose a new emperor: her nephew, who was three years old at the time. The new emperor – the Guangxu Emperor – was a sickly boy who was terrified of her.

Resistance to change

In 1888, when the Guangxu Emperor turned 17, Cixi officially surrendered her power and title to him, but behind the scenes she was still plotting to remain in control.

Ten years later, in 1898, the Guangxu Emperor attempted to assert his own power by introducing a program to reform China and adopt some more open policies towards the industrialised nations, known as the Hundred Days' Reform. The emperor wanted to construct new railways, build up industry and update the education system to include European science. He even suggested a limited form of democracy. These reforms alarmed Cixi, who saw them as a threat to her power. She was very conservative and resented attempts to open China to non-Asian countries, claiming: 'The foreigners are like fish in the stewpan. For 40 years I have eaten bitterness because of them.' She had been opposed to the goals of the Self-Strengthening Movement and felt the same way about the Hundred Days' Reform. She effectively overturned almost all the reforms and organised the emperor's arrest. Cixi's soldiers took the Guangxu Emperor to a small palace in the middle of a lake, connected to land by a single guarded bridge. At this point, Cixi once again took the role of regent. The Guangxu Emperor lived as a prisoner until his death in 1908.

The Boxer Rebellion and some reforms

Despite Cixi retaking power, challenges to her rule continued. In 1899, a group of anti-foreign rebels known as Boxers began protesting against foreign influence in China, and in 1900, the Boxer Rebellion took place (see topic 10.9 on page 10.28). During the Boxer Rebellion, around 100 foreigners were killed and the headquarters of foreign powers in Beijing were surrounded. Cixi supported the Boxers, but the rebellion was ultimately unsuccessful because foreign troops were far better resourced and armed than the rebels.

After the Boxer Rebellion, Cixi was forced to flee the city and accept humiliating peace terms. On her return to Beijing in 1901, she finally agreed to implement some of the reforms that she had overturned as part of the Hundred Days' Reform. They included the modernisation of China's military resources and the abolition of the examination system. These reforms were seen by many as being too little too late.

Source 4

Now they [foreign powers] have started the aggression and the extinction of our nation is imminent. If we just fold our arms and yield to them, I would have no face to see our ancestors after death. If we must perish, why not fight to the death?

Empress Dowager Cixi during the Boxer Rebellion

Source 5

Our past errors will help us to act more wisely in the future. We must no longer distinguish between Chinese ways and foreign ways. So far we have copied only the outer clothes of the West. We must go further. We must revise ancient methods, stamp out abuses in our system of government and reform completely.

Edict from Empress Dowager Cixi, 1901, quoted in G. Stokes and J. Stokes, *Modern China: A Documentary History*, Longmans, London, 1967, p. 177

The end of the Qing Dynasty

In 1908, Cixi died. The day before her death, the Guangxu Emperor was discovered dead from poisoning. Although there is no hard evidence to prove Cixi ordered the emperor's death, many historians suspect her involvement.

After her death, Cixi was buried in the Qing imperial tombs near Beijing and a new emperor – the Xuantong Emperor (also known as Pu Yi) – took the throne at the age of three. Only three years later, the Qing Dynasty collapsed, and in February 1912 the Xuantong Emperor was removed from power. Thousands of years of imperial rule in China was over. This led to the creation of the Republic of China and marks the beginnings of modern China.

KEY CONCEPT
Significance

Explore it!
The Forbidden City

The Forbidden City

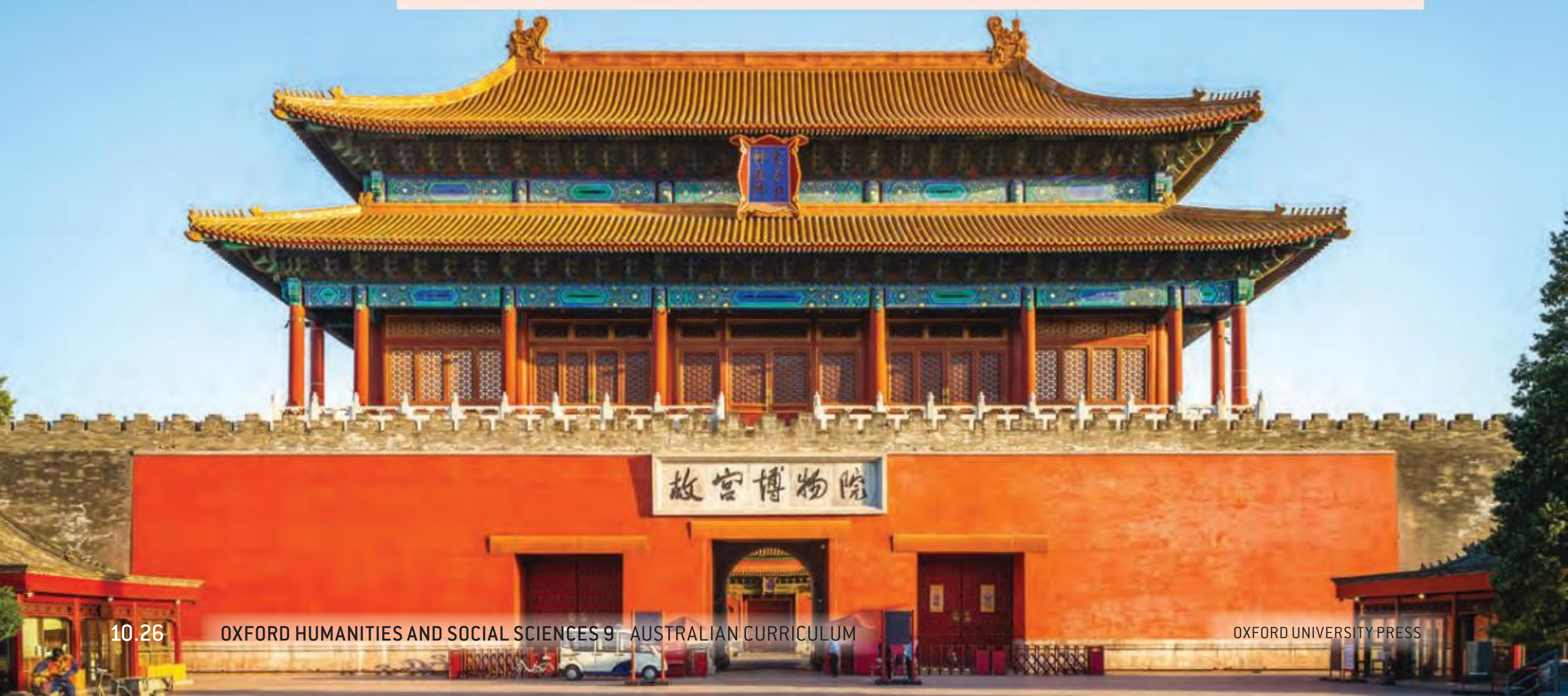
The Forbidden City was built in the fifteenth century and was the imperial palace for the Ming and Qing dynasties. It was forbidden for commoners to enter; only those invited by the emperor could enter its gates. Located in Beijing (Peking), it is one of the largest palaces in the world, covering 72 hectares of land, and is highly regarded for its precise and symmetrical architecture. The height and number of statues on the roof of each building indicate the hierarchical nature of the imperial court. The use of yellow and red throughout indicates the symbolic power of the emperor, and the dragons decorating the walls are to ward off evil spirits. Source 6 documents the marvel it elicited in a Christian missionary when he first saw the palace.

For more information on this key concept, refer to page 205 of 'The history toolkit'.

Source 6

The palaces of the emperor are real palaces and bear witness to the grandeur of the lord who inhabits them by the immensity, symmetry, elevation, regularity, splendor and magnificence of the innumerable edifices [large buildings] which compose them. The Louvre would largely stand in one of the courtyards of the palace of Peking [the Forbidden City] ... All the missionaries we saw coming from Europe were struck by the air of grandeur, wealth and power of the palace of Peking. All have confessed that [it] ... constitutes a spectacle to which nothing of what they had seen before had prepared them ... everything, in fact, becomes more beautiful as one approaches the throne room and the apartments of the emperor.

An anonymous missionary in his book *Memoirs Concerning the Chinese*, 1777



Source 7 The grand architecture and walled fortress of the Forbidden City symbolised the imperial power of China.

Source 8 The imperial throne in the Palace of Heavenly Purity within the Forbidden City; this was the hall where the emperor would sign documents and hold court meetings.

10.8 Check your learning

Retrieve

1 **Define** the terms 'regent' and 'Empress Dowager'.

2 **Recall** Cixi's ascension to the imperial palace.

Analyse

3 **Consider** why Cixi is a significant individual, using the 5Rs of historical significance to structure your response (see page 205 of 'The history toolkit'). Remember, when you consider something, you should think about it carefully before making a decision.

4 **Examine** Sources 4 and 5 on page 10.25 to answer the following questions:

a Describe Cixi's attitude and tone of voice.

b Which source reflects her true opinion? Explain why you think this is the case.

c Do you think one source is more reliable than the other? Why or why not?

Apply

5 An important part of studying history is considering 'what if' scenarios. **Discuss**:

a with a partner what the future may have been for China had the Guangxu Emperor been able to continue his implementation of the Hundred Days' Reform

b how this would have changed relations with foreign powers at the time and into the future.

Form a hypothesis and write a supporting paragraph to summarise what may have occurred had Cixi not intervened.

See, think, wonder

Look at Source 8.

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

10.9 The Boxer Rebellion

Learning intentions

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

» identify the causes and effects of the Boxer Rebellion

» summarise the different perspectives and interpretations about the events of the Boxer Rebellion.

Wars, internal problems, poverty and famine all combined to create a climate of dissatisfaction in China by the end of the nineteenth century. As a result, a number of rebellious groups developed. The most significant of these was the Society of Righteous and Harmonious Fists, unofficially known as the Boxers.

The Boxers were mostly peasants, with semi-religious but anti-Christian ideas. They were dedicated martial artists, who believed that their training could eventually allow them to develop resistance to foreign bullets. They blamed European **imperialism** and Christians for China's problems, calling them 'ghosts' or 'devils'. The Boxers quickly gained the support of people in the provinces of northern China, where peasants had suffered decades of great hardship. They protested under the slogan: 'Support the Qing; Destroy the Foreigners'.

At first, Empress Dowager Cixi condemned the Boxers' actions publicly. She was afraid that Western nations might use the Boxer attacks as an excuse to send in their military forces again. But in 1900, the Empress Dowager suddenly changed her tone. She suggested that she might even sympathise with the rebels.

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

Watch it!
A video and quiz on the Boxer Rebellion

The Beijing siege

The most famous event of the Boxer Rebellion took place in 1900, when Boxers began attacking the headquarters (known as legations) of the foreign powers in Beijing. The northern part of China was in severe drought and the Boxers blamed the foreigners.

AREAS OF NORTHERN CHINA DIRECTLY AFFECTED BY THE BOXER REBELLION

Source 9 Source: Oxford University Press

Enlarged map
Areas of northern China directly affected by the Boxer Rebellion

Australian journalist George Morrison kept a diary of his experiences in Beijing in 1900. He reported that the Boxers believed the foreigners had disturbed the feng shui and that this was the cause of the drought. He wrote on 26 April: 'According to my boy [servant], 8 000 000 men are to descend from Heaven and exterminate the foreigners … Then the rain will come.'

In Beijing, representatives of the foreign powers were initially confident that they could fight off the Boxer attack. Then in June 1900, the Boxers cut the rail link between the port of Tianjin and Beijing. Telegraph cables were also destroyed and mail delivery was stopped. This left the foreigners in the Beijing legations isolated. For 55 days, they were besieged and under constant attack by Boxer soldiers and the Qing army.

The Boxer Rebellion was finally crushed by the military strength of the foreign powers. Troops were sent from eight countries: Austria–Hungary, France, Germany, Britain, Italy, Japan, Russia and the United States. Britain's force included Sikh soldiers from India and sailors and soldiers from Australia.

Source 10 Japanese troops (who were part of the international force) with the bodies of executed Boxer prisoners

Consequences of the Boxer Rebellion

The Boxer Rebellion had been designed to drive foreigners out of China. Yet it had the opposite effect – increasing foreign power and influence.

Once the siege of Beijing was over and the Boxers had been defeated, the Qing officials tried to suggest that they had not supported the rebels. However, the foreign powers would not accept this. In 1901 they imposed a harsh punishment on the Qing rulers, known as the Boxer Protocol.

Under the Boxer Protocol, China had to pay damages of millions of pounds worth of silver. Moreover, foreign forces occupied Beijing and surrounding areas for over a year. Looting by foreigners was widespread, often in the name of recovering wealth stolen from missionaries.

Over the next two decades, some of the money paid by the Chinese in damages was redirected by the foreign powers back into China. The foreigners used it to set up banks and build railways and bridges – a form of compulsory modernisation. After the Boxer Rebellion, Empress Dowager Cixi also realised that she had to make some attempts to change the way China was governed. She agreed to a wide range of reforms, including the abolition of the examination system in 1905; but other reforms, such as the introduction of a genuinely democratic form of government, were not implemented.

Source 11 A French political cartoon created in 1900; the caption says: 'One more vigorous push, and the colossus will be in pieces.'

KEY SKILL
Historical perspectives & interpretations

Key skill worksheet
Historical perspectives & interpretations: Analysing interpretations and perspectives

Analysing interpretations and perspectives

When studying history, it is important to consider a range of perspectives and interpretations. Sometimes historical events or people are widely debated. The Boxer Rebellion is one such example.

A perspective is a person's point of view about events going on around them. Perspectives can differ greatly based on age, gender, social position, beliefs and values. In history, when we talk about 'perspectives' we are usually talking about the views of people from the time, who do not necessarily realise the significance of the event they are living through.

On the other hand, an interpretation is an explanation of the past, usually put forward by a historian. These can also differ due to the different sources or questions a historian may research, as well as the historian's own background, experiences and bias. An interpretation is usually written in hindsight, meaning it can acknowledge the significance of the event from the past.

The ability to compare interpretations and perspectives is an important historical skill. As you can see from looking at Sources 12 and 13, annotating written sources is a good way to begin analysing the opinions expressed. Whenever you annotate a written source, make sure you have some highlighters and pens to help you identify different points. The three main things to look for include:

- Context: what was the situation in which the source was produced? What background information about its creator is revealed?
- Opinions: how does the creator of the source communicate their views and values?
- Inferences: what messages or attitudes are implied but not stated outright?

The annotations in Sources 12 and 13 provide guidance on how to interpret a source.

For more information on this skill, see page 203 of 'The history toolkit.'

Source 12

The Boxers went after the foreigners they saw every day – missionaries, railroad engineers, telegraph workers – the foreigners who represented what they saw wrong with China. Remember, this was a very violent culture. It is a cliché to say that life was cheap in China at the time, but to some extent that was true. Add to that the strangeness of the Westerners to the Chinese; it was very easy for them to dehumanize their targets, to see them as not real human beings.

An interview with US historian David Silbey, https://www.historynet.com/interview-with-historian-david-silbey.htm

Opinion: The Boxers instigated the event.

Opinion: Boxers were against Christianity and modernisation.

Inference: Foreign deaths held little meaning to the Chinese.

Inference: Violent acts were committed without any emotion.

Source 13

China never wanted foreigners any more than foreigners wanted Chinamen. On this question, I am with the Boxers every time. The Boxer is a patriot. He loves his country better than he does the countries of other people.

Mark Twain, US writer, 1900

Inference: A mutual resentment existed.

Opinion: Shows his bias in support of the Boxers.

Inference: Appeals to the strong sense of patriotism in the USA.

Practise the skill

1 Log onto your obook pro and complete the key skill worksheet 'Analysing interpretations and perspectives' to practise this key skill.

The following sources are also available as printable documents on your obook. Print them out; then highlight and annotate them.

Additional resource
Sources on the Boxer Rebellion

Source 14

As a fighting force [the Boxers] are absolutely useless, but their claims to supernatural arts and magic might possibly be valuable for the purpose of disheartening the enemy … But it would be wrong, not to say fatal, for us to attach any real belief to their ridiculous claims …

Ronglu, Qing general, 1900

Source 15

The Boxers presented the court with a major problem. They were an obvious threat to authority and order … a sign of the bankruptcy of the regime that also believed in its invulnerability.

Jonathon Fenby, British historian, https://alphahistory.com/chineserevolution/historian-jonathan-fenby/

Source 16

The world-shaking Yi Ho Tuan Movement [Boxers] is the glory and pride of the Chinese people. It laid a cornerstone for the great victory of their revolution fifty years later. It gave the invaders a taste of the people's heavy fist and shattered their fond dream of partitioning China … [T]he mighty Chinese people had taught them a bitter lesson through the Yi Ho Tuan … The imperialist powers liked to pose as guardians of civilisation. The crimes of their soldiery on Chinese soil bared this lie, unmasking their real savagery for all to see. Further, the Yi Ho Tuan Movement exposed the treasonous character of the Qing government. It both weakened the feudal ruling power and precipitated the subsequent growth of the revolutionary movement.

A Chinese View of the Boxer Rebellion, 1976, https://alphahistory.com/chineserevolution/chinese-view-boxer-rebellion-1976/

Source 17

The Boxer movement can now be seen as a product of religious fervour, national bitterness, and starvation. It was essentially a peasant movement and in that sense it belonged to the series of desperate peasant rebellions that had occurred sporadically and always unsuccessfully throughout the history of the imperial China. What made the Boxer rising distinctive was that it was joined by the Chinese gentry … [who] were eager to reclaim China's independence.

Michael Lynch, *Mao*, Routledge, London, 2004, p. 11

10.9 Check your learning

Retrieve

1 **Identify** which foreign countries helped to crush the Beijing siege.

Comprehend

2 Using empathy, **describe** the dissatisfaction felt by a Boxer rebel at the end of the nineteenth century.

3 **Explain** why the Boxer rebels gained such strong support in northern China.

Analyse

4 **Analyse** the causes and effects of the Boxer Rebellion by outlining the causes, short-term effects and long-term effects.

5 **Explain** how the outcome of the Boxer Rebellion was the opposite of what was intended.

6 Satire is a humorous way of criticising people or events. Cartoonists often use it to make fun of a political situation. **Examine** Source 11 on page 10.29 and describe how this source makes fun of the Boxer Rebellion.

Apply

7 You are an adviser to Empress Dowager Cixi in 1901. **Propose** (put forward) three steps she could take to strengthen China and limit foreign interference.

10.10 Divided responses to Western influence

Learning intention

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

» explain the influence of European imperialists on the way of life and political ideas within China.

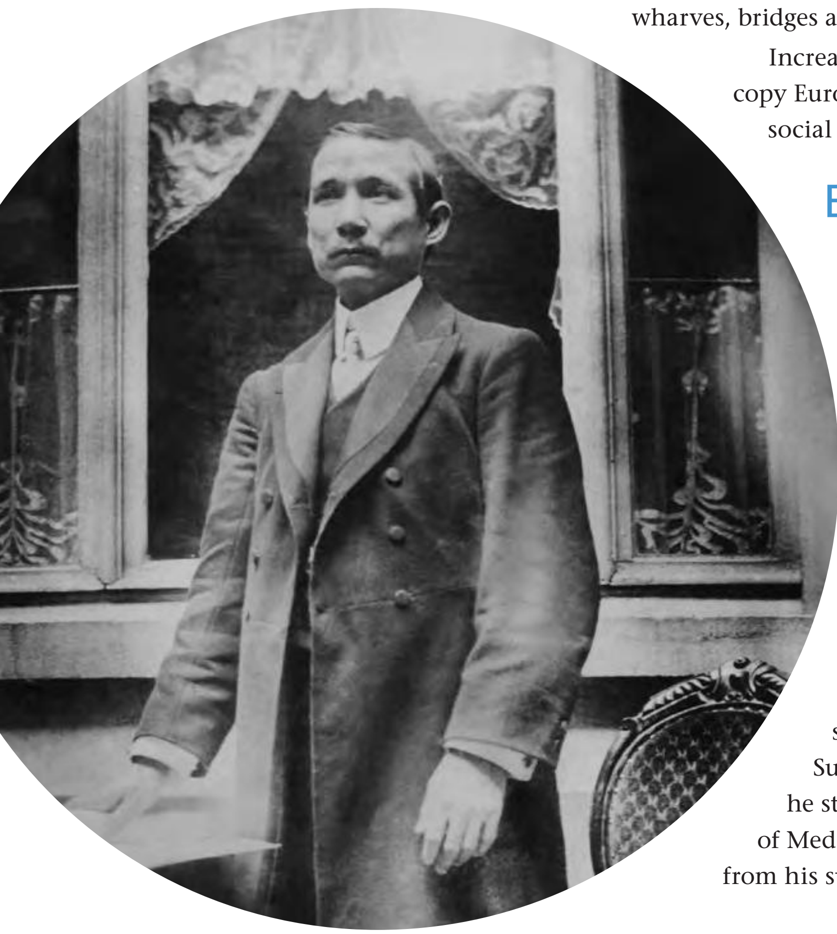
From the time that European imperialist powers first started forcing their way into China, there were mixed reactions from the Chinese people. The majority, particularly the peasants, resented the European merchants and the Christian missionaries. The Qing rulers and the administrative class also felt threatened and undermined. However, there were aspects of Western influence that appealed to some Chinese people, especially merchants and people living in the treaty port cities. New technology and modern ideas about politics gained increasing support over the last decades of the nineteenth century.

Merchant resentment

Until the First Opium War, the only port open to foreigners was Guangzhou (Canton). Trade with Britain had been very profitable for Guangzhou merchants. They blamed the Qing emperor for the Treaty of Nanjing (1842) and the extension of trade through another four ports. They believed that trading rights given to five foreign powers took away their own power and economic opportunities. Moreover, they resented the failure of the Qing emperor to stop the opium trade.

At the same time, many of those in the treaty port areas and in Hong Kong came into increasing contact with modern technology. They saw the benefits of railways, wharves, bridges and telegraph services in assisting trade and commerce. Increasing numbers of the small Chinese middle class began to copy European ways of living and to take an interest in European social and political ideas.

Source 18 Western influence gained increasing support in China. Dr Sun Yat-Sen, provisional president of the Republic of China in early 1912, is shown here in European-style clothes.



European-style education

One area that interested some Chinese people was the European education system. The traditional examination system, which was based on the Confucian classics, had existed for over a thousand years. Those who had contact with foreigners became increasingly convinced that education should be broader and should prepare young Chinese people for the modern world. By the early twentieth century, an increasing number of young Chinese people were completing their studies in Japan, the United States or Britain.

Dr Sun Yat-sen, who was to lead the revolution against the Qing emperors in 1911, received a European-style education. Although from a peasant background, Sun attended an English-speaking school in Hawaii. Later, he studied European-style medicine at the Hong Kong College of Medicine. Sun learnt ideas of nationalism and republicanism from his studies.

Analyse this!
An interview with historian David Silbey

Source 19

Q: What were all these Westerners – missionaries, diplomats, technicians, soldiers – doing in China?

A: Early in the nineteenth century a few European imperial powers – England, France, Denmark and Belgium – divided the world among themselves. Then, later in the century, the new powers – the United States, Germany, Russia and Japan – sought empires of their own, but the only big chunk left was China. The Chinese tried to resist but failed. They were not strong enough militarily or politically, so parts of China got nipped off as 'concessions'. That's when the British acquired Hong Kong and the Portuguese acquired Macao.

Q: What did the Westerners want?

A: The British and the Americans were interested in markets. The Germans and the Russians wanted territory. The Japanese wanted domination, and their two rivals in Asia were the Chinese and the Russians. They wanted to control China.

An interview with historian David Silbey, https://www.historynet.com/interview-with-historian-david-silbey.htm

Source 20 The European influence on China is reflected in these French- and American-style buildings along the Bund, a waterfront area in Shanghai.

Source 21 The caption of this political cartoon, created in 1895, reads: 'According to the ideas of our missionary maniacs, the Chinaman must be converted, even if it takes the whole military and naval forces of the two greatest nations of the world to do it.'

Christianity

There were mixed attitudes towards Christianity. Many Chinese people (including the Boxers) were strongly opposed to Christians and blamed them for many of China's woes. However, others embraced the new religion. This was largely because of the practical contribution of the various Christian churches: they built schools and hospitals, trained nurses and doctors, and looked after the poor. The Christian churches also strongly opposed the opium trade, which was the cause of so much Chinese suffering.

New political ideas

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

Education and contact with foreigners led to the questioning of the role and power of the emperor. It also gave rise to ideas of **nationalism**. There was a growing belief that China was one country and that it belonged to a unified people. Nationalists also believed that the Chinese people should have a say in running their own country. Pro-nationalist and anti-Qing movements had first emerged after the humiliation of the Opium Wars. These movements grew stronger after the Boxer Rebellion and the harsh terms of the Boxer Protocol.

Foreign concessions

A 'concession' is a term used to describe a government granting political rights over part of its territory to a foreign government. Foreign concessions had a major influence over China. They were caused by the acceptance of the various treaties signed after the Opium Wars – China had been forced to grant concessions to European imperialists or surrender completely. The treaties specified that foreign countries could use port towns for a certain length of time.

The effect of these concessions was widespread. Within Tianjin alone there were nine concessions, each controlled by different foreign nations. The United States and the United Kingdom merged their concession in Shanghai, making it extremely powerful.

Foreign citizens could freely inhabit, travel, trade and establish their own businesses and services within a concession. They developed their own homeland cultures, with churches, pubs, postal services, a police force and even a military garrison and army. They could establish their own sets of laws. The architecture was distinctive of their homeland.

Initially, Chinese people were forbidden from entering concessions. By the 1860s they were permitted entry, though they were treated like second-class citizens. The concessions acted as a constant reminder of the oppression and defeat experienced during the Opium Wars. It was not until 1945 that most concessions came to an end. The final two concessions, Hong Kong and Macau, were returned to China in 1997 and 1999 respectively.

For more information on this key concept, refer to page 197 of 'The history toolkit'.

KEY CONCEPT
Cause & effect

Source 22 The Shanghai city skyline now towers over the foreign concessions architecture along the river's edge.

10.10 Check your learning

Comprehend

1. **Identify** what aspects of Western civilisation appealed to some Chinese people in the later part of the nineteenth century.
2. **Summarise** the influence of European imperialists on the way of life and political ideas within China.
3. **Explain** how the opium trade and the Opium Wars created resentment among Guangzhou merchants.

Analyse

4. **Analyse** how Christianity and European-style education helped to spread both anti-Qing ideas and nationalist ideas in China in the late nineteenth century. Do you think these lessons in political reform were intentional or accidental? Explain why.
5. **Analyse** the artist's impression of the situation facing China in Source 21. Is this an accurate portrayal in your opinion? Use evidence to justify your answer.
6. **Examine** Source 20 on page 10.33.
   a. Identify signs that this is a Chinese city and signs of European influence.
   b. Using empathy, describe how a Chinese citizen would have felt walking along the street.

Apply

7. **Create** a dialogue between a traditional Chinese administrator who supports the Qing emperor and a Chinese merchant who has converted to Christianity and supports change. Each person should speak four times and should make reference to specific details about China up to 1901.

10.11 Revolutionary movements

Learning intentions

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

» understand how conflict and challenges within China led to revolutionary ideas and movements

» identify the motivations of Chinese revolutionary leaders.

Quiz me!
A quick quiz on revolutionary movements

Following the crushing of the Boxer Rebellion in 1900, the Qing administration was at its weakest point in nearly 300 years. Western influence, economic distress and internal divisions created a situation that was ripe for revolution.

A nationalist revolutionary: Sun Yat-sen

The Boxer Rebellion showed that many Chinese people wanted foreign interference in their country to stop. On the other hand, many were also being influenced by foreign ideas. Thousands of Chinese people were now travelling overseas to study in Europe, the United States and Japan. Some returned to China with newly adopted customs and beliefs, as well as ideas about how government could run differently. One such individual was Dr Sun Yat-sen.

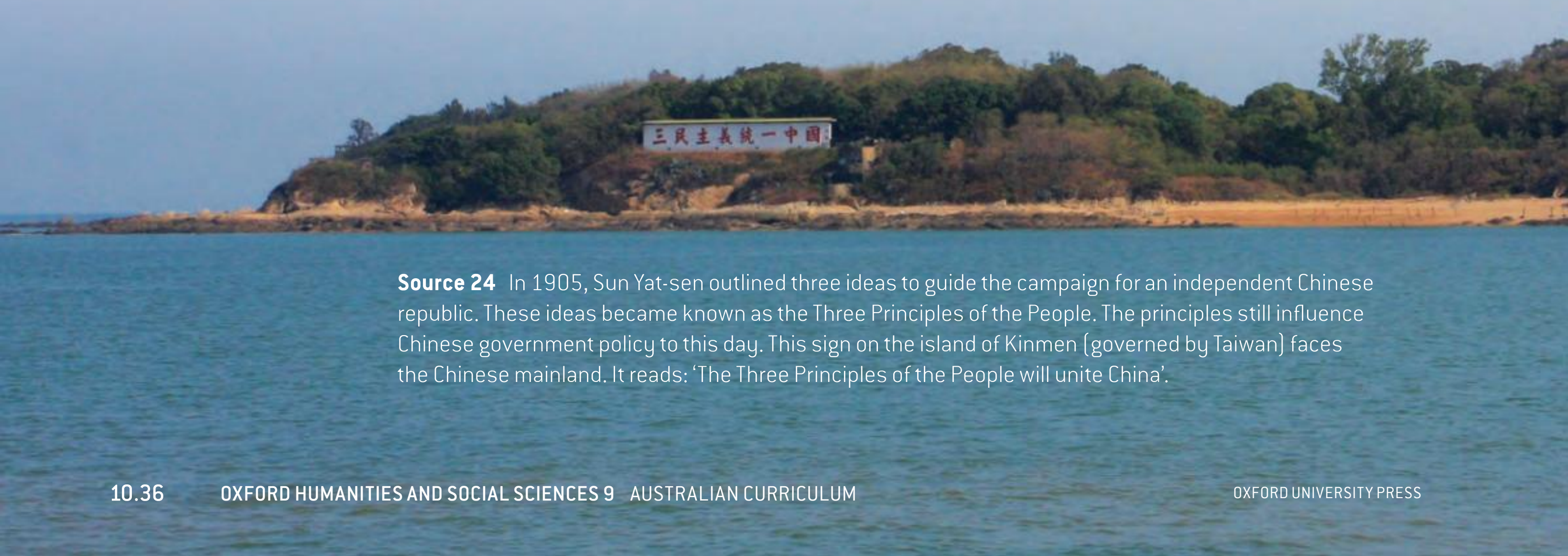
Source 23 Dr Sun Yat-sen

Sun had left China in his youth and studied in Hawaii and Hong Kong. He was baptised as a Christian in Hong Kong in 1886. Sun led a Revolutionary Alliance of groups who were devoted to expelling the Qing rulers and restoring control of a unified China to the Chinese people.

Sun made his first attempt to overthrow the Qing rulers in 1895. The attempt was a failure, and Sun fled to London and then to Japan. He spent the next 16 years gathering support from mainland Chinese and Chinese expatriates (Chinese citizens living abroad) and planning his next move.

While he was in exile, Sun developed three ideas that were to guide him and his followers in their campaign for an independent Chinese republic. Sun outlined these ideas, known as the Three Principles of the People, in 1905. They were:

- nationalism – the unity of all ethnic groups in China and an end to foreign interference
- democracy – representation of all people in a democratically elected assembly
- welfare – quality of life for all ethnic groups, with recognition of basic rights to food, clothing, transportation, education and freedom.



Source 24 In 1905, Sun Yat-sen outlined three ideas to guide the campaign for an independent Chinese republic. These ideas became known as the Three Principles of the People. The principles still influence Chinese government policy to this day. This sign on the island of Kinmen (governed by Taiwan) faces the Chinese mainland. It reads: 'The Three Principles of the People will unite China'.

Other revolutionaries

Although Sun was based outside China for many years, he had a growing body of supporters. Many of them were people who had benefited from a European-style education. Ironically, steps by the Qing administration to modernise China actually helped to bring about its downfall. Better educated Chinese realised that their country could improve in many ways.

Kang Youwei

Kang Youwei was a Chinese scholar who supported reform. One of his first campaigns was to bring an end to foot binding, in 1883. This attempt failed, but it increased his desire to modernise China while retaining Confucian values. Unlike Sun Yat-sen, Kang believed in a constitutional monarchy. This meant that he wanted a democratically elected government, but he was happy to retain the emperor as a figurehead.

Source 25 Kang Youwei

Liang Qichao

Another active revolutionary was Liang Qichao. Liang was a scholar and journalist who believed in reform from within. He argued that the Qing leaders should reform China's economy and social practices to be more like those of European nations. However, he also wanted to maintain China's traditional culture. Liang took part in China's first student demonstration in 1895, following the humiliating defeat of China by Japan in a conflict known as the First Sino-Japanese War. The emperor took notice of Liang's ideas in 1898 and ushered in the Hundred Days' Reform (see topic 10.8 on page 10.25). However, Empress Dowager Cixi felt that the reforms were going too far and Liang was banished to Japan. While there, he used his journalistic talents to spread his revolutionary ideas.

Source 26 These wooden, silk and gold shoes were designed for the tiny, bound feet of a Chinese woman. Kang Youwei was among those who protested against the ancient practice of foot binding. It was officially banned in 1912, but still continued for many years after that date.

10.11 Check your learning

Comprehend

1 **Summarise** the evidence that suggests there was growing dissatisfaction within China in the second half of the nineteenth century.

2 **Summarise** Sun Yat-sen's Three Principles of the People.

3 **Explain** two ways in which Sun Yat-sen's revolutionary ideas differed from those of Kang Youwei or Liang Qichao.

Apply

4 **Investigate** the Hundred Days' Reform.

a Classify the key points of the program under the following headings:
- administrative reform
- economic reform
- military reform
- educational reform.

b Comment on why the program was largely unsuccessful, providing three reasons to justify your response.

See, think, wonder

Look at Source 26.
- What do you see?
- What do you think?
- What do you wonder?

10.12 The 1911 Revolution and the end of imperial rule

Learning intentions

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

» identify the short-term causes which triggered a revolution in 1911

» explain the political changes that brought an end to the Qing Dynasty.

I used to think, now I think

Reflect on your learning about China's transition from empire to republic and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

The turmoil of the opium trade and the influence of the West eventually took their toll on the Qing rulers of China. In October 1911, a republican revolution broke out and in February 1912, the child emperor Pu Yi was forced to abdicate. Almost 300 years of Qing rule was at an end.

Background to the revolution

The Hundred Days' Reform and other attempts to reform China from within had met with little success. In 1901, Empress Dowager Cixi issued an edict in which she proclaimed that she was in favour of modernisation. In the edict, she said: 'All human rules must be subject to alteration. It is not foolish to put fresh strings on a musical instrument.' However, her attempts at reform were too little too late.

Cixi died in 1908. The new emperor, Pu Yi, was only two years and 10 months old. Nationalists seized the opportunity, and began to call for the end of Qing rule. They suggested that the Qing, who originated in Manchuria (a north-east region of China that borders Korea and Russia), were unwelcome foreigners. They claimed that China could only be truly reformed under *Chinese* control.

In the early years of the twentieth century, Sun Yat-sen's Revolutionary Alliance attempted several revolutions. All were put down by Qing troops, but with each revolt the prestige and power of the Qing rulers were weakened.

Outbreak of revolution

The revolution, when it came, took most Chinese people by surprise. It started from a dispute over the ownership of a railway in Sichuan province in China's south-west.

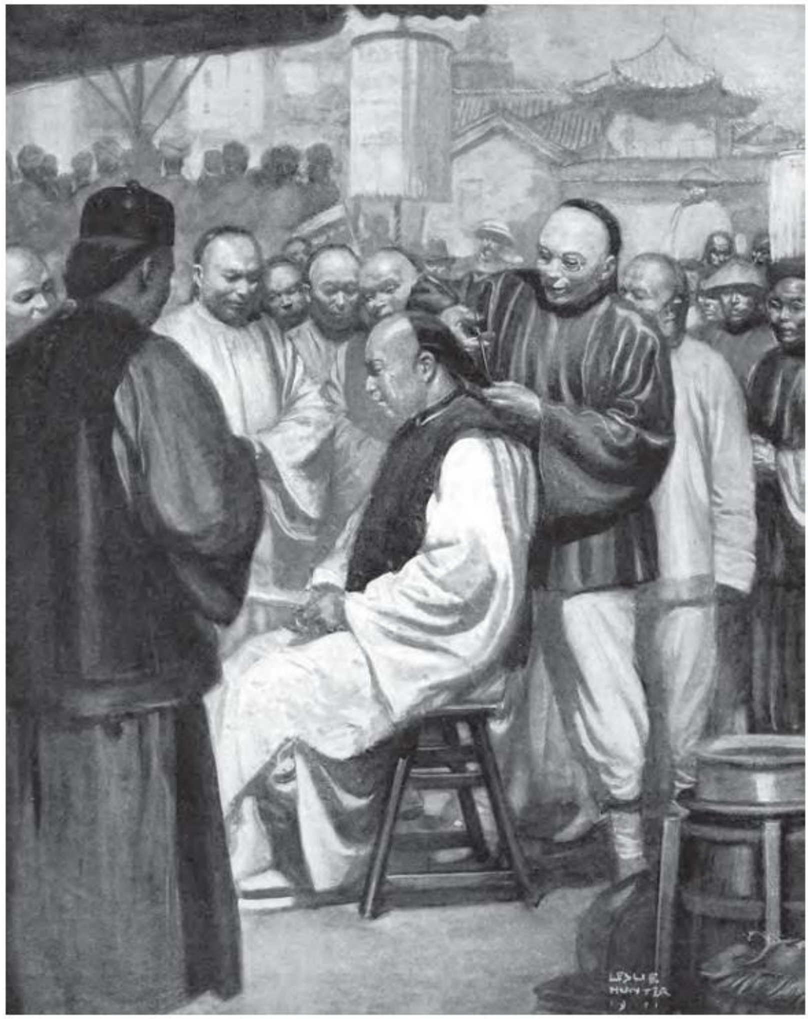
Faced with debts as a result of the Boxer Protocol, the Qing government was looking for extra sources of income. It decided to seize a privately owned railway in Sichuan. The Qing government had done things like this before, but this time it met with resistance. Local officials organised mass demonstrations, which quickly turned violent. The Qing government, fearing further uprisings, tried to send in troops from a neighbouring province. However, the troops sided with the protesters. American historian Jonathan Spence has commented on the uprisings, stating: 'Sun's followers had infiltrated the Qing armies … the Qing government's clumsy attempt to solve [the railway issue] by nationalising the railways became a further volatile focus for provincial anger.'

Officials from Sichuan, with the support of troops from neighbouring provinces, declared their independence from the Qing emperors. This set off a chain of uprisings.

Source 27 Imperial officials flee from Tianjin during the Chinese Revolution in 1911.

Province after province followed suit and rebelled. These uprisings saw the removal of Qing provincial governors in the southern regions of China, between October and December 1911.

The nationalist revolutionary leader Sun Yat-sen was in the United States, in exile, when the revolution broke out. Reading about it in the newspaper, he hurried back to China to help organise a new government in Nanjing. By December 1911, he was provisional president of the new republic, a nation whose leader was elected by the people.



Source 28 Chinese men having their 'queues' cut off after the fall of the Qing Dynasty

The end of the Qing Dynasty

The chain of uprisings removed Qing governors in the southern provinces, but the Qing rulers in Beijing still held on to power. Because the emperor was only a small child, his father, Prince Juan, was ruling as regent. He asked military leader Yuan Shikai to assist the Qing administration to crush the revolutionaries.

Yuan led the Qing army in a battle against the republicans in the province of Wuhan. Although the Qing army was victorious in the short term, it became obvious that the republican forces had the support of large numbers of Chinese people. Yuan began negotiations with Sun and the republicans.

Sun offered to resign as president in favour of Yuan, if Yuan could persuade the emperor to abdicate (step down from power). Yuan negotiated the emperor's abdication and became president in March 1912. China had become a republic, and thousands of years of imperial rule came to an end.

Analyse this!
Illustration of Chinese men having their 'queues' cut off

10.12 Check your learning

Comprehend

1 Briefly **summarise** the actions of the following figures in the 1911 Revolution:
  - a Sun Yat-sen
  - b Yuan Shikai
  - c Prince Juan.

2 **Explain** why Empress Dowager Cixi's 1901 edict was not successful in saving the Qing Dynasty.

Analyse

3 **Analyse** the main reason for the collapse of the Qing Dynasty and the establishment of the Chinese republic.

Remember, when you analyse something, you need to break it down into smaller parts and talk about how those parts relate to each other.

Apply

4 **Create** a timeline showing the events between October 1911 and March 1912 that led to the end of the Qing Dynasty.

5 Hold a class debate to **discuss** the topic: 'By 1901, the Qing Dynasty was doomed.'

10.13 China moves into the twentieth century

Learning intention

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

» describe the effects of the 1911 Revolution and World War I on Chinese society.

Quiz me!
A quick quiz on China moving into the twentieth century

The new Chinese republic did not have an easy beginning. There were still many tensions and divisions within the country. Some people supported the republic while others yearned for the return of the emperors. There were those who believed that China should modernise along Western lines as quickly as possible. Others feared the loss of traditional culture and wanted to resist change. This unstable situation was made worse by China's experiences during World War I.

The early republic

Despite mixed feelings within China about the republic, most world leaders were very supportive. The United States was among the first to acknowledge the new republic and establish diplomatic relations. Britain, Japan, Russia and others soon followed.

There was a brief period of stability. A parliament was established and voting rights were extended to men over 21 who owned property or had a basic education. There were two main parties:

- The Guomindang (GMD) was the more democratic of the two and was supported by Sun Yat-sen and his followers.
- The Jinbudang was supported by Yuan Shikai. It favoured a more limited democracy.

By 1913, it had become obvious that Yuan was not interested in a democratic republic. He arranged the **assassination** of several of his enemies and he ignored the wishes of parliament on a number of financial matters. By 1914, many republicans believed that Yuan had plans to revive the **monarchy** and make himself emperor. He actually achieved this in late 1915, but his period in power lasted less than three months.

assassination
the murder of a prominent political or religious figure in a surprise attack

monarchy
a system of government in which a single monarch (such as a king or queen) has power

Source 29

The Guomindang (GMD) had had misgivings about offering Yuan Shikai the presidency … What had finally convinced them to go through with it was the belief that in order to establish his new government Yuan would have to come south to Nanjing … [H]e refused to budge … The GMD knew they had been used, but there was little they could do. Their influence did not extend beyond the southern provinces. They were a national party in theory, but a regional one in fact … Their lack of understanding of practical politics on a national scale was a major handicap. This explains why Yuan was able to outflank the Nationalists at all key moments.

Extract from Michael Lynch, *Mao*, Routledge, London, 2004, p. 16

China and World War I

When World War I broke out in Europe, Japan joined the Allies against Germany. The Germans had held territory in the Shandong Peninsula of China. Japan took advantage of the war to invade Shandong. Then, in 1915, Japan presented Yuan Shikai with 'Twenty-One Demands', aimed at giving Japan enormous control over China. Because he could not rely on support from Europe, Yuan had little choice but to agree to most of Japan's demands.

Yuan was further humiliated when he was forced to dismantle the emperor system and abdicate. He died of natural causes several months later.

Source 30 Yuan Shikai just before his abdication, after his brief period as emperor

For the rest of World War I, China was divided. China eventually entered World War I after declaring war on Germany in 1917. The new prime minister, Duan Jirui, believed that this was the best way for China to regain control of Shandong. In addition, China sent 140 000 labourers to France and Belgium as paid volunteers, and 100 000 of these served near the front lines in Flanders. They dug trenches, carried ammunition and worked in docks, railway yards and arms factories.

However, China was to gain little from its participation in World War I. At the end of the war, the Treaty of Versailles imposed harsh conditions on Germany. These included a massive **reparations** bill and the dividing of German colonies between the Allies. Instead of returning the Shandong Peninsula to China, Article 156 of the treaty gave Japan control of Germany's colonial territories in China. One of the few rewards given to China was the return of astronomical instruments taken by German troops after the Boxer Rebellion.

At the end of the war, China was again divided and exploited by foreign countries. Few Chinese people experienced the benefits of the 'democratic' revolution. In addition, China was one of the countries hardest hit by the influenza pandemic that swept the world in 1918. Some historians have suggested that, despite the title 'Spanish flu', the pandemic might have actually originated in China.

Source 31 This political cartoon created in 1915 is titled *Mind your Own Business*. The figure holding the sword represents Japan, the figure on the throne is Yuan and the figure bent over is China.

10.13 Check your learning

Retrieve

1 **Name** the two main political parties in the new republic and what each stood for.

2 **Identify** why Yuan Shikai's movement to restore the monarchy failed.

Comprehend

3 **Summarise** the impacts of World War I on Chinese society.

4 **Explain** why the Chinese people felt Article 156 of the Treaty of Versailles was unfair to them.

Analyse

5 **Examine** Source 31.

   a Analyse the source. (See page 194 of 'The history toolkit' for how to analyse political cartoons.)

   b Explain whether you agree with the representations of China and Japan in this cartoon.

6 **Examine** Source 29.

   a Describe this historian's impression of the republic and of Yuan Shikai.

   b Identify the weaknesses of the republic suggested in this interpretation.

Apply

7 **Investigate** the 1918 influenza pandemic, or 'Spanish flu', and create a PowerPoint or other visual presentation on your findings. In your presentation, you should address the following:

- origins of the disease, including the suggestion that it began in China
- impact across the world, including statistics on deaths
- effects of the pandemic on the return of soldiers after World War I
- impact of the disease on China.

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

10C SKILLS IN CONTEXT

The last emperor

The last emperor of China – the Xuantong Emperor – was not quite three years old when he ascended the throne in 1908, and just five years old when he was forced to abdicate (give up power). It is unlikely that he understood anything of his position or of the tensions surrounding China at the time.

Nevertheless, Pu Yi (as he became known after his abdication) was to continue to be a significant figure in China. Under the abdication agreement he was allowed to continue to live in the Forbidden City. He remained there in considerable luxury until 1924, and was still treated as emperor by palace staff. In 1934, Pu Yi accepted an invitation from the Japanese Government to become emperor of Manchukuo. This was a large area of Manchuria that the Japanese had invaded and claimed from China. He remained there until 1945.

In 1949, when China became a communist nation, Pu Yi was forcibly returned to China and imprisoned. After his release nine years later, the former emperor worked in a mechanical repair shop and later as a gardener in the botanical gardens. He died in 1967.

Many years after his 1908 coronation, Pu Yi wrote an account of the day. He explained that towards the end of the long ceremony, he began to cry. He recorded his father's response (shown in Source 33).

Source 32 An image of the Xuantong Emperor, known as Pu Yi, from the 1987 film *The Last Emperor*

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

Source 33

'Hush,' he said. 'Don't cry. Be patient. Everything will soon be over. It will soon be finished.'

Some of the courtiers who were near the throne heard him and after the ceremony they talked with one another in whispers. 'How could a Royal Highness say such a thing as "it will soon be over"?' they asked. 'This is a bad omen.'

They felt that my father's remarks indicated that my reign would be an unlucky one.

P. Kramer (ed.), *The Last Manchu: The Autobiography of Henry Pu Yi, Last Emperor of China*, Arthur Barker, London, 1967, Chapter 1

Source 34

It was on March 14, 1919, that my father and my Chinese tutors introduced me to Mr Reginald Fleming Johnstone in the Yu Ching palace. First, in accordance with protocol, I sat on my throne and he bowed to me. I then stood up and shook hands with him. Then he bowed again and withdrew. Later he re-entered and I bowed to him to show my respect for him as a teacher. After this ceremony was over he began to give me lessons in the company of one of my Chinese tutors.

P. Kramer (ed.), *The Last Manchu: The Autobiography of Henry Pu Yi, Last Emperor of China*, Arthur Barker, London, 1967, Chapter 7

KEY SKILL
Questioning & researching

Generating questions about the past to inform a historical inquiry

One of the first and most important steps in conducting a historical inquiry is to generate or pose key questions. These questions will direct your research.

Usually, historians generate one broad, overarching or key question for their inquiry; for example: 'How was the Emperor Pu Yi able to continue to live a privileged life and to hold power, even after the collapse of the Qing Empire?'

You can use the following steps to help you develop questions to guide your historical inquiry.

Step 1 Think about what you already know about the topic. Use this knowledge as a springboard for questions that will help you to understand the topic in more depth.

Step 2 List in point form all the things that you already know about the topic.

Step 3 List in point form all the things that you would like/need to know about the topic.

Step 4 Use these two lists to develop a series of questions that will aid your research. Remember to include a mix of three types of questions:

- closed questions; for example, '*When* did Pu Yi become emperor?'
- open questions; for example, '*Why* was Pu Yi still treated as an emperor after 1912?'
- questions that relate to the process of historical inquiry; for example, 'What evidence is there that …?' and 'What other sources might be needed to further explain …?'

For more information on this skill, see page 189 of 'The history toolkit'.

Practise the skill

1 Examine Sources 32 to 35 and conduct further research on Pu Yi. Use the process described above to **create** a range of questions related to the overarching question: 'How was the Emperor Pu Yi able to continue to live a privileged life and to hold power, even after the collapse of the Qing Empire?'

Source 35 A Japanese poster from the time that Pu Yi was emperor of Manchukuo, 1934–45

2 Use your research and the questions you have developed to **create** a radio documentary that addresses this question. Use Chinese music as a background for your presentation.

Extend your understanding

1 In 1987, a film was made about Pu Yi called *The Last Emperor*. The film was praised for its rich and opulent portrayal of the life of Pu Yi. It has also been criticised for inaccuracies. Watch the film *The Last Emperor*. **Identify** at least three incidents in the film or aspects of the portrayal of Pu Yi that seem different from the historical accounts of the man and the period.

2 **Evaluate** the film's usefulness as a historical source in an extended response. Be sure to explore its strengths and weaknesses, and give your overall opinion on its value as a source.

10 CHAPTER REVIEW

Review activity

Read the information and study the sources, then answer the following questions.

Comparing the modernisation of China with Japan

Source 36

> The striking aspect of Japan's regeneration was the way it had been able to achieve what China seemed incapable of – modifying its traditional culture to meet the demands of modernity. Moreover, in doing this Japan had strengthened, not weakened, its sense of national identity ... Japan entered the 20th century recognised internationally as a united and thriving nation. China, in contrast, remained ill led, fragmented, economically weak and at the mercy of occupiers.
>
> Extract from Michael Lynch, *Mao*, Routledge, London, 2004, p. 9

Source 37

> The ultimate global result of that summer was the continued redrawing of the imperial map of Asia. China spent most of the 19th century losing its ability to resist the imperial powers. By the end, it found itself unable to resist even the new powers in Asia, like the United States and Japan ... The dynasty itself staggered on for only a few more years.
>
> Extract from David Silbey, *The Boxer Rebellion and the Great Game in China: A History*, Farrar, Straus and Giroux, New York, 2012

Source 38 Workers for The Shanghai Electric Construction Co. Ltd on Nanjing Road laying streetcar trolley rails, 1907; this was Shanghai's first railed streetcar line.

Source 39 A view of a lively street in Tokyo with many streetcar trolleys, *c.* 1900

1. **Compare** Sources 36 and 37 by doing the following:
   - **a** Summarise the point of view regarding China expressed in Source 36.
   - **b** Summarise the point of view regarding China expressed in Source 37.
   - **c** Outline whether the points of view regarding China are similar or different. (5 marks)
2. **Compare** Sources 38 and 39 by doing the following:
   - **a** Identify any visible differences with regard to modernisation between China and Japan.
   - **b** Identify any visible similarities with regard to modernisation between China and Japan. (5 marks)

3 Using Sources 36 to 39, **distinguish** between the modernisation of China and the modernisation of Japan in the late nineteenth and early twentieth centuries. Remember, when you distinguish between two things you must talk about how they are different. (6 marks).

4 'China was a proud, stable and peaceful society in 1750 yet it was forced into an unwanted modernisation.' Use your knowledge from this chapter to **determine** (decide) if you agree with this statement, and briefly outline why or why not. (4 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Identify the different political roles within the Chinese system of government under the Qing Dynasty. Explain how the social structure shaped daily life in China.	☐	☐ Go back to Topic 10.2, page 10.4.
Understand the key social features of Chinese society during the Qing Dynasty. Understand the roles held by women and attitudes towards them in Chinese society.	☐	☐ Go back to Topic 10.3, page 10.8.
Describe the growth and significance of Chinese cultural traditions during the Qing Dynasty.	☐	☐ Go back to Topic 10.4, page 10.10.
Summarise Chinese perspectives towards foreign, in particular European, influence and trade.	☐	☐ Go back to Topic 10.5, page 10.14.
Describe the reasons for and the effects of the British opium trade with China.	☐	☐ Go back to Topic 10.6, page 10.16.
Explain how European imperialism destabilised Chinese society, leading to the Taiping Rebellion.	☐	☐ Go back to Topic 10.7, page 10.22.
Summarise the rise and political contributions of Empress Dowager Cixi. Describe how the leadership of Empress Dowager Cixi shaped the Qing Dynasty.	☐	☐ Go back to Topic 10.8, page 10.24.
Identify the causes and effects of the Boxer Rebellion. Summarise the different perspectives and interpretations about the Boxer Rebellion.	☐	☐ Go back to Topic 10.9, page 10.28.
Explain the influence of European imperialists on the way of life and political ideas within China.	☐	☐ Go back to Topic 10.10, page 10.32.
Understand how conflict and challenges within China led to revolutionary ideas and movements. Identify the motivations of Chinese revolutionary leaders.	☐	☐ Go back to Topic 10.11, page 10.36.
Identify the short-term causes which triggered a revolution in 1911. Explain the political changes that brought an end to the Qing Dynasty.	☐	☐ Go back to Topic 10.12, page 10.38.
Describe the effects of the 1911 Revolution and World War I on Chinese society.	☐	☐ Go back to Topic 10.13, page 10.40.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 10

Key skill
Communicating:
Chapter 10

Quizlet
Play a game of Quizlet on China (1750–1914).

Chapter review quiz
Chapter 10

CHAPTER 11

Japan (1750–1914)

By 1750, Japan was in the middle of a long period of peace. From 1603 to 1868, the Tokugawa family ruled Japan as shoguns, or military leaders, from their capital in Edo (modern-day Tokyo). During the Tokugawa period (or Edo period) the samurai class dominated Japanese society. Japan was isolated from the rest of the world, with the shogun forbidding foreigners from entering Japan's ports.

The Tokugawa period ended in 1868 with the Meiji Restoration. From 1868 onwards, the Japanese authorities, led by the emperor, experimented with new models of government and methods of education. They modernised the army and navy. They built steel and chemical factories, and established shipping companies and postal systems.

By the turn of the twentieth century, Japan had become a powerful modern nation. In 1894–95, Japan defeated China in the First Sino-Japanese War. Then, in 1904–05, Japan surprised the world by defeating Russia – the first defeat of a European power by an Asian country in 500 years.

Source 1 From the woodblock print *Thirty-six Views of Mount Fuji*, *c.* 1831, by the Japanese artist Katsushika Hokusai (1760–1849)

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obook only chapter

Log in to your obook pro to access this chapter.

11A
What were the key features of Japanese society around 1750?

11B
How did Japanese society change as a result of contact with Western powers?

11C
How was Japanese society influenced by world events and how did Japan interact with the world at the start of the twentieth century?

11.1 Japan (1750–1914): a timeline

Mutsuhito, the Meiji emperor, 1852–1912

Source 1 A timeline of some key events and developments in Japan (1750–1914)

Sequence this!
Key events in Japan, 1750–1914

1600 | 1700 | 1800 | 1850

1603
Tokugawa Ieyasu establishes the Tokugawa shogunate, which rules Japan until 1868.

1790
The number of foreign ships wanting to land in Japan starts to increase. Many of these are Russian and American ships seeking shelter from storms.

1825
The shogun orders Japanese captains to sink foreign ships approaching Japan 'without hesitation'.

1853
US Commodore Matthew C. Perry arrives in the port of Edo and requests that Japan open to trade.

1868
The Meiji Restoration returns the emperor to power, ending the Tokugawa period. Edo is renamed Tokyo.

Samurai armour from the Tokugawa period

Commodore Matthew C. Perry meeting imperial commissioners at Yokohama, Japan, 1854

A book illustration depicting a Japanese soldier in combat against the Chinese during the Sino-Japanese War

An illustration from a French journal showing a Russian ship being hit by a Japanese torpedo during the Russo-Japanese War

1877
During the Satsuma Rebellion, anti-modern samurai rise up to defend their traditional way of life.

1904–05
The Russo-Japanese War takes place. Japan surprises the world by defeating Russia.

1915
Japan presents its ‘Twenty-one Demands’ to China.

1919
The Paris Peace Conference takes place. Japan demands and receives China’s Shandong province from Germany as a spoil of war. However, a Japanese proposal to outlaw racism is vetoed.

1900

1918

1871
Japan starts to modernise. The Iwakura Mission travels around the world in search of modern ideas and technologies.

1894–95
The Sino-Japanese War takes place. Japan defeats China.

1914
Japan fights alongside Britain, Australia and the other Allied powers in World War I.

A Japanese flag flying over the wreck of a gun left by the Germans when they withdrew from Tsingtao (Qingdao), China, 1914

11.1 Check your learning

Retrieve

1 **Identify** who ruled Japan from 1603 to 1868.
2 **Name** the person who successfully demanded that Japan open up its ports to international trade.
3 **Identify** the goal of the Iwakura Mission.

Analyse

4 **Infer** (suggest) why Japan surprised the rest of the world when it defeated Russia in 1905.

Apply

5 Research online to **create** a timeline of Japan’s involvement in World War I (1914–18), including up to 10 events.

11.2 The size and power of Japan in 1750

Learning intentions

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

- » understand the size and power of Japan in 1750
- » explain the influence of the Tokugawa shogunate on Japan's political, economic and social development.

In 1750, Japan had slightly different borders from those it has today. Almost all of the population lived on the three main islands of Honshu, Shikoku and Kyushu. The northern island of Hokkaido was also technically under Japanese rule, but in fact most Japanese lived on the southern tip of the island. They traded and occasionally fought with Hokkaido's Indigenous Ainu people. Japan also received some tribute (money paid by one country to another in return for peace and trade) from the Ryukyu Islands to the south, which were officially under Chinese control.

JAPAN AND SURROUNDING COUNTRIES IN 1750

Source 2 Source: Oxford University Press

To the west lay the vast Chinese Empire, ruled by the Qing Dynasty in Beijing. Between China and Japan sat Korea, while Russia held territories to the north and north-west.

The Tokugawa shogunate

Since 1600, Japan had been ruled by the Tokugawa family. Japan had an emperor, who lived in Kyoto, but the real power lay with his military leader, the shogun, who was based in Edo. The Tokugawa shogun made laws, took command of military matters and dealt with foreigners.

During this period, Japan was mostly at peace. Unlike Europe at this time, Tokugawa Japan fought no major wars. There was also stability within Japan. The other Japanese lords were not nearly as powerful as the shogun and dared not challenge his rule. Droughts and famines sometimes brought protests from farmers, but the military stopped these easily.

Japan was isolated from the rest of the world. From 1635, the shogun forbade Japanese people from leaving the country and ordered any Japanese returning home after living overseas to be executed.

Source 3 A portrait of Tokugawa Ieyasu (1543–1616), the founder and first shogun of the Tokugawa shogunate

Enlarged map
Japan and surrounding countries in 1750

Foreigners were not welcome. The only exception was about 2000 Chinese traders living in the southern city of Nagasaki. They were not allowed to travel anywhere else in the country. Dutch traders were not even allowed to set foot in the city. Instead, they could only land on a bleak, artificial island called Dejima in Nagasaki harbour. Other foreigners, such as the Spanish and Portuguese, were banned completely. As a result, the Japanese lived in a kind of time warp. Most Japanese people, including the rulers, remained unaware of advances in science and technology taking place elsewhere in the world.

Quiz me!
A quick quiz on the size and power of Japan in 1750

Source 4 Himeji castle, rebuilt in 1600 by the feudal lord Ikeda Terumasa under the Tokugawa shogunate

11.2 Check your learning

Retrieve

1 **State** who the Tokugawa were.

2 **Name** the cities where the emperor and shogun resided.

Comprehend

3 **Summarise** how the borders of Tokugawa Japan were different from those of Japan today.

4 Himeji castle, pictured in Source 4, is still a popular tourist destination. **Explain** how this primary source demonstrates the power of Japan under the Tokugawa shogunate.

Apply

5 **Propose** (put forward) why the shogun forbade any contact with foreigners.

6 **Investigate** online to find out more about Dejima, the island in Nagasaki harbour where Dutch traders had to stay when visiting Japan. Write a short paragraph about something interesting that you find.

11.3 Social organisation

Learning intentions

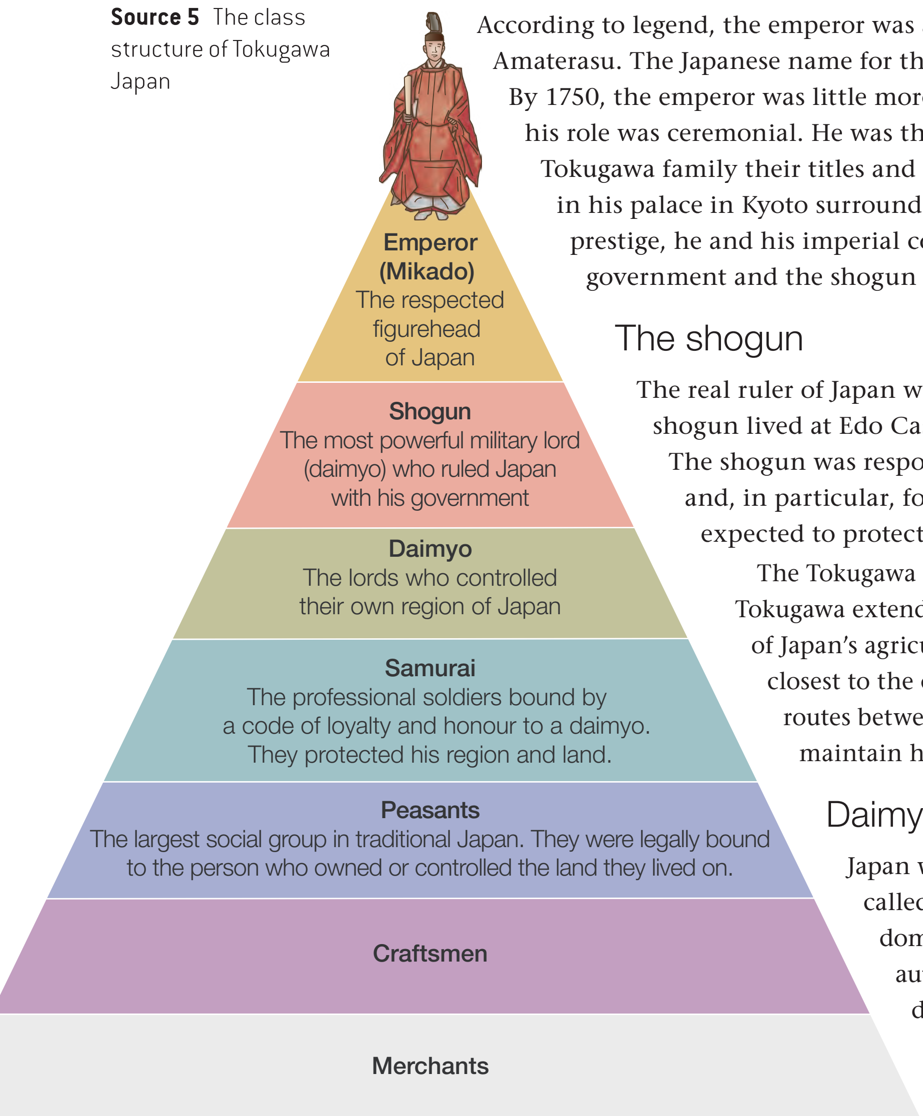
By the end of this topic, you will be able to:

- describe the key social, economic and political features of Japan in 1750
- explain the organisation of Japan's class system in 1750.

During the Tokugawa period, Japan was a feudal society; that is, a society organised by a system of obligations between the ruler, nobles and common people. Society was rigidly structured. Every person had a role to play in society, and everybody was expected to behave in a manner appropriate to their class.

The class system

At the very top of the social hierarchy was the emperor. Although he possessed no real power in Japan, he commanded great respect. Below the emperor came the nobles: the shogun and the other daimyo (lords) and their families. The rest of Japanese society was officially divided into four classes: samurai, peasants, craftsmen and merchants. It was very rare for a person to move between classes.



Source 5 The class structure of Tokugawa Japan

The emperor

According to legend, the emperor was a direct descendant of the sun goddess Amaterasu. The Japanese name for the emperor was Tenno, or 'Heavenly Sovereign'. By 1750, the emperor was little more than a figurehead with no real power. Instead, his role was ceremonial. He was the head of state and officially granted the Tokugawa family their titles and the right to govern. In reality, he lived isolated in his palace in Kyoto surrounded by his servants. Though he had enormous prestige, he and his imperial court had little to do with the business of government and the shogun in the capital of Edo.

The shogun

The real ruler of Japan was the emperor's leading general, or shogun. The shogun lived at Edo Castle, where he and his advisers governed Japan. The shogun was responsible for the welfare of the country as a whole and, in particular, for relations with foreign powers. The shogun was expected to protect Japan from foreign interference.

The Tokugawa shoguns were extraordinarily wealthy. The Tokugawa extended family directly controlled about one-third of Japan's agricultural land. They held the important domains closest to the centre of the country and along the major trading routes between the biggest cities. This helped each shogun maintain his position above other, rival noble families.

Daimyo

Japan was divided into roughly 250 large areas called *han* (domains). A lord or daimyo ruled each domain. These positions were hereditary (passing automatically from parent to child). Large domains had their own castles. The daimyo often made their own laws and set their own taxes. In addition to this, they commanded impressive armies.

The shogun regarded some of the daimyo with large domains and armies as a potential threat and sought ways to limit their power. One method the shogun used to control the daimyo was a system called *sankin kotai* (meaning 'alternate attendance'). Under *sankin kotai*, the daimyo who served the shogun most closely as retainers would spend six months of every year in Edo. All other daimyo were required to visit the capital city of Edo every other year and to live there for a year, before returning home to their domains.

The shogun also demanded that all daimyo spend large amounts of money building public works, such as roads and sea walls. Alliances between daimyo were outlawed. In addition, the shogun had the right to approve or disallow marriages between noble families, preventing the formation of potential alliances against the Tokugawa family. Finally, the shogun used spies to keep track of what the daimyo were doing.

Think, pair, share

- Think about how Japanese society was organised during the Tokugawa period and how this compares to the society you live in.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Source 6 Soldiers force commoners to kneel down as the shogun approaches; to remain standing, or even to look at the shogun, could mean immediate execution.

Source 7 Three samurai warriors dressed in their armour, *c.* 1900

Samurai

Around this time, samurai (warriors) made up about 6 per cent of the total population. Each samurai wore a pair of swords – one short, one long – as a mark of their status. They protected and served their daimyo.

Samurai lived according to a strict set of values. These included loyalty to one's lord, self-sacrifice, courage and honour. They were supposed to be highly disciplined and skilful in the use of their weapons. A samurai was also meant to be frugal – despising money and commerce. A common saying of the time stated that a good samurai 'does not even know the price of rice'.

Samurai expected to be treated with respect by those below them. Members of lower classes had to bow when a samurai passed by; if they were riding a horse, they had to dismount. Anyone who failed to do so risked death – samurai had the right to cut off their head on the spot.

I used to think, now I think

Reflect on your learning about samurai and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

By 1750, the samurai had not been required to take part in any real fighting for around 150 years. There were no wars, so they mostly functioned as officials, accountants and policemen, wearing their swords mainly for show. Many were more like sportsmen than warriors.

Some samurai held important government positions with good salaries. But a large number of lower-ranking samurai were very poor. In theory, all samurai received a wage from their daimyo. In many domains, though, the allowance was not enough to live on. Samurai had to make money elsewhere. Some borrowed from merchants. Others took jobs secretly, teaching swordsmanship or making small goods for sale. In the worst situations, a samurai might sell his swords or try his luck at gambling.

Source 8 Japanese peasants in black coats from the Edo period

Peasants

Peasants were the largest group in Japanese society at this time, making up around 80 per cent of the population. Most peasants were farmers, but the class also included woodcutters, fishermen and workers in mines. Though not as highly regarded as samurai, peasants were still accorded official respect because they produced the food that all other classes depended on.

Life for the majority of peasants was very hard. Taxes were high and most farmers had to deal with poor living conditions, hunger and disease. Laws prohibited peasants from enjoying many of the luxuries of other classes, such as decorative clothing and rich foods. In some villages, peasants were even banned from brewing sake (rice wine). Peasants were bound in service to their daimyo and needed special permission to travel. The shogun forbade peasants from carrying weapons, such as long swords, short swords, bows, spears and muskets. Nonetheless, the peasants often rebelled during times of famine, using farming tools as weapons. They protested against the burden of taxes and sometimes tried to seize grain stores. The daimyo easily and harshly suppressed these uprisings using their samurai forces, usually executing the leaders.

Source 9 An engraving depicting Japanese grain merchants from the Edo period

Craftsmen and merchants

The next class under the peasants were the craftsmen. Craftsmen were those who made goods and tools, including blacksmiths, printers, boatbuilders and carpenters. Craftsmen received less official respect than peasants because, in theory, people could live without the goods they made.

At the bottom of the class structure were the merchants. The merchants made nothing useful and did not govern or keep order like the samurai. Instead, they lived by trading and transporting goods, lending money and opening shops. Although Tokugawa society needed their services, other classes commonly regarded merchants as parasites who lived off the real labour of others.

Outcasts

Tokugawa Japan included many groups of people who fell below the five official classes. Butchers, undertakers, executioners and leatherworkers lived in separate quarters of villages and towns. Prohibitions forbade them from socialising with other classes, dressing like them or entering their homes. Other Japanese people thought of them as unclean. Criminals, prostitutes, actors and travelling musicians were also outcasts.

Outcasts were not always poor. Successful entertainers in the cities could maintain a good standard of living and even have some kind of social recognition. Undertakers and leatherworkers often managed to do fairly well financially, because there was constant demand for their services.

Analyse this!
Print of Japanese peasants in black coats from the Edo period

Lives of women

Women in Tokugawa Japan occupied a subordinate position to men. They were normally dependent on men both financially and socially. Japanese philosopher Kaibara Ekken argued that women should accept men's guidance and obey them in all circumstances. He suggested that women submit themselves to the 'three obediences' during the span of their lives. First, a woman lived with her father and obeyed his commands. Once she married, she lived with her husband and deferred to him. Then, if her husband died, she obeyed the commands of her son. Whereas men could take several concubines and other lovers in addition to their wives, women were expected to be faithful to their husbands.

Life was particularly hard for peasant women. They often worked in the fields alongside their fathers and husbands, as well as carrying out domestic chores such as cooking and cleaning. When times were very harsh, poorer peasant families might sell their daughters rather than starve. Girls were often sent to brothels, where they remained until they paid off any debts owed by the family.

Source 10 An illustration of three women from the Edo period

11.3 Check your learning

Comprehend

1. **Explain** the social structure of Japan and how much power the emperor had.
2. **Summarise** three methods the shogun used to control the daimyo.
3. **Explain** why some people were considered outcasts, even though they were not necessarily poor.
4. **Describe** who women were expected to obey during their lifetimes according to philosopher Kaibara Ekken.

Analyse

5. **Compare** what life was like for the following three classes of people in Tokugawa Japan: peasants, craftsmen and merchants. Remember, when you compare things, you must talk about how they are similar and how they are different.

Apply

6. Imagine you are a samurai in Tokugawa Japan. Write a short account of a typical day in your life and **discuss** the advantages and disadvantages of your status at that time.

11.4 Japanese beliefs and arts

Learning intention

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

» describe the key cultural and religious features of 1750 Japan.

Explore it!
A virtual field trip to a Zen rock garden

Different belief systems played an important role in shaping Japan during the Tokugawa period. Two-and-a-half centuries of peace under the Tokugawa shogunate helped the Japanese arts to flourish.

Beliefs

Three main influences on Japanese society during this period were the Shinto and Buddhist religions and Confucian philosophy.

Shinto is Japan's native religion. Shinto teaches that many features of the natural world, such as people, animals, trees, mountains and rivers, are *kami* (spirits). To maintain one's well-being, it is important to conduct rituals at Shinto shrines. There are many different rituals. Some help a person to acknowledge important *kami*. Others help a person to cleanse themselves of impure deeds.

Buddhism arrived in Japan in the seventh century. Over time, many Japanese people came to follow both Shinto and Buddhist beliefs. Buddhism remained popular under the Tokugawa. One type of Buddhism, called Zen, particularly appealed to samurai because it emphasised self-awareness and control. The Tokugawa expected every person in Japan to register with a Buddhist temple.

The other major influence on Japanese society at this time was Confucianism. Confucius was a philosopher and teacher who lived from 551 to 479 BCE in eastern China. He argued that people should lead virtuous lives. They should respect their elders and leaders, and do their best to fulfil their given roles in society. The official class structure of Tokugawa Japan derived originally from Confucian teachings. The shoguns embraced Confucian philosophy because it emphasised social stability and loyalty to the ruler – in this case, the shogun.

Source 11 A *noh* performance in Kyoto

Arts

The arts during the Tokugawa period included 'high' art forms such as *noh* theatre and the tea ceremony, as well as 'low' art forms such as kabuki theatre and puppet shows. Whether high or low, nearly all arts drew on stories from the distant past.

The high arts

The 'high' arts were considered respectable entertainment for noble families and samurai. Among these were *noh* theatre (see Source 11) and the tea ceremony. In 1750, both *noh* and the tea ceremony were already old practices, stretching back hundreds of years.

Noh was a highly ritualised form of theatre in which actors wore symbolic costumes and carved wooden masks to communicate to the audience which characters they were portraying. The actors chanted or sang their lines rather than speaking naturally.

The tea ceremony was another highly formal practice. During the ceremony, a host prepared tea for one or several guests. Tradition dictated every action of the tea ceremony, from the precise actions used by the host in pouring the tea to which side of the cup each guest would drink from. Conversation also followed a formal order.

The low arts

The 'low' arts included the more popular forms of literature and theatre. Each city had its own entertainment district called the *ukiyo* (meaning 'floating world'), full of theatres, public baths and drinking places. Within the *ukiyo*, people could mix and 'float' above the cares of everyday life.

Two of the most popular entertainments of the floating world were the kabuki (see Source 13) and *bunraku* theatres. Kabuki presented more action-filled stories than *noh* theatre. It had complicated plots and needed more actors than *noh*. *Bunraku* was a kind of theatre that used puppets instead of actors. Puppeteers manipulated the puppets in full view of the audience, while special 'chanters' performed the voices of the puppets from the side of the stage.

Woodblock printing

Artists captured life in the entertainment districts in colourful woodblock prints known as *ukiyo-e*, meaning 'pictures of the floating world'. Woodblock printing was cheap and popular. To make a woodblock print, the artist carved the outlines of the design onto a master block and applied ink to create the overall shape of the picture. Next, the artist added colour by carving other blocks to exactly match areas of the first. It took great skill to overlay the different colours so that they fitted together perfectly. The designs could be extremely sophisticated. Common subjects for the *ukiyo-e* included famous kabuki actors, landscapes and scenes from society.

Source 12 A Zen rock garden is designed to stimulate meditation; the white gravel represents water or space.

Source 13 An 1865 woodblock print of a kabuki drama

11.4 Check your learning

Retrieve

1. **Name** the three main belief systems in Japan during the Tokugawa period.

Comprehend

2. **Explain** why the shoguns embraced Confucianism.
3. **Describe** the qualities that Zen Buddhism emphasised.

Analyse

4. **Compare** the similarities and differences between 'high' and 'low' art forms. Outline why you think Japanese society during the Tokugawa period differentiated between the two.
5. **Examine** the woodblock of a kabuki performance in Source 13.
   - a Identify two things you notice about this picture.
   - b Identify how many different blocks would have been needed to make this print.
   - c Reflect on the main differences between kabuki theatre in the Tokugawa period and a modern theatre in Australia.

Apply

6. There was a strong literary tradition during the Tokugawa period. Poetry was one of the popular genres. **Investigate** haiku, which are short three-line poems. Compose your own haiku in English.

11A SKILLS IN CONTEXT

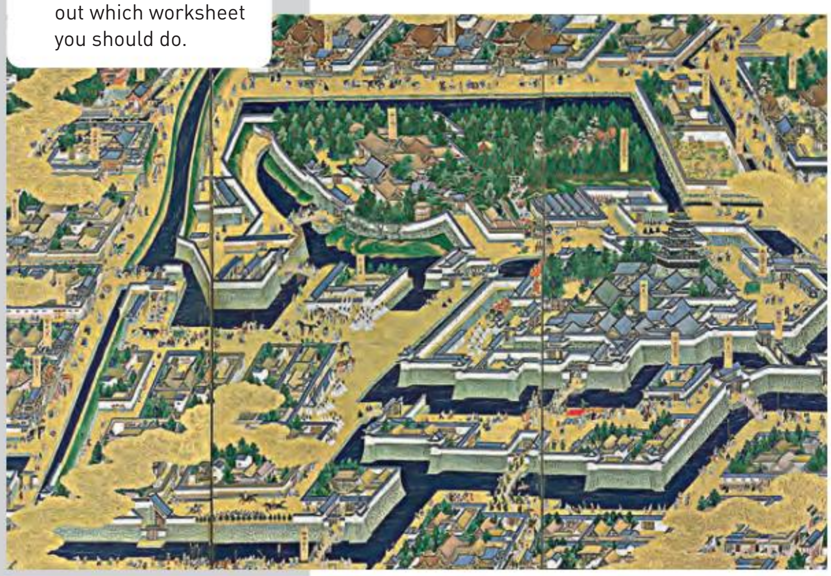
Test me!
Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Edo

By 1750, Edo (modern-day Tokyo) was the world's largest city, with more than 1 million inhabitants. Only 150 years earlier, Edo had been a much smaller fishing town, surrounded by swamps, but the city grew quickly after the first Tokugawa shogun chose Edo as his capital in 1603. The shogun lived and governed from Edo Castle at the city's heart.

Beyond the castle and the residences of the lesser daimyo lived the townsfolk. These included merchants and peasants, including fishermen and other workers. As the city grew, they built their houses over former swampland, which they filled in with rubble left over from the building of Edo Castle. Eventually, they started to reclaim land from the sea as well. Because of this, Edo was full of canals, waterways and bridges.

The most famous bridge was the Edobashi, which crossed the Nihonbashi River. Its western end was the starting point for two main highways between Edo and the imperial city of Kyoto. Markets thrived under and around the bridge, selling many different kinds of goods. The area near Edobashi was also a financial district, home to moneylenders and important businesses. With so much activity, Edo was constantly changing.



Source 14 Inner Edo, showing Edo Castle, which was built in 1457

Source 15

> During the Edo period [there was] development in the transportation network. Mountain roads, waterways, and sea routes were extended in all directions to every nook and cranny of the country … [T]he city held a population of around a million people, divided roughly equally between warriors and the *chonin* [craftsmen and merchants] … [T]he concentration of warriors in the city [led to] a warrior culture.
>
> Nishiyama Matsunosuke and Gerald Groemer, *Edo Culture: Daily Life and Diversions in Urban Japan, 1600–1868*, University of Hawai'i Press, Honolulu, 1997

Source 16 A view of a street called Suruga-cho, with a clear view of Mount Fuji, Japan's highest mountain, in the background, by Hiroshige, 1856

KEY SKILL
Questioning & researching

Identifying and locating relevant sources using the internet

Being able to locate relevant primary and secondary sources online is an important skill for a historian. However, you need to keep in mind that not all information you find online is necessarily true, accurate, reliable or useful. So, in addition to being able to locate source material online, you need to be able to evaluate the reliability, credibility and usefulness 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.

Step 2 Add further relevant key words to refine your search if necessary.

Step 3 Look beyond the first page of results. The best results do not always appear first.

Step 4 Assess the reliability of each site by asking yourself these questions:

- Who is the author or creator? Do they have their credentials listed (for example, a degree or a title)? If it is an organisation, is it reputable, such as a government or university department?
- What is the purpose of the website? Is it trying to inform, persuade or sell?
- Is the site objective? Is the author's point of view biased?
- Is the information accurate? Can the information be verified if you cross-check it with other sources of information?

For more information on this skill, see page 190 of 'The history toolkit'.

Practise the skill

1. **Investigate** online to locate and identify relevant and reliable material about everyday life in Edo during the Tokugawa period, using the steps outlined above.
2. **Create** a table of the positives and negatives of living in Edo during the Tokugawa period, according to the reliable information sources you have found. See the table below as an example. Remember to record the URLs of the sites you have found in the fourth column of the table.

Positives	Negatives	Neither positive nor negative	Information source

3. **Examine** the map of Inner Edo (Source 14), the view from the street (Source 16) and the description of Edo (Source 15).
   - **a** Identify whether each source is a primary or secondary source.
   - **b** Compare each of the sources. What is more useful to the historian, a primary or secondary source? Why?
   - **c** Copy or trace the main outlines of Source 14 in your notebook.
   - **d** Look at the layout of the city. Using different colours, shade in the locations of the following features according to your best guesses, based on the information given:
     - **i** the residence of the shogun
     - **ii** the mansions of the daimyo
     - **iii** areas of artificial land, reclaimed from swamps or the sea.
   - **e** Explain why you have chosen these locations.
   - **f** Use the internet to find the actual layout of Tokugawa-era Edo and determine whether your guesses for question 3d were accurate.

Extend your understanding

1. **Describe** why Edo grew so quickly during the Tokugawa period.
2. **Describe** what the inhabitants of Edo did to give themselves more space for building.

11.5 Contact with the West

Learning intention

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

» describe Japan's early contact with European nations.

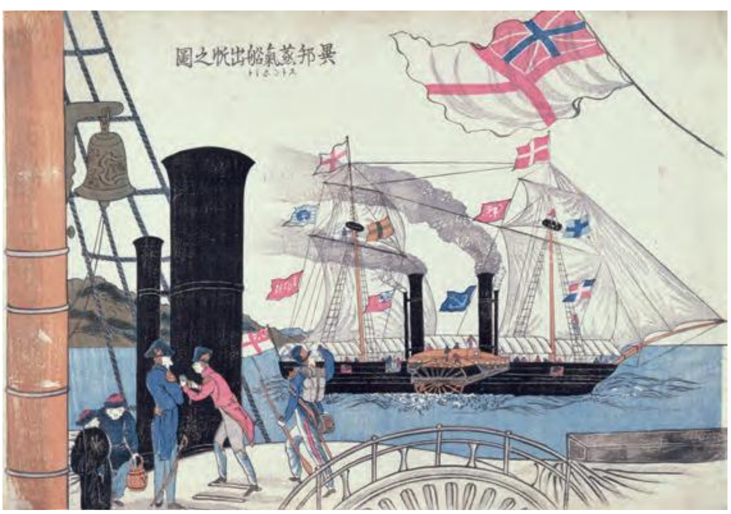
The Tokugawa shogunate's policy of isolation from the rest of the world lasted from 1641 to 1853. By the mid-nineteenth century, Western powers such as Britain, Russia and the United States were pushing for Japan to open up to international trade and commerce. These countries wanted to sell their goods in Japan and moor their ships in Japanese ports. They put pressure on the Tokugawa shoguns to change their isolationist position.

Early encounters with the West

Europeans had been visiting Japan since 1543, when the first Portuguese sailors ran aground on one of its southern islands. For several decades after this, Portuguese, Spanish, English and Dutch traders all came to Japan. But in the 1600s, the shogun banned Spanish and Portuguese ships from entering Japanese waters, suspecting them of plotting to undermine his rule. The English ships went elsewhere. Only the Dutch traders were allowed to stay. They had to live on a small, artificial island called Dejima in Nagasaki harbour. The Dutch could not set foot on the mainland, and could only receive visiting ships a few times a year. All other Westerners were strongly discouraged from entering the country. This was the start of the government's official policy of isolation, which was to last for the next 200 years.

Throughout the Tokugawa period, a limited number of Japanese scholars learnt Dutch so that they could study foreign books. Foreign knowledge was called *rangaku* (meaning 'Dutch studies'). Through *rangaku*, these scholars read about some of the scientific advances made in the West in disciplines such as medicine and astronomy. They also learnt about events in the outside world.

Source 1 *Nagasaki harbour* by Kawahara Keiga, *c.* 1800–50; Dutch and Chinese ships lie at anchor near the small, fan-shaped island of Dejima, north of the city. Dejima was a Dutch trading post from 1641 until 1853.



Source 2 A nineteenth-century Japanese woodblock print showing foreign steamships in Nagasaki harbour

The threat of Christianity

One of the main reasons the Tokugawa shoguns wanted to exclude foreigners was the threat that Christianity presented to the stability of the country. The early Portuguese and Spanish ships had brought Catholic missionaries with them who converted hundreds of thousands of Japanese people.

The first Tokugawa shogun, Ieyasu (ruled 1603–05), feared that Christian missionaries would unite his enemies against him and diminish Japanese culture. He also distrusted Catholicism because it asked believers to give their loyalty to the pope – a foreigner – before the shogun. Then, in 1637, a massive uprising known as the Shimabara Rebellion took place in southern Japan.

Tens of thousands of Christians protesting against tax increases and famine were killed by a samurai army. After this event, Christianity was made illegal.

Throughout the eighteenth and early nineteenth centuries, Christianity was virtually invisible in Japan. Dutch traders living on the island of Dejima were not allowed to have Bibles or crucifixes. Authorities searched foreign books and censored references to Christianity. Unlike in China and India, Japan's traditional religions remained dominant over Christianity.

Fumi-e

Perhaps the most remarkable illustration of the Tokugawa shogunate's determination to keep Christianity, and thereby foreign influence, out of Japan was the annual ritual of *fumi-e*. Each year, every person in Japan was obliged to visit their local Buddhist temple to complete the ritual. On arrival, each person had to show their contempt for Christianity by treading on a crucifix or a picture of Jesus or the Virgin Mary. Anyone who refused to walk on the Christian images could be questioned. If they refused to deny their Christian faith, they were tortured or killed.

Source 3 Japanese people in Nagasaki prove their loyalty to the shogun and their contempt for Christianity by treading on a crucifix, 1760.

Analyse this!
Japanese people in Nagasaki treading on a crucifix, 1760

Growing concerns over foreign contact

From the 1790s onwards, increasing numbers of foreign ships started to visit Japan. Many of these were American and Russian ships seeking shelter from storms. Others were making clear attempts to overcome Japan's strict restrictions against foreigners. In response to attempts by foreign ships to defy these restrictions, in 1825 the shogun commanded Japanese ships to fire on foreign vessels 'without hesitation'. Despite this, international pressure was growing for Japan to lift its restrictions on foreign trade and to allow foreign ships in its harbours.

11.5 Check your learning

Comprehend

1 **Summarise** why Christianity was illegal in Tokugawa Japan.

2 **Explain** what the Japanese had to do to prove that they were not Christians.

3 What was the Japanese word for 'Dutch studies'? **Summarise** what Japanese scholars of this discipline learnt about.

Analyse

4 In a short paragraph, **analyse** why the Tokugawa shogunate banned nearly all trade and interaction with foreigners.

5 **Infer** (suggest) why there was international pressure for Japan to lift its restrictions on foreign trade.

Apply

6 Imagine you are a Japanese scholar studying *rangaku*. **Create** a short letter explaining your job to another Japanese person. In your letter, describe the purpose of Dejima.

11.6 The arrival of US Commodore Perry

Learning intentions

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

» describe the effects of US Commodore Perry's diplomatic mission to Japan

» understand the significance of Commodore Perry's arrival in Japan.

In 1853, 60-year-old US Commodore Matthew C. Perry arrived in Japan with four warships of the US navy. Perry was there to deliver a letter from the US president, asking for trade to be established between the United States and Japan. It also requested the right for American ships to be able to refuel and take in food and water at Japanese ports, and for better treatment of American sailors.

Having sailed around Edo Bay, Perry demanded to be allowed to land and deliver his letter 'to the emperor' (by which he meant Japan's true ruler – the shogun). Realising that its ships and weapons were no match for Perry's, the government agreed.

The shogun and his advisers knew that their military would be powerless against the Americans if they refused to agree to Perry's terms. In March 1854, the Japanese reluctantly agreed to sign a treaty (known as the Treaty of Kanagawa) granting limited trading rights to the Americans. They opened up the ports of Shimoda (on the Izu peninsula to the south-west of Edo) and Hakodate (on the northernmost island Hokkaido) to American ships and allowed an American consul to live in Shimoda. More deals soon followed.

To celebrate the signing of this treaty in 1854, the Americans and the Japanese exchanged gifts and provided entertainment. The Japanese put on a display of sumo wrestling. The Americans brought champagne and whiskey, an electric telegraph system and a working model steam train, complete with tracks, for the Japanese officials to ride on.

Source 4 US Commodore Matthew C. Perry

Source 6 An 1853 Japanese watercolour of Commodore Perry

Source 5 Scene from a woodblock print known as *Commodore Perry's Gift of a Railway to the Japanese in 1853*

The unequal treaties

Two years after the signing of the Treaty of Kanagawa, the US Government demanded a new agreement. The new American ambassador to Japan, Townsend Harris, urged the Japanese to grant more rights to American traders. Harris argued that Britain had used its military power to seize control of large parts of China in the Opium Wars of 1839–42, and was again at war with China in 1856. He implied that by signing an agreement with the United States, the Japanese would be able to prevent the same thing from happening to them.

Harris was successful and, in 1858, Japan and the United States signed the Treaty of Shimoda. This was the first of the so-called 'unequal treaties' between Japan and various world powers. Over the next 10 years, Japan signed such treaties with the United States, Britain, Russia, France, Prussia and the Netherlands. The unequal treaties gained the name because almost all historians agree that they were unfair. They benefited the other countries at the expense of Japan.

Treaty ports

The unequal treaties granted countries such as the United States, Britain and Russia the right to live and trade in specific Japanese ports. These ports came to be known as 'treaty ports'. Foreigners could also practise their religion in the treaty ports. Though these ports were still Japanese, foreigners controlled many aspects of life within them.

Extraterritoriality

Extraterritoriality meant that foreigners who broke Japanese laws were not tried and sentenced by Japanese courts or officials. Instead, they were arrested and then handed over to their countries' diplomats, who would judge them themselves.

Low tariffs

Tariffs are taxes that governments around the world place on imported goods to make them more expensive, so that people within a country buy locally made items instead. The unequal treaties limited Japanese tariffs on foreign goods to about 5 per cent of an item's cost. But many countries generally imposed tariffs of around 15 or 20 per cent. This uneven arrangement gave these countries an unfair advantage in trade.

'Most-favoured nation' status

Each country that signed an unequal treaty with Japan demanded 'most-favoured nation' status. The countries that became 'most-favoured nations' received all the benefits of any new agreements that Japan signed with anyone else. Over time, this meant that Japan inevitably gave away more and more privileges, since each time one country wanted something new, the other countries claimed it as well.

For more information on this key concept, refer to page 205 of 'The history toolkit'.

KEY CONCEPT
Significance

extraterritoriality
the right of foreign citizens to be tried by the laws of the country they are from, not the laws of the country where they live

tariffs
taxes on imported goods and services

Quiz me!
A quick quiz on the arrival of US Commodore Perry

11.6 Check your learning

Retrieve

1 **State** two reasons why the United States wanted Japan to open its harbours to foreign ships.

2 **Identify** the main features of the unequal treaties.

Analyse

3 **Examine** the Japanese watercolour of US Commodore Matthew C. Perry (Source 6).

a What attitude towards Commodore Perry does the artist convey? Explain which features of the picture give you that impression.

b Explain what this picture reveals about Japanese attitudes to foreigners at this time.

Apply

4 Some historians have suggested that the gifts given by Perry to the Japanese at the signing of the Treaty of Kanagawa in 1854 were meant to make a point to the Japanese officials. **Propose** (put forward) what point you think he might have been making with these gifts.

5 Express what you think was the worst feature of the unequal treaties for Japan. **Justify** (give reasons for) your opinion.

11.7 The Meiji Restoration

Learning intentions

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

» describe the Meiji Restoration and its effect on Japanese politics and culture

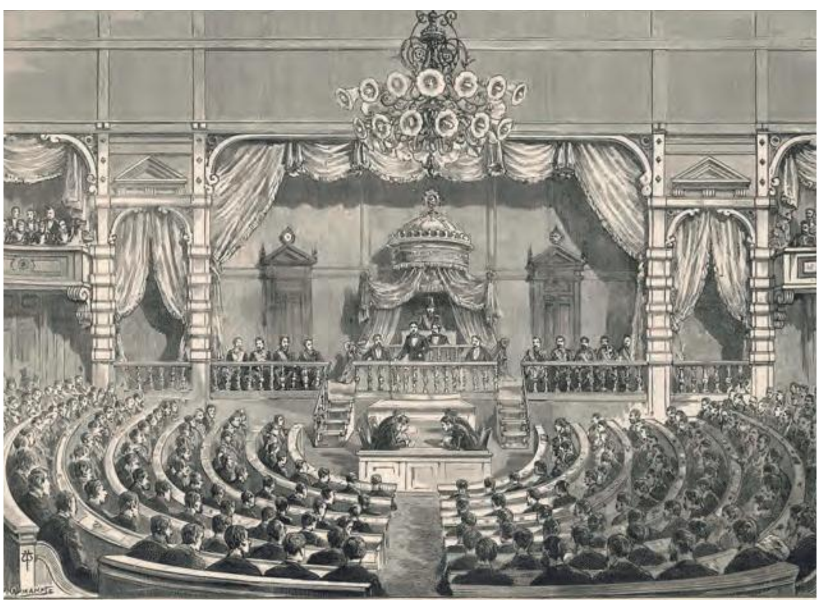
» explain the role of Emperor Mutsuhito during the Meiji Restoration.

By the 1860s, Tokugawa Japan was in crisis. The shogun appeared helpless to stop the increasing power of foreigners within Japan. Critics blamed the shogun for signing the unequal treaties and demanded that he expel the foreigners from the country. In 1863, the emperor decreed that 'the subjugation of the hated foreigner is the greatest of national tasks facing us'. Several domains, including the powerful south-western territories of Satsuma and Choshu, called for the shogun to resign.

Satsuma and Choshu were traditional enemies of the Tokugawa family. Both domains called for a return to 'true' Japanese values. They started to agitate for the removal of the shogun and restoration of the emperor's power. Choshu embarrassed the shogun by firing on foreign ships from its forts, in breach of the unequal treaties. Meanwhile, the Satsuma and Choshu daimyo were arming their soldiers with modern weapons secretly bought from the foreigners.

In 1867, Emperor Komei died. His son, Mutsuhito, was proclaimed as the Meiji emperor the same year, at the age of 17. Meiji means 'enlightened rule'.

Source 7 Emperor Mutsuhito returning to his palace in Tokyo after the Meiji Restoration



Source 8 The Japanese Parliament is opened by the emperor in Tokyo, 29 November 1891.

In January 1868, the Satsuma and Choshu daimyo together rebelled against the shogun. Although the shogun's soldiers greatly outnumbered them, the Satsuma and Choshu forces had better weapons and equipment, and were able to win. They captured Edo and renamed it Tokyo, meaning 'Eastern capital'. The last Tokugawa shogun resigned. This signalled the start of the Meiji period.

New ideas

The emperor did not rule alone. His chief advisers and officials were all men from Satsuma and Choshu. They did not want Japan to be carved up like India or China – both of which had been unable to protect themselves against European aggression. Britain, France, Germany and Russia had forcibly taken over much of India's and China's territory and government. The Meiji emperor and his advisers feared that unless they built up Japan's strength quickly, their own country might follow. The Meiji government realised that it needed to create a modern army and navy, and upgrade local industry with the latest technology.

The Charter Oath

The Meiji reformers saw that to win the respect of the imperial powers, they needed to change many aspects of Japanese society. After taking power in 1868, the Meiji emperor signed a 'Charter Oath', outlining five principles for the modern society. The Charter Oath promised that the new era would allow ordinary people more personal freedom, as well as a greater say in government (see Source 9).

For more information on this key concept, refer to page 205 of 'The history toolkit'.

Source 9 The five articles of the Charter Oath

> ARTICLE 1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
>
> ARTICLE 2. All classes, high and low, shall unite in vigorously carrying out the administration of affairs of state.
>
> ARTICLE 3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.
>
> ARTICLE 4. Evil customs of the past shall be broken off and everything based upon the just laws of nature.
>
> ARTICLE 5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

KEY CONCEPT
Significance

A new type of government

After the introduction of the Charter Oath, the traditional class system was abandoned and all men theoretically became eligible to rise to government positions, as long as they possessed the necessary talent. Government no longer belonged to the daimyo and samurai classes. One of the greatest changes was the abolition of the domain system. Traditional domains governed by daimyo were reorganised into prefectures with their own new borders. In many cases, former daimyo continued to wield power as governors of the new prefectures, but the positions were no longer hereditary, and some daimyo were removed from power completely.

Eventually, the Meiji government adopted a **constitution** setting out the rights of Japanese citizens and the responsibilities of government. The constitution was based on the German model. It reserved great powers for the emperor and his advisers, but nevertheless introduced a limited form of democracy.

constitution
a set of rules that determines how an organisation (such as a club, government or nation) will be governed

Conducting further research

As a historian, you should constantly consider moments of continuity and change. It is a significant moment in a nation's history when a constitution is written, as it states the social, political and economic laws of the country and rights of its citizens. Therefore, when the text says 'the Meiji government adopted a constitution', you should conduct further independent research to understand what the constitution was, and to interpret the effects of the changes and continuity this would have on Japan.

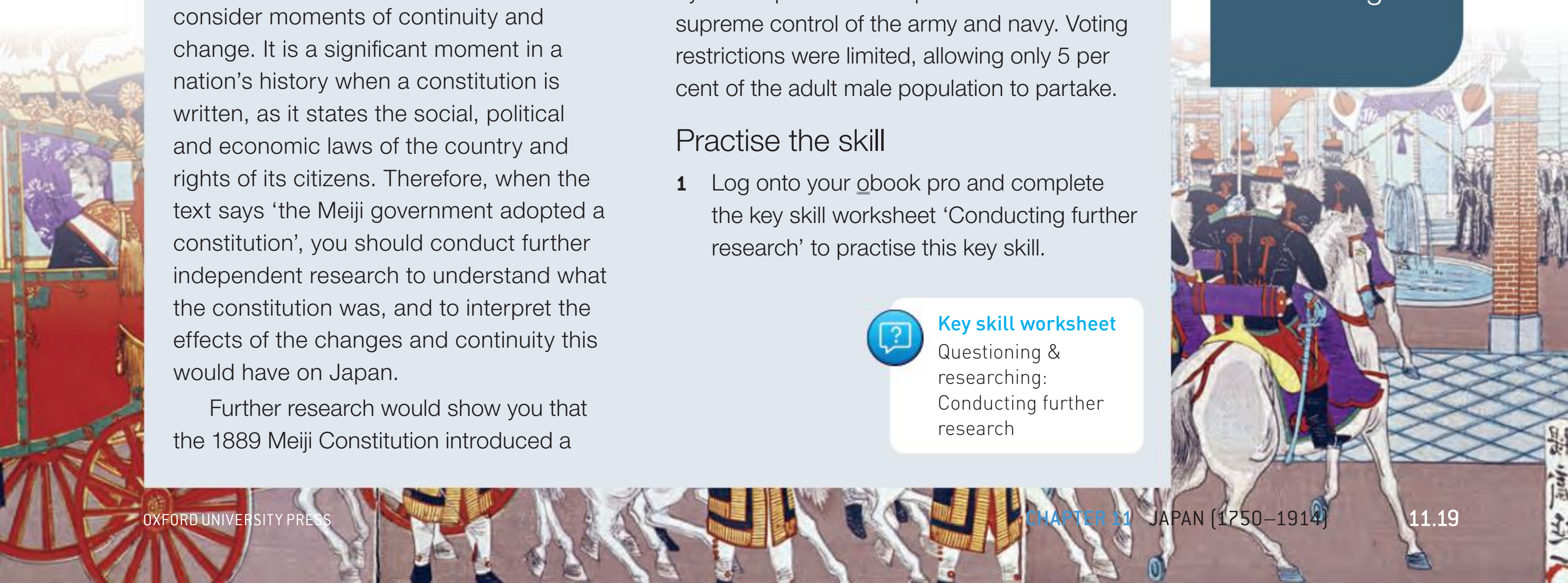
Further research would show you that the 1889 Meiji Constitution introduced a parliament with an elected lower house, and a prime minister and cabinet appointed by the emperor. The emperor still held supreme control of the army and navy. Voting restrictions were limited, allowing only 5 per cent of the adult male population to partake.

Practise the skill

1 Log onto your obook pro and complete the key skill worksheet 'Conducting further research' to practise this key skill.

Key skill worksheet
Questioning & researching: Conducting further research

KEY SKILL
Questioning & researching



Source 10 Members of the Iwakura Mission in 1872; Iwakura Tomomi is sitting in the middle, in traditional Japanese dress.

The Iwakura Mission

In 1871, the Meiji government sent a group of ambassadors and scholars abroad on a two-year journey. Named the Iwakura Mission after its leader Iwakura Tomomi, the group travelled to the United States, Britain and other European countries, Egypt, Ceylon (modern-day Sri Lanka) and China. The aim of the mission was to observe Western methods of education, industry and government. The members of the mission also hoped to argue for an end to the unequal treaties.

Though the Iwakura Mission failed to convince the imperial powers to revise the unequal treaties, it did successfully bring back vital information about other nations' habits, values, industries and systems of government. On their return to Japan in 1873, members of the mission recommended many reforms. They advised the Meiji government that Japan should borrow ideas from different European countries, based on their strengths. As a result, Japan based its new legal system on the French model, organised its navy according to the British model, and organised its school system in accordance with the Prussian approach.

Source 11 Modern Japanese school uniforms are still based on nineteenth-century Prussian fashions.

Adopting European ways

Over the next 40 years, European customs and values spread across Japanese society. Christianity was decriminalised in 1871 and the imperial court adopted European dress for formal occasions in 1869. During the following two years, European-style dress was introduced for government officials, and railway and post-office workers were given European-style uniforms. Japanese men and women were encouraged to wear European clothing, including morning suits and dresses with bustles (see Source 12). Adopting European dress was a way of showing that Japan had become progressive and modern.

These foreign ways were not always well received by the Japanese population. In 1877, government officials attended a European-style fancy-dress ball. The event caused widespread outrage – most Japanese people felt that their leaders were not showing the dignity required of their positions.

Education and industry

The Meiji government invested significant sums of money to transform Japan's education systems. It paid foreign experts to come to Japan to teach medical science and establish universities. One year after the Meiji Restoration, the government opened Tokyo University.

The Meiji government also set up a new ministry of education to manage the new education system. The ministry was to ensure that all new schools and universities taught science alongside more traditional Japanese subjects.

In addition, the government used experts to help set up a number of industries in Japan. The government was careful, however, not to repeat the mistakes made by other Asian countries such as China, which they thought had become too reliant on foreign expertise. Instead, it ensured that foreign advisers stayed for a short period of time (usually only a few years) and taught their skills to Japanese locals before they left.

The government also made the important decision to pay for the establishment of new industries such as railways, mines and shipyards itself, rather than allow foreigners to build

Source 12 Empress Shoken promoting European dress, 1887

them. Although it would have been far less expensive in the short term to allow foreign investment, the government wanted to ensure the new industries were in Japanese hands. For this reason, it also eventually sold these companies cheaply to Japanese businessmen, keeping vital infrastructure under Japanese control.

The new Japanese army

The reform that arguably caused the greatest conflict among the Japanese was the creation of the new Japanese army. During the Tokugawa period, each daimyo had maintained his own army of loyal samurai, but the Meiji government was determined to create a single modern army. This new army was to be organised and trained along European lines. To achieve this, three of the largest prefectures – Satsuma, Choshu and Tosa – first combined their forces to create a new imperial guard.

Having set this example, the Meiji government expanded the force, equipping it with modern guns and training methods. In 1873, the government introduced nationwide military conscription (mandatory military service) for all men on turning 21. They were expected to serve four years in the armed forces.

Think, pair, share

- Think about the approach the Meiji government took in its reforms of Japan's culture, education system and industries. What are some positives and negatives of this approach?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Quiz me!
A quick quiz on the Meiji Restoration

11.7 Check your learning

Comprehend

1 **Summarise** what was 'restored' during the Meiji Restoration.

2 **Describe** the Iwakura Mission and what it had hoped to achieve.

3 The samurai were effectively abolished as a class in the 1870s. **Explain** what happened to them.

4 **Describe** why the emperor and empress promoted European dress.

Apply

5 Examine Source 11. Japanese school uniforms are echoes of the uniforms from nineteenth-century Prussia. With your class, **discuss** elements in Australian everyday life that have been adopted from other countries or eras. Generate a central list of these elements. Remember, when you discuss something, you should approach it with your own point of view, which you support using evidence from research.

6 Read the five articles of the Charter Oath (Source 9 on page 11.19) signed by the Meiji emperor in 1868. Copy and complete the table below, and **elaborate** on what you think the Charter Oath implies about the class system, democracy and education.

	Which article?	What does it say?
The class system		
Democracy		
Education		

11B SKILLS IN CONTEXT

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

The Satsuma Rebellion

Not all Japanese were happy with the creation of a modern military armed with firearms that deprived the former samurai of their traditional lifestyle. Military conscription turned every man into a soldier, undermining the status of the samurai as the warrior class. While many samurai joined the new military forces as officers, others clung to their traditions. Samurai from the former Satsuma domain felt especially cheated. After all, they had been behind the restoration of the emperor. They had wanted to rid Japan of foreigners, but had not wanted to see the end of their way of life or the destruction of their livelihoods.

Source 13 The defeated samurai rebels of Satsuma surrender to the soldiers of the modern Japanese army, 1877.

In 1876, the Meiji government prohibited samurai from wearing their pair of swords. This was a final affront (insult). The samurai code emphasised that a samurai's swords were a symbol of his honour and class – giving them up meant accepting a final loss of prestige in the new Japan.

In 1877, the Satsuma samurai rose up in revolt. A samurai named Saigo Takamori led 15 000 men against the new Imperial Japanese Army, which numbered well over 30 000 troops. Both sides used rifles but, unlike the Satsuma samurai, the Imperial Japanese Army could replace lost men with new conscripts.

Even so, the vastly outnumbered samurai forces fought so fiercely that the war lasted for eight months. Eventually, imperial troops surrounded the Satsuma rebels and defeated them. Only about 40 rebels survived. Saigo was wounded in the final battle, but committed suicide before being captured. Overall, the Satsuma Rebellion claimed 30 000 lives. It was the first major test of the new Japanese army.

KEY SKILL
Communicating

Creating and presenting an audiovisual presentation

A popular way to present the findings of a historical inquiry is to create an audiovisual presentation. To prepare and present a successful audiovisual presentation, follow these steps:

Step 1 Make sure you have collected everything that you have found out in your historical inquiry. This will include any written research or findings, a list of sources you have used, and a range of relevant images. Try to include a range of perspectives.

Step 2 Decide on the best way to deliver your findings. You may choose to use PowerPoint or Prezi, or you may like to create a website or a short film. How you will present your findings may depend on the criteria set by your teacher.

Step 3 When delivering your presentation, keep the following in mind:

- Rehearse your presentation, especially if you are working in pairs. Make sure you both know exactly what you have to do.
- Make a back-up copy of your presentation in case anything unexpected occurs, such as loss of data.
- Engage with your audience. Make eye contact, do not read from your notes, and prepare cue cards to help you remember your lines. Speak clearly, and make sure your text and layout are as visually appealing as possible.
- Make sure all your material is correct and contains no factual or spelling errors.
- Speak slowly, focus on the purpose of your presentation and do not allow yourself to be distracted.
- Finish your presentation on a high note, with a conclusion or *your* perspective or discovery.

Practise the skill

1 Many people today regard Saigo Takamori as a hero. Others disagree. With a partner, find out more about Saigo and the Satsuma Rebellion by researching online. **Create** a presentation for the class in which you each give one side of the argument. Make sure that you include at least two historical sources (such as an image or quotation) in your presentation.

Extend your understanding

1 Hold a class debate on military conscription in nineteenth-century Japan. One side should represent the Meiji government and argue for military conscription, and one side should represent the Satsuma samurai and argue against it.

2 Watch the 2003 US movie *The Last Samurai* and the 2010 Japanese movie *Hanjiro.* Write a brief review on each movie, including your opinion on the accuracy of the historical context depicted in each one.

Source 14 The modernisation of the army and the resulting Satsuma revolt inspired the movie *The Last Samurai* (2003).

If you are unable to watch both movies, watch a few clips online and read the synopsis. **Compare** how each movie has chosen to depict the Satsuma Rebellion. Do you think one portrayal is more accurate than the other? Explain your answer.

11.8 A major world power

Learning intentions

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

» explain the influence of nationalism and imperialism on Japan in the nineteenth century

» describe Japan's role as an emerging world power.

The victory of the Imperial Japanese Army over the Satsuma rebels proved that the new, unified military could function effectively. During the 1880s and 1890s, Japan continued to strengthen its army and navy. It equipped its officers with European-style uniforms, modern weapons, steamships and iron-hulled vessels.

The Meiji government also pressed ahead with industrialisation, building weapons and textile factories, and constructing large-scale mines for coal and metals. Tokyo and other Japanese cities grew rapidly, connected by modern railways and new roads.

As a result, by the start of the twentieth century, the United States and European nations acknowledged Japan as a major world power. Next, the Japanese wanted these countries to recognise them as equals. To achieve this, they thought it was important to do two things. First, they had to convince the foreign powers to end the unequal treaties that treated Japan as inferior. Second, they had to prove their new-found military power by capturing new territories.

Source 1 The 'Rising Sun' military flag of the Imperial Japanese Army

Nationalism and imperialism

Two important ideas helped to shape Japanese thinking around the turn of the twentieth century. The first was nationalism, the idea that all the people in a country belonged to the same nation and shared a national identity.

In 1750, Japan was made up of a group of separate domains, each with its own laws, taxes and armed forces. Although, in theory, the shogun ruled over all domains, in reality, most people had little sense of connection to other parts of the country. Daimyo even sometimes called their domains 'countries' when talking about them.

By 1900, the situation was very different. Ordinary people shared a single government and they could contribute to government through elected representatives. This helped build national pride.

The new education system also emphasised Japanese unity. Teachers encouraged students to feel loyalty to the nation and to work for its betterment. Japanese people around the country took an interest in Japan's relationships with the rest of the world. They celebrated Japan's military successes and looked forward to the end of the humiliating unequal treaties.

The second idea was in the importance of imperialism, expanding Japan's influence, wealth and territory by taking over control of other countries. The Japanese saw that the powerful countries increased their power by exploiting weaker countries through imperialism. Britain, France, the United States, Germany and Russia had all used their military might to seize territory from other nations. Alternatively, they forced weaker countries to sign unfair agreements – as they had already done to Japan, through the unequal treaties. The nearest example of imperialism was in China, where the European powers had taken over dozens of treaty ports and significant areas of the countryside.

The Japanese realised that if they were to be taken seriously by these countries, they needed to become an imperial power as well, and prove their new-found military strength. From the 1870s, Japan started to expand into nearby countries. Ultimately, this led to conflict with other Asian nations and eventually with Russia.

Quiz me!
A quick quiz on Japan as a major world power

I used to think, now I think

Reflect on your learning about Japanese imperialism and complete the following sentences.

- I used to think …
- Now I think …

What has changed in your understanding?

Revision of the unequal treaties

From 1871 to 1893, the Meiji government appealed to the signing countries to end the unequal treaties, which treated Japan as inferior. In 1894, the British were the first nation to do so. Other countries followed in 1897. A number of them promised completely equal relations by 1911 – a sign that they recognised Japan as a 'civilised', modern nation, perhaps even a 'great power'.

Source 2 An American cartoon showing Japan and European nations ready to dismember China in their imperialist struggle for territory, 1900

This was a notable victory for the Japanese, who had felt humiliated by the unfair agreements. The treaties had been evidence that imperial countries, including Britain, France, the United States, Russia and Germany, regarded Japan as inferior. Despite this advance, the Americans and the Europeans continued to distrust the 'non-European' Japanese. Although they agreed to end the unequal treaties, they continued to restrict Japanese immigration and trade.

11.8 Check your learning

Comprehend

1 In your own words, **explain** the meaning of 'nationalism'.
2 **Summarise** the influence of nationalism and imperialism on Japan in the nineteenth century.
3 **Explain** why the Japanese wanted to abolish the unequal treaties.

Analyse

4 Historians suggest that Japan at the start of the twentieth century was influenced by the idea of nationalism. **Analyse** this idea by:
   a copying and completing the following table to compare what you know about nationalism in Meiji Japan to your observations about nationalism in Australia today

Evidence of nationalism in Meiji Japan	Evidence of nationalism in Australia today

   b holding a debate with members of your class on the topic: 'Nationalism is strong in modern Australian society.'
5 **Examine** the cartoon in Source 2.
   a Identify the countries shown.
   b Describe what is happening in the cartoon.
   c Explain how the author of this cartoon has communicated their message.

11.9 Japan at war

Learning intentions

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

» identify Japan's role in the Sino-Japanese War and Russo-Japanese War

» summarise different perspectives of the Russo-Japanese War.

By the end of the nineteenth century, Japan had an army and a navy to rival many other modern powers and began attempts to create its own empire. Japan went to war with China in 1894 and with Russia in 1904, and defeated them both.

The Sino-Japanese war (1894–95)

Traditionally, Korea paid tribute only to China, even though Korea was geographically very close to Japan as well. In 1893, the Korean Government asked China to send troops to help it suppress a local rebellion. Japan wanted to send the same number of soldiers. At first, China refused, but in the end both countries sent occupying forces, and argued about when and where their troops could be stationed. In 1894, this quarrel erupted into what became known as the Sino-Japanese War.

The war and its outcomes

At the start of the war, most foreign observers expected China to win because it was a much larger country and had many more soldiers and ships than Japan. However, Japan's troops were better organised and trained, and their equipment better maintained. Although Japan had the smaller force, it won nearly every battle. The Japanese destroyed much of the Chinese fleet and captured the Korean city of Pyongyang. They then crossed into China, taking control of the strategically important Liaodong Peninsula and parts of the northern province of Manchuria. Japanese forces also sailed south. They captured the Chinese-held Pescadores Islands near Taiwan.

Source 3 Japanese soldiers landing in China during the Sino-Japanese War, 1894–95

See, think, wonder

Look at Source 3.

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

The Treaty of Shimonoseki

In 1895, the Chinese accepted defeat. On 17 April, Chinese diplomats signed the Treaty of Shimonoseki with Japan. In it, China handed over Taiwan and the Pescadores Islands, and also 'leased' the Liaodong Peninsula to Japan. This last territory was especially significant because it guarded the sea route to Beijing, the Chinese capital.

The Triple Intervention

Japan's easy victory alarmed Russia, which was also trying to expand its empire into eastern regions of Asia and northern China. Only a few days after the Treaty of Shimonoseki, Russia persuaded its allies Germany and France to order Japan to return Liaodong to China. Realising that its forces were not yet ready to fight these three powers all at once, Japan reluctantly accepted.

Russia then bought a 25-year lease on Liaodong and built a valuable railway that connected the peninsula to the Trans-Siberian Railway and Europe. It also established a powerful naval base at Port Arthur on Liadong. Japan was outraged by Russia's actions. Over the next 10 years, the hostility with Russia continued to simmer, turning into war in 1904.

Source 4 A cartoon in the British magazine *Punch* shows the British view of the Sino-Japanese War.

The Russo-Japanese war (1904–05)

As Russia's presence in Asia grew stronger, Japan became increasingly concerned. Russia had forced Japan to give up Liaodong after the Sino-Japanese War of 1894–95. To the north, Russian lands were expanding dangerously close to the Japanese island of Hokkaido. Japan needed to protect its interests in the region. In 1904, Japanese Admiral Togo Heihachiro made a surprise attack on Port Arthur, badly damaging the Russian fleet and trapping the survivors in a long siege.

Outcome of the war

In 1905, Admiral Togo sank the Baltic Fleet (part of the Russian navy) at the Battle of Tsushima. With Port Arthur doomed, the Russians surrendered. The United States arranged the Treaty of Portsmouth, in which Japan took over Russia's lease on Liaodong, Russia's railway in Manchuria and the lower half of Sakhalin Island, north of Hokkaido. However, the treaty was not welcomed in either country. A Russian revolt seriously weakened the authority of the tsar (Russian emperor), while there were protests in Japan from a public who thought their victory merited more territory.

Source 5 'The Russian Bear' in a tug-of-war with Japanese troops while the world watches; from the lid of a box of Christmas crackers, 1907

Japan's victory surprised and shocked the world. The plucky underdog had defeated the much larger Russia, leading some to call the Japanese the 'British of Asia'. Others began to see Japan as a dangerous threat to international peace.

Analyse this!
Box of Christmas crackers, 1907

11.9 Check your learning

Retrieve

1 **Identify** why the Liaodong Peninsula was so important.
2 List Japan's reasons for going to war with Russia in 1904.

Analyse

3 **Compare** how the Treaty of Portsmouth was received in Russia with how it was received in Japan. Remember, when you compare two things, you must talk about how they are similar and how they are different.
4 **Examine** Source 4.
   a Identify who the two figures in the picture are supposed to represent. How do you know?
   b Explain the contrasting size of the two figures.
   c What do you think this cartoon suggests about British attitudes at the time to the Sino-Japanese War?

Apply

5 **Create** the front page of a newspaper from 5 September 1905, the day Russia formally surrendered to Japan. Decide whether your newspaper will be from Russia, Japan, the United States, China or another country. Whichever country you choose, make sure that the image, headlines and text convey the attitude of your paper to the news.

11C SKILLS IN CONTEXT

Japan in World War I

Japan fought in World War I on the side of the Allies (primarily alongside the armies of Britain, France and Russia), seizing German colonies in the Pacific and escorting convoys through far-eastern waters.

Source 6 Imperial Japanese Navy officers sitting on a beach on an island in the Mediterranean Sea; the Second Special Squadron, based in Malta, escorted 788 Allied warships and transport ships and about 750 000 personnel around the Mediterranean.

Japanese marines helped the British suppress a mutiny by Indian troops in Singapore in 1915 and, throughout the war, Japan sold arms and other equipment to the Allies. A few Japanese ships performed escort duties in the Mediterranean, sailing on 348 missions and rescuing over 7000 Allied personnel from damaged or sinking ships.

Many among the Allies felt that Japan was not doing its fair share, however. They believed that Japan was pursuing a private agenda. Japan was happy to seize German possessions but ignored, for example, German raiders such as the *Wolf* preying on Allied ships in the Pacific. Australian George Morrison, a former journalist turned adviser to the Chinese Government, summed up contemporary suspicions in his diary (see Source 7).

Bolstered by its status as an Allied power, Japan also presented China with the 'Twenty-One Demands', which were designed to increase Japanese control of Manchuria and of the Chinese economy.

Source 7

Japan, while the Australian fleet was busy, nipped in and seized the Marshall Islands, enormously rich with phosphate. What policing was it which permitted the preying of the German raider *Wolf* on British shipping for 15 months …? Did the Japanese in the common cause do anything to facilitate the movement of Australian foodstuffs to the Allies? The Marshall Islands surrendered to the British, not to the Japanese. It was the action of the Australian fleet in seizing Guam, etc. which enabled the capture of the island … Japan [slipped] in behind our backs.

George Morrison, quoted in C. Pearl, *Morrison of Peking*, Penguin Books Australia, 1970

The Paris Peace Conference

At the Paris Peace Conference of 1919, the international community set up a League of Nations devoted to maintaining world peace. Japan proposed a racial equality clause in which all members would be treated equally, 'regardless of race or nationality'. The idea was vetoed by several of the other nations, largely because of the threat it presented to their immigration policies and restrictions back home. Billy Hughes, the Australian delegate at the conference, threatened to walk out if it were even discussed, noting that '95 out of 100 Australians rejected the very idea of equality'.

With the racial equality clause defeated, the conference placated the Japanese by allowing them to keep hold of the former German colony of Shandong, a vast area on the Chinese coast. The decision caused riots in China and led Wellington Koo, the Chinese delegate, to refuse to sign the Treaty of Versailles that officially ended World War I.

Test me!

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

Source 8

A deep-seated racism pervaded amongst the Allies and their treatment of Japan. While much Allied mistrust was well-founded in Japan's obvious imperial ambitions, the scope of the country's ambitions was, to some, more evidence of 'yellow peril' challenging the Western order. Unequal trade conditions between Australia and New Zealand and Japan created friction, while Australia's 'Whites Only' policy rankled.

K. Mizokami, 'Japan's baptism of fire: World War I put country on a collision course with West', *Japan Times*, 26 July 2014

Source 9

If [Japan], with all the methods it is accustomed to apply, remains unopposed, there will be created in the Far East the greatest engine of military oppression and dominance that the world has yet seen.

Paul Reinsch, the US Minister to China, upon his resignation in 1919

KEY SKILL
Historical perspectives & interpretations

Identifying and analysing the perspectives of people from the past

People who create sources are influenced by their gender, age, family and cultural background, education, religion, values and political beliefs; and by their 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. Identifying and analysing the perspectives of different people is a very important historical skill. Follow these steps when applying this skill:

Step 1 Identify a historical issue around which there may be different opinions or interpretations.

Step 2 List the various groups and people who may have been involved in or affected by this issue.

Step 3 Identify their role or position in society.

Step 4 Locate some primary sources that provide evidence about their point of view or opinion 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? How does that affect the source?
- What was the author's message or argument? Is the message explicit or implicit? Biased? What can the author's choice of words tell you? What does the author choose not to talk about?
- 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. How do you think these factors and experiences influenced their thoughts and actions?

For more information on this skill, see page 201 of 'The history toolkit'.

Practise the skill

1 Examine Sources 7 to 9. Who wrote or created them? **Identify** and **analyse** the perspectives portrayed in each source, using the steps above.

Extend your understanding

1 Consider Billy Hughes' comments at the Paris Peace Conference that '95 out of 100 Australians rejected the very idea of equality'.

a Do you believe Hughes correctly identified the Australian perspective at the time? **Explain** your answer.

b Based on your own observations, do you think that Australian values about race and equality have changed? **Explain** your answer, using specific examples.

11 CHAPTER REVIEW

Review activity

Read the information and study the sources, then answer the following questions.

Russo-Japanese War, 1904–05

In 1904 Tsar Nicholas II ruled the Russian Empire, which comprised enormous territory from Eastern Europe to Asia. Tsar Nicholas wished to gain influence in the Korean and Liaodong peninsulas, which made Japan nervous. Russia had a history of military aggression and had supported China in the First Sino-Japanese War of 1895. Initially, Japan sought a deal, offering Russia control of Manchuria but wanting Japan to maintain control over Korea. Russia refused, stalling any further negotiations, and so Japan staged a surprise attack on the Russian navy on 8 February 1904 at its base at Port Arthur on Liaodong.

The Russian Empire completely underestimated the power and organisation of Japan. From August 1904 the Japanese laid siege to Port Arthur, capturing it after five months. In May 1905, the entire Russian Baltic Fleet arrived at the Straits of Tsushima and was destroyed within 24 hours. Significantly, this was the first time a modern European power had been beaten by an Asian nation in military combat. It left the Russian Empire demoralised, contributing to the political dissent that eventually resulted in the overthrow of the government during the Russian Revolution of 1917. It would also mark the beginning of warfare between world powers in the Pacific region.

The propaganda posters in Sources 10, 11 and 12 were created between 1904 and 1905.

1 **Identify** why Japan fought in the Russo-Japanese War of 1904–05. (1 mark)

2 **Describe** the purpose of propaganda. Why are Sources 10, 11 and 12 examples of propaganda? (3 marks)

3 **Identify** what is happening in Sources 10, 11 and 12. (3 marks)

4 If Russia was losing the war, **explain** why these sources were made. (3 marks)

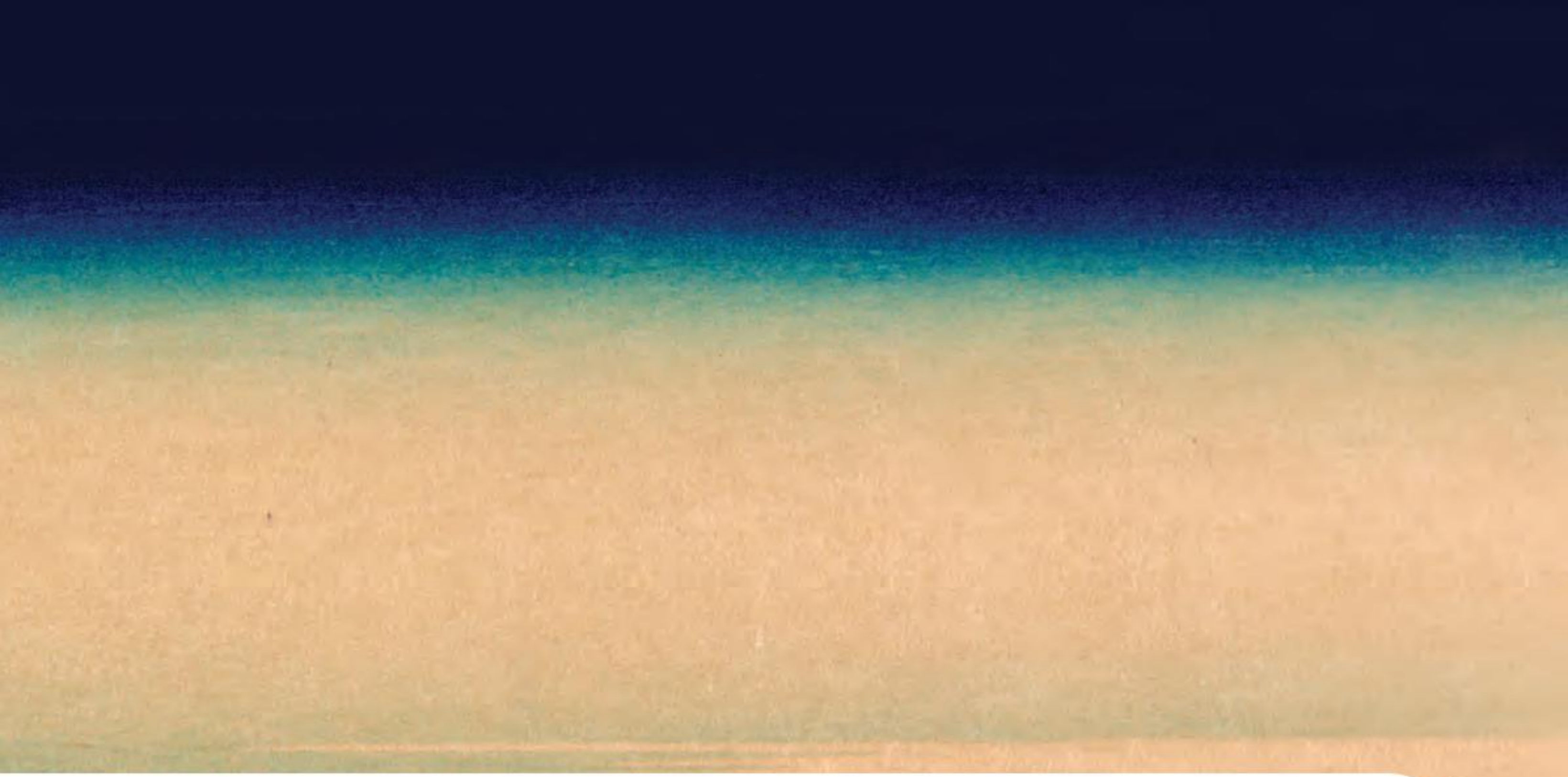
5 **Evaluate** the significance of Japan's victory in the Russo-Japanese war of 1904–05. (10 marks)

(Total: 20 marks)

Source 10 'A Cossack's Breakfast', from 1904

Source 11 'The Song of the Russian Navy', from 1905

Source 12 A Russian poster depicting victory in a naval battle, from 1905



Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the size and power of Japan in 1750. Explain the influence of Tokugawa shogunate on Japan's political, economic and social development.	☐	☐ Go back to Topic 11.2, page 11.4.
Describe the key social, economic and political features of Japan in 1750. Explain the organisation of Japan's class system in 1750.	☐	☐ Go back to Topic 11.3, page 11.6.
Describe the key cultural and religious features of 1750 Japan.	☐	☐ Go back to Topic 11.4, page 11.10.
Describe Japan's early contact with European nations.	☐	☐ Go back to Topic 11.5, page 11.14.
Describe the effects of US Commodore Perry's diplomatic mission to Japan. Understand the significance of Commodore Perry's arrival in Japan.	☐	☐ Go back to Topic 11.6, page 11.16.
Describe the Meiji Restoration and its effect on Japanese politics and culture. Explain the role of Emperor Mutsuhito during the Meiji Restoration.	☐	☐ Go back to Topic 11.7, page 11.18.
Explain the influence of nationalism and imperialism on Japan in the nineteenth century. Describe Japan's role as an emerging world power.	☐	☐ Go back to Topic 11.8, page 11.24.
Identify Japan's role in the Sino-Japanese War and Russo-Japanese War. Summarise different perspectives of the Russo-Japanese War.	☐	☐ Go back to Topic 11.9, page 11.26.

Check your Student obook pro for these digital resources and more:

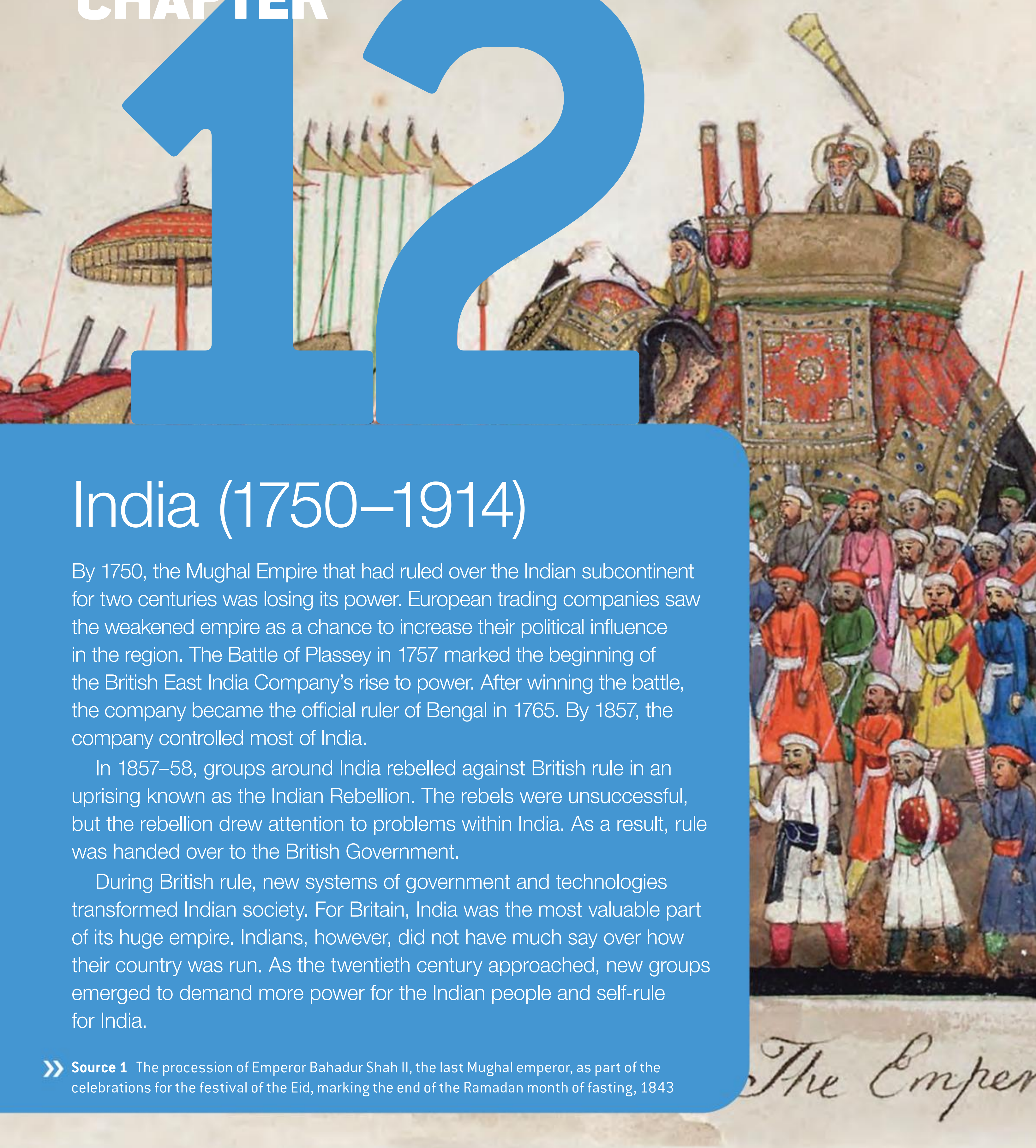
Student book questions
Chapter 11

Key skill
Communicating: Chapter 11

Quizlet
Play a game of Quizlet on Japan (1750–1914).

Chapter review quiz
Chapter 11

CHAPTER 12



India (1750–1914)

By 1750, the Mughal Empire that had ruled over the Indian subcontinent for two centuries was losing its power. European trading companies saw the weakened empire as a chance to increase their political influence in the region. The Battle of Plassey in 1757 marked the beginning of the British East India Company's rise to power. After winning the battle, the company became the official ruler of Bengal in 1765. By 1857, the company controlled most of India.

In 1857–58, groups around India rebelled against British rule in an uprising known as the Indian Rebellion. The rebels were unsuccessful, but the rebellion drew attention to problems within India. As a result, rule was handed over to the British Government.

During British rule, new systems of government and technologies transformed Indian society. For Britain, India was the most valuable part of its huge empire. Indians, however, did not have much say over how their country was run. As the twentieth century approached, new groups emerged to demand more power for the Indian people and self-rule for India.

Source 1 The procession of Emperor Bahadur Shah II, the last Mughal emperor, as part of the celebrations for the festival of the Eid, marking the end of the Ramadan month of fasting, 1843

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12A

What were the key features of Indian society around 1750?

12B

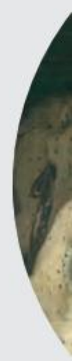
How did Indian society change as a result of contact with Western powers?

12C

How was Indian society influenced by world events and how did India interact with the world at the start of the twentieth century?

12.1 India (1750–1914): a timeline

A painting of sepoys and British soldiers fighting each other during the Indian Rebellion



1773
The British Parliament passes the *Regulating Act*. The British East India Company must create an organised system of government in its Indian territories. Warren Hastings becomes the first British Governor-General in Bengal.

1765
The British East India Company becomes the government in the provinces of Bengal, Bihar and Orissa.

1600 1750 1800

1600–1750
European trading companies establish trading bases in India. The British and French East India Companies are strong competitors for Indian trade.

1757
The Battle of Plassey takes place. Colonel Robert Clive of the British East India Company defeats Nawab Siraj-ud-Daula of Bengal.

Lord Clive meeting with Mir Jafar after the Battle of Plassey; Mir Jafar, his general, is appointed the new nawab by the British.

Sequence this!
Key events in India, 1750–1914

Source 1 A timeline of some key events and developments in India (1750–1914)

A portrait of Queen Victoria

Dadabhai Naoroji

Gandhi, dressed in the simple clothes of an Indian villager

1850 1900 1918

1857
The Indian Rebellion takes place. An uprising among sepoys sparks a widespread rebellion against British rule. The last Mughal emperor is sent into exile.

1858
Queen Victoria of Britain announces that the British Government will take over from the British East India Company as ruler of India.

1874
The British East India Company closes down.

1877
Queen Victoria is declared Empress of India.

1885
The Indian National Congress is formed. Its members lobby for greater representation of Indian people in government.

1892
Dadabhai Naoroji becomes the first Indian member of parliament in the British House of Commons.

1905
The partition of Bengal sparks mass protests.

1911
The British announce the move of the capital of India from Calcutta to Delhi at the 1911 Imperial Durbar.

1914
World War I begins. Over 1 million Indian troops serve in the war as part of the British army, and 74 000 lose their lives.

1915
Mohandas K. Gandhi returns to India after two decades working as a lawyer in South Africa. He begins to travel around India by train to speak at rallies in support of non-violent resistance to British rule.

The Imperial Durbar in 1911

12.1 Check your learning

Retrieve

1. **State** when the Battle of Plassey took place. List the combatants.
2. **Identify** which group sparked a widespread rebellion against British rule in India. In what year did this occur?

Comprehend

3. **Summarise** the aim of the Indian National Congress in 1885.
4. **Summarise** the involvement of Indian troops in World War I.

Analyse

5. Using the timeline, calculate the number of years that the British East India Company was active in India.

12.2 The Mughal Empire

Learning intentions

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

» understand the territorial extent of the Mughal Empire in India

» explain the reasons that led to the decline in Mughal power.

For two centuries, most of the provinces of India were part of a single vast empire ruled by a series of powerful emperors called the Mughals. The Mughal Empire had emerged in the sixteenth century.

The first Mughal leader was called Babur. Babur came from a region in the north, known today as Uzbekistan (in Central Asia). He was from a Persian-Islamic culture and was said to be a descendant of the famous Mongol warrior-ruler Genghis Khan. Babur's own descendants conquered more and more territories until, by the seventeenth century, the Muslim Mughal Dynasty controlled most of India.

Building the Mughal Empire

Between the mid-sixteenth century and the late seventeenth century, the Mughal emperors expanded their empire using powerful armies. Warfare, defence and **military diplomacy** were central to Mughal rule. The Mughal emperors constantly built alliances with neighbours, suppressed rebellions at home, and invaded new territories. Capturing more land gave them new resources, new armies and increased money from taxes.

Before fighting an enemy ruler, the Mughal emperor would offer two options. The local ruler could stand his ground and fight to the end – but if defeated, this meant death or banishment and the loss of his lands. Alternatively, he could choose to surrender without a fight and continue running his kingdom as a part of the Mughal Empire under the direction of the Mughal emperor. Many local rulers opted for their lands to become part of the Mughal Empire. They would receive important status in the imperial power structure. In return, they took on the Mughal system of government and swore loyalty to the Mughal emperor. They were also obliged to give the Mughal emperor local men to fight in his armies and to pay taxes to the Mughal Empire.

military diplomacy when representatives from the defence force peacefully attempt to agree on foreign objectives and resources

Sequence this! The Mughal Empire

Enlarged map India: The Mughal Empire in 1600

INDIA: THE MUGHAL EMPIRE IN 1600

Source 2 Source: Oxford University Press

Source 3 The Mughal emperors expanded their empire by being great warriors and diplomats. This painting shows a Mughal army going into battle, *c.* 1750–70.

Another form of alliance the Mughals used was intermarriage – marrying the daughters of other dynasties as a way of creating partnerships with provinces. The third Mughal emperor, Akbar (ruled 1556–1605), was particularly skilled at forming these alliances. He formed many alliances with the Rajputs (Hindu rulers in northern India) by marrying Rajput princesses. Akbar had around 30 wives.

Source 4 The Mughal emperor Akbar

A fading empire

By 1750, many Mughal provinces were breaking away from the Mughal emperor. Rulers from old royal dynasties began to reclaim their power. Mughal-appointed nawabs (governors) were claiming power in their own right and challenging the control of the emperor.

There were a number of reasons for this decline in Mughal power. The last strong Mughal emperor was Aurangzeb, who ruled from 1658 to 1707. Although Aurangzeb was a powerful leader, he was also a zealous Muslim and alienated the Hindu Rajput rulers by imposing Islamic law on the empire.

Unrest in the empire grew. One of the strongest challenges to Mughal rule came from a group of allied warlords called the Marathas, who fought for independence from the Mughal Empire from 1681 to 1707. After defeating the Mughals, the Marathas created their own empire, which lasted until 1818.

Indian subcontinent the geographic region surrounded by the Indian Ocean, including Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka

As trading companies such as the French East India Company and the British East India Company sought to strengthen their positions on the **Indian subcontinent**, they competed with each other for influence, making treaties and alliances with local rulers. This further undermined the Mughal Empire because local rulers, in attempts to boost their own power, made private deals with the foreigners.

In the end, the Mughal emperors became symbolic rulers, without the real power to match the title. The last Mughal emperor, Bahadur Shah II, was 'in power' until 1857. Despite the end of Mughal rule, Mughal culture was still important across the Indian subcontinent. Mughal styles of architecture, art and literature continued to flourish.

Source 5 The Marathas fought the Mughals and then the British East India Company for their independence.

12.2 Check your learning

Comprehend

1 **Summarise** who the Mughals were and describe the key features of the Mughal Empire.

2 **Explain** one way the Mughal emperor Akbar expanded his territory.

3 **Describe** two reasons for the decline of the Mughal Empire.

4 **Summarise** the two choices Mughal rulers offered their enemies before battle. Why do you think the Mughals made such an offer?

Apply

5 Imagine that you are the ruler of a small country. One day, the Mughals attack you. Before the battle, the Mughal emperor offers you the choice: stand and fight, but lose everything if you are defeated; or accept Mughal rule and become part of his empire. In pairs, discuss your responses to these two questions:

   a Which option would you choose?

   b Why would you choose this option? **Justify** (give reasons for) your response using evidence from this topic.

12.3 Social structure and government in the Mughal Empire

Learning intentions

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

» describe the key social, economic and political features of the Mughal Empire

» summarise the role and influence of the Mughal emperor.

Quiz me!

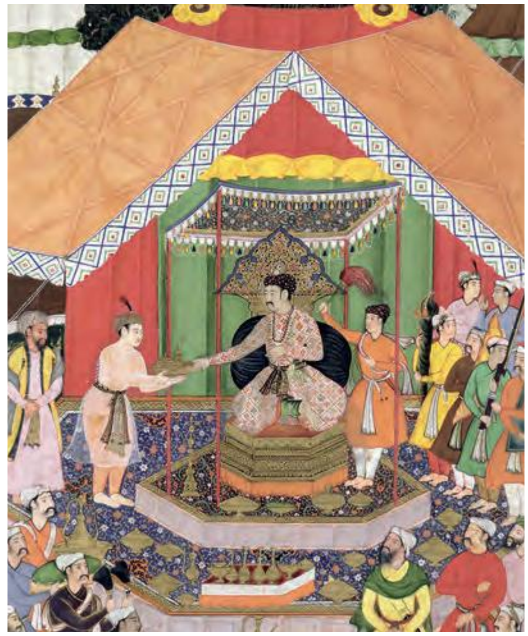
A quick quiz on the social structure and government of the Mughal Empire

The Mughal Empire at its peak covered most of the Indian subcontinent. To administer such a vast empire required a well-organised government and stable social structure.

The emperor

The emperor was the absolute ruler of the empire and was all-powerful. He had two key responsibilities – to protect the state and expand the empire. The emperor was also the chief administrator of the empire, the law-maker and chief dispenser of justice, and the commander-in-chief of the army. From the time of Akbar (ruled 1556–1605) onwards, the emperor also became God's representative on Earth and the interpreter of Islamic law.

The emperor had a *diwan* (government) to carry out the central administration and look after the collection and expenditure of wealth within the empire.



Source 6 The emperor receiving visitors in the Mughal court; the emperor is seated on an elevated platform, *c.* 1590–98.

Mughal empire
The Mughal emperor rules with the *diwan*

↓

Provinces
Each is ruled by a nawab, or governor.

↓

Districts

↓

Small groups of villages and townships
Local government officials enforce laws and collect taxes from the *zamindars*.

↓

Individual communities of peasant farmers
Zamindars collect taxes from the members of the community.

Source 7 The organisation of government in the Mughal Empire

The provinces and nawabs

Under the central *diwan* of the Mughal emperor, the empire was divided into provinces, each managed by a nawab. The ministers of the *diwan* would communicate the emperor's orders to the nawab, who would carry out the order in his province. In this way, each nawab was responsible for the administration of his province and upholding the supremacy of the emperor.

The *zamindars* and peasant farmers

For administrative purposes, each province was divided into districts. In turn, each district contained several small groups of villages or townships. These smaller areas were managed by *zamindars* who acted as tax collectors, administrators and law enforcers for the area.

Zamindars ranged from small landholders in the villages to descendants of old ruling families who retained large portions of their ancestral lands. The role of *zamindar* for an area was inherited, and these administrators managed the communities of peasant farmers on their lands.

Under the Mughal system, peasant farmers also had hereditary rights to the land. The right to live on and farm land could be passed from one generation to the next, and farmers could not be removed from the land unless they failed to pay their taxes. As the tax collector, the *zamindar* delivered these taxes to the Mughal authorities, and was allowed to keep a percentage for himself. *Zamindars* were the contact between government and local communities, and could become extremely wealthy.

Women and family life under the Mughals

During the rule of the Mughals, men held all positions of responsibility in government, religion and family life. Women were excluded from many areas of work and public life. In general, women's roles focused on the home and the family. Upper-class women might manage a team of servants to do domestic work, while in families that had no servants, cleaning, cooking and child raising were the responsibility of female family members. Female peasant farmers also worked in the fields alongside their husbands – mainly through necessity.

Large extended families often lived together. It was common for families to make group decisions about their children's careers and marriages. The ideas of loyalty and duty to one's family were important. Family members had different responsibilities towards each other, depending on their place in the family. For example, younger family members had to respect the authority of older family members.

Generations of the same family often worked in the same profession and had similar social status. Families normally passed down belongings and social power from one generation to the next.

Source 8 A village woman working alongside her husband in the fields at harvesting time, *c.* nineteenth century

12.3 Check your learning

Retrieve

1 In your own words, **define** the term 'nawab'.

2 **Identify** the principal areas of responsibility of the emperor.

Comprehend

3 **Summarise** the social structure of the Mughal Empire.

4 **Explain** the importance of the nawabs and their role in the Mughal system of government.

Analyse

5 **Distinguish** between the different roles of each class in the Mughal Empire. Remember, when you distinguish between things you must talk about how they are different.

Apply

6 Examine Source 8 and consider the role of women in the Mughal Empire. Write a paragraph describing a day in the life of a peasant woman during the rule of the Mughals.

12.4 Mughal culture

Learning intention

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

» describe the nature of art and architecture in Mughal culture.

Mughal imperial power and culture centred on the royal court in the emperor's palaces. The Mughal emperors were great patrons (supporters) of learning and the arts.

The court

The hierarchy of the court reinforced the emperor's supreme position. The emperor literally maintained a higher position than those around him. When meeting with lesser rulers, messengers or advisers, the emperor would sit on an elevated platform to demonstrate his superiority (see Source 6 on page 12.6). His officials and guests stood or sat around him, arranged according to their importance.

Source 9 This *durbar* is part of the Samode Palace located outside Jaipur. Notice the intricate detailing on the walls and ceiling, done in a Mughal-Rajput style.

The *durbar*

The *durbar* was the public hall within the palace where the emperor received visitors, including important guests such as ambassadors from other regions. The splendour of the *durbar* was a demonstration of the emperor's wealth and power. *Durbars* in Mughal palaces were large open rooms with grand pillars and walls of sandstone and marble. Fine fabrics, with intricate prints and embroidery, hung on the walls and covered the ground. People sat on cushions rather than chairs, although sometimes the emperor would have a throne.

In keeping with the Mughals' Islamic beliefs, women were not permitted to mix with men in the *durbar*. Women in the Mughal court lived in separate, restricted quarters.

Even as Mughal power faded, the Mughal emperors continued to use the *durbars* to show off their imperial culture. Other rulers in India who wanted to show their power also adopted the use of *durbars*. Later, even the British used the term *durbar* for the processional events they held to demonstrate their power in India.

Mughal arts

The Mughal period was a vibrant time in architecture and the arts. The Mughals were influenced by Persian arts and culture that came from the area known today as Iran. In addition to Persian influences, Mughal artists looked to regions of the Middle East and the Mughal lands of origin (in modern-day Uzbekistan) for inspiration. All across India, there were also many other rich local artistic, architectural and cultural traditions that were incorporated into the Mughal style – some of which had developed over thousands of years.

Explore it!
A virtual field trip to the Red Fort

Source 10 The Taj Mahal

OXFORD UNIVERSITY PRESS

Architecture

The Mughals used grand architectural designs to demonstrate the power of the empire. Their buildings combined Persian traditions with inspiration from Hindu architecture. The most famous is the Taj Mahal in Agra (see Source 10), built between 1631 and 1648 by the emperor Shah Jahan in memory of his beloved third wife.

One of India's most famous forts is the Red Fort in Delhi (see Source 11), founded in 1565 by the emperor Akbar. The Red Fort was a sign of imperial strength in India. A fort is a building designed to defend an area from attacking armies. The Mughals established forts throughout their territories, usually on hilltops so that they could see their enemies approaching from great distances. Forts housed armies and, in some cases, large communities. They could contain palaces and even whole cities.

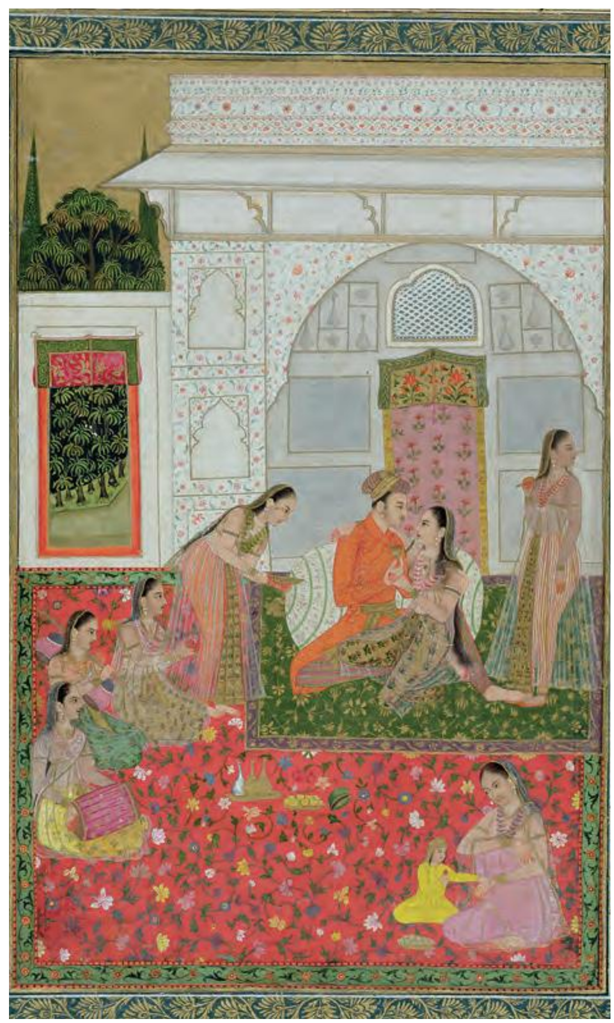
Buildings such as the Taj Mahal and the Red Fort survive as symbols of Mughal power. They are now World Heritage sites.

Source 11 The Red Fort

Painting and other arts

In addition to making advances in architecture and design, the Mughals also promoted the fine arts. They commissioned paintings, poetry and music. Many Mughal artists preferred to paint highly detailed pictures called miniatures. These miniatures showed scenes from life at court (see Source 12), and today give historians an idea of what court life was like.

Mughal emperors also patronised the workshops of artisans, who made textiles, embroidery, metalwork, glassware and jewellery. From these workshops came the beautiful objects and treasures that filled the Mughal courts.



Source 12 A miniature of a Mughal couple, with female attendants and musicians

12.4 Check your learning

Comprehend

1. **Explain** the purpose of the *durbar*.
2. What is one famous example of Mughal architecture that still exists in India?
3. **Explain** why forts were important to the Mughals.

Analyse

4. The Mughals displayed fine clothes, jewels and elaborate architecture to encourage others to see them as powerful. **Compare** this with politicians or other powerful people today. Explain how they use similar tactics.

Apply

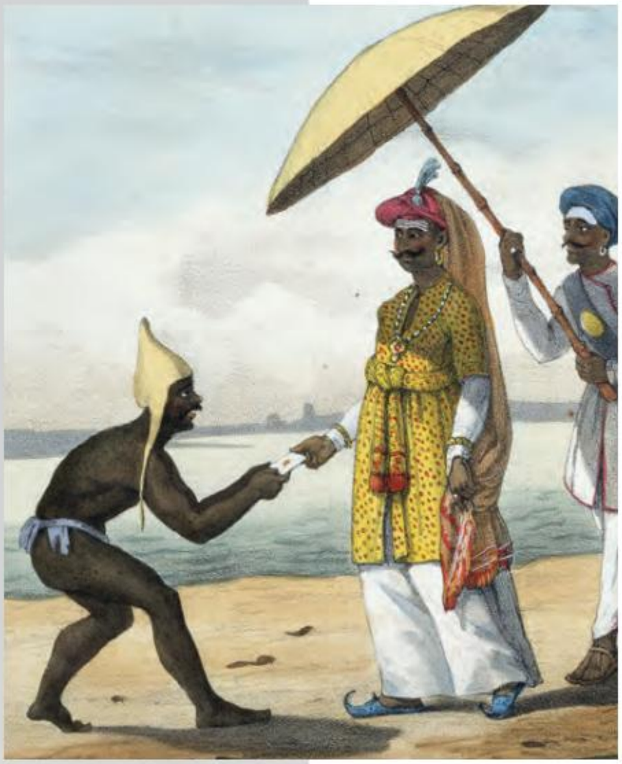
5. Examine Source 12. Design and draw your own Mughal miniature. You could draw a scene from Mughal India, or you might choose to show a scene from Australian life today. Whatever you decide to show, try to imitate the Mughal style.

12A SKILLS IN CONTEXT

Castes

According to the Hindu caste system, society is divided into groups with defined social positions, or castes. An individual is born into a caste and remains in that caste for life. This idea of a set caste has had a significant impact on Indian society over the centuries. Certain professions and social positions were reserved for specific castes, limiting the prospect of social mobility for large sections of the population. People were also expected to marry within their caste. The lower castes, in particular the *dalits* (untouchables), were excluded from many areas of life.

Source 13 A French lithograph of a *brahmin* presenting an outcast with alms (charity), *c.* 1830



There were four main castes: *brahmin* (priests), *kshatriya* (warriors), *vaishya* (farmers and merchants) and *shudra* (labourers). Each caste was also divided into many more subcategories, which traditionally defined a person's occupation. The *kshatriya* caste, for example, included warriors, kings, nobles and officials who worked in royal courts.

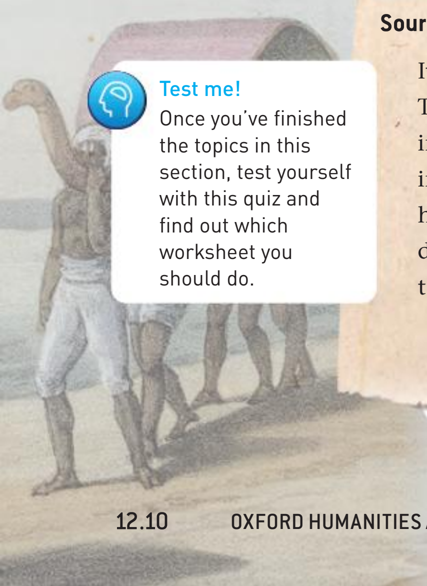
Castes were ranked in order, from high to low. The lowest group of all were the *dalits*. They were people who were considered too low to even be part of the caste system. Traditionally, they carried out occupations such as cleaning up waste. Their touch was considered impure and contact with them was believed to defile the purity of higher castes. *Dalits* were excluded from many areas of society.

Views on the caste system

The Indian caste system has been a hotly debated issue for centuries. Sources 14 and 15 provide two different points of view.

Jotirao Puhle (1827–90), a nineteenth-century Indian social reformer, was against *brahmin* domination and considered the caste system as slavery.

Herbert Risley (1851–1911), a British colonial administrator and member of the Indian Civil Service, conducted extensive studies on Indian tribes and castes. He applied the caste system as a useful administrative tool to identify and classify millions of Indians in the 1901 census.



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

Source 14

It has been conjectured that the Brahmins have ruled this country for more than 3000 years. They had come originally from distant lands, outside India, invaded it, attacked the original inhabitants of this land, conquered and forcibly turned them into slaves and oppressed them in several different ways. … The Brahmins … composed several treatises which they claimed to have obtained directly from God. … It was the decree of God, they wrote, that the *shudras* should diligently serve them and try to please them throughout their lives. Only then, they wrote, would their lives be fulfilled and their birth itself would be justified.

Jotirao Puhle (1873), 'Slavery', in G.P. Deshpande (ed.), *Selected Writings of Jotirao Phule*, Leftword, New Delhi, 2002

Changes

Since the mid-twentieth century, India has implemented laws and social initiatives to protect and improve the lives of its *dalit* population. This has been more successful in the cities where castes are less obvious. Discrimination against *dalits* in rural villages is still common. In 1997, India elected its first *dalit* as president, K.R. Narayanan.

Source 15

> … caste in India is something more than what is called a social system. … For Hindus, caste is bound up with their religion, and its observance is enforced by the authority of most Indian Muhammadans [Muslims]; and it extends even to the relatively small communities of Christians. Thus it forms the cement that holds together the myriad units of Indian society. In the words of Sir K. Sheshadri Iyer, the great Dewan of Mysore, 'the whole social fabric of India rests upon caste.' Were its cohesive power withdrawn or its essential ties relaxed, it is difficult to form any idea of the probable consequences. … Order would vanish and chaos would supervene.
>
> Sir Herbert Risley, *The People of India*, London, 1915

KEY SKILL
Historical perspectives & interpretations

Identifying and analysing the perspectives of people from the past

People who create sources are influenced by their gender, age, family and cultural background, education, religion, values and political beliefs; by their life experiences; and by the time in which they live. It is the historian's job to consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. To do this, 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 applying this skill:

Step 1 Identify the historical issue.

Step 2 List the various groups and 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.

Step 5 Analyse each source, using the following questions as a guide:

- Why was the source created?
- Who was the intended audience of the source? How does that affect it?
- What was the author's message or argument? Is the message explicit or implicit? What can the author's choice of words tell you? What does the author choose not to talk about?
- Does the author give a balanced account, or is it biased?
- Compared to today, what circumstances and experiences were different for the author of the source in the past? Consider religion, economy, family life and technology. How do you think these factors influenced the author?

For more information on this skill, see page 201 of 'The history toolkit'.

Practise the skill

1 Examine Sources 13, 14 and 15. **Identify** who wrote or created each source and **describe** the perspectives portrayed in each source, using Steps 1–3 above.

2 **Analyse** different perspectives relating to the caste system in India. Use the questions listed in Step 5 as part of your analysis.

Extend your understanding

1 a **Investigate** some additional primary source documents that help to illustrate the perspectives of people belonging to different castes.

b Identify and **analyse** these perspectives, using the questions in Step 5 above.

12.5 The British East India Company

Learning intentions

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

- » summarise the expansion of the British East India Company
- » describe the impact of the British East India Company on Indian society.

By 1750, European trading companies had already been established in India for around 150 years. Initially, the trading companies were attracted to India as a source of valuable commodities such as tea, silk, minerals and spices. These were transported back to Europe and sold for large profits. Companies from Britain, France, Portugal and the Dutch Republic competed with each other for India's trade.

As the trading companies worked to expand their markets, they became more involved in local politics. Local rulers were willing to provide favourable trading conditions in return for the support of these foreign companies in their quest for more power and territory. The British East India Company emerged as the most powerful of these trading companies and began to take power for itself.

Arrival of the British East India Company

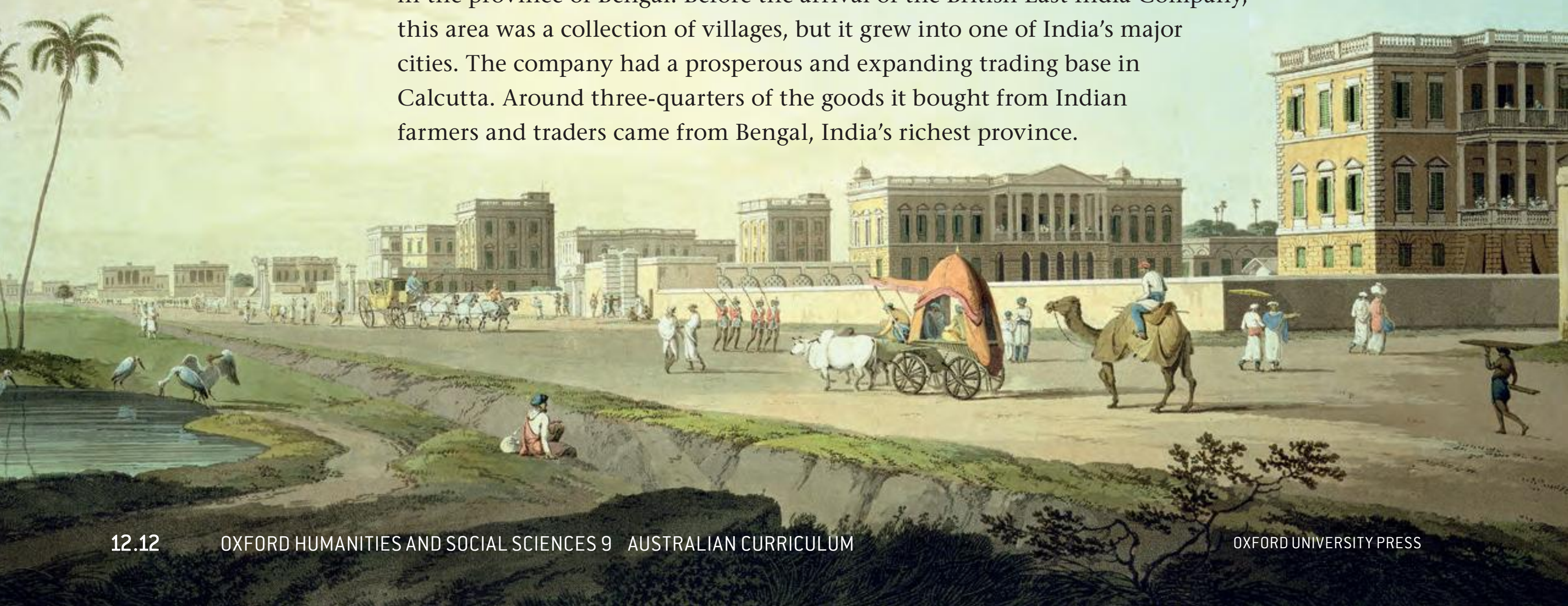
charter
a written constitution or description of an organisation's function

The British East India Company was founded by a group of merchants in London on 31 December 1600. Queen Elizabeth I granted the company a royal **charter** to travel the oceans, to trade internationally and to defend its ships using weapons. The charter also gave the company a monopoly on trade in Asia – meaning it was the only British company with permission to trade there.

The company negotiated with the Mughal emperor Jahangir for the right to set up trading bases, initially at Surat (in 1618), in the province of Gujarat on the north-eastern coast, and later in Madras (now Chennai) (in 1639) and Bombay (now Mumbai) (in 1668). The company exchanged silver for goods such as saltpetre (a substance used to make gunpowder), indigo and textiles, including cotton, silk and calico. A booming industry sprang into life.

In 1670, King Charles II granted the British East India Company the right to claim territory, mint money, keep an army, declare war, sign peace treaties and rule any area it conquered. The company effectively became its own nation.

The British East India Company bases attracted Indian merchants, tempted by the business opportunities they offered. New centres of industry, and in some cases whole cities, grew up around the company bases. The most striking example of this is Calcutta (now Kolkata), in the province of Bengal. Before the arrival of the British East India Company, this area was a collection of villages, but it grew into one of India's major cities. The company had a prosperous and expanding trading base in Calcutta. Around three-quarters of the goods it bought from Indian farmers and traders came from Bengal, India's richest province.



Source 1 The Port of Cheringhee, Calcutta, in 1798

Taking control of Bengal

Siraj-ud-Daula, the nawab of Bengal, resented the British East India Company's increasing trade and military strength in Calcutta and saw it as a threat to his authority. When Siraj-ud-Daula saw the British building new fortifications without permission, in preparation for conflict with the French, who were his allies, he attacked the company's base and took control of Calcutta.

The company quickly sent reinforcements under the command of Colonel Robert Clive. In 1757, Clive attempted to overthrow the nawab in the Battle of Plassey. Many historians consider this battle to be the first step towards British rule in India.

Source 2 East India House – headquarters of the British East India Company in Leadenhall Street, London, 1802

Clive won the battle – not through military power, but through trickery. Before the battle, he secretly persuaded a large section of the nawab's armies under General Mir Jafar to switch sides. In return, Clive promised to make Mir Jafar the new nawab.

Mir Jafar's troops arrived at the battle with the rest of the nawab's armies. Siraj-ud-Daula's troops numbered 50 000, while Clive only had 3000. However, when fighting began, Mir Jafar's troops refused to fight. This left the nawab's armies in disarray. Siraj-ud-Daula retreated, but was captured and killed by Mir Jafar's men. After this victory, Clive declared Mir Jafar the new nawab of Bengal.

The British East India Company received special trading rights in Bengal. Additionally, in 1765 the company became the official administrator and tax collector of the provinces of Bengal, Bihar and Orissa. Clive himself gained the title of Governor of Bengal. In effect, the British East India Company had become the ruler of Bengal.

Source 3 Robert Clive meeting with Mir Jafar after the Battle of Plassey, 1762

Source 4 Robert Clive, Governor of Bengal

The Company Raj

The British East India Company's success in Bengal had a profound effect on the direction the company was to take in India. Within 80 years, it had replaced the Mughal Empire as the ruler of most of India. Historians use the term 'the Company Raj' to describe the period in which the British East India Company ruled India. *Raj* means 'royalty', 'reign' or 'kingdom' in a number of Indian languages. During this period, the company's role evolved from that of a trading company to that of a governing body. The company also replaced many traditional rulers with its own governors and administration, and started to introduce British systems of law and property.

Limiting the powers of the British East India Company

By 1772, the British East India Company had started experiencing financial difficulties. Even though its officials were visibly generating vast personal fortunes, the company had to borrow money from the British Government to continue trading. Meanwhile, poverty spread through Bengal. Between 1769 and 1773, a devastating famine hit peasant communities in the province, killing approximately one-third of the population. While people starved, the company continued to impose heavy taxes in famine-struck areas, and hoarded rice and grain. These actions during the famine were designed to protect the traders – an appropriate approach for a business, but not for a ruler.

Enlarged map
Indian subcontinent: Expansion of British East India Company

In 1772, the British Parliament set up an inquiry to investigate the company's affairs. Members of parliament accused the company of corruption. A minority wanted the British Government to take over from the company in India. As a compromise, the British Government passed new laws between 1773 and 1786 that aimed to make the company more responsible and stamp out corruption. A Board of Control was set up to monitor company policy.

INDIAN SUBCONTINENT: EXPANSION OF BRITISH EAST INDIA COMPANY

Source 5 Source: Oxford University Press

The *Regulating* Acts

In 1773, the British Parliament passed the first of a set of laws called the *Regulating Acts*. The *Regulating Act 1773* banned company officials from private trading and accepting bribes. It also officially recognised the company's rule in Bengal. The company was now required to create an organised system of government in its Indian territories.

New rules

After 1773, the British Parliament renewed the British East India Company's charter every 20 years. Each time, it added new rules to the charter. In 1813, the British Government ended the company's monopoly on trade. Other British traders were now allowed to trade in India. The government also ordered the company to let Christian missionaries enter India. Until then, the company had banned missionaries in order to avoid damaging trade relationships with Hindus and Muslims.

The *Government of India Act 1833* ordered the company to stop commercial trade across India. From this point on, the sole focus of the company was governance of the provinces. This included financing public works, such as the establishment of a postal service and the building of railways.

During this period of rule, the company continued to expand its territories in India by forming economic and political alliances, and waging war. By 1857, the British East India Company controlled most of India.

I used to think, now I think

Reflect on your learning about the effects of the British East India Company's rule and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

The British East India Company as ruler

As the power and territory of the British East India Company increased in India, and many of its officers and employees accumulated great riches, it appeared on the surface as if the company was a great success.

For ambitious young Britons who wanted to move up in the world, India looked like a land of opportunity. Working for the British East India Company was not only a chance to make money, it was also a chance for a person to change their position within Britain's own class system. In India, middle-class Britons who rose high in the company's ranks could live the lives of nobles. They could have mansions and servants, and spend money extravagantly. Some returned to Britain with vast fortunes. They could then buy their way into the upper classes there and, in some cases, obtain positions in government.

On the other hand, stories of British East India Company officers being involved in corruption and mismanagement in India had been reaching Britain for decades. In theory, the British East India Company's head office in London managed the company. In practice, however, Robert Clive and his colleagues were in control of their own business. Letters between London and India had to travel by ship. This meant that instructions from the head office could take more than six months to arrive.

By the early 1770s, worries about the company's actions were increasing. Some people raised concerns that company officials were acting like cruel dictators, or behaving like royalty and showing off their wealth.

For more information on this key concept, refer to page 205 of 'The history toolkit'.

KEY CONCEPT
Significance

Sequence this!
The British East India Company in India

12.5 Check your learning

Retrieve

1 **Define** the term *raj*.

Comprehend

2 **Summarise** what the British East India Company was and outline some of the factors that contributed to its rise.

3 **Explain** how Calcutta became a major city.

4 **Explain** how the *Regulating Act 1773* sought to make the British East India Company behave more responsibly.

5 **Describe** how people in Britain were likely to have viewed the actions of the British East India Company in Bengal, and why.

Analyse

6 **Analyse** the significance of the Battle of Plassey. In your response, refer to the 5Rs of historical significance (see page 205 of 'The history toolkit').

Apply

7 Based on further research and information in these pages, **create** a timeline that traces the history of the British East India Company from its beginning until 1857. Include up to 15 major events, and illustrate your timeline with images that relate to some of these events.

12.6 The Indian Rebellion, 1857–58

Learning intentions

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

- identify the causes and effects of the Indian Rebellion.
- describe the role of the Indian Rebellion in the development of Indian nationalism.

sepoys
Indian soldiers who served in the British armies

Quiz me!
A quick quiz on the Indian Rebellion (1857–58)

In 1857, an uprising among **sepoys** turned into a widespread anti-British movement. Many sepoys came from warrior castes and saw military service as a profession. In 1857, around 80 per cent of the British East India Company's troops in India were sepoys – approximately 200 000 troops. They were crucial to British power in India.

Origins of the rebellion

By 1857, there was growing unrest among the Indian population. Some groups felt the Company Raj threatened their social positions, religions and ways of life. People in India were also angered by wars, harsh taxes and their exclusion from positions of government and administration.

This tension spread among the sepoys as well, and some sepoys grew angry at their working conditions. The company paid British soldiers more than it paid Indian soldiers, and treated them with more respect. High-caste Indian soldiers, who were used to high social status, felt insulted by this treatment. New rules also allowed the British to send Indian soldiers to serve outside of their home provinces, away from their families and religious communities.

The Enfield rifle

The spark that finally ignited tensions and led to the Indian Rebellion was the Enfield rifle. The company introduced this new type of rifle to its armies in 1857. To load the Enfield rifle, soldiers had to insert cartridges containing bullets. Before they inserted a cartridge, they had to bite it open. The cartridge had a special grease coating called tallow to make it slide easily into the rifle. A rumour spread among the sepoys that the tallow was made from either pig fat (forbidden to Muslims) or beef fat (forbidden to Hindus). A group of sepoys rebelled in May 1857, shooting their commanding officers. The rebellion soon spread to other dissatisfied groups across India.

Source 6 A hand-coloured engraving by Frederic Shoberl, *c.* 1820s, of two sepoys from one of the British East India Company armies

Emperor of India

The British response to these uprisings was slow, and sepoys won victories in many provinces. The peak of the rebellion came when a group of rebels took over the city of Delhi. There, they seized on the ageing Mughal emperor, Bahadur Shah II, as a symbol of the resistance. The Company Raj had allowed the Mughal emperor to remain in Delhi, where his power had been reduced to the point that it extended no further than his own court. Bahadur Shah II was a very old man, who may not actually have been very interested in the rebellion. Nonetheless, the rebels declared him their leader, and they wanted to restore him to real power as the emperor of India. This symbolic victory inspired more and more people to rise up. The rebellion spread widely through northern and central India, including major uprisings in the cities of Lucknow and Cawnpore (now Kanpur).

Source 7 This painting by Orlando Norie is entitled *The 93rd Highlanders Entering the Breach at the Storming of the Secundra Bagh, Lucknow, 16 November 1857.* Lucknow was one of the cities that faced a major uprising against the British.

The Siege of Delhi

Eventually reinforcements arrived from Britain to aid the company's armies. British troops surrounded Delhi. In what is known as the Siege of Delhi, the British troops and the rebels faced off for four months. Eventually, the British forces stormed Delhi and took control. They sent Bahadur Shah II into exile, and executed his sons and grandsons. By the end of 1858, the rebellion had been crushed and the British had regained control.

Atrocities

During the rebellion, both the rebels and the British committed terrible atrocities. There were reports of rebels massacring British communities, including unarmed civilians, women and children.

British soldiers also acted without restraint. Reports emerged of soldiers looting the cities, and torturing and murdering Indian rebels, suspected rebels and civilians by the thousands.

12.6 Check your learning

Comprehend

1 **Summarise** who the sepoys were and why they were important to the Company Raj.

2 **Explain** how the introduction of the new Enfield rifle led to the rebellion of the sepoys.

3 **Explain** why some Indian groups were growing unhappy with the rule of the British East India Company.

Analyse

4 **Examine** Source 7. Describe in a paragraph what you think is happening in this scene. Use the information in the text for reference.

5 The Indian Rebellion of 1857 has also been called the Great Rebellion, the Indian Mutiny, the Sepoy Rebellion, the Sepoy Mutiny, the Revolt of 1857, the Uprising of 1857 and the First War of Indian Independence. **Consider** which name you think is the most appropriate. Remember, when you consider something, you should think about it carefully before making a decision. Give reasons for your decision.

6 **Analyse** the causes and effects of the Indian Rebellion of 1857–58. (See page 197 of 'The history toolkit' for more information on analysing cause and effect.)

12.7 The British Raj

Learning intention

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

- explain the development of the British Raj and identify British influences on Indian society.

Reports of the Indian Rebellion, especially the atrocities committed by both sides, caused widespread shock across Britain. As a result, the British Government finally took Indian rule away from the British East India Company. The *Government of India Act 1858* gave direct control of India to the British Government. All of the company's Indian territories, possessions and armies were handed over to the British Government. This began a period of British rule that historians call the British Raj, which lasted for almost a century.

Queen Victoria's proclamation

In 1858, Britain's Queen Victoria (ruled 1837–1901) issued a written proclamation (statement) explaining that the British Crown and British Government were now the rulers of India. In addition, Queen Victoria stated that Britain would protect inheritance rights and 'respect the rights, dignity and honour of native Princes', that Britain would not attempt to impose Christianity, that people of any 'race or creed' could be given jobs in the administration, and that the British Government would try to respect 'ancient rights … and customs'. In short, the British Government stated that it would rule India for the good of its people.

The proclamation was an attempt to reassure the Indian people. It addressed some of the reasons for the rebellion. The aim was to show that the people of India did not need to worry about a return to the old policies of the Company Raj.

Structure of the British Raj

Under the new system, the Council of India became responsible for India. Based in London, council members all had to have at least 10 years' experience working in India. The council leader was called the Secretary of State for India. The British leader in India was called the Viceroy of India. At this time, the British Raj covered the areas that are today the modern countries of India, Pakistan, Bangladesh and Sri Lanka. The Indian population was around 10 times larger than the population of Britain.

Source 8 A portrait of Queen Victoria painted in 1858

The 'jewel in the crown'

India had become the most important territory in the British Empire. Prime Minister Benjamin Disraeli famously called it 'the brightest jewel in the imperial crown'. It was a source of land, money, employment and military strength. In the late nineteenth century, the Indian army made up around half of the British Empire's total troops. It was central to Britain's power in the Asian region. Indian taxpayers paid for this army and the salaries of British government officials in India. In addition to this, a quarter of Indian taxes went to England. Trade with India also remained important. India also had symbolic power – the British Empire looked very powerful to other countries because of its ability to control India.

Analyse this!
'The brightest jewel in the imperial crown'

Imperial Durbars, 1877–1911

In January 1877, British Prime Minister Benjamin Disraeli, and the Viceroy of India, Lord Lytton, declared Queen Victoria the Empress of India. They believed that many Indians still felt strong ties to Mughal imperial culture and that calling Queen Victoria 'empress' would remind them of the symbolic power of past emperors. Lytton organised a grand ceremony in Delhi to celebrate the declaration that same year. It was called the Imperial Durbar or Delhi Durbar.

Like the Mughal *durbars* of earlier times (see topic 12.4 on page 12.8), this ceremony aimed to demonstrate the supreme power of the new empire through dazzling displays of wealth and strength. Lytton invited 400 Indian princes and their followers to attend. There was also a parade of 15 000 British soldiers in their striking red uniforms and medals.

The British Raj held more Imperial Durbars in 1903 and 1911. In 1903, it celebrated the crowning of the new King of Britain and Emperor of India, Edward VII. There was a grand parade in Delhi. The Viceroy of India, Lord Curzon, sat in a golden seat on the back of an elephant, sheltered by a golden parasol. Thousands of troops marched and rode horses. There was an exhibition of fine carpets, jewellery, paintings, gold and silverware. The 1911 Imperial Durbar celebrated the crowning of King George V as emperor. For the first time ever, the emperor himself travelled to India to attend.

For more information on this key concept, refer to page 199 of 'The history toolkit'.

KEY CONCEPT
Continuity & change

Source 9 King George V and Queen Mary, attended by young Indian princes, at the 1911 Imperial Durbar in Delhi

12.7 Check your learning

Retrieve

1 **State** the year in which the British Government took control of India.

Comprehend

2 **Summarise** the British Raj and the forms of British influence in India.
3 What did Queen Victoria hope to achieve with her proclamation?
4 **Explain** why the British called their kings and queens 'emperors' and 'empresses' of India and celebrated with an Imperial Durbar when they were crowned.
5 **Explain** why India was considered to be 'the brightest jewel in the imperial crown'.

Apply

6 Queen Victoria has placed you in charge of planning the first Imperial Durbar in 1877. **Create** your plan and write a set of instructions to the people who work for you, explaining what you want to happen as part of the celebrations.

12.8 Significant changes to Indian society under British rule

Learning intention

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

» summarise significant changes to Indian society under British rule, including new administration and changes to the economy.

There were significant changes in Indian society during the period of British rule. British leaders experimented with new laws and systems of government, and looked for ways to combine existing Indian beliefs and laws with British ideas.

A new administration

The rule of law

In the early years of British East India Company rule, Indian law consisted of a number of the fragmented systems that had existed under the Mughal Empire. Various ethnic and religious communities across India were allowed to operate under different laws, traditions and beliefs. These 'laws' were enforced in different ways, including community agreement to settle local legal disputes. Within village 'courts', punishment could be severe, including imprisonment, whippings and amputations.

In 1772, the governor-general of the company's Indian dominions, Warren Hastings, started to put in place a legal system in the British style, but adapted for Indian society. Hastings recognised that the main laws in Indian society were based on the teachings of the Muslim and Hindu religions. As a result, he decided to create one system of laws for Hindus and another for Muslims, based on the 'ancient laws' of these religions.

Once Hastings had established this set of written laws, he set about changing the way traditional laws were enforced – in particular, he introduced Western-style courts, with trials and judges.

Source 10 A Hindu servant attending to a British colonial man, *c.* 1910

Source 11 An illustration of a Hindu woman committing sati by jumping into her husband's funeral pyre

Some attempts were also made to change some of the Indian customs that the British thought were cruel or barbaric. One example was the banning of sati. Under this practice, when a man died and his body was cremated, his wife had to burn herself to death on his funeral pyre. Sati was a tradition in some Hindu communities but was not widespread. Hindu reformers joined British reformers in calls to ban it. In 1829, the Company Raj banned sati in its territories.

The Indian Civil Service

One of the most significant changes to Indian society brought about by British rule was a new administration based on the British model. The Company Raj had put in place its own system of administration called the Indian Civil Service. This system continued under the British Raj.

In 1858, when the British Government took over control of India, young men who wanted to join the Indian Civil Service had to study at British universities. They studied Indian law, accounting, history and languages. They then sat competitive examinations to gain entry into the civil service. Examinations were only open to men under 24, with this age limit later reduced to 19.

Although the Indian Civil Service was open to Indians, few could afford to travel to Britain to study there. By 1914, the number of Indians in important roles in the Indian Civil Service was only 5 per cent.

An English education

Other major initiatives set up by the British related to language and education. In 1802, the British made English the official language of India, replacing Persian. Over time, in addition to officials using English, Indians from different regions, religions and ethnic backgrounds used English to communicate with each other. English became the language of the Indian education system.

The British introduced a system of primary schools, high schools, colleges and universities, based on their own system. Through education, the British hoped to create a small 'class' of Indians educated in English who would help spread Western ideas and values in India.

Despite these reforms, the great majority of Indian people still had no access to education. By the end of the nineteenth century, only 5 per cent of the Indian population could read. Higher education in India tended to be reserved for the higher castes, and girls and women had the least access to education. There were clear limitations to the education reform introduced by the British during this period. It did lay the foundation for an Indian education system, however, which continues in a British model to this day.

Source 12 A British school in Bombay (now Mumbai)

Changes in the agricultural economy

Private property

Before British rule, many Indian societies had systems of collective ownership and land use. Instead of personally owning land, people had rights to use the land in particular ways. *Zamindars* had the right to collect taxes from farmers and, in turn, farmers had the right to cultivate the land. In some cases, these rights were passed from one generation to the next.

From 1793, the British East India Company introduced a system of private property. They gave the *zamindars* private property rights over the land they collected tax from, in return for the *zamindars* agreeing to a higher land tax.

This caused dramatic changes in many communities. The *zamindars* struggled to meet the higher land tax, despite putting pressure on the farmers to produce more. Many smaller *zamindars* had to sell their lands, and *zamindars* with larger holdings and who had enough wealth to pay the taxes bought up the lands. Over time, this created a system similar to England's upper-class landowners, and some *zamindars* became extremely powerful figures.

Farmers were the worst off under the new system because they no longer had any collective rights to the land they farmed. They became less powerful at the same time as the pressure for them to produce more increased. Also, because of the high taxes, the new landowners were reluctant to make any improvements to their land, and agricultural production for many stayed at subsistence level.

New crops

Industrial Revolution the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

Under the British Raj, India's farming economy also changed. When the British first arrived in India, India's biggest export was hand-woven fabric made from cotton grown in India. With the onset of the **Industrial Revolution**, new machinery in British factories was used to produce fabric more cheaply in Britain. As a result, British citizens stopped buying hand-woven cotton from India. In fact, the British started selling machine-made cotton to India. The Indian cotton industry suffered greatly from this reversal.

India became a greater exporter of raw materials such as cotton, jute, tea, opium, wheat and tobacco. The commercialisation of the farming of these crops in particular regions led to the loss of farmland that had previously been used to grow food for the local population. Some historians believe this contributed to the famines of the eighteenth and nineteenth centuries. These famines are discussed in more detail later in this chapter (see topic 12.10 on page 12.28).

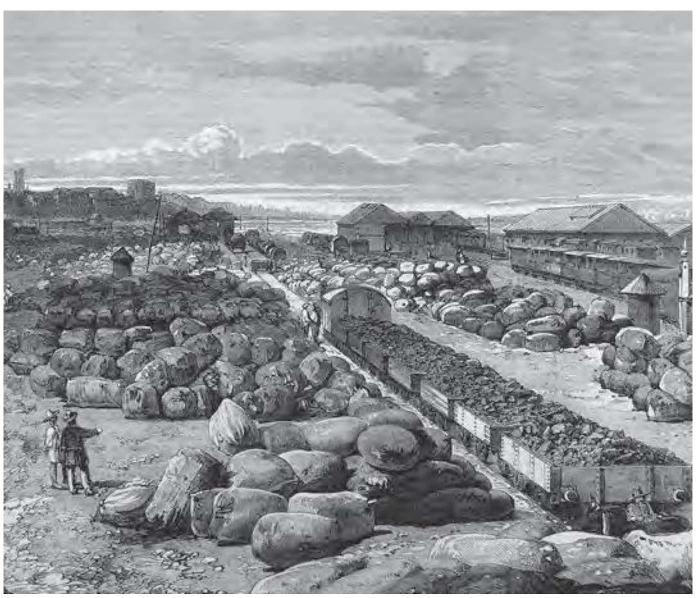
Tea and opium

Think, pair, share

- Think about why the British East India Company began growing opium in India. What are some of the possible effects this might have had on Indian farmers?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Two crops that became very important during the time of British rule in India were tea and opium. There was huge demand for tea in Britain. During the eighteenth century, most of the tea drunk in Britain came from China. There was also great demand for other Chinese goods such as spices and chinaware. On the other hand, there was much less demand for British goods in China. The British wanted something that they could trade in China to make things more balanced, so they didn't have to pay in silver.

Around 1780, the British East India Company began selling opium, grown in India, to China. Opium is a powerful drug that is better known today as a major ingredient in morphine and heroin. After the British introduced it to the Chinese population, many people in China became addicted to opium and it became a very profitable industry for the British East India Company. Some historians believe opium contributed up to 20 per cent of the company's overall income.



Source 13 Stacked cotton bales in Bombay, *c.* 1890

Source 14 Opium from Patna, India, bound for China during the mid-nineteenth century

To reduce its dependence on China, Britain also started to grow tea in India. India had no tea trade before the British, even though native Indian varieties of the tea plant grew wild in the Assam province, in north-east India. In 1833, the British East India Company began to develop commercial production of Assam tea. In 1848, a Scottish botanist called Robert Fortune disguised himself as a Chinese merchant and travelled into areas of China that were forbidden to Europeans. There, he purchased 20 000 tea plants, which he smuggled back to the Darjeeling region in West Bengal, in India.

The tea industry rapidly expanded, consuming huge areas of land for tea plantations. By 1880, Britain was buying more Indian tea than Chinese tea. By the beginning of the twentieth century, Assam had become the leading tea-producing region in the world. India had become the largest producer of tea in the world and the largest consumer of tea as well.

Sequence this!
Significant changes to Indian society under British rule

12.8 Check your learning

Retrieve

1 Why was it hard for Indian people to get positions in the Indian Civil Service?

2 **Identify** what the British hoped to achieve by introducing a British system of education in India.

3 In 1802, the British made English the official language in India, and English also became the language of the Indian education system. **Identify** two advantages and two disadvantages of this change.

Comprehend

4 **Describe** how the role of the *zamindars* changed under the British.

5 **Explain** the effects of technology on the Indian cotton industry.

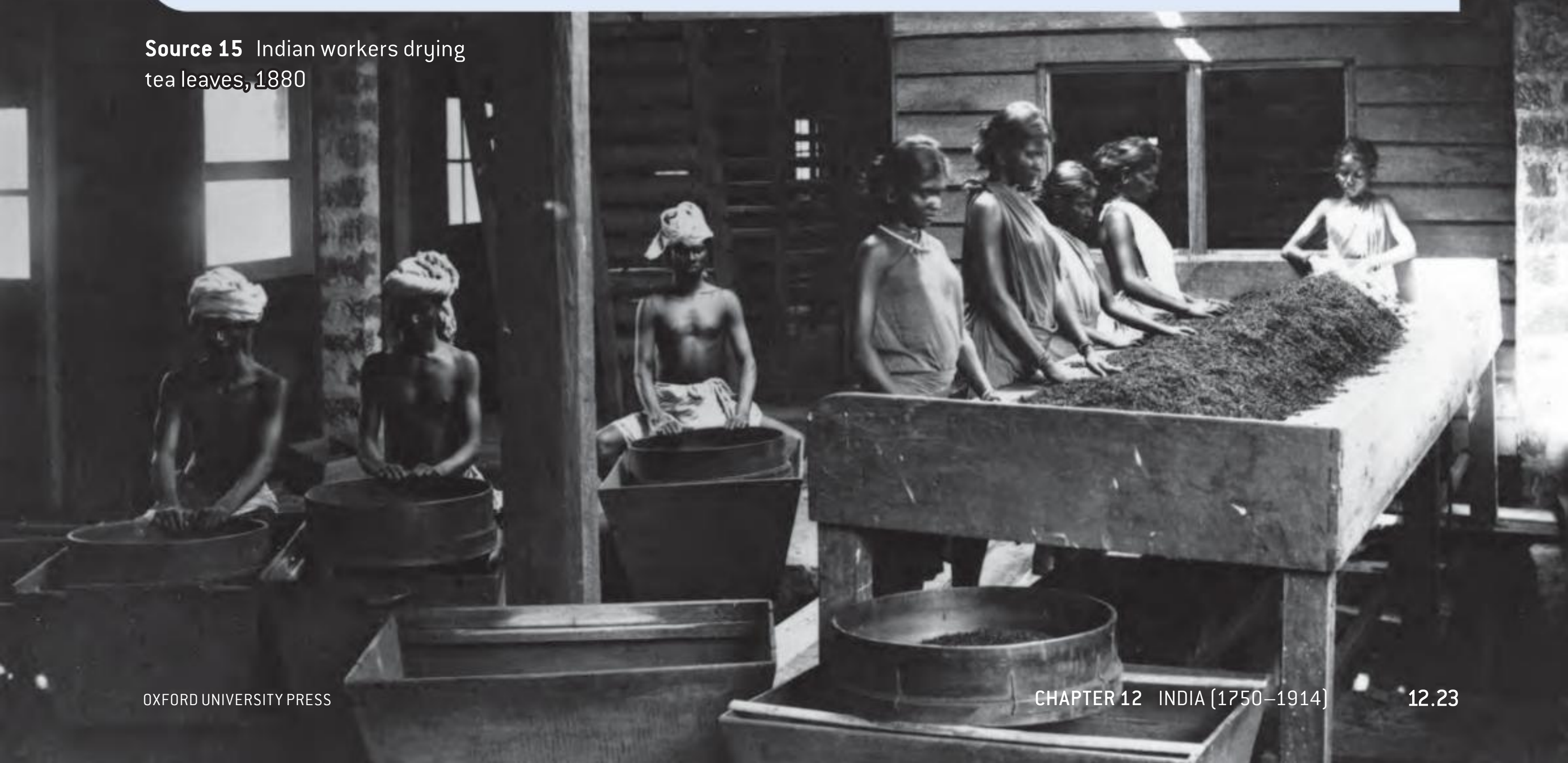
Analyse

6 **Distinguish** between private ownership and collective ownership of land.

7 **Analyse** the significance of changes to agricultural land rights in India under British rule. In your response, refer to the 5Rs of historical significance (see page 205 of 'The history toolkit').

Apply

8 Imagine that you are a British member of parliament in 1895. There is a debate in parliament about whether the opium trade should be banned. The opium that the British East India Company sells to China adds a lot of money to the British economy. However, in China the opium trade is bad for its economy and devastating for people's health. Would you support banning the opium trade? **Discuss** this issue by providing arguments for and against a ban, and give your overall opinion.



Source 15 Indian workers drying tea leaves, 1880

12B

SKILLS IN CONTEXT

Test me!

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

Modernising India

During British rule, new technologies and new infrastructure made dramatic changes to life in India.

In the first years of British rule in India, the Industrial Revolution (1750–1900) was taking place in Britain. New machines allowed the mass production of goods, including fabrics. New kinds of steam engines transformed industries such as mining and transport, and the steam train was invented.

The Industrial Revolution had a major impact on India. India was a massive country that had until this time operated as a series of semi-independent provinces. With new technologies introduced by the British allowing for mass transportation and long-distance communication, the different regions of India were brought together.

The first railway began operating in India in 1851. In the years that followed, British investors poured massive amounts of money into Indian railways. By 1880, India had more than 14 000 kilometres of railway that linked all the major cities. In some areas the British Government also improved roads, and in others the British built canals to deliver water to farms. Steamships made travel between countries much quicker and increased the speed of communication between India and Britain.

The cable telegraph, a new device that could send electrical signals over long distances along an electric cable, also revolutionised communication. The Company Raj introduced the first cable telegraph system in India between 1851 and 1856, allowing instant communication between telegraph operators in major cities.

By 1870, an underwater cable had been laid on the seabed between Britain and India, allowing telegraphs to be sent between the two countries. In 1902, the first wireless telegraphs (where messages were sent along electromagnetic waves in the air using Morse code) were introduced. Five years later, in 1907, the first telephones were introduced, but access to them was initially restricted to the wealthy.

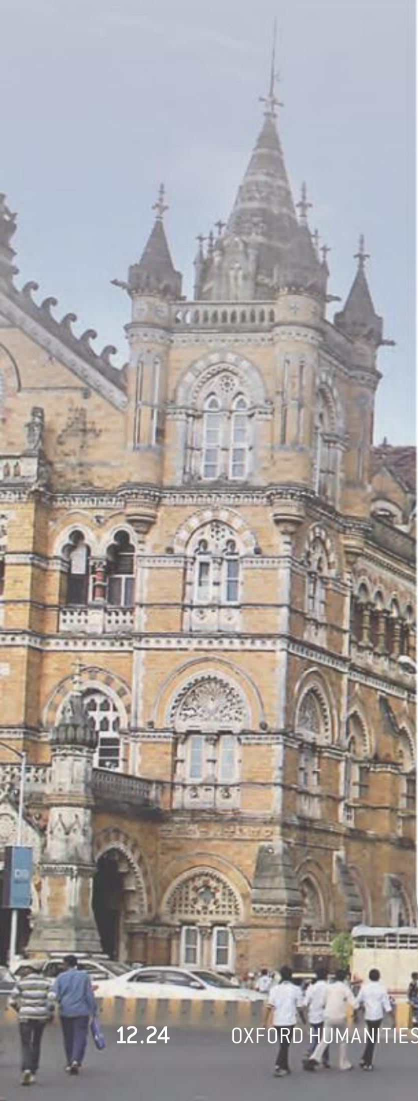
KEY SKILL
Communicating

Creating and delivering an audiovisual presentation

A popular way to present the findings of a historical inquiry is to create an audiovisual presentation. To prepare and present a successful audiovisual presentation, follow these steps:

Step 1 Make sure you have collected everything that you have found out in your historical inquiry. This will include any written research or findings, a list of sources you have used, and a range of relevant images. If working in a group, collate your research with the other members of your group.

Step 2 Decide on the best way to deliver your findings. You may choose to use Microsoft PowerPoint or Prezi, or you may like to create a website or a short film. How you present your findings may depend on the criteria set by your teacher.



Step 3 When delivering your presentation, keep the following in mind:

- Rehearse your presentation, especially if you are working in a group. Make sure each member of the group knows exactly what they have to do.
- Make a back-up copy of your presentation in case anything unexpected occurs, such as loss of data.
- Engage with your audience. Make eye contact, do not read from your notes, and prepare cue cards to help you remember your lines. Speak clearly and make sure your text and layout are as visually appealing as possible.
- Make sure all your material is correct and contains no factual or spelling errors.
- Speak slowly, focus on the purpose of your presentation and do not allow yourself to be distracted.
- Finish your presentation on a high note, outlining your perspective or findings.

Source 16 The Victoria Terminus (now called Chhatrapati Shivaji Terminus) in Mumbai was built in 1887. Today, it still operates as a busy urban railway station.

Practise the skill

1 **Investigate**, prepare and present an audiovisual presentation on the introduction of one of the following new technologies to India during British rule: railways, telegraphy or canal construction. Use the following questions to help structure your presentation:

- When was the technology introduced in India?
- Where in India was it introduced? Provide examples of different construction or installation projects.
- What was the aim of introducing the technology?
- What was the impact of the technology?

Remember to rehearse your presentation and ensure you are confident with the material before you present. You may want to practise in front of a friend before presenting to the whole class.

Extend your understanding

1 In pairs or small groups, **discuss** different perspectives on the Industrial Revolution's impact on India. For example, consider how the perspective of a wealthy Indian family would compare to the perspective of a low-income or rural Indian family.

2 In the nineteenth century, new forms of communication and media transformed Indian society. List them in a table, like the one below, and **explain** how they helped people communicate and share information. Underneath, list some forms of communication and media in Australian society today and how they help us. A couple of examples have been provided to get you started.

Type of communication or media	How does it help people communicate?
Telegrams	People can send information instantly over long distances.
Mobile phones	People can have conversations from any location with people in other places.

12.9 Forming an Indian identity

Learning intention

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

» describe the development of Indian identity and culture throughout the nineteenth century.

Under British rule, India became a single country, with defined borders, one government and an official language. Advances in mass communication meant people could connect with each other in new ways; however, India still contained a great diversity of ethnic, linguistic and religious groups. Across the country, people debated what it meant to be Indian.

The importance of mass communication

Though Indians still had little control over the running of their country, there was an explosion of other types of public expression. People formed voluntary organisations and lobby groups to discuss political, religious and social issues. They distributed political and educational pamphlets. New works of literature and theatre commented on social issues and politics.

Western-educated Indians who spoke different Indian languages could now communicate with each other in English, opening up new possibilities for discussions.

Source 1 The *Times of India* press room, 1898; as printing presses became steadily cheaper and more widespread, the number of newspapers in many different languages multiplied.

Re-thinking identity

New forms of communication meant people who had once seen themselves as part of only local groups, could now connect with other people like themselves from across India. Many Indians had only seen themselves in relation to their own village or region. Now, they connected with similar people all around India. People across India of the same caste, for example, formed organisations and lobbied for their caste interests and rights.

Another impact of this period of reflection and change was a growing divide between Hindus and Muslims. Most people in India were Hindus. As people lobbied for more Indian representation in government, Muslims became increasingly aware of their minority status. They felt that only Muslims could represent Muslim interests in government and lobbied for legislative councils to have seats reserved for Muslims. Meanwhile, some Hindus came to see themselves as the 'original' inhabitants of India – oppressed by Muslims under Mughal rule and then by the British. Such views, while not held by all Hindus and Muslims, contributed to growing tensions that would have an impact for years to come.

Quiz me!
A quick quiz on forming an Indian identity

The emergence of nationalism

Alongside these shifts in existing group identities, a new group voice began to emerge. Indian nationalists promoted the idea that all Indians had a single group identity.

Nationalism is the belief that people are bound together by belonging to a country or nation, rather than by religious beliefs or by loyalty to a particular ruler. In a nation, people follow the same laws and have a shared history.

Nationalism became increasingly popular across Europe during the nineteenth century. Many early supporters of Indian nationalism were Western-educated Indians who had spent time in England. Indian nationalists believed that Indians should have the power to choose their own government and manage their own affairs. They lobbied for *swaraj* (self-rule) and opposed British rule in India.

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

Significant individuals in the early days of the Indian nationalist movement included Gopal Krishna Gokhale (1866–1915), Dadabhai Naoroji (1825–1917) and Bal Gangadhar Tilak (1856–1920). Gokhale lobbied for education to be available to all Indians, for greater representation in government and more employment opportunities for Indians. Naoroji became the first Indian member of parliament in the British House of Commons. There, he argued against the use of Indian taxes in Britain.

Tilak argued for education in India to include more Indian history and culture than British. To spread a message of resistance against the British, he made use of religious festivals, such as Ganpati, a celebration of the Hindu elephant god Ganesh. This tactic allowed him to spread the nationalist message to people beyond the British-educated elite.

Source 2 Bal Gangadhar Tilak, an early figure of Indian nationalism

The Indian National Congress

In 1885, a new organisation called the Indian National Congress (INC) formed in Bombay (now Mumbai). Its members were mostly British-educated Indians who had spent time in London. Many were lawyers, journalists and teachers. Among them were Ghokhale, Naoroji and Tilak.

Over time, the INC became increasingly focused on Indian self-rule. In 1907, it split into two factions. Tilak led a group that argued Indians should use any means necessary, including violence, to achieve self-rule. Against Tilak stood moderates such as Gokhale, who believed in non-violent protest and changing laws through consultation.

As the INC began to grow into a major political force, the British Government began to pay more attention to its demands.

Source 3 The first Indian National Congress, 1885

12.9 Check your learning

Comprehend

1 **Describe** the development of Indian identity and culture throughout the nineteenth century.

2 **Summarise** two ways in which mass communication was important to Indian nationalism.

3 **Explain** what *swaraj* means.

Apply

4 British authorities in India referred to the nationalist Bal Gangadhar Tilak as 'the father of the Indian unrest'. **Investigate** this phrase and explain why British authorities used it to refer to Tilak.

5 Research one of the significant individuals of the Indian nationalist movement and **create** a biography, including their background, education, professional occupation, main achievements and any other significant life events.

12.10 Significant events in India and the world

Learning intention

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

- identify and describe significant events in India and the world during the start of the twentieth century.

Disaster and discontent

Around the turn of the twentieth century, many factors contributed to discontent among Indians. A range of disasters had a terrible impact on India's farming communities. Around 1895–96, bubonic plague spread through several regions. Bad weather patterns caused crops to fail in some areas, and famines followed. The worst famine in Indian history, in 1876–78, caused an estimated 6 million deaths. A similar famine struck in 1896–97, leaving at least 5 million dead. Changes in trade meant that 'cash crops' for sale overseas, such as cotton, filled land that could otherwise have been used to grow food.

Source 4 Children, women and men, left bone thin and starving by a famine, beg in the streets.

The partition of Bengal

In 1905, the Viceroy of India, Lord Curzon, split Bengal into two separate provinces. His stated reason was that Bengal, containing around 50 million people, was too big to govern as one province, and administration would be easier if the region were broken into smaller areas. This partition sparked mass protests against British rule.

Many Bengalis were outraged. They saw Bengal as their homeland and now it was divided. Many perceived the partition as an attempt to reduce Bengali power – and to divide the province along religious and ethnic lines. East Bengal had a largely Muslim population. The people in West Bengal now joined with Assam to form a new region, in which Bengalis were a minority.

Outrage spread across India. The INC called for a boycott of British goods. Some groups reacted violently. In 1908, one Indian protester threw a bomb at a British magistrate. It missed his carriage and hit another, killing two British women. The government reacted to the protests with strict measures. Protesters were arrested, newspapers censored and public meetings suspended.

The partition of Bengal was cancelled in 1911 as a result of the protests and boycott.

World War I

During World War I, more than 1 million Indian troops served on the side of Britain and the Allies. As well as troops from British states, some of the Princely States sent their own troops, including the Bikaner Camel Corps and the Jodhpur Lances. Indian troops served in places such as France, Belgium, Mesopotamia, Palestine and East Africa. Around 74 000 died. This included almost 5000 casualties at Gallipoli.

The letter in Source 5 was sent to a soldier serving in France in World War I by a family member back home in India.

Source 5 Letter to Sowar Abdur Razzaq Kahn (in France), 1915

Be attentive to your duty. This is your opportunity for showing your courage, when people from all corners of the world under the dominion of King George V [are] sacrificing their lives … For one who seeks promotion over the heads of others, war is the best opportunity. Promotion thus gained is the reward of courage and devotion. It is not the promotion … won in peace time by flattering … officers and putting on their socks and boots.

Such conduct is the work of a coward and a slacker. You must be careful to keep out of the ranks of such people. Do not think 'perhaps I may be shot'. No one can escape the fate allotted to him.

Kot Dafadar Said Ahmad Shah,
Northwest Territories (present-day Pakistan)

Quoted in David Omissi (ed.), *Indian Voices of the Great War: Soldiers' Letters, 1914–18*, 1999

Source 6 Indian cavalrymen in Paris during World War I, 1915

Indian princes and politicians raised large sums of money to support the war effort. Indian industry helped with supplies such as metals and cloth. Taxes were increased to pay for the war effort, and there were food shortages. In addition to these hardships, in 1918, there was an influenza epidemic.

After their sacrifices in the war, many Indians felt that the British should reward them with self-government – if not as an independent nation, then as a largely self-governed **colony**, like Australia. There was an atmosphere of expectation, but nothing happened. In fact, the British Government clamped down further on dissent.

Despite these crackdowns, the movement for Indian independence grew stronger throughout the decades following World War I. The INC continued to lobby for self-rule, and one major figure to emerge at this time to fight for independence was Mohandas K. Gandhi. Gandhi became the leader of the INC in 1920.

Quiz me!
A quick quiz on significant events in India and the world

colony
an outpost set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

12.10 Check your learning

Retrieve

1 **Identify** how many people died in the famines of 1876–78 and 1896–97.

2 **State** the factors that contributed to these famines.

Comprehend

3 **Explain** why Bengalis were unhappy with the partition of Bengal in 1905.

4 List four places where Indian troops fought in World War I.

5 **Summarise** the expectations of many Indians after World War I.

Apply

6 **Examine** Source 5.

a Explain what Kot Dafadar Said Ahmad Shah encourages Sowar Abdur Razzaq Kahn to do.

b Identify who Kot Dafadar Said Ahmad Shah criticises in the letter, and why.

c Explain how Kot Dafadar Said Ahmad Shah encourages Sowar Abdur Razzaq Kahn not to be afraid.

d Do you think the writer of this letter supports British rule in India? Explain why or why not.

I used to think, now I think

Reflect on your learning about India's involvement in World War I and complete the following sentences.

- I used to think …
- Now I think …

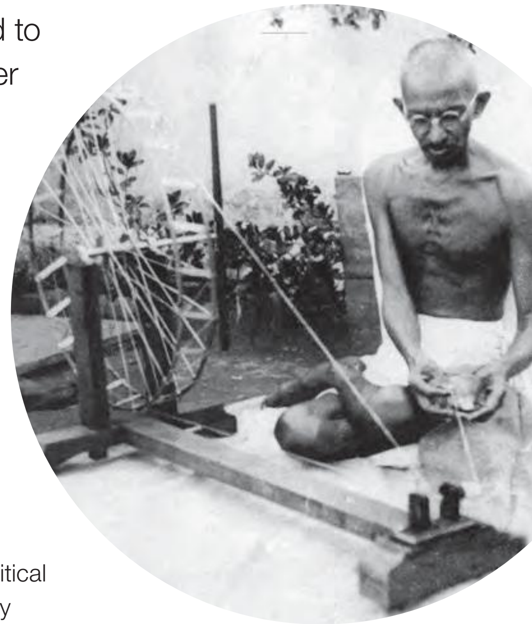
What has changed in your understanding?

12C SKILLS IN CONTEXT

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

Mohandas Karamchand Gandhi (1869–1948)

Mohandas K. Gandhi was born in a coastal town in the Indian province of Gujarat. As a young man he travelled to London to study law. He then worked as a lawyer in South Africa for two decades. He saw many injustices there and became a political activist. In Britain and South Africa, Gandhi began to form new ideas about Indian identity. In South Africa, he saw members of the Indian community bonding over their shared Indian identity – not just their particular region, religion or caste. This created a new perspective for Gandhi about the distinctive qualities of India.



Source 8 Gandhi at a spinning wheel

Gandhi also developed a unique system of spiritual and political beliefs. He rejected materialism – the desire for wealth, property and valuable possessions. He believed this to be a Western quality. He rejected industrialisation and the use of industrial machinery. He advocated vegetarianism and non-violence. He rejected discrimination against the *dalits*, calling them instead *harijan* (children of God).

Gandhi returned to India in 1915 and became involved with the INC. He started a widespread movement of non-violent protest and non-cooperation. This action included strikes, boycotting British goods, resigning from public office, ignoring British institutions such as schools and courts, and not paying taxes. If arrested, protesters would serve time in prison rather than resist violently. Gandhi called his policy of passive resistance *satyagraha* (truth force).

Gandhi's followers called him Mahatma Gandhi. 'Mahatma' means 'great soul' in Sanskrit and is used in a similar way to the English word 'saint'. In the eyes of many, Gandhi became a god-like figure. Rumours spread in some farming communities that he possessed magical powers. Meanwhile, newspapers spread his striking image and his beliefs throughout the country.

Gandhi not only appealed to the masses, he was also a brilliant legal and political negotiator. As a lawyer trained in Britain, he was able to use British legal concepts to argue against British politicians.

In 1920, the members of the INC, recognising his mass appeal, declared Gandhi their leader. Gandhi became the driving force in the journey to Indian independence, which would finally happen in 1947. Tragically, Gandhi was assassinated by a political extremist in 1948, only five months after Indian independence was declared.

Source 7 This German cartoon (c. 1930s) from the satirical magazine *Kladderadatsch* depicts a peaceful India (the elephant) moving towards freedom under the guidance of Gandhi, despite the frantic efforts of the British (the lion) to halt it by brute force.

KEY SKILL
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 of that evidence.

Step 2 You need to mention in your writing where information is coming from. A couple of examples of how you can do this include:

- 'According to the historian Judith Brown …'
- 'The image of Gandhi at a spinning wheel is symbolic of …'

Step 3 Write up your discussion. Your discussion should include the features outlined in the table in Source 9. Make sure you conclude with your own point of view on the question or issue.

Source 9 Features to include in a written historical discussion

Structure of a written discussion	
Introduction	• Introduces the topic, question or issue. • Outlines why the topic, question or issue is important.
Body	• Outlines different arguments or opinions about the topic, question or issue in a series of paragraphs. • 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.

Step 4 Include a bibliography that references all sources used. When citing a book in a bibliography, include the following information, in this order:

- author surname(s) and initial(s)
- year of publication
- title of book (in italics)
- edition (if relevant)
- publisher
- place of publication
- page number(s).

Example:

Brown, J.M., 1977, *Gandhi's Rise to Power: Indian Politics, 1915–1922*, Cambridge University Press, Cambridge, pp. 123–39.

When citing an online source in a bibliography, include the following information, if available:

- author surname(s) and initial(s) or organisation name
- year of publication or date of web page (last update)
- title of document (article) enclosed in quotation marks
- organisation name (if different from above)
- date you viewed the site
- URL or web address enclosed in angle brackets.

Example:

Gandhi, M.K., 1960, 'India and the non-violent way', *The Mind of Mahatma*, viewed 7 August 2016, <http://www.mkgandhi.org/momgandhi/chap31.htm>

For more information on this skill, see page 208 of 'The history toolkit'.

Practise the skill

1 Write a 300-word historical discussion on the following topic: 'Mohandas K. Gandhi inspired the Indian people to gain independence from Britain through non-violent means.'

Use the information in this section and your own research to locate a range of primary and secondary sources that provide evidence for Gandhi's significance in India's struggle for independence from British rule. Make sure you include a bibliography of all your sources, using the referencing conventions outlined above.

Extend your understanding

1 Gandhi worked as a lawyer in South Africa from 1893 to 1914. In South Africa, he witnessed injustices and became involved in the civil rights movement. Use a library or online resources to **investigate** South Africa.

a Describe what apartheid was.

b Describe what the civil rights movement was.

c Compare the similarities and differences between South Africa and India (at the end of the nineteenth and start of the twentieth century).

12 CHAPTER REVIEW

Review activity

Read the information and study the source, then answer the following questions.

Examining ethical dimensions

Over 1.3 million Indian soldiers served in World War I and more than 74 000 lost their lives. These soldiers fought in campaigns across Europe, the Mediterranean and Mesopotamia, as well as north and east Africa. Fighting in defence of the British Empire, more than 1000 died at Gallipoli and nearly 700 000, many of them Indian Muslims, took up arms against other Muslims in Mesopotamia against the Ottoman Empire. Yet immediately after the war, these Indian soldiers, and their stories, were unrecognised by the British and their own country. They appeared as volunteers on British documents, which would mean, from the Indian perspective, that those who served in World War I were remembered as merely serving foreign masters in a colonial war.

In 1931, the India Gate was built in New Delhi by the British to commemorate the Indian soldiers fighting in World War I. It took until 2019 for the opening of India's first National War Memorial, which commemorates Indian wars and conflicts since 1947. Thus in 2019, for the first time, Prime Minister Narendra Modi did not visit the Indian Gate at the start of Republic Day on 26 January, instead laying the wreath at the National War Memorial, abandoning the century-old British custom.

Source 10 The National War Memorial is situated next to the India Gate (seen in the distance on the left) in New Delhi

1. **Explain** why Indian soldiers who fought in World War I are often unrecognised. (3 marks)
2. a. **Identify** the two memorials to World War I that have been built in New Delhi. (2 marks)
   b. **Compare** these two sites by outlining their similarities and their differences. (5 marks)
3. 'The National War Memorial should also commemorate Indian wars and conflicts prior to 1947.' To what extent do you agree: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** your position. (10 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the territorial extent of the Mughal Empire in India. Explain the reasons that led to the decline in Mughal power.	☐	☐ Go back to Topic 12.2, page 12.4.
Describe the key social, economic and political features of the Mughal Empire. Summarise the role and influence of the Mughal emperor.	☐	☐ Go back to Topic 12.3, page 12.6.
Describe the nature of art and architecture in Mughal culture.	☐	☐ Go back to Topic 12.4, page 12.8.
Summarise the expansion of the British East India Company. Describe the impact of the British East India Company on Indian society.	☐	☐ Go back to Topic 12.5, page 12.12.
Identify the causes and effects of the Indian Rebellion. Describe the role of the Indian Rebellion in the development of Indian nationalism.	☐	☐ Go back to Topic 12.6, page 12.16.
Explain the development of the British Raj and identify British influences on Indian society.	☐	☐ Go back to Topic 12.7, page 12.18.
Summarise significant changes to Indian society under British rule, including new administration and changes to the economy.	☐	☐ Go back to Topic 12.8, page 12.20.
Describe the development of Indian identity and culture throughout the nineteenth century.	☐	☐ Go back to Topic 12.9, page 12.26.
Identify and describe significant events in India and the world during the start of the twentieth century.	☐	☐ Go back to Topic 12.10, page 12.28.

Check your Student obook pro for these digital resources and more:

pro

Student book questions
Chapter 12

Key skill
Communicating:
Chapter 12

Quizlet
Play a game of Quizlet on India (1750–1914).

Chapter review quiz
Chapter 12

3

PART 3

Economics and business

Skills

Chapter 13 The economics and business toolkit 362

International trade and interdependence

Chapter 14 Understanding the economy 370
Chapter 15 The business environment 390
Chapter 16 Managing financial risks and rewards 408

CHAPTER 13

The economics and business toolkit

Economics is about people producing goods and services to be consumed, used and shared. It is about maximising the goods and services that can be produced with limited resources.

More than 25 million people live in Australia, which amounts to a lot of production and consumption of goods and services. To coordinate and organise these processes, we have an economic system that is modelled on how a market works.

The government and the financial sector also have roles to play in managing the Australian economy.

At the heart of every economy is business. Business is about producing goods or providing services in exchange for money. In the twenty-first century, people will need to adapt to change and seek new and innovative ways to do business in a global marketplace.

Source 1 In the interconnected twenty-first century, technology and the global marketplace make it an exciting time to be in business.

13A
What are the economics and business skills?

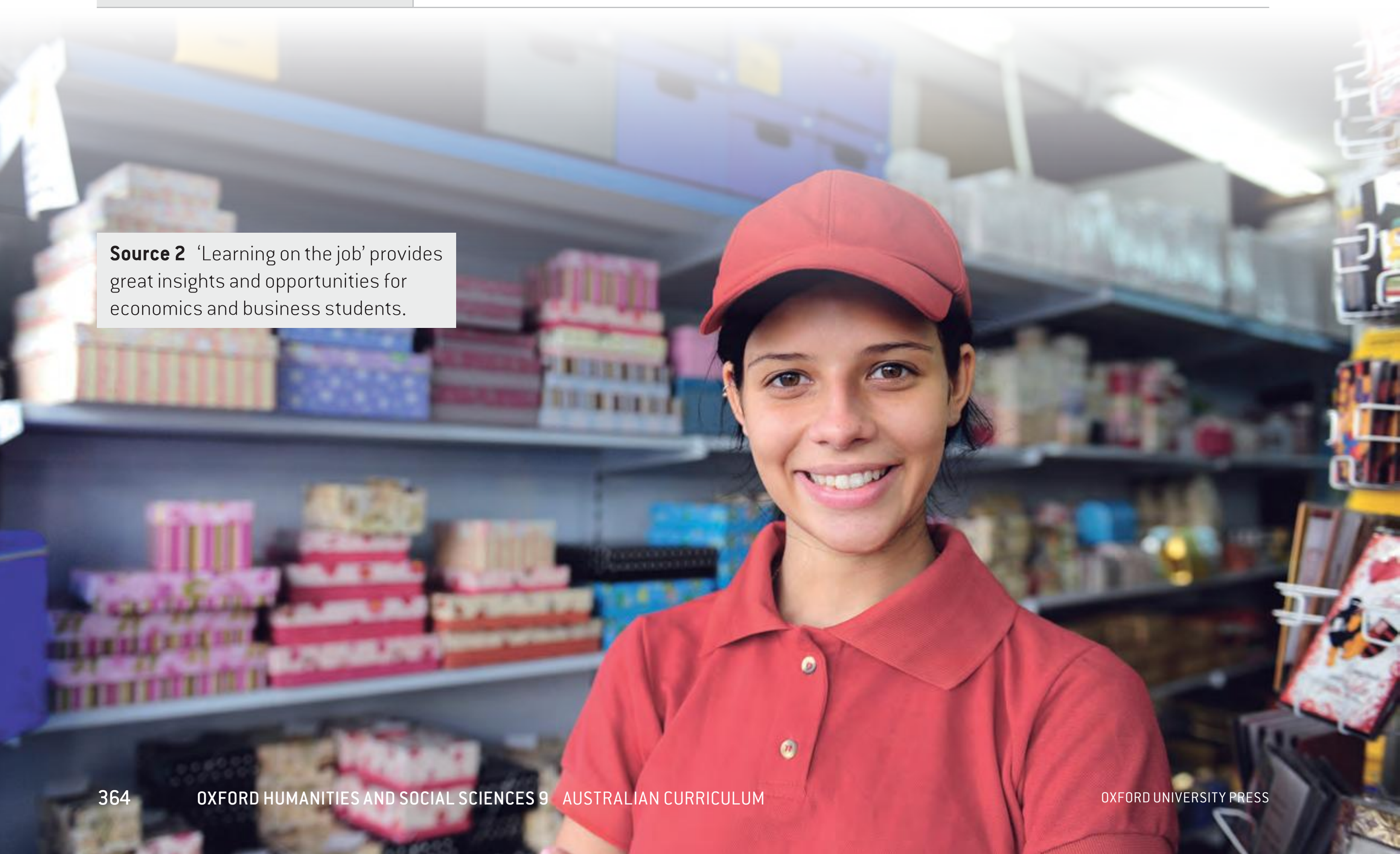
13.1 Economics and business skills

In your study of economics and business, you will use real-life economics and business examples to help generate questions, interpret information and argue your point of view. You will also learn through experience, making use of role play, simulation games and enterprising activities that provide an opportunity to be innovative, and show leadership and the ability to make wise business decisions.

Studying economics and business requires you to analyse information and ask a range of questions to find out more about a topic. You will learn to question and research information by asking what, why, when, who and how to uncover the truth about an issue. You will learn to weigh up the costs and benefits of an economics or business proposal, and make recommendations and conclusions.

Source 1 The skills used while studying economics and business

Questioning and researching	• Developing and modifying questions to investigate a contemporary economic and business issue • Locating, selecting and analysing data and information from a range of sources
Interpreting and analysing	• Interpreting information and data to explain economic 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 economic 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 ‘Learning on the job’ provides great insights and opportunities for economics and business students.

13.2 Questioning and researching

Developing questions

Economics and business students ask lots of questions. They seek out economics and business cases and undertake an investigation to try to learn from and avoid mistakes made in the past. They also check facts and look at the arguments for and against a certain issue before reaching their own conclusions. When stating their own viewpoint, they support this with evidence such as statistics, cases from the past, quotes from what others have said, and sound reasoning.

KEY SKILL
Questioning & researching

employer
a business that employs workers to produce goods and services

employee
an individual who is hired to perform specific tasks in return for payment

Source 3 What are the likely chances of success for Mia's business?

Developing a hypothesis

Developing a hypothesis is a useful tool in economics and business. A hypothesis is a proposition that provides an explanation or reason why something has occurred or a problem exists. It can be likened to taking an 'educated guess' or prediction. In business, developing a hypothesis and testing whether it is true or not could mean that personal and financial loss is avoided. Here is an example of a hypothesis that could be tested: 'Youth unemployment is unacceptably high because of insufficient training and education programs.'

It may help you to write a hypothesis on an economic or business issue or event by remembering the 'if and then' model of hypothesis writing. For instance, 'IF the employer pays extra bonuses for good performance THEN the employee will work harder'.

Follow these steps to develop a hypothesis:

Step 1 Identify a question or make a statement that will become your hypothesis.

The following sentence may help:
'IF________________________
THEN ____________________.'
(You can then reword the hypothesis to make it read better if you need to.)

Step 2 Make an educated guess about whether your hypothesis is correct. Test your hypothesis by using data and surveys, analysing any information about the topic and learning what experts in the field say about it.

Practise the skill

1. Mia plans to sell her unique brand of handmade knitted jumpers through her own website, which she intends to build herself. These jumpers are made from pure wool and are more expensive than other jumpers on the market. It takes Mia at least three days to make one jumper. Write a hypothesis about the likely success of Mia's business.
2. How could you test whether your hypothesis about Mia's business is likely to be correct?

Source 4 It is important as an economics and business student that you continue to ask questions whenever you need more information.

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 research tools, but much of the material on websites is not reliable and may contain inaccuracies, false and misleading information, or material that is out of date. When using search engines, be sure to refine your search using keywords. Ask your librarian or teacher for help.
- 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). Source 5 provides some guidelines on determining the reliability of websites.
- 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 and paste information from the internet – or any other information source – 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 and can result in very serious consequences.

Key skill worksheet
Questioning & researching: Assessing the reliability of sources

In your research, you may collect information from **primary sources** (sources from the time or event being investigated) such as interviews, census data or laws. Or you may gather information from **secondary sources** (sources about the time or event being investigated that were created later) such as data analysis, newspaper articles or websites. When using these sources, it is important to be able to distinguish between them and to know where, when and who the source came from.

primary sources
sources that existed or were made in the time period being studied

secondary sources
sources created after the time being studied

Source 5 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), 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 the domain name 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), 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 the 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, 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.

Check your learning
Topic 13.2

13.3 Interpreting and analysing

Interpreting data

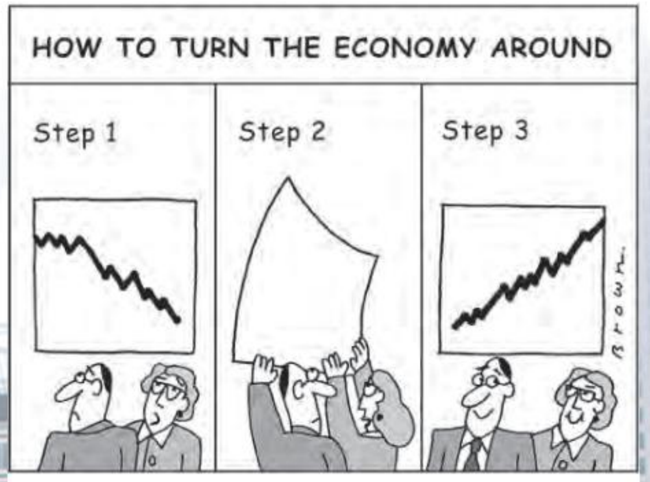
cause-and-effect relationship
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place are linked and can have impacts on people and places for many years to come

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**.

In economics and business, the answer to a question may not always be black or white but, rather, may be many shades of grey. For example, there are a number of reasons why youth unemployment is higher than the general rate of unemployment in Australia, and statistics may not provide all the answers. Many issues require you to weigh up alternative perspectives, all of which may be valid.

Check your learning
Topic 13.3

Source 6 Interviewing different people in your community, such as your friends, neighbours or local business people, about a problem can offer a variety of interpretations.



Source 7 In economics, there may be multiple perspectives on a certain issue or event. Sometimes, statistics can be manipulated or selected to give the wrong impression.

13.4 Evaluating, concluding and decision making

Evaluating alternatives

There is usually more than one way to solve an economic problem or find the right solution in business. Before examining possible options, you must first do some preliminary work to find out about the topic:

- Read widely, consult your textbook, go online and find out what experts say about the issue or question you are examining.
- Write a summary and then refine these notes by writing a list of all the options.
- Next to each option, write the advantages and disadvantages or costs and benefits, and then delete those that are weak.
- Concentrate on the stronger options and either make a decision about which one is best or conduct further research before choosing the best option.

Check your learning
Topic 13.4

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've been studying such as customer service, competition, **marketing** techniques and types of businesses.
- Try coming up with your own innovative business idea and discuss it with others.
- Use opportunities to role play or play simulation games as a chance to hone your skills and put what you have learnt into practice.

marketing
activities that convey the value of a good or service to a customer in order to increase sales

Source 8 Working as a team on a project has the benefits of sharing the workload and the strength of a collective group.

13.5 Communicating

Presenting arguments and conclusions

You can present your arguments and conclusions in many ways, including multimedia presentations, posters or reports. Whichever format you decide to use, it is good to include the following:

- An introduction – explain your question and define key terms.
- An explanation of what research you did – why did you use those sources?
- An explanation of your results – you might like to present your results as graphs or tables.
- A conclusion – explain how you came to your conclusion.
- A proposal for action – what needs to be done now? Predict the consequences of your proposal for action.

When presenting your arguments and conclusions, remember that a common language is used in economics and business, just as it is science and mathematics. Source 9 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 chapters.

Quizlet
Become familiar with economics and business terms by reviewing them on Quizlet.

Presenting data and information

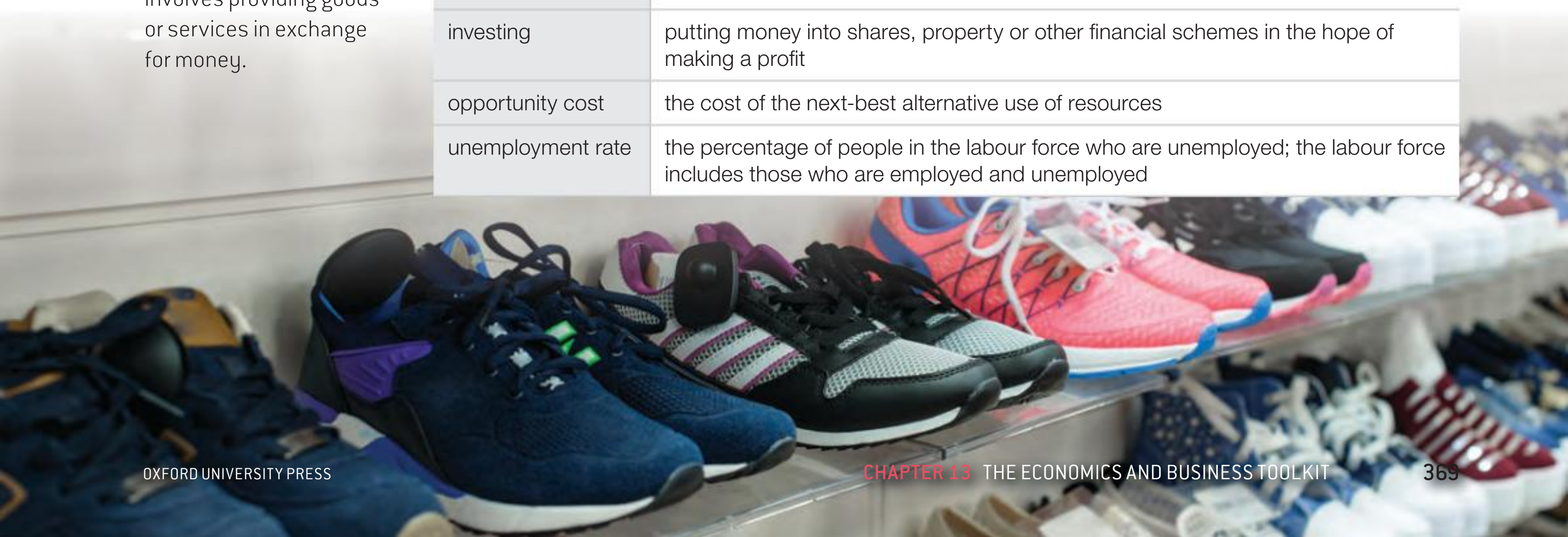
How you choose to present economic and business data and information is important when communicating your findings to an audience. You may choose to use a visual display, like a flowchart, infographic, table or graph, to display your results. Presenting data in a graphic form is an effective way to show patterns, trends and irregularities. Incorporating primary sources such as financial statements or interview transcripts will also help support your conclusions.

Additional resource
Using cognitive verbs

Check your learning
Topic 13.5

Source 9 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 possible profits (benefits) derived from a business proposal
economics	the study of how people produce, consume and share wealth
gross domestic product (GDP)	the total market value of all goods and services produced within a country in a year
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
investing	putting money into shares, property or other financial schemes in the hope of making a profit
opportunity cost	the cost of the next-best alternative use of resources
unemployment rate	the percentage of people in the labour force who are unemployed; the labour force includes those who are employed and unemployed



Source 10 A business, such as this shoe shop, involves providing goods or services in exchange for money.

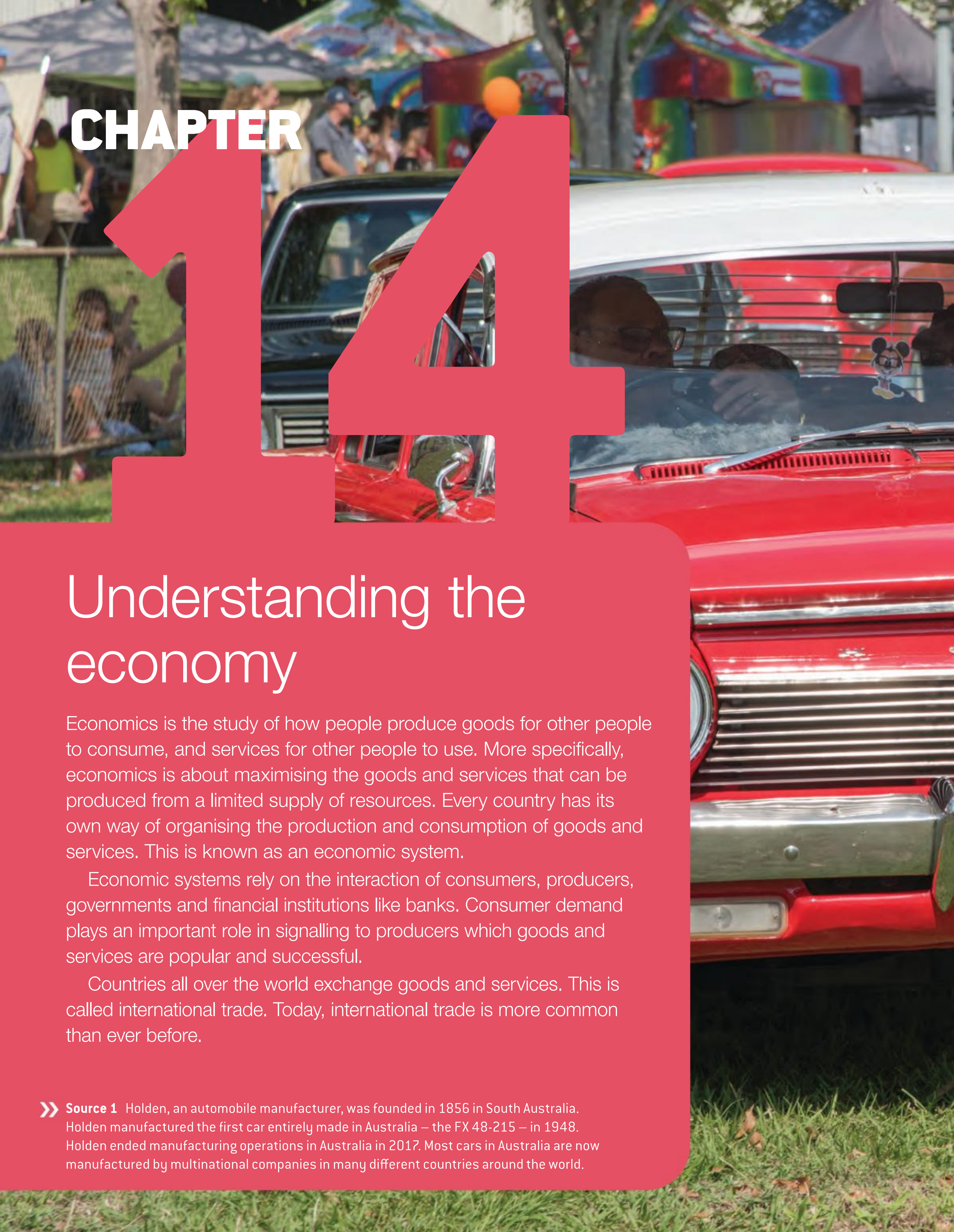
CHAPTER 14

Understanding the economy

Economics is the study of how people produce goods for other people to consume, and services for other people to use. More specifically, economics is about maximising the goods and services that can be produced from a limited supply of resources. Every country has its own way of organising the production and consumption of goods and services. This is known as an economic system.

Economic systems rely on the interaction of consumers, producers, governments and financial institutions like banks. Consumer demand plays an important role in signalling to producers which goods and services are popular and successful.

Countries all over the world exchange goods and services. This is called international trade. Today, international trade is more common than ever before.



Source 1 Holden, an automobile manufacturer, was founded in 1856 in South Australia. Holden manufactured the first car entirely made in Australia – the FX 48-215 – in 1948. Holden ended manufacturing operations in Australia in 2017. Most cars in Australia are now manufactured by multinational companies in many different countries around the world.

14A
How does the economy work?

14B
What is Australia's place within Asia and the global economy?

14.1 An introduction to the Australian economy

Learning intention

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

» understand economic decision making within a national context.

economy
a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

natural resources
input from nature, such as water, forests or fertile land, used in the production of goods and services

labour resources
people's intellectual or physical skills needed to produce a good or service

capital resources
input from manufactured goods, such as machines or computers, that is used to produce further goods and services

Most of us know more about economics than we realise. Test your own economic knowledge by answering yes or no to the questions in Source 1.

Source 1 Take this quiz to see what you know about economics.

Test your economic instincts	Yes	No
1 You are given a wardrobe of new clothes. Would you still like to purchase other goods such as shoes or a new backpack?		
2 You already have a TV, but have the opportunity to purchase a better one at a very reasonable price. Are you likely to purchase the new TV?		
3 If you were selling homemade pies and knew they were popular, would you keep the price low?		
4 Mango farmers have experienced an unusually large harvest this season. Is the price of mangoes likely to rise?		
5 Are bananas more expensive than diamonds?		

If you answered yes to the first two quiz questions and no to the rest, you already have some understanding of economics. Our needs and wants are virtually unlimited and many of us would like to purchase more goods and services. Goods are physical items you can feel and touch, such as clothes, a skateboard, an iPad or even food. Services are non-physical things that assist us in some way or that we experience, such as attending a concert, having a haircut or getting help from a tutor.

At a very early age we learn that we can't have everything we want. It's the same in the wider **economy**. We have to make choices about what can be produced and consumed, because resources (used to make goods and services) are limited. Choices must be made about how best to use limited resources.

Resources in the economy

Natural resources, labour resources and capital resources are the ingredients used to make all goods and services. These resources are limited.

Natural resources are resources that come from nature. These can include coal extracted from below the ground, fish taken from the ocean, or wood from trees. **Labour resources** are the intellectual or physical skills of a worker that are needed to make a good or provide a service. The different jobs people do every day – whether they are a store manager, bricklayer or nurse – are all classed as labour. **Capital resources** are manufactured resources such as machinery, buildings, roads and bridges, which are used to produce and transport the goods and services we purchase.

CASE STUDY

What do you spend your money on?

How much money do you spend per week and what do you spend it on?

As reported by Business Insider Australia in 2017, teenagers spend most of their money on food (24 per cent), followed by clothing (19 per cent) and cars (9 per cent). Video games account for 8 per cent of teenager spending and electronics account for 7 per cent.

Many teenagers now have the technology (smartphones, tablets, computers) that allows businesses to market and advertise products to them. Advertising through social networking sites and emails keeps teenagers informed about the latest consumer goods.

Source 2 Many businesses are now using social networking sites to market their products.

spend
pay money to buy goods or services

products
items (goods or services) that are offered for sale

Quiz me!
A quick quiz on the Australian economy

How to deal with the problem of scarcity

There aren't enough resources available to satisfy all our needs and wants. This is because resources devoted to one type of production cannot be used to produce something else. Economists call this scarcity. Resources are limited, so we must make the best use of them. Economics is about how to make the best choices with limited resources. At an individual level, for example, a person who purchases a car worth $20 000 may not be able to afford their next best preference – going on an overseas holiday. Forgoing the overseas holiday is the real cost of buying the car. Economists refer to this as opportunity cost – the value of the next best use of their resources.

economists
people who study the relationship between the resources that a particular geographic area (a country, for example) has and what that area can produce

opportunity cost
the value of the next best alternative use of resources

14.1 Check your learning

Retrieve

1 **Name** the different resources in the economy.

2 Copy and complete the table by **identifying** examples of the resources used to produce the goods and services listed.

Good or service	Natural resources	Labour resources	Capital resources
Car wash			
Bunch of flowers			
Guitar lesson			

Comprehend

3 **Summarise** why economies have to make choices about what to produce.

4 **Explain** what 'opportunity cost' is.

Analyse

5 A farmer can grow either wheat or rice or both. The sale price of both crops is the same. **Examine** the table below.

Production possibility	A	B	C	D
Wheat (tonnes)	0	100	200	400
Rice (tonnes)	200	150	100	0

a Determine which production possibility (A, B, C or D) would give the farmer the best outcome.

b Identify the opportunity cost (the next best alternative) of the farmer producing 400 tonnes of wheat.

14.2 Participants in the Australian economy

Learning intention

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

» explain how economic decision making involves the interdependence of consumers, businesses, the financial sector and government.

interdependence
interactions between participants in the economy

free enterprise
an economic system in which privately owned businesses operate with minimal government interference

profit
the amount of money a business earns after taking away its expenses

revenue
the income a business receives from its business activities

Economies rely on the **interdependence** of consumers, businesses, the government and financial institutions. Producers provide consumers with the goods and services they need, while consumers make money to buy these products by working for producers.

One important characteristic of Australia's economy is **free enterprise**, where individuals can set up a business and make a **profit**. Businesses must pay tax to the government and comply with regulations. Businesses benefit the economy because the government is able to collect more tax (boosting its **revenue**), consumers are provided with goods and services, and individuals are employed and earn a wage.

More than just producers and consumers

The Australian economy doesn't just consist of consumers and producers. The government and financial institutions also play an important role.

Economic decisions made by any of the participants in Source 3 will have economic consequences. For example, if you decide to set up your own IT business, you will need capital equipment such as computers, desks and chairs. People will be employed making these capital products, and you may also have to employ IT consultants and administrators to help you run the business. These people will spend the wages they earn in these jobs on more goods and services after they have paid tax to the government. Some of the wages earned will also be saved in financial institutions, which will use those savings to lend money to other consumers. In this way, participants in the Australian economy are interconnected.

The overseas sector, where we are linked to international markets, is another key part of the Australian economy.

Consumers
- buy goods and services
- earn wages and salaries
- pay taxes
- receive government benefits
- save

Producers
- produce goods and services
- aim to make a profit
- pay wages
- pay taxes
- borrow money
- import and export goods and services

Government
- charge taxes
- pay wages
- spend on goods and services
- provide benefits, payments and services to Australians
- borrow money

Financial institutions
- hold savings
- lend money
- aim to make a profit
- pay taxes

Source 3 Key participants in the economy are consumers, producers, the government and financial institutions. They all play an important part in the circular flow of income model.

Australians buy goods and services from other countries (imports) and we also export goods and services overseas. This trade with other nations directly affects our economic welfare. There are many factors that influence trade, especially the constantly changing **exchange rate**. The exchange rate is the value of one country's currency when swapped with another country's currency. For example, $1 in Australian currency might be worth 72 US cents. If the Australian dollar rises in value against other currencies, it means Australian exports will be more expensive and imports cheaper. If the Australian dollar falls in value against other currencies, Australian exports will become cheaper and imports will become more expensive (see topic 14.3 on page 380 for more information on Australian trade).

exchange rate the amount of one currency that can be exchanged for another at a particular point in time

CASE STUDY

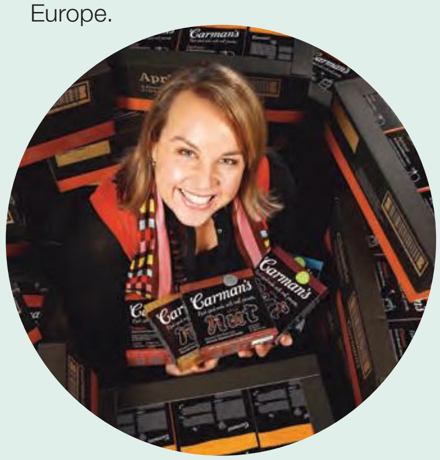
What are some of Australia's booming businesses?

Carman's

When Carolyn Creswell was 18, she used her $1000 in savings to buy a muesli business. In 2014, she was ranked 25th on the BRW Young Rich list, with her wealth estimated at $83 million. Carman's produces a range of muesli products that are Australian-made and -owned. Carman's is a major food retailer, exporting to more than 35 countries. It was awarded Employer of Choice in 2019.

Milan Direct

Milan Direct, founded in 2006, is a market leader in selling designer furniture online and has the biggest share of the Australian online household furniture market. Dean Ramler, co-founder and CEO of Milan Direct, comes from a family of furniture makers. Dean's concept of selling designer furniture online only has paid off. Milan Direct was bought in 2015 by retailer Temple and Webster for $20 million. It is now traded on the Australian Securities Exchange under TPW. The company sells its furniture in Australia, the United Kingdom and Europe.



Source 4 Carolyn Creswell, owner of Carman's

Source 5 Dean Ramler, founder of Milan Direct

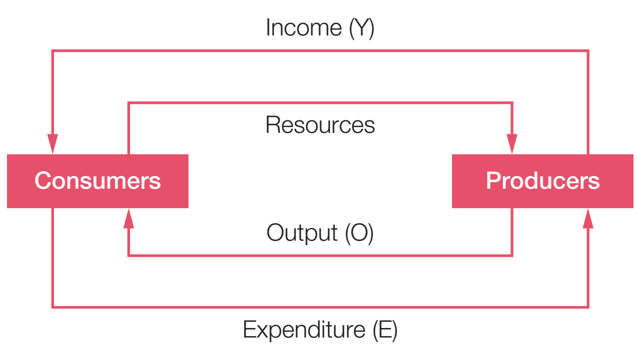
Models of the economy

The economy depends on the relationships between consumers and producers.

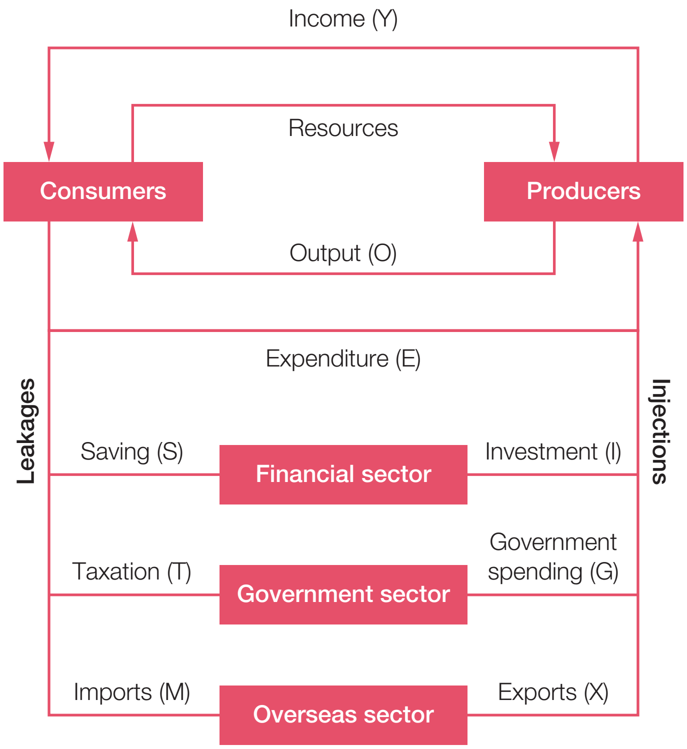
The two layers to the diagram in Source 6 show how this relationship works. In the inner layer, we can see that consumers (also known as households) provide labour by working (resources). They contribute to producers (also known as firms) making goods and services (output), which are in turn purchased by consumers.

In the outer layer, we see that consumers receive money (income) from the producers in return for the work they do. Consumers then contribute to the economy by purchasing goods and services (expenditure).

This diagram is known as the simple circular flow of income model. Its purpose is to show the flow of money and goods/services through the economy.



Source 6 The simple circular flow of income



Source 7 The five-sector circular flow of income model

The diagram in Source 7 uses a similar model to show how money flows through the economy with more participants. This is the called the five-sector circular flow of income model. As well as consumers and producers, this diagram includes the financial, government and overseas sectors:

- Financial sector – consists of banks and non-banking institutions such as credit unions, building societies and the stock market.
- Government sector – represents our federal government. It uses a mix of money from taxes paid by consumers, and money the government sets aside in its budget every year.
- Overseas sector – represents the interaction between Australia and the rest of the world. It consists of trade in goods, services and foreign investment between nations.

Leakages and injections

The term **injections** is used to describe the money that enters the economy. There are three sources of injection in the model in Source 7:

- Investment – money spent by producers on capital goods such as machinery and new technology. This spending is considered an injection because it often creates new jobs, as well as new goods and services.
- Government spending – money spent by the government to provide community needs and wants. This spending is considered an injection because it increases the welfare of the Australian people in different areas, including education, social welfare and health services. Governments can introduce a special transfer payment for a set period of time. For example, during the COVID-19 pandemic, a payment called JobKeeper was introduced so businesses could maintain staff.
- Exports – money made from goods and services that Australians sell to overseas countries. The money from exports then flows into the Australian economy.

By contrast, the term **leakages** is used to describe money that leaves the economy. There are three sources of leakage in the model in Source 7:

- Saving – money consumers save instead of spending on goods and services.
- Taxation – money all Australians must pay to the government sector.
- Imports – money made from the goods and services that Australians purchase from overseas producers. As a result, the money flows into overseas economies instead of Australia's economy.

Imagine that the economy is a car. A car has a complex but interconnected set of functions that work together to make sure the car works the way that it should. The engine, the petrol, the oil, the brakes and the accelerator all play their part in making sure that the passenger driving the car can get from point A to point B.

The economy is no different. All the participants play important roles to make sure the economy functions the way that it should.

When more money enters the economy than leaves (injections are greater than leakages), there is **economic expansion** (economic growth). In other words, if there is a full tank of

Analyse this!
The circular flow of income

injections
money that enters the economy

leakages
money that leaves the economy

economic expansion
an increase in the level of economic activity, and of the goods and services available; this period of economic growth is measured by a rise in GDP

petrol, then the car will work to its full potential. However, when more money leaves the economy than enters (leakages are greater than injections), there is **economic contraction** (economic decline). For example, if there is a hole in the petrol tank, you might find the next time you are driving, the car does not travel as far as you expected.

economic contraction
a decrease in consumer demand for goods and services; reduction in number of employees in businesses; no wage growth

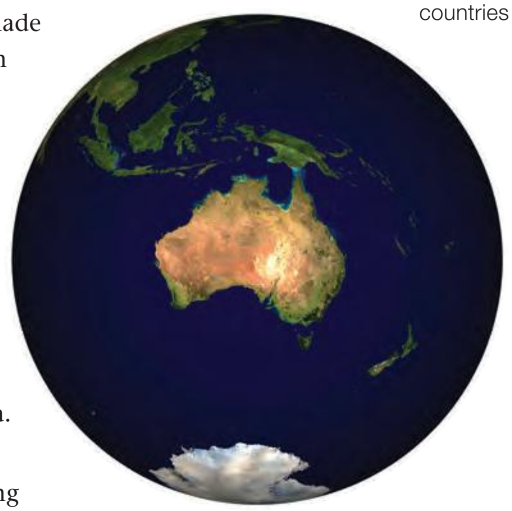
Australia and the global economy

Globalisation is a term you may have heard before, possibly in the news. It means that all the countries of the world are linked and should be seen as one worldwide, or global, economy.

globalisation
the increasing interconnectedness of countries around the world

Australia is linked to the global economy because of:

- trade with other nations – we import goods and services made overseas into Australia, and export goods and services from Australia to other countries
- foreign direct investment – foreign funds are used to establish new or existing businesses in Australia
- an international market for labour – Australians work overseas and people from other countries come to work in Australia
- technology – we can quickly and efficiently communicate with potential customers all over the world
- **migration** – people come from overseas to live in Australia.



With the improvements in technology and telecommunications, the economies of the world are becoming increasingly interdependent. Australian businesses have had to adapt to the changing business environment. Many businesses now source products from overseas or have part or all of their products made overseas.

migration
the movement of people from one place to another

14.2 Check your learning

Retrieve

1 **Identify** the four participants in the Australian economy.

Comprehend

2 **Describe** the purpose of the circular flow of income model in Source 6.

3 **Explain** how Carman's participates in the Australian economy.

4 Imagine you set up a hairdressing salon.
   a **Describe** the service you are providing for the consumer.
   b **Identify** what the consumer gives you in return for providing this service.
   c **Identify** some of the costs you incur as the owner of your hairdressing salon.
   d Does the government affect your hairdressing business? If so, **explain** how.
   e **Summarise** why you might need the services of a financial institution, such as a bank, for running your business.

5 **Explain** what is meant by the terms 'leakages' and 'injections'. Use an example of each to support your response.

Analyse

6 **Distinguish** between economic expansion and economic contraction. Remember, when you distinguish between two things, you need to talk about how they are different.

7 How is Australia linked to the global economy?

Apply

8 In pairs, **discuss** the following aspects of starting a new business:
   a If you were going into business, what product or service would you be most interested in selling?
   b Is there an international market for your product or service?
   c How will your product or service stand out from others in the market?

14A SKILLS IN CONTEXT

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

The end of car manufacturing in Australia

Increased competition from overseas is one of the adverse effects of globalisation. This has led to some business closures in Australia.

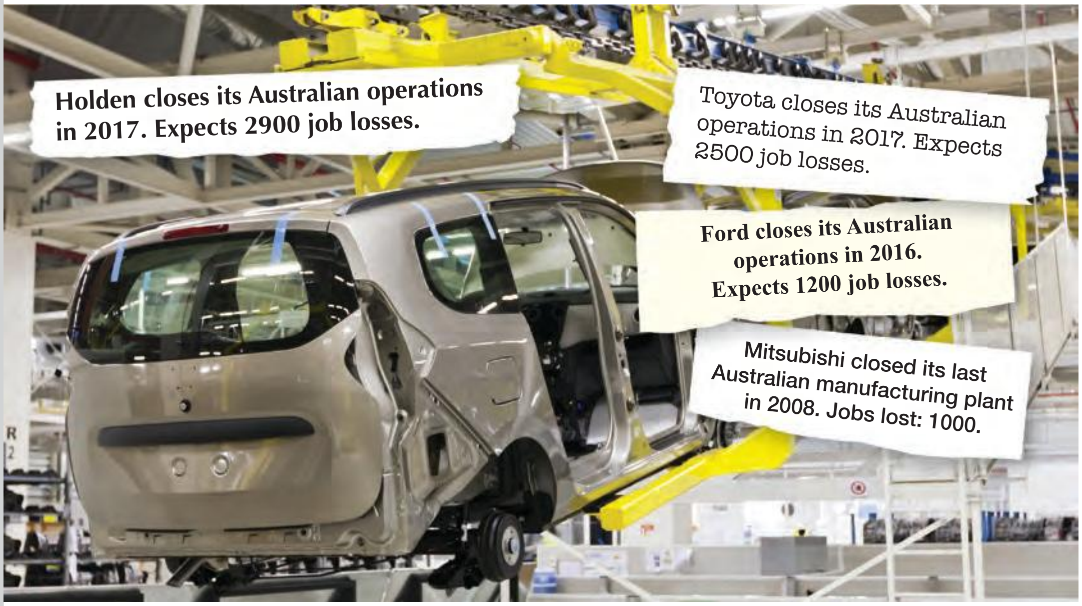
Mitsubishi closed its last Australian car manufacturing plant in 2008. Holden, Toyota and Ford no longer manufacture cars in Australia. GM Holden boss Mike Devereux declared, 'As painful as it is to say, building cars in this country is just not sustainable'.

Reasons for the decline in the Australian automotive industry include pressure from imports. Australians now have 65 brands and 365 car models to choose from, making Australia the most competitive automotive market in the world.

The more cars that are produced, the cheaper they become, and Australia did not produce cars in large enough volumes. The high Australian dollar made our exported cars more expensive overseas and imported cars cheaper in comparison.

The Holden, Ford and Toyota closures have sparked concern for businesses that supply car parts. Lawyer Evan Stents, who specialises in the automotive industry, raised concerns about job losses in those businesses, saying, 'For every one manufacturing job at Ford, there are probably another four jobs that are threatened in the parts industry'.

Workers made redundant have their own tale to tell. Fifty-five-year-old Moji Behbahani, who worked for Ford for 23 years, described losing his job: 'I have to work. I have so many friends there, it is like a second family.'



Source 8 The decline of the automotive industry in Australia

KEY SKILL
Evaluating, concluding & decision making

Identifying the consequences of business decisions

Businesses make decisions all the time, such as whether to hire staff or produce a new product using sustainable resources. The closure of a business is an example of a decision that can have far-reaching consequences, not only for the business owners and staff, but also for the economy as a whole. Identifying the consequences of a business decision is vital to:

- reduce unwanted side effects
- provide assistance to those who are affected by the decision
- turn a negative business decision into a positive outcome.

Step 1 Clarify exactly what you are being asked to do. You must specifically identify consequences. Consider using a dictionary for the meaning of 'identify' and 'consequence'. It is also helpful to find synonyms for these words. Rewrite the task if it is easier for you so that 'identify consequences of a business decision' becomes 'look for the effects or outcomes of the business decision'.

Step 2 Be clear about what business decision has been made and try to state the decision in just one sentence.

Step 3 *Who* will be affected by the business decision? Identify groups/people that will be affected by the decision.

Step 4 *How* will groups/people be affected by the business decision? Identify how each group might be affected. Brainstorm possible effects on each group.

For more information on this skill, see page 368 of 'The economics and business toolkit'.

Practise the skill

1 Read the information provided on the decline of the automotive industry in Australia, then copy the following table (adding as many rows as you need). **Identify** the groups/people affected by cars not being made in Australia and outline how these groups/people will be affected. Remember that the information provided will not have all the answers; you will have to think further about the consequences for certain groups. The first answer has been done for you.

Groups/people affected by cars not being made in Australia	How the group/people will be affected by cars not being made in Australia
Car manufacturer	• Their business will now survive and operations will continue in other countries where profit can be made. • Car sales may decline in this country. • Redundancy payments (when the employer makes a payment to the employee whose job is no longer needed) will need to be made, affecting profit outcomes. • The factory site will be sold and some of the proceeds returned to the company.

2 In two or three paragraphs, **discuss** the consequences of the decision to stop car manufacturing in Australia.

Extend your understanding

1 **Identify** another industry in Australia that is in decline.

2 Set up the following table to help you **identify** who will be affected and outline how they will be affected by the decline of the industry. Search online for more information.

Groups/people affected by the decline of the industry	How the group/people will be affected by the decline of the industry

3 In two or three paragraphs, **discuss** the consequences of the decline of this industry in Australia.

14.3 Australia, Asia and the global economy

Learning intentions

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

» explain the reasons countries trade

» understand Australia's place within the global economy

» analyse patterns of trade between Australia and the countries of Asia.

Australia's economy is a medium-sized one in the global arena, representing around 1.3 per cent of the world's production. It is not a large exporter by world standards (see Source 1). Nevertheless, international trade – that is, buying goods and services from and selling them to other countries – is important to us.

Australia is an exporter and importer of goods; that is, Australia produces goods locally to be sold overseas, and buys goods from overseas. Examples of Australian exports include beef, wheat, pharmaceuticals, wine, beer, and education and travel services. By contrast, examples of goods and services that Australia imports include cars, computers, telecommunications equipment and personal travel services.

Australia has an abundance of natural resources such as coal, iron, copper, gold, natural gas, uranium and renewable energy sources (see Source 2). These types of natural resources are sometimes referred to as **commodities**. They have been in high demand in Asian countries, particularly China, for the manufacturing of consumer goods sold around the world.

Source 1 In 2021, Australia ranked 20th in global exports.

The top 15 exporting countries (and Australia) in 2021			
1	China	9	France
2	United States	10	Belgium
3	Germany	11	Canada
4	Netherlands	12	Mexico
5	Japan	13	Russia
6	Hong Kong	14	United Kingdom
7	South Korea	15	Singapore
8	Italy	20	Australia

The importance of trade

Trade with other nations is important; nations will not trade unless it is beneficial to do so. Some of the reasons trade is important:

- Australia earns money by exporting its goods and services.
- International trade provides employment for both Australians and people overseas.
- Australia can buy products from other countries that it does not produce itself.
- Trade provides the opportunity to purchase goods and services at lower prices.
- Australia can sell products that other countries need.
- Trade allows domestic producers to expand their levels of production to meet the demands of a bigger global market. This may result in producers reaching **economies of scale**.
- When faced with overseas competition, Australian producers are forced to become more productive.
- Trade means nations specialise in areas of production where they have a competitive advantage, resulting in a more efficient allocation of resources.

commodities
raw materials or agricultural products that can be bought and sold

economies of scale
savings in costs resulting from higher levels of production

In addition to the exchange of goods and services between Australia and the rest of the world, other countries invest directly in Australia by setting up businesses or expanding their existing business operations into Australia. Chances are your favourite chocolate bar was made in Australia, but the company that produced it was the British company Cadbury.

In 2021, trade as a whole made up more than 40 per cent of Australian gross domestic product (GDP) and was directly responsible for one in five Australian jobs. Businesses with foreign investment generated around 40 per cent of Australian exports, and foreign investment supported one in 10 jobs in Australia.

Source 2 Australia's trade figures for 2018–19 present a healthy picture of its trade and investment in the global market.

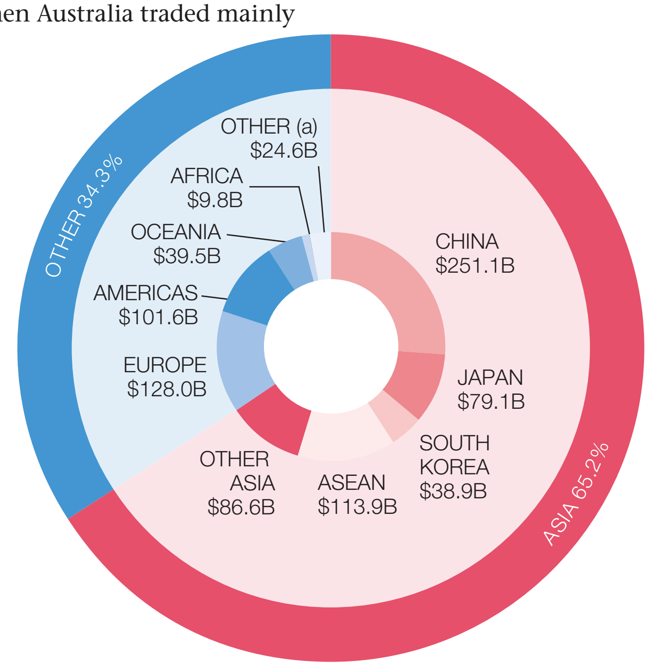
Australia's major trading partners

The United Kingdom was Australia's major trading partner in 1900, receiving nearly 60 per cent of all Australian exports. This was because Australia was a British colony and had strong ties with Britain. This strong relationship continued into the 1950s, when Australia traded mainly with the United Kingdom and other European countries. Since then, there has been quite a dramatic shift in the countries we predominantly trade with. The United Kingdom now only receives 4.2 per cent of our exports, while China receives 28.8 per cent of our total exports of goods and services.

Growth in trade with Asia

According to the Department of Foreign Affairs and Trade (DFAT), at least half of our total imports have come from Asian economies since the year 2000. Australian imports fell in 2019–20 to $397.9 billion, due to the international travel restrictions enforced by the COVID-19 pandemic. Despite these challenges, exports in the same period remained steady. Australians exported just under $475 billion worth of goods and services worldwide.

'Asia continues to dominate Australia's two-way trade flows, with 65.2 per cent of the market', according to DFAT. 'Japan, Republic of Korea and ASEAN also offer significant market opportunities for Australian businesses especially as these economies rebound from COVID-19' (see Source 3).



Source 3 Australia's two-way trade in 2019–20 highlights the importance of the Asian region to the future growth of Australia.

What Australia imports and exports

primary products
products that exist in their natural state and that have not been used to make other goods and services

What Australia imports and exports is called the 'composition' of trade. A large percentage of our exported goods in 2019–20 were **primary products**. These are products that are produced from raw materials and are not manufactured. Agriculture, fishing, mining and forestry are examples of primary industries. Refer to Source 5 and count how many of Australia's major individual exports are primary products.

DFAT data shows that the greatest contribution to Australia's exports in 2019–20 was made by the minerals and fuels sector. The second largest was the services sector, which includes education. The services sector as a whole accounts for nearly three-quarters of the Australian economy and a majority of Australian jobs. Tourism is another sector that is vital to the economy – in 2020, the immediate impact of the closure of Australia's international borders due to the COVID-19 pandemic meant fewer people were able to visit Australia, resulting in a 27.1 per cent decline in this sector.

Personal travel services (for example, Australians visiting and spending money in other countries) is the largest component of import spending in Australia. Similarly impacted by the global pandemic, this sector declined dramatically in 2020, falling by 28.1 per cent. Total imports also fell by 5.7 per cent. Refer to Source 8 and count how many of Australia's major imports are services.

Source 4 Primary products make up 75 per cent of Australia's exports.

Source 5 Iron ores and concentrates are Australia's largest individual export items.

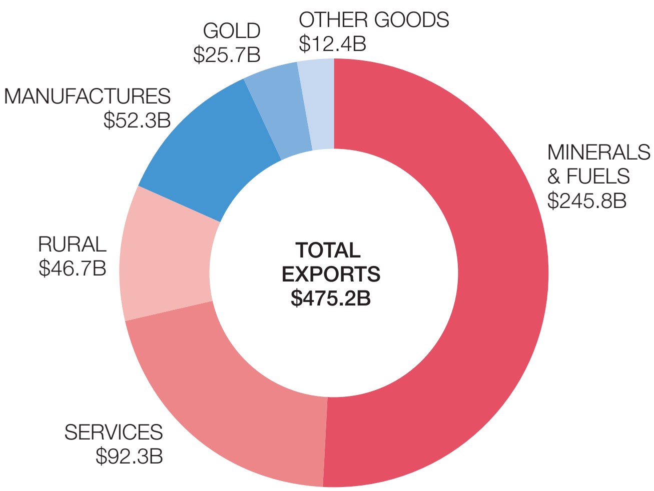
Australia's top 20 exports 2019–20

Rank	Commodity[a]	$ million	% share	% change
1	Iron ores & concentrates	102 864	21.6	32.7
2	Coal	54 620	11.5	–21.5
3	Natural gas	47 525	10	–4.4
4	Education-related travel services[b]	39 661	8.3	4.9
5	Gold	24 394	5.1	29.3
6	Personal travel (excl. education) services	16 368	3.4	–27.1
7	Beef	11 258	2.4	18.8
8	Aluminium ores & concentrates (incl. alumina)	8 875	1.9	–21.9
9	Crude petroleum	8 568	1.8	0.9
10	Copper ores & concentrates	6 854	1.4	14.8
11	Professional services	6 107	1.3	9.2
12	Telecom, computer & information services	5 909	1.2	17.0
13	Financial services	5 696	1.2	14.7
14	Meat (excl. beef)	5 520	1.2	7.2
15	Technical & other business services	5 154	1.1	9.3
16	Wheat	3 847	0.8	5.2
17	Aluminium	3 761	0.8	–11.5
18	Other ores & concentrates[c]	3 678	0.8	4.4
19	Pharm products (excl. medicaments)	3 631	0.8	22.9
20	Copper	3 433	0.7	–12.8
	Total exports[d]	**475 240**	**100.0**	**0.9**

(a) Goods trade is on a recorded trade basis. Services trade is on a balance of payments basis.
(b) Includes student expenditure on tuition fees and living expenses.
(c) Mainly of Lead, Zinc and Manganese ores & concentrates.
(d) Total exports on a balance of payments basis.

Based on ABS trade data on DFAT STARS database and ABS catalogues 5302.0 & 5368.0.

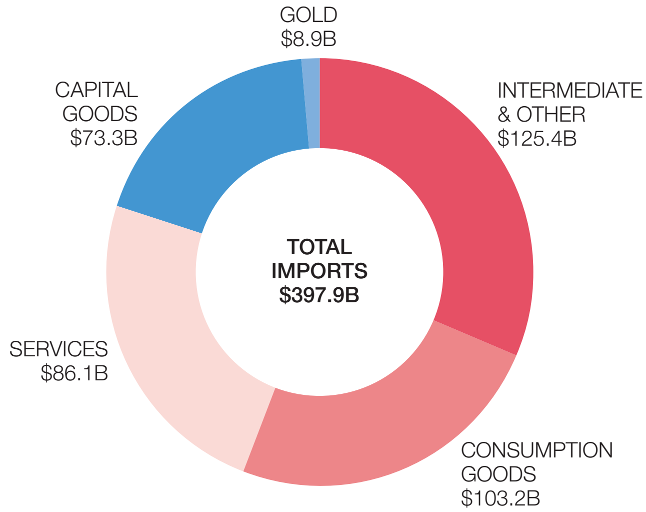
Australia's exports by sector 2019–20



Based on ABS catalogues 5302.0 & 5368.0.

Source 6 The minerals and fuels sector accounted for over half of Australia's export earnings in 2019–20.

Australia's imports by sector 2019–20



Based on ABS catalogues 5302.0 & 5368.0.

Source 7 Australia's imports by sector show the importance of intermediate goods to the production of goods in Australia.

Source 8 This table shows Australia's top individual imports. Many Australians travel, and our top import between 2010 and 2019–20 was travel services, despite a significant decline in this sector in 2020.

Australia's top 20 imports 2019–20

Rank	Commodity[(a)(b)]	$ million	% share	% change
1	Personal travel (excl. education) services	33 288	8.4	–28.1
2	Refined petroleum	21 721	5.5	–13.4
3	Passenger motor vehicles	19 093	4.8	–11.5
4	Telecom equipment & parts	15 230	3.8	4.4
5	Computers	10 398	2.6	6.5
6	Freight services	10 363	2.6	2.5
7	Crude petroleum	9 474	2.4	–29.4
8	Gold	8 812	2.2	59.7
9	Professional services	8 291	2.1	7.4
10	Medicaments (incl. veterinary)	8 124	2.0	8.6
11	Goods vehicles	8 075	2.0	–23.6
12	Pharmaceuticals products (excl. medicaments)	6 075	1.5	25.5
13	Telecom, computer & information services	5 952	1.5	24.1
14	Technical & other business services	5 792	1.5	4.3
15	Passenger transport services[(c)]	5 242	1.3	–30.4
16	Charges for intellectual property	4 914	1.2	–2.1
17	Furniture, mattresses & cushions	4 828	1.2	–3.3
18	Civil engineering equipment & parts	4 453	1.1	–12.4
19	Plastic articles	4 099	1.0	6.1
20	Electrical machinery & parts	3 954	1.0	–0.2
	Total imports[(d)]	**397 905**	**100.0**	**–5.7**

(a) Goods trade is on a recorded trade basis. Services trade is on a balance of payments basis.
(b) Excludes imports of large aircraft which are treated confidentially by the ABS. DFAT estimates aircraft imports would rank within Australia's top 20 imports with a value around $4.6 billion in 2018–19.
(c) Includes related agency fees & commissions.
(d) Total imports on a balance of payments basis.

Based on ABS trade data on DFAT STARS database and ABS catalogues 5302.0 & 5368.0.

CASE STUDY

How do you make a plane these days?

Soon there might have to be a label that reads 'Made in the world'. Products are increasingly being created internationally. A product may, for example, be designed, manufactured, assembled and marketed in several different countries.

The Boeing 787 Dreamliner is an example of a global product. Part of the plane's wing is designed and produced in Melbourne at Boeing Aerospace Australia. Assembly takes place in the United States. Source 12 shows that the plane's parts or components are sourced from countries all over the world.

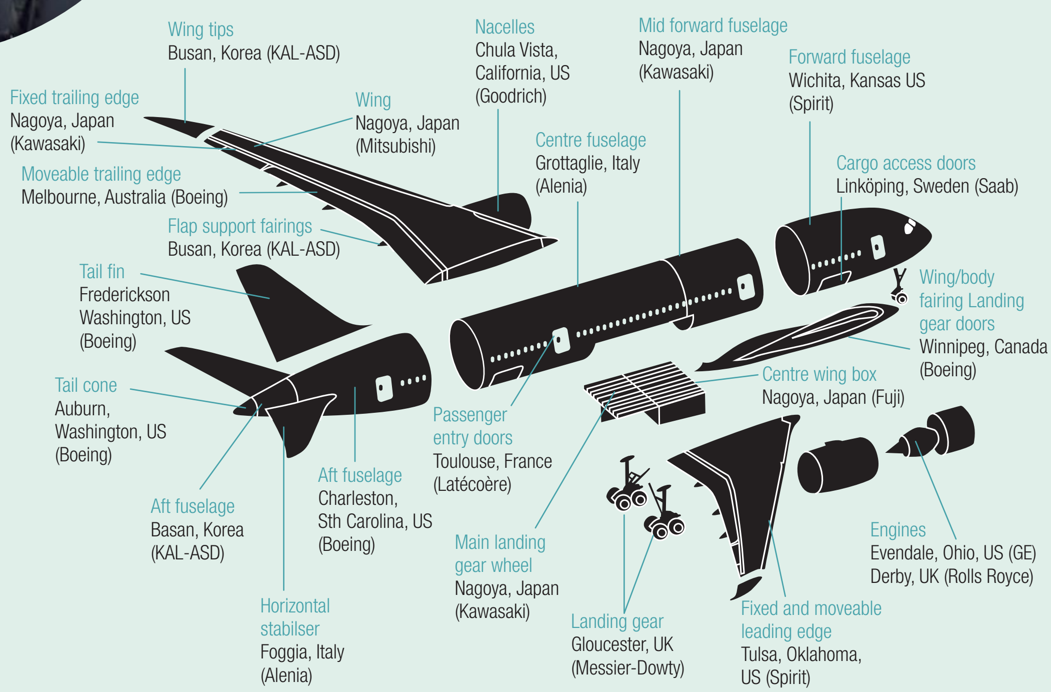
Producing a global product may be beneficial for a number of reasons. The latest information technology in the world can be sourced. Costs of production may also be reduced by choosing the country that can assemble or produce the components the cheapest.

Source 9 The Boeing 787 Dreamliner took to the skies for the first time on 15 December 2009.

Source 10 The cockpit of a Boeing 787 Dreamliner

Source 11 The economy cabin of a Boeing 787 Dreamliner

Watch it! A video and quiz on aircraft manufacturing in China



Source 12 Countries from all over the world work together to make the Boeing 787 Dreamliner.

Source 13 Personal travel services (Australians travelling overseas) are Australia's biggest import. Indonesia (Tanah Lot Hindu Temple in Bali is shown here), Thailand and the United States are among the most popular destinations.

Source 14 Passenger vehicles manufactured overseas in countries such as Japan, Korea and Germany are Australia's third-largest import. Mazda's Hofu plant in Japan is shown here.

I used to think, now I think

Reflect on Australia's place in the global economy and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Weblink

DFAT: Countries, economies and regions

14.3 Check your learning

Comprehend

1 **Summarise** the difference between an import and an export.

2 **Explain** why nations trade with each other.

3 **Describe** the change in Australia's major trading partners from the 1950s to today.

Analyse

4 **Analyse** the type of products Australia mostly exports and explain the reason for this.

5 How did the COVID-19 pandemic affect Australia's exports and imports in 2020? Use data to support your answer.

Apply

6 The top 10 countries Australia sourced its imports from in in 2019–20 were Malaysia (2.8 per cent), United States (13.4 per cent), Japan (5.8 per cent), Singapore (3.6 per cent), Thailand (4.1 per cent), China (21 per cent), Germany (4.2 per cent), United Kingdom (4 per cent), New Zealand (3.3 per cent) and South Korea (2.8 per cent).

  a Rank the countries from 1 to 10, with 1 being the country we import from the most.

  b Using these statistics, **create** a bar chart (either in Excel or by hand) to display the top 10 countries Australia imports from.

7 **Discuss** Australia's place in the global economy. Follow the TEEL paragraph structure to talk about:

  a our world ranking as an exporter

  b the total percentage of world exports Australia produces

  c Australia's major trading partners.

  Remember that the best discussions always use evidence to support any arguments being made.

8 Go to the 'Countries, economies and regions' section of the DFAT website (a link is provided on your obook pro). Each country has a fact sheet. Choose a country you are interested in and **create** a presentation or poster of our trading relations with that country. Include the following:

  a a map showing where this country is in relation to Australia

  b the major goods and services exported and imported by this country

  c the total value of Australia's exports and imports with this country

  d Australia's trade relations and trading history with this country.

14B SKILLS IN CONTEXT

Test me!

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

How China became Australia's largest trading partner

China is Australia's largest trading partner. China's economic reforms in the 1970s saw it change from a planned socialist economy to a more market-based economy. China also increased its trade with the rest of the world, reducing its tariffs (taxes on imported goods and services) and other barriers to trade.

The China–Australia Free Trade Agreement was signed between Australia and China in 2015. The agreement states that 95 per cent of Australian exports to China will be tariff-free. That means Australia's goods and services will be cheaper to buy in China, so the hope is that demand for Australian exports will rise. Australian tariffs on Chinese imports will also be eliminated over time, resulting in lower prices and greater availability of Chinese products in Australia.

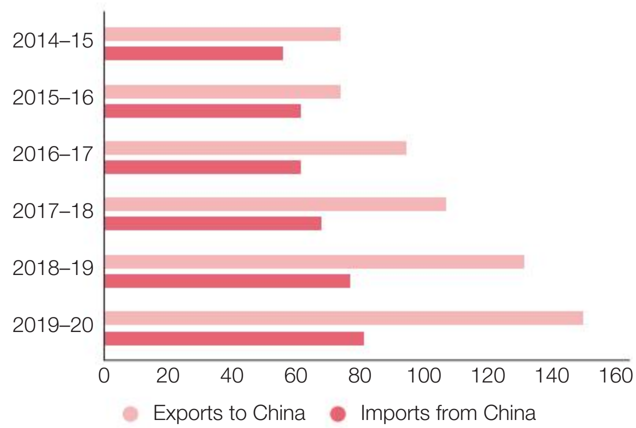
The performance of the Chinese economy is important to Australia because it affects Australia's export performance. Over a quarter of all Australian exports are currently sent to China. It is hoped that there will be continued demand for our exports in the future. As incomes in China grow, there may be increasing demand for Australian food products, manufactured products requiring skilled creation and assembly, and services.

In 2020 Australia called upon the World Health Organization to launch an international investigation into the origins of COVID-19. This resulted in an escalation of political tensions between Australia and China. Some political commentators in Australia believe an increase in trade restrictions, such as tariffs on Australia's barley and wine exports to China, was in retaliation. After the new tariffs on barley and wine were introduced, China placed further trade restrictions, including banning or suspending imports of, and placing quotas on, products including Australian red meat, cotton and timber. Australia's coal and lobster exports also faced difficulties accessing the Chinese market.

The Chinese Ministry of Commerce declared that the tariffs were in response to an investigation started before the pandemic was declared, and were imposed due to Australia dumping and subsidising the exported products.

Source 15 China is Australia's major trading partner.

	Exports to China ($b)	Imports from China ($b)
2014–15	75	57
2015–16	75	61
2016–17	95	61
2017–18	106	68
2018–19	134	78
2019–20	150	81



Source 16 The value of Australia's imports and exports with China between 2014 and 2020

KEY SKILL
Interpreting & analysing

Reading and interpreting data tables

A table consists of rows of data that run horizontally and columns of data that run vertically. The first row and column of the table typically do not include any numerical information. Instead, they identify the names of what is being shown.

Being able to read and interpret a table of statistics provides the information we need to solve problems, investigate reasons why a problem has occurred, prove a point and strengthen an argument we are trying to make.

Step 1 Read the table heading or caption to gain an overall idea of what the table is about. Then, read the names of the columns and rows that do not have numbers in them. The first column in Source 16 tells us the years. The second column tells us the value of total exports to China in billions of Australian dollars. The third column tells us the value of total imports from China in billions of Australian dollars.

Step 2 Try to make some observations about the data you see. As you read the value of exports for each year, try to observe whether there is a trend. Are the numbers generally increasing or decreasing or do they fluctuate? It's not enough to say that Australian exports to China increased over the six years to 2020. Has there been a gradual increase from one year to the next or has there been drastic growth in the value of exports to China? Are there any years that stand out as exceptionally good or poor? It may also help if you calculate the percentage change from one year to the next.

Step 3 Consider drawing a graph from the data so you can more easily see the trends. Copy the table into an Excel spreadsheet, select the table, click the 'Insert' tab and choose a chart (see Source 17). Perhaps try a line graph.

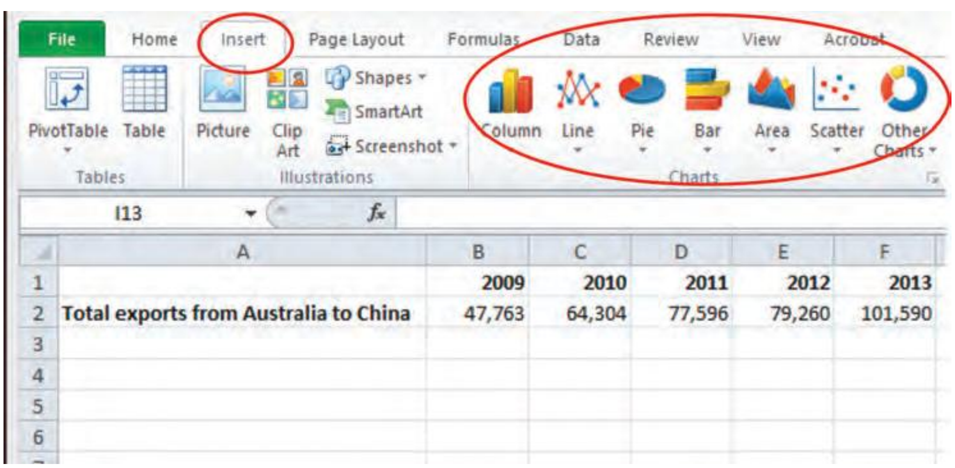
Practise the skill

1 Interpret the table in Source 16 and **describe** the change in Australia's total exports to China in the years from 2014 to 2020. Use Excel to create a line graph to accompany your description.

Extend your understanding

1 **Compare** imports and exports in the year 2014–15. Did we export more goods and services to China than we imported from them?

2 **Explain** why the performance of the Chinese economy may affect Australia's export performance.



Source 17 The tools to create a simple chart in Excel; the example here shows historical data from 2009 to 2013.

14 CHAPTER REVIEW

Review activity

Read the information and study the sources, then answer the following questions.

Fairtrade flowers

In 2018, more than 60 000 flower workers worked with Fairtrade; 45 per cent of these flower workers were women. Certified Fairtrade farms must ensure a certain standard of working conditions and safety for their employees. These farms receive a premium of 10 per cent for every stem sold, which allows workers to invest in health care, education and other social benefits. Some of these Fairtrade flowers come from farms in Kenya, Ethiopia, Sri Lanka, Ecuador, Uganda and Tanzania. In 2019, there were 934 million Fairtrade flower stems sold around the world.

Source 18

Fairtrade changes the way trade works through better prices, decent working conditions and a fairer deal for farmers and workers in developing countries.

By choosing Fairtrade, people can create change through their everyday actions. A product with the Fairtrade mark means producers and businesses have met internationally agreed standards which have been independently certified.

Fairtrade International

Source 19 Fairtrade flower-producing countries in 2018 (the premium amounts are shown in euros; 1 euro = approx. A$1.60)

Country	Premium received (€)	Volume sold as Fairtrade (stems)	Number of producer organisations	Number of workers
Kenya	€4 571 904	439 076 882	45	39 889
Ethiopia	€1 029 661	305 516 407	7	20 852
Tanzania	€449 043	47 837 928	2	1667
Ecuador	€378 182	8 077 020	11	2337
Rest of the world	€225 964	24 851 629	7	4624
Total	**€6 654 754**	**825 359 867**	**72**	**69 369**

1 **Identify** the percentage of Fairtrade flower workers who are women. (1 mark)

2 **Define** the term ‘fair trade’. (1 mark)

3 **Describe** the role Fairtrade plays in this industry. (3 marks)

4 **Identify** which country in 2018 had the largest volume of flowers sold and number of workers, stating the amounts. (3 marks)

5 **Create** a simple bar graph by using the data in Source 19:
  - a Label the horizontal axis as ‘countries’.
  - b Label the vertical axis as ‘number of producer organisations’.
  - c Plot the data.
  - d Give your graph a title. (10 marks)

6 Use the data in your graph to **describe** the trend in locations of organisations producing Fairtrade flower. (2 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand economic decision making within a national context.	☐	☐ Go back to Topic 14.1, page 372.
Explain how economic decision making involves the interdependence of consumers, businesses, the financial sector and government.	☐	☐ Go back to Topic 14.2, page 374.
Explain the reasons countries trade. Understand Australia's place within the global economy. Analyse patterns of trade between Australia and the countries of Asia.	☐	☐ Go back to Topic 14.3, page 380.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 14

Key skill worksheet
Communicating: Chapter 14

Quizlet
Play a game of Quizlet on Understanding the economy.

Chapter review quiz
Chapter 14

CHAPTER 15

The business environment

In order to succeed, businesses must convince consumers that their product or service is worth spending money on. If there are other businesses offering a similar product (known as competitors), they must also try to stand out from the crowd and offer something different or better than others in the market. This is called creating competitive advantage.

Competition drives businesses to innovate by developing new products and processes. In 2009, Australian siblings Abigail and Jamie Forsyth demonstrated their innovative skills by launching the KeepCup, a barista-standard reusable cup for coffee on the go. The innovative product is used in more than 75 countries around the world and helps divert millions of coffee cups from landfill each year.

Since starting, KeepCup has evolved to include a variety of new, innovative designs that keep the brand relevant and ensure the business keeps making a profit. Their latest range includes a modular cup-to-bottle system that twists the cup into a bottle. Like all successful businesses, KeepCup must change and adapt in order to survive and remain competitive in the global market.

Source 1 Founded from a cafe in Melbourne, KeepCup is now a globally recognised brand.

15A
What is a competitive advantage and how does it benefit business?

15B
What is innovation and how can it be used in business?

15.1 How businesses gain a competitive advantage

Learning intention

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

» explain how businesses create and maintain a competitive advantage.

competitive advantage
when a business is able to outperform similar businesses in a market; this may be due to factors such as skilled personnel, and the ability to reduce costs and improve quality

consumer
an individual who purchases goods or services for personal use

profit
the amount of money a business earns after taking away its expenses

product
an item (either a good or service) that is offered for sale

Businesses that gain a **competitive advantage** (or competitive edge) have worked out how to best satisfy the **consumer**, and this may result in increased sales and **profit**. There are several methods a business can use to gain a competitive edge, such as:

- offering consumers a lower price
- advertising the **product**
- offering consumers better quality or perceived quality
- responding to consumer needs.

Source 1 Some businesses gain a competitive edge by creating something entirely new in the market. Sendle, co-founded by James Chin Moody (pictured), is an Australian-founded shipping company that operates in Australia and the United States, and aims to simplify and modernise parcel delivery, especially for small businesses. It was the first shipping carrier in Australia to offer 100 per cent carbon-neutral parcel delivery. Launched in 2014, Sendle is now partnered with DHL eCommerce for international deliveries and is used by global companies such as eBay and Shopify.

Offering consumers a lower price

goods and services
goods are physical things (e.g. food and clothing), while services are things people do for us (e.g. cutting our hair)

Lower prices are an important way of enticing the consumer to buy **goods and services**. Some businesses can offer consumers lower prices because they find ways to reduce the cost of making a good or providing a service. New technology may be used to cut labour costs, such as self-service checkouts in supermarkets (see Source 2). Sourcing cheaper materials from suppliers is another method of cutting production costs.

Larger businesses have the advantage of lower costs of production because it is cheaper to produce larger volumes of goods or services than smaller volumes. This is referred to as

economies of scale. The reason for this is that firms have fixed production costs, such as those relating to equipment, advertising and **marketing**. For example, think about a cake manufacturer, which has the capacity to cook 10 000 cakes per day. The electricity costs of using ovens might be the same whether 8000 or 10 000 cakes are produced, so there is an advantage in producing more, rather than fewer, cakes.

Outsourcing part of their operations is another cost-cutting measure some businesses choose to use. This can mean that work that was once undertaken in Australia is now completed overseas at a reduced cost. Qantas, for example, outsources the structural maintenance of two of its largest planes to a company in Hong Kong.

Cost cutting is one way of reducing the price of a good or service, but a firm may also decide it is in its interests to lower prices and accept lower profits in order to ensure continued sales, and ultimately the survival of its business.

economies of scale
savings in costs resulting from higher levels of production

marketing
activities that convey the value of a good or service to a customer in order to increase sales

outsourcing
obtaining goods or services, which were previously provided by employees from within a business, by contract from a supplier outside of the business

Source 2 Self-service checkouts such as this are one way in which businesses can use technology to reduce their labour costs, in an attempt to offer consumers cheaper prices on the goods they sell.

Advertising the product

In order to buy a particular product, the consumer must first be made aware that it exists. Advertising is one way a business can gain a competitive edge. Advertising involves drawing the public's attention to a product through various media; for example, websites, social networks, television, print material such as newspapers and magazines, or product placements in film and television.

Source 3 How many advertisements for products do you see on social media every day?

Offering consumers better quality or perceived value

There are some goods and services for which many consumers are willing to pay more because of their quality. There are many different aspects of quality. American academic David Garvin developed the concept of there being eight dimensions of quality:

1 *Performance* – how well does the product work?
2 *Features* – what additional features does the product have compared to similar products?
3 *Reliability* – can the product be tested to work without fail?
4 *Conformance* – does the product meet expected standards?
5 *Durability* – will the product last a reasonable amount of time?
6 *Serviceability* – how quickly and efficiently can the product be repaired if it breaks down?
7 *Aesthetics* – does the product's look, feel, sound, taste or smell appeal to the consumer?
8 *Perceived quality* – does the consumer think the product is a quality product?

CASE STUDY

How much would you pay for a bag?

What makes a customer buy a luxury handbag for $5000 when they could buy a handbag for less than $50? Some say you pay for quality and the skill of the craftsperson. But is a well-made quality handbag that costs $5000 really worth it?

For some customers, the worth may be in a combination of beautiful artistry, the aesthetics (how the bag feels, looks and smells) and the features; for example, whether the bag is versatile, allowing the customer to remove the straps and carry it in different ways.

However, there may be something else that the customer is buying when they buy such a handbag – perceived value. This is intangible (invisible) and cannot be measured. It may be about how the product makes them feel and how they are viewed by others when they use it. According to Uché Okonkwo, a management consultant specialising in the luxury sector:

> Luxury is neither a product, an object, a service, nor is it a concept or a lifestyle. It is an identity, a philosophy and a culture.

Creating a brand helps the consumer to quickly identify who made the product and sets the product apart from similar products sold by others. Advertising and marketing can therefore have a dramatic effect on whether a company gains a competitive advantage. Increasingly, collaboration between luxury brands and social media influencers or celebrities has become a popular method of advertising products to consumers.

Source 5 lists the top six luxury brands in 2020. Do you recognise any of them?

Source 4
Louis Vuitton is one of the world's biggest luxury brands. It sells a range of luxury products, such as handbags, luggage, small leather goods, shoes, stationery, watches and jewellery.

Source 5 Some of the most valuable luxury brands in 2020, according to Forbes's Top 100 of the world's most valuable brands

Rank in Top 100 world's most valuable brands	Brand name	Brand value (US$ billion)
9	Louis Vuitton	47.2
31	Gucci	22.6
32	Hermès	21.6
52	Chanel	12.8
56	Cartier	12.2
80	Rolex	9.5

Think, pair, share
- Think about the brand value of each brand listed in Source 5. What does this make you think about luxury brands?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Responding to consumer needs

Being responsive to consumer needs may be as simple as bringing products to market 'on time'. For example, a mechanic who is known for their quality work will fall out of favour if the customer has to wait an unreasonable amount of time for their car to be repaired.

Responding to consumer needs also means treating the customer well. Helping the customer when and if they need help is called customer service. Many customers need staff to have product knowledge. After-sales service is also important.

Businesses can improve their customer service by ensuring that staff are properly trained. Technology may also assist a business to deliver faster, more efficient customer service. For example, airports that provide customers with self-check-in facilities minimise delays.

Responding to consumer needs is not just about fast delivery and customer service. Businesses that produce new products in response to consumer needs also gain a competitive edge. In addition, many consumers demand that ethical business practices are used in the production of goods and services. Ethics are standards that provide us with a guide to what is right and wrong. Goods or services produced without harming humans, animals or the environment are considered favourably by many consumers today.

Key skill worksheet
Interpreting & analysing: Analysing cause-and-effect relationships

Source 6 Supermarkets use many methods to gain a competitive advantage. In Australia, the two largest supermarket chains are Coles and Woolworths. These supermarkets combined take up 61 per cent of the national food market share in Australia.

Quiz me!
A quick quiz on how businesses gain a competitive advantage

15.1 Check your learning

Retrieve

1 **Identify** the main benefit of a business obtaining a competitive advantage.

2 **Recall** three ways a business might reduce its production costs in order to obtain a competitive advantage.

Comprehend

3 **Describe** the difference between quality and perceived quality.

4 Consider the products you buy. **Explain** why you buy these products. Do you think it is because they are considered to be cool?

5 Each of the eight dimensions of quality (see page 393) consists of a question. **Describe** a product that you have bought or been given recently and answer each of the eight questions to decide if this is a quality product.

6 **Explain** why brand is so important when it comes to selling luxury goods.

Apply

7 Pick a food product and have three people undertake a blind taste test. Choose at least two different brands of the same food and ask three blindfolded testers to **evaluate** each on a scale of 1 to 3, with 1 being the best rating.
   a What was the most expensive product and what rating did the taste testers give it?
   b What have you learnt from this experiment about the power of brands?

8 In pairs, **discuss** the last time you experienced poor customer service in a store and how the business could improve in this area.

9 Look in your pantry, laundry or bathroom cupboard for any products that claim to be superior because of the ethical way they were produced. For example, the label may claim that the product is environmentally friendly. Do some research on this claim to **determine** how truthful it is.

15A SKILLS IN CONTEXT

Starting a new small business

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

Business ideas can sometimes be so simple. Setting up a sandwich shop seems like a simple idea. However, for Fred DeLuca, co-founder of the Subway chain, the idea of selling fresh and healthy sandwiches was a huge business success.

Fred was just 17 years old when he set up his first sandwich shop in Connecticut, in the United States, in 1965, with $1000 he borrowed from his friend Peter Buck. Peter had suggested to Fred at a barbecue one day that setting up a sandwich shop would be a way of funding Fred's college education.

The first sandwich shop provided a valuable learning experience. Both Fred and Peter learnt that a visible location and marketing were key factors to success.

Today there are more than 41 000 Subway outlets in 111 countries. In Australia, there are over 1300, with the brand planning to roll out significant refurbishments across its franchise outlets in the hope of attracting more customers. A franchise gives an individual business (called a franchisee) the permission to market and distribute another firm's goods or service and use its business name for a fixed period of time, but requires the franchisee to follow certain rules set by the firm that owns the name and business model (called the franchisor).

Source 7 Subway franchises are popular in Australia.

KEY SKILL
Evaluating, concluding & decision making

Planning to start a new small business at school

To ensure business success, it is important to properly plan before starting a business. Many small businesses fail because of:

- an inability to manage costs
- inexperienced management
- an inadequate or no business plan
- insufficient funds to commence the business.

Follow the steps below to start a new small business:

Step 1 Consider all of the basic steps (see Source 9) of how your small business will operate – from the big picture of what you are selling to why your small business will be a success.

Step 2 List each step involved in producing and marketing your good or service (see Source 8). Determine how long each step will take, who will carry out each task, and what resources are required.

Source 8

Steps involved in producing your good or service *and* marketing it	How long will this step take?	Who will undertake this step?	What resources will be needed for this step?
1			
2			
3			

Remember that if you are setting up a more extensive business, you should create a more detailed business plan.

Big picture	What are you selling? Who will buy it?
Price	What are your costs of production (materials you may have to purchase, the cost of phone calls, transport, marketing and whether you pay yourself and others a wage)? What will you charge? Will you make any profit (cost – revenue = profit)?
Marketing	How will customers learn about your business? List marketing activities in the accompanying table.
Timing	When must your good or service be available for sale?
Organisational	What steps need to be taken in order to produce your good or service? Fill in the accompanying table, adding as many columns as you like.
Legal	Do you need to seek permission before carrying out your small business?
Success	Why is your small business likely to be a success?

Source 9

Practise the skill

1 Start your own small business, either individually or in groups. Make sure it is one that you can complete in a reasonably short time frame, which you should discuss with your teacher. Use Sources 8 and 9 to help you plan it.

Examples of small businesses you could start are a second-hand clothes, electronics or book stall, or a stall that sells handmade cards or jewelry. You could also provide a service, such as recycling or gardening.

Extend your understanding

1 After you have tried running your small business, **evaluate** how well the business did by answering the following questions.

- **a** Do you think you charged the right price for your good or service? If not, what price should you have charged?
- **b** What were the overall costs of the business and what revenue did you earn? Did you make a profit? Regardless of whether you made a profit or not, what could you do better next time?
- **c** What marketing did you undertake? Was it successful? Why or why not?
- **d** Do you think you provided good customer service? Give reasons for your answer.
- **e** What were the businesses that seemed to be very successful in the class overall? Explain why you think they were successful.

2 In 2020, the Irish Supreme Court ruled that the bread served at Subway could not in fact be defined as bread because of its high sugar content. **Explain** how this may have impacted Subway's brand and reputation.

15.2 Innovation in business

Learning intentions

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

» describe the processes businesses use to innovate and differentiate products

» identify processes used by First Nations businesses to outperform competitors.

Innovation is changing an existing product or process so that it is more effective. It is important to understand that innovation can be used in many parts of a business to create a competitive edge. In this topic, we will look at innovation in marketing, business culture and **business processes**.

Innovation in marketing

A company's marketing methods can influence a consumer's decision to buy a product. Marketing is conveying the value of a good or service to a customer in order to sell it to them. Businesses today realise that they will be more successful if they produce goods and services consumers want. They do extensive research to find out what consumers want, and then set about creating goods or services that meet consumer needs better than other competitors in the same market.

innovation
a new idea or more effective process that makes a product better than it was before

CASE STUDY

Gamification as a marketing tool

Australians are exposed to thousands of advertisements every day, presenting marketers with the great challenge of making their campaigns stand out from the crowd. For a marketing campaign to be successful, it must be carefully planned, creative and multifaceted (have many different parts). The campaign has to reach the target audience in ways that effectively communicate the message that the business wishes to send. Such campaigns rely on market research, which give the business a better understanding of consumer behaviour and tastes.

One report, which was released in 2021 by creative marketing agencies We Are Social and Hootsuite, showed the trend in internet usage by Australians. The average Australian now spends six hours and 13 minutes per day on the internet, accounting for 40 per cent of their waking hours, with roughly one-third of this being on social media. The report also showed the rise in internet gaming, with three out of four internet users aged 16–64 playing video games for an average of nearly an hour a day.

Such trends were not lost on Australian supermarket giant Coles, which developed one of the most successful marketing campaigns of recent times. Coles Little Shop consisted of a set of mini figurines of well-known food items that were offered free to customers who spent over $30 at the supermarkets. The collectible figurines were particularly popular with young children, providing parents with an opportunity to get them a little gift while doing their shopping run.

In 2019, the campaign really took off. Coles developed an augmented reality dancing app game that allowed customers to scan their collectibles, activating the dance moves of their digital characters. The users were able to share music clips from the app, further promoting the Coles brand through user-generated content. The 'Little Shop 2' campaign became a huge success, with the app becoming the top trending one on Google Play and the second leading family game on iOS. Such use of gaming elements in what would otherwise be a non-gaming context is a marketing tool known as 'gamification'.

Source 1
Fans attend the Coles Little Shop Swap Day at Westfield Southland, Melbourne, on 17 August 2019.

Marketers use different techniques to influence consumers to buy their products. Not all consumers have the same needs and wants, so marketers set about dividing the market into groups or subsets of consumers who have common needs and characteristics. This is called **market segmentation** (see Source 2). For example, all consumers eat, but what and how we eat is affected by our culture, and perhaps our religion. For this reason, McDonald's does not sell beef and pork products in its restaurants in India because of Hindu and Muslim beliefs forbidding the consumption of pork or beef.

business processes
a series of tasks or actions that are undertaken by a business to produce its product

Segmentation is used so that consumers with common characteristics can be pursued or targeted to purchase the product. For example, older people are usually targeted to buy funeral **insurance** so that when they die, their family is paid a lump sum to cover their funeral expenses.

A technique called **positioning** is also used by marketers. This aims to create a distinct image for the brand or product that differentiates it from other similar brands or products on the market. The benefits of the products or the brand they are associated with are communicated to the consumer, along with a message of how unique that brand or product is. For example, in 2019, Kmart launched its 'Low prices for life' campaign. As Laurie Lai, General Manager of Marketing at Kmart Australia, explained:

> We know household budgets are tight, so now is the right time strategically to renew our brand promise to provide the latest low-price products. We're excited our new positioning will create more authentic, emotional connections with our customers.

Geographical market segment	Where the consumer comes from, e.g. their nation, state or region
Demographic market segment	The age of the consumer, gender, amount of income, ethnicity and religion
Behavioural market segment	Includes the level of knowledge the consumer has of the product or whether the consumer uses the product regularly
Lifestyle segment	Includes the consumers' attitudes and opinions or the way they spend their leisure time

Source 2 Marketers may target their product at a particular segment of the market.

Source 3 Positioning a brand in the highly competitive retail sector is a difficult task, requiring careful planning.

market segmentation
a marketing strategy that divides the market into groups of consumers with common needs and characteristics

insurance
a guarantee that there will be compensation for loss, damage, illness or death, in return for payments

positioning
a marketing strategy that creates a unique position for a product compared to similar products on the market

labour productivity
the amount of goods and services that a worker produces in a given amount of time

Innovation in business culture

Each business will have its own particular way of conducting business. The 'culture' of a business is influenced by things like 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.

Businesses that have an innovative business culture take active steps to ensure that they encourage creativity. A business may, for example, have employees undertake training to help foster creativity and innovative thinking. Innovation may be specifically stated as a business goal, and time and resources may be devoted to help staff develop great ideas. Amantha Imber, the founder of Inventium (an innovation consultancy firm) says: 'If you do not innovate, you risk becoming irrelevant because so many other companies are innovating and looking to stamp out their competition. We're seeing it becoming a priority for more and more CEOs.'

Innovation can be applied to how a business operates. Mungalla Aboriginal Tours (see the following case study) is a First Nations company that has a different way of conducting business, which has contributed to its business success.

Source 4 Innovative ideas can sometimes occur when many people work together on a project.

CASE STUDY

A First Nations perspective

Historically, many First Nations peoples have been marginalised or excluded from participating equally in the Australian business environment because of the numerous unjust policies and practices implemented since colonisation (see topic 7.7 on page 232). It is important to recognise these challenges in understanding the success and positive contributions of First Nations businesses in the Australian economy today.

For many First Nations businesses and entrepreneurs, sharing and promoting culture, knowledge and history, as well as managing traditional lands, are an important part of business success.

Numerous First Nations businesses have been able to use aspects of their unique culture to create business opportunities and achieve success – both financially and socially. For example, Mungalla Aboriginal Tours is an Aboriginal-run business in northern Queensland that offers historical and cultural tours of Mungalla Station and surrounding wetlands. The land was handed back to its traditional owners, the Nywaigi peoples, in 1999 and since then has been transformed into an eco-tourism site that aims to both educate visitors about the history of the area and restore the culturally sensitive wetland.

> Mungalla is a resource owned by the Nywaigi Traditional Owners for the purpose of fostering Aboriginal cultural values by building economic and cultural opportunities through the careful use of our country as a legacy for our children.
>
> Mission statement of the Nywaigi Traditional Owners

The tourism company is one of many First Nations businesses using innovation to educate and give back to the community.

Source 5 Mungalla Aboriginal Tours offer cultural and historic tours of Mungalla Station and surrounding wetlands.

Innovation in business processes

All businesses use a number of processes to create a product. Businesses processes must be efficient or productivity will decline. If you have ever waited a long time for a pizza, it may be because the process of delivering the meal is not very efficient. To use another example, if a shop regularly runs out of a product, it may be because its process for keeping track of stock is inefficient.

Computerised stock systems can help a business control stock. Some manufacturing businesses use 'just-in-time' inventory systems, so that materials arrive as close as possible to when they are needed. This means the business does not need to hold vast amounts of stock, thus reducing storage costs and the possibility of waste or damage.

Quiz me!
A quick quiz on innovation in business

Weblink
Supply Nation

Source 6 In 2018, Pizza Hut teamed up with Toyota to develop a driverless pizza-making truck. The Tundra PIE Pro is a zero-emissions pickup truck with a pizza-making operation in the truck bed, giving Pizza Hut the ability to deliver a pizza fresh out of the oven.

15.2 Check your learning

Retrieve

1 **Define** the term 'innovation'.

2 **Name** two marketing techniques commonly used to influence consumers.

3 **Identify** what particular market segment or segments the following products would likely appeal to:
- a shaving cream
- b hairspray
- c walking frame
- d Nike runners
- e outdoor heater.

Comprehend

4 **Describe** one process used by businesses to innovate and differentiate their product, and provide an example.

5 **Explain** why marketers use different techniques to influence the buying choices of consumers.

Apply

6 Supply Nation is a leading directory of registered First Nations businesses in Australia. Using the link on your obook pro, go to the Supply Nation website and use the search function to **investigate** a First Nations business. Write a summary describing what the business does and **determine** whether the business uses innovation.

7 Think of two products you have purchased. Were these products specifically marketed to consumers in your age group? **Justify** (give reasons for) your answer.

8 Read the following scenarios. **Propose** two ideas to each business owner as to how they can be more effective in their business.
- a Amira owns a bakery, but has noticed that another bakery at the end of her street is much busier than she is. Amira has been making the same cakes since she started the business three years ago and has not changed anything about it.
- b Lee runs an online rubber stamp business. Businesses can order a custom-made business stamp and ink pads. Lee analyses the number of customers who visit his website and realises that his business is just not being seen. He set up a webpage to obtain customer feedback. One customer said she had trouble visualising what the stamp would look like, and so she did not buy it.
- c Kyla has an online gift shop. She prides herself on having the greatest range of gifts for the home, but her competitors are more popular. Customers find it difficult to find what they want on Kyla's website and the photography is very unappealing.

15B SKILLS IN CONTEXT

Innovating for business success

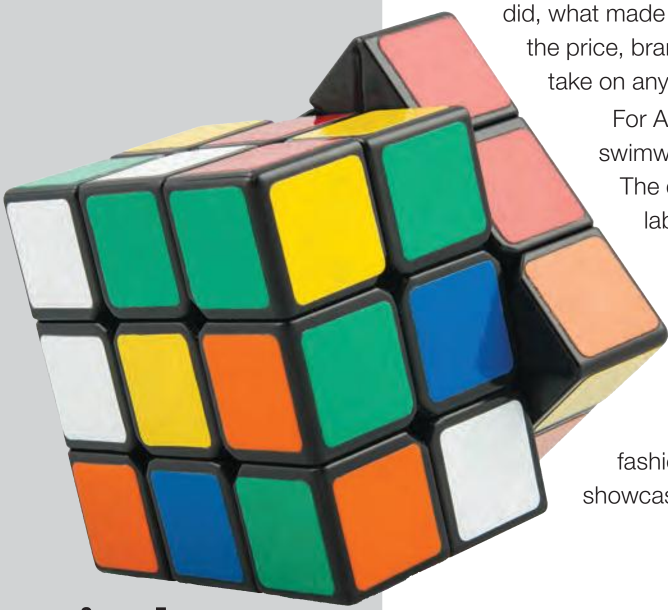
Test me!
Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Innovation can be the key to business success. Take the Rubik's Cube, for example, which was invented by sculptor and professor of architecture Ernö Rubik in 1974. We had all seen puzzles before, but not a 3D puzzle that was so entertaining it became the best-selling puzzle in the world.

However, innovation is not always about the creation of novel (that is, new and original) products such as the Rubik's Cube. Innovation can be used in all businesses to add value to a product. Think about the togs you wear to go swimming. Did you pick them yourself? If you did, what made you pick that pair and not a different one? Did you consider things such as the price, brand and style? Businesses can get a competitive edge by offering a unique take on any of these factors to help them stand out in the market.

For Australian label Liandra Swim, fusing First Nations culture with designer swimwear has been the business's key to success in a highly competitive market. The eco-conscious, ethically minded and 100 per cent First Nations-owned label creates women's swimwear that features signature prints inspired by First Nations stories and people. The business was founded in the Northern Territory by Yolngu woman Liandra Gaykamangu. Liandra saw an opportunity to use fashion as a way of promoting learning about First Nations women, culture and stories. All fabrics are also made from regenerated plastics and recycled elastane.

Liandra Swim has been featured in numerous local and international fashion magazines since launching in 2018, and the fast-growing label was showcased at Australian Fashion Week 2021.



Source 7 The Rubik's Cube is an example of a novel innovation that has enjoyed huge commercial success.

Source 8 Yolungu woman Liandra Gaykamangu is the founder and creative director of designer swimwear label Liandra Swim.

KEY SKILL
Evaluating, concluding & decision making

Being innovative in business

You may not have thought about innovation as being a skill before, but like many aspects of business, it is something that can be learnt, practised and improved. A business that strives to add value to its product and changes according to consumer demand is more likely to stay in business and remain competitive. Businesses now compete in a global market, and the emphasis is on not only producing good products, but also producing them in a cost-effective way.

Roger La Salle is an innovation expert who has developed the 'four seeds' approach to product innovation. This provides a structure that can be followed to help a firm find innovative ways to improve its business – whether it is creating a new product, improving an existing service, streamlining work processes or simply finding new business opportunities.

Follow these steps to use the 'four seeds' approach to business innovation:

Step 1 Change the product. How can the product be changed for the better? (Seed 1)

Step 2 Add accessories. It is not just the product that is important. The accessories, such as an iPad cover or a mobile phone case, can add value to a business. (Seed 2)

Step 3 Add complementary products. When a business is selling a product such as a hamburger, fries and drinks that might go with it can be offered for purchase as well. (Seed 3)

Step 4 Enhance the sales channels. A sales channel is a business's access to a customer. Coles is an example of a business that has used its relationship with customers to sell other products, such as insurance, in addition to its main business of selling groceries. (Seed 4)

Practise the skill

1 This task focuses on Seed 1 from La Salle's 'four seeds' approach, and relates to changing a product.

Create a table like the one in Source 9 on the next page, and practise your innovation skills by devising a new way to produce each product listed in the first column. Answers for the first product (a tablecloth) have been provided as an example.

Here are some of La Salle's suggestions to help get your innovative ideas flowing.

- *Make a wish for the product* – for example, take a simple product, like a pen. You may wish it did the writing for you if you told it what to do. Make a wish for each product listed in your table and put it in column 2.
- *Think about the life cycle of the product* – if we use the example of a pen again, it might only last a month depending on how much you write. State the life cycle of each product in column 3.
- *Analyse the problem with the product currently* – for example, pens are never there when you need them! State the problem with each product in column 4.
- *Review your answers for each of the products* – in the final column, state (a) what your innovative idea is, and (b) whether you think your idea would have commercial success.

2 If you have a great idea, this becomes your intellectual property (IP). You can legally protect this idea from being taken by others. Go to the IP Australia website (a link is provided on your obook pro) and use the interactive called 'IP in everyday life'. List the products you have used today and tick the ones that you think have protected IP.

Weblink
IP Australia

Source 9 This table can help you practise your innovation skills.

The product to change	A wish for the product	The life cycle of the product	The problem with the product currently	Innovation (a) What is your idea? (b) Do you think it would have commercial success? Why or why not?
Tablecloth 	It is always clean. You can design your own tablecloth and change the colour.	It becomes stained and only lasts a year or so.	It requires constant laundering. You cannot find one to suit your decor and/or you are tired of the colour.	(a) Design a table for restaurants that has a self-cleaning tablecloth (b) Further research and development is required.
Mobile phone 				
Can of drink 				
Chair 				
Calculator 				
Getting a haircut 				
Going out to dinner 				

Extend your understanding

1 Choose two of the following Australian innovations and conduct some research to find out more about them.
- fire-stick farming
- Granny Smith apples
- Pink Lady apples
- Vegemite
- pre-paid postage
- School of the Air
- Clean Up Australia (and Clean Up The World)
- Earth Hour
- Speedos
- Sydney Opera House
- Caroma dual-flush toilet
- Solar Sailor
- wave piercing catamaran.

2 For each innovation you chose and researched in question 1, **explain**:
   a why this product was innovative
   b how it has been successful
   c who led the innovation and when they did it.

Source 10 Pink Lady apples, Vegemite, Earth Hour and the Sydney Opera House are just a few Australian innovations.

15 CHAPTER REVIEW

Review activity

This activity is designed to develop your understanding of innovation and the creative process. Read the text carefully and answer the questions that follow.

Thinking outside the box

Source 11

Innovation is all about problem solving. When we think of better ways of doing things, we are in effect solving problems associated with the old way of doing things. Innovation looks not only at ways in which we can create or improve products, but also at how we can use them more effectively; for example, by finding a way in which they can be reused.

1 Consider the product shown in Source 11 and answer the following questions:

- **a** Briefly **describe** the product. **Identify** what it is primarily used for. (3 marks)
- **b** **Identify** three possible alternative uses for the product. (3 marks)
- **c** **Summarise** two reasons why you believe the product is effective for the purpose you identified in question 1a. (2 marks)
- **d** **Identify** two problems with using this product for the purpose you identified in question 1a. (2 marks)

2 **Create** a design for an alternative product for the purpose you identified in question 1a. Your design should include:

- **a** an illustration, with dimensions given in centimetres
- **b** a description of all of the features of your product
- **c** a brief explanation as to why your product is a viable alternative to the one shown in Source 11. (Total: 7 marks)

3 **Explain** what is meant by the proverb 'necessity is the mother of all invention', providing an example of an invention that was born out of necessity. (3 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Explain how businesses create and maintain a competitive advantage.	☐	☐ Go back to Topic 15.1, page 392.
Describe the processes businesses use to innovate and differentiate products. Identify processes used by First Nations businesses to outperform competitors.	☐	☐ Go back to Topic 15.2, page 398.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 15

Key skill worksheet
Communicating:
Chapter 15

Quizlet
Play a game of Quizlet on The business environment.

Chapter review quiz
Chapter 15

CHAPTER 16

Managing financial risks and rewards

This woman is practising an extreme balancing sport known as highlining. Managing your finances can also require careful balancing.

Knowing how to save, earn interest and invest properly can provide many financial rewards. Financial institutions can help individuals and businesses get the most out of their money by keeping it safe, or investing it in a business that will earn a profit.

In Australia and in the global economy, there are many financial risks (such as scams) that can cause people to lose money. However, people can protect themselves from financial risk by using strategies to manage their finances and keep them balanced.

Source 1 Managing your finances can be a challenging balancing act.

16A
How can I save money?

16B
How can individuals safeguard against financial risk?

16.1 Saving money

Learning intentions

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

- » understand the importance of saving money
- » understand how to increase financial rewards.

saving
setting aside money to spend later

Put simply, **saving** means putting money aside to spend at a later date. Some of us are better savers than others. Compete the quick quiz (Source 1) to find out if you have what it takes to be a good saver.

Source 1 Answer these questions to find out if you are a good saver.

Are you a good saver?	Yes	No
Have you ever saved to buy something you really wanted but couldn't afford straight away?		
Before you spend money on something, do you ask yourself whether you really need it or not?		
Have you thought about doing work, such as babysitting, walking dogs or delivering advertising brochures, to earn extra cash?		
Have you considered ways your family could save money on things such as energy bills, food or clothing?		

If you answered 'yes' to any of these questions, chances are you already know something about saving and are a reasonably good saver.

Why do people save money?

People save money for a variety of reasons, including saving for emergencies, to pay for expensive goods or services, or for financial freedom and security.

There are two simple ways to increase the amount of money you save:

1. Earn more. If you have a casual job, you may be able to save some of the money you earn, even just a small amount. You could also earn more through **investing** your money.
2. Spend less. Monitor what you spend your money on. Identify areas where you might be wasting money and hold off buying items you can easily live without.

investing
putting money into shares, property or other financial schemes in the hope of making a profit

CASE STUDY

Is it really a bargain?

If you love going to sales and racking up bargains on your credit card, your purchases might end up being quite expensive if you cannot quickly pay your credit **debt**. Recent Reserve Bank figures show that Australians owe about $20 billion on credit cards.

Even if you pay the minimum monthly credit card repayment, you will also pay a considerable amount in **interest**. The Moneysmart website has a credit card calculator that calculates how much interest you would pay if you only pay the minimum monthly repayments. For example, on an 18 per cent **interest rate** it would take 33 years to pay off a $5000 credit card debt. The interest you would repay on this debt would be $12 181.

Financial commentator Paul Clitheroe commented that getting into debt is more about spending too much. 'I often encounter the view that money problems would be solved if we earned a bigger income. Experience has taught me this isn't always a magic cure. We have a tendency to increase spending as our income rises.'

debt
sum of money that is owed

interest (on a loan)
the amount of money a person has to pay the lender in addition to the original amount borrowed

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

Source 2 Many people save in case of an emergency. Having money ready for unexpected car repairs, medical expenses or losing a job can ease the burden.

Setting savings goals

Saving regularly can be easier if you set a savings goal. This is how to go about it:

1. Identify what you would really like to have in the future and how much it will cost.
2. Identify the amount of money you can put aside per week or month.
3. Identify how long it will take you to reach your goal.

For example, if your goal is to go on a holiday costing $2000 and you can save $100 per month, it will take you one year and eight months to reach your savings goal.

Quiz me!
A quick quiz on saving money

Earning and paying interest

Interest is an amount that is paid in exchange for the use of someone else's money. An individual can earn and pay interest in the following ways:

- interest earned or received – for example, for many people it is the return on savings that banks or financial institutions may pay in exchange for people keeping money in the bank
- interest owed – when people borrow money from a bank or financial institution, they are charged interest on that amount; this is known as the cost of credit (or borrowing).

In the circular flow of income model (see Source 7 in topic 14.2 on page 376), we know that institutions in the financial sector – such as banks, building societies and credit unions – are known as financial intermediaries because they provide an opportunity for households to receive a return on their savings (interest earned) and an opportunity for firms to access funds to finance their expansion. In the real world, both households and firms can borrow money and the financial institutions will charge them interest.

When we put aside money for future use, we must decide where we can put it so that it earns additional money. This is called investing. Putting money in the bank, for example, will most likely mean the bank will pay you interest. The amount of interest you earn depends on the amount you put in the bank, how long the **deposit** is left in the bank, the current interest rate and what type of interest is being paid. Interest is often calculated **per annum**, or year.

deposit
a sum of money paid into an account

per annum
per year

Deposits	Loans	The bank
Shweta deposits \$1000 in the bank for a year and earns \$10 in interest. →	The bank takes Shweta's deposit and lends it to Ben, charging him \$30 interest. →	The bank keeps the difference of \$20.

Source 3 Banks, credit unions and building societies make money from taking deposits and then lending these amounts and charging interest.

simple interest
multiplying the interest rate by the principal (money originally deposited or loaned) and then multiplying by the number of periods in the loan

principal
money that was originally invested or loaned

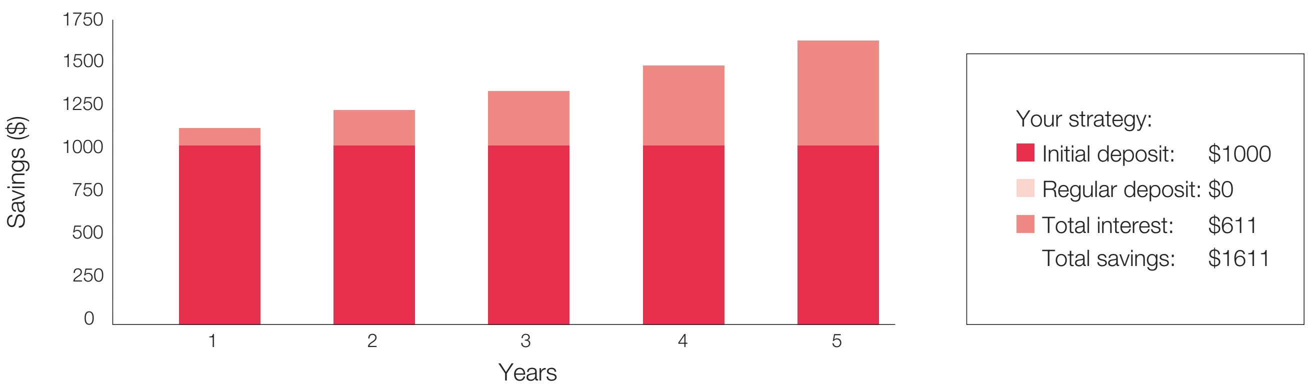
compound interest
interest earned from a deposit or loan that is added to the original deposit or loan to earn further interest

How interest is calculated

This is how to calculate **simple interest**:

- Take the original amount deposited (called the **principal**), multiply by the interest rate then multiply by the length of time.
- For example, if you deposit $1000 in an account at a 10 per cent per annum rate for 2 years, it would be worth $1200 at the end of the 2 years.

Compound interest is interest added to the principal. This amount is then used to calculate further interest. For example, if compound interest is calculated on a deposit of $1000 for 2 years at 10 per cent, $100 interest would be earned in the first year. In the second year, the interest rate would be calculated on the whole $1100, giving a total of $1210. Source 4 shows the compounding interest over a 5-year period. Which would you prefer – simple or compound interest?



Source 4 This diagram was created using the compound interest calculator on the Moneysmart website. A 5-year investment of $1000 earning compound annual interest at 10 per cent will earn an extra $611.

Debt: the good, the bad and the wise

borrow
to take money from a bank or financial institution with the intention of paying it back over a period with interest

Sometimes it is not possible or convenient to wait until savings grow. Debt occurs when money is owed to another party (the lender) and must be paid back (by the borrower) within a certain time frame. Generally, debt can be considered to be 'good debt' if the money you **borrow** is used to purchase something that will provide income or increase in value. For example, a loan to pay for university tuition fees might generally be considered 'good debt' as it increases a person's ability to secure a job and earn a higher income. A loan taken to purchase a house could also be 'good debt' if the value of the property increases over time.

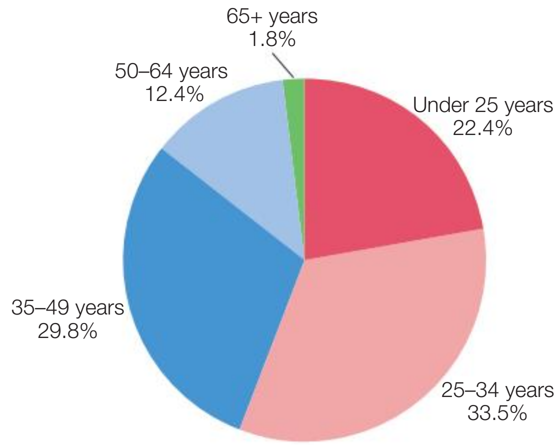
Debt is usually considered to be 'bad' if it is used to purchase something that will decrease in value over time and/or will not earn an income. A loan for a new home theatre system may be considered to be 'bad debt' as this technology is likely to lose value (depreciate) over time.

Before taking out any loan, careful consideration must be given to whether the borrower has the ability to comfortably make future repayments.

Wise use of credit

Credit is the method of paying for goods at a later time, usually paying interest as well as the original amount borrowed. Many sources of credit will not charge interest if the amount is paid in full by a certain time. Credit providers such as banks, retail shops and credit card companies offer credit as it is a profitable product for them – many people do not pay in full in the allocated time, so end up paying interest.

'Buy now pay later' (BNPL) businesses have also entered the market, where consumers can easily access credit to buy a product and pay it off in instalments. BNPL providers include Afterpay, PayPal Pay in 4, zipMoney, Openpay, Brighte and Certegy, and they are not covered by the *National Consumer Credit Protection Act 2009* and, therefore, are not regulated. Generally, BNPL providers do not charge interest, but do charge fees. These can include fees to set up an account, fees for late payments, and payment processing fees.



Source: Roy Morgan

Source 5 'Buy now pay later' (BNPL) users by age in the 12 months to March 2020

16.1 Check your learning

Comprehend

1 **Describe** two ways you can increase the money in your savings.

2 **Explain** what determines the amount of interest earned from a bank deposit.

3 **Explain** the importance of saving money and outline at least four reasons people might want to save.

4 **Summarise** the difference between good debt and bad debt.

Analyse

5 You deposit $5000 in the bank at an interest rate of 10 per cent per annum for 2 years. Calculate:

- a the simple interest
- b the compound interest.

6 **Compare** the pros and cons of making a purchase using a traditional credit card versus BNPL.

Apply

7 **Discuss** why you think younger people use BNPL more than older people (see Source 5).

8 **Create** a flow diagram illustrating how a savings goal is set.

9 a **Investigate** some ways you and your family could save money using the table below as a guide. Some ideas have been added to help you get started.

b Go to the Moneysmart website (a link is provided on your obook pro) and read about simple ways to save money. **Determine** which of these suggestions may be helpful for you and your family, and add them to your table.

Transport	Food	Clothes	Entertainment	Credit cards	Phone
Walk to school.	Shop at discount supermarket.	Visit the opportunity shop.	Go to the beach.	Pay the credit card off each month.	Check your mobile phone plan to see whether you are getting the best deal.

Key skill worksheet
Questioning & researching: Developing questions about BNPL

Weblink
Moneysmart: Simple ways to save money

16.2 Investing money

Learning intention

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

» explain the nature of investment.

shares
units of ownership in a publicly listed company

investment risk
the likelihood of losing money in a financial scheme

share market
a market in which shares in publicly listed companies are bought and sold

Australian Securities Exchange (ASX)
the body that operates Australia's primary securities exchange; shares are one form of security that can be traded via the ASX

Investing is the process of putting money into a business or commercial venture (such as property or **shares**) with the expectation of making a profit. Put simply, investing is a way of making your money work for you. Investing can be a good way to help you increase your personal financial rewards.

Setting personal investment goals

Thinking ahead is essential when setting personal goals such as buying a car or house, or saving for retirement. You need to think about the things you would like to purchase in the future and when you would like to make these purchases.

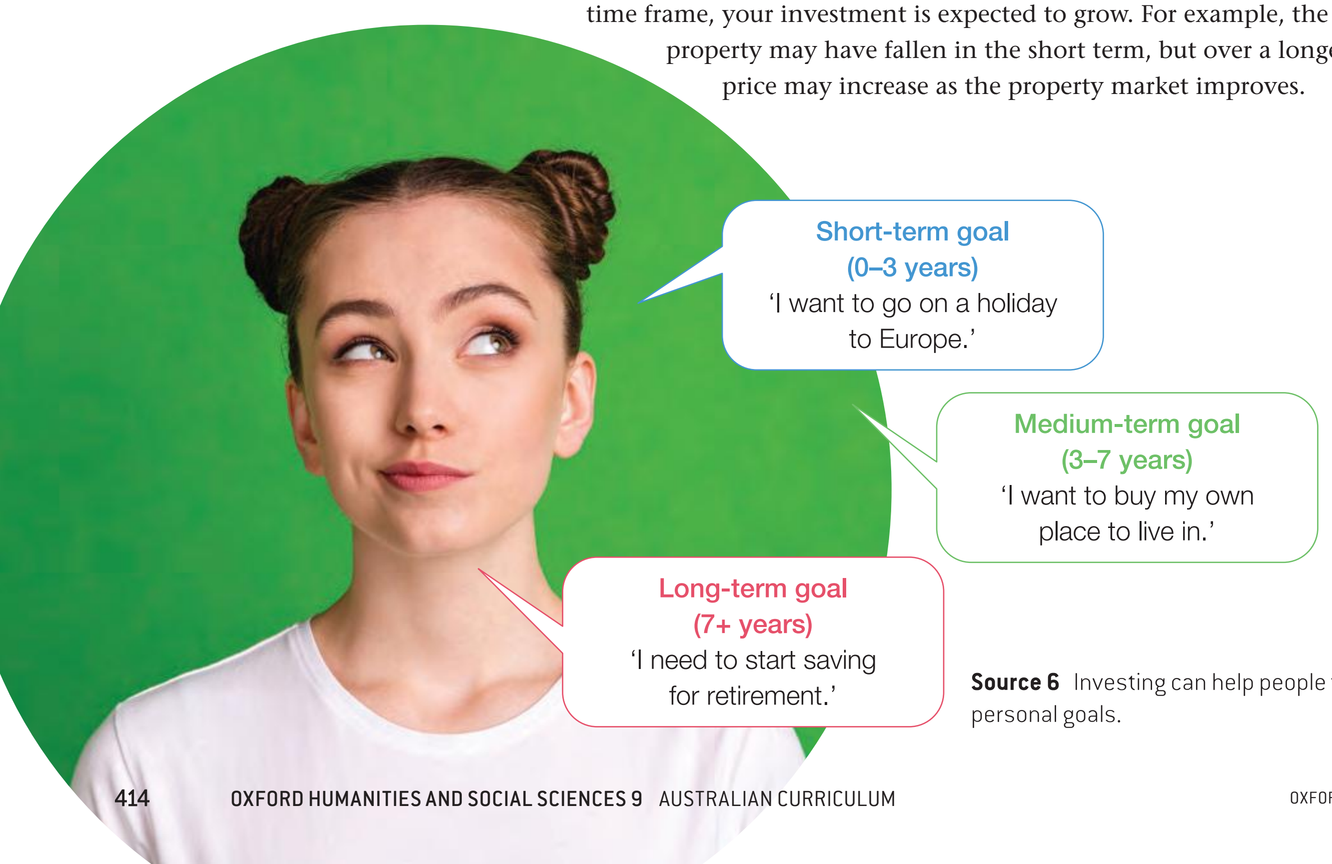
Assessing risk

Investing money means taking a risk. Taking an **investment risk** means there is a possibility of losing money. Some investments are riskier than others. Putting your money in an Australian deposit-taking institution such as a bank is generally considered low risk. Investing in the **share market** or in property is considered to carry a higher risk. Higher investment risks often come with the potential to earn higher rewards along with the risk of higher losses.

The share market, or stock market, is part of the financial sector in the circular flow of income model. The **Australian Securities Exchange (ASX)** provides people with an opportunity to invest directly in more than 2000 publicly listed companies. Australian savers can also invest in foreign companies through their stock markets, such as the New York Stock Exchange, the London Stock Exchange and the Japan Exchange Group.

Each individual has to decide the level of financial risk they are willing to take (see Source 2).

One of the factors when considering risk is the time frame of your personal investment goal. If you have 25 years to wait for your investment return, you may decide to take a higher risk, understanding that there may be some short-term losses. However, over a more substantial time frame, your investment is expected to grow. For example, the price of a property may have fallen in the short term, but over a longer period the price may increase as the property market improves.



Source 6 Investing can help people to achieve personal goals.

Source 7 Some of us are bigger risk takers than others. If a high-risk investment is causing a person to worry and lose sleep, a lower-risk investment is advisable.

Investment options

Source 8 outlines the many investment options available. Investors should consider how volatile, or subject to change, the investment is likely to be. They should also consider the likely money that can be made from the investment – sometimes called 'return on investment'. Investors should also consider how readily they need access to their money. For example, money in the bank can be converted to cash more quickly than money invested in a property, which may take months to sell.

Many people would prefer that decisions about investments are made by a professional. Some may choose to invest in a managed fund, where money from investors is pooled and an investment manager decides where to invest it. This provides the investor with the opportunity to invest in a wider variety of options, such as **equities**, property and **fixed interest** investments. Managed funds help spread financial risk – the loss suffered from one poor investment may be countered by other investments in the fund that have performed well.

There is much to gain and much to lose when investing money. Many people enlist the services of a **financial planner** to help them establish and achieve their investment goals.

equities
shares in a company; the shareholder holds equity or a stake in the company

fixed interest
an interest rate on a loan or mortgage that remains the same for the term of the loan or part of its term

financial planner
a professional who assists customers to plan their finances

Source 8 There are many different investment options to choose from.

Interest-earning investments	Property
There are many types of interest-earning investments. Term deposits are a common form of interest-earning investment where money is invested for a fixed term at a fixed rate of interest. Bonds are another interest-earning investment, where money is lent to the government or a company at an agreed interest rate for a certain amount of time.	Property is an investment where a house, unit, factory, building or land is purchased with the aim of that property increasing in value. The property may be rented out, raising additional money.
Equities	**Superannuation**
Equities are shares, sometimes called stocks. A share is a unit of ownership in a company. Share investors become part-owners of the company and hope the value of their shares will rise. If the company makes a profit, it may also make a payment, called a dividend, to the shareholders. BHP Billiton is an example of a company that the general public can buy shares in.	**Superannuation** is a method of saving for retirement. Employers contribute to their employees' superannuation funds, and personal contributions can also be made. For most people, superannuation is taxed at a lower rate than other investments.

superannuation
money paid regularly into a fund that cannot be accessed until retirement

CASE STUDY

philanthropist someone who donates their time and/or money to charitable causes

Are you interested in making money from investing?

Warren Buffett is a US investor and businessperson who is consistently ranked among the world's wealthiest people. Buffett is also a **philanthropist** who has pledged to give 99 per cent of his wealth to charity before he dies. Since 2006, Buffett has donated more than $48 billion.

At a young age, Buffett loved the world of business. In high school, he made money from activities such as selling newspapers, golf balls and stamps. Buffett started investing when he was 11 years old, buying three shares at $38, only to see them fall to $25 a short time later. However, he waited till the same shares reached $40 and then sold them. Buffett learnt that sometimes it is better to have patience and wait – he later saw these stocks climb to $200 a share.

Here are some of Buffett's words of wisdom on investing in the share market.

Earnings

'If the business does well, the stock eventually follows.'

Having the right tools

'You should have a knowledge of how business operates and the language of business (accounting), some enthusiasm for the subject, and qualities of temperament which may be more important than IQ points. These will enable you to think independently and to avoid various forms of mass hysteria that infect the investment markets from time to time.'

Only buy securities that you understand

'Investment must be rational; if you can't understand it, don't do it.'

Believe in yourself

'By far the best investment you can make is in yourself.'

Source 9 Warren Buffett, May 2020

16.2 Check your learning

Retrieve

1 **Define** the term 'investment risk' in your own words.

2 **Identify** the two monetary benefits that can be gained from:

  a buying a property

  b buying shares.

Comprehend

3 **Summarise** the purpose of superannuation as an investment.

4 **Explain** why it is important to have a good understanding of a company you decide to buy shares in.

5 Suggest some personal characteristics that you need to be an effective share-market investor.

Analyse

6 **Determine** whether the following investors are risk-tolerant or not.

  a Julian has $100 000 to invest but the thought of losing any of it means he can't even sleep at night.

  b Evie wants to make a reasonable amount of money from her investments and is not overly concerned if her investments lose value in the short term.

  c Salim has $20 000 put aside to go overseas. He decides to invest the money for a year, but cannot bear to think his investment could lose money, which might mean he would have to cancel his trip.

Apply

7 **Create** a list of goals you may have, then group them into the age brackets listed in the table below. Identify the time in your life you will most likely need to start saving and investing to reach these goals. For example, if you are a teenager and want a car, it is best to start saving straight away. If your goal is to buy a house, you might delay saving for this until you are in your 20s.

8 **Investigate** the latest interest rates for term deposits on one of the bank websites. Take one of your short-term goals and use the savings goals calculator on the Moneysmart website to calculate how long it will take to reach your goal if you invest in an interest-earning investment.

9 Peter Lynch was one of the most successful and legendary investors of all time. He accumulated enough wealth through investment to be able to retire in 1990 at the age of 46, but he continued to invest and write, and he co-founded the Lynch Foundation.

George Soros launched his own hedge fund in 1973 and became one of the most successful investors in the history of the United States. He is also known for his philanthropic work.

Read each of the following quotes and **discuss** the point the author is making.

  a 'In the long run, it's not just how much money you make that will determine your future prosperity. It's how much of that money you put to work by saving it and investing it.' Peter Lynch

  b 'If investing is entertaining, if you're having fun, you're probably not making any money. Good investing is boring.' George Soros

  c 'Behind every stock is a company. Find out what it's doing.' Peter Lynch

  d 'If you don't study any companies, you have the same success buying stocks as you do in a poker game if you bet without looking at your cards.' Peter Lynch

10 Warren Buffett once said, 'By far the best investment you can make is in yourself'. To what extent do you agree with this: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** your position.

Age	Goal	Short-term/medium-term/long-term goal	Approximate cost	Time to start saving
16–20 years				
21–30 years				
31–40 years				
41–60 years				

I used to think, now I think

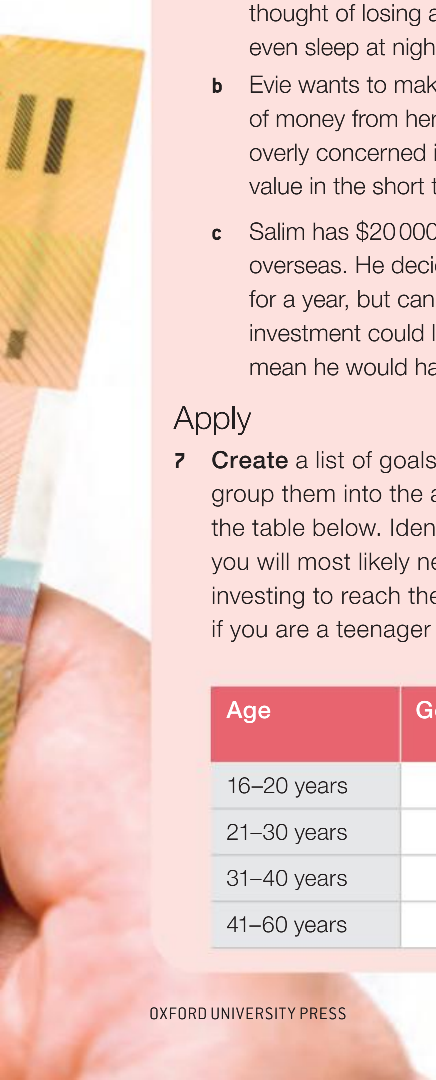
Reflect on your learning about investing money and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Quiz me!

A quick quiz on investing money



16A SKILLS IN CONTEXT

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

Playing the share market

The share market is like any other market in which goods are bought and sold at a certain price. In a share market, shares are bought and sold – this is called trading. A share is a unit of ownership in a publicly listed company. Myer, David Jones, Harvey Norman and Telstra are public companies you might know.

The Australian Securities Exchange (ASX) operates the share market. It approves companies that wish to be on its trading list and ensures they abide by trading rules. You can become a shareholder in a company through purchasing shares from a stockbroker, for a fee.

Share investors hope that their shares increase in value. The company may also pay a dividend if the company makes a profit. There is risk associated with investing in the share market. Shares purchased may decrease in value and make a loss.

Playing a hypothetical share investment game can provide valuable knowledge before you take risks with real money. Daniel Goh won the ASX Schools Sharemarket Game in 2019. His trades earned him a virtual $16 577, for which he received (non-virtual) $1000. Goh comments: 'I diversified my investment in stocks and bought from a range of industries when prices were low and only sold when I believed the stock had hit its peak in price. I also watched the market daily.'

KEY SKILL
Evaluating, concluding & decision making

Using a game to understand the share market

Playing games in economics is fun, and can also be a great way to learn about how the share market works.

In this activity, you will be playing a hypothetical share-market game. It is important to understand that there is a lot to learn about the share market. Don't be disheartened if, like Warren Buffett's early experience (see the case study 'Are you interested in making money from investing?' on page 416), your shares lose value soon after you buy them.

In this game, you will select a portfolio (a collection of assets) of shares in up to five companies and calculate their value over the next 5 weeks. You will have $50 000 to 'spend'. Remember that this is a learning exercise, so you will be guessing which stocks to choose at this stage.

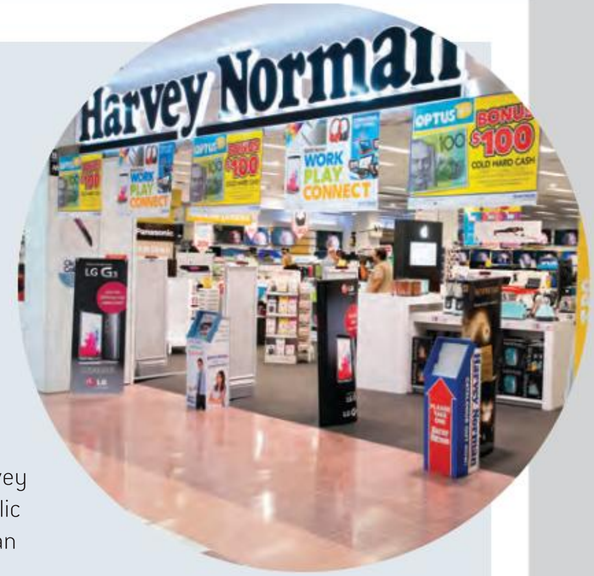
Step 1 Go to the company directory on the ASX website using the link in your obook pro. You can view or download the complete list of stocks on the ASX.

Step 2 Scroll though the list and investigate a company you recognise or have heard about. You can click on the company name to take you to more specific information about that company.

Step 3 Look at the line graph at the top of the company page. Click on the '3 Month' tab along the top of the graph, then select '5 Day' from the drop-down menu. The last price is the price the share sold for at the end of the day. Go back to the drop-down menu and select any of the time periods to see the share-price history. Remember that even if the chart shows the share price is performing well, it may decrease tomorrow.

Step 4 'Buy' shares to the value of $50 000 by completing a table like the one below, and hold them until the end of the game. Choose up to five companies to invest in. You may spread your $50 000 between these five companies, or choose to invest in just one.

Step 5 Each week, fill in the table, again using the last price the shares sold for. Record the total value of the portfolio in the table.



Source 10 Harvey Norman is a public company you can buy shares in.

Company	Code (unique abbreviation that identifies the company)	Last share price	Number of shares purchased	Value of shares in each company (share price x number of shares)
		$		$
		$		$
		$		$
		$		$
		$		$

Total value of portfolio (add all values in the last column above)

Total value of portfolio at *week 1* Date ________	Total value of portfolio at *week 2* Date ________	Total value of portfolio at *week 3* Date ________	Total value of portfolio at *week 4* Date ________	Total value of portfolio at *week 5* Date ________

Practise the skill

1 After holding your share portfolio for 5 weeks, did you make or lose money?

2 **Summarise** what you learnt about the risk involved in buying shares.

3 **Propose** what you could do to make a more educated guess about which companies to invest in.

4 **Identify** what the fee you would have been charged if you had actually bought these shares is called.

Extend your understanding

1 Ask your teacher to set up an account on the ASX website, and play the share-market game online (follow the link in your obook pro) where you can actually trade virtual shares for 10 weeks. Research the best stocks to buy and sell from over 200 companies. You can play in teams or individually, and see how you would do in real market conditions – all without actually risking real money.

Weblink
ASX: Company directory

Weblink
ASX: Sharemarket game

16.3 Avoiding scams

Learning intention

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

» recognise consumer and financial risks, such as scams.

scams
schemes that are deliberately dishonest

Australian Competition and Consumer Commission (ACCC)
a body that promotes competition and fair trade in markets to benefit consumers, businesses and the community

Quiz me!
A quick quiz on avoiding scams

Scams are traps to dishonestly take a person's money. They come in many forms and it is important to understand how to protect yourself against them. The Scamwatch website, which is run by the **Australian Competition and Consumer Commission (ACCC)**, provides useful information about current scams.

Scams that target your emotions

Some scams take advantage of people's feelings. Here are some of the more common personal scams:

- Charity scams – the scammer poses as a genuine charity and asks for money.
- Psychic and clairvoyant scams – the victim is told that they will be in some sort of trouble in future. To avoid it, they have to pay money for something like a lucky charm.
- Romance scams – the scammer uses emotional triggers to get a person to provide money, gifts or personal details. In 2020, Australians reported to Scamwatch a record-breaking $37 million lost for dating and romance scams.

Investment and online account scams

Paying for goods and banking online can be convenient, but consumers need to be aware of scams such as:

- phishing emails that pretend to be sent on behalf of your bank asking for account details
- phone calls from a scammer informing you there is a problem with your account, asking you to provide your account details or passwords.

In June 2020, the Australian Securities and Investments Commission (ASIC) reported a rise in investment scams during the COVID-19 pandemic – an increase of 20 per cent from March to May 2020 compared to the same period the year before. ASIC Executive Director for Assessment and Intelligence Warren Day said, 'We are seeing a spike in reports of scams related to fake crypto currencies, term deposits, investments and scams that start via romance sites'.

Fake bank phishing text

Text Message
Today 5:45 am

IMPORTANT MESSAGE FROM WESTPAC

For the safety of our customers due to the recent COVID-19 virus, all customers are required to review and update their personal details. You will be unable to use Westpac services until you have done so. Please go to https://westpac-movile.cc/?update or call us on 132 032.

Source 1 Example of a phishing scam impersonating a bank (Westpac)

COVID-19 scams

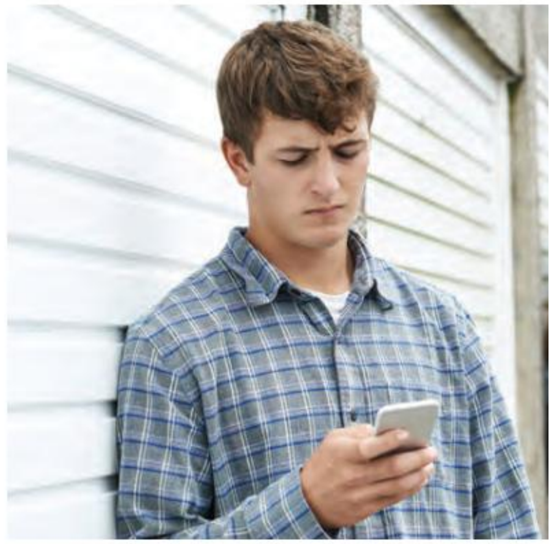
During the COVID-19 pandemic many people had to isolate at home, and use of online services increased. Scammers knew this and found creative ways to scam people. The most common forms of COVID-19 scams included phishing for personal information, online shopping, and superannuation scams. More than 6120 scam reports mentioning COVID-19 were received by Scamwatch, with more than $8 400 000 in reported losses.

Scammers also tried to take advantage of people who wanted to be vaccinated against the COVID-19 virus. Examples include requesting payment for vaccines or for early access to vaccines, offers to mail vaccines, offers to pay money as an investment opportunity in the Pfizer vaccine, and fake surveys related to vaccines that offered prizes or early access to vaccines.

Impersonation scams

Scammers pretend to have a connection with their target, using text messages and emails to masquerade as trusted organisations, such as government agencies. The links and attachments in these messages are designed to steal your personal and financial information.

Other scammers pretend to be banks, retail businesses, travel agents, insurance providers or delivery services, using various methods to gain your information, gain remote access to your computer, seek payment for a fake service or good you did not purchase, or trick you into opening a harmful link or attachment.



Source 2 Scammers often use text messages to try to trick people.

How to avoid scams

Every one of us might be fooled at some stage in our lives, but there are ways to reduce the risk of being involved in a scam. It is important to remain alert, be cautious, and if in doubt, contact the bank or organisation directly and ask for confirmation regarding any suspicious activity.

If you are party to a scam, you should report it to the appropriate authority. For example, if the scam involves someone gaining access to your online bank account, you should contact your bank immediately. You can also report a scam to Scamwatch.

To protect yourself against online scams in particular:

- Don't click on any hyperlinks in text/social media messages or emails.
- Never respond to a text, email or phone request for your personal or financial details – just press delete or hang up and block the phone number.
- Never give remote access to your computer to a stranger.
- Use an independent source (such as a past bill, an online search) to verify the legitimacy of the contact.

Key skill worksheet
Questioning & researching: Investigating scams

16.3 Check your learning

Retrieve

1 In your own words, **define** 'scam'.

2 Why is it important to know about the types of scams that exist?

3 **Recall** a scam you know about and describe its aim.

Analyse

4 How wise are you when it comes to scams?

a Take the online scams quiz at the Consumer Affairs Victoria website. A link is available on your obook pro.

b **Compare** your results with a classmate, noting any similarities or differences in your results.

c **Identify** one thing you could do to improve your safety against being scammed.

Apply

5 Visit the consumer scams page of the Consumer Affairs Victoria website. A link is available on your obook pro. Watch one of the available videos.

a **Summarise** the key points of the video.

b **Evaluate** the usefulness of the video in educating people about:
- the type of scam
- avoiding the scam.

c **Discuss** some ways to improve the content of the video.

Weblink
Consumer Affairs Victoria: Scams quiz

Weblink
Consumer Affairs Victoria: Consumer scams

16.4 Using your bank account wisely

Learning intention

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

» identify strategies to minimise financial risk.

In order to protect yourself against unnecessary risk when it comes to banking, there are a number of strategies you should be aware of. Two of the most important include keeping your personal information secure and protecting yourself against unnecessary bank fees.

Keeping your personal information safe

personal identification number (PIN) a numerical password used to make sure a user is the owner of their financial account

Your **personal identification number (PIN)** allows you to withdraw money from and deposit it into your bank account. If somebody else has your PIN, they could steal money from your account. Your PIN and other passwords (such as your internet banking password) should be kept safe at all times. The following tips will help make sure your PIN cannot be used by anybody else.

- Don't share your PIN with anybody else.
- Don't write your PIN on your card.
- Don't keep your PIN with your card.
- Don't use your birthdate or part of your name as your PIN.
- A bank should not need to ask you for your PIN.
- When using internet banking, remember to log out.

Minimising banking fees

transaction account a deposit account held at a bank or other financial institution from which money can be withdrawn on demand

savings account a bank account specifically for the purposes of depositing money and earning interest

Most of us have an everyday **transaction account**, which is really an account used to pay bills and withdraw money for spending. Many people have a separate **savings account** linked to their transaction account so that they receive a higher interest rate on their savings.

A bank is a business and, therefore, charges fees for its banking services. Check what the fees are before setting up an account with a bank or other type of financial institution. If you already have an account but think you are being charged too much, consider switching to another account or bank. Banking fees to check include:

- EFTPOS fees – when purchasing goods using EFTPOS (electronic funds transfer at point of sale), money is transferred electronically from your account to pay for the goods. A fee may be charged for this.

Source 3 Almost 6 million EFTPOS transactions are made each day in Australia. Many customers find this a convenient and safe way to shop. Getting 'cash out' while making an EFTPOS transaction is one way of avoiding a separate ATM fee.

- ATM fees – banks may charge a fee for the service of withdrawing money from an ATM.
- phone and internet banking fees – banks might charge fees for transferring money or checking balances via phone or internet banking.
- exception fees – exception fees are charged if there are insufficient funds in an account to cover a transaction; for example, if you have a monthly direct debit set up from your account but there are insufficient funds to pay the bill, an exception fee may be charged.

Quiz me!
A quick quiz on using your bank account wisely

CASE STUDY

What would you do if money was stolen from your bank account?

Tech-savvy criminals steal millions of dollars each year through '**skimming**'. Skimming involves copying card details while video recording people as they enter their PIN into an ATM. These video-recording devices have become more sophisticated and can record a person entering their PIN from a variety of angles. Once retrieved, this information is used to create a copy of the card to withdraw or spend the victim's money.

Many people are in the habit of covering their hand when entering their PIN but it is also advisable to use a bag or wallet to ensure the keyboard is completely blocked out.

To combat skimming, many new ATMs have what is called 'jitter' technology so that the ATM card vibrates as it enters the machine, making it impossible to capture card details.

It is important to always check your bank statements for unauthorised transactions and to report them to your bank. If you are a victim of skimming, the banks will cover the loss, provided you have not contributed to the loss by disclosing your PIN, for example, or accidentally leaving your card in an ATM.

skimming
capturing a victim's personal information, such as credit card details, using an electronic method

Weblink
Moneysmart: Credit cards

16.4 Check your learning

Retrieve

1 **Identify** ways consumers can keep their bank accounts safe from theft.

2 a **Define** the term 'skimming'.

b **Identify** when an account holder is not responsible for money lost as a result of skimming.

c **Name** the latest technology being used to combat skimming.

3 What does PIN stand for?

4 In your own words, **define** what exception fees are.

5 **Recall** what EFTPOS stands for. How many EFTPOS transactions are made in Australia every day?

Analyse

6 **Explain** why banks charge fees on accounts and credit cards.

7 In the following scenario, **identify** at least five problems with the way Debra uses her ATM card and propose some solutions.

Debra receives her new ATM card and leaves her old ATM card in her wallet as well. She quickly writes her PIN on the new card so she doesn't forget it when withdrawing money. She never covers the keypad when entering her PIN at the ATM. She withdraws money and puts her card back in her wallet with the cash, but throws the transaction record in the bin at the ATM. She receives a phone call from the bank telling her there is something wrong with her card and provides her PIN to the caller in order to help solve the problem.

Apply

8 Using the link in your obook pro to access the Moneysmart website, **investigate** the answers to the following questions about credit cards.

a What fees are associated with most credit cards?

b Why is it crucial to keep up-to-date with credit card repayments?

c What factors might influence your choice of credit card?

16.5 Knowing your consumer rights

Learning intention

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

» understand the rights of consumers purchasing goods.

It's important that you know your rights when you go shopping so that you receive the **goods and services** you have paid for (see Source 5).

A consumer who purchases a good with a major problem is entitled to have the good repaired, replaced or refunded. A problem is considered to be 'major' in the following circumstances:

- The problem, if known, would have prevented the consumer from buying the item.
- The good is unsafe or was significantly different from its sample or description.
- The **product** did not do what the business claimed it could or what the consumer asked for, and can't easily be fixed.

goods and services
goods are physical things (e.g. food and clothing), while services are things people do for us (e.g. cutting our hair)

product
an item (a good or service) that is offered for sale

Quiz me!
A quick quiz on knowing your consumer rights

A consumer who purchases a service with a major problem (for example, a car service) is also entitled to a repair, replacement or refund in the following circumstances:

- The problem, if known, would have prevented the consumer from buying the service; for example, the car mechanic was not qualified and this wasn't disclosed.
- The service performed is substantially unfit for its common purpose and cannot be fixed within a reasonable time; for example, the car was previously drivable but now the engine won't even turn on.
- The service does not meet the specific purpose you asked for and cannot easily be fixed within a reasonable time; for example, the car was spray-painted instead of serviced.
- The service creates an unsafe situation.

Displaying a sign that says that refunds are not given in any circumstances is against the law. It is also against the law for a business to tell the consumer it is their policy not to give refunds. Another common misconception is that when returning an item that has a major problem, it must be returned in its original packaging.

Consumers who have a complaint should first contact the business that provided the good or service. If the problem is still not resolved, consumers can contact their state or territory consumer protection agency.

Source 4 Tips for consumers who shop online

Your rights when buying online

If purchasing goods online from an Australian business, Australian consumer law still applies. The same protections may not apply, though, when purchasing goods online from a business overseas.

Buying online can be tricky as you can only view a photograph of the item and may not adequately be able to assess its quality. If you are buying clothes or shoes, there is no opportunity to try the clothes on, so you must make sure that you are able to return the items if they do not fit. There is also the added danger that you will purchase the item but never receive it, or that you will be sent a faulty or worthless item. Some scammers also set up websites offering cheap items for the sole purpose of stealing your credit card details. Source 4 provides some tips on how you can minimise the risk involved when you shop online.

The consumer receives quality goods and services.

- The product is safe to use, durable, free from defects, acceptable in appearance and finish and matches the description.
- The product is fit for the purpose for which it was made.
- Services are delivered with care and skill.
- Guarantees made must be honoured.

The consumer is treated honestly and fairly.

- False, misleading or deceptive claims cannot be made about a product or service.
- Products advertised must be supplied.
- The consumer must not be harassed or coerced (threatened in any way).

The consumer is given accurate information.

- The consumer is entitled to a receipt upon request.
- If more than one price is displayed the consumer is entitled to the lowest priced item.
- The consumer is entitled to see the total price of the item.

Source 5 Australian consumer law protects all consumers.

16.5 Check your learning

Retrieve

1 **Identify** the correct answer from the following scenarios:
   a If two prices for a product are displayed, at which price is the consumer entitled to buy the product – the lower or higher price?
   b If there is a sign warning the consumer to choose wisely because no refunds are given, is the consumer entitled to a refund – yes or no?
   c All consumers in Australia are subject to the same consumer laws – true or false?

Comprehend

2 **Summarise** consumers' rights when purchasing goods and services.

3 Decide whether the consumer would be entitled to a repair, replacement or refund in the following circumstances, and **explain** why:
   a Jason buys an electric mixer and sparks fly from the mixer as soon as he uses it.
   b Philippa has long hair she wears in a ponytail. She asks her hairdresser to trim her hair. The hairdresser cuts the ponytail off, leaving Philippa with short hair.
   c Raphael purchases a clock but it does not keep correct time.
   d Saskia purchases a lamp that stops working after a week.
   e May asks for the gold buckle on her black shoes to be replaced but it is replaced with an orange buckle.
   f Touk unwraps his new tracksuit only to find there is a small hole in the fabric.

Apply

4 In pairs, **discuss** whether you or someone you know has ever purchased a good or service with a major problem. Explain the situation and what was done to resolve the issue.

5 Select a product you would like to buy online and **investigate** the following:
   a the return policy on the item
   b information about the seller
   c if the private information you provide online is going to be secure.

6 'Buying online from an overseas business is riskier than dealing with an Australian business online.' To what extent do you agree with this: a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph to **justify** your position.

16B SKILLS IN CONTEXT

Buying a car

Buying a car is a major purchase so it is important to do some research to ensure you make the right decision.

Choosing the right car at the right price

After you have determined whether you are going to buy a new or used car, there's some extensive research to do to ensure you purchase the car that is right for you.

Check the warranty, and don't be afraid to ask for a discount. Car dealers often match the deal another car dealer makes in order to get the sale. If you do make a decision in haste, or are pressured into buying a car, you can change your mind provided the car is purchased from a licensed motor car trader and you notify the dealer in writing. A cooling-off period of three clear business days commences when a contract to purchase the car has been signed.

Source 6 Steps in cost–benefit analysis

Identify costs and benefits.

↓

Attempt to put a value on those costs and benefits.

↓

Assess whether the costs outweigh the benefits.

↓

Assess whether the project is worth it.

Additional costs and charges

Be aware of additional costs associated with buying a car. You may not be aware of the following charges.

- Goods and services tax (GST) will be charged at a rate of 10 per cent.
- Stamp duty is another form of tax that must be paid (the cost of this varies from state to state).
- Registration fees must be paid when a vehicle is first registered and then annually from that date.
- New vehicles may incur a dealer delivery fee to cover the trader's costs of preparing and delivering the vehicle.
- A luxury car tax will be imposed on a recent-model luxury vehicle.
- A registration transfer fee will be charged to transfer registration of a used car to a new owner.
- You will need to pay interest if you take out a loan in order to buy the car.
- Insuring your vehicle also needs to be accounted for.
- You will also need to factor in running costs such as fuel, service and repairs.

Source 7 Australia is a nation of car users, with approximately seven out of 10 Australians aged 18 years and over travelling to work or full-time study by car – either as a passenger or driver.

KEY SKILL
Evaluating, concluding & decision making

Conducting a cost–benefit analysis

A cost–benefit analysis identifies the strengths and weaknesses of a particular course of action. Analysing costs and benefits can be useful in business to determine whether a project is likely to be profitable. It may also help a business decide which of several projects should be undertaken.

Step 1 Identify the costs and benefits of a particular project or purchase. Costs should take into account initial outlay as well as interest paid over time. The analysis should take into consideration the possibility of a successful project/purchase, but also the costs if the project/purchase is not successful. It should factor in the time frame involved to reap any benefits.

Step 2 Attempt to put a value on each cost and benefit. Factors such as inflation (increase in the general level of prices paid for goods and services over a certain period) and interest rates need to be included. A program such as Excel's cost–benefit analysis template could help you with this.

Step 3 Assess whether the costs outweigh the benefits.

Step 4 Taking this information into account, assess whether the project or purchase is worth the investment.

For more information on this skill, see page 368 of 'The economics and business toolkit'.

Practise the skill

1 Conduct a cost–benefit analysis of buying a particular car. You have up to $55 000 to spend over a 5-year period. This includes the initial cost of the car and its running costs. Refer to the RACV's *Car Running Costs* guide on their website (a link is provided on your obook pro). Choose at least three cars you would like to purchase within this price range. The guide itemises the cost of buying and running a selection of cars over a 5-year period (driving 15 000 km per year).

2 **Identify** costs and benefits and put a value on these benefits. Copy and complete the table in Source 8, listing the weekly and annual costs over 5 years according to the RACV guide. Search online to find more information on the benefits of the three cars of your choice.

3 **Evaluate** whether the costs outweigh the benefits. Make a decision about which car would be the best buy for you and explain the reasons for your choice. Take into consideration the costs and personal benefits you think the car would bring you.

Extend your understanding

1 Conduct a cost–benefit analysis of taking out a $15 000 loan to buy a car as opposed to using public transport, such as the train.

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

Weblink
RACV: car running costs

Source 8 Cost–benefit analysis table

Car	Costs	Benefits
e.g. Ford Focus Ambiente 5D Hatchback 1.6L 6 SP	Weekly costs ($) Annual cost over 5-year period ($)	e.g. Bluetooth® hands-free phone, air-conditioning, rear parking sensors
Car 1		
Car 2		
Car 3		

16 CHAPTER REVIEW

Review activity

Read the information, then answer the following questions.

Why borrowing can cost you more

In Source 9, Gen Fricker discusses the costs and risks of borrowing money. Read it carefully and answer the questions that follow.

Weblink
Moneysmart: Personal loan calculator

Source 9

Credit can be handy, but when you borrow money, you create debt. If you can't pay it back in time, you'll be charged interest and your debt will slowly grow.

Tunde has been lusting after a designer handbag that is, amazingly, half price. She has no cash right now, so she buys it on her credit card for $1000. Credit card companies let you borrow money, but they charge a high rate of interest.

Let's say Tunde's rate is 16 per cent. If she just pays the minimum repayment of $25 per month, it would take Tunde nearly five years to pay off her handbag and it would end up costing over $400 more. However, if she pays $100 each month, she can pay the full debt in 11 months with only $65 in interest. Better still, if Tunde had waited and saved up the cash, she'd only pay the true price of $1000.

Fees for borrowing money can also sneak up on you. Tunde has to pay a yearly fee just to use the credit card and she'll get charged a penalty if she doesn't make the minimum repayment.

So what about buy now, pay later services that let you buy something right now and pay it off in instalments over several weeks. It seems like they only charge a small fee, but if you miss a payment because there isn't enough money in your account, they charge you a much bigger one. Plus your bank will charge you too for dishonouring the debt.

My five cents is borrowing is easy, but getting out of debt can be really hard. It's hard to remember when something is begging you to buy it, but the true cost of borrowing money might be way more than it's worth.

Gen Fricker, 'Why borrowing can cost you more', ABC Education

Source 10 Expensive luxury items can be tempting, but if you borrow money to purchase, you can end up paying a lot more.

1. **Explain** why buying goods or services on credit can cause problems. (3 marks)
2. **Describe** how credit card companies make money. (2 marks)
3. **Identify** whether borrowing money to buy a luxury bag would be an example of good debt or bad debt. (1 mark)
4. Go to the Moneysmart personal loan calculator (a link is provided on your obook pro) and select 'How can I repay my loan sooner?' With reference to Source 9, calculate:
   a. how long it would take Tunde to pay back the debt if the interest rate was 3 per cent and she paid $25 per month, with no fees (2 marks)
   b. how much interest Tunde would have to pay. (2 marks)
5. **Evaluate** the options presented to Tunde. Summarise the pros and cons of each option. What advice would you give her? (10 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the importance of saving money. Understand how to increase financial rewards.	☐	☐ Go back to Topic 16.1, page 410.
Explain the nature of investment.	☐	☐ Go back to Topic 16.2, page 414.
Recognise consumer and financial risks, such as scams.	☐	☐ Go back to Topic 16.3, page 420.
Identify strategies to minimise financial risk.	☐	☐ Go back to Topic 16.4, page 422.
Understand the rights of consumers purchasing goods.	☐	☐ Go back to Topic 16.5, page 424.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 16

Key skill worksheet
Communicating:
Chapter 16

Quizlet
Play a game of Quizlet on Managing financial risks and rewards.

Chapter review quiz
Chapter 16

DON'T
ABUSE
C'mon
"THIS
WORLD
IS ON
FIRE
4

PART 4

Civics and citizenship

Skills

Chapter 17 The civics and citizenship toolkit 432

Government and democracy
Citizenship, diversity and identity

Chapter 18 Australia's system of government and civic life 442

Laws and citizens

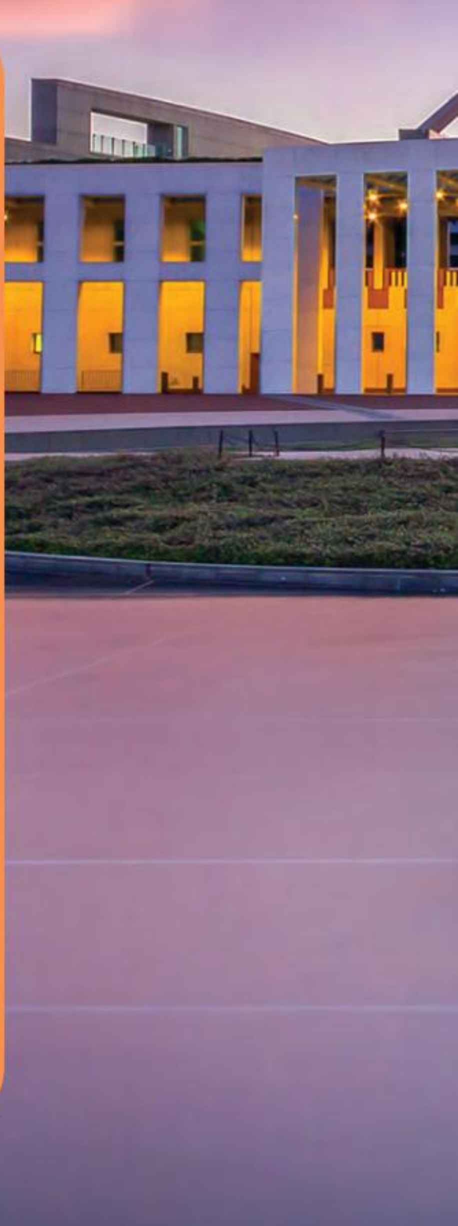
Chapter 19 The role of courts in Australia's legal system 468

CHAPTER 17

The civics and citizenship toolkit

Civics and citizenship is the study of Australia's political and legal system and of civic life in Australia. Civics and citizenship will help you understand the role of the Australian Constitution and how our legal system operates.

Understanding how Australia's system of government works helps us understand how this system can enable change. Examining how and why citizens participate in civic life in Australia helps us understand the influences on modern Australian society.



Source 1 Parliament House in Canberra is the meeting place of the elected Parliament of Australia.

17A
What are the civics and citizenship skills?

17.1 Civics and citizenship skills

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 the role of Australia's Constitution, the jurisdiction of Australia's court system and the influence of social media.

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

Questioning and researching	• Developing questions for investigation • Locating and sorting information and ideas from a range of sources • Researching online
Analysis, evaluation and interpretation	• Analysing information • Separating fact from opinion • Understanding different perspectives and interpretations
Civic participation and decision making	• 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 As Australian citizens, we have a right and a responsibility to vote in elections at local, state and federal government levels.

17.2 Questioning and researching

Developing questions

Active citizens ask lots of questions. By developing questions, active citizens can investigate Australia's political and legal systems and contemporary (modern) civic issues. Asking questions such as 'How democratic is Australia's system of government?' allows active citizens to investigate the various features of Australia's political and legal system. It is important to come back to or revisit questions once information relating to the question has been located and analysed, as questions can be modified based on the information gathered. For example, the question 'How democratic is Australia's system of government' could be revisited and modified to 'How representative is Australia's system of government?'

KEY SKILL
Questioning & researching

Developing civics and citizenship questions

Source 3 is a political cartoon about Australia's response to climate change. Protection of the environment and what our law-makers and citizens are going to do in the future to conserve the environment are important issues at home and abroad. You can learn to investigate a civics and citizenship issue such as this by starting your questions with the words 'what', 'where', 'how', 'why', 'what impact' or 'what should'. When examining a source, whether it is a cartoon, video, a newspaper article or election slogan, the following approach may be helpful.

Step 1 Brainstorm a list of questions and then try to answer them. Some questions, such as 'What is happening?', might be easily answered, whereas other questions, such as 'Why is it happening?', might need further research.

Step 2 Look at the source itself to try to understand the context. The 'who' question is important here. 'Who is saying this?' can be just as important as 'What is being said?' Identifying where the source comes from can alert you to whether the truth of the author's statements should be examined more carefully.

Step 3 The 'how' question is also important. You might ask, 'How is this happening?' or 'How does this source affect me?' Are there any emotions such as fear, persuasion or humour that are being used to influence your judgment?

Practise the skill

1 **Identify** where you could look to find answers to the question: 'What are the impacts of climate change?'
2 Why is it important to know the author of the source when discovering the truth about an issue?
3 Why is examining how the source affects you sometimes more important than basic descriptive questions such as 'What is happening'?
4 What tactics have been used to convey the cartoonist's message about the future of the planet due to climate change in Source 3?

Source 3 Cartoonists present their viewpoints on current issues using images and humour.

Source 4 When researching online, ensure that sources of information are accurate and reliable.

Locating information

Sources provide information for informed citizens. There are many kinds of sources, 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, tweets, blogs, social media posts, cartoons, diaries, interviews and live debates.

Locating a range of relevant sources may involve several research methods, including:

- using online search engines such as Google
- visiting government websites
- looking at newspaper and magazine articles online
- 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.

Researching online

Although books and newspapers are valuable sources of information, a lot of research is now 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 on these sites is not reliable and may contain inaccuracies, misleading information, or material that is out of date. When using search engines, be sure to refine your search using keywords.
- 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). Source 5 provides some guidelines.
- 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 plagarism. Plagarism is unethical and can result in your work being rejected.

Check your learning
Topic 17.2

Source 5 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 Australian Electoral Commission, local councils. • These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. Anyone can buy the domain name 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), political parties. If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by the organisation. • 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 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.

17.3 Analysis, evaluation and interpretation

Analysing information

Once you have located information from a range of sources, you can analyse the information and sources you have found. A useful source is one that will add to your understanding. The source also needs to be relevant to the topic or question and must 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 6 Analyse and evaluate sources carefully to see if they are influenced by the perspective of the author or creator.

Separating fact from opinion

The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what a person 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', 'should' and 'think' indicate that an opinion is being expressed. For example:

- Fact: Australia has compulsory voting.
- Opinion: Australia is a democracy so citizens should have the right to choose if they want to vote in an election rather than be told they have to by law.

KEY SKILL
Analysis, evaluation & interpretation

Interpreting data in graphs

You will come across data presented in many ways in the course of your studies, and it is crucial that you are able to interpret this data in a meaningful way.

Use these steps to help you understand the data presented in graphs.

Step 1 Note the title of the graph and make sure you understand what information the graph is presenting.

Step 2 Read any labels, graph axes or column text provided. Check that the data or figures shown correspond to the labels, ensuring that you are clear on how the information is presented. If the data is presented in percentage form, for example, do the percentages add up to 100? If any abbreviations are used, do you know what they stand for?

Step 3 Examine the legend or key provided. Check that the significance of any colours or patterns used is clear.

Step 4 Look for the general pattern of information in the graph. In the example in Source 7, the distribution is heavily weighted to the top two entries.

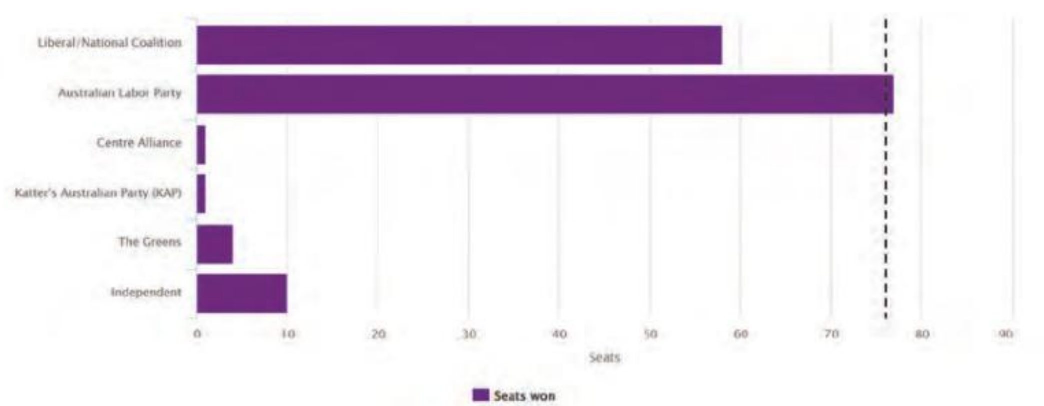
Step 5 Identify any anomalies (examples that stand out as different from the general pattern). State what they are and clearly show how they differ.

Step 6 Provide a brief summary of the information presented in the graph.

Practise the skill

1. **Identify** what information is being represented in Source 7 (you will find a bigger version of the graph on your obook pro).
2. **Describe** the pattern of information in the graph, in terms of the number of seats won.
3. **Summarise** the information presented in Source 7.
4. **Discuss** what improvements, if any, you could make to the presentation of this graph.

Additional resource
House of Representatives results graph



Source 7 Results of the 2022 federal election in the House of Representatives; source: Australian Electoral Commission website

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, 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.

Check your learning
Topic 17.3

17.4 Civic participation and decision making

Source 8 Janeth Deen OAM founded an op shop to help people in need in her local community.

Source 9 In 2015, Rosie Batty AO was appointed Australian of the Year for her work in educating people about the impact of domestic violence and her involvement in establishing the Royal Commission into Family Violence in Victoria.

Source 10 Professor Ian Frazer is a renowned immunologist and co-inventor of the vaccine against HPV, which can cause cervical cancer. The Gardasil vaccine has saved millions of lives around the world and is on track to eliminate cervical cancer in Australia.

global citizen
a person who identifies as being part of the world community and acts according to world community values and practices

Many Australian citizens go beyond the legal responsibilities they have as citizens because they care about the community they live in and believe they have a social responsibility to make it a better place.

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.

Janeth Deen OAM (see Source 8) founded the Queensland Muslim Welfare Association Inc. in 2009, collecting clothes and goods from the Muslim community and opening a charity shop in Woodridge (Brisbane) to help alleviate poverty in the wider community. The Association now assists migrants and refugees in establishing new homes.

Regional or national citizens

A regional citizen may work at a 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. Rosie Batty AO (see Source 9) is an example of an Australian citizen who has campaigned to stop domestic violence in Australia ever since her son, Luke, was murdered by his father.

Global citizens

A citizen may also act on a global level to make the world a better place to live. Professor Ian Frazer (see Source 10) is an example of a **global citizen** who used his skills as an immunologist to develop vaccines to help protect millions of people from a range of diseases. In 2006 he was named Australian of the Year for his work in developing Gardasil, a vaccine that protects against human papillomavirus (HPV), which can cause cervical cancer.

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 make sure that all interested people can express their views. This means that all members of the relevant community or group should be informed about the issue and be given the opportunity to contribute.

Check your learning
Topic 17.4

Source 11 One way to reach a decision that reflects the majority view is to take a vote.

17.5 Communicating

Quizlet
Become familiar with civics and citizenship terms by reviewing them on Quizlet.

Using civics and citizenship terminology

In every subject, a common language is used. Source 12 lists and defines some commonly used terms in civics and citizenship; additional civics and citizenship terms can be found in the glossary at the end of this book, and are also defined throughout the chapters.

Source 12 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; citizenship encompasses the rights and responsibilities that citizens exercise
civics	the study of the rights and responsibilities of citizens and how government works
diversity	having many different forms; when referring to people it means that people come from different racial, ethnic, socio-economic, geographical, educational or professional backgrounds
globalisation	the increasing interconnectedness of countries around the world, resulting in an exchange of views, ideas, products and cultures
government	the elected members of parliament who make decisions for a nation or state; the party or coalition that has won a majority of seats in the lower house of parliament
jurisdiction	the legal power to make legal decisions and judgments
mandate	the authorisation to act in a particular way on a public issue; a mandate is given by the electorate to its representative or government
parliament	the national or state law-making body that is made up of elected representatives in both the upper and lower houses with a head of state; in Australia the national parliament is referred to as the Commonwealth or federal parliament
parliamentary democracy	a system of government where people elect representatives to parliament in order to make laws that reflect the majority of voters' views
pluralist society	a diverse society where there is tolerance of different beliefs
representative democracy	a system of government in which electors choose representatives to a parliament to make laws on their behalf

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 or essays. Whichever format you decide to use, it is a good idea to include the following:

- 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.

Additional resource
Using cognitive verbs

Check your learning
Topic 17.5

CHAPTER 18

Australia's system of government and civic life

The Australian Constitution is a document that outlines how Australia is to be governed. It came into operation on 1 January 1901. The Australian Constitution outlines some of the powers of the federal or Commonwealth Parliament. As Australia is a representative democracy, citizens vote for people to represent them in parliament. For many Australian citizens, participating in Australia's civic life through voting is an important part of living in Australia. Many Australians also engage with civic life through collective activities such as organising and attending protests.

Source 1 Attending demonstrations is one way of participating in civic life in Australia.

18A
How is Australia's system of government shaped by the Constitution?

18B
How do Australians participate in civic life?

18.1 Creating Australia's Constitution

Learning intention

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

» understand the events that led to the establishment of Australia's Constitution.

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 this system of government, there is one central or federal parliament, which has the power to make laws that apply to the entire country.

However, Australia has not always had a federal parliament. The **Australian Constitution**, which came into operation on 1 January 1901, is the document that created and outlined the law-making powers of the Commonwealth Parliament. The Australian Constitution sets out how our nation is to be governed.

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and six state parliaments

Australian Constitution
a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

Reasons for establishing Australia's Constitution

Prior to the Australian Constitution being established, Australia consisted of six separate British **colonies**: Victoria, New South Wales, Queensland, Tasmania, South Australia and Western Australia. Before 1788, Aboriginal peoples across the continent had their own well-established system of government and laws. Despite this, 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. Each of these had the power to make laws for its own residents, while also being under the authority of the British Parliament.

While this system of government worked when our country was relatively small, as the population grew, problems started to arise from the lack of consistent laws between the colonies. By the late 1800s, support grew for the idea of Australia becoming a federation, where the colonies would become the states of Australia, and be united by one central (or federal) parliament. Under this system, the new federal parliament would be given the power to make certain laws in areas of national interest that applied to all Australians.

colonies
outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

Source 1 A ribbon promoting a 'Yes' vote in the second referendum for federation in Australia, 1899

Process of establishing Australia's Constitution

In the years leading up to **Federation** in 1901, there was a shared belief that a unified country would provide ordinary people with the chance to create a better society. However, there were some difficulties in uniting the colonies, including:

- rivalries between different colonies, and a strong sense of local identity in some areas
- a sense of loyalty to the British Crown and a resistance to any reduction in the amount of British power
- disagreements about the exact form and structure of the federation that was to be created: some people wanted a stronger central (federal) government, while others wanted the state governments to have the greatest power.

Federation
the process by which separate colonies or states form a united nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

The idea of uniting the colonies had been around since at least 1847 when Henry Grey (a British Colonial Secretary) proposed a Federal Assembly. The intention was that this assembly would meet regularly to allow colonial leaders to discuss matters that affected all colonies, such as taxes and tariffs, railways and postage services. However, the idea was not taken up by the colonial leaders and the movement stalled.

In 1891 the first of a series of meetings known as **constitutional conventions** was held. At the constitutional conventions, representatives from each colony considered a draft constitution that would essentially create and outline the law-making powers of the new central Commonwealth Parliament. After the draft constitution was approved by the representatives of the colonies, the voters in each colony and the British Parliament, it came into operation.

Quiz me!
A quick quiz on creating Australia's Constitution

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

The first referendums

Federation was achieved as a result of two **referendums**, one in 1898 and another in 1899. The first referendum failed to achieve the required number of votes. A year later, after some changes were made to the Constitution, a second referendum was held. In the second referendum, a majority of people in most of the colonies voted to support the new Constitution that would create the Commonwealth of Australia. Australia became a federation in January 1901, and the first Commonwealth Parliament opened in May in Melbourne.

referendums
national votes of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

Source 2 Delegates from each of the colonies meeting in 1891 at a constitutional convention to discuss federation

18.1 Check your learning

Retrieve

1 **State** three reasons why some people were wary of federation prior to 1901.

2 **Identify** one argument in favour of federation prior to 1901.

Comprehend

3 **Explain** why the Australian Commonwealth Parliament is often referred to as federal parliament.

Apply

4 **Create** a flow chart or cartoon that shows how Australia's Constitution came to be established.

5 The people listed below had significant involvement in the creation of Australia's Constitution. Using the internet, **investigate** how they influenced the Constitution and any other important roles they held.

- Sir Henry Parkes
- Sir Edmund Barton
- Andrew Inglis Clark
- Sir Samuel Griffith
- Sir Richard Baker
- Sir John Quick

18.2 Australia's Commonwealth Parliament

Learning intentions

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

» describe the structure of Australia's Commonwealth Parliament

» summarise the features of a constitutional monarchy.

The Australian Constitution took many years to draft and was carefully framed to provide a stable and long-lasting system of government for Australia. The Constitution established Australia as an independent nation and set out the rules by which it would be governed, by:

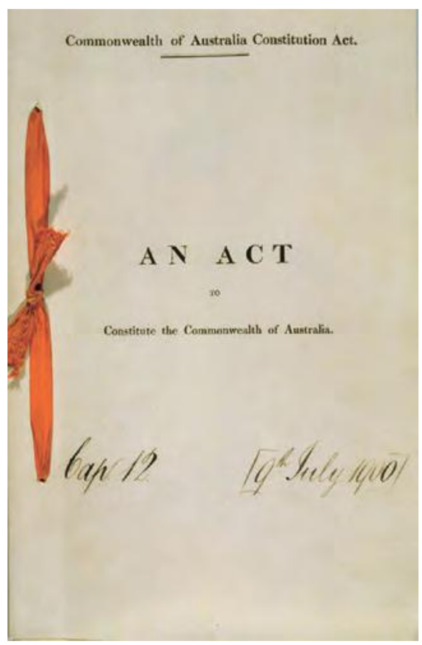
- establishing a federal system of government
- creating and outlining the law-making powers of the Commonwealth Parliament
- outlining the structure of the Commonwealth Parliament
- creating the High Court of Australia to resolve disputes over the meaning of the Constitution
- outlining and protecting some basic rights of the Australian people by placing restrictions on the law-making powers of the Commonwealth and state parliaments
- ensuring that the Australian parliamentary system was based upon principles such as representative and responsible government, and separation of powers.

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:

specific powers
areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and customs and excise

- marriage and divorce
- currency (bank notes and coins)
- taxation (for example, the goods and services tax)
- social welfare benefits (for example, the aged pension and unemployment benefits)
- trade and commerce (with other countries and between the states)
- defence (naval and military forces)
- customs and excise (taxes on the production or export of goods).



Source 3 The Australian Constitution established a federal system of government.

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**. For example, the Constitution does not mention or give the Commonwealth the power to make laws in many areas including:

residual powers
areas in which only the state parliaments can make law, e.g. law and order, education, health and public transport

- adoption, surrogacy or IVF technology
- childcare and education
- public transport
- water and electricity supply.

The state parliaments have the sole power to make laws in these areas.

Specific powers of Commonwealth Parliament

The specific powers of the Commonwealth Parliament 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. *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 conflicting laws in concurrent areas of power, the Commonwealth's law prevails over (overrides) the state law.

constitutional monarchy
a political system in which a monarch (i.e. a king or queen) is the head of state and a parliament makes laws under the terms of a constitution

royal assent
the formal signing and approval by the governor-general (at the Commonwealth level) or governor (at state level) for a bill to become a law

members of parliament
individuals who have been elected by the people to represent their views and values in parliament

House of Representatives
the lower house of the national parliament

electoral divisions
geographical areas containing specified numbers of people who can vote in an election

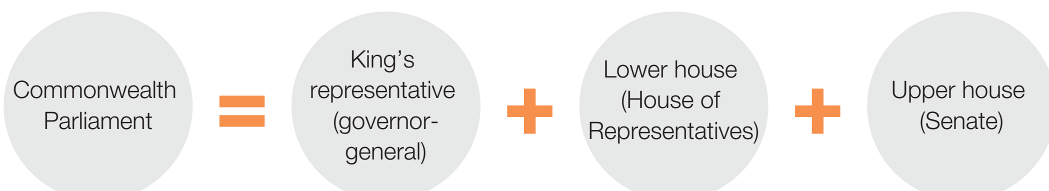
Constitutional monarchy

Under Australia's federal parliamentary system, the responsibility to make and change laws is shared by one federal parliament and six state parliaments. However, Australia is a **constitutional monarchy**. This means that the reigning monarch of the United Kingdom (currently King Charles III) is our head of state. Although Australian citizens elect members of parliament to make laws on their behalf, any laws made by the parliament must also have approval from the reigning monarch of the United Kingdom. This approval (referred to as **royal assent**) is given by the governor-general, who is the King's representative in the federal (national) parliament. The governor-general is appointed by the King, on the advice of the prime minister, to represent him in the federal parliament. The governor-general performs many duties, such as appointing judges and giving approval on behalf of the King for bills (or proposed laws) to become law after they have been passed by both houses of parliament.

The structure of the Commonwealth Parliament

In Australia the federal parliament consists of:

- the King – who is the head of state and represented by the governor-general
- two houses: a lower house and an upper house; each consists of elected representatives called **members of parliament** or parliamentarians.



Source 4 The structure of Australia's federal parliament, also known as the Commonwealth Parliament

The lower house

The lower house of the Commonwealth Parliament is called the **House of Representatives**. As Australia's political system is a representative democracy, it follows that the members of parliament should represent the views and values of all Australians. To make sure that all Australians are represented, Australia is divided up into 151 geographical areas, known as **electoral divisions** (or seats). Each electoral division has roughly 100 000 voters. At election time, voters in each electoral division elect one representative who then becomes a member in the House of Representatives. It is fitting then, that the House of Representatives is sometimes called 'the people's house'.

Source 5 The Commonwealth Parliament meets at Parliament House in Canberra.

political party
a group of people with similar views and ideas about how a country (nation), state or territory should be governed

coalition
two or more political parties that join together in an attempt to win an election and form government

absolute majority
the requirement of a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

prime minister
the leader of the political party that forms the government

Opposition
the second largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies

Quiz me!
A quick quiz on Australia's Commonwealth Parliament

Senate
the upper house in federal parliament

senators
individuals elected to the upper house of the parliament (the Senate)

Most of the members elected to parliament will belong to a **political party**. Members of a political party have similar ideas about how to best govern the country. In order to win an election, a party (or group of parties, known as a **coalition**) must win an **absolute majority** of seats in the House of Representatives. That is, at least 76 of the 151 seats in the House of Representatives must be won by the same party (or coalition) to form government.

The leader of the winning party (or coalition) becomes the **prime minister**. The leader of the party (or coalition) that has the largest number of seats but has *not* gained a majority in the House of Representatives is the leader of the **Opposition**.

Source 6 shows the layout of seating in the House of Representatives. The government of the day is the party (or coalition) that has won the election, and therefore has permission to act and make law on behalf of the Australian people. Each newly elected government brings with it fresh ideas about how best to manage the country. By contrast, the role of the Opposition is to hold the government accountable for its actions. This can be done by questioning and scrutinising those actions.

Source 6 The House of Representatives in Parliament House, Canberra; the House of Representatives is also known as the lower house.

The upper house

The upper house of the Commonwealth Parliament is called the **Senate**. It was originally set up to protect the interests of the states. When the Australian Constitution was written, it was decided that each state should be equally represented regardless of its population size, so that the smaller populated states would still have a say in the parliament. Each state is represented by 12 **senators**. The Australian Capital Territory and the Northern Territory are represented by two senators each. In theory, senators are elected to represent the interests of their state; however, in reality they often belong to a political party and tend to vote in line with the views of their political party rather than in the interest of their state.

You might be wondering why the Commonwealth Parliament consists of two houses of parliament, especially when the real action seems to take place in the House of Representatives where the government is formed. The Senate's purpose is to act as a 'house of review'. Any bills that are put forward by the House of Representatives are reviewed by the Senate. In this way, it checks and scrutinises what the government of the day is doing, and holds it accountable for its actions.

Source 7 The Senate in Parliament House, Canberra; the Senate is also known as the upper house.

The difference between the parliament and the government

It is important to understand the difference between the terms 'parliament' and 'government'. As previously mentioned, the government is the party (or coalition) that has a majority of seats in the lower house. By contrast, the parliament consists of all the members who are elected to both houses of parliament, as well as the governor-general.

18.2 Check your learning

Retrieve

1 In your own words, **define** 'exclusive powers'.

Comprehend

2 **Explain** the purpose of the House of Representatives and the Senate.

3 **Describe** the features of a constitutional monarchy.

Analyse

4 Refer to Source 6 and explain why, when all members are in attendance, there would be more people sitting on the government side of the house than the Opposition side.

5 **Consider** one possible strength of having a federal parliamentary system.

6 a **Distinguish** between specific and residual powers. Remember, when you distinguish between two things you must talk about how they are different.

b **List** three examples of each type of power.

Apply

7 **Propose** one reason why some specific areas of law-making power might have been designated as being exclusive powers of the Commonwealth Parliament. Provide two examples to support your response.

8 **Create** a diagram that illustrates the structure of the Commonwealth Parliament. Search online to find some relevant images to support your diagram.

18.3 Government policies and laws

Learning intentions

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

- describe the responsibilities of different levels of government in Australia
- summarise how policies become law.

As you have learnt in previous topics, Australia's system of government is based on a federal parliamentary system. Under our federal parliamentary system, the federal parliament makes laws for the entire country, while the state and territory parliaments make laws for each state and territory. Local governments within each state and territory also make laws.

Australia's levels of government

Federal

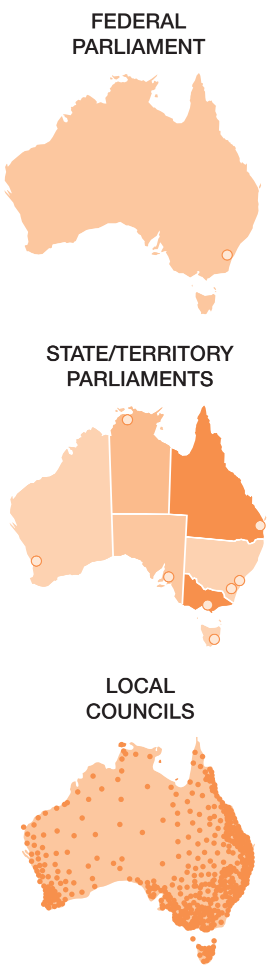
Australia's national parliament – known as the federal parliament (or Commonwealth Parliament) – makes laws that apply to the whole of Australia. The Commonwealth Parliament gains its power to make law from Sections 51 and 52 of the Australian Constitution.

State and territory

Each of the six Australian states and two territories also has its own parliament to make laws. Like the federal parliament, the state and territory parliaments are elected by the residents of that state or territory. Unlike the federal parliament, these parliaments only make laws that apply within the boundaries of their states or territories. Most areas that are not listed in sections 51 and 52 of the Australian Constitution are areas of state responsibility. If a state parliament makes a law that conflicts with federal parliament law, then the state law is overruled by the federal law.

Local

Australia also has local (or municipal) councils that have the power to make laws on local matters. Local councils are democratically elected by the residents in each local area. Local councils make laws on rubbish collection, town planning and pet control. Local councils are not specifically mentioned in the Australian Constitution but are given the authority to make laws on specific matters by state governments. Laws made by local councils can be overruled by state laws.



Source 8 The location of Australia's federal, state and territory, and local governments

Source 9 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

CASE STUDY

Great Barrier Reef Marine Park Act 1975

The Great Barrier Reef is a region of enormous scientific interest and is significant to many Australians. In particular, First Nations peoples have a continuing relationship with the Great Barrier Reef and its natural resources.

During the 1960s, the Queensland Government planned to commercialise the natural resources of the Great Barrier Reef. This included allowing the region to be mined for minerals and drilled for oil. In 1968, the Queensland Premier allowed the entire Queensland coast to be explored for oil. Environmental conservation societies and the tourism industry protested the expansion of mining and drilling in this region. The Australian public was increasingly opposed to mining and drilling on the reef following massive international oil spills throughout the late 1960s and early 1970s.

In 1969, a joint inquiry was established by the Queensland and federal governments into the possibility of drilling for oil causing damage to the Great Barrier Reef. The inquiry was upgraded into a federal Royal Commission. The Royal Commission recommended that a marine park be created to protect the reef.

In 1975, the federal government passed the *Great Barrier Reef Marine Park Act*, which created the Great Barrier Reef Marine Park Authority (GBRMPA). The GBRMPA is the federal agency that works with the Queensland Government to manage the Great Barrier Reef Marine Park. The Queensland and federal governments both agreed to ban drilling for oil in this region.

Today, local councils along the Queensland coast are responsible for stormwater treatment (making sure that water running into the reef is free from pollutants). The Queensland Government manages state responsibilities of the park, such as issuing tourism operator licences.

Source 10 The Great Barrier Reef is significant to many Australians.

Developing and implementing government policies

All levels of government work to develop **policy**. A policy is a statement of principles that aims to guide action that must be taken in the future. Political parties develop policies that we usually learn about at election time. The political party that wins the election and forms government must put its policies into action. By winning the election, the government of the day is said to have been given the mandate (permission) to implement the policies it promoted during its election campaign.

However, winning an election does not mean that the government can simply set about implementing its policies without any interference. To implement many policies, new laws must be passed in parliament. If a government does not hold the majority of seats in the upper house (the Senate in the federal parliament), it will need to negotiate with **independent** senators, and senators from **minor parties**, to gain their support for the new legislation.

policy
a statement of principles to guide action for the future

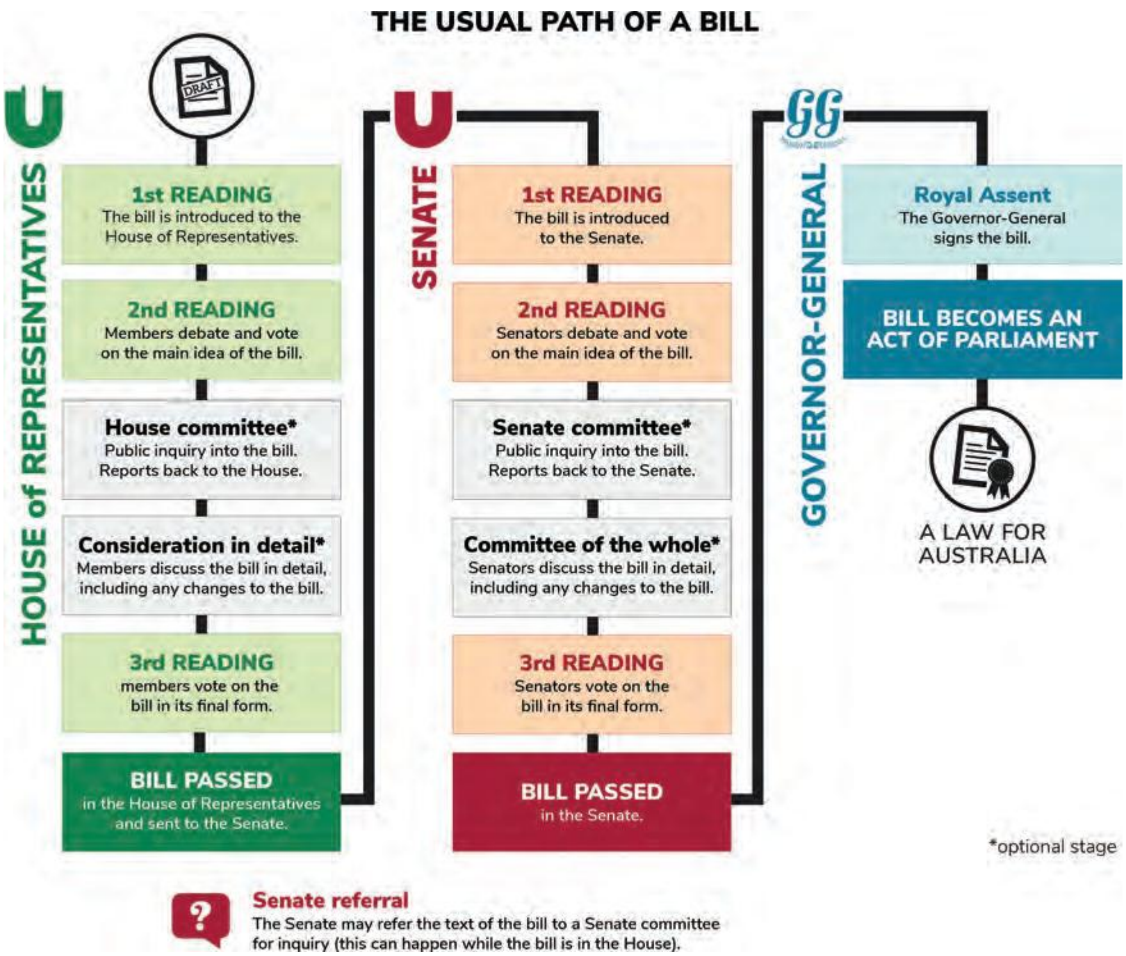
independent
a member of parliament who is not associated with a political party

minor parties
small political parties with few elected members

How federal government policy becomes law

The first three chapters of the Australian Constitution define the separate powers of the three main branches of government:

- *legislature* (which has the power to make the law)
- *executive* (which has the power to administer the law)
- *judiciary* (which has the power to apply the law).



Source 11 The usual path of a bill in becoming a law

Both the legislature and executive are involved in policies becoming laws. At the federal level, the legislature is made up of two houses of parliament: the Senate (the upper house) and the House of Representatives (the lower house), while the executive is made up of the prime minister and ministers who lead government departments. The government decides on policy, then drafts a **bill**. The government introduces the bill to parliament (see Source 11).

bill
a proposal to implement a new law (or to change an existing law)

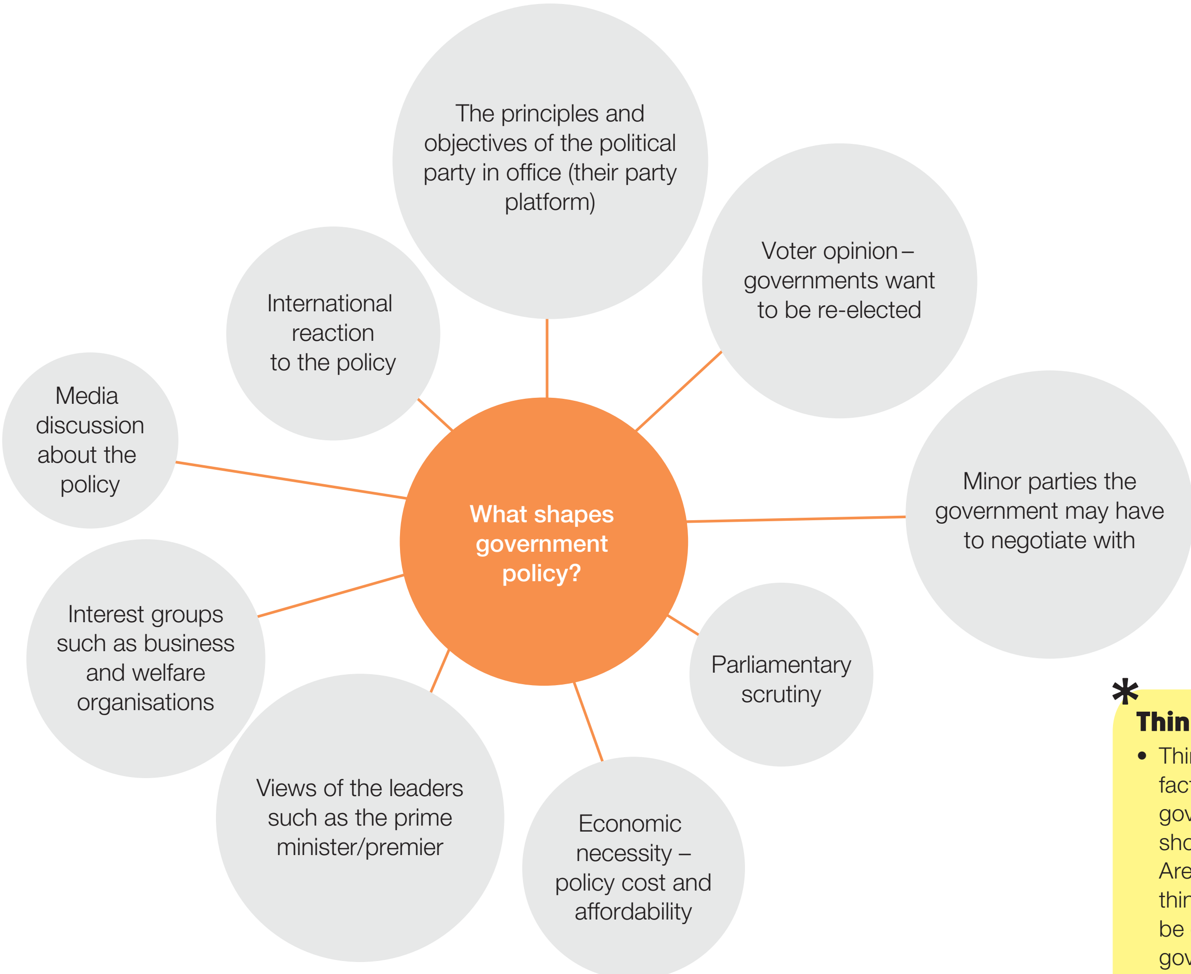
Influence on government policies

Various factors impact upon government policy. Public opinion, the media and international pressures are just some of the factors that can influence policies (Source 12 shows some of the other factors that shape government policy). Interest groups also play a role. For example, a discussion surrounding reform of our tax system and increasing taxes will normally result in business groups and community welfare groups commenting about the effects of the policy.

Quiz me!
A quick quiz on government policies and laws.

International pressure or relations with other countries may also influence government policy. For example, in 2020–21, the Australian and Chinese Governments became involved in a dispute that resulted in China banning the importing of a number of Australian goods including barley, beef, coal, sugar, wine, lobster and timber. These decisions forced the Australian Government to revise a number of trade polices.

In 2020, governments all around the world were forced to design new policies to deal with the impact of the global COVID-19 pandemic.



Source 12 Government policy is shaped by a number of factors.

18.3 Check your learning

Retrieve

1 **State** the two sections of the Constitution that give federal parliament the power to make laws.

2 **Identify** three factors which can influence government policy.

Comprehend

3 **Explain** what a policy is.

4 **Summarise** how a policy becomes a law.

Analyse

5 **Distinguish** between the three levels of government in Australia by explaining the differences between each level.

6 **Identify** which level of government has the power to make laws on the following areas:

- secondary education
- marriage
- parks and libraries
- childcare facilities
- public transport
- currency.

Apply

7 Read the case study on the *Great Barrier Reef Marine Park Act 1975*.

a **Identify** the levels of government that are involved in looking after the Great Barrier Reef.

b **State** the different groups who were involved in opposing the Queensland Government's policy of drilling for oil along the Queensland coast and Great Barrier Reef region.

Think, pair, share

- Think about the factors that shape government policy shown in Source 12. Are there any you think should not be considered by governments when forming policy?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

18.4 Changing the Constitution

Learning intention

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

» describe the process of changing the Australian Constitution through referendum.

Times have changed a great deal since the Constitution first came into effect in 1901. For this reason, it is important that the Constitution can be changed. A key feature of our Constitution is that it cannot be changed by the government without the approval of the Australian people. Changes to the Australian Constitution are considered so important that they must also be approved directly by the citizens. This is done by referendum.

The referendum process

The referendum process is outlined in the Constitution itself. A proposed change to the wording of the Constitution must be drafted and generally approved by a majority of members in both houses of Commonwealth Parliament. Between two and six months later, the proposed change must be put to the Australian people.

Before a referendum is held, members of parliament put together a list of arguments for and against the proposed change to the Constitution. These arguments are called the 'Yes' and 'No' cases. The Australian Electoral Commission (AEC) is the independent authority in charge of running referendums and federal elections. The AEC arranges for the 'Yes' and 'No' cases to be posted to all Australian citizens on the electoral roll. On the day of the referendum all Australian citizens on the electoral roll vote 'Yes' or 'No' to the proposed change.

double majority
a majority of states and a majority of citizens; this must be reached for a change to the Constitution to be accepted

Stage 1
The bill

A bill, which sets out the proposed changes to the Constitution, is proposed and passed by parliament.

Stage 2
The committees

Members of the House of Representatives and Senate are divided into case committees. The majority, who voted for the changes, form a 'Yes' committee, while the minority, who voted against the changes, form a 'No' committee. The two committees organise activities either for or against the changes. If all members vote together in favour of the changes, the 'No' committee is not formed.

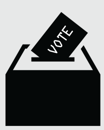
Stage 3
The writ

A formal written order, known as a writ, is issued by the governor-general to set the dates for the referendum (including polling day).

Stage 4
The case

The case committees prepare a case for voting 'Yes' or 'No'. These cases are put together with a formal statement of the proposed changes to the Constitution and are printed and sent to every voter in Australia before the referendum.

Stage 5
The vote



On polling day, voters must attend a polling location to vote either 'Yes' or 'No' to the proposed changes. If a **double majority** is achieved, the changes to the Constitution will be made.

Source 13 The five stages involved in holding a referendum

For the proposed change to be accepted, it must be approved by a double majority:

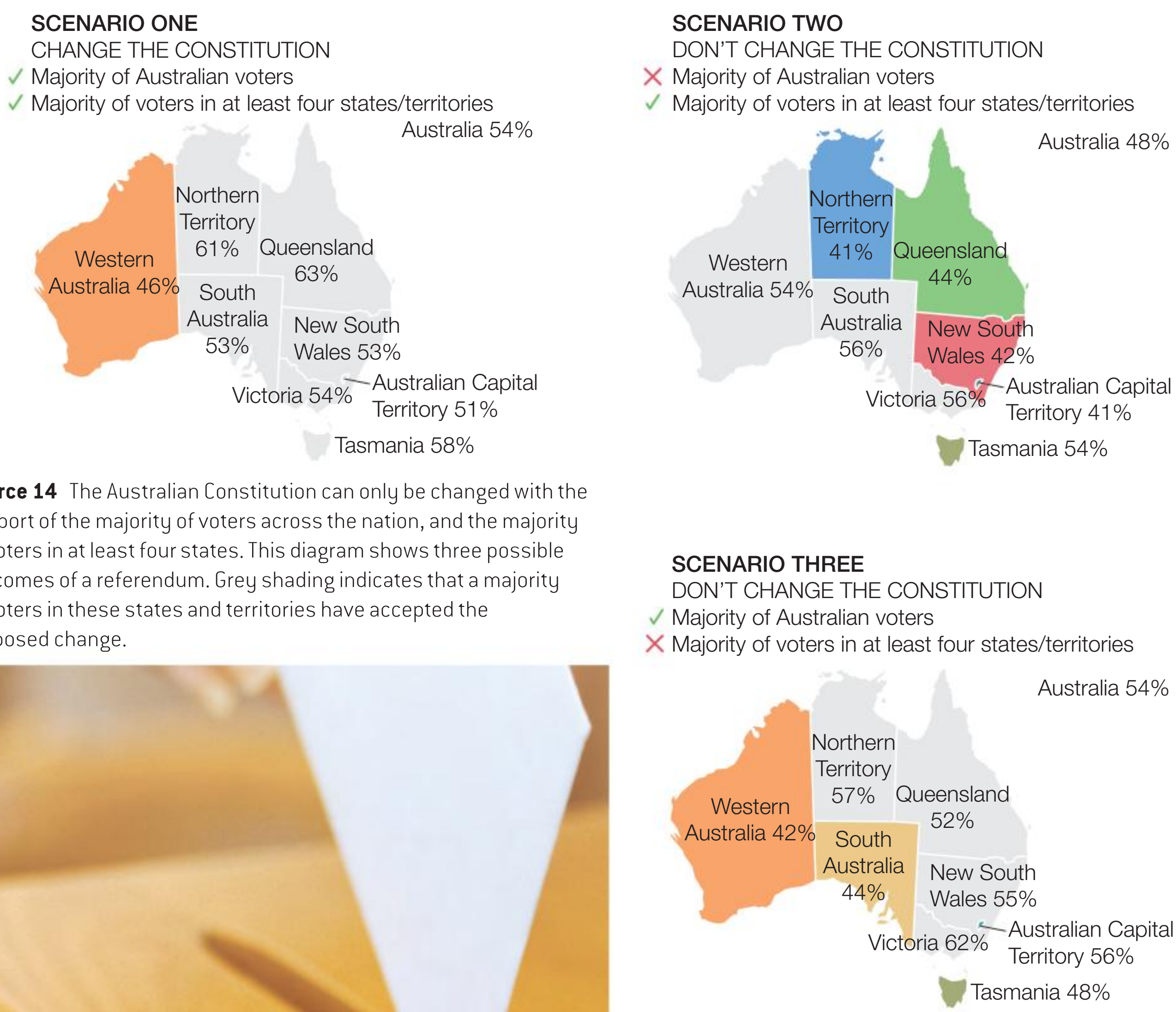
- a majority of voters in a majority of states, and
- a majority of voters across the nation.

This is to make sure smaller states are not disadvantaged. Voters living in the territories are only counted in the national majority. If the proposal is accepted by a double majority, it is given final approval by the governor-general on behalf of the King – a formality known as 'royal assent'.

Since Australia became a federation in 1901, 19 referendums have been held, including:

- the 1967 referendum, which sought to alter the Constitution to include Aboriginal and Torres Strait Islander peoples (First Nations peoples) and ensure that they were counted in the census – the public voted in favour of this referendum, and it is by far the most popular constitutional change in Australian history
- the 1999 referendum, which sought to change Australia to a **republic** – the public voted against this, meaning that we remained a constitutional monarchy.

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

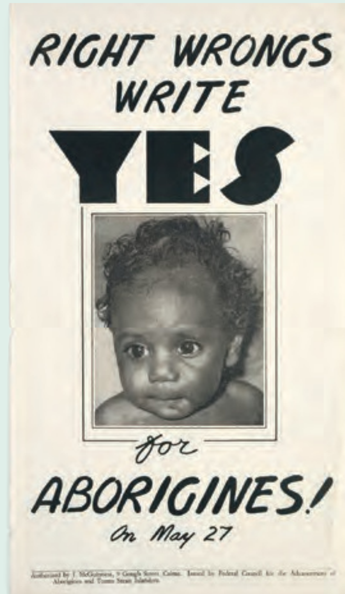


Source 14 The Australian Constitution can only be changed with the support of the majority of voters across the nation, and the majority of voters in at least four states. This diagram shows three possible outcomes of a referendum. Grey shading indicates that a majority of voters in these states and territories have accepted the proposed change.

CASE STUDY

The 1967 referendum

Australia's most successful referendum took place in 1967, when over 90 per cent of voters agreed that the Constitution should be changed to give the Commonwealth Parliament the power to make laws for all Australians – including 'Aboriginal people', who had previously been exempted from the Constitution. This change was extremely important because it reduced the possibility of discrimination against First Nations peoples. The referendum also changed the Constitution so that First Nations peoples could be counted when determining the size of the population. The success of the referendum had symbolic significance, as it demonstrated the willingness of many non-Indigenous Australians to accept and recognise the rights of First Nations peoples. Today, the date of the historic 1967 referendum (27 May) marks the start of National Reconciliation Week – when the Australian community recognises and celebrates First Nations peoples, including acknowledging and promoting the understanding of past injustices First Nations peoples have suffered.



Source 15 A poster urging Australians to vote 'Yes' at the 1967 referendum

CASE STUDY

The 1999 referendum

Our most recent referendum was held on 6 November 1999 when Australians were asked if they wanted to become a republic and replace the Queen and the Governor-General with a president. Unlike the 1967 referendum, which had overwhelming support, the republic referendum divided the nation.

The 'Yes' side, headed by Malcolm Turnbull, and the 'No' side, headed by Kerry Jones, each tried winning voters over with their respective arguments.

The 'Yes' side argued that:

- Australia is an independent nation and our head of state should be Australian, not British
- in a democracy, the head of state should be elected, not born, into their position
- Australia is a multicultural nation and many people feel no affiliation to Britain.

The 'No' side argued that:

- the monarchy has been working well for more than 200 years and there is no need to change it
- the 'Yes' supporters are too divided in their views on how a republic should be organised (for example, what powers the president would have)
- some states might want to break away from the federation.

In the end, all six states failed to reach a majority and the 'No' side won by 54 per cent nationally.

Source 16 The ballot paper from the Australian Capital Territory for the most recent referendum in 1999; the public voted against becoming a republic.

Strengths of the referendum process

Strengths of the referendum process include the following:

- It requires the support of the Australian public, which prevents a federal government from changing the Constitution to benefit its own agenda.
- A compulsory public vote means the Constitution is only changed if it has great support from the entire community, rather than just a small number of people who choose to vote.
- The requirement that a referendum must be passed by a double majority of voters ensures that any change to the Constitution has a large amount of public support, including support from most of the states.

Problems with the referendum process

Since Federation, 44 proposals to change the Constitution have been put to the Australian voters at 19 referendums. Only eight proposals have been successful. Reasons referendums tend to fail include the following:

- Voters may vote against a proposal to change the Constitution if they do not understand the proposal or are not interested in it.
- Proposals for change are unlikely to succeed if both major political parties do not support the change, because many people vote in accordance with the views of their chosen political party.
- The double majority provision is very difficult to achieve, particularly the requirement for the residents of at least four states to support the change.
- For convenience and to reduce costs, referendums are often held at the same time as a federal election, and people are more concerned with voting for the government rather than the proposal for constitutional change.

Quiz me!
A quick quiz on changing the Constitution

18.4 Check your learning

Retrieve

1 **Define** the term 'referendum'.

Comprehend

2 **Explain** what is meant by the term 'double majority'.

3 **Explain** why people vote in a referendum when they have already elected politicians to represent them.

4 **Summarise** two strengths and two weaknesses of changing the Constitution via a referendum.

Analyse

5 **Consider** what might happen if a double majority was not required to make changes to the Constitution, and briefly explain your answer.

Apply

6 Some people believe that the King is no longer relevant to Australia and that we should become a republic rather than a constitutional monarchy. Conduct research to help you decide whether you believe Australia should remain a constitutional monarchy or become a republic. Get together with some classmates who have the same view as you, and work together to prepare some materials that could be posted out to Australian voters outlining the 'Yes' case (Australians should vote 'Yes' to a republic) or the 'No' case (Australians should vote 'No' and remain a constitutional monarchy).

18A SKILLS IN CONTEXT

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

Considering constitutions

A constitution is a set of rules that help to run countries, states and organisations. A constitution is important as it clearly defines the structure and powers of the government or governing body.

Not all countries have written constitutions. Australia, India and the United States are all examples of countries with a written constitution. New Zealand and the United Kingdom are examples of countries that have no single written constitution. Instead of a constitution, these countries are governed based on a number of documents, laws and principles (sometimes referred to as having an 'unwritten constitution').

Many organisations have constitutions. In Australia, all organisations registered with the Australian Charities and Not-for-profits Commission are required to have a written constitution or a documented set of rules. This is to make sure that there is a governing document in place which outlines how the organisation's governing body makes decisions. Cancer Council Australia is one example of a charity with a written constitution.

Many schools also have constitutions. The constitution might cover things such as the process for decision making by the school council, how staff are appointed or how rules and policies can be made or changed.

A constitution should reflect the values and goals of a country, state or organisation and should set out how the country, state or organisation is governed.

Source: Parliamentary Education Office (PEO.GOV.AU)

Source 17 There are eight chapters in the Australian Constitution. Chapter I describes the power and composition of Australian Parliament, Chapter II describes the power of the executive government, Chapter III outlines the federal courts, Chapter IV deals with finance and trade, Chapters V and VI outline the relationship between the Australian Parliament and the states and territories, Chapter VII describes certain powers of the governor-general, and Chapter VIII describes how the Constitution can be changed.

KEY SKILL
Civic participation & decision making

Creating a constitution

An organisation is any group of people who work together with a common goal. This can include businesses, charities, religious groups, schools or even classes. An organisation's constitution is written by the members of the organisation. It is developed to outline how the organisation is governed and to reflect the beliefs and principles of the majority. An organisation's constitution should set out the organisation's rules, as well as information on how these rules can be changed. Follow these steps to draft your own constitution.

Step 1 Write down the name and purpose of your organisation.

Step 2 Write a preamble. A preamble is usually a brief paragraph that states the overall purpose of the constitution (see Source 18).

Step 3 State who will be considered a member of the organisation.

Step 4 Outline the rules and responsibilities that relate to the people leading the organisation and to all members of the organisation.

Step 5 Outline what action can be taken if members of the organisation do not follow the rules.

Step 6 Explain how and when a referendum can be called to make amendments to the constitution.

Practise the skill

1 Draft a constitution for your class. Australia's Constitution took effect on 1 January 1901. From the 1890s to 1900, the Australian Constitution was drafted and voted on in a series of referendums. In your class, develop a process to make sure everybody can be consulted about what goes into your constitution. Make sure that everybody can participate and that everybody's views can be heard and recorded. You can hold votes on what should and should not be included in your constitution. Your class should consider:
- the purpose of your class (for example, to create the best learning environment for all)
- the principles you might want your constitution to reflect (see Source 18 for examples)
- the non-negotiable responsibilities of your teacher
- how your class's constitution will work with your school rules.

2 After consulting everybody in your class, **create** a draft constitution using the steps outlined above.

3 As a group, **reflect on** possible issues that would require a referendum in order to make changes to your constitution.

Extend your understanding

1 Go online to access the Australian Constitution on the Parliament of Australia's website.

2 **Compare** the constitution your class has created with the Australian Constitution by identifying any similarities between them and any differences between them.

Weblink
The Australian Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility [calm], provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity [future generations], do ordain [officially order] and establish this Constitution for the United States of America.

Source 18 The Preamble of the Constitution of the United States; the Preamble outlines important principles.

18.5 Civic life in Australia and in a globalised society

Learning intention

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

» describe how citizens can participate in Australia's civic life on a local, national or global level.

Civic life refers to citizens participating in their communities (or nations) by publicly expressing their concerns, needs and values to make sure that these concerns, needs and values are recognised by governments. This contrasts with a citizen's 'private life', which focuses on personal interests and aims. People who engage with civic life are informed and active citizens who have strong democratic values. Many Australians engage with civic life through individual or collective activities; for example, by being members of community groups, cultural groups or religious groups, by participating in demonstrations or campaigns on important issues, or by volunteering.

Australian citizenship

Australian citizenship refers to a person's legal right to live in Australia. Citizenship involves the social responsibilities we all have to members of our communities, as well as legal responsibilities. In a legal sense, all Australian citizens have responsibilities such as:

- obeying the law
- enrolling to vote, and voting in, federal, state and territory, and local elections once they are aged 18 years
- serving on a jury if asked
- defending the country should the need arise.

Australian citizens also enjoy certain privileges that include being able to vote for members of parliament to represent their views, and being able to stand for election to parliament. Other privileges include being able to apply for an Australian passport to enter and leave the country freely, and knowing that they are entitled to receive official help from the Australian Government, if it is needed, when in another country. People who are born overseas generally need to meet a number of criteria and pass a citizenship test before being granted Australian citizenship.

Ways of participating in civic life

Local
- helping others in the community
- participating in local celebrations

National
- voting in national elections
- donating to charity

Global
- taking action on environmental issues and human rights issues

Source 1 Citizens can participate in civic life in many different ways, on a local, national or global level.

Quiz me!
A quick quiz on civic life in Australia and in a globalised society

Volunteering in Australia

More than 6 million Australians volunteer their services to help others each year. Volunteers receive no monetary payment in return for contributing to their communities.

There are many different types of non-government organisations that provide opportunities for people to volunteer their services. Some of these organisations may be religious, such as the Salvation Army, while others may have no religious connection at all. A website called GoVolunteer lists nearly 600 volunteer organisations helping potential volunteers find the right organisation to volunteer with.

Key skill worksheet
Questioning & researching: Exploring how and why people volunteer

Source 2 shows two past recipients of the Australian of the Year Award. Rosie Batty was awarded Australian of the Year (in 2015) for her work campaigning against domestic violence after the death of her son, Luke, and has continued her valuable work in this area since receiving the award. Adam Goodes, a former AFL player and an Adnyamathanha and Narungga man, was awarded Australian of the Year (in 2014), for his work in the community and with troubled youth. Since receiving this award, Goodes has made a significant contribution to society by raising awareness of the need for Australia to address racism and improve the lives of First Nations peoples. Together with former AFL teammate Michael O'Loughlin and businessman James Gallichan, Goodes has also established an organisation called Go Foundation that focuses on promoting education, employment and healthy lifestyles for First Nations peoples.

Source 2 Past recipients of the Australian of the Year Award, Adam Goodes and Rosie Batty, continue to make significant contributions to civic life in Australia.

Global citizenship

A global or world citizen sees their place in the global or world community rather than just belonging to their local community or country. Many global citizens see themselves as being part of the same club that all people are in because they are part of one human race. Environmental issues such as climate change, human rights issues such as child labour, and economic and social issues such as poverty are all world issues that require a response from people everywhere in the world.

18.5 Check your learning

Retrieve

1 In your own words, **define** 'civic life'.

2 **Identify** one privilege and one legal responsibility of Australian citizens.

Comprehend

3 **Explain** why people might see themselves as global citizens, rather than just citizens of a country.

4 **Describe** how citizens may participate in society on a local, national or global level.

Analyse

5 **Reflect on** how you could engage with civic life; for example, by joining a particular organisation, by volunteering, or by participating in demonstrations or campaigns. Briefly explain your response.

Apply

6 There are many organisations that contribute to the Australian community and civic life. In pairs or small groups, **investigate** if each of the following organisations are government organisations, religious organisations or humanitarian/non-government organisations:

- a State Emergency Services
- b The Salvation Army
- c Australian Red Cross
- d Sikh Volunteers Australia
- e UNICEF Australia.

7 **Investigate** a human rights campaign such as one of the endPoverty campaigns, the Live Below the Line challenge, the Human Rights Campaign (relating to achieving a world where every member of the LGBTQIA community has the freedom to live with equality under the law) or Reconciliation Australia (which promotes respect, trust and positive relationships between First Nations peoples and the wider Australian community). Using dot points, describe some of the methods used to create change for the better.

18.6 Diversity and media in Australia

Learning intention

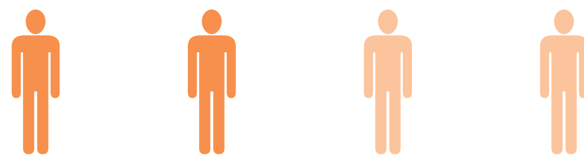
By the end of this topic, you will be able to:

- describe how the media can shape attitudes to Australia's diversity.

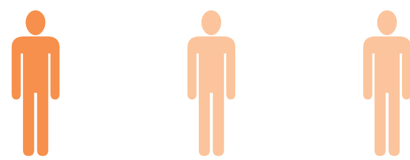
pluralist society
a cohesive society or community in which a number of people with different racial, cultural, religious and socio-economic backgrounds live together in a peaceful and united way

Quiz me!
A quick quiz on diversity and media in Australia

Modern Australian society is very diverse. A diverse society is made up of people who have different racial, cultural, religious and socio-economic backgrounds, lifestyles and life experiences. People may also have different disabilities, sexualities, or gender identities. A diverse society can also be referred to as **pluralist society**. A pluralist society is one where difference is respected and a range of different people can coexist peacefully.



More than half (51.5%) of the Australian population is born overseas or has at least one parent who was born overseas.



Nearly one-third (30%) of the Australian population is born overseas.

Source 3 According to the Australian Bureau of Statistics, more than half of the people living in Australia were born overseas or have one parent who was born overseas.

Australia's cultural diversity

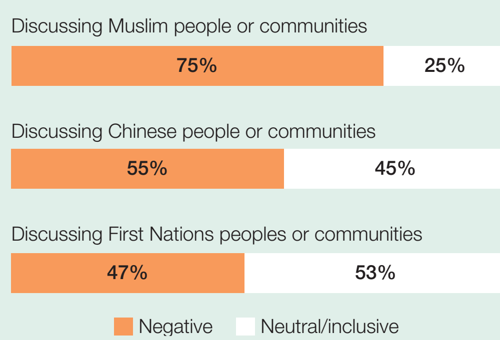
Approximately 26 million people are living in Australia today. First Nations peoples, the original inhabitants of Australia, make up approximately 3.3 per cent of the population. The rest of the population is made up of migrants or their descendants.

CASE STUDY

How is our diverse society represented in the media?

While Australia is a diverse society made up people from many different groups, not everybody is represented in media coverage in the same way. Between 2019 and 2020 the not-for-profit organisation All Together Now analysed 315 media pieces – newspaper opinion pieces and segments on TV current affairs shows. These media pieces were taken from a range of media networks, including the ABC, News Corp and the Nine Network. The media pieces were analysed for harmful stereotypes, instances of scaremongering (rumours designed to cause fear) or false ideas.

All Together Now found that half of the media pieces discussing race-related issues presented Muslim people/Muslim Australians, Chinese people/Chinese Australians and First Nations peoples negatively. In this study, for a media piece to be considered neutral it had to not single out a person or community based on their race or religion, or not place unnecessary focus on the race or religion of a person or community. The study also found that most of the media pieces presenting specific groups of people negatively were authored by people from a European or Anglo-Celtic background.



Source 4 Ways in which specific groups in Australia are presented in media coverage, as analysed by All Together Now

Representation in media

Australia's cultural diversity is not reflected in traditional media such as TV news, current affair programs and radio broadcasting. In 2021, the organisation Media Diversity Australia found that of the presenters, commentators and reporters who appear on Australian TV:

- 76 per cent had an **Anglo-Celtic** background (approximately 58 per cent of the Australian population have an Anglo-Celtic background)
- 6 per cent had a non-European or a First Nations background (approximately 24 per cent of the Australian population have a non-European or a First Nations background).

Public service broadcasters such as the ABC are required to report on cultural diversity within their workforces, while commercial networks such as the Nine Network are not.

Many of the key stories that appear in traditional media aim to inform on issues that are important to all Australians. Without representation of Australia's cultural diversity in the media, the stories that are reported on may not meet this aim (see the case study). Many stereotypes about Australian identity are created because of popular films, TV shows, news coverage and social media. It is important for all people living in Australia to understand that Australia is a diverse and multicultural community composed of people who have different racial, cultural, religious and socio-economic backgrounds, lifestyles and life experiences.

Anglo-Celtic
from (or descended from people from) England, Ireland, Scotland and Wales

1	Most Australians are Anglo-Celtic.
2	Most Australians say 'crikey' all the time.
3	Australians like Vegemite.
4	Australians drink too much.
5	Australians are laid-back and friendly to everyone.

Source 6 Some stereotypical perceptions of Australians

Source 5 The TV comedy characters Kath and Kim can be seen as stereotypical Australians.

18.6 Check your learning

Retrieve

1 **Define** 'diversity' and outline the nature of diversity in Australia.

Analyse

2 Calculate the percentage of your class that were born overseas, or have at least one parent born overseas, and **compare** this to the statistics gathered by the Australian Bureau of Statistics (see Source 3). State whether your class reflects these statistics and suggest some possible reasons for any similarity or difference.

3 Read the case study: 'How is our diverse society represented in the media?'

a Do you think that presenting specific groups negatively is more common in traditional media (such as newspapers and TV) or social media (such as TikTok and YouTube)? **Explain** your answer.

b Suggest one action that media networks could take to help Australia's diverse society be better represented in the media.

c Briefly discuss the impact of how the media represents specific groups on our ability to live together in a peaceful and united way.

Apply

4 In small groups, **discuss** if you think the statements in Source 6 are true. Consider each statement and why some people might have this perception of Australians.

18B SKILLS IN CONTEXT

The power of social media campaigns

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

Throughout history there have been notable leaders who have sought social and political change. Famous social activists who campaigned for social, political and legal change include Nelson Mandela, who fought to break the system of apartheid (segregation of people on the basis of race or ethnicity) in South Africa, and Mahatma Gandhi, who fought for India's independence. A social activist awakes the emotions of others in order to seek desired change. You may have heard of Greta Thunberg, who is a more recent example of an activist who has fought to raise global awareness, this time about the need for immediate action against climate change.

Agitating for change is what many volunteer organisations do, whether it is raising money for cancer research or ensuring that poor people have access to food, shelter and clothing. Everyday people can seek change through volunteering their services.

In 2021, four impressive women (see Source 8) were recognised in the Australian of the Year Awards for their significant work to bring about social and legal change in Australia. Grace Tame was recognised for bringing about legal change and raising awareness of the issues facing victims of sexual assault; Dr Miriam-Rose Ungunmerr Baumann AM was recognised for her work in promoting the welfare of First Nations peoples; Isobel Marshall recognised for her work in improving the ability of Australian women from disadvantaged groups to access hygiene products (such as tampons and sanitary napkins); and Rosemary Kariuki was recognised for her work in assisting migrant and refugee women who face language barriers, domestic violence and financial problems.

Source 7 At the age of 15 years, Swedish-born Greta Thunberg became an environmental activist who has raised awareness of the need for immediate action on climate change.

Source 8 In 2021, (from left) Grace Tame, Miriam-Rose Ungunmerr Baumann, Isobel Marshall and Rosemary Kariuki were acknowledged in the Australian of the Year Awards for their work to bring about social and legal change in Australia.

KEY SKILL
Civic participation & decision making

Developing a plan for action to respond to a civics and citizenship issue

Have you heard of the saying, 'failing to plan is planning to fail'? Most of us understand that things don't just happen unless we have a plan. Planning takes some time at the beginning of a project, but once complete it provides important signposts to enable us to reach our goal. Follow this eight-step approach to developing a plan. If you need to, make a visual representation of your plan by using a flowchart, a Gantt chart (a bar chart displaying a project's schedule) or a spreadsheet.

Step 1 Set a goal. What is the result you would like to achieve? Your goal, for example, may be to reduce your impact on the environment, help a charity or write a blog to raise awareness about the dangers of using a mobile phone while driving.

Step 2 Decide how you will measure success. You can measure success in many ways. For example, reducing your environmental impact might be measured by reducing the amount of non-recyclable garbage you generate. Helping a charity might be measured in dollars raised or time spent giving assistance.

Step 3 Establish tasks. List what you need to do in order to turn your goal into a plan of action. For example, tasks to reduce your impact on the environment may include installing a compost bin, growing your own food, not buying packaged foods, and using recyclable shopping bags.

Step 4 Prioritise tasks. Look through your list of tasks and rate them on a scale of 1–10 to identify the most important tasks.

Step 5 Break each task down into smaller tasks. For example, installing a compost bin may mean purchasing the bin first, deciding where it is best placed and then installing it in the garden.

Step 6 Add time frames for each task. This might involve estimating how much time each task will take and identifying a date when you could complete them.

Step 7 Allocate tasks. If you are working in a group, think about each member's skills and allocate jobs accordingly. Try to make sure the workload is spread evenly.

Step 8 Monitor task completion. Regularly check the time frames you set in Step 6 to ensure you are on schedule.

For more information on this skill, refer to page 440 of 'The civics and citizenship toolkit'.

Practise the skill

1 Develop a plan that responds to a civics and citizenship issue. First, brainstorm what a civics and citizenship issue is. Remember that civics and citizenship can include taking social responsibility, so think about something you feel passionate about, whether it is reducing your own environmental impact on the Earth, or simply doing something unexpectedly helpful for someone else in your community. Or you might start a campaign to raise awareness about the importance of enrolling to vote.

2 Use the eight-step approach outlined above to develop a plan and then, in consultation with your teacher, talk about putting that plan into action.

Extend your understanding

1 Research a person you admire who has campaigned for social, political or environmental change. Write a biography of them (about 500 words), describing their struggle and what they have achieved. You could choose from the following list or choose a different person.

- Nelson Mandela
- Mahatma Gandhi
- Mary Harris 'Mother' Jones
- Martin Luther King, Jr
- Eddie Mabo
- Greta Thunberg
- Shamma bint Suhail Faris Mazrui
- Malala Yousafzai
- Amelia Telford
- Mackinley Butson
- Georgie Stone
- Bassam Maaliki

18 CHAPTER REVIEW

Review activity

Read the information below, then answer the following questions.

What makes a campaign effective?

Racism. It Stops With Me

Racism. It Stops With Me is a national anti-racism campaign launched by the Australian Human Rights Commission. The campaign aims to increase awareness of racism and provide Australians with the tools to address racism. The *Racism. It Stops With Me* campaign encourages all Australians to ask themselves questions such as 'can I spend time on social media without fear of being racially abused?'

The *Racism. It Stops With Me* campaign website provides tips for responding to racism online, in social situations, or at school. The campaign encourages supporters to post about the campaign on social media, using the hashtag #ItStopsWithMe, and provides suggested copy and social media tiles to use.

From The Heart

The *From The Heart* campaign is a campaign for constitutional recognition of First Nations peoples through a Voice to Parliament. A Voice to Parliament would be a body (enshrined in the Constitution) that is able to provide advice to parliament on the policies and laws that have a particular impact on First Nations peoples. The *From The Heart* campaign encourages supporters to sign their support for a Voice to Parliament and to write to their local members of parliament asking them to support a Voice to Parliament. The campaign encourages supporters to use the hashtag #FromTheHeart and provides social media tiles for supporters to use.

In May 2022, the *From The Heart* campaign advertised on TV and digital channels, calling on political parties to commit to holding a referendum in 2023 on First Nations constitutional recognition.

SS4C

SS4C (School Strike 4 Climate) is a decentralised (having no single centre of operations), student-led campaign. The campaign began to be organised in 2018 after Greta Thunberg started protesting outside the Swedish Parliament. The *SS4C* campaign website lists three demands:

- net zero emissions of carbon dioxide by 2030
- 100 per cent renewable energy generation by 2030
- job creation for all fossil-fuel workers.

The *SS4C* campaign website encourages supporters to help plan for upcoming actions and to sign a pledge supporting the campaign. Resources available on the campaign website include guides on organising actions (including planning COVID-19-safe events) and suggested chants. The campaign encourages supporters to use the hashtags #PeopleNotProfit and #VoteforOurFutures.

1 For each of these campaigns, **summarise** the aim of the campaign and the outcomes if the campaign is successful. (9 marks).

2 Create a Venn diagram with three overlapping circles to **compare** features of the *Racism. It Stops With Me*, *From The Heart* and *SS4C* campaigns. Your Venn diagram should recognise the similarities and differences between these campaigns. (9 marks).

3 **Describe** one campaign feature that you would include if you were organising a campaign on an important citizenship issue. (2 marks)

(Total: 20 marks)

Source 9 Social media tiles are often provided by campaigns for supporters to use.

Chapter checklist

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

	I can do this.	I cannot do this yet.
Understand the events that led to the establishment of Australia's Constitution.	☐	☐ Go back to Topic 18.1, page 444.
Describe the structure of Australia's Commonwealth Parliament. Summarise the features of a constitutional monarchy.	☐	☐ Go back to Topic 18.2, page 446.
Describe the responsibilities of different levels of government in Australia. Summarise how policies become law.	☐	☐ Go back to Topic 18.3, page 450.
Describe the process of changing the Australian Constitution through referendum.	☐	☐ Go back to Topic 18.4, page 454.
Describe how citizens can participate in Australia's civic life on a local, national or global level.	☐	☐ Go back to Topic 18.5, page 460.
Describe how the media can shape attitudes to Australia's diversity.	☐	☐ Go back to Topic 18.6, page 462.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 18

Key skill worksheet
Communicating:
Chapter 18

Quizlet
Play a game of Quizlet on Australia's system of government and civic life.

Chapter review quiz
Chapter 18

CHAPTER 19

The role of courts in Australia's legal system

Laws regulate most of the situations we find ourselves in every day. Laws are formal 'legal rules' that are designed to govern the way in which people behave and act so we can all live in a peaceful and united society.

In Australia, our laws are made and enforced by a range of different bodies or authorities – including the courts, tribunals, parliaments and police – collectively referred to as the legal system or justice system. We have a legal system to make sure that laws are obeyed and the rights and responsibilities of all Australian citizens are respected.

Source 1 The Supreme Court of South Australia; each state and territory in Australia has a Supreme Court, which generally specialises in hearing the most serious criminal matters and the most complex civil matters. The courts are an important part of Australia's legal system.

19A
How does Australia's legal system operate?

19B
How does Australia's court system work?

19.1 How laws are made

In Australia, laws can be made by a number of different bodies. For example, federal, state and territory **parliaments** can make laws, as can other legal authorities such as court **judges** and local councils.

Learning intention

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

» explain the role of parliament and courts in law-making.

parliaments
organisations that make the laws in a country, often with a lower house to draft laws and an upper house to review the proposed laws; in Australia, the King's representative (the governor-general) is also part of parliament and officially creates the laws

judges
impartial adjudicators whose role is to ensure proper processes are followed in court to make sure justice is upheld; they can also determine the outcome in trials that don't use a jury

statutes
laws made by parliament (also called legislation or Acts of Parliament)

statutory authorities
bodies or organisations that are established by parliament to make laws on its behalf

legal principle
a rule of law established by a judge

common law
unwritten laws that are based on legal precedents made by the courts

The role of parliament in law-making

Most laws in Australia are made by parliaments. Laws made by parliament are called **statutes**, legislation or Acts of Parliament. A parliament is a group of people elected by the majority of society to make laws on their behalf. In Australia we have two levels of parliament – federal and state/territory. The federal parliament (also known as the Commonwealth Parliament), located in Canberra, makes laws that apply to the whole of Australia, while each state and territory also has its own elected parliament to make laws for that specific state or territory.

In addition to having the federal, state and territory parliaments making law, laws can also be made by other bodies (referred to as **statutory authorities**) such as local or municipal councils, Australia Post and Safe Work Australia. Statutory authorities are created by parliaments to make minor laws on their behalf in a more timely and efficient manner. For example, the Queensland Parliament has given municipal councils the power to make a range of specialised laws that apply to local residents, such as laws relating to the use of parks and reserves; recyclable and garden waste; and barking dogs.

The role of courts in law-making

Judges in higher courts, such as the state Supreme Courts and the High Court of Australia, can also make laws on occasion. In simple terms, sometimes when a judge makes a decision to resolve a dispute, the reasoning behind their decision creates a **legal principle** that must be followed by judges in other courts when determining similar cases. Law made by judges is known as **common law**, which will be examined in more detail in topic 19.7.

Source 1 State parliaments have the power to make laws related to driving, health and education.

Source 2 The federal parliament has the power to make laws related to marriage, defence, currency and immigration. In 2017, the federal parliament passed a law to allow for marriage equality (that is, to allow same-sex couples to marry).

Source 3 Judges in higher courts may, on occasion, make laws. This is known as common law.

The rule of law

In Australia, all people, groups and organisations – including those legal authorities that make and enforce the laws – must obey the law. Indeed, one of the key features of the Australian **legal system** is that it is based on the **rule of law**, meaning that our laws apply equally to all individuals, groups and organisations throughout Australia and must be upheld by all. No person, even those who make the laws (such as politicians, judges and the police), is above the law and anyone who breaks the law can be held accountable. The rule of law also means that the law can only be enforced and altered by those with the legal authority to do so, like the parliaments and courts.

legal system
a system of laws; in Australia, it encompasses a range of organisations, including the courts, tribunals, parliaments, police and prisons

rule of law
the idea that everyone is equal before the law regardless of their power or status in society

19.1 Check your learning

Retrieve

1 **State** the two main law-making bodies in Australia.

2 In your own words, **define** 'statutory authority'. Give a reason why these bodies are given the power to make laws on behalf of the parliament.

Comprehend

3 **Explain** the roles of parliaments and courts in law-making in Australia.

Analyse

4 **Identify** which level of parliament – federal or state – would most likely make laws with respect to the following areas:
- a education
- b Australian citizenship
- c water supply
- d hospitals
- e postal services
- f asylum seekers
- g police force.

5 Put forward one benefit of parliaments making law.

Apply

6 **Investigate** your local or municipal council and list at least five laws made and enforced by this body.

7 **Create** a poster or collage that illustrates the main law-making bodies in Australia and provide examples of the types of laws made by each body.

8 Go to your state parliament website and take a virtual tour of the parliament. Write down one thing you have learnt from your virtual tour.

Quiz me!
A quick quiz on how laws are made

19.2 Principles of Australia's legal system

Learning intentions

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

- summarise the principles of Australia's legal system
- identify groups in Australian society who may be disadvantaged when dealing with the legal system.

discriminated
when a person has been treated in a prejudicial or biased way or placed at a disadvantage based on a personal attribute such as their sex, race or religion

Our legal system is built on a number of key principles that are designed to help protect the rights of all Australian citizens.

Equality before the law

One main principle that underpins the Australian legal system is that all people must be treated equally before the law. This means no individual should be **discriminated** against (or treated with an advantage) on the basis of their personal characteristics or beliefs (such as their race, religion, gender, age, disability or sexuality) when dealing with the legal system. All people should also have an equal opportunity to access or use the court system to help resolve their disputes.

Source 4 Lady Justice wears a blindfold to symbolise that the legal system is objective and impartial.

How is equality before the law achieved?

Ensuring all people are treated equally by the law does not mean that all people who have dealings with the police, courts and other legal authorities must be treated the same. Sometimes it is necessary to provide people who may be in a disadvantaged position with additional help or assistance to ensure they are treated equally. For example, to ensure equality before the law, people who do not speak or understand English, as well as people who have a hearing or speech impairment, should be provided with an interpreter when being questioned by the police or dealing with lawyers and the courts. Similarly, children aged under 18 years should have a parent, guardian or independent adult present when being questioned by the police to ensure they are not placed at a disadvantage due to their young age.

Key principles behind Australia's justice system

- All individuals are equal before the law.
- The judiciary (i.e. the court system) is independent and impartial.
- Individuals have the right to a reasonable appeal.

Source 5 Key principles of Australia's legal system

Another way the legal system achieves equality before the law is by ensuring all people charged with committing a crime (for example, assault, theft, selling illegal drugs and murder) have the right to a **presumption of innocence**, meaning they have the right to be treated as not guilty until proven guilty, from the moment they are charged with a crime until their court hearing or **trial**. This includes having the right to be free to return home and live within the

presumption of innocence
the right of a person accused of committing a crime to be presumed and reasonably treated as not guilty unless proven otherwise

trial
the formal examination of evidence by a judge and jury in order to decide on the verdict

community (referred to as being granted **bail**) prior to their court hearing or trial unless there is a genuine reason to deny this freedom. This refusal to grant bail could be made on the grounds that the court believes the accused person is a potential threat to the community and may harm other people if granted their freedom.

bail
an agreement to release an accused person into the community while awaiting trial

Who might be disadvantaged by our legal system?

Some groups in Australian society may be more likely to experience difficulty and be disadvantaged when dealing with the legal system. These groups include:

- First Nations peoples
- people with diverse cultural backgrounds (such as migrants, **refugees** and **asylum seekers**)
- people who have a disability or mental health issues
- people in family violence situations
- people who are homeless
- young people
- people who cannot afford a lawyer.

Cultural differences and language or communication barriers can make it difficult for people within these groups to navigate the legal system, and to interact or talk to legal authorities such as the police and court personnel. People with low incomes often cannot afford to pay a legal representative or lawyer to help them understand the legal system, and prepare and present their case to the court.

refugees
people who have been assessed as having been forced to flee their country due to war, persecution or natural disaster

asylum seekers
people seeking protection as refugees who are waiting to have their application assessed

Quiz me!
A quick quiz on principles of Australia's legal system

Source 6 Asylum seekers, refugees and migrants can be at a disadvantage when dealing with the legal system and often need legal support and assistance. Here, protesters in Sydney in 2019 call for the Australian government to ease visa restrictions and welcome refugees.

Given there are groups in our community that are at a disadvantage when dealing with our legal system, it is important that support services are available to them. For example, Legal Aid services (such as Legal Aid Queensland) are available in all eight states and territories. These are government-funded but independent bodies that offer free or low-cost legal advice and lawyers to the most disadvantaged people throughout Australia.

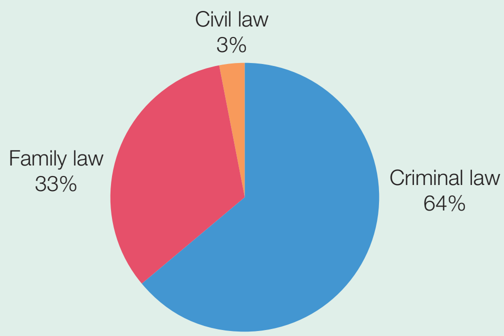
CASE STUDY

Legal Aid

Every Australian accused of committing a crime has the right to have a legal professional represent them in court. However, there is no right to free legal representation. Legal Aid is a taxpayer-funded service that ensures equality before the law by making legal practitioners available to people who cannot afford their own lawyer.

Because it is taxpayer-funded, people applying for a grant of Legal Aid must meet a means test (meaning the grant is conditional on the person's financial situation) and certain other criteria. Services provided by Legal Aid vary depending on each state and territory's legal aid services. When a person is granted Legal Aid, they are provided with a lawyer to represent them in court, and may also receive legal information or advice.

People who are not granted Legal Aid, but who cannot afford a private lawyer, can access Community Legal Centres (CLCs) to receive legal assistance. CLCs provide information and education on areas of law such as consumer law and tenancy (rental) law.



Source 7 National Legal Aid grants in Criminal, Family and Civil Law in 2020–2021

Source: SBS, with National Legal Aid Statistics (May 2021)

judiciary
interprets and applies the laws made by parliament; in Australia this role is fulfilled by the High Court and other courts

magistrates
officials who hear and judge minor cases or preliminary hearings

An independent and unbiased judiciary

The Australian legal system is based on the key principle that our court system (known as the **judiciary**) is independent and unbiased. Being independent means that the courts are separate from the elected parliament and government, and the judges and **magistrates** are free to make decisions without these political authorities trying to influence them. Having an independent judiciary is an important feature of our legal system, as it means that no one, not even the prime minister or other members of the government, is above the law. It also prevents the government from influencing court decisions and enables the courts to check that the federal, state and territory parliaments do not misuse or make laws beyond their power.

Source 8 Judges must remain independent and impartial in order to ensure a fair hearing or trial.

Having an impartial judge sitting or presiding over a court case helps make sure that all court cases in Australia are conducted in a fair and unbiased manner. For example, the judge can ensure that both parties involved in a court case are treated the same and have an equal opportunity to present their case to the court. This includes having an equal opportunity to present evidence and question witnesses. Judges remain independent and unbiased throughout the entire court case and do not assist either party with the preparation and presentation of their case. This is so that neither party has an unfair advantage.

The judge also ensures each party follows the strict rules of evidence and procedures when presenting their case to the court. For example, parties can only present relevant and reliable evidence, so the **verdict** is based on appropriate and accurate information. This means that parties cannot present gossip or 'second-hand' evidence that may be untrustworthy. Additionally, any past criminal record of the person accused is usually not to be used as evidence because it could influence the verdict.

verdict
the decision in a civil or criminal court case: guilty or not guilty

The independence of our judiciary is also maintained by having our courts open to the people. Most court cases are open to the public and the media, which means the proceedings are transparent.

The right to appeal

In an attempt for cases to be resolved in a fair and unbiased manner, the Australian court system allows people who are dissatisfied with the outcome of their case to appeal (have their case reviewed by a higher court). This option is only available to a person if there are **reasonable grounds** for an appeal. For example, new evidence may have come to light that was not included in the first court case. Similarly, a party can appeal if they can show that their trial may have been unfair – for example, the judge did not ensure that the strict rules of evidence or procedure were followed.

reasonable grounds
a legal test that must be satisfied before an action can be taken

19.2 Check your learning

Retrieve

1 **Identify** three groups that may be disadvantaged by Australia's legal system.

Comprehend

2 **Describe** two features of the legal system that help ensure it is independent and unbiased.

3 **Explain** what is meant by the principle of 'equality before the law'.

4 **Summarise**:
   a how Legal Aid and Community Legal Centres operate
   b how these organisations help achieve the principles of Australia's legal system.

Analyse

5 **Reflect on** two ways the Australian legal system achieves equality before the law, and two ways it fails.

6 **Examine** Source 4. Lady Justice is often used to represent law, order and justice.
   a Identify the items that Lady Justice is holding in her hands, and the item she is wearing on her face.
   b Suggest how each of these three items might represent the principle of justice.

Apply

7 In small groups, **discuss** whether or not a person who is charged with a serious crime – such as murder or serious assault – should be able to:
   a have access to an interpreter if their first language is not English
   b ask for help from the judge in preparing for their trial
   c not have any of their previous convictions (that is, past crimes) mentioned during the trial.

8 Visit your state or territory's Legal Aid website. **Create** a brochure that outlines some of the main services and assistance offered by this organisation.

19.3 Participants in Australia's legal system

Learning intention

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

» summarise the role of judges, lawyers and juries.

Australia's legal system is made up of a range of institutions and personnel who make and enforce the law. These include judges, magistrates, courts, tribunals and the police. Other roles within Australia's legal system include:

- lawyers (legal practitioners), who use their knowledge of the law to advise and represent people
- protective service officers, who maintain order and safety in a court
- court reporters, who record what is said in a court in an official transcript
- judges' associates, who help judges fulfill their duties.

In this topic, we will explore the roles of judges, lawyers, juries and the police.

Judges

The role of judges is to apply laws to different cases and to ensure proper procedure is followed when applying the law. While a judge's duties may vary depending on the court they are in, they include:

- deciding if a person is guilty or at fault based on the facts of the case (in cases that do not have a jury)
- deciding what is an appropriate sentence for a person who is found guilty (in **criminal cases**) or what is an appropriate remedy for a person whose rights have been breached (in **civil cases**).

criminal cases
legal disputes in which an individual who is accused of committing an illegal act that inflicts harm on another individual and/or society, is taken to court (prosecuted) by the government

civil cases
legal disputes between individuals (or groups) over an alleged breach of individual rights

Lawyers

Lawyers are people who have been admitted into the legal profession and who have knowledge of the law. Lawyers include solicitors and barristers.

A solicitor is a registered legal practitioner. Many solicitors spend much of their time preparing cases. Their role includes communicating with their clients, filling in court documents and negotiating settlements out of court. A solicitor may appear on behalf of their client in court, but more formal court appearances are left to barristers.

A barrister is a legal practitioner who specialises in court trials, hearings and procedures. They spend much of their time conducting arguments in court. Barristers often practise in specific areas of the law. For example, some barristers become experts in criminal law, family law or contract law.

Juries

Jury service (or jury duty) is the term used to describe a citizen's responsibility to serve as part of a jury. In Australia, juries in criminal cases are usually made up of 12 people who are chosen at random from the electoral roll. Once they have heard the evidence at trial, the judge will ask the jury to consider their verdict, or decision.

The role of the jury in criminal and civil court cases varies. For example, criminal cases (for offences such as robbery, assault or murder) require the jury to decide whether or not the **accused** is guilty. In civil cases (which include individual disputes such as those over property or business), the role of the jury is to decide if the person against whom the claim has been

accused
a person who has been charged with committing a crime

Source 9 In Australia, some cases can be heard by a judge and a jury. At the end of a case, the jury must work together to decide whether or not the accused is guilty or not guilty.

Source 10 Lawyers, such as barristers, are highly skilled professionals who use their knowledge of the law to advise and represent people.

brought is in the wrong and whether or not they owe any compensation or money to the person who has brought them to court.

Juries are not used in all court cases. Sometimes very minor offences, such as unpaid fines, are heard by a single judge who will make any decisions that are necessary.

The police

The role of the police is to enforce the law. In Australia, law enforcement agencies primarily operate on a federal or a state/territory level. The Australian Federal Police (AFP) is the main law enforcement agency in Australia. The role of the AFP is to enforce Commonwealth criminal law and to protect Australia's national security. The AFP works closely with other law enforcement agencies such as state and territory police agencies. The role of all state and territory police agencies is to uphold the law, enforce criminal law and protect the community.

Quiz me!
A quick quiz on participants in Australia's legal system

19.3 Check your learning

Retrieve

1 **State** the names of the institutions and legal personnel involved in Australia's legal system. List as many as you can.

Comprehend

2 In your own words, **summarise** the role of:
- solicitors
- barristers
- the Australian Federal Police
- state and territory police agencies.

3 **Explain** the role of judges in Australia's legal system.

4 **Explain** why someone might need legal representation in court.

Analyse

5 **Distinguish** between the role of the jury in criminal cases and the role of the jury in civil cases. Remember, when you distinguish between two things, you should talk about how they are different.

6 **Reflect on** the relationship between the police and the rule of law.

Apply

7 Look at Source 10. Go online to **investigate** the history of wearing wigs in court. Briefly outline your findings in dot points.

I used to think, now I think

Reflect on your learning about the role of different participants in Australia's legal system and complete the following sentences.
- I used to think …
- Now I think …

What has changed in your understanding?

19.4 Types of legal disputes

Learning intention

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

» describe types of criminal cases and types of civil cases.

legal disputes
arguments or disagreements between two or more parties that are resolved by the legal system

The Australian legal system includes a range of courts that are used to resolve **legal disputes** that may arise between individuals, organisations and the government. These courts are overseen by independent magistrates and judges who are able to listen to both sides of a dispute and make a fair and unbiased decision.

There are two main types of legal disputes heard in Australian courts:

- Criminal cases – cases that involve an individual who has been accused of committing a crime. Criminal cases include murder, assault and sexual offences.
- Civil cases – cases that involve disputes between individuals and groups over an alleged breach of rights that has caused harm; for example, an individual seeking money to make up for injuries they have suffered due to another person's careless action.

It is important to understand the difference between criminal and civil cases because different legal processes and procedures are used when resolving each type of case.

Source 11 Examples of criminal and civil cases

Criminal cases	Examples
Summary offences (minor crimes heard by a magistrate)	Wilful destruction of or damage to property, disorderly behaviour and driving offences (exceeding the speed limit, driving an unregistered car)
Indictable offences (serious crimes that require trial by a judge and jury)	Murder, assault, rape, dangerous driving causing death, theft, home invasion, carjacking, drug trafficking
Civil cases	**Examples**
Matters involving disputes between individuals over an alleged breach of rights	Negligence, defamation, breach of contract

Source 12 A person who is found guilty of committing a crime, such as driving while under the influence of alcohol, may receive a penalty called a sanction.

Criminal cases

Criminal cases are those in which an individual (referred to as the accused) who has committed an unlawful act that inflicts harm on another individual and/or society is taken to court by the state or federal government. If an accused is found or pleads guilty to committing a crime, they may receive a penalty called a **sanction**. Types of criminal sanctions include fines (which require the offender to pay an amount of money to the court) and imprisonment.

sanction
a penalty (e.g. a fine or imprisonment) imposed on a person who has breached a criminal law

Types of criminal cases

Criminal offences – known commonly as crimes – are classified as being **summary offences** or **indictable offences**.

Summary offences are minor crimes that are generally heard in the **Magistrates Court**. Common types of summary offences include minor theft and minor traffic offences, such as exceeding the speed limit.

Indictable offences are serious crimes that are generally heard in higher courts, such as the County Court or District Court, and the Supreme Court. Indictable offences include armed robbery (stealing or attempting to steal property using force such as a gun), drug trafficking, serious sexual offences, dangerous driving causing death, and murder. Cases in which an accused pleads not guilty to an indictable offence are heard before a judge and jury. The jury works together to determine the verdict of the case and the judge determines the sanction to be imposed if they find the accused guilty.

summary offences
minor offences heard in the Magistrates Court

indictable offences
serious offences heard before a judge and jury

Magistrates Court
the lowest ranked court in the Australian court hierarchy; hears a wide range of criminal (and civil) cases, including all summary offences

CASE STUDY

P-plate driver sentenced to 12 years' imprisonment

In 2020, a 22-year-old man was sentenced to 12 years and nine months' imprisonment, with a minimum term of eight years and nine months, after pleading guilty to a number of charges. These included one charge of culpable driving causing death (which has a maximum penalty of 20 years' imprisonment) and two charges of negligently causing serious injury (which has a maximum penalty of 10 years' imprisonment). The term 'negligence' is used when a person fails to take proper care of something. In this case, the P-plate driver was charged with negligently causing serious injury because, as the driver of the car, he had a duty to take care of its passengers. Police charged the driver after he lost control of his motor vehicle while approaching an intersection and collided with a tree, killing one of his passengers, aged 17 years, and severely injuring two others.

At the time of the incident the vehicle was travelling at 117 kilometres per hour in a 50 kilometre per hour zone. The driver also had a blood alcohol concentration of approximately 0.210 which is four times over the legal limit (0.05) for a fully licensed driver and well above the 'zero alcohol' requirement for probationary drivers. When determining the offender's sentence, the court heard that he had suffered anxiety and depression since he was a child and was 'completely devastated and heartbroken' by his offending.

Source 13 Culpable driving causing death is a serious indictable offence.

Civil cases

plaintiff
the party who initiates or commences a civil action against another party

defendant
the person defending a civil action

remedy
an outcome of a civil dispute aimed at restoring the plaintiff, as far as possible, to the position they were in prior to the breach of rights

damages
a civil remedy where the court orders the defendant to pay an amount of money to the plaintiff

Civil cases involve disputes between individuals or groups over an alleged breach of rights. In a civil case, the party who believes their rights have been infringed (the **plaintiff**) takes the person who allegedly breached those rights (the **defendant**) to court. In court, the plaintiff hopes to receive a **remedy** that will restore them, as far as possible, to the position they were in before the wrongdoing took place. The most common type of civil remedy is a plaintiff being awarded an amount of money to compensate for their loss (referred to as **damages**).

Types of civil cases

While there are many different types of civil cases, perhaps the most common is a **negligence** case. This is where an individual claims they have suffered injury due to another person's failure to take reasonable care when there is a responsibility to do so. Other types of civil cases include disputes over a **breach of contract**, where one individual believes another has failed to carry out the terms of a legally binding contract, and **defamation** cases, where a person believes they have suffered harm (for example, a loss of reputation) due to another person making false statements publicly.

negligence
a type of civil action where one party causes harm through failure to uphold a reasonable duty of care to a 'neighbour'

breach of contract
where one individual believes another has failed to carry out the terms of a legally binding contract

defamation
a type of civil action where one party makes false statements that cause another party to lose their reputation

CASE STUDY

The Rebel Wilson case

In 2015, well-known Australian actor Rebel Wilson sued Bauer Media Australia (a media company that at the time published a number of magazines including *Woman's Day, The Australian Women's Weekly* and *New Weekly*) for allegedly publishing a number of print and online articles that falsely claimed Wilson was a 'serial liar'. The articles stated that she lied about various aspects of her life including her real name, age, upbringing and background. As the plaintiff, Wilson initiated the case to be compensated for the harm she suffered as a result of the publication of the alleged false (defamatory) articles. This harm included humiliation, damage to her reputation and loss of income from lost job opportunities.

In 2017, a jury found in Wilson's favour and the presiding judge ordered Bauer Media to pay her approximately $4.5 million in damages. Bauer Media, however, claimed the damages awarded to Wilson were excessive and lodged a successful appeal. The amount of damages was reduced to just over $600 000. In response, Wilson applied to have a final appeal heard in the High Court of Australia but the application was denied.

Source 14 Rebel Wilson won her civil action against Bauer Media. A jury found the organisation had published false statements that caused her harm.

Source 15 Graffiti vandalism and other graffiti-related offences are summary offences, and would generally be heard in the Magistrates Court.

19.4 Check your learning

Retrieve

1 **Identify** two types of civil cases.

2 In your own words, **define** 'sanction'.

Comprehend

3 **Describe** the two main types of criminal cases.

4 **Explain** the difference between criminal and civil cases.

5 **Explain** the key difference between a sanction and a remedy. Provide one example of each to support your response.

Analyse

6 Examine the P-plate driver case study.

- a Is this a criminal case or civil case? **Justify** (give reasons for) your choice.
- b **Identify** who would have initiated or taken this case to court.
- c **Describe** the sanction imposed upon the offender.
- d Do you think the sanction handed down by the judge was appropriate?
- e **Propose** the factors you think the judge would have considered when determining the sanction in this case.

7 Examine the Rebel Wilson case study.

- a Is this a criminal case or civil case? **Justify** your answer.
- b **Identify** the plaintiff and the defendant in the case.
- c **Explain** why Wilson undertook legal action.
- d What was the final outcome in the case? Do you think it was fair? **Justify** your answer.

Apply

8 **Create** a poster or collage that illustrates at least five different types of criminal offences and civil actions.

9 Go online and locate three articles that relate to recent criminal or civil court cases (include at least one civil case). Summarise the facts of each case and identify the key terms that tell you whether it is criminal or civil.

Quiz me!
A quick quiz on types of legal disputes

19A SKILLS IN CONTEXT

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

Social media and the right to a fair trial

In a criminal trial, a jury of 12 randomly selected citizens determines whether the accused is guilty or not guilty. One benefit of having a jury of 12 ordinary people determine the verdict is that they will be able to reflect a range of different views and values in their deliberations. Many also feel that it is fairer for the accused to be judged by their peers or a group of independent 'everyday people', rather a legal authority (for example, a judge or panel of judges).

People who oppose the use of a jury, however, argue that jury trials can be unfair because individual jurors can use the internet and social media platforms (such as Facebook and Instagram) in a way that might impact their ability to remain impartial. A juror might conduct their own online research into the case they are hearing. Such investigations may affect the ability of the juror to determine the case based on the evidence presented and tested before the court. For example, in 2022, the High Court of Australia quashed the convictions of a tutor accused of sexual offences against children. The court ordered a new trial because one of the jurors had done online research relating to the case before the final verdicts were handed down.

Another problem with jurors conducting their own research into a case is that the internet and social media are often flooded with false information or unproven opinions. A juror may be biased by what they read, believing it to be true, although there is no actual evidence provided.

Source 16 People who oppose the jury system in criminal trials argue that social media platforms such as Twitter and Facebook threaten the fairness of the trial by making information about court cases freely available to members of the jury.

KEY SKILL
Communicating

Preparing a written critical evaluation of information and ideas

Being able to critically evaluate information and ideas is an important skill. It enables us to gain an understanding of views and opinions that may be different from our own, and develop empathy for people who hold and express these different views. By considering different perspectives, we are also able to avoid bias, and make more informed judgments about the topic we are researching.

When preparing a written critical evaluation (for example, an essay) you must provide more than an explanation of information or ideas. You must identify the key points of the issue, and assess their merits by explaining their strengths and weaknesses. Also, provide a concluding judgment about the overall benefit or worth of what you are evaluating.

Source 17 outlines the steps involved in preparing a written critical evaluation of a controversial issue.

For more information on this skill, see page 441 of 'The civics and citizenship toolkit'.

Source 17 Steps in writing a critical evaluation

	What you need to do	How to do it
Step 1 Gather relevant information.	Gather a range of relevant information from a variety of sources, including the internet, to examine the arguments *in support of* and *against* the issue.	Always check the reliability of the material you have gathered. Ask yourself, 'Where did this information come from?', 'Is it a reliable source?' and 'Why was the information created?'.
Step 2 Write an introduction.	Examine your information and prepare a written introduction that outlines the issue you are examining.	Your introduction should explain the issue and provide any relevant background information, such as why the issue has become controversial.
Step 3 Prepare the body of your response.	Include an examination of the key strengths and weaknesses associated with the issue.	Examine one strength and weakness at a time. Provide any relevant case studies, statistics or quotes to support each viewpoint.
Step 4 Write a conclusion.	After considering the different views and perspectives surrounding the issue, provide a conclusion.	Your conclusion should summarise the key points and include your own judgment based on the supporting evidence you have provided.

Practise the skill

1 Prepare a written report (of around 500 words) to critically **evaluate** the following statement: 'The increasing use of the internet and social media threatens the ability of jurors to remain unbiased. As such, juries should be abolished in all criminal trials.' Prepare your written response by following the steps in Source 17.

Extend your understanding

1 **Investigate** this issue online by using key terms and phrases like 'Does social media influence the jury?' and 'strengths and weaknesses of the jury system'. Gather information about varying opinions on the issue, and come to your own conclusions by making a critical evaluation.

Source 18 High-profile court cases, such as the 2019–20 trial of George Pell, who was initially found guilty and then later acquitted of historical child sexual offences, attract great attention both in the mainstream media and on social media.

19.5 Court jurisdictions

Learning intentions

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

» summarise Australia's court hierarchy

» describe how the court hierarchy facilitates the appeals process.

jurisdiction
the legal power to make legal decisions and judgments

court hierarchy
the ranking, from lowest to highest jurisdiction, of a court system

The Australian legal system includes a large range of courts that resolve all types of legal disputes. Each state and territory within Australia has its own system of courts that can hear matters arising within that state or territory. We also have the High Court of Australia, which has the **jurisdiction** (or power) to hear appeals from the courts in each Australian state and territory. The High Court can also resolve a range of other legal matters including disputes concerning laws made by the federal parliament.

The court hierarchy

The courts in each Australian state and territory are arranged in a **court hierarchy**, meaning they are ranked in order of importance from lowest to highest according to the seriousness of the cases they can hear. For example:

- the lowest court in each state and territory court hierarchy is the Magistrates Court (or Local Court in New South Wales), which hears all minor criminal and civil cases
- the highest court in each state and territory court hierarchy is the Supreme Court, which hears the most serious cases, such as murder
- the High Court of Australia is the highest federal court and can hear a range of important cases including appeals from Supreme Courts in each state and territory.

The courts in each state and territory are arranged in a hierarchy (see Source 2) to enable the Australian court system to operate more effectively. Having courts ranked from lowest to highest allows each court to specialise in hearing certain types of cases. This enables the court personnel – including judges, magistrates and administrative officers – to develop expertise in hearing certain types of cases. It also allows streamlining of court procedures.

Having the courts arranged in a hierarchy also allows for an appeals process, where higher courts can review the decisions of lower courts. It helps to make sure that court decisions are consistent and predictable, because magistrates and judges in lower courts follow the decisions of judges in higher courts.

Source 1 At the top of Australia's state and territory court hierarchy is the High Court of Australia (a federal court). The High Court of Australia is in Canberra.

High Court of Australia: The highest court in the land

- Comprises the Chief Justice and six other judges
- Cases may be heard by three, five or all seven judges (full bench)
- Rulings are by majority decision; they are binding
- Has jurisdiction to hear all cases involving the federal government
- Hears appeals from supreme and federal courts
- Only court that can interpret the Constitution

Commonwealth courts

Federal Court of Australia

- Hears cases under federal laws (e.g. industrial relations, bankruptcy, taxation)
- Holds court sessions in all capital cities and some towns
- Has a Chief Justice (and sometimes other judges)
- Hears appeals from lower Commonwealth courts

Federal Circuit and Family Court of Australia

- Formed in 2021 after a reform that brought together the Federal Circuit Court and the Family Court
- Hears cases relating to family law (e.g. divorce, parenting arrangements, property settlement), discrimination, migration, privacy and copyright
- Holds hearings in all capital cities in metropolitan and regional (rural) areas

The Federal Circuit Court and the Family Court were united into a single court in 2021.

State and territory courts

Supreme Courts

- Hear most serious criminal cases (e.g. murder) and most complex civil cases
- Highest court in each state and territory
- Comprise Trial Divisions and Courts of Appeal
- Hear appeals from lower state and territory courts

Intermediate courts: District and County Courts

- Hear more serious criminal cases and more complex civil cases
- Judge hears and decides civil cases
- Judge and jury hear criminal cases: jury decides guilt; judge decides sentence
- Hear appeals from Magistrates and Local Courts

Lower courts: Magistrates and Local Courts

- Hear minor civil, family law and criminal cases (e.g. small property claims, drink driving, domestic violence)
- No jury
- Magistrate hears and decides cases

Source 2 Australia's court hierarchy; Australia has many different courts, and each has a different role, responsibilities and level of authority.

Think, pair, share

- Think about whether you know the name of one or more Australian courts. Where did you hear about this court? What types of cases do you think the court hears?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

State and territory courts

Each Australian state and territory has its own system of courts. These courts generally hear cases involving a breach of state and territory laws. Each state in Australia has three levels of courts – superior, intermediate and lower – with the exception of Tasmania, the Northern Territory and the Australia Capital Territory, which only have a lower and superior level of court (the Magistrates Court and the Supreme Court).

Superior courts

Each state and territory in Australia has a Supreme Court, which generally specialises in hearing the most serious criminal matters, such as murder. These courts also hear the most complex civil matters, or those involving very large amounts of money. Each Supreme Court also has an appeal division – a Supreme Court of Appeal – which hears appeals from the District (or County) and Supreme Courts. Three judges generally hear cases in the Supreme Courts of Appeal. The High Court of Australia has the power, or jurisdiction, to hear appeals from the state and territory Supreme Courts of Appeal.

Intermediate courts

Each state in Australia, except Tasmania, has a District Court (or County Court in Victoria). This court generally hear all serious criminal cases except murder and attempted murder, and serious civil cases involving amounts over $100 000. This court also has the power to hear certain types of appeals from the Magistrates (Local) Court, such as appeals against the severity or leniency of a sentence imposed. In serious criminal trials where the accused pleads not guilty, a jury of 12 will usually be used to determine the verdict while the judge determines the sanction.

Lower courts

The lowest court in each state and territory hierarchy is the Magistrates (Local) Court. Magistrates Courts mainly hear summary criminal offences and civil cases involving amounts under $100 000. The Magistrates Courts are the busiest courts in Australia, because most legal cases involve minor matters. For example, the Magistrates Court of Queensland, which operates in more than 130 locations throughout the state, hears approximately 94 per cent of court cases in this state.

Key skill worksheet
Analysis, evaluation & interpretation: Analysing sources on courts

Federal courts

In addition to having state and territory courts, Australia also has federal courts to hear and determine matters involving laws made by the federal parliament. The three federal courts are the High Court of Australia, the Federal Court of Australia, and the Federal Circuit and Family Court of Australia.

The High Court of Australia

The High Court is probably the most well-known federal court, sitting on top of each of the state and territory court hierarchies. The High Court has the power to hear many cases. This includes appeals from any state or territory Supreme Court of Appeal and the High Court itself. It also hears cases involving disputes over the meaning of the **Australian Constitution**, and any case of significant legal importance.

Australian Constitution
a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

The Federal Court of Australia

The Federal Court hears most civil disputes involving federal law. These include matters involving industrial relations or the workplace, native title claims (disputes over the granting of land rights to First Nations peoples), copyright, trade practices and immigration issues. It can also hear appeals from various courts and tribunals throughout Australia.

The Federal Circuit and Family Court of Australia

In 2021, a reform united two divisions of the Federal Court: the Family Court and the Federal Circuit Court. This new court is called the Federal Circuit and Family Court of Australia. Among other matters, it hears cases relating to family law, including divorce, parenting arrangements and property settlements.

CASE STUDY

Ban on live exports ruled unlawful

In 2011, the federal government introduced a ban that prevented Australian cattle producers from selling live bulls and cows to Indonesia for a five-week period. The ban was imposed after reports of cruelty towards the animals. In 2020, a Federal Court judge ruled that the ban was unlawful because the government had acted outside its power and failed to consider other options, such as more strictly controlling live exports. The cattle producers who commenced the civil action were claiming approximately $600 million to compensate for their lost income during the period of the ban.

Source 3 A ban on live cattle exports imposed by the federal government was ruled unlawful by the Federal Court in 2020.

19.5 Check your learning

Retrieve

1 In your own words, **define** 'court hierarchy'.

2 **Identify** two reasons why courts in Australia are ranked in a hierarchy.

Comprehend

3 **Describe** the appeals process.

4 **Explain** how the court hierarchy allows the appeals process to take place.

Analyse

5 Read the case study 'Ban on live exports ruled unlawful' and **identify** why the Federal Court heard this case.

Apply

6 Go online to find out about your state's or territory's court system.

a **Create** a flowchart that illustrates the court hierarchy in your state or territory.

b **Identify** three courts that exist in your state or territory and briefly explain the role and types of cases that can be heard in each court.

c Collect one article about a case or matter that has been heard in each of the courts in your hierarchy. **Summarise** the facts of each case.

Quiz me!
A quick quiz on court jurisdictions

19.6 Courts and tribunals

Learning intention

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

- explain the role of specialist courts and tribunals.

tribunals
dispute resolution bodies that resolve civil disputes and are intended to be a less costly, more informal and faster way to resolve disputes than courts

mediation
a method of dispute resolution, using an independent third party (the mediator) to help the involved parties reach a resolution

In Australia, there are a number of courts that provide a means of resolving both criminal cases and civil disputes. Generally, state courts deal with issues relating to state law, and federal courts deal with issues relating to federal law. Many states and territories also have additional specialist courts or divisions, which hear specific matters. Most states and territories also have **tribunals**, which offer another way of resolving certain types of civil disputes.

Additional courts in states and territories

Specialist courts focus on dealing with certain types of legal matters more efficiently. They may also have processes or personnel in place to help vulnerable groups (such as children) engage with the legal system. These usually operate similarly to, or within, the Magistrates (or Local) Court. These courts include the following:

- Coroner's Court: investigates certain deaths, suspected deaths and fires. If the findings of this court indicate a serious criminal matter, the matter is referred to a higher court.
- Children's Court: deals with offences allegedly committed by children (aged 10 to 17 years).

Tribunals

Tribunals are dispute resolution bodies. They obtain their power from parliament, which will pass a statute giving a tribunal the authority to hear and determine certain types of matters. In Australia, there are both Commonwealth and state tribunals. Some of the Commonwealth tribunals are listed in Source 5.

Tribunals develop expertise in particular types of disputes and some tribunals have similar characteristics to courts. For example, as in a court, an independent third party will hear the dispute and make a binding decision.

The purpose of tribunals is to provide individuals with a low-cost, efficient and speedy method of dispute resolution. In this way, tribunals increase the community's access to justice. However, tribunals cannot hear every type of dispute.

Source 4 The Surry Hills Children's Court in New South Wales is one of a number of Children's Courts throughout the state.

Source 5 Some Commonwealth tribunals

Commonwealth tribunal	Description
Administrative Appeals Tribunal (AAT)	The AAT hears cases in which a party is seeking an independent review of a decision made by the Commonwealth Government. For example, a party can seek a review of a decision made by a government body about taxation, child support or passports. The AAT also has specialist divisions such as the Migration and Refugee Division, which reviews decisions about the refusal or cancellation of visas.
Fair Work Commission (FWC)	The FWC is the national workplace relations tribunal. It has the power to carry out a range of functions, including resolving workplace disputes through **mediation** and/or conciliation and, in some cases, through public hearings.

CASE STUDY

A state tribunal: Queensland Civil and Administrative Tribunal

The Queensland Civil and Administrative Tribunal (QCAT) is an independent tribunal that hears a wide range of civil and administrative cases. It was established in 2009, when the Queensland Parliament passed legislation to combine 19 tribunals into one. QCAT's purpose is to provide Queenslanders with dispute resolution services that are less formal, lower cost and more efficient than the courts. One way QCAT achieves this is by requiring parties to represent themselves, rather than using legal practitioners.

Disputes taken to QCAT can be resolved through mediation, compulsory conferences or at a hearing. Mediation and **compulsory conferences** aim to assist parties in reaching a mutually acceptable resolution. At a hearing, a QCAT member listens to and reviews the parties' evidence before making a final decision on their behalf. All outcomes reached at QCAT are binding and enforceable.

The broad jurisdiction of QCAT includes disputes related to:

- building and construction projects
- goods and services
- tenants and landlords
- neighbourhood trees.

QCAT can also:

- review administrative decisions (decisions made by government departments or local councils)
- make guardianship appointments
- conduct disciplinary proceedings for various professions such as legal practitioners, teachers and police
- hear complaints related to discrimination, vilification or sexual harassment.

In 2020, QCAT resolved a dispute between Wendy Taniela (the applicant to QCAT on behalf of her son) and her five-year-old son's school, Australian Christian College. In accordance with her son Cyrus' Cook Islands/Niuean culture, Cyrus' hair had not been cut since birth and would be cut at a traditional ceremony when he turned seven. The school requested that Cyrus cut his hair or be unenrolled from the school for failing to comply with their uniform policy (which required boys' hair to be cut above the collar). Following a hearing, QCAT declared that the school's actions breached the *Anti-Discrimination Act 1991* (Qld). The school was restrained from unenrolling Cyrus and ordered to write him an apology.

compulsory conferences confidential discussions between parties with the aim of agreeing on a resolution to their dispute; compulsory conferences are used across a range of matters at tribunals and are chaired by a tribunal member

Quiz me! A quick quiz on courts and tribunals

19.6 Check your learning

Retrieve

1 **State** how tribunals obtain the power to hear and resolve disputes.

Comprehend

2 **Explain** the role of:
   a tribunals
   b specialist courts.

Analyse

3 Read the case study on the Queensland Civil and Administrative Tribunal.
   a **Explain** QCAT's purpose and outline its jurisdiction.
   b **State** three methods QCAT may use to resolve disputes.
   c **Identify** the method used to resolve the dispute between Wendy Taniela and Australian Christian College.

Apply

4 Go online to investigate all the courts and tribunals that operate in your state or territory (hint: each state and territory court has its own government website).
   a **State** all the courts and tribunals operating in your state or territory.
   b Briefly **explain** the role of each court or tribunal.
   c **Create** a flowchart showing how these courts and tribunals are connected.

19.7 The role of the courts in making laws

Learning intention

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

» describe how courts make laws by setting precedents and through statutory interpretation.

In Australia, most laws are made by parliament. In fact the main role of the state and federal parliaments is to make laws on behalf of society. By contrast, the main role of the courts is to apply and interpret the meaning of any existing law to resolve disputes that are brought before them. Courts can, however, also make law in certain situations.

Courts making law by setting precedent

Courts or judges can make law when they are called upon to resolve a dispute in which there is no existing law – that is, no existing parliamentary legislation or court-made law – that can be applied to resolve the dispute at hand. In such cases, the judge must come to their own decision regarding the outcome and their decision may then become judge-made law or a **precedent**.

precedent
a legal principle that must be followed by magistrates and judges in cases where the facts are similar

In simple terms, a precedent is a decision or legal principle made by a judge. It must be followed by all lower courts within the same court hierarchy, in cases where the underlying facts are similar. For example, judges and magistrates in the lower courts in each state or territory must follow decisions or legal principles made by judges in the higher courts (such as the Supreme Court and High Court). This ensures that the laws made by courts are consistent and predictable.

Allowing the courts to make law by setting precedent also enables the law to develop over time. For example, the law of negligence has largely developed through judges making decisions in cases where there were no existing laws that could be applied to resolve a dispute at hand. Australian negligence law was established in a number of cases, including the famous case of *Grant v Australian Knitting Mills* (1932). Without any pre-existing laws from parliament to guide them, a judge ruled that the manufacturers (in this case, Australian Knitting Mills) owed consumers a reasonable duty of care not to produce faulty and harmful products. This ruling was made after a consumer (Grant) developed a severe skin rash from wearing some faulty and carelessly produced underwear, similar to a 'onesie'. Since this case, many more cases involving negligence claims have been taken to Australian courts and the law of negligence has continued to develop.

Source 6 Manufacturers owe consumers a reasonable duty of care not to produce faulty and harmful products. Laws on negligence evolved through the courts since first being established in Australia 90 years ago.

Courts making law through statutory interpretation

Judges also are able to make law through the process of **statutory interpretation**. Statutory interpretation is when a judge is called upon to resolve a dispute in which there is existing legislation but the wording of the legislation is unclear, and hence needs to be interpreted by the judge before it can be applied to resolve the case before the court. For example, in *Kevin and Jennifer's Case* (2003), three Family Court judges were required to interpret the meaning of the word 'man' when a dispute arose over whether a marriage between Jennifer (a woman) and Kevin (a transgender man, who had been assigned female at birth and undergone medical transition to affirm his male gender) was valid under Australian law. Until 2017, the definition of a legally valid marriage in Australia only applied to marriage between a man and a woman, and had no provisions for LGBTQIA+ people. The court interpreted that a post-operative female-to-male transgender person was in fact a man, and declared the marriage valid. The court's interpretation clarified the meaning of a 'man' for the purposes of Australia's marriage laws and enabled the legislation to be applied to resolve the case. It also set a precedent for future cases.

statutory interpretation
when a judge is called upon to resolve a dispute in which the existing legislation is unclear and needs to be interpreted

Source 7 Shops, such as supermarkets, are required by law to provide a safe environment for customers and staff. Even if a sign is used to warn of a slipping hazard, the owner of the shop may still be responsible if a person falls and hurts themselves.

19.7 Check your learning

Retrieve

1 **State** two ways in which courts or judges can make law.

2 **Define** 'statutory interpretation'.

Comprehend

3 **Explain** how judges make law by setting precedents.

Analyse

4 **Distinguish** between the main role of parliament and the main role of the courts. Remember, when you distinguish between two things you must explain how they are different.

5 **Propose** (put forward) two reasons why legislation or laws made by parliament may need interpreting by the court before they can be applied to resolve a case. Support your answer using facts from *Kevin and Jennifer's Case* (2003).

Apply

6 **Investigate** one of the following Australian court cases and prepare a report that summarises the facts of the case and the decision or law made by the court.

- *Davies v Waldron* (1989) VR 449
- *Mabo v Queensland (No. 2)* (1992) 175 CLR 1
- *Deing v Tarola* (1993) 2 VR 163
- *Rosenberg v Percival* (2001) 205 CLR 434
- *Cole v South Tweed Heads Rugby League Football Club Ltd* (2004) HCA 29

Quiz me!
A quick quiz on the role of the courts in making laws

19B

SKILLS IN CONTEXT

Controversy over supervised drug-injecting facilities

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

The Uniting Medically Supervised Injecting Centre (MSIC) in Kings Cross, Sydney, opened in 2001 and was the first legal drug-injecting site in Australia. Under Part 2A of the *Drug Misuse and Trafficking Act 1985* (NSW), MSIC originally operated on a trial basis. The New South Wales Parliament voted three times to extend the trial before legislation was passed in 2010 allowing permanent operation of the MSIC. In 2017 the Victorian Parliament passed the *Drugs, Poisons and Controlled Substances Amendment (Pilot Medically Supervised Injecting Centre) Act 2017*. This law allowed a Medically Supervised Injecting Room (MSIR) to open in North Richmond, Melbourne, for a trial period of two years.

Source 8 The aim of medically supervised safe injecting rooms is to save and change the lives of people struggling with drug addiction.

Supporters of supervised drug-injecting facilities claim they save and change the lives of people struggling with drug addiction. They do this by providing a place where the use of unlawful drugs, such as heroin and methamphetamine (or 'ice'), can be can safely managed. In addition to managing drug overdoses, supervised drug-injecting facilities encourage people who use the centres to seek support for addiction and other matters such as housing, family violence and mental health issues.

However, there are many who oppose the establishment of supervised drug-injecting facilities. Local residents, members of school communities and business owners in North Richmond have argued that the MSIR there has negatively impacted the safety of the area. This is due to fears over an increase in the number of people who sell and use illegal drugs coming to North Richmond, as well as drug-related crimes taking place.

Source 9 North Richmond residents protesting against the establishment of a medically supervised injection room in their local community

KEY SKILL
Analysis, evaluation & interpretation

Analysing different points of view

Analysing views held by people and groups that are different to our own is an important skill to have when looking at controversial issues. It may be easy to stick with our own point of view and assume other opinions are wrong, but having the ability to consider different perspectives enables us to expand our understanding of the issue and, ultimately, come to a more informed judgment about it.

When you are required to analyse a controversial issue, you need to consider a range of different viewpoints related to the issue. You also need to attempt to understand the values, morals, motivations and contexts that underpin these different opinions and perspectives.

To analyse different viewpoints in relation to a controversial issue, follow these steps.

Step 1 Identify the issue you are going to examine.

Step 2 Gather sources from a range of difference places. For example, articles from different websites or a range of media outlets. Make sure they are not all written by the same person.

Step 3 Identify each author's viewpoint.

Step 4 Identify each author's motivation for their viewpoint. Ask yourself what their motivation might be for taking this position. For example, are they writing on behalf of a specific group or political party that have a particular stance on the issue? Do they belong to a group affected by the issue?

Step 5 Question the context in which the article was written. Consider when it was written and the predominant values and morals that existed at the time. Ask yourself if any of the information provided has changed over time. Also consider the background of the author and whether or not their views might have been biased by their culture, heritage or religious beliefs.

Step 6 Decide whether each author has sufficiently justified their opinion, and form your own, based on your readings.

For more information on this skill, see page 438 of 'The civics and citizenship toolkit'.

Practise the skill

1 Using the internet, collect information from two different sources that support the establishment of supervised drug-injecting facilities. You might use newspaper or journal articles and the websites of political parties or other religious and social organisations. Also collect information from two different sources that oppose the establishment of supervised drug-injecting facilities.

For each source of information:

a **summarise** the author's viewpoint on the issue

b **discuss**, in a short statement (100 words), any values, morals, motivations and contexts that underpin each source of information.

2 After you have examined your four sources of information, **summarise** the main reasons for and against the establishment of supervised drug-injecting facilities. Provide a concluding statement that outlines your personal view on the topic.

Extend your understanding

1 Identify another controversial legal issue in the media, such as lowering the voting age to 16 or reintroducing the death penalty for terrorist-related mass murders. In pairs, research your topic and make an analysis of different sources. Have one member of the pair present the 'pros' and the other present the 'cons' of the issue to the class, explaining the justification for the different opinions about it.

2 As a class, select one controversial issue to hold a debate on. You may like to put forward one of the topics you worked on in question 1, or you may like to explore something different.

Assign roles for everyone in the class, including 'positive' team members (speakers, writers and researchers), 'negative' team members (speakers, writers and researchers), adjudicator and time keeper. You should also select a couple of students to come up with the 'prompt' for the debate.

19 CHAPTER REVIEW

Review activity

Read the information about the legal battles of a family seeking asylum in Australia, then answer the questions below.

Legal battle for family facing deportation

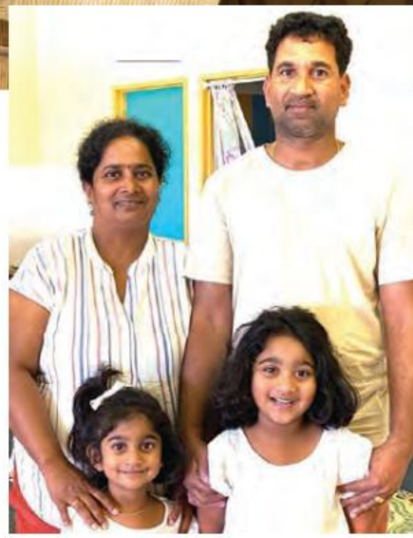
In 2018, two Sri Lankan asylum seekers, Nadesalingam Murugappan and Kokilapathmapriya Nadesalingam (known as Nades and Priya), and their two Australian-born children, became involved in a complex and lengthy legal battle to remain living in Australia.

After arriving in Australia and being granted temporary visas, Nades and Priya settled in the central Queensland town of Biloela, where they had two children. In March 2018, their visas expired and the family was removed by Australian Border Force officers and police from their home in Biloela and taken to a detention centre in Melbourne to await being deported back to Sri Lanka.

While Nades and Priya had applied for refugee status so they could remain living in Australia, their initial application was denied and a number of attempts to have this decision overturned through the court system failed. For example, in June 2018, Justice Kirton of the Federal Circuit Court found that the government's assessment of the couple's refugee status was carried out in accordance with the law and the decision to deny the couple refugee status was valid. Justice Kirton also found that there was no evidence to suggest the family would be at risk if they returned to Sri Lanka. An attempt to have this decision reviewed by the High Court failed.

However, in August 2019, the family's lawyers managed to obtain a court order that prevented the family from being deported until their youngest daughter, Tharnicaa (then aged two) had her application to be granted a visa (and remain in Australia) assessed. The immediate deportation of the family was stopped, and they were transferred to a detention centre on Christmas Island. By March 2021, the family had been held in detention for three years waiting for the dispute to be resolved.

In June 2021, Tharnicaa became ill and was flown to Australia, with her mother, Priya, to receive treatment at the Perth Children's Hospital. Her sister and father joined them two weeks later. In August 2021, the High Court refused to hear an appeal involving Tharnicaa's application to be granted a protection visa.



Source 10 Nades, Priya and their two Australian-born children were held in detention for four years while applying for visas to remain in Australia.

In January 2022, Justice Riley of the Federal Circuit Court allowed three members of the family to apply for bridging visas. In May 2022, following a federal election that resulted in a change of government, the new home affairs minister used ministerial intervention powers to enable the family to return to Biloela on bridging visas. They were granted permanent visas in August 2022.

1 **Explain** the difference between an asylum seeker and a refugee. (3 marks)

2 Consider what you have learnt about the court hierarchy in this chapter. **Explain** why this case was heard by the Federal Circuit Court in 2018. (3 marks)

3 Prepare a statement that outlines each side of this case. Your statement should **propose** (put forward) reasons why:
- Nades and Priya's lawyers, and many members of the Australian community, believed the family should be granted permission to permanently stay in Australia
- the Australian Government may not have wanted to grant refugee status to allow the family to permanently stay in Australia. (6 marks)

4 Research online to discover more about Nades and Priya's case. **Discuss** whether or not you think justice was achieved by the Australian legal system in this case. (8 marks)

(Total: 20 marks)

Chapter checklist

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

	I can do this.	I cannot do this yet.
Explain the role of parliament and courts in law-making.	☐	☐ Go back to Topic 19.1, page 470.
Summarise the principles of Australia's legal system. Identify groups in Australian society who may be disadvantaged when dealing with the legal system.	☐	☐ Go back to Topic 19.2, page 472.
Summarise the role of judges, lawyers and juries.	☐	☐ Go back to Topic 19.3, page 476.
Describe types of criminal cases and types of civil cases.	☐	☐ Go back to Topic 19.4, page 478.
Summarise Australia's court hierarchy. Describe how the court hierarchy facilitates the appeals process.	☐	☐ Go back to Topic 19.5, page 484.
Explain the role of specialist courts and tribunals.	☐	☐ Go back to Topic 19.6, page 488.
Describe how courts make laws by setting precedents and through statutory interpretation.	☐	☐ Go back to Topic 19.7, page 490.

Check your Student obook pro for these digital resources and more: pro

Student book questions
Chapter 19

Key skill worksheet
Communicating:
Chapter 19

Quizlet
Play a game of Quizlet on The role of courts in Australia's legal system.

Chapter review quiz
Chapter 19

[STEAM project 1]

How can we use sustainable farming practices so that no one goes hungry in the future?

The United Nations ranks food shortages and hunger among the most serious issues affecting humankind. It predicts that more than 840 million people will be hungry by 2030. Even in a high-income country such as Australia, 5 per cent of the population are unable to access enough nutritious food. The experience of having inadequate access to food, or having an inadequate supply of food, is known as food insecurity. Food insecurity is linked to poor general health, higher rates of some cancers and higher mortality.

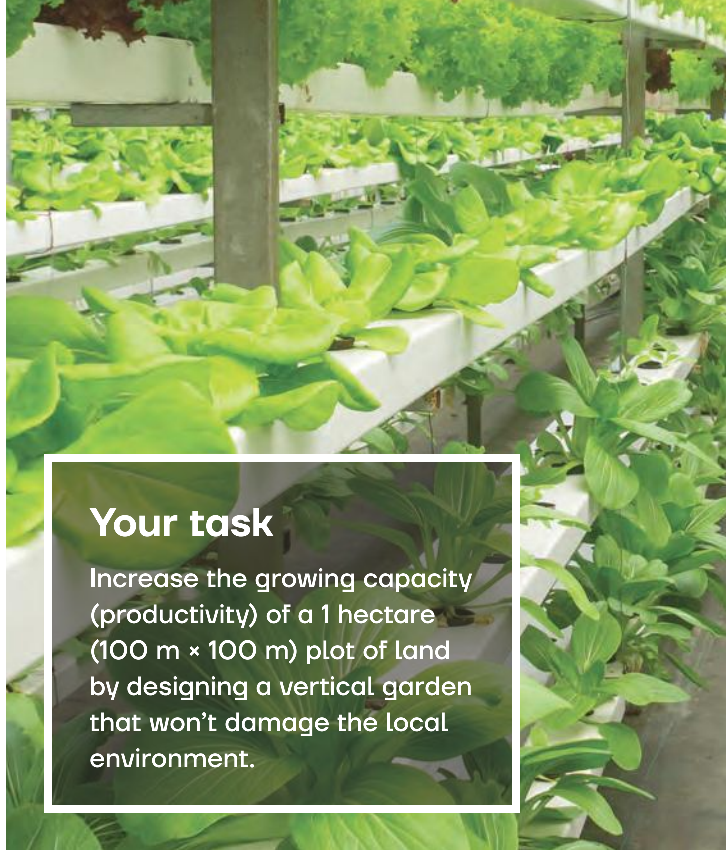
Rapid climate change is increasing threats to Australia's and the world's food security. Changes in the amount of rainfall, longer droughts and an increase in the number of extreme weather events are expected to disrupt the amount and quality of food that Australia can produce. A hotter climate is expected to cause stress in livestock animals such as chickens, sheep and cattle, and to increase the amount of water needed for crop irrigation.

Sustainable farming

Sustainable farming practices use methods that balance the needs of all members of the community. This means that new and old technologies are used to make sure that food production is:

- economically viable – if farmers cannot make enough money to survive, then the farming practice is not sustainable
- socially supportive – if the lifestyle of the farming community is not supported, then people will not want to live in the area
- ecologically sound – if the local environment is not supported, then the land will be unable to support food production. Sustainable farming also works to maintain the diversity of the local wildlife.

Sustainable farming uses technology to increase the production of fresh, nutritious food while minimising the impact on the local environment.



Your task

Increase the growing capacity (productivity) of a 1 hectare (100 m × 100 m) plot of land by designing a vertical garden that won't damage the local environment.

Figure 1 Vertical farming allows people to grow more food in a smaller space.

Figure 2 Drought impacts Australia's production of important crops, such as wheat.

HUMANITIES

In Geography this year, you will learn about food security around the world and food production in Australia. You will investigate the factors that influence crop yield (such as soil moisture) and how food production can alter a biome. In Economics and Business, you will study the agricultural resources (such as wheat) that form a large part of Australia's trade economy.

To complete this task successfully, you will need to investigate the environmental constraints on agricultural production in Australia, such as climate and distribution of water resources. You will also need to understand the extent to which agricultural innovations have overcome these constraints.

You will find more information on this in Chapter 3 'Food security', Chapter 2 'Biomes' and Chapter 14 'Understanding the economy' of *Oxford Humanities and Social Sciences 9 Australian Curriculum*.

MATHS

In Maths this year, you will build on your knowledge of measurement and geometry to determine areas and volumes of more complicated shapes. You will study right-angled triangles using Pythagoras' theorem and trigonometry. You will also extend your skills in collecting, representing and investigating data.

To complete this task successfully, you will need to perform calculations involving angles, lengths and areas of two-dimensional and three-dimensional shapes. You will need to apply your understanding of scale factors to build a prototype of your designed product. To consider the situation at local, national and international scales, you will need skills in dealing with ratios and proportions. You may also find it helpful to use scientific notation for very large or very small numbers.

You will find help for applying these maths skills in Chapter 5 'Measurement', Chapter 6 'Geometry', and section 1E 'Scientific notation' of *Oxford Maths 9 Australian Curriculum*.

SCIENCE

In Science this year, you will learn about the carbon cycle and the ways human activity can disrupt it. You will also consider the consequences of disruption, including the enhanced greenhouse effect. You will also learn about asexual reproduction and investigate vegetative propagation.

To complete this task successfully, you will need to understand the factors required to keep a system, such as a vertical garden, alive. You may need to consider how these factors can be monitored and controlled automatically. You will also need to be familiar with the scientific method, and understand how to conduct a fair test.

You will find more information on this in Chapter 3 'Reproduction' and Chapter 6 'The carbon cycle' of *Oxford Science 9 Australian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, those 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?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your vertical garden, you need to define the criteria that you will use to test the success of your vertical garden in achieving your goal.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and why it is important. 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 is the total area of the 100 m × 100 m plot of land? (Remember to use the correct units.)
2. If the plants are planted 25 cm apart in a 100 m row, and the rows are placed 1 m apart, how many plants could be planted in the plot of land? HINT: Draw the plot of land to make sure you reach maximum capacity.
3. What criteria will you use to measure the success of your solution or design? How will you measure how much the end-users have been helped?

Ideate

Once you know who you're designing for, and you know what the criteria are, it's time to get creative!

As a group, brainstorm ways the problem can be solved. Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Once you have many possible solutions, it is time to sort them by possibility. Select three to five ideas that are possible. Research whether these ideas have already been produced by someone else. If they are already on the market, can you make a better version?

Build

Draw your top two vertical garden designs. Label each part of the designs. Include the materials that will be used for their construction.

Include in the designs:

a. the total surface area available for plant growth
b. a description of how food production will be increased

c a description of how the design (inputs and waste) will impact the local ecosystem

d a description of how the workers will access all areas of the design to tend the plants

e at least one advantage and disadvantage of each design.

Select one of the designs to take to the building and testing stage.

Build the prototype

You will need to build at least three versions of your vertical garden design prototype. The first prototype garden will be tested for effectiveness. The second prototype will be used to survey the group you are helping. The third prototype will be used for the presentation. The prototype may be full size, or it may be a scale model (10 cm represents 1 m). Use the following questions as a guideline for your prototype:

- What materials will you use?
- What material will you use to represent the plants?
- How will you represent the height, width and angle of the finished prototype?

Test

Prototype 1

Use the scientific method to design an experiment that will test the effectiveness and strength of your first vertical garden prototype. 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.

Prototype 2

If your prototype will be used to help market gardeners, then you will need to generate a survey to test whether the prototype is appropriate for their use. (How would they use it? Would they consider buying it?)

If your prototype will be used to help another group, or native plants and animals, you will need to consider how you could test the impact it will have. (Will the prototype affect normal behaviours? How will the prototype affect the soil or waterways?)

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.

Communicate

Present your vertical garden design to the class as though you are trying to get your peers to invest in it. Describe the criteria and testing used to measure the effectiveness of your vertical garden design.

In your presentation, you will need to:

- explain why we need to be more efficient with food production
- describe the key features of your design and how they improve or solve the problem of food shortages
- show a labelled, to-scale diagram of your prototype
- describe how the ecosystem will be affected by the installation of the prototype
- explain the relevant scientific principles that support your designed solution (e.g. water cycle, photosynthesis, nitrogen/carbon cycle)
- quantify the increase in food production that your design allows; present calculations to justify your claim
- present a calculation for the estimated cost of producing a full-size model of your design
- explain the implications of your design at a state or national level, by comparing the benefits and costs.

Check your student obook pro for the following digital resources to help you with this STEAM project:

Student booklet
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase of 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.

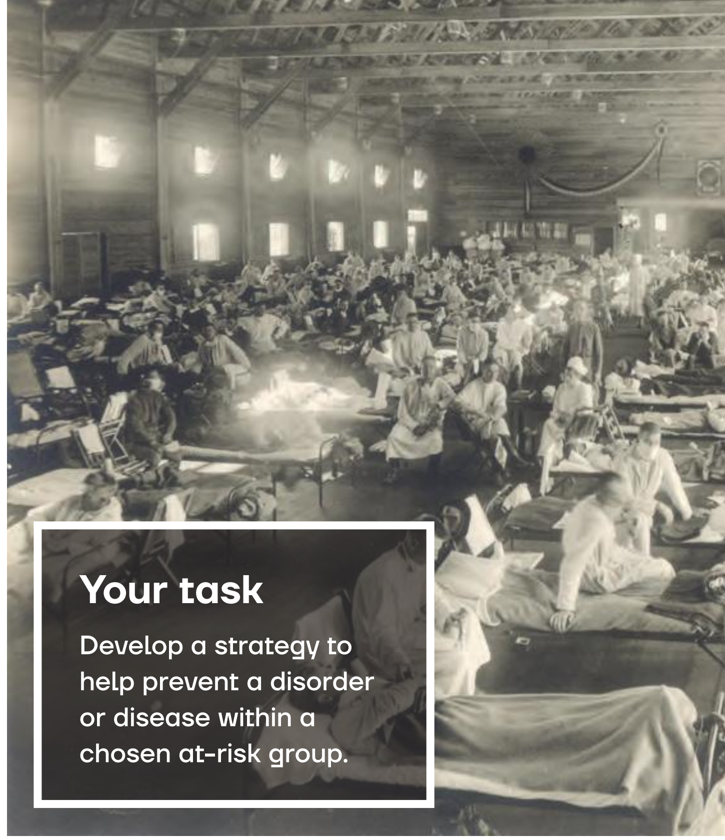
[STEAM project 2]

How can we harness technology so that we can live healthier lives?

A disorder or disease is a condition that affects the normal functioning of the body. Different disorders and diseases can affect many parts of the body. They can be caused by infectious agents such as bacteria or viruses that spread from person to person. Some disorders or diseases are inherited. Environmental factors (such as pollution or diet) can also have an impact on the development of disorders or diseases.

Heart disease, a non-infectious disease, is the leading cause of death globally. Mental health disorders, such as depression, bipolar disorder and dementia, also affect many people around the world.

Disorders and disease affect both high-income and low-income countries, but there are large differences in the ability of different health-care systems to provide adequate care for people. The need for low-cost health care has led many researchers to investigate how technology can be used to help people live healthier lives.



Your task

Develop a strategy to help prevent a disorder or disease within a chosen at-risk group.

Figure 1 During the 1918 flu pandemic (sometimes called the Spanish flu), an estimated 500 million people, or a third of the world's population, were infected with the virus.

Prevention of disorders and disease

There are many disorders and diseases that can be prevented through simple, low-cost interventions. Below are a few examples.

- Wearing a helmet or a seat belt has been shown to decrease the risk of brain injury from a road accident. In Vietnam, when wearing a helmet was made mandatory for motorcycle riders, it resulted in a 16 per cent decrease in head injuries.
- The use of mosquito nets can help to prevent malaria, a disease that can lead to lifelong neurological impairment, such as epilepsy in children if they have a severe infection.

Figure 2 Health-care workers wear personal protective equipment (PPE) to prevent the spread of infectious disease.

- Providing vaccinations for viruses such as polio and meningitis can also prevent neurological conditions.
- Promoting a healthy lifestyle and educating the population about the importance of diet can reduce the prevalence of stroke. In Japan, campaigns and treatment for high blood

pressure have reduced the rate of strokes by 70 per cent.

- Personal protective equipment (PPE) is used to protect people from catching infectious diseases, such as COVID-19.

HUMANITIES

In Economics and Business this year, you will learn about how health services are provided in Australia. In Geography, you will study how people are interconnected through travel, technology and trade. These connections affect where and how people access the services they need. In History, you will examine the experiences of different groups during the Industrial Revolution, and the reforms made to improve living standards.

To complete this task successfully, you will need to research the demographics of your local area, and the location and accessibility of health services. You should also consider the economic performance of your area to determine what type of preventative strategy would be most successful for your at-risk group.

You will find more information on this in Chapter 14 'Understanding the economy', Chapter 4 'An interconnected world' and Chapter 9 'The Industrial Revolution and the movement of peoples' of *Oxford Humanities and Social Sciences 9 Australian Curriculum*.

MATHS

In Maths this year, you will extend your skills in representing and interpreting data. You will consider media reports that use statistics and collect secondary data to investigate social issues. You will relate real-world data to probabilities of events, and compare data sets using summary statistics and different graphical displays. You will evaluate and represent data, both with and without digital technology.

To complete this task successfully, you will need to find data to quantify the problem, work out how much your strategy will cost, and calculate a quantitative, evidence-based estimate of the possible benefits of your strategy. You will need skills in dealing with ratios, proportions and percentages to consider the situation at local, national and international scales.

You will find help for applying these maths skills in Chapter 7 'Statistics' of *Oxford Maths 9 Australian Curriculum*.

SCIENCE

In Science this year, you will learn about how the body coordinates and regulates its internal systems so that it can respond to changes. When things change in the environment (such as the emergence of a disease-causing agent), or a part of the body fails, the normal functioning of the body is interrupted. The body needs to respond and attempt to return to a normal homeostatic state before permanent damage is caused.

To complete this task successfully, you will need to identify how the body's systems work together to maintain a functioning body. You should consider the type of disorder or disease that you will be fighting, and how it may cause changes in the body's normal function and response mechanisms.

You will find more information on this in Chapter 3 'Control and regulation' of *Oxford Science 9 Australian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for? Is it the people directly affected by the disorder or disease, or do their families and carers need support too?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?
- What does it feel like to face these problems? What words would you use to describe these feelings?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your solution to the problem, 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 why it is important. 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 type of life that the people you are helping lived before their lives were affected by the disorder or disease.
2 Describe how the people affected by the disease have needed to change their lives to cope with the effects of the disorder or disease.
3 Describe how you will know that you have made their lives better as a result of your prototype strategy.

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 (i.e. usability, accessibility, cost).

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!

Build

Each group member should draw an individually designed solution. Label each part of the design. Include the material that will be used for its construction.

Include in the individual designs:

a a detailed diagram of the design
b a description of why it is needed by the individual or group

c a description of any similar designs that are already available to buy
d an outline of why your idea or design is better than others that can be purchased.

Present your design to your group.

Build the prototype

Choose one design and build two or three prototypes.

Use the following questions as a guideline for your prototype.

- What materials or technology will you need to build or represent your prototype design?
- What skills will you need to construct your prototype design?
- How will you make sure your prototype design is able to be used by the people who need it?
- How will you 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. 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 individuals with the disorder or disease, 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 life easier or harder? Would they consider buying it? How much would they be willing to pay to access the design?)

Prototype 3

Your last prototype should be adapted using the information gathered from testing the first two versions to make it more effective and usable for the group you are helping. You may want to use the first two prototypes as a demonstration of 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 design.

In your presentation, you will need to:

- outline the relevant disorder or disease and how it affects individuals, as well as society as a whole
- create a working model, or a detailed series of diagrams, with a description of how it will be used by an individual and group
- explain how you changed your design as a result of testing or feedback
- describe how the design will improve the life of an individual or group
- describe how many people need or will use the design
- describe how individuals will be able to access the design (will they need to purchase it or will it be publicly funded?)
- describe how the design will improve an individual's ability to contribute to society as a whole.

Check your Student obook pro for the following digital resources to help you with this STEAM project:

Student booklet
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase of 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.

GLOSSARY

Glossary: Geography

A

acute food insecurity
when a person's inability to consume adequate food puts their life or livelihood in immediate danger

B

bias
prejudice for or against a person or group, especially in a way considered to be unfair

biodiversity
the variety of life in a particular area or biome

biofuel
fuel made from organic matter, such as sugar cane and palm oil, rather than fossil matter, such as coal and oil

biomes
large areas of the Earth that are home to plant and animal communities with common characteristics, which are adapted to that environment (e.g. desert or forest)

C

climate change
long-term significant change in the Earth's weather, including variations in rainfall and wind patterns, regional changes, and particularly the increased average atmospheric temperature

coal seam
a banded deposit of coal that appears within layers of rock

commercial farmers
people who use the practice of farming to supply the needs of other people

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

D

desertification
the transformation of fertile land into relatively dry desert areas

developed countries
industrialised countries with a well-developed economy capable of supporting their own people

developing countries
non-industrialised countries with a lower living standard, and lower Human Development Index ranking than other countries

digital divide
the unequal levels of access that people have to the internet and mobile network coverage

E

enteric fermentation
the process by which animals break down food, such as grass, in their digestive systems

F

fertility rates
the average number of children women in a particular area or country will have throughout the course of their lives

fissures
long, narrow openings made by cracking or splitting rock

food insecurity
a state where not everyone has consistent access to enough safe, nutritious food to sustain a healthy life

food loss
the reduction in the amount of food from where it is produced to where it reaches the consumer

food security
a state where all people at all times have access to enough safe, nutritious food to sustain a healthy life

G

genetic modification
a process by which scientists can change the genes of plants and animals to give them certain desirable traits

geographical information system (GIS)
a map plus database system for navigation and information collection

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

geographical sketch
a sketch focusing on those parts of the environment relevant to the geographical study; often completed in the field but sometimes from a photograph

globalisation
the increasing interconnectedness of countries around the world

gross domestic product
the total value of goods and services produced in a country over a year

H

hectare
a piece of land 100 metres long and 100 metres wide

I

interconnections
the relationship between all things, both animate and inanimate; and all processes, both natural and human

intranet
a private computer network that connects computers within an organisation but not with computers outside of an organisation

L

leached
drained away or removed soluble substances such as important plant nutrients

M

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

multinational companies
companies that operate in more than one country

N

nomadic pastoralists
people who use the practice of herding livestock throughout the year in order to find food and water

O

overtourism
the phenomenon whereby certain places of interest are visited by excessive numbers of tourists, causing undesirable effects for the places visited

P

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

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

Q

qualitative data
information that can be recorded as description

quantitative data
information that can be recorded as numbers

R

reliability
the confirmation that information is from a reputable, trustworthy source that can be verified as legitimate and accurate

relief
difference in height from the surrounding land

remittances
sums of money sent from one person to another

S

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

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

shale
smooth soft rock that breaks easily into thin layers

spatial technologies
any computer hardware or software that interacts with real-world locations; e.g. global positioning systems (GPS), geographic information systems (GIS) and satellite images

subsistence farmers
people who use the practice of growing crops and raising livestock to feed themselves and their family

T

tariff
a tax on imported goods and services

tropical rainforest
a biome that lies between the Tropic of Capricorn and the Tropic of Cancer, which has high regular rainfall, high average temperatures and a high level of biodiversity

W

water scarcity
the lack of available water, either due to physical shortage or lack of access from infrastructure in the area

weirs
dams built across a river to trap water in a reservoir

Glossary: History

A

Agricultural Revolution
a period of agricultural development and advances in farming methods that took place in Britain from the mid-1600s until the late 1800s and paved the way for the Industrial Revolution

alliance system
a series of agreements (alliances) formed between various European powers to work together to achieve shared goals

American War of Independence
a revolutionary war fought between Britain and the 13 British colonies in North America (1775–83); it led ultimately to independence and the formation of the United States of America

anarchism
a social and political theory that all government and laws should be abolished and people should live in free communities where individuals govern their own behaviour

armistice
an agreement made by warring parties (e.g. countries) to stop fighting in order to negotiate peace

artefacts
any objects that are made or changed by humans

assassination
the murder of a prominent political or religious figure in a surprise attack

assisted migrants
people wanting to move to a new country, whose transportation costs are sponsored by the government, a charitable organisation or a private citizen; they may work for the sponsor for a period to repay the cost of passage

Australian Constitution
a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

autocratic
relating to a person who rules with unlimited authority

B

balance of power
when a country tries to prevent the outbreak of war by creating an alliance, which deters other countries from declaring war on them because it would mean declaring war on their alliance group

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

C

capitalism
an economic system under 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

caricatures
drawings of people in which certain characteristics are exaggerated to create a grotesque or comedic effect

cause and effect
the link between what causes an action and the outcome of that action; understanding that events that take place are linked and can have impacts on people and places for many years to come

charter
a written constitution or description of an organisation's function

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter was drawn up in 1838 calling for a range of reforms to make the political system more democratic; the movement's supporters were called Chartists

chronology
a record of events in the order they took place

colonies
outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

communism
an economic system 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

continuity and change
while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

conscientious objectors
in wartime, people who are opposed to the war and refuse to perform military service because it goes against their beliefs, religion or conscience

conscription
the compulsory enlistment of people to serve in the armed forces

constitution
a set of rules that determines how an organisation (such as a club, government or nation) will be governed

contestability
refers to explanations or interpretations of past events that are open to debate

Country
a term used by Aboriginal peoples to refer to all living things present on the land that they belong to; Country includes animals, plants and people as well as creeks, waterholes and hills; creation spirits and seasons are also included in the term Country

D

diggers
miners, especially those who dig for gold; also an informal term used to describe soldiers from Australia and New Zealand; first used during World War I

dispossessed
deprived of the possession or occupancy of land and property; when the British colonised Australia, large numbers of First Nations peoples were dispossessed of their ancestral lands, their hunting grounds and water resources; they were also cut off from their spiritual and cultural heritage

dispossession
to deprive a person or people of the possession or occupancy of land and property

dogfights
close-range aerial fights between fighter planes

dominions
self-governing nations or states under British sovereignty in the later part of the nineteenth century; they were part of the British Empire

dynasty
a period of rule by members of the same family who come to power one after another (e.g. the Qing Dynasty in China); power is often passed from father to son

E

egalitarianism
a social and political theory that gained popularity in the eighteenth century, promoting the idea of equality among all people regardless of their position in society

empathy
the ability to understand another person's point of view, way of life or decisions, by taking their special circumstances and values into consideration

enclosures
the act of seizing land (especially common farming land) by putting a hedge or other barrier around it; during the Agricultural Revolution over 4000 Enclosure Acts (laws) were passed by the British Parliament granting ownership of common farming land to private owners

enemy aliens
immigrants from an enemy nation (during times of war) who had settled in Australia before the conflict broke out

entrepreneurs
people who set up a business in the hope of making a profit

Eureka Rebellion
the 1854 violent uprising led by goldminers in Ballarat, Victoria protesting against the expense of mining licences, which resulted in the deaths of at least 27 people; also referred to as the Eureka Stockade

evidence
information provided by a source that supports a given interpretation, or provides support for possible answers to inquiry questions

extraterritoriality
the right of foreign citizens to be tried by the laws of the country they are from, not the laws of the country where they live

F

Federation
the process by which separate colonies or states form a united nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

First Fleet
the 11 ships carrying convicts and British officers that left Britain in 1787 to establish a penal colony in New South Wales

free settlers
people who leave their homeland by choice to settle in a new country or colony

free trade
an economic policy under which governments do not restrict or interfere with the trade of goods and services between countries by applying tariffs (taxes) to imported goods or providing subsidies (financial payments) to protect local manufacturers

H

House of Representatives
the lower house of the national parliament

hypothesis
a considered theory or statement, based on research and evidence, about something that has not been proven (plural: hypotheses)

I

immigration
the act of entering and settling permanently in a country or region to which a person is not native

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

Indian subcontinent
the geographic region surrounded by the Indian Ocean, including Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka

Industrial Revolution
the name given to the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

industrialisation
a process in which a society or country transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry

inflation
increase in the general level of prices paid for goods and services over a certain period

intern
to imprison or keep confined in a particular place

internment camps
prison camps set up to confine enemy aliens, prisoners of war or political prisoners

interpretations
the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

M

Mandarin
a class of Chinese government officials in Imperial China

mass production
production on a large scale, using mechanised methods to produce standardised goods

merino
a breed of sheep prized for fine wool

migration
the movement of people from one place to another

militarism
a focus within a country on boosting the strength of the military by growing the armed forces and spending on military equipment

military diplomacy
representatives from the defence force peacefully attempt to agree on foreign objectives and resources

missionary
a person who goes to a foreign country to teach people about religion, especially Christianity

Missions
settlements established during the nineteenth century (usually by Christian missionaries) to accommodate, educate and convert First Nations peoples to Christianity by teaching them European culture and beliefs

monarchy
system, state or country ruled by a monarch (e.g. a king or queen)

N

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

neutral nations
countries that decide not to take part in a war or not to favour one side or the other

New World
a term that started being used by Europeans in the late 1400s to describe the lands they claimed around the world (particularly the Americas and later Australia)

no man's land
an area of land between two opposing armies that is unoccupied or unclaimed

P

pacifists
people opposed to violence and war

pastoralists
owners or people who hold the lease of a large property used mainly for the grazing of sheep and cattle

penal colony
a colony set up primarily to receive and contain prisoners from the home country

perspectives
points of view about an event or issue; a person's perspective is often influenced by their knowledge, culture or beliefs

plebiscite
a direct vote by all electors in a country, city or state on a specific and important issue

primary source
a source that existed or was made in the time period being studied

protection
a government policy introduced in Australia from the 1850s that gave the government extensive power over the lives of First Nations peoples

R

rations
fixed shares or portions; during the war each family received a ration of food

referendums
national votes of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

republic
a system of government in which the people and their elected representatives (such as a president, politicians or senators) have power

Reserves
settlements established during the nineteenth century (usually by colonial powers) to accommodate, educate and 'civilise' First Nations peoples by teaching them European culture and beliefs

S

satire
the use of humour, irony, exaggeration or ridicule to expose and criticise people, particularly in politics

Second Fleet
the six ships carrying free settlers, convicts and supplies from Britain to the colony of New South Wales that arrived in 1789

secondary source
a source created after the time being studied

separation of powers
a principle that guides the way Australia is governed; the power to govern is divided between the parliament, the executive and the judiciary to avoid one group having total control

sepoy
an Indian soldier who served in the British armies

shrapnel
small pieces of metal thrown out from an explosion

slavery
a system where one person/organisation owns or completely controls the life of another

socialism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are publicly owned and resources are allocated to the people according to need

stalemate
a deadlock or drawn contest

Stolen Generations
the children of First Nations descent who were forcibly removed from their families by government officials and church missions in Australia and raised by white Australians

strike
stopping work as part of a protest

suffragist
a woman seeking the right to vote through organised campaigns and protests

T

tariffs
taxes on imported goods and services

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'; a concept the British used to justify the colonisation of Australia, claiming that First Nations peoples did not own or have any claim to the land

trade unions
organised groups of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

Treaty of Versailles
the binding agreement that ended World War I and forced Germany to accept responsibility for starting the war and to pay reparations

tribute
money paid by one country to another in return for peace and trade

Triple Alliance
the alliance formed between Germany, Austria–Hungary and Italy from 1882 to 1915

Triple Entente
the alliance formed between Britain, France and Russia that formed the basis of the Allied Powers during World War I

U

urban planning
carefully planned development of cities, in comparison to unregulated and haphazard expansion

urbanisation
a term used to describe the increase in the numbers of people living in urban areas (i.e. cities) versus rural areas (i.e. farms)

W

war of attrition
a military strategy involving wearing down the enemy by continuous losses in personnel and materials

welfare state
a system whereby a nation attempts to ensure that all citizens, including the poorest, have their basic needs met through health care, education, housing and pensions

White Australia policy
a term used to describe a series of government policies introduced after Federation that prevented non-white immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were overturned between 1949 and 1973

Z

zeppelins
large airships with a rigid frame filled with gas; commonly used across Germany to transport goods and people in the early twentieth century

Glossary: Economics and business

A

Australian Competition and Consumer Commission (ACCC)
a body that promotes competition and fair trade in markets to benefit consumers, businesses and the community

Australian Securities Exchange (ASX)
the body that operates Australia's primary securities exchange; shares are one form of security that can be traded via the ASX

B

borrow
to take money from a bank or financial institution with the intention of paying it back over a period with interest

business processes
a series of tasks or actions that are undertaken by a business to produce its product

C

capital resources
input from manufactured goods, such as machines or computers, that is used to produce further goods and services

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 are linked and can have impacts on people and places for many years to come

commodities
raw materials or agricultural products that can be bought and sold

competitive advantage
when a business is able to outperform similar businesses in a market; this may be due to factors such as skilled personnel, and the ability to reduce costs and improve quality

compound interest
interest earned from a deposit or loan that is added to the original deposit or loan to earn further interest

consumer
an individual who purchases goods or services for personal use

D

debt
sum of money that is owed

deposit
a sum of money paid into an account

E

economic contraction
a decrease in consumer demand for goods and services; reduction in number of employees in businesses; no wage growth

economic expansion
an increase in the level of economic activity, and of the goods and services available; this period of economic growth is measured by a rise in GDP

economies of scale
savings in costs resulting from higher levels of production

economists
people who study the relationship between the resources that a particular geographic area (a country, for example) has and what that area can produce

economy
a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

employee
an individual who is hired to perform specific tasks in return for payment

employer
a business that employs workers to produce goods and services

equities
shares in a company; the shareholder holds equity or a stake in the company

exchange rate
the amount of one currency that can be exchanged for another at a particular point in time

F

financial planner
a professional who assists customers to plan their finances

fixed interest
an interest rate on a loan or mortgage that remains the same for the term of the loan or part of its term

free enterprise
an economic system in which privately owned businesses operate with minimal government interference

G

globalisation
the increasing interconnectedness of countries around the world

goods and services
goods are physical things (e.g. food and clothing), while services are things people do for us (e.g. cutting our hair)

I

injections
money that enters the economy

innovation
a new idea or more effective process that makes a product better than it was before

insurance
a guarantee that there will be compensation for loss, damage, illness or death in return for payments

interdependence
interactions between participants in the economy

interest (on a loan)
the amount of money a person has to pay the lender in addition to the original amount borrowed

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

investment risk
the likelihood of losing money in a financial scheme

L

labour productivity
the amount of goods and services that a worker produces in a given amount of time

labour resources
people's intellectual or physical skills needed to produce a good or service

leakages
money that leaves the economy

M

marketing
activities that convey the value of a good or service to a customer in order to increase sales

market segmentation
a marketing strategy that divides the market into groups of consumers with common needs and characteristics

migration
the movement of people from one place to another

N

natural resources
input from nature, such as water, forests or fertile land, used in the production of goods and services

O

opportunity cost
the value of the next best alternative use of resources

outsourcing
obtaining goods or services, which were previously provided by employees from within a business, by contract from a supplier outside of the business

P

per annum
per year

personal identification number (PIN)
a numerical password used to make sure a user is the owner of their financial account

philanthropist
someone who donates their time and/or money to charitable causes

positioning
a marketing strategy that creates a unique position for a product compared to similar products on the market

primary products
products that exist in their natural state and that have not been used to make other goods and services

primary sources
sources that existed or were made in the time period being studied

principal
money that was originally invested or loaned

products
items (goods or services) that are offered for sale

profit
the amount of money a business earns after taking away its expenses

R

revenue
the income a business receives from its business activities

S

saving
setting aside money to spend later

savings account
a bank account specifically for the purposes of depositing money and earning interest

scams
schemes that are deliberately dishonest

secondary sources
sources created after the time being studied

shares
units of ownership in a publicly listed company

share market
a market in which shares in publicly listed companies are bought and sold

simple interest
multiplying the interest rate by the principal (money originally deposited or loaned) and then multiplying by the number of periods in the loan

skimming
capturing a victim's personal information, such as credit card details, using an electronic method

spend
pay money to buy goods or services

superannuation
money paid regularly into a fund that cannot be accessed until retirement

T

transaction account
a deposit account held at a bank or other financial institution from which money can be withdrawn on demand

Glossary: Civics and citizenship

A

absolute majority
the requirement of a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

accused
a person who has been charged with committing a crime

Anglo-Celtic
from (or descended from people from) England, Ireland, Scotland and Wales

asylum seekers
people seeking protection as refugees who are waiting to have their application assessed

Australian Constitution
a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

B

bail
an agreement to release an accused person into the community while awaiting trial

bill
a proposal to implement a new law (or to change an existing law)

breach of contract
where one individual believes another has failed to carry out the terms of a legally binding contract

C

civil cases
legal disputes between individuals (or groups) over an alleged breach of individual rights

coalition
two or more political parties that join together in an attempt to win an election and form government

colonies
outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

common law
unwritten laws that are based on legal precedents made by the courts

compulsory conferences
confidential discussions between parties with the aim of agreeing on a resolution to their dispute; compulsory conferences are used across a range of matters at tribunals and are chaired by a tribunal member

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

constitutional monarchy
a political system in which a monarch (i.e. a king or queen) is the head of state and a parliament makes laws under the terms of a constitution

court hierarchy
the ranking, from lowest to highest jurisdiction, of a court system

criminal cases
legal disputes in which an individual who is accused of committing an illegal act that inflicts harm on another individual and/or society, is taken to court (prosecuted) by the government

D

damages
a civil remedy where the court orders the defendant to pay an amount of money to the plaintiff

defamation
a type of civil action where one party makes false statements that cause another party to lose their reputation

defendant
the person defending a civil action

discriminated
when a person has been treated in a prejudicial or biased way or placed at a disadvantage based on a personal attribute such as their sex, race or religion

double majority
a majority of states and a majority of citizens; this must be reached for a change to the Constitution to be accepted

E

electoral divisions
geographical areas containing specified numbers of people who can vote in an election

F

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and six state parliaments

Federation
the process by which separate colonies or states form a united nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

G

global citizen
a person who identifies as being part of the world community and acts according to world community values and practices

H

House of Representatives
the lower house of the national parliament

I

independent
a member of parliament who is not associated with a political party

indictable offences
serious offences heard before a judge and jury

J

judges
impartial adjudicators whose role is to ensure proper processes are followed in court to make sure justice is upheld; they can also determine the outcome in trials that don't use a jury

judiciary
interprets and applies the laws made by parliament; in Australia this role is fulfilled by the High Court and other courts

jurisdiction
the legal power to make legal decisions and judgments

L

legal disputes
arguments or disagreements between two or more parties that are resolved by the legal system

legal principle
a rule of law established by a judge

legal system
a system of laws; in Australia, it encompasses a range of organisations, including the courts, tribunals, parliaments, police and prisons

M

magistrates
officials who hear and judge minor cases or preliminary hearings

Magistrates Court
the lowest ranked court in the Australian court hierarchy; hears a wide range of criminal (and civil) cases, including all summary offences

mediation
a method of dispute resolution, using an independent third party (the mediator) to help the involved parties reach a resolution

members of parliament
individuals who have been elected by the people to represent their views and values in parliament

minor parties
small political parties with few elected members

N

negligence
a type of civil action where one party causes harm through failure to uphold a reasonable duty of care to a 'neighbour'

O

Opposition
the second largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies

P

parliaments
organisations that make the laws in a country, often with a lower house to draft laws and an upper house to review the proposed laws; in Australia, the King's representative (the governor-general) is also part of parliament and officially creates the laws

plaintiff
the party who initiates or commences a civil action against another party

pluralist society
a cohesive society or community in which a number of people with different racial, cultural, religious and socio-economic backgrounds live together in a peaceful and united way

policy
a statement of principles to guide action for the future

political party
a group of people with similar views and ideas about how a country (nation), state or territory should be governed

precedent
a legal principle that must be followed by magistrates and judges in cases where the facts are similar

presumption of innocence
the right of a person accused of committing a crime to be presumed and reasonably treated as not guilty unless proven otherwise

prime minister
the leader of the political party that forms the government

R

reasonable grounds
a legal test that must be satisfied before an action can be taken

referendums
national votes of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

refugees
people who have been assessed as having been forced to flee their country due to war, persecution or natural disaster

remedy
an outcome of a civil dispute aimed at restoring the plaintiff, as far as possible, to the position they were in prior to the breach of rights

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

residual powers
areas in which only the state parliaments can make law, e.g. law and order, education, health and public transport

royal assent
the formal signing and approval by the governor-general (at the Commonwealth level) or governor (at state level) for a bill to become a law

rule of law
the idea that everyone is equal before the law regardless of their power or status in society

S

sanction
a penalty (e.g. a fine or imprisonment) imposed on a person who has breached a criminal law

Senate
the upper house in federal parliament

senators
individuals elected to the upper house of the parliament (the Senate)

specific powers
areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and customs and excise

statutes
laws made by parliament (also called legislation or Acts of Parliament)

statutory authorities
bodies or organisations that are given the power by parliament to make laws on its behalf

statutory interpretation
when a judge is called upon to resolve a dispute in which the existing legislation is unclear and needs to be interpreted

summary offences
minor offences heard in the Magistrates Court

T

trial
the formal examination of evidence by a judge and jury in order to decide on the verdict

tribunals
dispute resolution bodies that resolve civil disputes and are intended to be a less costly, more informal and faster way to resolve disputes than courts

V

verdict
the decision in a civil or criminal court case: guilty or not guilty

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WORLD: POLITICAL

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180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
OCEAN
Kalaallit Nunaat (Greenland) (Denmark)
Arctic Circle
ICELAND
Reykjavik
Alaska (USA)
60°N
CANADA
Ottawa
St Pierre and Miquelon (France)
ATLANTIC
Azores (Portugal)
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UNITED STATES OF AMERICA
Bermuda (UK)
OCEAN
30°N
PACIFIC
BAHAMAS
Nassau
Tropic of Cancer
Havana
CUBA
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TRINIDAD AND TOBAGO
Port of Spain
MARSHALL ISLANDS
Majuro
Panama City
PANAMA
VENEZUELA
GUYANA
Georgetown
Paramaribo
French Guiana (France)
Bogota
COLOMBIA
SURINAME
NAURU
South Tarawa
Yaren
Quito
Equator
0°
Galapagos Islands (Ecuador)
ECUADOR
KIRIBATI
SOLOMON ISLANDS
Honiara
Funafuti
TUVALU
PERU
BRAZIL
Lima
SAMOA
Apia
American Samoa (USA)
French Polynesia (France)
VANUATU
FIJI
Brasilia
La Paz
BOLIVIA
Port Vila
Suva
NIUE
Alofi
COOK ISLANDS
Sucre
TONGA
Nukualofa
Avarua
New Caledonia (France)
PARAGUAY
Tropic of Capricorn
Pitcairn Island (UK)
Asuncion
Rapa Nui (Easter Island) (Chile)
San Felix (Chile)
CHILE
Norfolk Island (Australia)
30°S
URUGUAY
Juan Fernandez Islands (Chile)
Santiago
Buenos Aires
Montevideo
ARGENTINA
International Date Line
Wellington
NEW ZEALAND
Chatham Islands (New Zealand)
LEGEND
Country border
Disputed country border
Country capital city
Azores (Portugal)
Dependency
Falkland Islands (UK)
Auckland Islands (New Zealand)
South Georgia (UK)
N
0
1000
2000
3000 km
SCALE 1:77 000 000 at 40°N and S
1 centimetre on the map measures 770 kilometres on the ground.
Modified Times Projection
60°S
OCEAN
Antarctic Circle
ANTARCTICA
180°
150°W
120°W
90°W
60°W
30°W
0°

Most of the food we eat is grown on farms, such as the one shown in this image, before being processed and transported to shops for us to buy and enjoy it. As well as providing more than 90 per cent of the fresh food consumed by the Australian population each year, Australia's farmers sell food and other raw products to markets around the world. The high productivity of Australian farms means most Australians have a high level of food security, with regular access to enough safe, nutritious food to sustain a healthy life.

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