CAMBRIDGE HUMANITIES & SOCIAL SCIENCES FOR QUEENSLAND 10

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About the cover

This painting by Fiona Omeenyo is titled *Night Fishing Connecting* (2020). Fishing and aquaculture are important traditions for First Nations Peoples in Australia, and fish is the world most traded food commodity. Trade is particularly explored in the Economics and Business subject within the Humanities and Social Sciences for Queensland series.

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About the authors

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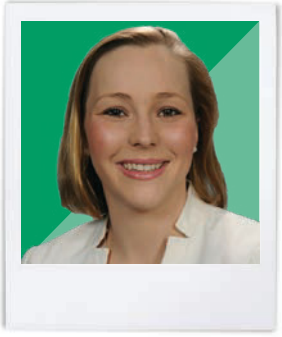

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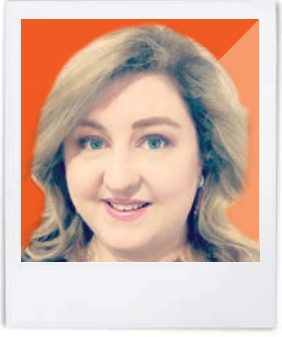
Nina Holland (*lead author: Geography*) is an experienced senior teacher with Education Queensland, teaching senior Geography and junior Humanities. Nina has also created opportunities for teachers to network and share their knowledge through the development of the 'Gold Coast GeoNet'. Developing from that, Nina joined with Bond University from 2009-13 to organise and run a yearly conference for Geography teachers. As an active member of the Geography Teachers' Association of Queensland, she is committed to building Geography in Queensland, and passionate about sharing Geography with more teachers.



Jessica Prouten (*contributing author: Economics & Business and Civics & Citizenship*) has been teaching in Queensland for over 15 years across a range of curriculum areas from History to English, Business, Geography and Legal Studies. She has also been involved in designing ACARA-based programs stretching business down to the primary years. Jessica is currently a Head of Department on the Gold Coast and has been involved in the implementation of the new Queensland Certificate of Education (QCE).

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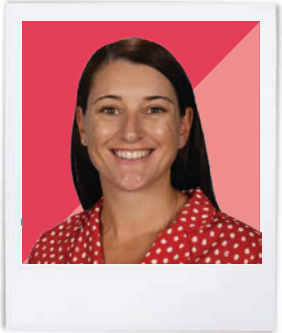


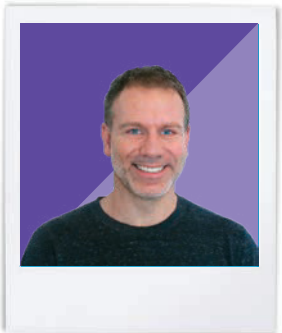
Emily Sill *(contributing author: Economics & Business and Civics & Citizenship)* is a Head of Faculty in Business and Technology at a Catholic school in Brisbane. She actively supports business education in Queensland and has taught Business, Economics and Mathematics for over a decade. Emily has developed resources to support students in Senior Business, is an experienced assessor and is a member of the Business Educators' Association of Queensland's executive team. Emily enjoys designing classroom resources drawn from recent events, effectively linking theory and practice for students. Before teaching, Emily worked extensively in marketing and human resources.

About the cover artist

Source: Photo by Mick Richards

Fiona Omeenyo first appeared on the contemporary art scene in the late 1990s as one of the more prominent members of the newly established Far North Queensland's renowned Lockhart River 'Art Gang'. 'My country Pathacy (Chester River near Coen), that's where my Grandmother is from. My figures are about family and country. I do my painting to carry my culture on and so my children will know our stories.' The artist's figurative compositions connect ancestral spirits with her kin relationships. For the artist, ancestors exist simultaneously with the present-day generation. Accordingly, her themes constantly revolve around bloodline and connectivity. A continuous relationship with past and present is expressed through the artist's sense of line and space (both positive and negative).

About the illustrator



Jean-Michel Girard is an illustrator based in Québec City, Canada, who has 30 years' professional experience working around the world. While Jean-Michel is able to work in a wide variety of styles (from hyperrealism to cartoon), he has specialised in historical illustrations as he is a long-time history aficionado. His attention to historical detail is extraordinary. Jean-Michel uses digital tools but with traditional drawing methods.

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How to use this resource

Book structure

- All chapters have been closely aligned to the Queensland Curriculum for Humanities and Social Sciences for Year 10
- This book contains four parts, with each part covering one of the four topic areas: History, Geography, Economics and Business, and Civics and Citizenship
- Every chapter starts with an engaging 'Setting the scene' story to help you jump into a new topic, and includes an activity that can be used to spark classroom discussion
- Each chapter has a 'Chapter overview' which lists 'Learning goals' for the chapter
- Each chapter is divided into numbered sections, and each of these sections cover content descriptors from the Queensland Curriculum
- Each chapter section starts with 'Focus questions' to drive your inquiries into the Humanities
- In History, following the inquiry approach, each chapter is constructed around an over-arching key inquiry question and several sub-inquiry questions
- The inquiry questions are colour-coded to help students recognise their features:
  - An interrogative
  - A historical concept
  - Specific content
  - Scope and scale
- In all chapters QR codes are included for easy access to related videos
- At the end of each section are 'Developing your understanding' questions and History chapters have additional 'Reflecting on your learning' questions and at the end of each chapter are End-of-chapter assessment questions.

Activity types

This series uses a range of activity types, including the following:

- Developing concepts and skills (activities that scaffold important concepts and skills from the Queensland Curriculum)
- Making thinking visible activities based upon Harvard's Project Zero's innovative Visible Thinking Routines (a guide to using these activities is available for teachers in the Online Teaching Suite)
- Reflecting on your learning and Developing your understanding review questions at the end of each section (questions in both print and digital formats)
- Multiple other activity types, particularly in End-of-chapter activities, that vary from analysing historical visual sources to graph interpretation and map-reading
- Activities cover a range of different learning types and levels (a Glossary of cognitive verbs used in this series is available for teachers in the Online Teaching Suite).

Digital resources

This series uses the interactive Edjin platform, and includes both a student and a teacher edition.

In the **Interactive Textbook** version of this book, students will find the following key resources:

- Images that can be zoomed into (this is very useful for reviewing any images to analyse at a larger size)
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Videos, image galleries, widgets and other multimedia materials, such as zoomable maps
- Additional geographic tools, such as a guide to using topographic maps and a series of skills videos
- Downloadable worksheets for all activities
- Suggested solutions
- Additional content to the print book
- A PDF downloadable version of this student textbook.

In the **Online Teaching Suite**, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

Icons

This icon in the margin of the page represents additional material is in the Interactive Textbook.

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Part 1

History

What is History?

History is the process of inquiry into the past. We study the past in order to better understand the present, ourselves and others, and to help us prepare more effectively for the future.

The person often referred to as the first historian was an ancient Greek called Herodotus. Herodotus, and other early historians, used memories and records of past events to make sense of their world. History is part of your schooling because, in Australia, we have inherited a European school system that has links to the ways ancient Greeks studied.

Not all cultures understand time in the same way as Europeans do. To study history within the Australian Curriculum, we need to think of time as Herodotus did. We can imagine time as a line joining the past, present and future in turn. This is called chronological order.

Through inquiring into the past, we appreciate 'how the world and its people have changed, as well as the significant continuities that exist to the present day' (ACARA, Rationale).

Change and continuity (what changed and what stayed the same (i.e. continued)) is just one of the key historical concepts that are covered in Year 10 History. To understand these patterns of change and continuity, historians draw on **evidence**, which consists of both **primary** and **secondary sources**. Source material can be used to determine the **cause-and-effect** relationships between individuals, groups and events. Sources can also be used to consider the **perspectives** of participants, witnesses and historians in order to make judgements about the **significance** of ideas, events and people, and to develop a sound historical understanding.

As we engage with these sources, we may encounter differing perspectives, either among the sources of the time, between primary and secondary perspectives or disagreements between historians. These differing views demonstrate the **contestability** of the past.

Finally, as we learn more about our own and others' histories, we develop **empathy**; an appreciation and respect for the experiences of those unlike ourselves.

History is a process of inquiry that seeks to answer a key question. Through research and the development of an understanding of the events of the period being studied and consideration of evidence (both primary and secondary sources), we can substantiate interpretations of the past and communicate these effectively.

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In Year 10, our study focuses on the twentieth century, with an emphasis on the changing global order and Australia's place in it. The twentieth century was marked by significant global conflict, a reordering of political and economic relationships, ideological conflict and increasing cultural connectivity between nations. This context is important in understanding Australia's development and its global standing.

Introducing historical concepts and skills

Analysis and use of sources and perspectives, interpretation and bias

Throughout your study of History, one of the key skills you will develop is the ability to **analyse** and **use** sources. This involves being able to **identify** the **origin**, **purpose** and **context** of both primary and secondary sources. And also being able to **evaluate** the **reliability** and **usefulness** of these sources in order to **synthesise** information from and about historical sources to form a historical argument.

As historians, our most important form of evidence comes from **primary sources**. This is information created by people who were present at the time we are studying. They were there, witnessing what occurred, and they made some record of it at the time (or shortly after). These records are the lifeblood of history. They offer insight into events and people's varied reactions to them. Primary sources can take many forms: handwritten documents, printed material, oral accounts and recordings, images (drawings, oil paintings, photographs, videos), statues and artefacts (objects).

Secondary sources are records that were written well after the events being studied. They are often written by historians who may not have been there to witness events directly. That is why it is so important for historians to carefully **analyse** primary sources, to get an accurate picture of what actually happened. Historians do often have quite different points of view. Their historical opinions might be formed by their class, religious and political beliefs, age or gender, to name just a few forces that shape **perspective**.

It is for this reason that we must **identify** the **origin, purpose and context** of both primary and secondary sources. We can do this by asking the following questions:

Origin: Who is the creator/author of the source? For primary sources, consider what positions or roles they hold in their society. For secondary sources, consider the qualifications and experiences of the creator/author.

Context: Where and when was the source created? Was the source created as part of or in response to a significant event within the scope of the inquiry?

Purpose: Why might the source have been created? Who was its intended audience? What evidence or language in the source helps you to determine this?

By identifying these features of the sources, we can then **identify** and **analyse perspectives** of people from the past and differing **historical interpretations**. It is important to understand here the difference between a perspective, an interpretation and bias.

An individual's **perspective** is shaped by the origin and context in which they created the source that you are now using. For example, the experiences of a survivor of the bombing of Darwin would be important in shaping their perspective of the Japanese during World War II. A historian with a Marxist background is likely to focus on issues of class and power, which would mean their analysis has a Marxist **interpretation**. The purpose of the source is also important. A personal diary is not designed to influence an audience and so may be a more reliable account of a person's thoughts and feelings, while a propaganda poster is very deliberately trying to shape people's thoughts and actions. **Bias** is when a perspective or interpretation is not based upon evidence or experience. For example, there is no evidence of racial differences between Jewish and non-Jewish peoples, which makes Josef Goebbels' anti-Semitic propaganda posters biased against Jewish people as their assertions are in no way supported by evidence or experience.

KEY CONCEPTS

Bias: All sources come from a perspective, but not all sources are biased. You should use this word sparingly. It is also vital you use it correctly.

Bias: 'the source contains bias because …', 'the bias of the source is evident …'.

Biased: 'Source A is biased because …', 'It is clear the source is biased against/towards … because…'.

Once the origin, context, purpose and perspective of a source have been identified, we can **evaluate** if the source is **reliable** and/or **useful**.

Reliability is a decision about how much we trust or believe the source. A source from an experienced and highly qualified historian who uses a range of evidence to support their conclusions would be considered very reliable, while an anti-Semitic poster would be considered biased and an unreliable representation of Jewish people.

Usefulness is a determination about how the source might be used in answering our inquiry questions. A source does not have to be reliable to be useful. For example, the propaganda poster is not a reliable representation of Jewish people, but it is nonetheless useful in understanding Nazi beliefs and attitudes towards Jewish people and the ways in which they attempted to manipulate their German audience. Obviously, an expert historian's interpretation is useful in making judgements about the past.

Finally, we can **synthesise** evidence from a range of sources to develop a response to our inquiry questions, and devise a hypothesis that we can support with the evidence we have located to form a historical argument.

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Historical overview: the modern world and Australia

The interwar years

War and the struggle to rebuild lives and countries in peacetime had a significant influence on the twentieth century, initiating the creation of the United Nations and the beginning of the Cold War in 1945.

A flapper in the 1920s

World War I

Over 20 million people died in World War I, several empires collapsed, and a communist party, the Bolsheviks, seized power in Russia in 1917.

Influenza pandemic

Following World War I the Spanish influenza pandemic killed between 20 and 30 million people.

Treaty of Versailles

The Treaty of Versailles formally ended the war between Germany and the Allied powers. Germany was required to disarm and pay significant reparations to other European countries.

Timeline of the interwar years

1914–18
World War I

1917
Russian Revolution

1918–20
Spanish flu pandemic kills millions worldwide

1919
German revolution, and start of the Weimar Republic

1919
Treaty of Versailles

1922
Benito Mussolini comes to power in Italy

1923
Hyperinflation strikes in Germany

1929
Wall Street Crash

1932
F.D. Roosevelt elected in the USA, and begins his New Deal

1933
Adolf Hitler appointed Chancellor of Germany

1935
Mussolini launches an Italian invasion of Abyssinia (Ethiopia), despite League of Nations protests

1936
The Berlin Olympics

1937–38
The Rape of Nanjing

1938
Germany invades Czechoslovakia

Roaring Twenties

The world experienced prosperity in the 1920s. Distinct cultural features emerged, such as 'flapper' fashions, the development of jazz music, and the Art Deco style.

Great Depression

The Wall Street Crash plunged most of the world into the Great Depression. At its height in 1932, unemployment in Australia reached 32 per cent. The uncertainty and unrest saw the rise of militaristic dictatorships in Italy, Germany and Japan.

▲ **Video**
The interwar years

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▲ **Video**
World War II

The League of Nations
This organisation was formed in 1920 out of the ashes of World War I, after the Paris Peace Conference where the Treaty of Versailles was signed. It was the first international body dedicated to maintaining peace between nations and lasted until 1946, when it was replaced by the United Nations.

Communism
The world's first communist revolution occurred in Russia in 1917. It was based on the idea that the means of production, such as property and businesses, should be nationalised and run on behalf of the people, rather than privately owned. Although intended to create a utopia, in Russia it led to the brutal dictatorship of Josef Stalin.

Liberalism
Liberalism encouraged business owners and intellectuals to demand a greater say in their government and the laws of their respective countries. Demands from women for the right to vote reflected a widespread belief in liberal ideas.

Fascism
Fascism was a political idea based on militaristic government, where democracy was replaced by authoritarianism, in countries such as Italy and Germany between the world wars. Fascists were extreme nationalists who governed through a combination of propaganda and fear.

World War II
World War II began in Europe but spread across the globe, resulting in the deaths of over 70 million people, including six million Jews as part of the Holocaust, an act of genocide by the Nazi government in Germany.

Timeline of World War II

1939
World War II begins when Germany invades Poland, and Britain and France declare war on Germany

27 May–4 June 1940
Evacuation of Dunkirk

June 1941
Operation Barbarossa

December 1941
Bombing of Pearl Harbor

January 1942
German leaders devise the Holocaust

February 1942
Fall of Singapore and bombing of Darwin

June 1942
Battle of Midway

July–November 1942
Australian forces defeat the Japanese at Kokoda

August 1942 – February 1943
Battle of Stalingrad

June 1944
D-Day

January 1945
Russian forces liberate Auschwitz

April–May 1945
Russian forces reach Berlin and force Germany to surrender; Hitler commits suicide

August 1945
Two atomic bombs are dropped on Japan, forcing Japan to surrender

This Historical overview is designed to help you to understand the interwar years between World War I and World War II (including the Treaty of Versailles, the Roaring Twenties and the Great Depression), the efforts to achieve peace and security after the world wars, and the fight for civil rights and freedoms. You should read all the text closely in the Historical overview, watch the videos, then complete the activity that follows.

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Efforts to achieve peace and security

The global community has relied on the United Nations as the body responsible for maintaining or restoring peace and security and promoting human rights across the world since 1945.

Eleanor Roosevelt holding a copy of the Universal Declaration of Human Rights

Universal Declaration of Human Rights

The Universal Declaration of Human Rights consists of 30 articles outlining the rights of individuals. It was adopted by the United Nations General Assembly, and has formed the basis of numerous international treaties, human rights instruments, economic agreements and other laws.

UN peacekeeping

One of the main activities carried out by the UN is peacekeeping – sending troops or police into an area experiencing conflict in an effort to maintain or restore peace.

Australia's contribution

Australia's contribution to UN peacekeeping has seen military personnel sent to places such as Cambodia, Somalia, Bougainville, Rwanda and East Timor. Australia also contributed to the Korean War as part of the force led by the USA as agent for the UN Command.

▲ Video
Efforts to achieve peace and security

- Founding member states of the United Nations, 1945
- Dependent territories of founding states in 1945
- Non-member states in 1945

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Rights and freedoms

The modern world has increasingly focused on the rights and freedoms of different groups since the 1960s.

Prime Minister Gough Whitlam and Gurindji leader, Vincent Lingiari, 1972

Civil rights movements

The push for civil rights for ethnic groups, including African Americans and Native Americans in the United States and Aboriginal and Torres Strait Islander Peoples in Australia, resulted in major campaigns in both countries. Among other issues, land rights became a particular focus for many Indigenous peoples.

Feminism

'Second wave' feminism in the 1960s and 1970s focused on ending discrimination against women in areas such as employment, pay, family law and sport.

LGBTQIA+

Decriminalising homosexuality has improved the rights and freedoms of lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and other (such as non-binary and pansexual) people in many parts of the world.

National independence

The end of World War II and founding of the United Nations saw the independence of former European colonies, which has become a key part of the modern world. From India to Kenya, Indochina to Algeria, and Indonesia to Malaysia, former European colonies have either campaigned or fought for national self-determination.

▲ Video
Rights and freedoms

ACTIVITY: HISTORICAL OVERVIEW

1. Why might the two world wars be considered the two most significant events in shaping the modern world?
2. What are the strengths and weaknesses of the United Nations?
3. Why would some countries not join the United Nations? Why might some people not want Australia to be a member?
4. What do each of the rights and freedoms groups mentioned here have in common? How do you think they were linked?
5. Which of these movements have had the greatest success, and which are still active today?

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Depth Study 1

World War II: 1939–45

Overview

The seeds of World War II were planted in the immediate aftermath of World War I. The outcomes of the Paris Peace Conference (the Treaty of Versailles and the formation of the League of Nations) contributed to conditions which allowed Adolf Hitler to gain power in Germany and for Japan to adopt an imperialist stance in the Asia–Pacific region.

Changing forms of government in Europe, notably the rise of communism and fascism, coupled with both domestic and global economic crises, created an unstable social and political landscape. This was fertile ground for Adolf Hitler, who laid the blame for the shame of the Treaty of Versailles on the Weimar Government and gave the Germans a common enemy by promoting anti-Semitism. The Allied powers of World War I, particularly Britain and France, were reluctant to be too critical of Hitler, who began systematically violating the articles of the Treaty of Versailles when elected Chancellor in 1933. They adopted a policy of appeasement in an attempt to maintain the peace.

imperialist the attitude of those who seek to establish an empire. Imperialism is defined by one nation seeking to use military force, often coupled with colonisation, to seize political and economic control of another nation.

War broke out in 1939 when Germany invaded Poland, an act the Allies could not ignore. Australia was quick to join the 'motherland' Britain in the conflict. Just as they had at Gallipoli, the Australians distinguished themselves in battle, most notably in the north African campaigns at Tobruk and El Alamein. World War II also had an impact closer to home; for the first time there were attacks on Australian soil. Japan entered the war in 1941, after bombing the American base at Pearl Harbor. Australia's attention was now divided across both the European and Pacific theatres of war. Fierce fighting and challenging conditions made the Kokoda campaign against the Japanese in Papua New Guinea part of the Anzac legend.

The Australian Government implemented a range of strategies to maintain the war effort. Women made a significant contribution by serving in auxiliary military units and joining the workforce and Land Army to keep Australia's economy functioning. The attitudes of the White Australia Policy made the war a less positive experience for Indigenous peoples and migrants. While First Nations Peoples could serve in the military, they faced racism and exclusion both during and after the war. German, Italian and Japanese immigrants were also placed into internment camps in Australia and faced a rising tide of racism and hostility in the community.

In the aftermath of the war, Australia emerged changed, as did the rest of the world. The Holocaust or Shoah, Hitler's genocide against Jewish people, brought international responsibilities for human rights into the spotlight and was one element that contributed to the formation of the United Nations. The United States' use of an atomic bomb to end the war with Japan changed global relationships, as did the increasing tension between the United States and its democratic, capitalist allies and the rising power of the communist Union of Soviet Socialist Republics (USSR). This ideological conflict, known as the Cold War, would define the latter half of the twentieth century. Australia pivoted away from Europe, as Britain retreated to rebuild, and looked to the United States as a new partner and ally in the Pacific. Australia also began to recognise their place as an Asia-Pacific nation, and the wave of post-war migration and increasing calls for a changing role for women saw Australian society drift away from the White Australia Policy and Australians began to see themselves as a multicultural nation with its own identity.

Learning goals

After completing this unit, you should be able to answer this key question: How did the events of World War II reshape Australian society and its place in the global order?

You should also be able to answer these sub-inquiry questions:

- What occurred after World War I that contributed to the outbreak of World War II?
- How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?

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- What impact did involvement in World War II have upon Australian society?
- How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?

Introducing historical concepts and skills: *change and continuity*

Throughout this depth study there will be a particular focus on the historical concepts of change and continuity. Even as societies undergo significant change – for example, Australia's social shift from a 'White Australia Policy' to a more inclusive and diverse immigration policy over the course of the twentieth century – our political structures have remained the same as they were at Federation.

Some points to consider when investigating change and continuity:

- First, what kinds of change have occurred in the period of time we are studying? Are the changes mainly political (to do with government), economic (to do with the production of goods) or social (to do with the way people lived)? Are the changes a combination of two or three of these kinds of change?
- Second, can you make a judgement of the extent or significance of these changes (that is, explain whether the changes were massive in scale, or relatively minor)? Did the changes generally benefit people, or did they cause difficulty and hardship? Did the changes affect the entire population, or only certain groups of people? What were the long-term and short-term consequences of those changes?

It is also important to look at what did not change; that is, what continued largely unaffected by the events that took place in the period. What made it possible for these social, economic or political structures to remain the same? How is the persistence of these structures important or significant to our understanding of the period?

These considerations can come together very powerfully in the hands of the historian. Instead of making a general statement like 'Australia was changed by the experiences of World War II', the historian can say that, in political terms, change was less dramatic than for other nations because the Commonwealth Government of Australia, created in 1901, remained in place throughout both wars. In economic terms, a historian can say that the Australian economy remained capitalist, but also that Australia learned how to increase its manufacturing capacity by creating its own ammunition instead of relying on Britain. In social terms, the historian can say that Australian society was changed very greatly by World War II, due to the fact that women gained the experience of entering the workforce and proved they could do jobs that, traditionally, only men had done up until that time.

◄ **Source A** Victory in Europe (VE) Day celebrations in Brisbane, 15 July 1945, after the Japanese surrender
Source: State Library of Queensland

▲ **Video**
Unit overview

MAKING THINKING VISIBLE 1.1

See, think, wonder

1 What are some of the key elements that stand out in this image? (I.e. what can you see *explicitly*?)
2 What can you **infer** from these key elements about how the people of Brisbane felt about the end of the war? (I.e. what can be *implied* by the image?)
3 What might have the people experienced during the war that would account for this feeling? (I.e. what is the *context* of this image?)

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CHAPTER 1

How did the events of World War II reshape Australian society and its place in the global order?

Setting the scene: the rise of Hitler

German Chancellor Adolf Hitler

Between 1918 and 1934, Adolf Hitler went from serving in the military during Germany's loss in World War I to leader in a global conflict. He was greatly angered by Germany's capitulation and the Treaty of Versailles at the end of World War I and entered politics by appealing to Germans who shared his anger and disappointment. With increasing support as leader of the National Socialist German Workers Party (Nazi Party) Hitler rose to become Chancellor and ultimately Führer (leader) of the Third Reich, with a vision of a powerful and racially pure German Empire. In his efforts to restore Germany to its 'former glory', he systematically violated the Treaty of Versailles and made the outbreak of World War II almost unavoidable, despite international efforts to avert a new war.

The world watched the rise of Adolf Hitler with trepidation but a reluctance to act, still depleted and war-weary after the devastation of World War I. In the source that follows, from *Dayboro Times & Moreton Mail*, a Queensland-based newspaper published in Dayboro, just outside of Brisbane, the author recounts Hitler's recent electoral success and provides a brief biography of the leader of the Nazi Party. As you read, consider the questions below and then share your ideas with a peer or your class. The article was published in August 1932, several months after the German Presidential Election. Paul von Hindenburg won a second seven-year term against Adolf Hitler, but the strong support for Hitler's Nazi Party was notable. Hitler would go on to be elected the Chancellor of Germany in 1933 to resolve a stalemate in the German Reichstag (Parliament); and following von Hindenburg's death on 2 August 1934, the office of the President was abolished, meaning Hitler, as Chancellor, became the supreme leader of Germany and ultimately declared himself Führer.

THE REAL ADOLF HITLER

By H. Hessell Tiltman

By polling 13 000 000 votes against 18 000 000 cast for the veteran Field-Marshal Hindenburg, in the recent German Presidential election, Adolf Hitler proved that his National Socialists, or Nazis, are the coming force in Germany. He followed this success with an even more resounding triumph when in May last, the Nazi vote in the State elections reached the total of 14 700 000 and the party increased its strength in the Prussian Parliament from seven to 162 seats. It is now the strongest single group in the 'key' State Parliament of the German Empire, and Hitler has thus taken a big step nearer to real power. What manner of man is this Adolf Hitler, whom millions of his country-men acclaim as the Mussolini of Germany, and who has made himself the most talked-of politician in all Europe? Born in 1889, at Braunau, in Austria, he was from an early age more German than the Germans. He openly despised his native Austria, and when other schoolchildren sang the Austrian National Anthem the embryo dictator scandalised his masters by singing 'Deutschland, Deutschland uber Alles', ['Germany, Germany above all'].

At sixteen, an orphan, he migrated to Vienna with a few shillings in his pocket, intent upon becoming an artist. The iron law of bread-and-butter frustrated this ambition. He secured work first as a builder's apprentice, and later as a house painter. Other casual jobs followed, and the drawing of 1914 found Hitler still poor. The War gave him the opportunity to serve the Fatherland of his choice. He enlisted in the German Army as a private and served

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for four years on the Western Front. During the closing days of the War Hitler became a bad gas casualty, and the outbreak of the German Revolution found him lying blind and speechless in hospital. Thus, he missed the uprising, out of which was born the constitution and policy that he now challenges. He recovered – and today Adolf Hitler regards that recovery as a miracle wrought by Providence to enable him to achieve his destiny as the saviour of the German people. Hitler left hospital to become a member of the Workmen's and Soldiers' Council. A year later, in 1919, he was the leading spirit in forming the German Workers' Party at Munich. By 1920 his original six followers had become 2000 and by 1921 their ranks had swollen to nearly 6000. Later he joined forces with General Ludendorff in an attempt to over-throw the German Government and impose a 'dictatorship'. Events proved that Hitler had badly misjudged the moment. The attempt misfired. He was arrested and sentenced to five years' confinement in a fortress. Twelve months later the authorities released him.

From that moment, Hitler devoted his amazing energies and powers of oratory to building up a political party which would be powerful enough to seize power by constitutional means, and thus wipe out the memory of the earlier defeat. But while using constitutional methods, and fighting every election, he still retained his old belief in force, as was shown by the vast army of 'brown shirts', disciplined on the fascist model, which the Nazis maintained, complete with barracks, uniforms, and arms, until Hindenburg supressed them after his victory in the Presidential election. How rapidly the Hitler party has grown the world has learnt in the recent elections. And to-day his lieutenants are confident that before many months have passed they will control Germany. For at every election the Nazi vote is growing – and only a few more votes need to be won from other parties to give them real power. Or if anything happens to remove Hindenburg from the scene – the splendid veteran is now eighty-four years of age – Hitler expects to be president of a reborn Germany.

How has the miracle been achieved? Hitler's natural gift for showman-ship has played its full part. But he is also Europe's greatest political organiser. As a writer of political slogans, he is unrivalled. Some of them are enshrined in a biography of their chief issued by the Nazis: 'Break the chains of Versailles!' 'Tear the Young Plan [of **reparation** payments] asunder!' 'We must show the Socialists and Communists that the Nazis are masters of the street, as one day they will be masters of the State!' (a reference to street battles with the opposition.) And this is Hitler's recipe for a good Nazi: 'Swift as a greyhound, tough as leather, hard as Krupp steel'.

His programme contains something for every audience. He will win votes in one city with earnest talk about finance and the reparation burden around Germany's neck; in another place, he will **crusade** for better homes. To another audience, he will speak in terms of thunder: 'Heads must roll to set Germany free'. Again, he will condemn the Jews or the Freemasons. Condemnation of 'African' jazz, photographic competitions (with cameras as prizes), an appeal for the uprising of the German spirit to free compatriots 'enslaved' by Poland, parades, bands, talks on culture – and always, in the forefront of every speech, the tearing up of the peace treaties that meant the subjection of the German people. Hitler knows every trick of the political game. Nothing is overlooked.

reparations payment or other assistance given by those who have done wrong to those whom they have wronged

crusade war of religious significance

The Nazi organisation is superb. Their missionaries have penetrated to the most remote villages. Hitler's programme demands the union of all Germans in a great Germany, equality for Germany in international affairs, and the cancellation of the peace treaties; new colonies for Germany; the abolition of unearned income; repayment of War profits, and the nationalisation of industrial trusts; profit-sharing for workers in great industries; and a measure of land reform. Hitler promises the vigorous youth of his land, who were too young to be responsible for the War, the chance to work for a new Germany – to forget past defeats. And he does so at the moment when democracy offers only the bleak prospect of difficult years of hard work and small pay, while Germany is struggling to pay the demands of the former victors for reparations. Can youth be blamed for backing the great showman 'Germany – awake!' Unless Hitler denies his own past, zero hour will come for the Hitler legions. If it comes, those who have seen one of the mass parades of Nazis will agree. It will do more than add one more dictator to the present complement in Europe. It will open a new and perilous chapter for Germany and the world.

▲ **Source B** Hessell Tiltman, H., 'The Real Adolf Hitler', *The Morton Mail*, 12 August 1932, p. 3

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Context statement for Source B

Author Hubert Hessell Tiltman was a leading publisher and non-fiction author in Britain. He served as a foreign correspondent (a journalist who reports from various conflicts or significant events around the world) from 1934 and reported from Europe, the United States and Asia. His writing in *Dayboro Times & Moreton Mail* was syndicated, which means it was republished in a number of newspapers to reach a wider audience.

RESPONDING TO THE SOURCE – B

As you answer each question, provide a quote from the context statement or source to support your response.

Origin

1 Read the context statement about Source B, which outlines the *origin* of this primary source. What qualifications or experience does the author have?

Context

2 Source B is written in response to which significant political event, despite its seeming focus on Adolf Hitler?

Purpose

3 What reason might a publication read in south-east Queensland (15 600 km from Berlin, Germany) have for republishing the views of a British journalist?

4 Why might a reader in south-east Queensland want to know more about 'The Real Adolf Hitler'?

5 The author quotes Hitler's political slogans ('Break the chains of Versailles', 'Tear the Young Plan asunder') and goes on to describe Hitler's methods for gaining support among Germans. What does the author suggest Hitler's goals are for Germany under his leadership?

Perspectives

6 How does the author positively represent Hitler's leadership capabilities?

7 Is there any evidence to suggest that Hitler's strong leadership is a concern to the author?

8 How might the author's nationality effect their perspective? Does this make his view of Hitler more or less reliable?

Dayboro Times & Moreton Mail

A. J. McKenzie
Grocer

TOOLS

COUPON

Taxi Sir ?
Blue and White Cab

◄ **Source C** The *Dayboro Times & Moreton Mail* was a newspaper that was founded in 1886 near Brisbane and ceased publication in 1981. Pictured is an example of the newspaper from 1954.

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Chapter overview

Introduction

The study of World War II is an essential element of understanding the world we live in today. It was a direct result of World War I, which took place between 1914–18 and was also known as 'the war to end all wars'. The eruption of global conflict almost 20 years after the end of World War I saw death, destruction and displacement on the grandest scale in human history. We study World War II to understand the way the world was reshaped and upended by its battles of ideas, and the way it inspired the fortification of an Australian society under threat of invasion.

Key inquiry question

How did the events of World War II reshape Australian society and its place in the global order?

Sub-inquiry questions

- What occurred after World War I that contributed to the outbreak of World War II?
- How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?
- What impact did involvement in World War II have upon Australian society?
- How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?

Checking the inquiry questions

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

Key inquiry question

Next, we need to ensure that our sub-inquiry questions are *relevant*, avoid *repetition* and are *reasoned*.

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Sub-inquiry questions

SIQ 1: What occurred after World War I that contributed to the outbreak of World War II?

SIQ 2: How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?

SIQ 3: What impact did involvement in World War II have upon Australian society?

SIQ 4: How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?

The relevance of each question is determined by the degree of alignment between the content of the sub-question and the key inquiry question. We can see here that each question relates directly to aspects of the key inquiry question. The 'how' of the key inquiry question is not addressed, as the answer to this is determined by considering all the evidence found in response to the sub-inquiry questions.

None of the questions contain repetition. The first sub-inquiry question is focused on the causes of World War II. The second specifically considers Australia's involvement in the war and the ways in which we contributed to the conflict.

The third sub-inquiry question considers how this involvement (as described in the findings of SIQ 2) impacted upon Australian society. The fourth sub-inquiry question considers how the atrocities of war changed global attitudes, and looks at the broader outcomes of the war by considering how it reshaped the global order and the impact this had on Australia's global standing.

Historical skills

After completing this chapter, you should be able to:

- Identify and locate relevant sources as you respond to the depth study inquiry questions
- Identify the origin, context and purpose of both primary and secondary sources
- Identify and analyse the perspectives in sources
- Evaluate the reliability and usefulness of these sources
- Synthesise evidence from sources to develop historical arguments
- Communicate your understanding and arguments in a range of ways.

▲ **Source 1.1** (Above) A gunner crew with the 6-inch gun at Fort Cowan, Moreton Island, 1943. (Right) One of the two large defence batteries built during World War II on Moreton Island, Queensland, which you can still see today.

▲ **Video**
Five interesting facts about Australia and WWII

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Timeline of key events

What came before this topic?

- In the lead-up to World War I, Europe was controlled by five major empires that were competing for power, land, wealth and influence. As each nation built its military strength, powerful alliances or mutual protection agreements were forged, to be called upon in the event of a war. A bonfire of national suspicion, jealousy and aggression had been built.
- All it needed was a spark. The assassination of a little-known member of the Austrian royal family in a small corner of Europe provided that spark, igniting World War I.
- The end of World War I left matters unresolved. In Europe, Germany lurched towards extreme political ideologies as millions of people were left homeless and unemployed by the Great Depression.
- The rising spectre of communism in Russia meant that Germany was left to its own devices to plan and launch its revenge for the conclusion of World War I.

France, 1916: Anzac soldiers marching to the front

1914
World War I begins

1918
World War I ends in a stalemate

1919
The Treaty of Versailles is signed and Germany is punished for 'starting the war' – this triggers the start of widespread social, political and economic chaos

1929
A global economic collapse cripples nations around the world and plunges Germany further into crisis

1933
Adolf Hitler and the National Socialist Party win the German elections, promising to return Germany to greatness and to punish its 'enemies' – this ideological strategy is promoted through the media and schools

1935
The Nuremberg Laws marginalise German people from Jewish backgrounds, beginning their slow exclusion from society

1937
Invading Japanese forces massacre hundreds of thousands of people in the Chinese city of Nanjing

1939
World War II begins when France and Britain declare war on Germany after Germany invades Poland

27 May–4 June 1940
After a month-long German *Blitzkrieg* attack, the Allied forces are driven out of Europe by the German Army at Dunkirk, and France is defeated

June 1941
Germany invades Russia, marking the start of Operation Barbarossa

December 1941
Japan attacks the US Naval Base at Pearl Harbor, bringing the USA into World War II

January 1942
German leaders decide on the 'final solution' to the 'Jewish question'

Responding to the timeline

1. Which four key events made the war progressively more global by drawing new nations into the conflict?
2. What events in the timeline may have contributed to the development of the UN Universal Declaration of Human Rights in 1948?
3. What events in the timeline are significant in Australia's changing relationship with the United States?

The USS *Arizona* sinking during the Japanese attack on Pearl Harbor

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What came after this topic?

The end of World War II reshaped the world. The use of the atomic bomb meant that the suspicion and animosity between the USA and Russia, which those countries had put aside to defeat Hitler, soon resurfaced. As the leaders of the world divided Germany and the rest of post-war Europe between themselves, a new and frightening conflict – the Cold War – began. This new conflict would last for another 45 years. While the atrocities of the Fascist National Socialist Party were uncovered, and former German leaders were tried and punished, the German capital of Berlin remained the divided centre of a global conflict that few could escape.

Surviving National Socialist Party leaders in court for the Nuremberg Trials, a series of military tribunals held by the Allies in the German city of Nuremberg in late 1945

February 1942
Fall of Singapore, British naval base overrun, many British and Australian soldiers taken as POWs

February 1942
The Japanese Air Force attacks Darwin, Australia

July–November 1942
Australian forces defeat the Japanese Army on the Kokoda Track

A volunteer army nurse helps a wounded Russian soldier during the Battle of Stalingrad

August 1942 to February 1943
The German Army is defeated at the Battle of Stalingrad, turning the war in favour of the Soviet Union

January 1945
Russian forces liberate the Auschwitz concentration camp and find evidence of the murder of 1.1 million Jewish prisoners

June 1944
D-Day: American, British and other Allied forces land on the beaches of France to open a second front against the German Army

April 1945
Russian forces reach Berlin and force Germany to surrender, marking the end of conflict in the European theatre.

August 1945
The United States drops two atomic bombs on Japan, forcing its surrender and ending the Pacific conflict and World War II

The mushroom cloud from the atomic bomb dropped on Hiroshima

1948
UN issues Universal Declaration of Human Rights.
A significant shift in Australian immigration policy occurs, with the 'populate or perish' scheme, which sees Australia accept white non-British migrants on a large scale

October 1945
United Nations formed with representatives from 50 countries with a focus on peaceful global relationships

1951
Australia signs the Australia, New Zealand and United States Security (ANZUS) Treaty, a security treaty to protect mutual interests in the Pacific with the United States

1954
Australia joins the South-East Asia Treaty Organisation (SEATO) to limit the spread of communism through Asia and assure mutual defence

American troops preparing to land on D-Day

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1.1 What occurred after World War I that contributed to the outbreak of World War II?

FOCUS QUESTIONS

- How was Germany treated after World War I?
- What were international attitudes to conflict?
- What was the changing political landscape in Europe?
- What were the economic pressures of the interwar period?
- How did Hitler and the Nazis appeal to the German people and rise to power?
- Why did the Allied nations felt obligated to act against Germany in 1939?

The aftermath of World War I

In the immediate aftermath of World War I, Europe sought to secure a lasting peace and regain stability by subduing the losing Central powers (Germany, Austria, Hungary and Turkey). These terms were decided at the Paris Peace Conference in 1919, which resulted in the Treaty of Versailles.

The Treaty deeply angered the losing parties and planted the seeds of further conflict. Attempts to ensure global security, such as the formation of the League of Nations, were not as successful as hoped and a reluctance to return to conflict allowed Hitler to establish power and re-arm Germany relatively unchecked. Eventually, despite the Allies' policy of **appeasement**, Hitler's actions provoked a declaration of war. Japan joined the conflict in 1941, creating a Pacific **theatre of war** on Australia's doorstep and drawing the United States into open hostilities.

appeasement a policy of agreeing to an opponent's actions, even if unlawful, for fear of even more unpleasant consequences otherwise

theatre of war the entire area of land, sea and air area that is – or may become – directly involved in a war

The Paris Peace Conference and the Treaty of Versailles

At 11 a.m. on 11 November 1918, a ceasefire was honoured and the 'war to end all wars' (or World War I) was ended. Germany, aided by its Austro-Hungarian and Turkish allies, had sought to exert its power across Europe, opposed by the formidable alliance of the nations of France, England, Russia (until 1917) and the USA. Following the declaration of a ceasefire, leaders from the victorious Allied nations met in Versailles, France, to negotiate how peace could be assured in Europe. The smaller nations were looking to gain independence, while the larger ones were hoping to be compensated for their losses. The Paris Peace Accords, including the Treaty of Versailles, were the agreements reached in the post-war settlement.

The negotiations were dominated by the leaders of France, the United Kingdom and the USA. Their countries were known as 'The Big Three'. Germany and its wartime allies, Austria-Hungary and Turkey, were excluded from the negotiations. Austria and Hungary had been decimated by the war. Italy had remained neutral in 1914 and then joined the Allies in 1915, despite its former alliance with Germany and Austria-Hungary. This left Germany alone and vulnerable. Not having a voice in Versailles left the Central powers subject to the terms imposed by the victors.

The Big Three

1 **Woodrow Wilson, President of the USA:** Wilson came to Versailles with a 14-point plan that encouraged national independence. He also came to establish a League of Nations that would meet to resolve international disputes and avoid future conflicts.

> We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine

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its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us.

…

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

▲ **Source 1.2** Extract from 8 January, 1918: President Woodrow Wilson's Fourteen Points

2 Georges Clemenceau, President of France

America is far away, protected by the ocean. Not even Napoleon himself could touch England. You are both sheltered; we are not.

▲ **Source 1.3** Georges Clemenceau, debating with Wilson and Lloyd George on 27 March 1919

3 David Lloyd George, Prime Minister of the United Kingdom:

We want a peace which will be just, but not vindictive … Above all, we want to protect the future against a repetition of the horrors of this war.

▲ **Source 1.4** Lloyd George speaking to Parliament (1919) before he went to the Paris Peace Conference

RESPONDING TO THE SOURCES – 1.2

Leaders' views and goals

Using Sources 1.2, 1.3 and 1.4, complete the following questions.

1. What did each leader hope to achieve at the peace conference?
2. How would you **describe** each of their attitudes towards Germany and the prevention of further conflict?
3. Copy the spectrum below, place each leader on it and write a short justification, using evidence from each source, of why you placed them in these locations.

International cooperation ⟷ Revenge upon individual nations

The conditions of the Treaty

The results of the Paris Peace Conference, in the form of the Treaty of Versailles, were disastrous for Germany. Knowing that a resumption of the war would mean their defeat, the German delegation reluctantly signed the treaty, condemning their army and population to the harshest possible conditions.

TABLE 1.1 Terms of the Treaty of Versailles and the significance of their impact

Treaty article	Significance
119. The surrender of all German colonies	Germany's wealth and influence around the world were destroyed
51. The return of Alsace–Lorraine to France	Alsace–Lorraine was a stretch of land on the French–German border and a source of conflict and propaganda for both sides – Germany was humiliated by its loss

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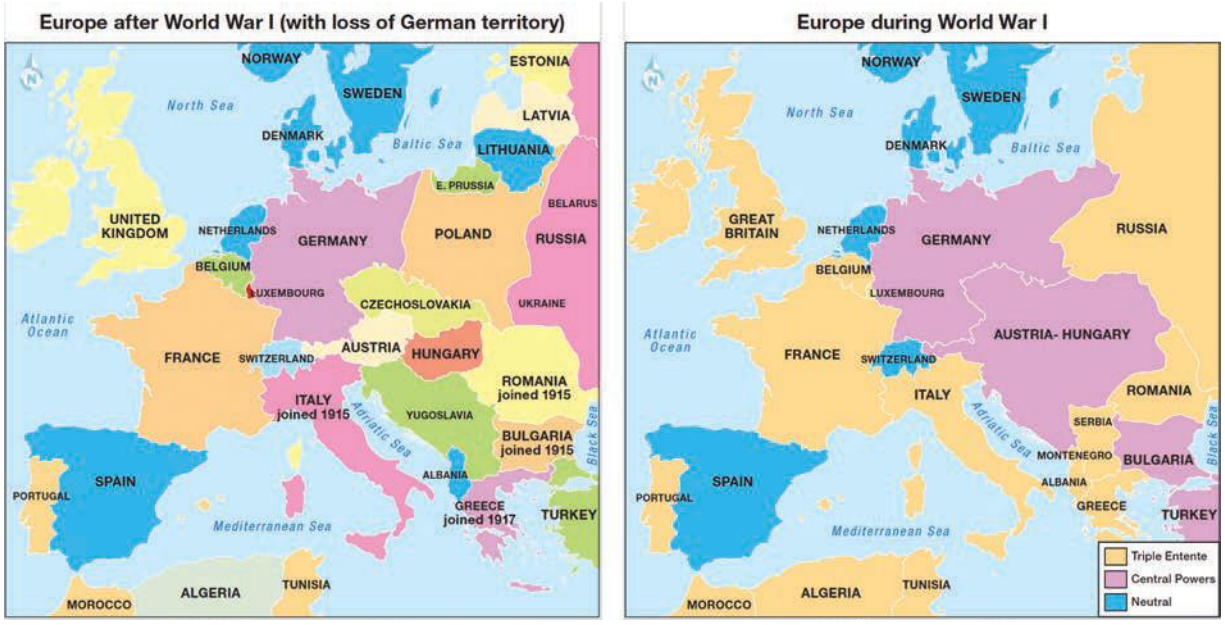
Treaty article	Significance
81–93. Land was granted to Belgium, Poland and Czechoslovakia, reducing Germany's territory significantly	Certain nation-states like Poland and Czechoslovakia now existed only because of the Treaty, further damaging Germany's pride
42–44. The French Army would occupy the Rhineland, Germany's prime industrial region	This occupation crippled Germany's ability to build an army and affected its ability to generate money
231. Germany must pay reparations of 269 billion marks; the equivalent of 96 000 tonnes of gold. (Germany finally paid off this debt in October 2010, 92 years after the country's defeat)	This was an almost impossible sum to repay, which was deliberately intended to keep Germany in debt
231. An admission of Germany's guilt in causing the war	This was perhaps the most insulting clause of the Treaty because it lay all the blame for the war at Germany's feet
164–172. Limitation of Germany's army to 100 000 men, with no conscription, no tanks, no heavy artillery, no poison gas supplies, no aircraft and no airships	This meant that Germany would never be able to build an army that could threaten France
181–197. The German navy was allowed only six battleships and forbidden to use submarines	Germany was now unable to compete with Britain to establish and manage colonies around the world

ACTIVITY 1.1

The impact of the Treaty of Versailles



▲ **Source 1.5** These two maps show the changes to Europe's borders after World War I.

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Examine the key articles of the Treaty of Versailles and their impacts, as outlined in Table 1.1.

1. Which clause would have provoked anger among the German people?
2. What limitations were placed on Germany's military? What motivated the Allied powers to impose such harsh conditions?
3. Which clauses would have impacted the German economy and how might the loss of territory have worsened this impact?
4. How do the maps in Source 1.5 reflect the impact of the Treaty of Versailles upon Germany? Does the image corroborate the articles of the Treaty?

Reactions to the Treaty

Germany had no choice but to sign the Treaty of Versailles, as it was unable to face renewed hostilities. German people reacted strongly to the Treaty, seeing it as a betrayal by their new Weimar Government, which had only formed when Kaiser [Emperor] Wilhelm II abdicated his throne in the last days of World War I. Germans labelled the Treaty a *diktat*, an imposed peace, as they had no part in being able to contest the articles of the Treaty. This resulted in a deeply held resentment towards the conditions of the Treaty and the Allies.

Germany's immediate reaction to the Treaty was shock. In Germany, **nationalists** were angered, calling the German representatives at Versailles 'the November Criminals'. They began to spread the idea that the German Army had somehow been **stabbed in the back** by the Treaty. World leaders publicly lauded the Treaty's achievements, but privately they felt the Treaty was too harsh and would have serious negative consequences.

There were a range of differing views about the extent to which Germany should be held accountable for the outbreak of World War I and the role various nations should play in the post-war world.

nationalism belief in the importance of strongly identifying with your own nation and vigorously supporting its interests

the stab in the back many Germans believed that the new government had failed Germany from the outset by capitulating to the terms of the Treaty of Versailles. These 'November Criminals' had 'stabbed Germany in the back'.

> … but sooner than agree to it [the racial equality clause] I would rather walk into the [River] Seine … with my clothes off.

▲ **Source 1.6** Australian Prime Minister Billy Hughes, 1919

> We are being forced to admit that we alone are to blame for the war: such an admission on my lips would be a lie. We are not seeking to pardon Germany from all responsibility for this war, and for the way it was fought. However, we do strongly deny that Germany, whose people thought we were fighting a war of defence, should be forced to accept ALL responsibility.

▲ **Source 1.7** Count Brockdorff-Rantzau, head of the German delegation at Versailles, 1919

> We have been perhaps the chief factor in consolidating the whole Japanese nation behind the imperialists – and it needs little imagination to see how serious that may be with Japan's now assured opportunities for expanding her power through China's resource.

▲ **Source 1.8** Letter 7 May 1919 from Director of Australian Military Intelligence at the time, Major Edmund L. Piesse, to Latham, Australian delegate at the Paris Peace Conference

> The Allied Powers welcome the ceasefire. It represents a great hope for peace in the future. But it cannot affect the settlement (future treaty) of the war itself. The German Government only came to this decision when it knew its armies had been defeated and all hope of victory had been lost.

▲ **Source 1.9** French Prime Minister Clemenceau in a speech to the German delegates in Paris after the ceasefire in 1918

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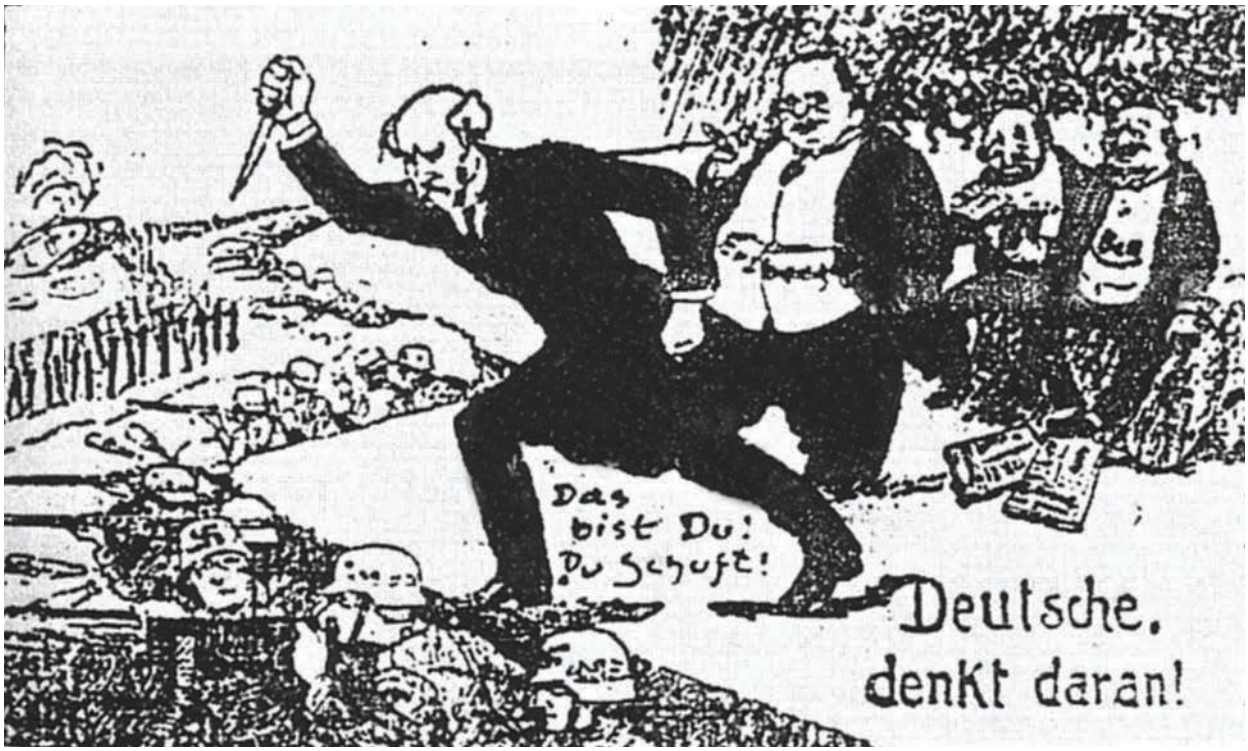

▲ **Source 1.10** A 1924 right-wing German political cartoon showing Philipp Scheidemann, the German Social Democratic politician who proclaimed the Weimar Republic and was its second chancellor, and Matthias Erzberger, an anti-war politician from the Centre Party, who ended World War I by signing the armistice with the Allies, as stabbing the German Army in the back. Text reads: 'This is you, you slaves! Germans, remember!'

RESPONDING TO THE SOURCES – 1.3

Use evidence from Sources 1.6–1.10 to support each of your responses to the questions that follow.

1. What attitudes did Australia hold towards Japan? Is there evidence to suggest that Australia was aware of the risks of angering Japan?
2. Do the sources corroborate or contest one another in their perspectives on the degree of responsibility Germany had for World War I?
3. How might have these differing perspectives from different nations created tensions that contributed to the outbreak of World War II?

Outcomes

Germany was not the only nation dissatisfied with the outcomes of the Paris Peace Conference. Despite providing support to the Allied forces during World War I, Japan was denied recognition or reward for their assistance. The delegates, most notably Australia, strongly rejected Japan's proposed 'racial equality' clause, which threatened the validity of Australia's exclusionary and racist immigration policies, which had been enacted by the Federation government in 1901, commonly referred to as the 'White Australia Policy'. Prime Minister Billy Hughes claimed during World War I that:

> We have lifted up on our topmost minaret the base of White Australia, but we are, as it were, a drop in a coloured ocean, ringed around with a thousand million of the coloured races.

▲ **Source 1.11** Prime Minister Billy Hughes, speech given in Adelaide in 1916

Hughes' perspective was that Australia had earned the right to a voice in the making of peace due to the great blood sacrifice made by Australia for the protection of the British Empire during World War I. He expected

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that Britain would now support him in opposing Japan's racial equality clause.

This failure to achieve a recognition of racial equality contributed to the breakdown in Japan's relationship with the West and a rise in Japanese imperialism as it turned its attention to neighbouring China and the Asia–Pacific region. Hughes had achieved his objectives but there were other contesting perspectives on whether Australia's lack of diplomacy might have contributed to the first and greatest threat on home soil.

The League of Nations

The League of Nations was established as part of the Treaty of Versailles. Ironically, it was proposed by the President of the United States, Woodrow Wilson, yet it never joined the League itself.

The League was one of the first real attempts at internationalism, with a goal of countries working together to preserve peace. The League, headquartered in famously neutral Switzerland, would act as a moderator in international disputes. However, the League had no command over military forces, so had very little practical ability to intervene in open military hostilities. The League aimed to maintain and strengthen democracy throughout the world; however, by the 1930s democracy had failed to flourish in member-states, including Germany, Italy and Japan.

The result of this inaction was the slow accrual of power by the jilted Axis powers and Japan. While the League proved successful in mediating border squabbles between smaller nations, its lack of a unified military meant that larger and more aggressive states like Italy, Japan and – eventually – Germany began to simply ignore the League and stake their claims on territory regardless. In the lead-up to World War II, Japan invaded Manchuria, a region of China, and gradually spread its control southward, gaining access to valuable resources not available in Japan. Italy also attempted expansion by invading the African state of Abyssinia (Ethiopia). Germany, under Hitler's leadership, progressively and deliberately violated the Articles of the Treaty of Versailles. The League fell apart at the outbreak of World War II, but its blueprint was used to create the United Nations, which exists to this day.

▲ **Source 1.12** The treaty signing on 28 June 1919 in the Palace of Versailles' Hall of Mirrors

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Context statement for Source 1.12

The ceiling of the adjoining War Room is famous for its allegorical depiction of the French defeat of Germanic forces in the Dutch War 1672–78. Germany became a unified nation in 1871, and seized French territory in the Franco-Prussian War. Wilhelm I was declared the Emperor of Germany in the Hall of Mirrors on 18 January 1871 after the capture of Versailles.

RESPONDING TO THE SOURCE – 1.4

1. Given the information in the context statement for Source 1.12, why might Wilhelm I have been crowned in the Hall of Mirrors?
2. Why might the French have been offended by this?
3. How might this context have shaped Clemenceau's decision to sign the Treaty of Versailles in the Hall of Mirrors?
4. What does this choice suggest about Clemenceau's attitudes towards Germany?

The political landscape of the interwar period

Prior to World War I, many nations in Europe were monarchies that had existed for centuries. However, during the eighteenth and nineteenth centuries, two forces had been at work. The technological improvements of the Industrial Revolution and increasingly global trade networks meant many European powers were building empires, both within Europe and around the world. People were also beginning to question the validity of absolute monarchy, with uprisings like the French Revolution (1789–99) and others being precursors to the emergence of more democratic forms of government. Germany only became a unified nation in 1871, and was 'late to the party' in terms of empire-building. This was part of its motivation during World War I. Following the war, the Emperor of Germany, Kaiser Wilhelm II, abdicated and Germany was established as a parliamentary democracy. However, other nations took up other forms of government as they sought to re-establish themselves in the interwar period.

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

Germany's north-eastern neighbour, Russia, had become a communist power during World War I, officially known as the Union of Soviet Socialist Republics (USSR). China was also in the process of transitioning from an imperial court to a communist government led by Mao Xedong, who would establish the People's Republic of China in 1949. Communism is both a political and economic system that sees all property owned by the state or 'the people' as a collective, rather than by individuals. It is the economic opposite of capitalism, which relies on the individual accrual of wealth and business ownership. These activists were inspired by the writings of German philosopher Karl Marx. In *The Communist Manifesto*, Marx's 1848 political treatise, he argued that the common workers hold all social power, as without their labour, there are no goods to buy or sell. Marx argued that these workers, the 'proletariat', should rise up and seize power from the aristocracy, business owners and the bourgeoisie (the middle classes), and establish a society in which all power, decision-making and goods are shared. His ideas were popular across the world (they still are in some places today), but they took particular hold in Russia and China. Australia's own Communist party was established in 1920 and reached a peak in its popularity in the 1940s. There was an attempt to ban it in 1951 as the Cold War escalated.

If Western democracies were afraid of communism, they were even more afraid of the Russian leaders. Vladimir Lenin, the man who led Russia into communism, was considered responsible for millions of deaths during the Russian Civil War (1918–21). Even so, his crimes would be nothing compared to the horrors of his successor, Josef Stalin, who ruled Russia with a regime of terror. Stalin had built a **cult of personality** so strong and vast that his power could not be questioned. Worse still for other nations' leaders, Lenin and Stalin consistently talked of international revolution and their plans to spread communism around the world. Communism was seen as a threat because it would nationalise business and industry and establish collective or state ownership rather than individual property, which was the opposite of capitalism. While the ideology of Marxism aspires to a total democracy, Stalin had created a totalitarian government that denied Soviet peoples' rights and inflicted harsh punishment for opposition.

Hitler played upon this fear of a 'tide of communism' to consolidate support. The fear of communism was one of the key elements in his seizure of power, as he blamed communists for the fire at the Reichstag in 1933, which allowed him to invoke the *Emergency Powers Act*, Article 48 of which gave him absolute power.

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Hitler was not alone in his vilification of these emerging communist powers. While the USSR remained an ally to the Western powers during World War II, there was growing concern among Western capitalist democracies about the potential spread of communism into other nations. These concerns would prove to be well-founded: at the end of World War II, the USSR laid claim to all Europe east of Berlin and sparked the decades-long Cold War. This outcome will be more fully explored later in the chapter.

Communism was not the only threat to democracy post World War I, as fascism was finding a foothold in several nations. Italy, Spain and Germany all became fascist in the interwar period. The rise of fascism in Germany happened after the dictator Benito Mussolini had installed a fascist government in Italy in the 1920s, and after Spanish dictator Francisco Franco had taken control of Spain in a brutal civil war in the 1930s.

Fascism can be defined as an extreme, authoritarian ultra-nationalism that is usually led by an unelected dictator. Fascist governments rely on violent suppression of opposition and strong control over people, their society and the economy. Fascist governments vary, but all have some common aspects:

- Extreme nationalism
- A one-party state
- A charismatic or dominant leader
- Removal of personal freedoms
- Use the threat of force, usually underpinned by a highly visible military or militia to suppress opposition
- Oppose any form of government which empowers the masses, such as communism and socialism. The one-party state also violates the principles of democracy.

▲ **Source 1.13** Gallows erected in front of the US Capitol building (the home of the American federal government) during the riot that followed President Trump's 'Save America' Rally, held while the US Senate met to confirm the results of the 2020 election of Joe Biden and Kamala Harris. Insurrectionists were heard chanting 'Hang Mike Pence' as they stormed the Capitol building.

Context statement for Source 1.13

Mike Pence was President Trump's Vice President, and had refused Trump's request to prevent the certification of the election results.

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▲ **Source 1.14** Supporters of President Donald Trump rally outside the Maricopa County Recorder's Office in Phoenix, on 6 November 2020, protesting alleged election tampering during the ballot counting for the 2020 US Presidential election. (AP)

> The free world must embrace its national foundations. It must not attempt to erase them or replace them … If you want freedom, take pride in your country. If you want democracy, hold on to your sovereignty. And if you want peace, love your nation. Wise leaders always put the good of their own people and their own country first.
>
> Liberty is only preserved, sovereignty is only secured, democracy is only sustained, greatness is only realized, by the will and devotion of patriots. In their spirit is found the strength to resist oppression, the inspiration to forge legacy, the goodwill to seek friendship, and the bravery to reach for peace. Love of our nations makes the world better for all nations.

▲ **Source 1.15** Extract from Donald Trump's Address to the United Nations National Assembly, 24 September 2019

RESPONDING TO THE SOURCES – 1.5

Does fascism exist today?

Consider the aspects of fascism listed previously, and then **analyse** Sources 1.13–1.15 to **decide** if United States President (2016–20) Donald Trump's leadership could be classified as having fascist elements.

Life in Weimar Germany

Life in post-war Germany was difficult. Following the abdication of the Kaiser at the end of World War I, a new parliamentary democracy was established with what was one of the most progressive, liberal and democratic constitutions of the time. However, the Weimar Government started off on the wrong foot with the German people by signing the Treaty. The government also faced challenges in effective decision-making due to its use of the proportional representation model. Despite a brief reprieve in the early 1920s in which art, architecture and German culture flourished, these gains were lost due to the hyperinflation crisis of 1923, the fiscal disaster of the 1929 Wall Street Crash and subsequent Great Depression. The Weimar Government's failings, coupled with the economic crises, created an environment in which a young charismatic leader who promised Germans '*Brot und Arbeit*' (Bread and Work) could rapidly gain support.

The Weimar Government

At the time it was formed, the Weimar Government was one of the most democratic systems in the world. Using a system of proportional representation, each seat in the Reichstag was determined based on the percentage of primary votes a party had received.

Australia, as a modern democracy, uses both aspects of proportional representation and preferential voting. Each region of Australia is divided into electorates, with roughly the same number of people in each. On Election Day, each adult Australian citizen is legally required to vote. These votes are preferential, meaning that as the voter you number the ballot paper from 1 downwards, with 1 being the person or party you most want to represent you in Parliament. The winner is determined once they have received 50 per cent or more of the votes. If a candidate receives a '1' on more than 50 per cent of the ballots, this is an absolute majority and they are the winner of the electoral seat.

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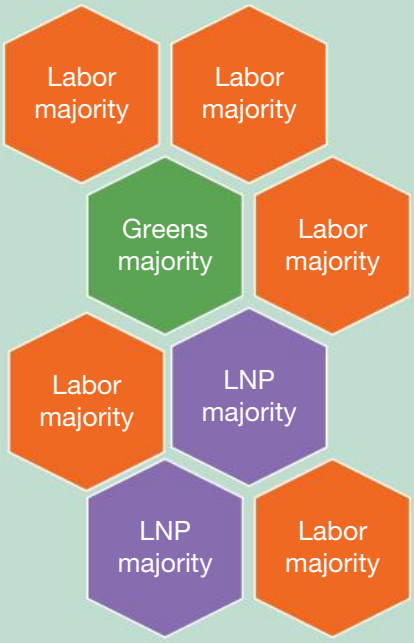
If no candidate receives an absolute majority, the preferences (2, 3, 4, etc.) are considered. Second preferences are added to the tally of total votes, and this process continues through lower preferences until one candidate reaches the 50 per cent threshold.

In Weimar Germany, they did not use preferential voting, only proportional representation. This meant that citizens voted for a party rather than a person, and the party was awarded a percentage of seats in the Reichstag based upon the proportion of votes they received. Because there were many parties, this made achieving a majority (i.e. holding 50 per cent or more of the seats in parliament) very difficult and, in fact, no government during the Weimar period (1919–33) achieved this. This meant that to pass laws the government had to form a coalition with other parties, which involved negotiation to cater to each party's interests. This meant the business of government was slow and often resulted in bills that were 'watered down' by compromise. This further destabilised the government and reduced public support.

CASE STUDY 1.1

Understanding proportional representation

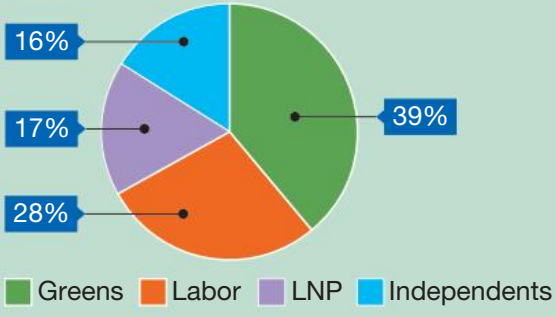
Preferential voting has been used in elections in Australia since 1918. Sources 1.16 to 1.19 illustrate how this system works.



▲ **Source 1.16** Theoretical example with electorates with roughly equal numbers. In the example of Source 1.16, the Labor Party would be able to form a majority government, as it has won more than 50 per cent of the electorates. (LNP stands for the Liberal National Party coalition).

The seat which the Greens candidate won was determined on preferences, as seen in Sources 1.17 and 1.18.

In the first round of voting, no party received a 50 per cent majority of the votes.



▲ **Source 1.17** The first round of voting

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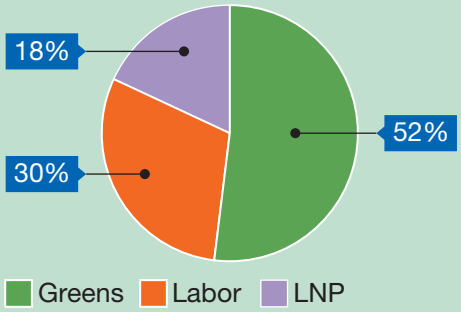
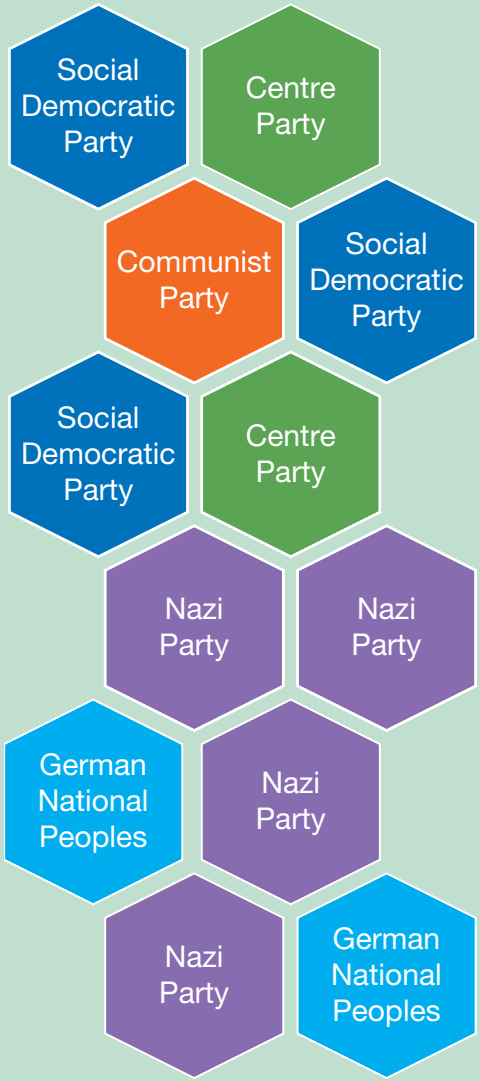
This now means second preferences will be added to the first preferences. The party with the least first preferences is excluded from the subsequent rounds of voting.



▲ **Source 1.18** In this example, the independents do not win an electoral seat.

When second preferences are added, the Greens pass the 50 per cent threshold and so claim the electoral seat.

Weimar Germany's model simply counted all votes and allocated the seats based on the party percentages. In the example of Source 1.19, even though the Nazi Party has the most seats, they do not control 50 per cent, so the other parties could ally to vote against laws the Nazis propose.



▲ **Source 1.19** The Nazi Party has the most seats; however, it does not control 50 per cent of the seats in parliament.

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There were also many parties in the German political system, and each appealed to specific elements and ideas within German society. This was a twofold problem as it made achieving enough popularity to secure a majority almost impossible, and it also meant the differing ideas among the parties made it even harder to form coalitions.

The other major factor that weakened the Weimar Government was its Constitution. Even though it was highly democratic and inclusive – for example, women were able to vote (a significant thing in the 1920s) – and personal liberties were strongly defended, it was precisely this freedom that would create issues for the Weimar Republic. The liberal freedom of speech laws meant that politicians could say almost anything and gather large groups together. This meant that people opposed to democracy, the Weimar Government and other elements of German life could openly share their views and gather crowds to protest, and the government was constantly being questioned by its opponents.

The Constitution also had an unusual provision of power for the President. Article 48 allowed the declaration of Emergency Powers, which allowed the President to call in the military to reassert stability at times of crisis. Hitler invoked Article 48 after the Reichstag Fire, and never rescinded this power.

Hyperinflation

The German mark (the German currency) had been steadily decreasing in value since the end of World War I. The pressure to make reparations payments as dictated by the Treaty of Versailles, and the need to stimulate their economy after the loss of their major manufacturing centres in the Rhineland to the French, prompted the German Government to begin printing more currency. However, this was a catastrophic decision as printing money decreases the currency's value. The exchange rate between the US dollar and the German mark rose from 4.2 marks to $1 in 1914 to a peak of around 4.2 trillion marks to $1 by November 1923. This meant that whatever savings people had were now worthless.

Even with giant piles of banknotes, German people could not afford to buy the basic commodities they needed to survive. These piles of money were not enough to even buy firewood. Heating is essential in a European winter, so workers were bringing wheelbarrows of cash home and burning it to stay warm. Prices were rising so fast that waiters had to climb onto tables to announce changes in menu prices in restaurants every half an hour. In October 1923, the price of one dozen eggs was 4 billion marks. Children played with stacks of banknotes while others swept useless notes down the drains in the streets.

This chaos of **hyperinflation** eventually subsided and a new German Government was formed in August 1923. The new German Chancellor, Gustav Stresemann, was able to restore order by establishing a new currency and negotiating new repayment plans so Germany would be better able to meet the demands for reparations without bankrupting its economy. Hyperinflation was not forgotten by ordinary Germans, though – especially not by one particular ex-soldier called Adolf Hitler.

hyperinflation when the prices of goods and services rise by more than 50 per cent every month

▲ **Source 1.20** Children in Germany's Weimar Republic during hyperinflation playing with German banknotes

RESPONDING TO THE SOURCE – 1.6

1. What is explicitly depicted in Source 1.20?
2. What does the image suggest about the value of currency during the hyperinflation crisis?
3. How might have experiences like this impacted ordinary German families?

The Great Depression

While Germany was able to recover from the disaster of hyperinflation, a greater challenge took place in 1929. Using loans from American and other international banks, the German Government was able to stabilise its economy and, for a short time, return to normality. The relief caused by this made most Germans forget about the past and look forward to the future as Germany became the European centre of art and culture. All of this success came to an end, however, thanks to a stock market crash in New York City, USA.

On 24 October 1929, an economic disaster occurred at the Wall Street Stock Exchange. This disaster sent shock waves around the world. During the 1920s, millions of Americans had invested their savings in a strong and growing stock market that promised ordinary Americans a fortune in returns on their

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investments. However, the rush to invest money meant that the value of the companies being invested in became vastly overinflated. This steadily increasing **economic bubble** was doomed to burst. When it did, millions of people around the globe were plunged into poverty as the price of stocks and the value of companies dramatically crashed. When the banks collapsed, ordinary people lost their life's savings, their homes and their jobs. Companies that employed thousands of people closed overnight. Millions of people around the globe were forced to stand in line for welfare and charity handouts.

economic bubble (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

'susso' a colloquialism for the 'sustenance payments' given to struggling families during the Great Depression. The supplies were very limited and barely enough to live on.

The shockwaves of the economic collapse also reached Australia's shores. Work became scarce and those that had made investment in stocks that had collapsed found themselves in dire financial straits. The impact on Australia's major exports of the time, wool and wheat, was devastating and unemployment peaked at 32 per cent in 1932 (National Museum of Australia). Many Australian families became reliant on government support, with a sustenance payment, referred to as the **'susso'**, providing the bare minimum to help families survive.

The result of the Great Depression was that nations turned their attention inward, and were far less likely to offer loans to international partners. For Germany, this was catastrophic, as the United States and other nations who had provided loans, which had allowed Germany to keep up with their reparations payments and keep their economy afloat, withdrew this funding. Germany was again plunged into a financial crisis.

This crisis presented an opportunity to Hitler and his Nazi Party. They appealed to German anger about the reparations debt and promised a return to a strong German economy if they were elected through a focus on military manufacturing, even though this rearmament program breached articles of the Treaty of Versailles.

▲ **Source 1.21** Men queuing for work at the Milton brewery, Brisbane, during the Great Depression in 1937
Source: State Library of Queensland

RESPONDING TO THE SOURCE – 1.7

1. Observe Source 1.21. Given the economic downturn and the number of jobs that were available, how likely do you think it was that this many men were given work?
2. What can you **infer** about the struggles of the ordinary Australian family from this image?

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The Depression was a hammer blow to life in Germany. Six million people found themselves out of work and unable to find new employment.

German writer Heinrich Houser made this record of life in Germany:

> An almost unbroken chain of homeless men extends the whole length of the great Hamburg–Berlin highway … unskilled young people for the most part, who had been unable to find a place for themselves in any city or town in Germany and who had never had a job and never expected to have one.

▲ **Source 1.22** From Jackson J. Spielvogel, *Western Civilization: Alternate Volume: Since 1300*

The White Rose, a political group, made this observation in 1929:

> Rushes on the banks [account-holders withdrawing their money in panic] are beginning. Savers have been seized by panic. They are certain that their money, for which they have saved and slaved, is lost. They stand as early as midnight in endless lines to be first when the cash drawers open … The ordered life of the banks is being torn apart. All personnel must be mobilised to disburse payments. Nobody makes deposits.

▲ **Source 1.23** From *The Weimar Republic Sourcebook*

RESPONDING TO THE SOURCES – 1.8

1 Which groups appear to be affected by the Great Depression in both sources? Cite specific elements of each source.
2 Given what you **understand** about life in Weimar Germany, what effect would the events outlined in the sources have on the youth of Germany?

Hitler's rise to power

In 1919, at the age of 30, Hitler joined the German Workers Party. He quickly rose through the ranks to become its leader in 1921. A skilled public speaker, Hitler would often draw crowds in beer halls and at party meetings. He and his fellow members were protected from their political opponents by the ***Sturmabteilung* (SA)** – a **paramilitary** force of young men who wore brown shirts and regularly employed violent tactics to further Hitler's messages. Renamed the National Socialist German Workers' Party (NSDAP) in 1920, this group remained on the political fringes for much of the decade.

On 8 November 1923, the National Socialists attempted a violent takeover of the German Government, known as the **Beer Hall Putsch**. Hitler and Eric Ludendorff, a former Army General, were attempting to exploit Germany's instability. They were met with firm resistance from the police, who forced the 3000 protesting National Socialists to flee before a hail of bullets. Hitler's subsequent arrest and trial made him famous.

During his trial, Hitler used his time on the witness stand to express his political views. This brought international attention to the once-obscure National Socialist Party. Hitler would serve only nine months of his five-year sentence in relative luxury. He frequently took visitors in prison, using the time to develop his personal **manifesto**. The result was *Mein Kampf* ('My Struggle'), a book that would serve as the blueprint for the rise of the National Socialist Party.

***Sturmabteilung* (SA)** ('storm division') unofficial and (due to the Treaty of Versailles) unarmed militia force of the National Socialist Party, notorious for their violence and intimidation of their political opponents

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the German Government

manifesto public declaration of political ideas and aims

The National Socialist Party

With an eye on the forthcoming election, Hitler made his promises clear to the German people. He promised to:

- Provide strong government
- Reduce unemployment
- Rid Germany of communists
- Tear up the Treaty of Versailles
- Return Germany to glory.

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With his political speeches and the increasingly popular *Mein Kampf*, Hitler promoted a platform of 'National Socialism'.

Hitler's National Socialist Party was actually not socialist at all. Socialism itself is closer to communism than anything Hitler's party proposed.

Hitler's platform claimed that Germany must rid itself of its 'impure elements' in order to restore its strength. In Hitler's eyes, banks, big business and industry needed to adopt these principles to ensure their success. The financial muscle of these organisations could fast-track employment and ensure political power. This explained his hatred for communism, a political system that actively seeks to destroy these kinds of organisations.

Even more than restoring the German economy, Hitler sought to reshape German identity.

In the lead-up to the 1933 election in Germany, the National Socialist Party put forward four key pillars of its political ideology:

- Nationalism
- ***Lebensraum***
- Anti-Communism
- **Anti-Semitism**.

Nationalism

Hitler proposed to tear up the Treaty of Versailles and reverse the decade of humiliation Germany had endured as a result of the Treaty. By creating the SA, he was already flouting the condition that Germany could not have an army larger than 100 000.

Lebensraum ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

anti-Semitism prejudice towards, even hatred against, Jewish people and their cultural and religious practices

At its peak the SA numbered two million strong. Hitler consistently spoke out against the restrictions of the Treaty, promising to rebuild the military if elected, and to break the conditions of the Treaty one by one. He promised to return a sense of pride to the German people.

Lebensraum

For Germany to be great again, it needed space. *Lebensraum* literally translates as 'living space'. National Socialist ideology proposed that Germany needed to expand its borders so it could make use of the natural resources available in Eastern Europe. Hitler claimed that Eastern Europe was not just a creation of the Treaty of Versailles (much of the land in this region had been taken from Germany by the Treaty), but a place inhabited by people Hitler saw as 'racially inferior'.

In short, Hitler saw the people east of Germany as people who were unfit to inhabit land that Hitler saw as Germany's for the taking, since they were the 'master race'. This theory of German and 'Aryan' superiority lay underneath much of his political agenda. Hitler's *Lebensraum* ideology was not just a threat to Germany's eastern neighbours. It was also a direct challenge to the conditions of the Treaty of Versailles.

Anti-communism

The chaos in post-World War I Germany led to a rise in the popularity of communism. Despite the horrors of the Russian Civil War and Stalin's rule, the fundamental ideas of communism appealed to many German people who had experienced the economic failures of hyperinflation and the Great Depression.

Violent clashes between German communists and government forces were common. Across Europe, fascism rose as a strong and genuine challenge to communism. A political movement that grew in post-war Italy and later in Spain, fascism served as the political opposite of communism – it used organised violence to protect the interests of the middle class. The threat of communism's expansion from Russia, coupled with its stated intention to put an end to private property, let Hitler provide a genuine election platform: if successful he would rid Germany of communism and establish it as a place of more traditional 'German values'.

> The menace of Russia hangs over Germany. All our strength is needed to rescue our nation from this international snake.

▲ **Source 1.24** From *Mein Kampf* ('My Struggle'), Adolf Hitler

Anti-Semitism

The final and most damaging ideology of the National Socialist Party was that of anti-Semitism. Anti-Semitism is defined as the open hostility and prejudice against people of the Jewish faith. While Hitler was not alone in his anti-Semitism, not all Germans were anti-Semitic.

The National Socialists claimed that Jewish people were the cause of all of Germany's problems. This was not a new idea. The myth of an 'international conspiracy' of Jewish people working against non-Jewish people had existed for many centuries, with no logical evidence to back it up. In 1930s Germany, Jewish people were even being blamed for the catastrophe of World War I, despite the fact that they formed only 1 per cent of Germany's population – the bulk of Europe's Jewish population lived in Eastern Europe.

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Incorporated into Hitler's hatred of communism and the restoration of German pride was the subjugation of Jewish people who lived in Germany. Hitler's anti-Semitic ideology was based on the pseudoscience of **eugenics**. To Hitler, the 'Aryan' race (defined as people who were tall, blonde and blue-eyed) were destined to be the masters of Europe. All other people would be subservient to them.

Thanks to a calculated campaign of propaganda, Hitler's oratory skills, and political intimidation from the SA, the National Socialists and Adolf Hitler assumed control of Germany after the 1933 election, gaining more than six million votes.

While the National Socialists were not outright victors, the threat of Germany's Communist Party, which had won four million votes in the same election, persuaded German President Hindenburg to allow Hitler to form a government and become Chancellor of Germany. From this point on, the four pillars of National Socialist ideology were put to work.

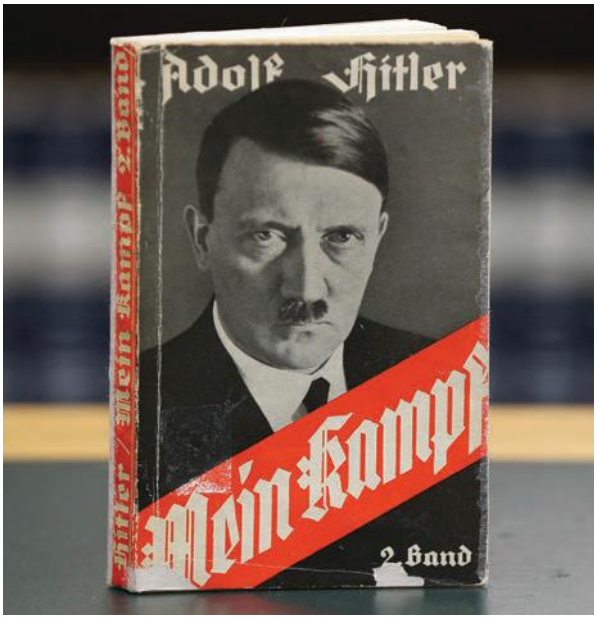
▲ **Source 1.25** School children (10- and 11-year-olds) give the Nazi salute, Berlin, 1934

Hitler set about changing the German school curriculum to fit his vision of the world by enacting the following:

- All teachers were forced to adopt the National Socialist school curriculum
- By 1939, 97 per cent of teachers in Germany belonged to the National Socialist Teachers Association
- Textbooks were rewritten to reflect National Socialist ideology
- Jewish teachers were sacked
- Physical fitness was emphasised over academic achievement – girls were taught 'domestic skills', while boys were taught practical skills and a National Socialist version of history
- Both genders were taught the eugenics view of humanity that insisted white Europeans were destined to be the masters of the world
- Boys were taught to fight and girls were taught to be mothers of the German 'master race'.

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

Hitler's Nazism differed from fascism in two significant ways. Hitler's extreme German nationalism was focused on the concept of German blood purity, a belief that Aryan peoples (the original peoples of what would become Germany) were the rightful rulers of the nation and all other races should be excluded. This included anyone who violated their moral values, including the disabled, non-Germans, homosexuals and certain religious groups. They also promoted strongly anti-Semitic views, laying the blame for Germany's economic woes and even the loss of the war at the feet of Germany's Jewish people. This hatred was so extreme they attempted genocide of the Jewish people, the Holocaust, which will be explored later in the chapter.



▲ **Source 1.26** Adolf Hitler on the cover of his 1924 book *Mein Kampf* ('My Struggle')

RESPONDING TO THE SOURCES – 1.9

1. How does the cover of Source 1.26, *Mein Kampf*, contribute to a possible cult of personality?
2. What does Source 1.25 imply about the role schools played in promoting Nazi ideology in German society?
3. Why would schools be a good location to target when seeking to promote particular beliefs and create social change?

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Use of propaganda

In a time before Instagram and Snapchat, how did Hitler communicate his party ideals to the German public? Once in power, the National Socialists pursued a strong and coordinated campaign of **propaganda** that utilised the power of mass media to spread their ideology. Led by Propaganda Minister Joseph Goebbels, a coordinated media plan was used to sway the thinking of German people.

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

The gradual silencing of communist and oppositional voices in the early 1930s was accompanied by the creation of the *Volksempfänger*, an affordable and popular radio that was found in millions of German homes. For the first time for many, the voices of famous celebrities, politicians and, most importantly, the National Socialist leadership was broadcast directly into the homes of German families.

In public streets, posters were used to reinforce National Socialist ideology. Presenting a range of ideas, such as the strength of German power, or the demonisation of German 'enemies', these repetitive messages were a constant presence. The strong use of colour, particularly red, gave the posters a sense of urgency.

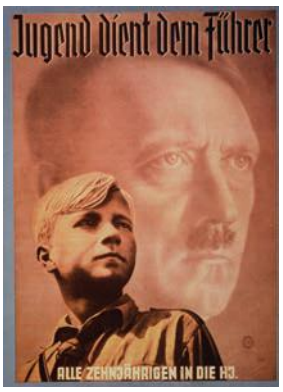
The emerging technology of film was exploited by Goebbels. The popularity of going to the cinema meant Germans could be exposed to National Socialist ideology in a visual and engaging form. Using both documentary and 'fictional' stories, the propaganda arm of the party created films such as *Jud Süss*, which reinforced the notions of anti-Semitism, while grand epics like *Triumph of the Will* showcased the adulation that 700 000 National Socialist Party supporters demonstrated for Hitler at a National Socialist Party rally.

ACTIVITY 1.2

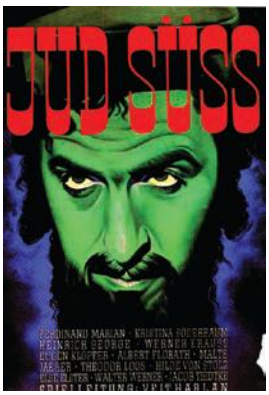
The spread of National Socialism

▲ **Source 1.27** A German election poster from 1932. The caption reads: 'The people are voting National Socialist'.

▲ **Source 1.28** A poster for the 1940 propaganda film *The Eternal Jew*



▲ **Source 1.29** A Hitler Youth poster with the caption, 'Youth serve the Führer'



▲ **Source 1.30** A poster for the 1940 propaganda film *Jud Süss* ('Suss the Jew')

1 **Explain** how the National Socialist propaganda machine worked. How did it take advantage of technology?

2 **Examine** the colours, images and ideas used in the posters. Do you think they would have been effective? Why?

3 In pairs, **examine** what you have learned about Germany after World War I, National Socialist ideology, and the National Socialist use of education and propaganda. Make a list of all the key points.

4 **Decide** on your response to this question: Did the success of the National Socialist Party come down to good timing, luck, planning or all three? **Explain** your response with evidence to the class.

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Appeasement: 1933–37

The policy of **appeasement**, or making concessions to avoid conflict, was an approach adopted by Britain and France during Hitler's rise to power after he was elected Chancellor in 1933. Avoiding renewed warfare was the primary goal of appeasement. It was not overwhelmingly popular, but it existed for several simple reasons:

- **Few wanted another world war.** An entire generation of young men had been lost in the trenches in France and the Allied nations did not have the will to fight again.
- **The Great Depression had severely weakened the Allies.** America had returned to its policy of *isolationism* and turned its attention inward. Millions of jobless men and women around the world were angry with their own governments and unconcerned with Germany.
- **Many saw the Treaty as too harsh** and thought it was only fair that Germany should restore its national pride.
- **Many world leaders admired Hitler.** In times of economic disaster, he had reduced unemployment from six million people to one million people in just four years, bringing prosperity back to Germany.
- **Germany was a buffer to the Communist Soviet Union.** National Socialist ideology was clear in its intention to destroy communism. It could potentially do this work for other world leaders.

Appeasement allowed Hitler to rebuild Germany, to break almost every clause in the Treaty of Versailles and to trigger another world war. His ideology made clear his desire to destroy the Treaty, invade Eastern Europe and rid Germany of 'undesirables'. He began in earnest on 27 February 1933 when a mysterious fire raged through the Reichstag, home of the German Government. The next day, Hitler enacted emergency powers and blamed the fire on communist agitators. This allowed him to ban all communist newspapers and imprison communist leaders. What should have been a clear warning to European leaders about Hitler's intent was ignored.

The strength of Hitler's desire to assert power with violence became obvious a year later on 30 June 1934. On the night known as the Röhm Purge, or the **Night of the Long Knives**, Hitler ordered his elite personal guard, the ***Schutzstaffel* (SS)**, to arrest, attack and murder leaders of the SA and other members of the government who opposed Hitler's ideas.

Having removed his political opponents, Hitler launched open hostilities against those he saw as a threat to German society, particularly Jewish people. This began with the **Nuremberg Laws**, which limited or removed the rights of Jewish people; escalated with *Kristallnacht*, the 'Night of Broken Glass', in 1938, which saw Jewish homes and businesses destroyed; and culminated in the implementation of the 'Final Solution' and the Holocaust, which attempted the systematic genocide of all Jews.

Night of the Long Knives the massacre of members and leaders of the paramilitary *Sturmabteilung* (SA) forces, ordered by Adolf Hitler on 30 June 1934 as a way to cement his control over the National Socialist Party

***Schutzstaffel* (SS)** ('protective echelon') the elite and fanatical soldiers of the National Socialist Party, the SS were an independent political and military group controlled directly by Heinrich Himmler and Adolf Hitler

Nuremberg Laws anti-Semitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

The Nuremberg Laws passed on 15 September 1935 sent a clear message to the world that the ideology of anti-Semitism had become a reality. The laws declared that:

- Jewish people were no longer German citizens – they were now 'subjects'
- Jewish people were no longer able to vote or hold public office
- Marriage and sexual relations between Jewish people and German people 'of kindred blood' was illegal
- Jewish people were no longer allowed to raise the German flag.

The laws made a clear distinction between who was and was not German. By creating a legal definition of what a 'Jew' was, the National Socialists were able to single out individuals and create a fixed definition of who did and did not belong. A hard-line fascist state had emerged.

A month later, on 15 October, Hitler posed the most daring challenge to the Treaty of Versailles by reforming the *Wehrmacht* (the German Army) and rebuilding its strength. No country tried to prevent this. Nations like the United Kingdom had reduced the size of their armed forces after World War I and could not afford to rebuild them.

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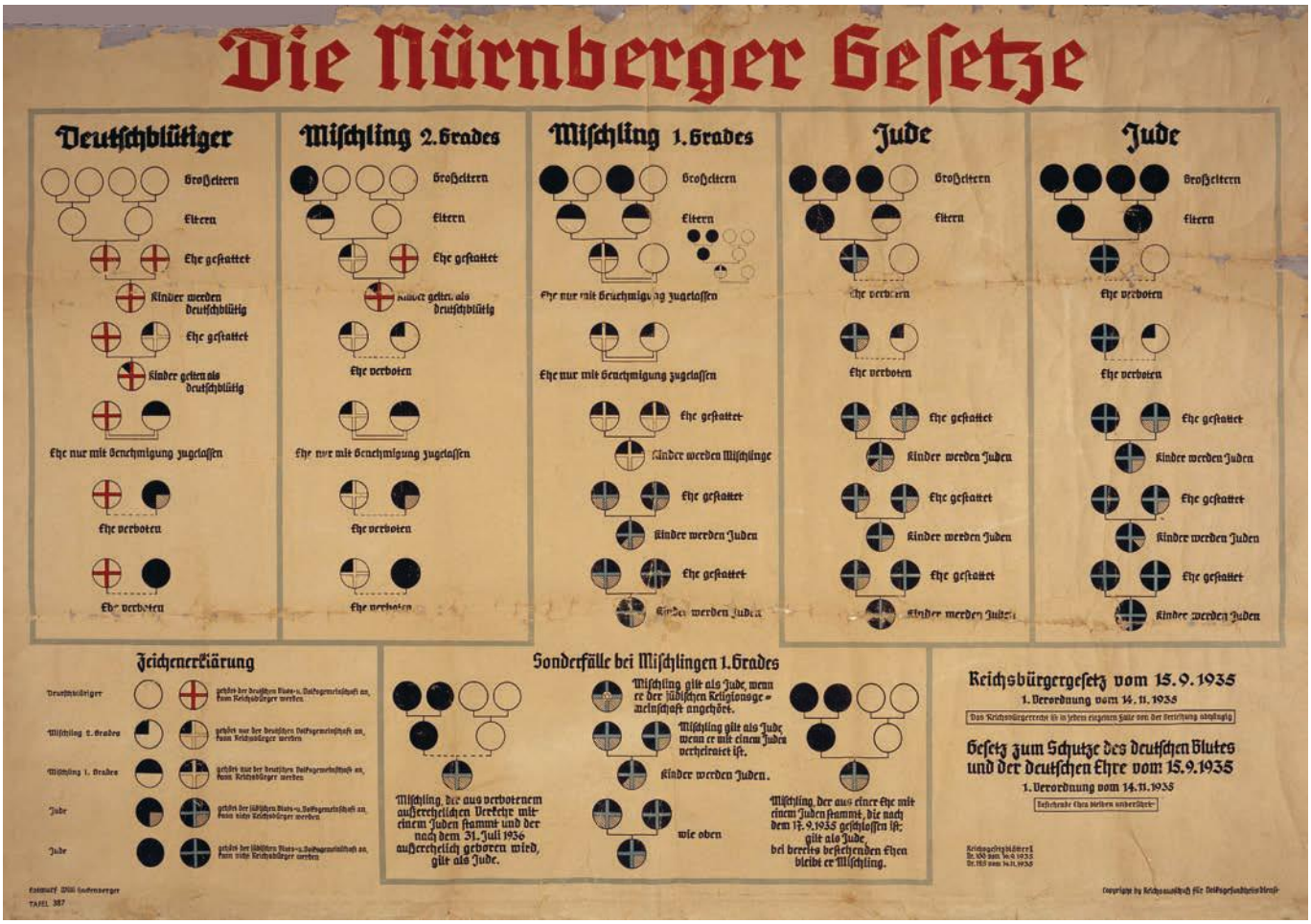

▲ **Source 1.31** This 1935 chart shows racial classifications under the Nuremberg Laws: German, ***Mischling*** and Jew.

RESPONDING TO THE SOURCE – 1.10

1 Which pseudoscience is the sort of racial classification in Source 1.31 based upon?
2 How might this sort of classification be used to support a fascist regime?

Mischling a pejorative legal term used in Nazi Germany for persons of both Aryan and non-Aryan, such as Jewish, ancestry

inertia lack of activity or interest, or unwillingness to make an effort to do anything

Despite Hitler's removal of his political opponents and his treatment of Jewish people, coupled with his direct violations of the Treaty, international observers were still reluctant to act. Two major events in the following years proved the failure of appeasement. In a move planned to test the resolve of the French and British to uphold the Treaty's conditions, on 7 March 1936 Hitler ordered the *Wehrmacht* to march into the Rhineland, which had been taken from Germany in the Treaty. Again, nothing was done to oppose this act. One year later, the reformation of Germany's military strength was demonstrated in the Spanish Civil War. Flying in support of the Fascist Spanish rebellion against the government, the *Luftwaffe* (German Air Force) bombers were secretly used on 26 April 1937 to reduce the Spanish city of Guernica to rubble and, in part, turn the war to the advantage of the fascists.

Appeasement: 1937–39

Appeasement created a sense of **inertia** among European leaders. Hitler's intentions were clear to those who chose not to ignore them, but most leaders were either ill equipped or unwilling to do anything to stop Germany's expansion.

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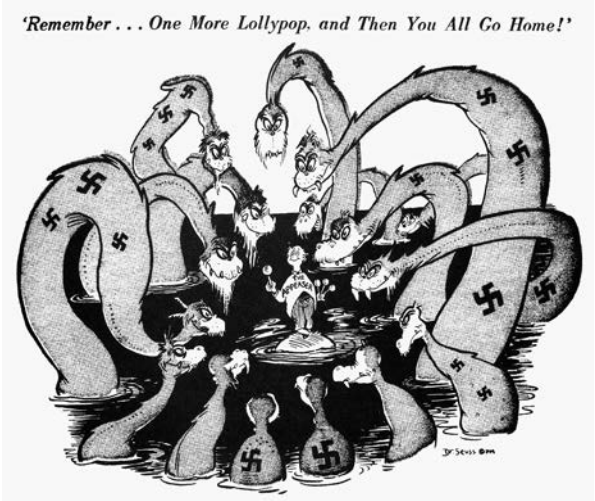
RESPONDING TO THE SOURCES – 1.11

Appeasement

Analyse Sources 1.32–1.35 to identify the various perspectives on the policy of appeasement. Write a paragraph, using explicit and implicit evidence from the sources to **develop** a historical argument about the degree to which appeasement was supported.

▲ **Source 1.32** Political cartoon by children's author Dr Seuss, criticising the ideology behind the **America First Committee**, first published in October 1941



▲ **Source 1.33** Political cartoon by Dr Seuss, criticising the policy of appeasement, first published in August 1941

America First Committee a US isolationist pressure group against American entry into World War II

▲ **Source 1.34** This cartoon by the British cartoonist David Low appeared in *The Evening Standard* newspaper in July 1936. Hitler goose-steps across the 'spineless leaders of democracy'. The first three steps are labelled 'Rearmament', 'Rhineland' and 'Danzig'.

▲ **Source 1.35** This cartoon of February 1938 by the British cartoonist David Low shows Germany crushing Austria. Next in line is Czechoslovakia. At the back, Britain says to France, who is next-to-last: 'Why should we take a stand about someone pushing someone else when it's all so far away?'

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Molotov–Ribbentrop Pact
controversial treaty between Germany and the Soviet Union to refrain from attacking one another

Between 1937 and 1939 Germany edged closer to war:

30 January 1937
- Hitler publicly demands a withdrawal from the Treaty of Versailles.

16 August 1937
- British journalist Norman Ebbutt is kicked out of Germany for reporting on the German Army's rearmament.

13 March 1938
- Germany achieves *Anschluss* ('union') in Austria after marching soldiers into Vienna and declaring the nation 'reunified' with Germany.

29 September 1938
- The French and British governments agree at a conference in Munich to allow Germany to forcibly take over the Sudetenland, a region in Northern Czechoslovakia populated by German speakers.

30 September 1938
- The British Prime Minister returns from Munich claiming he has won 'peace in our time', waving a signed, one-page agreement from Hitler that promises no further aggression – the crowd loudly cheers the success of appeasement.

15 March 1939
- Czechoslovakian President Emil Hácha suffers a heart attack as Hitler announces an invasion of Czechoslovakia, ignoring the Munich agreement – Hácha survives and agrees to surrender.

23 August 1939
- Western leaders are shocked when Hitler and Russia's Josef Stalin sign the **Molotov–Ribbentrop pact**, declaring a policy of non-aggression against each other.

1 September 1939
- Germany invades Poland, prompting France and Britain to declare war on Germany and triggering the start of World War II.

▲ **Source 1.36** Hitler salutes from his car at the 1934 National Socialist Party Congress

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After a series of increasingly hostile actions, and only a week after signing a non-aggression pact with the Soviet Union, Germany invaded Poland on 1 September 1939. Britain and France were obliged to act as Poland was an ally. On 3 September 1939, Britain and France declared war on Germany, and Australia was quick to follow with Australian Prime Minister Robert Menzies offering Australian forces in support of Britain's declaration of war.

Fellow Australians, it is my melancholy duty to inform you officially that, in consequence of the persistence of Germany in her invasion of Poland, Great Britain has declared war upon her, and that, as a result, Australia is also at war. No harder task can fall to the lot of a democratic leader than to make such an announcement. Great Britain and France, with the cooperation of the British Dominions, have struggled to avoid this tragedy. They have, as I firmly believe, been patient; they have kept the door of negotiation open; they have given no cause for aggression. But in the result their efforts have failed and we are, therefore, as a great family of nations, involved in a struggle which we must at all costs win, and which we believe in our hearts we will win ...

It is plain – indeed it is brutally plain – that the Hitler ambition has been, not as he once said, to unite the German peoples under one rule, but to bring under that rule as many European countries, even of alien race, as can be subdued by force.

If such a policy were allowed to go unchecked there could be no security in Europe, and there could be no just peace for the world.

A halt has been called. Force has had to be resorted to, to check the march of force. Honest dealing, the peaceful adjustment of differences, the rights of independent peoples to live their own lives, the honouring of international obligations and promises – all these things are at stake.

There was never any doubt as to where Great Britain stood in relation to them. There can be no doubt that where Great Britain stands there stand the people of the entire British world.

Bitter as we all feel at this wanton crime, this is not a moment for rhetoric; prompt as the action of many thousands must be, it is for the rest a moment for quiet thinking; for that calm fortitude which rests not upon the beating of drums, but upon the unconquerable spirit of man, created by God in His own image. What may be before us we do not know, nor how long the journey. But this we do know, that Truth is our companion on that journey; that Truth is with us in the battle, and that Truth must win.

Before I end, may I say this to you? In the bitter months that are to come, calmness, resoluteness, confidence and hard work will be required as never before. This war will involve not only soldiers and sailors and airmen, but supplies, foodstuffs, money. Our staying power, and particularly the staying power of the mother country, will be best assisted by keeping our production going; by continuing our avocations and our business as fully as we can; by maintaining employment and with it our strength.

I know that, in spite of the emotions we are all feeling, you will show that Australia is ready to see it through. May God in His mercy and compassion grant that the world may soon be delivered from this agony.

▲ **Source 1.37** Prime Minister Robert Menzies announces Australia is at war, 1939

Context statement for Source 1.37

Great Britain declared war on Germany on 3 September 1939. Australian Prime Minister Robert Menzies' declaration of war, in support of Great Britain, was broadcast on Australian radio at the same time.

▲ **Video** Extract from Prime Minister Menzies' announcement

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RESPONDING TO THE SOURCE – 1.12

Australia responds

1 What can be inferred about Menzies' view of Australia's relationship with Britain when he says, 'Great Britain has declared war upon her [Germany], and that, as a result, Australia is also at war'? Is there additional evidence in the source to support your interpretation?
2 Menzies' tone is quite serious and sombre. What evidence can you find of this and why might Menzies be unhappy about the prospect of war?
3 Can you find evidence to suggest Menzies recognises British attempts at appeasement?
4 What does Menzies believe Hitler's motives to be?

END-OF-SECTION REVIEW 1.1

Sub-inquiry question reflection

The following activities will help you answer this section sub-inquiry question: **'What occurred after World War I that contributed to the outbreak of World War II?'**

Chronology, terms and concepts

1 **Define** these key terms, in one sentence each:
   - **a** Reparations
   - **b** Nationalism
   - **c** 'Stab in the back'
   - **d** Hyperinflation
   - **e** Great Depression
   - **f** *Sturmabteilung* (SA)
   - **g** Propaganda
   - **h** Anti-Semitism
   - **i** *Lebensraum*
   - **j** Appeasement
   - **k** *Schutzstaffel* (SS)
   - **l** Communism
   - **m** Fascism
   - **n** Proportional representation
   - **o** Capitalism.

2 As a class, divide into small groups. Each group is responsible for developing an A4 page 'revision sheet' on one of the following topics.
   - **a** Outcomes of the Paris Peace Conference
   - **b** The structure of the Weimar Government
   - **c** The rise of communism and fascism
   - **d** Economic forces
   - **e** The ideas of the Nazi Party and Hitler's leadership
   - **f** The policy of appeasement.

Your revision sheet must:

- Have a key points summary of the topic. (*Chronology, terms and concepts*)
- Include an historical source that offers a clear perspective on the topic. It must not be within the textbook. (*Historical questions and research*)
- **Identify** the origin, context and purpose of the source. (*Analysis and use of sources*)
- **Evaluate** how reliable the source is and if it is useful in developing your paragraph response below. (*Analysis and use of sources*)
- Provide a one-paragraph response to the question: 'How did [your topic] contribute to the outbreak of World War II?' (*Explanation and communication*)

Collate the completed revision sheets into a class revision booklet that you can use to prepare for your assessments.

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REFLECTING ON YOUR LEARNING 1.1

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the sub-inquiry question: **'What occurred after World War I that contributed to the outbreak of World War II?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How did the events of World War II reshape Australian society and its place in the global order?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

1.2 How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?

FOCUS QUESTIONS

- What were the major events in the European theatre of war?
- How did the war break out in the Pacific theatre after the Japanese attack on Pearl Harbor?
- What were Australia's major military victories and losses in both theatres of war?
- What was the threat of attack on Australian soil?
- What was the impact of the bombing of Hiroshima and Nagasaki by American forces?

Following Menzies' speech, Australia immediately threw its support behind the British. A force of 20 000 men would be created and sent to fight overseas. This left a poorly equipped and poorly trained militia of roughly 80 000 volunteers to protect Australia. However, unlike in World War I, Australia also faced an enemy closer to home. In 1941, war broke out in the Pacific with the Japanese bombing of the American base at Pearl Harbor. Australia was now fighting on two fronts, one in defence of its European allies and another in conjunction with its new Pacific partners, the United States.

The European theatre of war

Using the techniques of ***Blitzkrieg***, which involved heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry, the German Army swiftly broke through the Polish defences and encircled their enemy. It was a rapid departure from the tactics of World War I, utilising new technology in a way no European armies had used in action to this date.

The phoney war

After the surrender of Poland, Germany made no immediate moves. This invasion became known as 'the phoney war', as very little appeared to happen as a result, suggesting that there had been no war at all! France and Britain did not retaliate until April 1940, when Germany invaded Denmark and Norway. As German troops marched across the Danish border the German Ambassador met with the Danish Foreign Minister and declared the invasion a 'friendly necessity'. Norway was invaded one hour later. By the end of the day, all major Norwegian cities were in German hands. Germany had used the threat of *Blitzkrieg* to nullify resistance and convince both nations to surrender.

Blitzkrieg ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

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The western offensive

Hitler's war of revenge began on 10 May 1940 as the German armies invaded both Holland and Belgium at the same time. As the French and British armies rushed to defend Belgium, Holland's defences were quickly swept aside.

In the 1930s, the French Army had built a massive line of fortified defences known as the **Maginot Line**. Based on its experiences in World War I, the French Government believed the concrete fortifications would hold back a German attack. However, the German assault either bypassed the fortifications on land or flew over them. On 25 May 1940, mere weeks after the assault began, General Lord Gort, commander of the British armies defending France, ordered an evacuation from Europe. It seemed that nothing could stop the German Army.

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

Rats of Tobruk in World War II, soldiers of the Australian-led Allied garrison that held the Libyan port of Tobruk against the Afrika Korps, during the siege of Tobruk

The miracle of Dunkirk

Unable to stop the German Army, British, French and Dutch forces were in constant retreat. British and French soldiers were pushed back to a corner of France and stranded at the coastal French town of Dunkirk, a short distance across the English Channel from England. While retreating servicemen waited out in the open to be rescued, German fighter planes destroyed the port and terrorised the exposed soldiers. Desperate to save them, the British Government put out a call for any men in Britain who had naval experience and access to a boat (of any kind) to sail from England to Dunkirk and rescue the stranded soldiers. The mission was an unexpected success, with over 338 000 men rescued in the space of nine days.

World War I had seen the German Army take four years to advance a short distance beyond the French border, at a cost of millions of lives. World War II saw it conquer all of France in a matter of weeks.

Greece and Crete: April 1941

Having reached the western border of continental Europe, Germany turned its attention towards Eastern Europe. In 1940, in an attempted show of force, Benito Mussolini, Fascist leader of Italy and ally of Germany, decided to invade neighbouring Greece. The invasion was a disaster. The Greek Army drove the Italian Army out of Greece and back across the border.

To avenge the humiliation of his ally, Hitler ordered German troops into Greece. They swept into Greece despite strong Greek resistance.

The Australian Army, recently deployed by Menzies, were sent into Greece to fight for this lost cause. The Australian soldiers were soon pushed back to the Greek island of Crete with little more than the clothes on their backs. Unable to regroup in time, hundreds of Allied soldiers were killed when German bombers attacked their troop ships. Hundreds more were captured, while some Australian soldiers fled to the mountains to join the Greek anti-German resistance.

Around 600 Australian and New Zealand soldiers were able to escape from Crete to Egypt. The German Army responded savagely to the Greek resistance, burning several villages to the ground. More than 450 000 Greek people died during the following four years of German occupation. Nearly 25 000 of them were executed for assisting the Allies.

Tobruk: April 1941

By 1941, the war in Europe had stalled and the conflict had spread to northern Africa. After the Italian forces were driven from Libya and Tunisia by the Allies, Hitler again sent German forces to support the Italian Army. Under the leadership of the military genius Erwin 'The Desert Fox' Rommel, the German Army was able to reverse a number of the Allies' victories. Marching towards the Libyan port city of Tobruk, the German Army was stopped by a force of 14 000 Australian soldiers, who had dug in to defend the city. For 241 days the Australians withstood continuous attacks, enduring blistering heat and bitterly cold nights. Hiding in caves, trenches and holes, the Australian soldiers were described as 'rats caught in a trap' by German propagandists. Hearing this comment over the radio, the Australians took the title as a compliment, calling themselves the **Rats of Tobruk**. Fighting alongside British and Indian soldiers, the 'Rats' were evacuated in October because they were needed closer to home.

▲ **Source 1.38** Rats of Tobruk sheltering in a trench

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RESPONDING TO THE SOURCE – 1.13

Based on Source 1.38, what can you **infer** about the conditions experienced by Australian troops during the northern Africa campaigns?

ACTIVITY 1.3

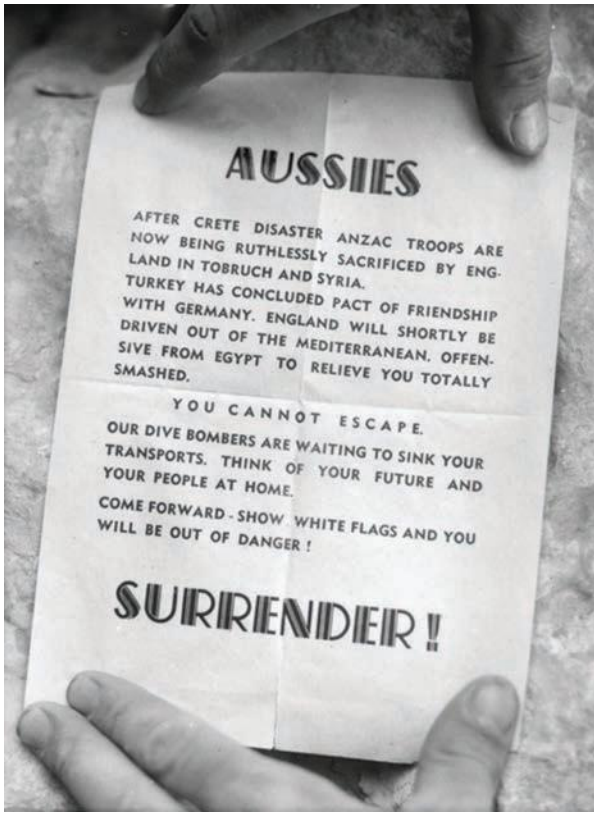
Rats of Tobruk

Harry Ross Sutherland, a soldier in the 18th Brigade of the 7th Division of the Australian Imperial Force, recounted his experiences of serving in the Libyan port of Tobruk in 1941.

> Living conditions were terrible. We dug a hole in the ground to live in. That was also to protect us from the bombing raids and the hole was full of flies … The food was terrible and we had very little water. The reason we were there was that Germany declared war against England and if the Germans weren't stopped, I don't know how far they would have gone. Tobruk was the first time they were ever stopped in their advances.

▲ **Source 1.39** Harry Ross Sutherland, 18th Brigade, Australian 7th Division

1. What does the nickname 'Rats of Tobruk' tell you about the fighting attitudes of Australian soldiers?
2. How would you characterise Harry Ross Sutherland's attitude towards his service at Tobruk in Source 1.39?
3. In Source 1.40, how did the Germans attempt to manipulate Australians into surrendering? What might have been their motive for dropping this pamphlet?
4. Is there evidence in the sources to suggest that Tobruk was a significant battle? Write a paragraph response, considering the origin, context and purpose of the sources.



▲ **Source 1.40** One of the leaflets dropped over Tobruk's front lines

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Battle of El Alamein: October 1942

Germany and its Italian allies had launched an attack in northern Africa and the British retaliated with an overwhelming force, driving German Field Marshall Erwin Rommel from the battlefield. Rommel attempted to stop the British advance by fortifying a 65-km-long line between the Mediterranean and the open desert. Heavily mined, this presented a major challenge to the British; however, fielding a force of almost twice the size of the German contingent by drawing on soldiers from Allied and Commonwealth nations, the British forces drove the Germans into retreat.

This was Germany's last major foothold in Africa and the Mediterranean; by 1943, they had retreated from the region entirely and it was now under Allied control. This was a major turning point in the war, as it not only stopped but reversed German expansion. Australian soldiers were an important part of this battle, launching a major attack at the north of Rommel's defences, drawing forces away from the south and allowing British tanks to strike a decisive blow to the south and gain the upper hand. Australian forces suffered 6000 casualties between July and November 1942 in the various North African campaigns but despite the high cost, these forces were a vital element in turning back the German tide in North Africa.

Operation Barbarossa: 22 June 1941

On 22 June 1941, Hitler acted upon his long-standing threat to turn on the Soviet Union. He broke the Molotov–Ribbentrop Pact he had co-signed with Stalin and ordered the German invasion of the USSR. Strategically, this was a risky decision as it left them exposed on their western flank should Britain attempt to retake France. In the eyes of the Nazis, the Russian people were inferior, both racially and politically. In 1941 the German Army was given the order to execute all captured communists and to either enslave or expel the remainder of the population.

The Soviet Union's critical lack of preparation for the invasion led to catastrophic defeats. In the first week of the invasion, the German Army advanced 320 km, destroyed 4000 Soviet aircraft and killed or wounded over 600 000 Soviet soldiers. By December 1941, German forces were within sight of the Soviet capital of Moscow. They had encircled the city of Leningrad, the spiritual home of the Communist revolution, and were heading towards the southern city of Stalingrad.

Reich ('realm' or 'empire') the Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war.

Hitler had promised to conquer the Soviet Union before its notorious winter settled in. He would push its population out past the eastern Ural Mountains, creating *Lebensraum* ('living space') for the German ***Reich*** that, according to Nazi propaganda, would last 1000 years.

A near-suicidal resistance by the Soviet forces managed to slow the German Army's advance. Winter arrived and the German Army became trapped in the snow. They would never capture Moscow.

Battle of Stalingrad: August 1942 to February 1943

Some argue that the Battle of Stalingrad was the defining battle of World War II. The German Army's two-pronged attack against the city and the oilfields of the Caucasus in the south promised a crucial victory for Hitler. Oil was becoming a critical necessity for the success of the German war effort. German bombers began by pounding the city into rubble, but when the order came to enter the city, they found it ferociously defended.

Unlike the previous battle at Leningrad, the German Army were drawn deeper into Stalingrad as they battled from house to house, street to sewer, factory to department store. Regardless of the cost, Soviet forces were continually sent into the burning city from their camp on the other side of the Volga River. They charged into battle with the motto 'not one step back'. Sometimes they did so without weapons. Those who tried to retreat were gunned down by their fellow soldiers. By the end of the battle, each side had lost at least a million soldiers to battle, starvation and cold.

Countless acts of horror and heroism punctuated the five-month battle. As winter descended upon the city and Soviet snipers, hidden in the rubble, targeted German officers, German morale began to drop. Famed Soviet sniper Vasily Zaytsev, a hero of Soviet propaganda, claimed to have killed over 300 German soldiers. For a German Army used to *Blitzkrieg* tactics, Stalingrad had become a freezing death trap.

Meanwhile, Stalin had been secretly raising two huge armies to the north and east of Stalingrad. On 19 November, these two Soviet armies encircled the Germans occupying Stalingrad in a pincer movement that trapped the entire German Sixth Army. Obsessed with the capture of the city, Hitler refused persistent requests from German generals to fight their way out and retreat. Eventually, 200 000 German soldiers would freeze to death inside the besieged city. Of the surviving 91 000 soldiers who disobeyed orders and surrendered, only 6000 would survive their time in the Soviet prisoner-of-war camps.

In retaliation for the breaking of the Molotov–Ribbentrop Pact and the attack on Stalingrad, the

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Soviet Army would spend the following two years fighting their way towards Berlin. Germany's attempt to take on the Soviet Union had failed and had created a powerful new enemy on the eastern border – this would prove to be a critical error as the war drew to a close.

D-Day: 6 June 1944

The Allied invasion of German-occupied France on 6 June 1944 was momentous. It spelled the end for Germany's war ambitions. The opening of a second front to fight the German Army meant that Germany now had to fight a war in the east and west simultaneously. The build-up to and planning of this invasion was conducted with enormous secrecy in England. Operation Fortitude was one of the many military operations that took place on D-Day. As part of Operation Fortitude, the Allied Forces used dummy landing craft, fake tanks, spies, false news reports and double agents to successfully convince Hitler that the invasion would take place in Calais, France. This was over 300 km north-east of the invasion's actual location in Normandy, France. On 6 June 1944, Operation Overlord marked the start of the invasion of France. About 5000 Navy vessels ferried troops from England to the beaches of France, while 20 000 paratroopers were dropped behind enemy lines in flimsy gliders. Despite massive casualties suffered by those landing on the beaches while being fired upon by German machine guns, and by paratroopers who were shot before they made it to the ground, over 156 000 troops had landed by the end of the day. By the last day of June, 800 000 Allied troops had come ashore.

The fighting on the day was extraordinarily fierce. American, British and Canadian troops stormed beaches that were littered with landmines and German machine gun nests. Many soldiers died before they even made it onto the sand of the beach. However, Hitler had believed the invasion was a trick and had not placed sufficient defences in Normandy. Worse still, the legendary General Erwin Rommel, charged with the defence of France, was away from the front lines, celebrating his wife's birthday in Germany. Germany was effectively caught by surprise and the 'beginning of the end' in Europe had begun.

▲ **Source 1.41** Landings at Omaha Beach after it was secured by US troops as part of the largest amphibious invasion in military history

RESPONDING TO THE SOURCE – 1.14

1. What key elements can you see explicitly in Source 1.41?
2. What does this image imply about the scale of the D-Day invasion by Allied forces?
3. How does the image suggest that the United States forces were a critical part of the success of the D-Day landings?

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Berlin in the last days of World War II: April 1945

After its defeat at Stalingrad, the German Army faced even more losses at the Battle of Kursk. This was the biggest tank battle in human history, in which 6000 tanks and almost two million troops fought an enormous battle that sent the German Army into permanent retreat through its own eastern territories. The Soviet Army gathered steam as it moved forward. Along the way, it discovered the atrocities, war crimes and acts of genocide committed by German troops in Soviet towns and against the Jewish people of Eastern Europe. By the time the Soviet Army reached the outskirts of Berlin in 1945, the German Army's fighting capacity had been destroyed. Meanwhile, the ferocity of the Soviet Army was on the rise. The city of Berlin's only defence force were bands of elderly men and young boys. As Hitler's health had begun to badly deteriorate, his obsession with controlling every aspect of the war resulted in blunders, like the catastrophic defeat two years earlier at Stalingrad. Few of Hitler's best military leaders were brave enough to speak up or contradict him. Those who did were demoted, or suffered an even worse fate.

The Soviet Army beat the American and British forces to Berlin. For those left living in the devastated city, this was to prove their greatest and final punishment. Refusing to surrender, Hitler perversely ordered armies that had been annihilated in prior losses to attack and defend Germany in its final battle. Since the German Army's loss in Stalingrad, Hitler had become very ill. While his grip on power was still strong, his grip on the reality of the situation was not. Thousands of German soldiers were surrendering to the Allies in Western Europe. Soviet tanks and thousands of elite Soviet troops stormed Berlin, terrorising its remaining citizens. It is almost impossible to determine, but some accounts estimate that at least 100 000 women in Berlin were sexually assaulted by Soviet troops. The highest commanders of the German Army went into hiding. Only a few remaining loyal followers stood by Hitler's side, hidden in a bunker underneath the city. It was in this bunker, on 30 April 1945, that Hitler and his wife, Eva Braun, committed suicide. The prophesised German Reich of 1000 years had lasted for little more than five. On 8 May 1945, the German Army formally surrendered to the Allies. Commonly known as VE Day, it marked the end of the war in Europe.

▲ **Source 1.42** Soviet tank and troops in front of the Brandenburg Gate, a landmark in Berlin

Context statement for Source 1.42

The Brandenburg Gate was constructed in 1788 and was originally named the 'Peace Gate'. The Gate is topped by a Quadriga, a statue of a horse-drawn chariot, symbolising victory. The Brandenburg Quadriga was taken to Paris by Napoleon Bonaparte in 1806, but it was later restored, with the addition of an eagle and iron cross, symbols of the Prussian Empire, which would later be adopted by the Nazi Party as insignia of the Third Reich. After the Soviets constructed the Berlin Wall, the Brandenburg Gate became a key symbol of the division of East and West and a popular site of protest for West Berliners who opposed the construction of the Wall.

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RESPONDING TO THE SOURCE – 1.15

1 How does Source 1.42 emphasise or **symbolise** the extent of Germany's loss in World War II?
2 How might a German person have responded to seeing a Soviet tank and soldiers standing before the damaged Brandenburg Gate? What might account for this response?
3 In what ways does this image foreshadow or allude to Soviet intentions to lay claim to Eastern Europe in the aftermath of the war?

Historical interpretations

For three successive war years when summer came it had been the Germans who launched the great offensives on the continent of Europe. Now in 1943, the tables turned. With the capture in early May of that year of the Axis forces in North Africa, it was obvious General Eisenhower's Anglo-American armies would next move on Italy itself.

…

The greatest damage inflicted by the Anglo-American air forces, as Goebbels makes clear in his diaries, was to the homes and the morale of the German people … Now, in 1943 they began to bear the full brunt of air warfare, far more devastating than any the Luftwaffe had dealt to others … The German people endured it as bravely and as stoically as the British people had done but after four years of war it was all the more a severe strain and it is not surprising that as 1943 approached its end, the German people began to despair and realise that this was the beginning of the end that could only spell their defeat.

…

As 1944 came it appeared certain that Anglo-American armies would soon launch an invasion across the channel, that the Red armies would be approaching the frontiers of the Reich itself, and that great and ancient cities of Germany would soon be reduced to rubble by the Allied bombing.

▲ **Source 1.43** Shirer, William L. (1987), *The Rise and Fall of the Third Reich*, Hamlin, pp. 222–5

Context statement for Source 1.43

William L. Shirer was an American foreign correspondent working in Germany from 1926–41. He was one of the last Americans to leave Berlin when Germany declared war on the United States in 1941.

Germany's capacity to wage war was, of course, dependent also on economic power. Leaving aside military tactics, therefore it might be argued that the combined economic resource of Britain, the United States and the Soviet Union far exceeded that of Germany and occupied Europe and that Germany therefore faced an inevitable defeat.

…

We have seen that regime was particularly careful to preserve home front morale, this concern arising for the collective memory of the supposed stab in the back which exercised a powerful hold over the imaginations of all the leading Nazis. Of course, this concern for home front morale was itself a testament to the leader's awareness of how little genuine devotion to National Socialism there was, especially among German workers. We have seen that these considerations led to the failure to allocate labour efficiently and to the neglect of female labour in particular.

▲ **Source 1.44** Newton, Douglas (1990), *Germany 1918–1945*, Shakespeare Head Press, p. 385

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Context statement for Source 1.44

Douglas Newton was an Associate Professor of History at the University of Western Sydney and has also lectured in History at other Australian and New Zealand universities. He has published multiple books on German and European history during the first half of the twentieth century.

> The war of mobility which the Germans had so successfully employed in the early stages of the war was now turned against them. In the First World War the protracted stalemate had enabled the German propaganda to argue plausibly almost to the end that the war could still be won. No such assertions were possible amid the military realities of World War II. There could no longer be any question of another German summer offensive. Last year's defeat at Kursk had ended all hopes of success and it was now only a question of how long the Wehrmacht could hold back the resurgent Red Army … the most painful surprise to the Germans was not the astounding reserve strength of the Red Army but its tenacious fighting spirit.

▲ **Source 1.45** Tolland, John (1977), *Adolf Hitler*, Book Club Associates, p. 783

Context statement for Source 1.45

John Tolland is an American historian and Pulitzer Prize-winning author. He has written extensively about World War II.

> Churchill, Roosevelt and Stalin had many disagreements over military strategy. They also had different plans for Europe after World War II. … Churchill wanted to limit British casualties and repeatedly argued for a delay of the invasion of Western Europe. Stalin kept pressing for a second front because the Soviets were suffering the greatest losses … Some historians have criticised Churchill's postponement of another front because as Soviet losses increased Stalin became more determined to obtain some kind of compensation for the millions of Soviet citizens who were killed and injured. Stalin believed that the victor countries which had made the greatest sacrifices should have the greatest share of the spoils at the war's end.

▲ **Source 1.46** Hux, A., Jarman, F. & Gleberzon, B. (1987), *America: A History*, Globe / Modern Curriculum Press, p. 404

Context statement for Source 1.46

Allan Hux has taught in both universities and secondary schools and co-authored a number of textbooks. Bill Gleberzon was a History lecturer at York University and Fred Jarman was a History teacher; both co-authored a number of textbooks on twentieth-century history.

> In both the southern and the central Pacific the initiative had shifted to the United States by mid-1943. The Japanese advance had been halted. The Americans, with aid from the Australians and the New Zealanders, now began the slow, arduous process of moving towards the Philippines and Japan itself.
>
> In the European war, the United States was fighting in cooperation with Britain, and with the exiled 'free French' forces in the west and it was trying also to conciliate its new ally the Soviet Union. [American leadership] supported a plan for a major Allied invasion of France across the English Channel in the spring of 1943… but the American plan faced challenges from the other allies …

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» The North African campaign had tied up so large a proportion of the Allied resources that the planned May 1943 cross-channel invasion of France had to be postponed despite angry complaints from the Soviet Union. By now, however, the threat of a Soviet collapse seemed much diminished for during the winter of 1942–1943 the Red Army had successfully held off a major German assault at Stalingrad. … Hitler had committed such enormous forces to the battle and had suffered such appalling losses that he could not continue his eastern offensive.

▲ **Source 1.47** Brinkley, A. (1993), *The Unfinished Nation: A Concise History of the American People*, McGraw-Hill, pp. 725–7

Context statement for Source 1.47

Alan Brinkley was a Professor of American History at Columbia University and was educated at Princeton and Harvard. He has worked at a number of universities throughout the United States. He is an award-winning author and historian.

RESPONDING TO THE SOURCES – 1.16

1. Which battles do various sources credit with being the 'beginning of the end', the point at which Germany began its slide towards defeat?
2. How important do Sources 1.43, 1.44 and 1.45 suggest morale was to success in the war?
3. **a** What were the conflicting perspectives held by the Allied leaders about how best to end the war quickly?
   b What might account for these differing views?
4. The United States played a vital role in both the European and Pacific theatres of war. How do the sources characterise the United States' contribution to the war effort and the challenges it faced in working with its Allies?
5. Using the sources, **decide** whether the Battle of Stalingrad or the Allied victories in North Africa were most influential in turning the tide of war against Germany.

The Pacific theatre of war

Japanese imperialism

As the war in Europe raged, a different, equally deadly war was edging closer to Australia. In the 1930s the Empire of Japan wanted to expand its influence and its borders. The first nation in Asia to successfully industrialise, Japan expanded its army into the north-eastern regions of China in the 1930s, declaring that territory to be the Kingdom of Manchukuo in 1932. Japanese nationalists believed their ability to industrialise was a testament to their racial superiority, which made them the rightful leaders of Asia. They sought to establish a 'sphere of influence' throughout South-East Asia, removing any European influence while asserting Japanese power. Busy closer to home, the European powers left their Asia–Pacific interests to their own devices. This made them susceptible to Japanese imperial expansion.

Pearl Harbor: 7 December 1941

While Australia's best soldiers were fighting off the German Army in North Africa, the Japanese Army inched further south through Asia. After the United States Government enforced oil **embargoes** on Japan, Japanese naval generals estimated that they had little more than a two-year supply of oil in reserve. This sparked a massive Japanese offensive directed at Australia, which at the time was only protected by a volunteer militia. Japan intended to cut Australia off from America, which would deny America a friendly base in the Pacific and allow Japan to focus on defeating America and finding new oil supplies.

At the outbreak of World War II in 1939, the USA had no intention of joining the conflict. It believed its policy of isolationism kept it safe. The Japanese Air Force shattered this illusion of safety when it attacked the naval base at Pearl Harbor, in Hawaii. Pearl Harbor was located an exceptionally long way from Japan's military expansion activities in Asia. The USA's Pacific American fleet was stationed in Hawaii to defend the west coast of the USA. Prior to the attack, despite tension over the treatment of China, Japan and the USA were not at war. However, conflict had been brewing between the two nations. The USA had recently cut off its oil trade with Japan in protest against Japan's actions in Asia.

On 7 December 1941, hundreds of Japanese planes launched a surprise attack from

embargo when a nation bans trade with another nation

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aircraft carriers, bombing the Hawaiian military base, badly damaging and sinking 20 ships, and killing over 2400 American naval personnel. The USS *Arizona* had 1000 American sailors on board when it was hit by an 1800-pound (800-kg) bomb. All 1000 sailors died when it sank.

The Pearl Harbor attack was devastating, but it did not achieve its goal of eliminating the American Pacific fleet. Despite the shock, the US fleet was able to recover relatively quickly.

More importantly, the United States Congress voted 388 to 1 in favour of immediately declaring war on Japan and joining the fight against Germany. This meant that the enormous (and geographically isolated) manpower and economic might of the USA would join the fight against fascism and imperialism. Germany now had to face the combined might of Britain, the USA and the Soviet Union. The war against Japan became a matter of national importance to the American people.

▲ **Source 1.48** A US battleship sinking during the Pearl Harbor attack

RESPONDING TO THE SOURCE – 1.17

1 How might images like this have shaped American attitudes towards the Japanese?
2 Given that President Roosevelt had declared that the United States would remain neutral during the 'European war' in 1939, how did the events of Pearl Harbor change the United States' position and shape its decision to declare war?

The fall of Singapore: February 1942

For centuries, Britain's military superiority in Asia was maintained by its powerful navy. The mere presence of this force created the idea that Britain could maintain security in the region. Japan smashed this assumption when its air force sank the HMS *Repulse* and *Prince of Wales*, two of the strongest ships in the British naval fleet. Afterwards, Japanese forces immediately marched on Singapore, considered a jewel in the crown of British power in Asia, capturing the island in a matter of weeks.

Winston Churchill claimed he had 'never received a more direct shock'. British and Australian soldiers had often been told that Japanese soldiers were poor fighters. The superior might of the British Empire's forces was taken for granted. Australian Prime Minister John Curtin had asked Britain to remain in the region as the threat from Japan increased.

Believing the British may not support the Singapore base, Curtin gave a speech in December 1941 where he clearly signalled Australia's hopes for rescue lay with its new ally, the US:

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> Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom. We know the problems that the United Kingdom faces. We know the constant threat of invasion. We know the dangers of dispersal of strength, but we know too, that Australia can go and Britain can still hold on. ... Summed up, Australian external policy will be shaped toward obtaining Russian aid, and working out, with the United States, as the major factor, a plan of Pacific strategy, along with British, Chinese and Dutch forces.

▲ **Source 1.49** Australian Prime Minister John Curtin, speech to the nation, December 1941

RESPONDING TO THE SOURCE – 1.18

1. Based on Source 1.49, on which region is Curtin now focusing Australian foreign policy? Why is this a significant shift?
2. What attitude towards Britain does Curtin display when he says 'free of any pangs as to our traditional links or kinship'?
3. What were the 'dangers of dispersal of strength' that the British were facing?

After a long and difficult retreat through Malaysia, the Australian, Indian and British forces were eventually overwhelmed by the relentless Japanese Army.

Australian prisoners of war

The Australian soldiers who were captured by the Japanese Army after the fall of Singapore were subjected to forced labour and slavery. Transported to camps across Asia, in 1943 Australian and British soldiers were sent to Thailand and Burma to build a rail line for Japanese supplies. The combination of **death marches**, brutality and malnutrition resulted in roughly one in three Australian prisoners dying in captivity. Working in jungles and through a monsoon season, the prisoners built the rail line by hand, forcing a path through a mountain of rock known as Hellfire Pass. A total of 2815 Australian soldiers would die building this rail line.

The Thai-Burma Railway: the experiences of prisoners of war

▲ **Source 1.50** Three 'fit' workers standing outside the camp hospital at Shimo Sonkurai No 1 Camp

> I had always believed that there was a will to live and if that will to live disappeared, well, you died. There's much more to it than that, I'm sure of that. It's a bit like bone pointing. You point the bone at yourself, I guess. I've seen many cases of fellows who have been nigh unto death for maybe a couple of weeks, semiconscious most of the time, being hand-fed by their mates, amazing to still stay alive. And then when they recover from that and they're starting to be getting better, or think they're getting better, they just up and die on you. And I think what happened to them was that they would look around and see fellows dying around them and think, 'Oh, it's too hard, no, let me go'.

death march forced march of prisoners of war in which those who die are left to lie where they fall

▲ **Source 1.51** Dr Rowley Richards on his experience on the Railway

> **Article 10:**
>
> Prisoners of War shall be lodged in buildings or huts which afford all possible safeguards as regard hygiene and salubrity. The premises must be entirely free from damp and adequately heated and lighted …
>
> **Article 11:**
>
> The food ration of prisoners of war shall be equivalent in quantity and quality to that of the depot troops … Sufficient drinking water shall be supplied to them.

▲ **Source 1.52** Extracts from the 1929 Convention relative to the Treatment of Prisoners of War, Geneva, 27 July 1929 (Commonly known as the Geneva Conventions)

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RESPONDING TO THE SOURCES – 1.19

1. What does Source 1.51 suggest was the factor that allowed POWs to survive their mistreatment?
2. Consider Source 1.50. **Describe** what is depicted. What does this imply about the conditions and treatment of POWs by the Japanese forces?
3. Many of the Allied nations were signatories to the Geneva Conventions. What values about human life are implied in the extracts in Source 1.52?
4. While Japan was not a signatory to the Geneva Conventions, how would nations such as Australia and the United States, both signatories, have likely responded to images and accounts such as those in Sources 1.50 and 1.51?

Bombing of Darwin, 1942

The fall of Singapore created a crisis for Australian Prime Minister John Curtin, who had replaced former Prime Minister Robert Menzies in the federal election of 1941. The 15 000 Australian soldiers left in Asia after Singapore's capture were being marched to Japanese prisoner-of-war camps. Australia needed its soldiers at home.

Curtin had little time to act. On the morning of 19 February 1942, four days after the fall of Singapore, the tropical calm of Australia's northern city of Darwin was broken by the wail of air-raid sirens. As workers on the Darwin docks wandered out for their 10 a.m. 'smoko' break, they looked to the skies as radio reports filtered in about incoming enemy aircraft. The sleepy wartime outpost became the focal point of a large-scale assault by 242 Japanese bombers and fighter planes. Manning an anti-aircraft gun on the Darwin football oval, anti-aircraft gunner Jack Mulholland had a perfect view of the assault:

> The sky seemed to be full of white crosses ... the enemy planes looked like a well-ordered cemetery advancing across a blue field.

▲ **Source 1.53** Jack Mulholland, anti-aircraft gunner

What followed was the single most devastating attack on Australian soil. Over two air raids, 235 people were killed, 60 Australian and US ships were sunk, planes were destroyed and any sense of safety felt by Australians in 1942 was suddenly lost. After weaving its path of destruction through Europe, Africa and Asia, World War II was now at Australia's doorstep.

How had it come to this? Prior to the outbreak of war in Europe, Australia had quietly been recovering from its own experience of the Great Depression. The Wall Street Crash had sunk the price of Australia's wheat and wool, while 32 per cent of Australians were out of work. About 40 000 young men were wandering across the country, looking for work and setting up temporary accommodation outside of major cities.

It was not the start of an invasion, though. Japan had no plans to invade Australia. It simply sought to cut Australia and its American allies off from the outside world. General Hideki Tojo, the leader of the Imperial Japanese Army during World War II, confirmed just before his death that Japan had never had any plans to invade Australia. This was known to Australian Government officials during the war, but not widely shared among the Australian public, as the fear of invasion motivated involvement in the war effort.

▼ **Source 1.54** Soldiers survey the damage from the Japanese air raids on Darwin in February 1942

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▲ **Source 1.55** British firefighters attempt to put out a fire among the ruined buildings after a German bombing raid in 1941

RESPONDING TO THE SOURCES – 1.20

1 **Compare** and **contrast** the images in Sources 1.54 and 1.55. Are there any significant similarities and differences?
2 Australians were familiar with images of the impact of war in Europe, such as Source 1.55. Why might have Source 1.54 been particularly confronting to an Australian audience?

Although Australian Prime Minister John Curtin had ordered the evacuation of over 2000 women and children from Darwin, the city had still been unprepared. The Australian Government ordered the censorship of news about the event, in particular reports of the ferocity and number of attacks that followed (there would be 97 attacks before the end of the war). This was done to control the flow of information and hopefully prevent panic in the Australian population. Newspapers were allowed to print reports of the event, but significant details were kept from the Australian public. The official death toll of the attack was given as 17.

Attacks on Australia

In this first battle on Australian soil, it will be a source of pride to the public to know that the Armed Forces and the civilians comported themselves with the gallantry that is traditional in the people of our stock. As I have said, information does not disclose details of casualties, but it must be obvious that we have suffered. Let us each vow that this blow at Darwin, and the loss that it has involved and the suffering it has occasioned, shall gird our loins and nerve our steel. We, too, in every other city, can face these assaults. Let it be remembered that Darwin has been bombed, but it has not been conquered.

▲ **Source 1.56** Australian Prime Minister John Curtin, *Sydney Morning Herald*, 20 February 1942

The planes came in from the south-east, and I looked up and they appeared to me like a cemetery, the white underbellies … coming across the blue sky. We fired and were terribly disappointed because the shells fell behind and below the planes. The fuses were powder fuses, which they found out later didn't last long in the tropics. It was a big shemozzle, the whole lot of it. The communications between the air force, the Americans, the army and the navy was non-existent.

▲ **Source 1.57** Jack Mulholland, anti-aircraft gunner, 19 February 1942

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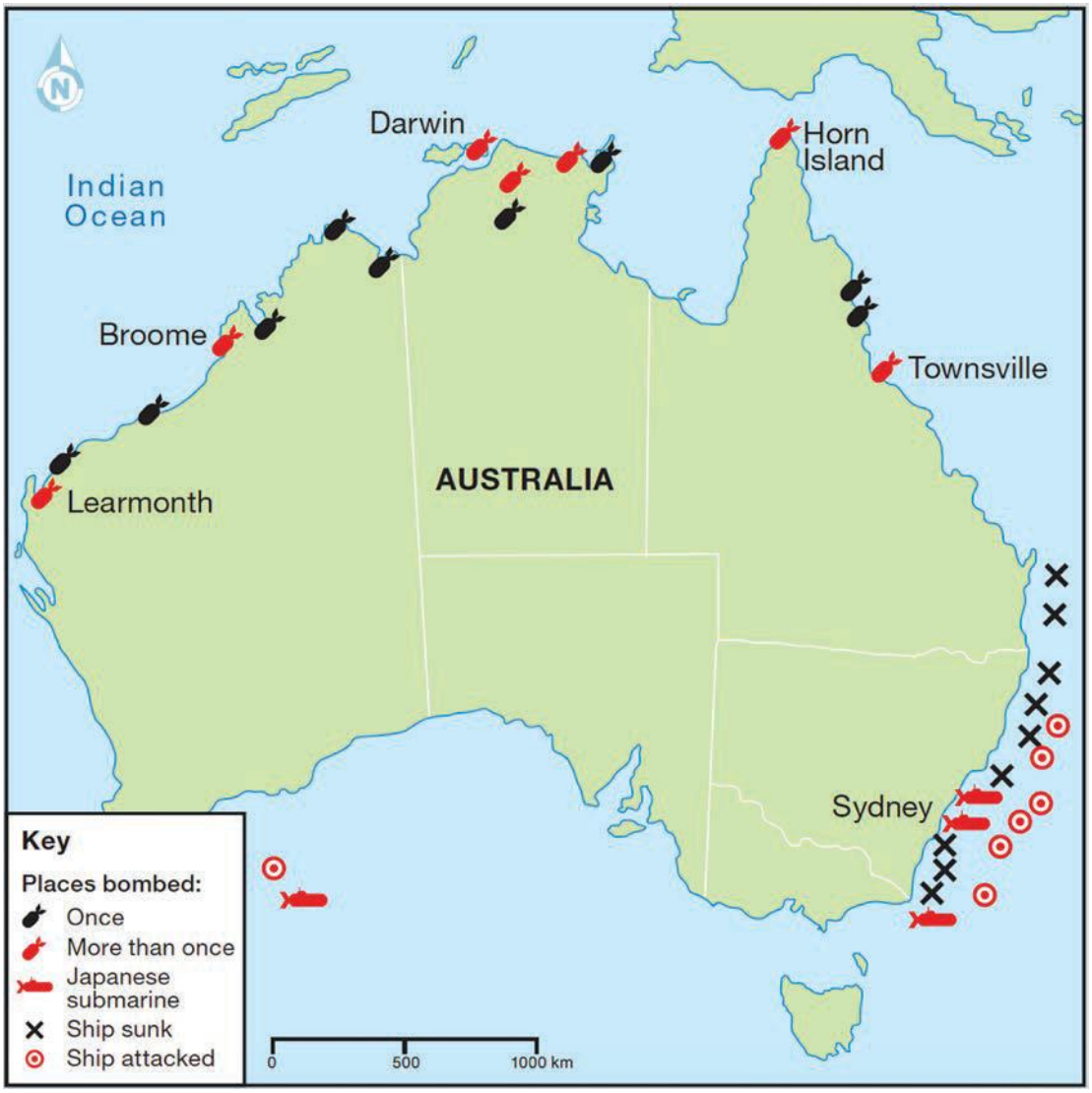
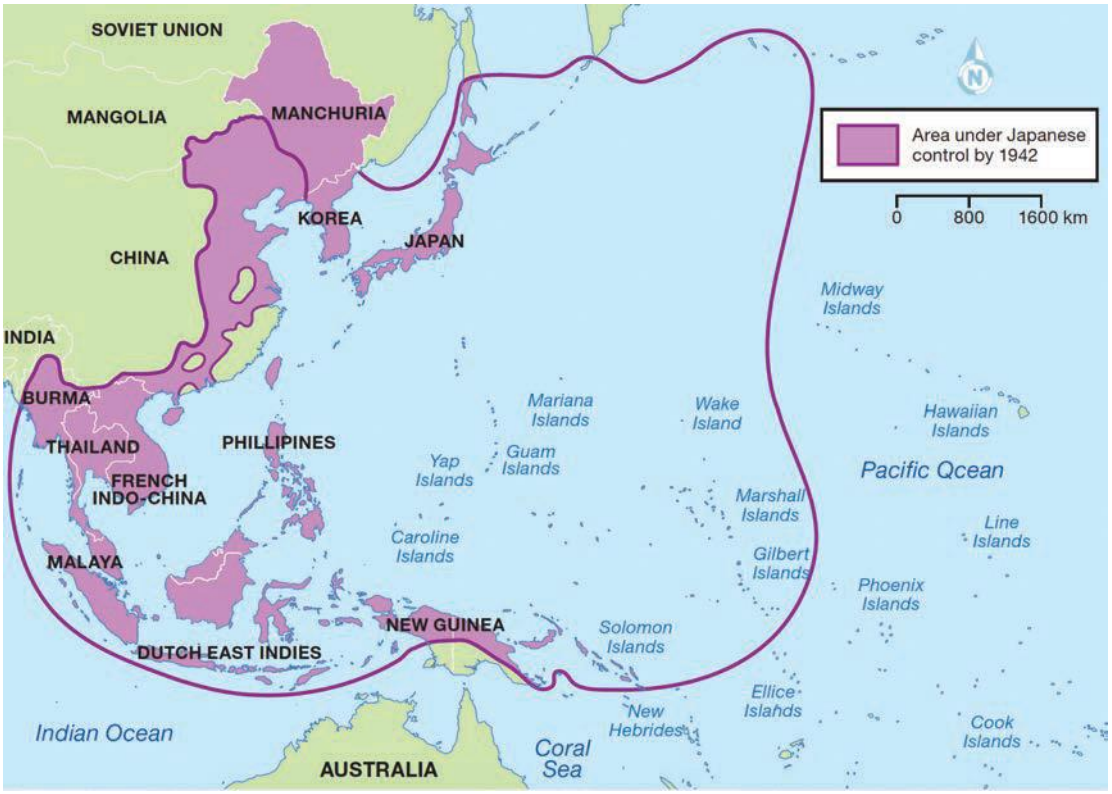


▲ **Source 1.58** All recorded Japanese attacks on Australia



▲ **Source 1.59** Territories captured by Japan by 1942

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Royal Australian Air Force (RAAF) Sergeant Lionel King was 18 years old when he sheltered in a slit trench at the RAAF base as the bombers struck.

> We were up there with virtually no defences. I know it's an embarrassment to the government at the time … this is why they imposed strict censorship. When you hear that the anti-aircraft gunners were using World War I ammunition … army regiments had five rounds per rifle. For we as an air force unit had nothing, not a rifle. Darwin was caught completely unprepared.

▲ **Source 1.60** Sergeant Lionel King, Royal Australian Air Force.

Source: Michael Sweet (2012), 'How Darwin was betrayed', *Sydney Morning Herald*, 18 February

RESPONDING TO THE SOURCES – 1.21

1. What evidence can you find in Curtin's message to Australians that he is attempting to hide details of the event? What might his purpose for doing so be?
2. **Analyse** the sources for evidence that suggest the Australian defences in Darwin were unprepared for the attack.
3. What do the map sources suggest about the scale and threat of Japanese forces in 1942?
4. Considering all the sources, was the government justified in censoring information about the bombing of Darwin?

Attack on Sydney Harbour

During May and June of 1942, Japanese midget submarines sought to enter Sydney Harbour, where both American and Australian naval forces were docked. On the night of 31 May 1942, three submarines entered the harbour. Two of the submarines were detected or ensnared in anti-submarine netting; however, the third submarine made it through these defences. The submarine attempted to torpedo the USS *Chicago* but instead sank a ferry that had been converted to floating accommodation for off-duty soldiers, killing 21 personnel. Despite escaping from the harbour, the submarine did not rejoin the Japanese fleet. It was eventually found off Sydney's northern beaches in 2006, with evidence to suggest the submarine had suffered damage while in the harbour. While the impact of the naval attacks upon Australia was relatively small, the perceived threat posed by the Japanese forces created an atmosphere of fear and worry about an impending invasion.

▲ **Source 1.61** The sunken ferry *Kuttabul* in Sydney Harbour

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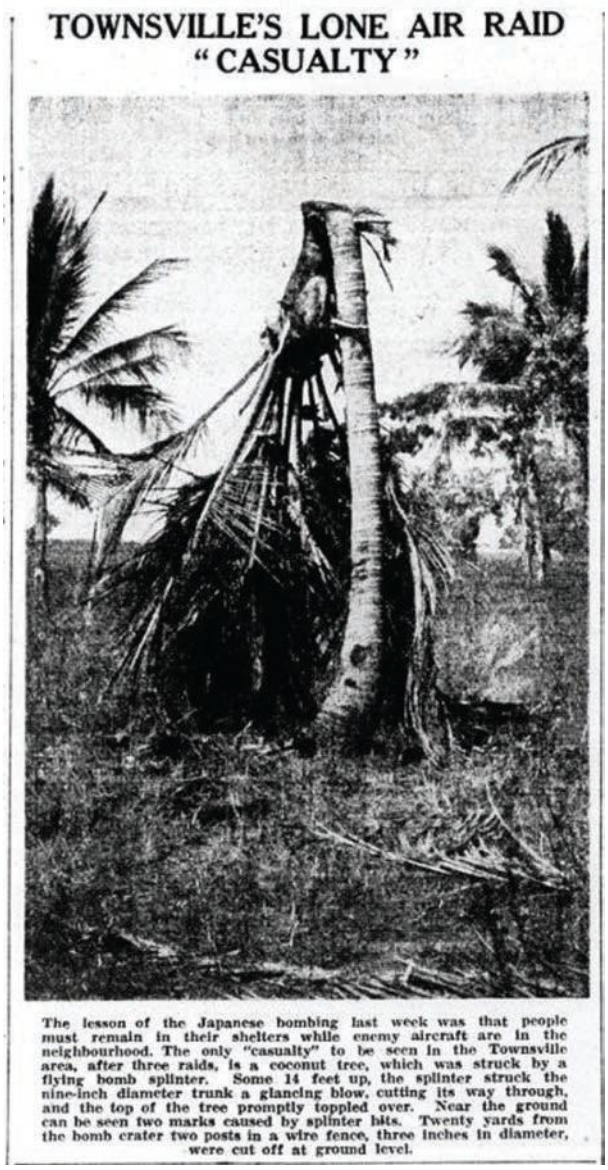

TOWNSVILLE'S LONE AIR RAID
"CASUALTY"

The lesson of the Japanese bombing last week was that people must remain in their shelters while enemy aircraft are in the neighbourhood. The only "casualty" to be seen in the Townsville area, after three raids, is a coconut tree, which was struck by a flying bomb splinter. Some 14 feet up, the splinter struck the nine-inch diameter trunk a glancing blow, cutting its way through, and the top of the tree promptly toppled over. Near the ground can be seen two marks caused by splinter hits. Twenty yards from the bomb crater two posts in a wire fence, three inches in diameter, were cut off at ground level.

▲ **Source 1.62** Taken from the *Townsville Bulletin* newspaper, 3 August 1942

Australia under siege

While the bombing of Darwin and the submarines in Sydney Harbour received significant media attention and feature in many textbooks, they were not the only locations to be attacked. Centres in the north of Western Australia, particularly Broome, were also bombed. Queensland was also not spared, as Townsville was, and remains, a major Australian air base and military installation. Less attention fell on these attacks as the damage and casualties were minimal. One attack in Townsville resulted in the loss of a palm tree (Source 1.62).

The Japanese also attempted to weaken Australian naval forces, sinking ships along the east coast from Brisbane to well south of Sydney. Brisbane was an important port during the war, hosting US submarines. It was the third-largest US naval port during the war. With the submarines came American soldiers and American culture. It is exchanges like these that laid the groundwork for the stronger bonds between the USA and Australia that have persisted until today.

Kokoda: 1942

Shortly after the bombing of Darwin, the few remaining members of Australia's volunteer militia forces were sent to Papua New Guinea to confront the advancing Japanese forces. Over the course of five months, a poorly equipped and inexperienced Australian force fought a retreat against the seemingly unstoppable Japanese. Fighting and dying in hot, tropical, mountainous terrain, the Australians were on the verge of defeat when the Japanese forces ran short of supplies and ammunition and came to a standstill, turning the tide of the battle. The Australians were able to force the Japanese into retreat across the Kokoda Track, as it became known. This was Japan's first defeat on land of the war.

▲ **Video** Kokoda Track, 1942

RESPONDING TO THE SOURCES – 1.22

1. How does Source 1.62 make light of or understate the threat posed by Japanese attacks?
2. What may have been the motive for the light-hearted tone adopted in the caption of Source 1.62?
3. **Compare** the image of the *Kuttabul* (Source 1.61) to Source 1.48. Why might the attack on Sydney Harbour have been perceived as less of a threat than the one on Pearl Harbor?

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CASE STUDY 1.2

Building the Anzac legend: Kokoda

After a failed attempt to capture Port Moresby, the capital of Papua New Guinea, by sea, the Japanese launched a land assault in July 1942 seeking to reach Port Moresby overland via the Kokoda track, a mountainous jungle path that traversed the island. Australia quickly came to the aid of its northern colony, as the threat of having Japan on the northern border in a prime position to attack could not be tolerated. A full-scale offensive soon escalated between Japanese forces and the Papuan Infantry Battalion and the 39th Australian Infantry Battalion. The Kokoda campaign was marked by the harsh conditions and jungle warfare; and the persistence of the troops in the face of great adversity built upon the Anzac legend forged on the shores of Gallipoli. Today, many Australians hike the Kokoda Trail to commemorate the sacrifice and hardships the soldiers of World War II faced, and to develop the grit and resilience for which our Anzac troops were known.

▲ **Source 1.63** Papuan carriers taking out Allied wounded, Sananda area

Mateship was another key Australian value developed as part of the Anzac mythology. On the Kokoda Trail, the Australian troops were often aided by local Papuan peoples, who they called their 'Fuzzy Wuzzy Angels'. While this term would now be considered derogatory, it was used as a term of endearment and affection for the locals who worked as labourers, carriers and scouts, bringing supplies to the front lines and wounded troops back to base for treatment. They effectively became an auxiliary force in support of Allied battalions.

▲ **Source 1.64** Kokoda veteran George Palmer, pictured second from right, in Damien Parer's photograph

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I passionately believe that the battle of the Kokoda [track], particularly, has far more resonance for our time than Gallipoli. I do not say this with anything other than profound respect for the diggers of 1915, but the bottom line is that at Gallipoli our blokes were fighting for Britain, and lost, while at Kokoda, they were fighting for Australia to defend Australia, and won.

▲ **Source 1.65** FitzSimons, Peter (2005), *Kokoda*, Radio National ABC

Context statement for Source 1.65

Peter FitzSimons is a journalist and the author of popular history books of Australian military involvement.

Analysis questions

1 **Use** Sources 1.63 and 1.64 to **describe** the conditions faced on the Kokoda Track.
2 **Compare** the loads being carried in each image. What does this suggest about the importance of the local support given to Australian troops?
3 How does Peter FitzSimons' comment, in Source 1.65, capture the shift in Australian attitudes to Britain that occurred after the fall of Singapore?

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

The atomic bombing of Japan: 6 and 9 August 1945

While Japan had been forced into retreat on multiple fronts, and it was clear its ally Germany was on the brink of defeat, it would not give up. As a result, in an attempt to bring a swift and definitive end to the conflict in the Pacific, on 6 August 1945 an American B-29 bomber dropped an **atomic bomb** on the Japanese city of Hiroshima. This was the most devastating weapon the world had seen to date. Three days later, a second atomic bomb was dropped on the city of Nagasaki. Stunned, defeated and bewildered, the Japanese Empire did the one thing so many hundreds of thousands of its soldiers had died avoiding. It surrendered.

◄ **Source 1.66** Koyagi-jima, Japan, 9 August 1945: View of the radioactive cloud from the bomb that was dropped on Nagasaki, as seen from 9.6 km away in the town of Koyagi-jima. The US B-29 Superfortress *Bockscar* dropped the atomic bomb, nicknamed Fat Man, on the northern part of Nagasaki just after 11 a.m.

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RESPONDING TO THE SOURCES – 1.23

1 Revisit Sources 1.42, 1.48, 1.54, 1.55 and 1.61. How do these images differ from Source 1.66?
2 What additional damage did the use of nuclear weapons cause and how is this different from the destruction caused by the bombing carried out throughout Europe and the Pacific?

Newly elected US President Harry Truman had authorised the use of a weapon that America had been developing in secret, as part of a military operation called the Manhattan Project. The project was inspired by the knowledge that Germany was developing a similar weapon of its own, and fear of the consequences of their successful development and use of such a weapon. Germany never developed a working atomic bomb. However, America did.

At 8.15 a.m. on 6 August 1945 an American bomber called *Enola Gay* flew over the Japanese industrial city of Hiroshima. It dropped one single bomb, nicknamed Little Boy, and killed 80 000 of the city's 350 000 inhabitants in a blinding flash of pure atomic energy. Hiroshima was nearly wiped from the map.

After the bomb was dropped, attempts to contact the Japanese High Command and seek a surrender were met with silence. On 9 August, a much larger bomb, called Fat Man, was dropped on the smaller city of Nagasaki. About 50 000 people were killed. The following day, Japanese Emperor Hirohito announced via radio broadcast that Japan had surrendered. The great expansion of Japanese imperialism in Asia was over. So was World War II.

END-OF-SECTION REVIEW 1.2

Sub-inquiry question reflection

The following questions will help you answer this section's sub-inquiry question: **'How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?'**

European theatre

1 Why was *Blitzkrieg* an effective strategy for initial German expansion?
2 Why were events at Dunkirk considered a 'miracle'?
3 Outline Australia's contributions to the three major battles in the Mediterranean and northern Africa.
4 Why were Operation Barbarossa, the Battle of Stalingrad and D-Day considered *turning points* in World War II? (*chronology, terms and concepts*)

Pacific theatre

5 What were some of Japan's motives for imperialism?
6 How did the United States become involved in the conflict? Why was this an important turning point for Australia?
7 How did the fall of Singapore change Australia's relationship with Britain?
8 What extreme measure did the United States take to end the conflict in the Pacific? (*chronology, terms and concepts*)

Australian defences

9 In small groups, research to find out if there were any military installations in your local area. If you cannot find one, **select** either Townsville or Brisbane. Locate sources to help you address the following questions:
   a When was the facility active?
   b What was its purpose?
   c How many personnel were stationed there?
   d Was the location ever under direct threat of Japanese attack?
   e How significant was the location to the Australian war effort? (*historical questions and research*)

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Australian experiences

10 Two other locations that were significant to prisoner-of-war experiences were the camps of Changi and Sandakan. **Select** one of these locations and work in small groups to **develop** sub-questions that would support an inquiry into 'How significant were the experiences of Australians held as prisoners of war in shaping our relationships with Asia?'. Check your sub-questions, using the Three Rs: Relevance, Repetition, Reasoning, with a peer.

11 If time permits, undertake research to locate sources to form a historical argument in response to the key inquiry question above. (*historical questions and research*)

REFLECTING ON YOUR LEARNING 1.2

1 Based on the information and sources you have encountered in this section, either create a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: **'How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How did the events of World War II reshape Australian society and its place in the global order?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

1.3 What impact did involvement in World War II have upon Australian society?

FOCUS QUESTIONS

- How did the threat of foreign forces impact on the Australian way of life?
- How did the impact of American troops being stationed in Australia throughout the war affect people in Australia?
- How did World War II affect the changing role of women in Australia?
- What impact did the war have upon First Nations and migrant communities?

The events of World War II dominated life in Australia during the war. The demand to support the war effort, the defence of Australia and the arrival of US forces meant that it was no longer a conflict happening far away in Europe. Mothers and fathers worried about their sons at war. Children worried about the fathers they barely knew and a potential threat lurking at Australia's borders. Work changed, food was scarce and potential enemies from Germany and Japan were locked up as the government prepared for a potential invasion.

He's coming south: responses to conflict

Propaganda

Like other nations during World War II, the Australian Government used propaganda to cultivate support for the war effort. Japanese and German forces were portrayed as a looming threat, whereas Australia's soldiers were brave men making a noble sacrifice. Women were depicted as a vital part of the war effort and encouraged to serve as nurses or as part of the Land Army on the home front. Propaganda was also used to promote less popular wartime measures, such as rationing and censorship.

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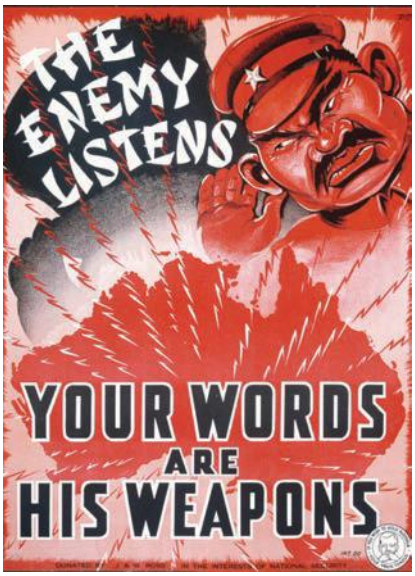
▲ **Source 1.67** Australian propaganda poster warning Australians of the threat of invasion by the Japanese Army



▲ **Source 1.68** Poster urging people not to provide the enemy with vital information through careless talk

▲ **Source 1.69** This poster shows a typical Australian man pulling his new Japanese master in a rickshaw, past Flinders Street station, Melbourne, which is decked out with Japanese signs and flags. This particular poster campaign was intended to raise money for the building of the Beaufort Bomber, one of the few wartime aeroplanes manufactured in Australia.

RESPONDING TO THE SOURCES – 1.24

1 What threats to Australia are suggested in each of Sources 1.67, 1.68 and 1.69?
2 Do any sources corroborate with one another on the nature of the threat to Australia?
3 How are the Japanese depicted in the posters?
   a What attitude towards the Japanese is suggested by this depiction?
   b What might the artists' motive be for characterising the Japanese in this way?
4 What actions are Australians meant to take as a result of viewing these posters?

Rationing

World War II severely disrupted Australia's access to food. The government had to enforce a strict program of rationing that limited the amount of food families could have. This was done because Australian and American troops stationed in Australia needed to be fed, fit and ready to fight on the frontlines. These soldiers took priority.

Even the most basic commodities were affected. Most Australians drank tea regularly, but when the Japanese Army invaded key tea-producing regions in Asia, tea became scarce. Bread, butter and meat also became hard to get. To combat the scarcity of food, people kept their own chickens and grew their own vegetables. Inner-city residents even dug up local parks to plant vegetables.

Every resource was committed to the war. The Australian Government began encouraging Australians to financially invest in the war effort by spending their own savings on 'war bonds'. This essentially meant the government was borrowing money from its own citizens to manufacture weapons, ammunition and uniforms.

The war placed significant strain on the Australian economy. Large numbers of men left their work to serve in the military and so reduced production in both agriculture and manufacturing. Manufacturing was also impacted as non-essential services were adapted to develop materials for the war effort. There were efforts to make up the shortfall in the workforce, with women actively encouraged to work during the war. Trade, particularly international trade, was also disrupted due to the war, meaning there were shortages of goods that couldn't be produced locally.

To prevent hoarding and manage the limited supplies, the government introduced rationing in May 1942, controlled by a ration book system. This meant that it no longer mattered how wealthy you were, everyone was allocated a set amount of basic supplies like food, clothing and petrol. This depended on family size and need (e.g. pregnant women got additional rations).

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In this system, families had to apply for a ration book that contained coupons that could be traded for a tightly controlled amount of food. Clothing was also eventually rationed in 1942. Rationing was just one part of the government's austerity measures, which aimed to ensure the war did not disproportionally affect those who were already suffering. It was driven by a principle of ensuring that everyone 'suffered equally' for the war effort.

Censorship

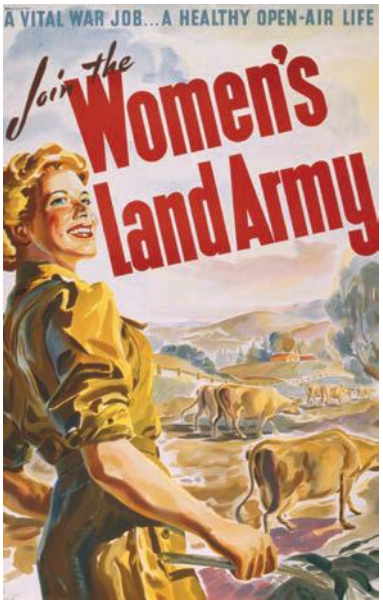
The hardships of war, on the battle front, in prison camps and at home, were undeniable. However, the government needed to ensure Australians were feeling positive about the country's progress in the war and so remain committed to the war effort. One way they did this was to limit the amount of negative information that reached the public to keep morale high. Letters from soldiers that contained specific detail about the location or plans of Australian forces were heavily redacted. They were also censored if they were particularly negative.

News media were given limited information and the government reported events from the battlefront with an air of optimism. For example, it was reported that only 17 people had died in the bombing of Darwin: in fact, over 200 people had died. Censorship was used to reduce panic and promote a belief that both the government and the military forces were doing well.

signals military communication using tools like radio and telephone

Women at work

One of the most obvious changes on the home front was the role of women in jobs that had long been dominated by men. Leading up to the war, Australia had been a traditional and conservative society in which women usually filled the roles of housewives and child-rearers. While so many men were joining up to defend Australia, weapons, uniforms, food and supplies still needed to be manufactured. Women flocked to fill labour roles traditionally held by men. Like the US propaganda icons Rosie the Riveter and Wendy the Welder, who worked to build American military equipment, Australian women not only filled these roles, they excelled in them.



▲ **Source 1.70** Australian World War II Women's Land Army recruitment poster

Women built and made everything from trucks, tanks and aeroplanes to ammunition, boots and uniforms. In Melbourne, women were employed in the Fisherman's Bend manufacturing district to help make planes for the Royal Australian Air Force (RAAF). On farms where Australia's vital food stocks were grown, the Australian Women's Land Army was created to work to feed a nation that was almost cut off from the outside world by the war.

▲ **Source 1.71** Australian poster from 1943, one of a series issued by the Department of Information (Advertising Division) to emphasise the importance of industrial production on the home front

> The farmers and the government didn't consider that the girls would be capable of doing the work. However, we showed them that if we couldn't do the work the way the men did, we initiated our own way … If it hadn't been for these girls I'm afraid the pantry of the Pacific wouldn't have been filled and there would have been a lot of hungry people in Australia.

▲ **Source 1.72** Jean Scott, Australian Women's Land Army

> Women beat a path to the doors of the authorities, begging to be allowed to assist, to help win the war, to give of their talents.

▲ **Source 1.73** Patsy Adam-Smith, *Australian Women at War*, 1984

The Australian Women's Army Service (AWAS) was formed in 1941 to fill traditionally male roles within the military. Women excelled in roles of intelligence, vehicle maintenance, **signals** and clerical work, all of which were crucial to the function of the Australian war machine. At its peak in 1944, over 20 000 Australian women were serving in the AWAS.

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In addition to working for the military, 200 000 Australian women joined the workforce to further the war effort. While they were often paid between 60 and 90 per cent of a man's wage, these women were able to prove they could match or better the efforts of their male counterparts. Their role was vital to the war effort. The proximity of the war meant that everyone – young and old, men, women and children – wanted to play a part in guiding Australian soldiers to victory.

After Australia's servicemen returned from the war and re-entered the workforce, many women returned to their roles as housewives and homemakers. However, in that crucial time they had proven that they were not only capable in traditionally male roles and vital to the success of Australian soldiers, but they could go above and beyond in the national interest. This set the tone for the feminist movements of the 1960s and 1970s, serving as a basis of the gender equality debates that continue to this day.

ACTIVITY 1.4

Using historical sources as evidence

Hilda worked in the munitions factory in Maribyrnong, Melbourne. She worked alongside 20 000 other men and women. More than half of the factory workers were women. Many grandmothers joined the workforce for the first time in their lives to help the war effort. Hilda recalled her days at the factory.

> You've got to put out a perfect bullet for the simple reason that they use them in the aeroplanes. And if it jams their guns, well, it could kill all the men. After all, if you've got a jammed gun, you lose your aeroplane. But more importantly, you lose somebody's brother, husband or son.

▲ **Source 1.74** Hilda, munitions factory worker

▲ **Source 1.75** Women working on a farm in Atherton, Queensland

1 Using evidence from Sources 1.70–1.75, list the roles women took in the workforce in World War II.

2 **Explain** how these roles contributed to the war effort.

3 **Examine** Sources 1.70–1.75 and **explain** how working women understood the importance of their task.

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Aboriginal and Torres Strait Islander Peoples in the war

Aboriginal and Torres Strait Islander Peoples made an invaluable contribution to Australia's war effort. Despite the fact that the government of the nation they called home did not recognise them as citizens, hundreds of Aboriginal and Torres Strait Islander People joined up to serve in the Australian armed forces. Time and again on the field of battle, they proved themselves equals of their fellow soldiers. However, when they returned home, they were not afforded the same respect as non-Indigenous soldiers.

Percy 'Gunner' Suey served in Asia, spending over 1000 days in the notorious Changi prison in Singapore. After he was transferred to the equally notorious prison camps of Burma and Thailand, he became revered among the Australian prisoners for constantly escaping and returning with food, herbs and medicines. He had learned to hunt and forage for food with the Elders in his local community of Moree, in country New South Wales. He put these skills to use in the jungle. Suey even managed to catch monkeys to feed his fellow inmates. He had multiple opportunities to escape, but he stayed to ensure the wellbeing of his fellow soldiers. At Changi, Percy sustained head injuries as a result of trying to protect the other prisoners. He lived with that scar well beyond the war.

Sadly, Suey's post-war experience did not reflect the sacrifices he had made for Australia. Although he was a hero to his comrades, his wartime contribution was ignored by the locals of Moree. He was refused admission to Returned Servicemen's League (RSL) clubs because of his Aboriginal identity. His daughter Lynette Goodrum remembers his return from war:

> He took us to the Christmas party down to the RSL club and we had to go around the back. They opened the window up and they'd pass out a sandwich and cake to us on a paper plate and I can remember my father afterwards with tears in his eyes.

▲ **Source 1.76** Lynette Goodrum, daughter of Percy 'Gunner' Suey

post-traumatic stress disorder (PTSD) a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

Laws that placed restrictions on the lives of Aboriginal and Torres Strait Islander Peoples meant many of these soldiers were unable to collect the pensions they were entitled to as veterans. This only compounded the difficulties that all returning soldiers encountered after the war. Many of them suffered from **post-traumatic stress disorder (PTSD)**. Suey's other daughter, Linda Boney, recalls her father's struggle with PTSD:

> There were times when he was asleep [when] we had to be very careful how to wake him because he'd just grab our arms and nearly break our arms thinking that we were Japanese or that he's still fighting over there in the war.

▲ **Source 1.77** Linda Boney, daughter of Percy 'Gunner' Suey

RESPONDING TO THE SOURCES – 1.25

1. Based on Sources 1.76 and 1.77, how do the accounts of Percy Suey's daughters represent the treatment of returned First Nations servicemen?
2. How did the treatment of Percy Suey reflect the dominant attitudes and beliefs of many Australians at the time?
3. Why do you think the family may be disappointed about how their father was treated?

ACTIVITY 1.5

First Nations Peoples' experiences

Research task

Research the life of William Cooper, the Secretary of the Australian Indigenous Australians' League. He argued that Indigenous Australians should not join World War II.

1. What reasons did Cooper have for this argument?
2. What evidence can you find in Percy 'Gunner' Suey's story that would support Cooper's position?
3. Why did Cooper protest against the Fascist National Socialist regime in Germany? What kind of comparison was he trying to make?
4. What does Suey's story tell you about the overall experience of Indigenous soldiers when they returned home to Australia?
5. **Use** the Australian War Memorial website to research an Indigenous serviceman. Do you think they deserve equal recognition to their non-Indigenous peers?

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CASE STUDY 1.3

Profile: Aunty Dot and the recognition of First Nations Peoples' service to the war

Aunty Dot's father, Vincent, was a Yorta Yorta man born at the Cummeragunja Mission in New South Wales. He fought in the Second World War, but was captured and died a prisoner of war on the Thai-Burma railway. The prejudices of the day meant her father's sacrifice for his country went unacknowledged. His family did not receive any of the support afforded other relatives of those killed, and when Coranderrk was annexed as a returned-soldier settlement, no land was given to them.

Aunty Dot always insisted that her father's memory should be properly honoured and formal recognition given to the significant contribution made by Aboriginal men and women in the Australian Armed forces. In 2006, she approached the Healesville Returned and Services League (RSL) and persuaded it to take part in Reconciliation Week. Aunty Dot's son adapted the Ode of Remembrance to be accompanied by a didgeridoo. It was played during a special ceremony.

Soon after, Aunty Dot began discussions with the Victorian Government and, shortly after, on 31 May 2006, the first Victorian Indigenous Men and Women Remembrance Service was held at the Shrine of Remembrance. For the first time, the Aboriginal and Torres Strait Islands flags were raised at the Shrine. The service is now held annually and has been adopted nationwide. Aunty Dot is a member of the Victorian Indigenous Remembrance Committee, building further support and services for Indigenous veterans.

▲ **Source 1.78** Extract from 'Dorothy 'Dot' Peters AM, A champion for reconciliation and recognition', Aboriginal Victoria website

Analysis questions

1 Based on Source 1.78, how did Aunty Dot's advocacy contribute to the recognition of Indigenous service personnel?
2 What was Aunty Dot's motive for this advocacy?
3 How do the changes brought about by Aunty Dot's advocacy reflect changes in Australia's dominant values and beliefs?

Internment camps

At the outbreak of World War II, the Australian Government opened a series of **internment camps** to house 'enemies' who could be a danger to national security. Initially, these camps were populated by people who posed an obvious threat, like Percy Stephensen, the founder of the Australia First Movement.

This movement was directly inspired by Hitler's Fascist government in Germany. Stephensen and his small group of followers promoted Hitler's pseudoscience of racial purity and the establishment of a Fascist state in Australia. Stephensen also published a magazine that argued that Australia's true friends were Germany, Italy and Japan. While Stephensen's group was miniscule, he and fellow members of the group from Sydney and Perth were arrested on suspicion of plotting assassinations and committing acts of **sabotage** for the Japanese. Stephensen spent the entire war in an internment camp in rural Victoria without charge.

Elsewhere in Australia, thousands of Japanese civilians were also arrested and interned in these camps. While German immigrants were detained if they had declared their political support of Fascist Germany or were perceived to have influence within their community and could 'convert' people to Nazism, 4000 Japanese men, women and children were imprisoned for simply being Japanese.

internment camp prison camps for detaining people from foreign nations during times of war, based on the fear that they will help their home nations carry out acts of war

sabotage to deliberately destroy or damage things for political or military advantage

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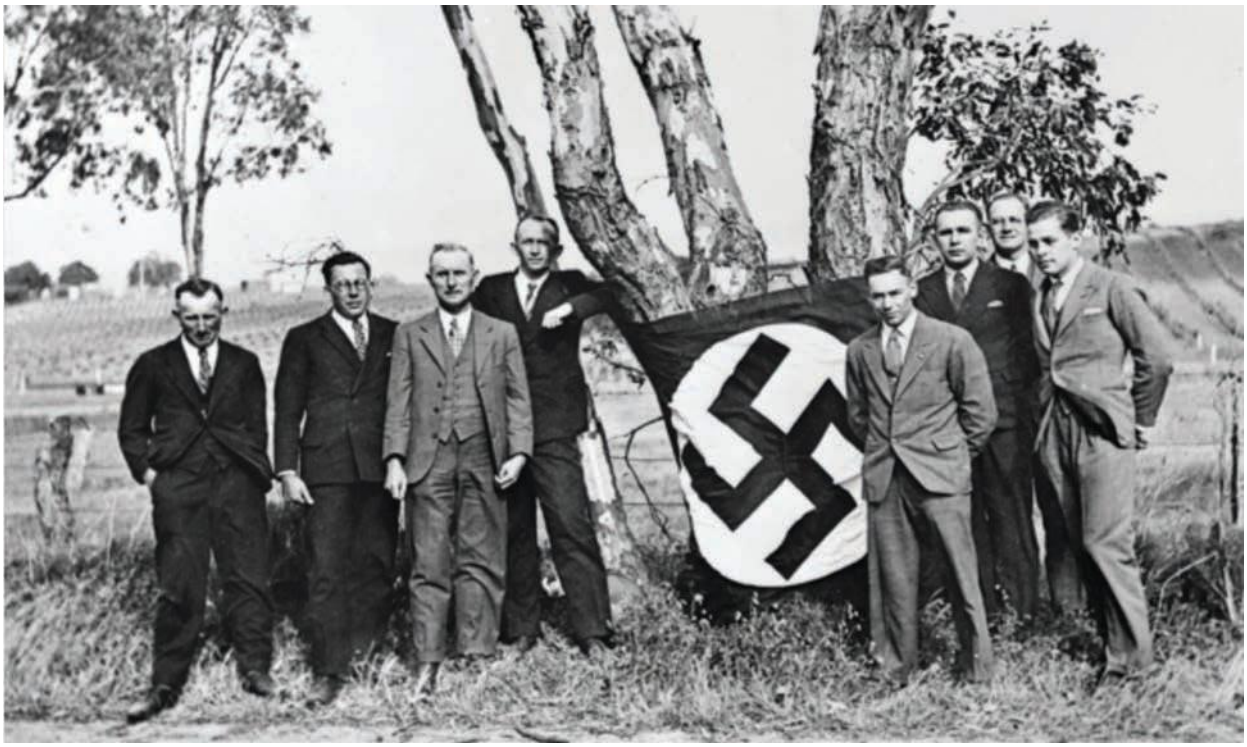

▲ **Source 1.79** Tanunda, South Australia, 1934: A group portrait of some of the original members of the Nationalist Socialist Democratic Workers Party (NSDWP), Adelaide branch

RESPONDING TO THE SOURCES – 1.26

1. How is NSDWP's political affiliation made clear in Source 1.79?
2. What in the image suggests it has been taken in Australia?
3. Does it seem likely that these men worked on the farm in the background? Why or why not?
4. What do the time and place of this image suggest about the effectiveness of Nazi propaganda?

▼ **Source 1.80** Italian prisoners-of-war (POWs) at Beattie's Calico Creek Farm, near Gympie, Queensland, 1940s

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RESPONDING TO THE SOURCES – 1.27

1 **Contrast** Source 1.80 to Source 1.50. How do they differ, and what does this suggest about Australian attitudes to wartime captives?
2 Who is notably absent in Source 1.80?
3 How would you **describe** the mood of the photograph's subjects in Source 1.80? Do you think this image captures how they felt about being placed in internment camps in the nation to which they had chosen to migrate?

In January 1942, a motion was carried at a special meeting of the Cairns City Council that all 'enemy aliens' be rounded up. If not interned, those branded as enemy aliens needed police permits to travel outside their residential district, their mail was intercepted and they were forbidden to work in strategic occupations. Of all states, Queensland had the highest proportion of its migrant or descendants-of-migrant population interned during World War II, with 43 per cent of Queensland detainees held in southern Australian detention camps. The first trainload of internees left Queensland for camps in central Victoria in February.

Americans in Australia

After the US entered World War II, thousands of US soldiers were stationed in Australia between 1942 and 1945. Melbourne, Sydney and Brisbane alone hosted 250 000 US troops in between battles in the Pacific. US troops were stationed all around every Australian major city and military base. In Melbourne, the Melbourne Cricket Ground hosted thousands of resting troops as a temporary camp.

For Australians who had long shared their national identity with England, the presence of so many Americans presented an interesting clash of cultures. Most of what Australians knew about the US had come from Hollywood movies. These clean-cut, well-mannered and well-paid soldiers were welcomed across the country.

▲ **Source 1.81** American soldiers in the streets

> There were hundreds of Yanks wandering around the streets downtown, looking lost and lonely. Waiting at the tram or bus stops, they would stop and ask the girls if they'd like to go to the movies.

▲ **Source 1.82** Hazel Walker, quoted in Arrowsmith, R. (2013), *All the Way to the USA, Australian WW2 War Brides.*

RESPONDING TO THE SOURCES – 1.28

What do Sources 1.81 and 1.82 suggest about the prevailing attitude of the US servicemen towards their time in Australia?

For young Australian women, it was an exciting time. The US soldiers were paid almost twice what their Australian counterparts made and brought with them a chivalrous attitude to women. This made them an attractive proposition in times of food rationing. By the end of the war, around 12 000 Australian women had married US servicemen. While the Americans were generally well received, tension with Australian soldiers was inevitable.

The Battle of Brisbane

Tension between US and Australian soldiers reached a peak in Brisbane on the night of 26 November 1942. While the Americans were touted as 'saviours' who had come to fight the Japanese Army, Australian soldiers often described them as 'overpaid, oversexed and over here'. The US troops, neatly dressed in brand-new uniforms, became a symbol of hatred for

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some Australians, who were poorer, had old, lumpy uniforms, and, in many cases, were outnumbered by their US counterparts.

On the night of 26 November 1942, a scuffle between an Australian soldier and an American Military Policeman (these 'MPs' had been sent to Australia by the US Army to keep an eye on US servicemen) spiralled out of control. The fight initially only involved Australian and American troops fighting against the MPs. As the crowd swelled to around 3000, though, a wrestling match between an Australian soldier and an MP with a shotgun led to the death of Australian Private Edward Webster.

The following night, fuelled by alcohol and rumours, a large group of Australian soldiers went on a rampage. US soldiers were the primary target as a crowd of between 2000 and 4000 people surged towards the Australian headquarters of US General Douglas MacArthur. MacArthur was the supreme commander of the war against Japan. He held authority over both the US and – to an extent – the Australian soldiers. He was seen as a symbol of the American 'invasion' of Australia, and was not particularly popular among Australian soldiers.

Police, firefighters and the Australian Military Police were brought in to subdue the brawls breaking out between the two groups. The crowd was eventually dispersed, but the MP responsible for the death of Edward Webster never faced charges in Australia.

Clashes often broke out in pubs in Melbourne. On 13 February 1943, the intersection of Swanston and Flinders streets in Melbourne, was closed down when 3500 US and Australian soldiers brawled in the street. The Australian media were desperate to stress the notion of friendship and cooperation between the two nations. *The Argus* newspaper reported the brawl with the headline: 'Not Out of Control'.

Post-war immigration

Millions of people were displaced by World War II, which created huge waves of migration and immigration around the globe. As the furthest possible place one could be from the horrible memories of Europe, Australia became an attractive destination for thousands of war refugees.

Hundreds of thousands of European immigrants came to Australia to start a new life. Many were paid to come here by the Australian Government and were allowed to stay if they would work where the government needed them most. Critical labour shortages meant that many Australians supported 'unlimited immigration' to help rebuild the country's economy.

Known as 'ten-pound Poms' because that was the price of a ticket to Australia, British citizens came first. They were soon followed by people from Eastern Europe, Holland and Belgium. The largest groups, however, were Greek and Italian families seeking refuge from the destruction of the war and the chaos that had followed in both countries. This trend in migration would continue up until the 1970s.

END-OF-SECTION REVIEW 1.3

Sub-inquiry question reflection

The following questions will help you answer this section sub-inquiry question: **'What impact did involvement in World War II have upon Australian society?'**

1. How did having American servicemen stationed in Australia affect the Australian experience of war?
2. How did the war offer new opportunities for women?
3. How do the experiences of First Nations servicemen and their families highlight the systemic racism that existed in Australian society at the time? What might be some of the ongoing impacts of these experiences for First Nations Peoples?
4. What may account for the strong reactions many Australians had to the presence of German, Italian and Japanese people living in Australia during the war?
5. How might the treatment of people in internment camps have shaped their perceptions of Australia? (*chronology, key terms and concepts*)
6. **Analyse** Sources 1.83–1.86 to develop a historical argument about how significant the efforts of Australian women in World War II were to changing attitudes towards women in Australian society over time.

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Women had long served the war efforts in various ways; this article outlines their World War I contribution.

> The war has made business women of many of the girls and women who used to stay at home. So far in Australia we have not had women doing the rougher kinds of work but that time must yet come, for this gigantic struggle is calling out the man strength of the world, and Australia won't be allowed to stand back, for Britain is the ruler of the Empire, don't forget. Anyway, that pass has not come yet, though come it will, we know. And then strong, able-armed women will be needed for much of the rough work and for service on trams and trains. So far, other occupations have been delegated to the women. Many are working hard in clothing or munition factories, where they are doing good work. And large numbers of others are engaged in clerical work. For this they've been studying accountancy, type-writing, etc. And again others are to be employed as police-women, while some are turning their attention to gardening, as you know.

▲ **Source 1.83** *Bendigo Independent* (Vic.: 1891–1918), Saturday 11 November 1916, p. 10
Source: Trove

> The suggestion to form an army of women to do the hard work of farms is ridiculous. Our women are wonderful, but is it fair to ask them to shear or crutch sheep, to plough the land?

▲ **Source 1.84** Letter to the editor, *The Argus*, 16 May 1941, p. 7

> For many years, ex-service women attended Anzac Day marches as spectators or walked in marches without service identification and without mention in the official program. While some were satisfied with this, others were not.
>
> In a 1963 newspaper article, the President of the Australian Women's Army Service shared the group's experience of 'being ignored'. She pointed out they had until then received 'less recognition than the boy scouts' (who were officially included in the march).

▲ **Source 1.85** Extract from Robyn Mayes, 'Women have been neglected by the Anzac tradition, and it's time that changed', *The Conversation*, 25 April 2018. Read the full article on *The Conversation* at https://theconversation.com/women-have-been-neglected-by-the-anzac-tradition-and-its-time-that-changed-92580

> Visit the Victorian Women's Trust website and search for 'gender inequalities timeline' to see a timeline of how women's rights have improved in Australia over time.

▲ **Source 1.86** Gender equality milestones on the Victorian Women's Trust website

REFLECTING ON YOUR LEARNING 1.3

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'What impact did involvement in World War II have upon Australian society?'**
2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How did the events of World War II reshape Australian society and its place in the global order?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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1.4 How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?

To evaluate the impact of World War II, it is vital that consideration is given to the events of the war which had the most significant impacts upon the post-war world. The Holocaust not only affected Jewish people around the world, but shifted global attitudes to human rights. The use of atomic bombs revealed the potential for total global annihilation, and this cast a long shadow over international relationships as nations sought to establish themselves as nuclear powers equal to the United States. The global political landscape also shifted dramatically, with the United States emerging relatively unscathed and militarily untouchable, compared to the devastation in Europe. All of these factors meant that Australia had to reposition itself in this changing global order.

The legislation of the Holocaust: 1933–45

Once the National Socialist Party came to power in 1933, Hitler began taking steps towards anti-Jewish legislation. When the Reichstag fire of 1933 was blamed on a communist agitator, the first **concentration camp** of Dachau was opened. Dachau was soon filled with 15 000 political prisoners. Anyone who dared to criticise the National Socialist Party risked arrest and potentially being sentenced to hard labour in Dachau.

concentration camp originally created to hold ('concentrate') opposition soldiers and civilians, under the Nazis these mostly became 'death camps' for the elimination of Nazi state enemies, such as Jews, Roma, communists, homosexuals and others

Children were encouraged to rid their schools, homes and libraries of any books written by Jewish people or communists. In March 1933, in town squares, huge bonfires were lit and large groups of families threw these books on the fires, eradicating these alternative words, thoughts and views.

On 1 April 1933, the German Government went even further, encouraging a boycott of businesses owned by Jewish people. By 7 April, Jewish people were banned from government positions and from acting as judges or lawyers.

The following year, Jewish people were banned from joining trade unions and denied access to non-Jewish doctors (and Jewish doctors were banned from seeing non-Jewish patients). By 1935, Jewish newspapers had also been banned. On the streets, the paramilitary SA (Brownshirts) forces had long been terrorising communists and Jewish people in the name of the National Socialist Party.

▲ **Source 1.87** A Brownshirt soldier stands by a window display from a Jewish-owned store in Berlin. The sign reads, 'Germans! Defend yourselves! Don't buy from Jews!'

RESPONDING TO THE SOURCES – 1.29

1 Does it seem more likely that the soldier in Source 1.87 is defending the Jewish business or enforcing the message on the sign?

2 How would the presence of the SA officer reinforce the Nazi Party's values?

By 1935, Hitler was determined to legally exclude Jewish people from all aspects of everyday life. The Nuremberg Laws of 1935 made it clear how they would identify Jewish people and how those people would be excluded. If only one of your grandparents were determined to be Jewish, you could also be declared to be Jewish. Once people were identified as Jewish, they were barred from working in government roles, from teaching in German schools and from marrying people who were determined to be non-Jewish.

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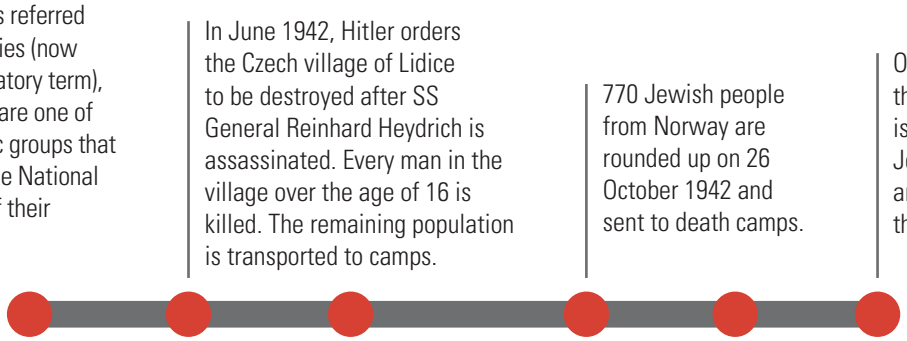
By 1938, the Nuremberg Laws had become more extreme and overt. Table 1.2 lists a breakdown of the changes to these laws over time and what effects they had.

TABLE 1.2 Elements of the 1938 Nuremberg Laws and what they meant for Jewish people living in Germany

Date and description of the law	What it meant
26 April: All property owned by Jewish people that is worth more than 5000 Reichsmarks will be registered with the government.	The German Government used this to not only identify the residences of wealthy Jewish people, but to find valuable properties it could repossess when those people were forcibly removed.
14 June: All businesses owned or part-owned by Jewish people will be registered with the government.	Much like the register of properties, the registration of businesses allowed the German Government to identify which businesses to target during boycotts and repossession.
11 July: All Jewish people are banned from health spas and resorts.	Jewish people were slowly excluded from participating in German life and would eventually be physically removed from the view of non-Jewish Germans.
23 July: All Jewish people will carry identity cards.	Jewish people could be asked for their identification at any time of day, exposing them to public harassment at the hands of the SA.
27 July: Local governments will remove and replace Jewish street names.	Any trace of Jewish identity, including their contribution to and their place within Germany's history and culture, was slowly being removed.
17 August: All Jewish newborn children must have Jewish first names.	This made it harder for Jewish people to hide their identities.
1 September: Jewish people are prohibited from owning or working in law firms.	As an extension of their exclusion from everyday society, this meant few Jewish people would be able to find legal support against the German Government.
5 October: All passports belonging to Jewish people will be stamped with a large, red 'J'.	This law meant the journeys of Jewish people could be monitored and their re-entry into Germany could be refused.

The timeline in Source 1.88 shows how the Nazis accelerated their persecution of Jewish people during 1942 and 1943.

Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies



▲ **Source 1.88** Timeline showing the acceleration of mass murders in the lead-up to the Final Solution

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Kristallnacht: 9 November 1938

When a German diplomat was murdered in Paris by an exiled Jewish student, German Propaganda Minister **Joseph Goebbels** took to the radio and called for revenge. On the night of 9 November 1938, *Kristallnacht* saw four years of growing legal, social and economic anti-Semitism explode in an orgy of violence. Over three nights Jewish-owned shops were smashed and looted, destroying 7000 Jewish-owned businesses. Officially, 100 Jewish people were beaten and killed, though the actual number is much higher, as German police stopped registering these deaths. Two hundred **synagogues** were set alight. The graves of Jewish people were vandalised and almost 30 000 Jewish people were rounded up and taken to concentration camps. No German citizen faced punishment for this violence. Instead, the German Government demanded that the Jewish community pay one billion Reichsmarks for the damage.

Joseph Goebbels Propaganda Minister of National Socialist Germany. Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media.

synagogue Jewish place of worship

The Final Solution: 1939–45

When Germany invaded Poland in September 1939, it captured the largest Jewish population in Europe. This invasion made around 3.3 million Jewish people the subjects of the Fascist National Socialist regime.

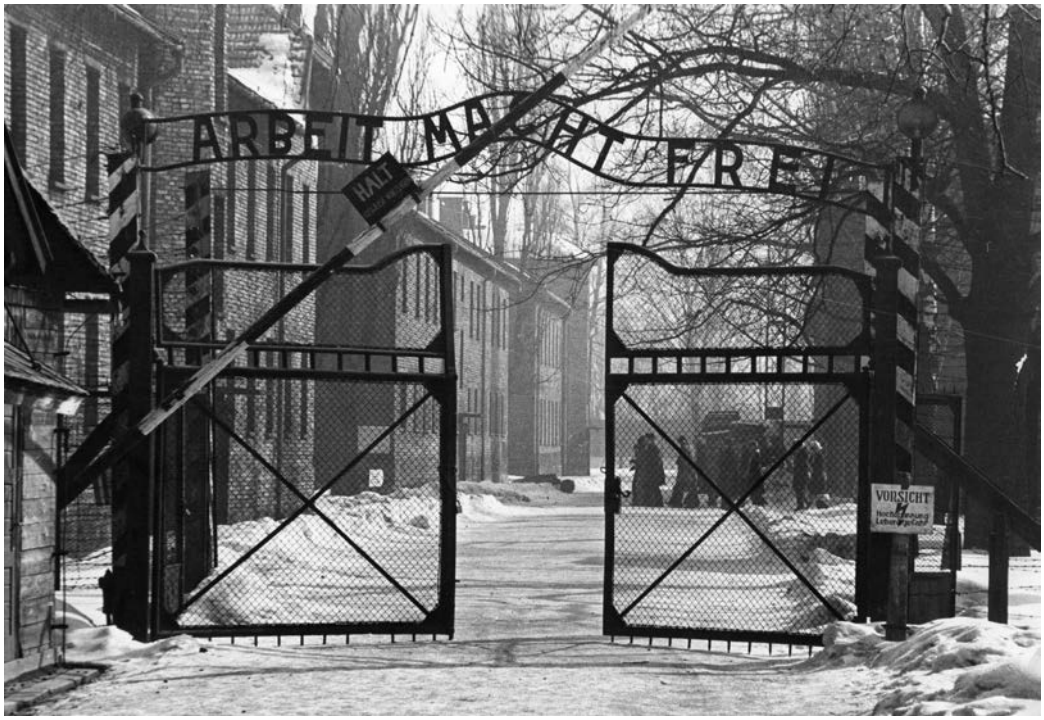
In order to identify (and separate) the Jewish population, the German Government ordered all Jewish people in Poland to wear an armband or a yellow Star of David on their clothing. As the war spread to Western Europe in 1940, bringing even more Jews under their control, Hitler and the Nazi leadership now devised a plan to solve 'The Jewish Question' – i.e. how they could kill all the Jewish people in Europe.

In February 1940, the deportation of all European Jews into sealed ghettos inside major cities began.

The army were employed to forcibly remove Jewish families from their homes at gunpoint, to cramped, crowded and disease-ridden corners of major European cities. The largest ghetto was in Warsaw, Poland, where 400 000 people were forced into an area 9.2 square km in size, into apartments that had an average of 7.2 people per room.

Transportation and 'liquidation': 1941–43

All over Europe, Jewish people were rounded up and placed on overcrowded trains bound for camps in Germany and Poland. The order to murder all Jewish people in the ghettos came after mass killing commenced in the Polish death camp of Chelmno in early 1942. In June 1942, SS General Reinhard Heydrich was assassinated by Czech partisans. In revenge, Hitler ordered the Czech village of Lidice to be destroyed: every man in the village over the age of 16 was killed and the remaining population was transported to camps. In October 1942, Heinrich Himmler, head of the SS, ordered the 'liquidation' of the Warsaw Ghetto. All its able-bodied residents were sent to forced labour camps. Almost 300 000 people were thus sent to their deaths, and only 35 000 were left alive to work; 20 000 others remained precariously in hiding.



▲ **Source 1.89** The gates of the concentration camp at Auschwitz, Poland. *Arbiet Macht Frei* translates as 'work sets you free'.

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RESPONDING TO THE SOURCE – 1.30

Why can the slogan above the gates of Auschwitz in Source 1.89 be considered deeply ironic?

'Work sets you free'

Concentration camp prisoners would be lied to for the entire time they were imprisoned, right up until they were murdered. When they were being sent to the camps, they were told they would be given work and food. When they were separated, those condemned to death were told they were having a shower in large underground concrete chambers. They were then gassed to death. The gates that hung over the entrance of Auschwitz stated, '*Arbeit macht frei*', which translates as 'Work sets you free'. Life in the camps was a daily struggle of torture, brutality and degradation.

Death marches and cover-ups

As the war turned against Germany in 1943, there was a desperate rush to cover up the crimes of the Final Solution. Russian armies raced across towns and areas previously held by Germany. They discovered evidence of the crimes, mass graves and massacres of the ***Einsatzgruppen***. Mass graves were dug up by the retreating German Army and the bodies were burned. Some of the camps were destroyed to hide the evidence of mass killings, while remaining prisoners were abandoned to die.

In 1944, Himmler ordered the destruction of the gas chambers, but enough remained to reveal the crimes that had taken place. Some 60 000 prisoners who were healthy enough to walk were marched out of the camp and back towards Germany through snow, blizzards and forests.

The SS were ordered to kill anyone who remained and burn all documentation, but the failure of the German Army meant that order was breaking down. Many SS soldiers deserted the camps, and even the army.

The Nuremberg Trials

After Germany lost the war and the Allies occupied Berlin, thousands of German soldiers and officers were captured and brought to trial for their crimes. Most admitted to their crimes, but claimed that they had 'just been following orders'. At the Nuremberg Trials of 1945–46, 199 top German Government officials were charged for their involvement in the systematic murder of six million Jewish people, three million Romani people and countless other 'enemies' of Germany. Several high-ranking members of the National Socialist Party committed suicide before they reached trial, though in the end 12 high-ranking officers were put on trial, found guilty and sentenced to death.

In the years that followed World War II, German concentration camp guards, collaborators and officers were hunted across the globe and put on trial. Businesses that had profited from the slave labour that the camps had provided were also identified. Some of the people from these businesses were also sent to trial.

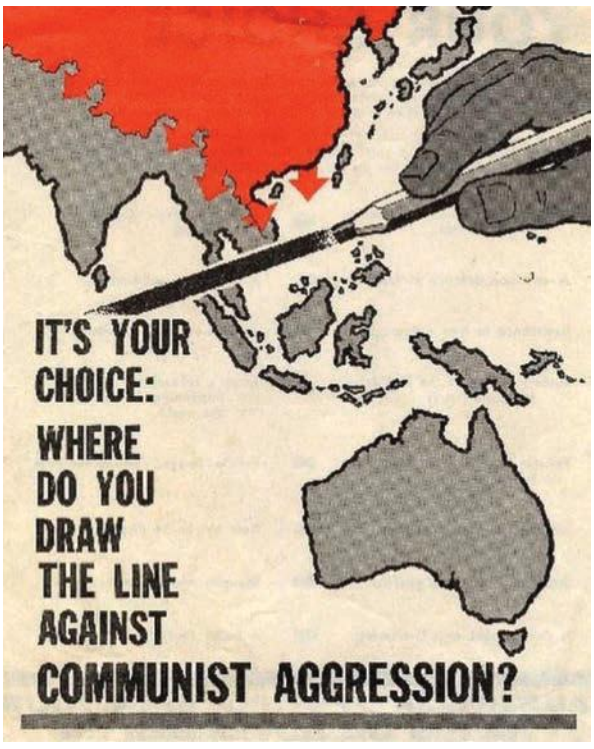
Einsatzgruppen Nazi death squads, who followed the advancing German armies, capturing and murdering Jews, communists and other perceived 'enemies of the state' in the newly gained Nazi territories in the east

mutually assured destruction (MAD) doctrine in which a full-scale use of nuclear weapons by two or more opposing sides would cause the complete annihilation of both the attacker and the defender

The nuclear age and the beginnings of the Cold War

With the destruction of Hiroshima and Nagasaki, the United States had established itself as the most powerful military force on Earth. Not only had the United States developed nuclear weaponry, it was willing to use it. The bombing of Japan sparked the nuclear arms race, as other nations rushed to develop both their own nuclear weapons and defence systems.

The USSR was quick to respond to the United States' show of power and tested its first nuclear weapon in 1949. As nations developed larger and longer-range weapons, the risk of further nuclear strikes actually diminished due to the principle of **mutually assured destruction (MAD)**: the recognition that should one nation launch a nuclear strike, other nations would be able to launch their own retaliatory attack, resulting in the destruction of both nations. It would not only be the combatants



▲ **Source 1.90** Australian propaganda poster

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affected; nuclear fallout would cause catastrophic damage to the environment and radiation poisoning would affect all life. If the strikes were large enough, there would be a risk of nuclear winter, where radioactive debris enters the atmosphere, poisoning the whole environment and blocking sunlight, which would further limit plant growth and so affect food production for both humans and animals. This fear of nuclear war came to pervade popular culture, with science fiction texts imagining a post-nuclear dystopia. These themes are still popular today, such as in the *Fallout* videogame series.

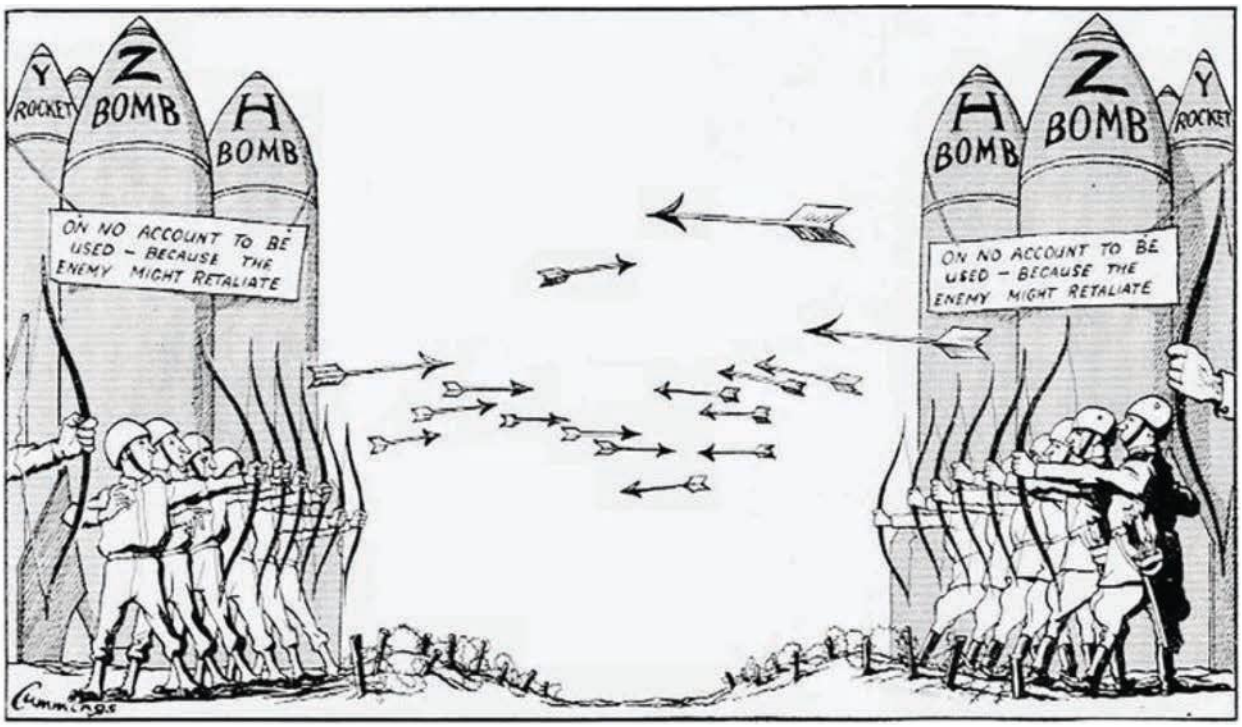
RESPONDING TO THE SOURCE – 1.31

1 Where does the poster in Source 1.90 suggest the 'red tide' of communism originates?
2 Where does the poster suggest we should 'draw the line'?
3 How would propaganda like this affect our relationship with our neighbouring Asian countries?

The Cold War

This nuclear arms race was one part of the Cold War, which 'broke out' in the final stages of World War II. The USSR felt that it had saved the Allied forces by driving the Germans back from the Eastern front, all the way to Berlin. The Allied powers expected Stalin to return to the USSR after the war; however, at the Tehran, Yalta and Potsdam conferences, which were held to decide who would control what after World War II, Stalin made clear he intended to integrate all of the territory east of Berlin into the Soviet Union. Stalin's communist form of government was of deep concern to the Western allies, particularly the United States, and what developed was an ideological conflict between the Western (democratic, capitalist) and Eastern (communist) blocs.

This became known as the Cold War, as the two nations were never in open conflict. Instead, they fought a series of proxy wars around the world, where they sought to ensure nations fell within their sphere of influence. For Australia, this meant supporting its new American allies, and anti-communist rhetoric quickly emerged after the war. South American and African nations who were in the process of gaining independence from their previous imperial rulers (decolonisation) were particularly susceptible to the political and, at times, military interference from the USA or USSR. The Korean War, the Vietnam War, various coups in South America (e.g. Allende's overthrow in Chile) and Africa (e.g. Congo crisis) are all considered proxy wars as part of the larger Cold War conflict.



▲ **Source 1.91** The caption on each collection of nuclear warheads reads 'On no account to be used – because the enemy might retaliate'.

RESPONDING TO THE SOURCE – 1.32

1 How does the sign hung on each group of weapons in Source 1.91 convey the MAD doctrine?
2 What might the artist be conveying in his depiction of the soldiers firing arrows at one another?
3 What belief about the development of nuclear arms is being conveyed in this image?

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World War II changed the way Australia related to the outside world. Since the arrival of the British in 1788, Australia had considered itself tied to Britain and the interests of the British Empire. After the fall of Singapore in 1942, the British Empire was not able to maintain its presence in Asia. Australia could no longer rely on Britain for national security. The cooperation of Australian and US governments and armed forces from 1942 to 1945 forged a stronger relationship between the two nations.

The ANZUS and SEATO treaties

In 1951, as a new conflict flared up in Korea, the ANZUS (Australia, New Zealand and United States) Treaty was created. Australia and New Zealand no longer feared a Japanese invasion, but the new post-war threat of communism, which had spread to China and Korea, prompted the creation of the Treaty to formalise the relationship with the US. This would commit the three nations to working together, communicating with and relying on each other to ensure mutual security. The ANZUS Treaty would ensure that Australia was committed to combating the rise of communism in Korea, Malaysia and Vietnam in the decades to come.

A second effort to combat the rise of communism was formalised with the SEATO Treaty of 1954. The Southeast Asia Treaty Organisation (SEATO) combined the efforts of the USA, Great Britain, Thailand, Pakistan, the Philippines, France, New Zealand and Australia in a single group so they could coordinate against communist expansion. Japan was notably absent from these treaties and organisations. Following its defeat, Japan had been forced to demilitarise and was not allowed to have any significant military force. It was not until much later in the twentieth century that Japan would re-emerge on the global stage as a leader in technology development and an increasingly important trading partner for Australia.

The United Nations

It was clear that the League of Nations had failed to prevent World War II. After the war was over, 51 nations came together to form a new international organisation, the United Nations. The aims of the United Nations were to develop international peace and security, to foster cooperation across the globe, and to bring nations together to negotiate problems before they escalated into conflict. One of the first meetings of the United Nations was notable for the contribution of the Australian delegate and Australian Foreign Minister Dr Herbert Evatt, who helped to draft the Universal Declaration of Human Rights, and who was President of the United Nations General Assembly when it was presented to the world on 10 December 1948.

END-OF-SECTION REVIEW 1.4

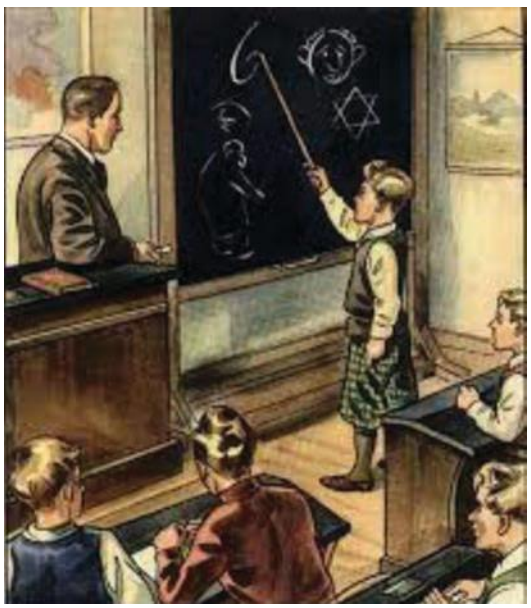
Sub-inquiry question reflection

The following questions and activities will help you answer this section's sub-inquiry question: **'How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?'**

1. Read the section on the Holocaust, paying particular attention to the table on the Nuremberg Laws and the quotes from various survivors. How do these sources corroborate or contest one another in their accounts of Jewish life during World War II?
2. Read the following excerpt from a German school textbook:

> The construction of a lunatic asylum costs six million marks. How many houses at 15 000 marks each could have been built for that amount?

▲ **Source 1.92** From *Handicapped: Victims of the Nazi Era, 1933–1945*, published by the United States Holocaust Memorial Museum



▲ **Source 1.93** Student: 'The Jewish nose is bent. It looks like the number six …' This illustration comes from the textbook *Der Giftpilz*, published in 1938. This book aimed to increase anti-Semitism by teaching students to believe negative myths about Jewish people.

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a How did the pseudosciences of **social Darwinism** and eugenics **justify** the inclusion, in a schoolbook, of the illustration and question in Sources 1.92 and 1.93?

b **Consider** the relationship between National Socialist ideology and education. How do maths problems like this help to normalise the treatment of 'enemies' of Germany?

3 Look carefully at the sources following:

social Darwinism the practice of misapplying the biological evolutionary language of Charles Darwin (natural selection, survival of the fittest, etc.) to sociology, economics and politics

▲ **Source 1.94** 27 January 1945: A group of child survivors stand behind a barbed wire fence at the Auschwitz-Birkenau concentration camp, in southern Poland, on the day of the camp's liberation by the Russian Army. This photo was taken by Russian Army photographer Captain Alexander Vorontsov during the making of a film about the liberation of the camp. In this photo are Melbourne survivors Eva Slonim and her sister, Marta. The sisters were mistaken for twins, and were kept alive for the Mengele twin experiments.

▲ **Source 1.95** 7 May 1945: Starved prisoners, nearly dead from hunger, pose in a concentration camp in Ebensee, Austria. This camp was reportedly used for 'scientific' experiments.

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▲ **Source 1.96** Dachau concentration camp was the first of its kind opened by the National Socialists in 1933. It was intended to house political prisoners, but soon became a centre for forced labour. Dachau's prisoners were forced to create ammunition for the German Army until the camp was liberated in 1945.

a Based on Sources 1.94–1.96, how were Jewish people treated when they arrived at the camps?

b How were Jewish people treated after 'selection'?

c How were Jewish people dehumanised? What purpose do you think this played in the death camps?

Atomic bomb

4 How did the use of an atomic bomb accelerate the development of Cold War tensions?

5 Was the use of atomic weaponry justified? Do some research to **justify** your response.

Australia

6 How did the end of the war impact Australia's international relationships?

7 How had the global order changed in the aftermath of World War II?

REFLECTING ON YOUR LEARNING 1.4

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'How did World War II, the Holocaust and nuclear warfare reshape the global order and what impact did this have upon Australia's global standing?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How did the events of World War II reshape Australian society and its place in the global order?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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End-of-chapter assessment 1

Key inquiry question

How did the events of World War II reshape Australian society and its place in the global order?

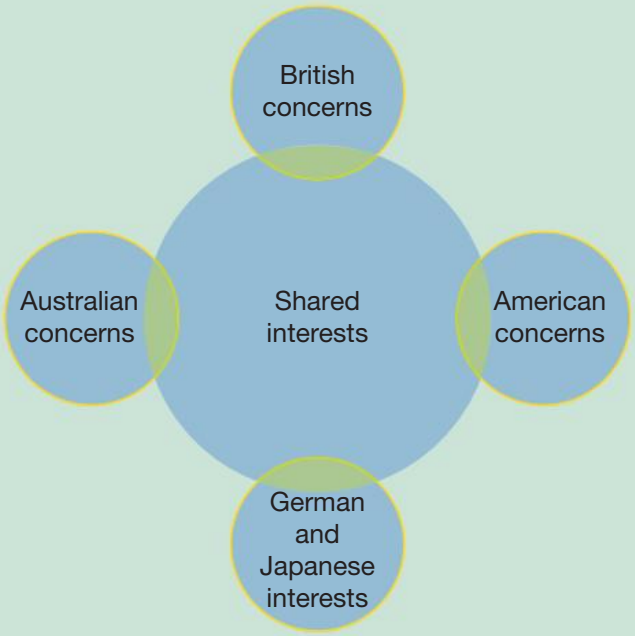
Sub-inquiry questions

What occurred after World War I that contributed to the outbreak of World War II?

1 **Develop** a timeline with the key *changes and events* that took place between 1919 and 1939 that contributed to the outbreak of World War II.

How did Australia become involved in the conflict and what was the nature of its contribution throughout the war?

2 Using the template, draw a mind map that shows Australia's shared interests and concerns with the European Allies and the United States.



3 How does your mind map **demonstrate** how Australian interests changed or differed throughout the course of World War II?

What impact did involvement in World War II have upon Australian society?

4 Review the mind map you developed in question 2. How might our differing concerns with Britain have changed the relationship between our nations?

5 What might have prompted our stronger relationship with the USA?

How did World War II reshape the global order and what impact did this have upon Australia's global standing?

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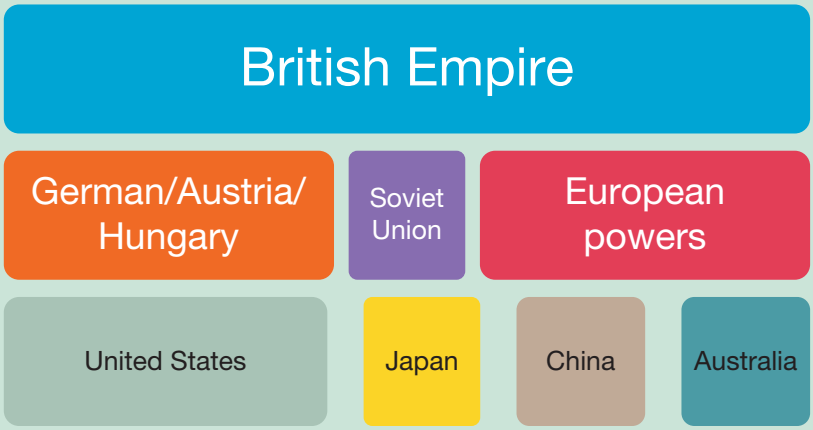
6 The diagram represents the power held by various nations at the beginning of the twentieth century. **Create** a revised version of this diagram to show who held power in the post-World War II global landscape.



7 The activity you have just completed outlines how political power changed. Outline how the global economy changed and the social changes that took place for women, minorities, etc.

Essay task

Using all the thinking you have just done and evidence from throughout the chapter and your own research, write a 600-word essay in which you **devise** a response to the key inquiry question:

How did the events of World War II reshape Australian society and its place in the global order?

Your essay should have the following features:

- A student-generated hypothesis
- An introduction (which sets context, and includes the student-generated hypothesis and an outline of the argument)
- Body paragraphs with topic sentences (where you analyse, evaluate and synthesise evidence from historical sources)
- A conclusion (which draws together the main ideas and arguments)
- Appropriate spelling, punctuation and grammar
- Practise ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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Depth study 2

The modern world and Australia: rights and freedoms

Overview

The ideas that underpin contemporary thinking about human rights emerged during the Enlightenment as philosophers began to question the power of the church and monarchy. The long-standing feudal system that saw the king, as God's representative, and the church hold all power and wealth meant that the vast majority of society had no real rights. While there was a legal system, it favoured the wealthy and men. In France, these new Enlightenment ideas took hold and were the motive for the French Revolution (1789–99), which saw the publication of The Declaration of the Rights of Man and of the Citizen. However, while the idea of 'natural rights' rather than 'birth rights' sounds ideal, these rights did not extend to everyone. Women, the property-less, enslaved people and non-Europeans were not considered 'eligible' for these rights.

While the French Revolution was not successful in its goals, it did mark an important shift, as over the next two centuries political and social change would see the idea of 'rights' gain greater significance. The ending of slavery in the British Empire in 1834 and the civil war fought in the new nation of the United States over the issue of slavery from 1861–65 saw these changing ideas reshaping societies. However, these legal changes were not always accompanied by changes in social attitudes: the racism that had supported slavery did not just disappear.

When the horrors of the Holocaust were revealed to the world in the wake of World War II, the call for greater recognition of and protection for the rights and freedoms of all peoples gained even greater momentum. The newly formed United Nations established the Universal Declaration of Human Rights in 1948.

During the 1950s, calls for legal and social equality emerged in a number of nations. In the United States, the African-American civil rights movement gained national attention, the South African apartheid regime was challenged, and in Australia, First Nations Peoples advocated for basic civil rights, including the right to vote and to be counted as citizens.

In Australia, following the 1967 Referendum, the defining issue was land rights. First Nations Peoples hold a deep connection to country, but this had been challenged by Sir Richard Bourke's claim of *terra nullius*. Legal victories in the mid-1990s saw this concept overturned in the High Court, and a formal recognition of First Nations native title.

Since the 1990s, there has been a focus on achieving reconciliation between First Nations Peoples and settler-colonial Australians. Focusing on Constitutional recognition and truth-telling, this is an ongoing struggle today.

Learning goals

By the end of this depth study you should be able to:

- Explain the experiences of First Nations Peoples during colonisation
- Explain the context for the creation of the United Nations Universal Declaration of Human Rights
- Explain how the African-American civil rights movement affected the Australian Indigenous civil rights movement
- Create a chronology of key events in the Australian Indigenous civil rights movement
- Explain the changes achieved by the Australian Indigenous civil rights movement
- Explain the ongoing issues around rights, recognition and reconciliation that persist today.

Introducing historical concepts and skills: *cause and effect*

Historians analyse the causes of historical events. One thing may seem to be the cause of an event, but closer examination might reveal multiple causal factors. Historians evaluate each cause individually in order to decide its importance. Sometimes several different causes interact. Historians distinguish between long-term causes (conditions or problems that have existed for decades, even centuries), short-term causes (new problems occurring over a few years) and immediate causes (sudden

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developments occurring a few months or days before an event). Immediate causes are also called triggers or catalysts.

Historians also distinguish between types of causes. Political causes are the actions of governments or their opponents or changes in political ideology. Economic causes are the pressure of unemployment, economic recession or sudden technological change. Social causes are issues relating to living conditions, working conditions or dominant attitudes and beliefs.

Once a historian has established the causes of an historical event, they measure and describe the effect these causes had on people. Were the effects positive or negative? Did they bring benefits or cause harm? For example, the arrival of Europeans in Australia benefited settlers who were desperate for land; but it did enormous damage to Aboriginal and Torres Strait Islander Peoples, causing significant loss of life and damaging their cultures by separating families, removing them from country and imposing a policy of assimilation, which has meant many First Nations' languages and cultural practices have been lost. There were also significant social effects, particularly on Indigenous health outcomes.

▲ **Source A** On 13 February 2008, students from Our Lady of Mount Carmel in Sydney gave a celebratory cheer after watching the live television broadcast of Australian Prime Minister Kevin Rudd delivering an official Apology to First Nations Peoples, apologising in particular to the Stolen Generations.

How do the children's uniforms 'complete' this image?

▲ **Video** Unit overview

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CHAPTER 2

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains the images and names of people who have passed away. Please also note that some historical sources in this chapter include terms that are considered to be quite offensive today. They have been included for historical context only. The spelling errors reflect the spelling used at the time.

How are the effects of British colonisation and imperialism still impacting Indigenous civil rights today?

Setting the scene: Cook in Queensland

Captain James Cook and the crew of the *Endeavour* mapped the east coast of what would come to be the nation of Australia in 1770 and claimed the land for the British Empire. On his voyage, Cook had numerous interactions with the First Nations Peoples, both positive and negative. While one of his earliest 'discoveries', the location he named Botany Bay, would be the site of the first British settlement on Australian shores (though the settlement quickly moved to Sydney Harbour), Cook also had a number of important encounters on his journey north along the Queensland coast.

Cook's first landing in what would eventually be the state of Queensland was at Seventeen Seventy, (unsurprisingly, named for the year it was 'discovered'), near Agnes Water and Round Hill. He went ashore with botanist Joseph Banks and his assistant, and while ashore, they shot a Bustard, a species of large bird, weighing over 10 kg.

> At Dinner we eat the Bustard we had shot yesterday, it turnd [turned] out an excellent bird, far the best we all agreed that we have eat since we left England.

▲ **Source 2.1** Joseph Banks, 24 May 1770, National Museum of Australia

While Cook and his companions did not meet any First Nations People, they did find evidence of their presence.

> As yet we had seen no people, but saw a great deal of smook [smoke] up and on the West side of the Lagoon, which was all too far off for us to go by land, excepting one; this we went to and found 10 Small fires in a very small compass [area], and some cockle shells laying by them, but the people were gone.

▲ **Source 2.2** Cook's Journal, 23 May 1770, National Museum of Australia

> On 11 June 1770, the *Endeavour* struck a reef off the coast of what we now know as far north Queensland. Needing to repair the ship, Cook had it careened on the banks of Walmbaal Birri, part of an area that had been home to the Guugu Yimithirr people for tens of thousands of years. The *Endeavour* spent 48 days here, and during this time, the Guugu Yimithirr had several peaceful encounters with Cook and his men. Joseph Banks and Sydney Parkinson, an artist aboard *Endeavour*, recorded over 130 words of Guugu Yimithirr language, including 'kangaroo', after the voyager's first sighting of the animal.
>
> A list of words is recorded in the *Endeavour Journal* of Joseph Banks, which is held by the State Library of New South Wales. Disagreement over the ownership of turtles collected by Cook's crew led to conflict. This was followed by a symbolic truce, or what is now seen as an early act of reconciliation between the two peoples.

▲ **Source 2.3** Endeavour 250 (online)

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While peaceful relations were established once again between the two groups, Cook and his men departed a few days later to continue their voyage, future interactions between the Guugu Yimithirr people and British settlers were much more hostile. In February 1879, as the region became more heavily colonised, the Native Police pursued a group of Guugu Yimithirr men and women into a narrow gorge. There, 24 men were shot by the police while others attempted to flee. Rather than face any consequence for the murders, the European Native Police officer who led the massacre, Stanhope O'Connor, was sent to Victoria to assist in the capture of the bushranger Ned Kelly. This was just one of the many frontier conflicts that played out across Queensland. The violence in the Cooktown region was so extensive that in 1979 American anthropologist John Haviland described the Guugu Yimithirr peoples as 'substantially exterminated'. Today, the Guugu Yimithirr language and culture is being revived.

▲ **Source 2.4** An animal found on the coast of New Holland called *kanguroo* [i.e. kangaroo], after a painting by George Stubbs

▲ **Source 2.5** Queensland Native Police contingent (Stanhope O'Connor is seated in a chair), Queensland Police Museum

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RESPONDING TO THE SOURCES – 2.1

1. Based on Source 2.4, how would have encounters with fauna like kangaroos potentially have shaped the European impression of Australia?
2. What can be inferred from the dress and positioning of the European and First Nations subjects in the photo in Source 2.5?

Thursday 19 July 1770

In the AM we were viseted by 10 or 11 of the natives the most of them came from the other side of the harbour River where we saw six or seven more the most of them women and like the men quite naked; those that came on board were very desirous of having some of our turtle and took the liberty to haul two to the gang way to put over the side but being disapointed in it this they grew a little troublesome, and were for throwing every thing overboard they could lay their hands upon; as we had no victuals dress'd at this time I offer'd them some bread to eat, which they rejected with scorn as I believe they would have done any thing else excepting turtle –

soon after this they all went a shore Mr Banks my self and five or six more of our people being a shore at the same time, emmediatly upon their landing one of them took a handfull of dry grass and lighted it at a fire we had a shore and before we well know'd what he was going about he made a large circuit round about us and set fire to the grass on the ground in his way which and in an Instant burst like wild fire the whole place was in flames, luckily at this time we had hardly any thing ashore besides the forge and a sow with a Litter of young pigs one of which was scorched to death in the fire –

as soon as they had done this they all went to a place where some of our people were washing and where all our nets and a good deal of linnen were laid out to dry, here with the greatest obstinacy they again set fire to the grass which I and some others who were present could not prevent untill I was obliged to fire a musquet load with small shott at one of the ring leaders which sent them off.

as we were apprised of this last attempt of theirs we got the fire out before it got head, but the first spread like wild fire in the woods and grass. Notwithstanding my fireing in which one must have been a little hurt because we saw some a few drops of blood on some of the linnen he had cross'd gone over, they did not go far from us for we soon after heard their voices in the woods upon which Mr Banks and I and 3 or 4 More went to look for them and very soon met them comeing toward us as they had each 4 or 5 darts a piece and not knowing their intention we seized upon six or seven of the first darts we met with, this alarmed them so much that they all made off and we followd them for near half a Mile and than set down and call'd to them and they stop'd also; after some little unintelligible conversation had pass'd between us they lay down their darts and came to us in a very friendly manner we now return'd them the darts we had taken from them which reconciled every thing.

▲ **Source 2.6** Cook's Account, Cook's Journal, National Museum of Australia (Note: this preserves the original spelling)

RESPONDING TO THE SOURCES – 2.2

1. Based on Source 2.6, what was the cause of the dispute between the local people and Cook's men?
2. How did the First Nations People respond to Cook's refusal to share the turtles?
3. How was the dispute resolved?
4. What can you infer about Cook's perspective of or attitude towards the Guugu Yimithirr people? Provide evidence from the source to support your response. (For reference, see https://cambridge.edu.au/redirect/9675.)

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Chapter overview

Introduction

Aboriginal and Torres Strait Islander Peoples are the proud custodians of the world's longest surviving culture. The First Nations right to practise their culture and language was denied to them by the forces of British colonialism.

First Nations Peoples have always fought for their rightful place in their own land. By learning about the struggle for recognition, citizenship, land rights and an end to racism, we can discover how individuals, groups and movements can create change, and how their struggle continues.

After completing this chapter, you should be able to answer the following key inquiry and sub-inquiry questions. See Chapter 1's 'Checking the inquiry questions' for more information about the colour coding.

Key inquiry question

Open interrogative: 'How' requires consideration of a range of factors

Scope and scale: British colonisation and imperialism

How are the effects of British colonisation and imperialism still impacting on Australian Indigenous civil rights today?

Historical concept: cause and effect

Specific content: Indigenous civil rights

Sub-inquiry questions

- What events and ideas underpinned the development of the UN Universal Declaration of Human Rights and global civil rights movements?
- What were the effects of the experiences of First Nations Peoples which denied them civil and human rights?
- What actions did individuals and groups take to gain civil rights up until 1967?
- What actions did individuals and groups take to gain land rights?
- How have First Nations Peoples, the Australian Government and Australian society worked towards reconciliation and recognition since the mid-1990s?
- What challenges remain in achieving positive outcomes for First Nations Peoples and Australian society more widely?

Historical skills

After completing this chapter, you should be able to:

- Identify and locate relevant sources as you respond to the unit inquiry questions
- Identify the origin, context and purpose of both primary and secondary sources
- Identify and analyse the perspectives in sources
- Evaluate the reliability and usefulness of these sources
- Synthesise evidence from sources to develop historical arguments
- Communicate your understanding and arguments in a range of ways.

▲ **Video**
Five interesting facts about rights in Australia

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Timeline of key events

What came before this topic?

Recent archaeological discoveries have determined that humans have been present on the Australian continent for around 60 000 years. Over that time, many vast, complex and highly diverse societies developed, living in close harmony with the land. In the century leading up to European arrival in Australia, great empires like the British Empire had been sailing to all corners of the world to claim land, wealth and power. Debate surrounds which European nation was first to set foot in Australia, but there is little argument about those who stayed. In 1770 Captain Cook landed in Botany Bay, near modern-day Sydney, and claimed the land for the British Crown. Within a small space of time, the British arrival would have a catastrophic impact on tens of thousands of years of First Nations Peoples' culture and identity.

First Nations Peoples cave painting at Gwion Gwion in the Kimberley region of Western Australia. The painting depicts a fish hunt, and though scientists have trouble dating such paintings, they are evidence of the oldest continuing culture on Earth.

Early British settler John Batman

60 000 BCE
Earliest recorded human presence on the Australian continent

1770
Captain James Cook lands in Botany Bay as part of his exploration of the Pacific Ocean

1788
Governor Arthur Phillip and the First Fleet arrive from Britain and establish a permanent penal colony

1789
Smallpox dramatically impacts upon First Nations Peoples living near modern-day Sydney

1835
John Batman 'buys' Melbourne from Elders of the Wurundjeri Nation

1883
The Aborigines Protection Board is established to move Aboriginal and Torres Strait Islander Peoples to missions and reserves

1901
Federation of Australia. The Consitution does not recognise First Nations Peoples; they are classified instead as 'flora and fauna'

1909
The *Aborigines Protection Act* formalises the removal of Aboriginal children from their families

1937
Jack Patten forms the Aborigines Progressive Association, to advocate for the civil rights of First Nations Peoples

1938
The Day of Mourning protest signals the start of the First Nations Peoples civil rights movement

1955
African-American activist Rosa Parks refuses to give up her bus seat to a white passenger, sparking the Montgomery Bus Boycott and the American civil rights movement

1962
All First Nations People are given the right to vote in Commonwealth elections

Responding to the timeline

1. What events might have been a cause for the 1938 Day of Mourning protests?
2. What events might have influenced the outcome of the 1967 Referendum?
3. Write a summary of how changes to land rights developed over time.
4. What efforts have been made towards reconciliation?

Civil rights activist Rosa Parks

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What came after this topic?

In the years following the 1967 Referendum and the 2008 Apology to Aboriginal and Torres Strait Islander Peoples, progress for civil rights has been slow. While many argue that great gains have been made by acknowledging the mistakes of the past and moving forward, First Nations Peoples still seek to be heard in the Australian Parliament. Debate has begun over the place for an 'Indigenous Voice' in the nation's most important political body.

The Hon. Ken Wyatt AM MP, Australia's first Indigenous member of the House of Representatives, delivers his maiden speech in the House of Representatives at Parliament House in Canberra, 29 September 2010. Wyatt symbolically wears a traditional possum-skin cloak, a form of clothing traditionally worn by Aboriginal people in south-east Australia.

Eddie Mabo

Paul Keating delivering the 'Redfern speech'

1964
The US *Civil Rights Act* is signed in Washington, outlawing discrimination on the basis of race

1965
As part of the Freedom Rides, Aboriginal activist Charles Perkins leads First Nations activists on a tour of the NSW outback

1966
Protesting over poor wages, a group of Aboriginal and Torres Strait Islander station hands stage the Wave Hill walk-off

1967
In a national referendum, 90.7 per cent of Australians vote to count First Nations Peoples in the national census and to give the Australian Government the power to make laws on their behalf

1968
US civil rights leader Martin Luther King is assassinated

1972
An Aboriginal Tent Embassy is established at Parliament House in Canberra

1975
PM Gough Whitlam hands back title to Gurindji people and passes the *Racial Discrimination Act*

1982
Eddie Mabo launches legal proceedings to win back ownership of his traditional lands in the Torres Strait

1992
Australian Prime Minister Paul Keating makes the 'Redfern speech', acknowledging the suffering experienced by Aboriginal and Torres Strait Islander Peoples

1993
Native Title Act passed

1996
Wik decision

1997
The *Bringing Them Home* report on the Stolen Generations is read in Australian Federal Parliament

2008
Prime Minister Kevin Rudd issues a formal apology to First Nations Peoples

2017
Voice, Treaty, Truth. Uluru Statement From the Heart calls for Constitutional recognition

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2.1 What events and ideas underpinned the development of the UN Declaration of Human Rights and global civil rights movements?

FOCUS QUESTIONS

- Why was the United Nations created and why was the Universal Declaration of Human Rights adopted?
- What role did World War II play in the development of the Universal Declaration of Human Rights?
- What are the similarities and differences between the Universal Declaration of Human Rights and the Declaration of the Rights of Man and of the Citizen?

The United Nations

The United Nations (UN) was formed in April 1945 as the end of World War II approached. Australia was one of the 50 founding member nations. There are now 193 nations who are members of the UN. The United Nations is based upon the concept of collective security, and the idea that war and conflict can be prevented if nations work together and moderate one another's actions.

The aims of the UN are 'to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character' (Charter, un.org). The General Assembly meets once a year and all nations have a chance to speak. However, the real decision-making power lies with the United Nations' Security Council. There are five permanent members of the UNSC, who were considered the 'great powers' in the aftermath of World War II. The United States, France, Britain, China and Russia hold these seats. Other nations are invited to hold the 10 non-permanent seats on the council for a two-year term, elected by the General Assembly. The work of the Security Council can be hampered by disagreement, particularly among the five permanent members, as their relationships have changed significantly over time.

Universal Declaration of Human Rights (UDHR) an internationally recognised document that outlines the fundamental rights and freedoms of all people

UN member nations also contribute personnel to the UN peacekeeping forces. This is not a military force in the traditional sense; the peacekeepers work in areas of conflict to provide support to those made vulnerable to conflict, supervising elections, monitoring cease-fires, disarming former combatants, promoting the rule of law and other roles. They are a security force rather than an 'army'.

The UN is a very large organisation, with a number of agencies; for example, the World Health Organization (WHO) and UN Educational, Scientific and Cultural Organization (UNESCO), which, among other roles, determines World Heritage status. Australia has 41 World Heritage areas, including the Great Barrier Reef, the Gondwana Rainforest (Lamington and Springbrook National Parks, Gold Coast Hinterland) and Fraser Island (K'Gari).

One of the UN's most important elements is the Declaration of Human Rights, which defines and works to protect the rights of all peoples.

The Universal Declaration of Human Rights

The **Universal Declaration of Human Rights (UDHR)** was adopted by the General Assembly of the United Nations on 10 December 1948. This came three years after the global devastation wrought by World War II. The Declaration stated that all people, regardless of culture, creed or where they live, have inherent rights. The United Nations grew from the ashes of World War II. It sought to resolve conflict and create an enduring peace for the whole world. By adopting the UDHR, the UN promoted ideas of civil and legal rights, freedom of speech, religion and political association. It claimed that all humans had the right to life, freedom and privacy.

President of the United States Franklin Delano Roosevelt (FDR) was deeply concerned about the justifications for World War II. In January 1941, FDR gave a speech in which he outlined the rights which he believed were universal. Roosevelt argued that,

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> In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression … the second is freedom of every person to worship God in his own way … the third is freedom from want … the fourth is freedom from fear.

▲ **Source 2.7** President Franklin D. Roosevelt, The Four Freedoms, speech to the US Congress, delivered 6 January 1941

In August 1941, FDR met with British Prime Minister Winston Churchill and issued a joint declaration known as the Atlantic Charter, which affirmed the shared, common principles that would be the foundation for their respective policies aimed at creating global peace and stability.

These ideas lay the groundwork for what would become the Universal Declaration of Human Rights. Eight of the member nations collaborated on developing the Declaration, with Australia playing an important role. Attorney General of Australia, Herbert 'Doc' Evatt, served as the General Secretary of the General Assembly in 1948 and was instrumental in drafting the Declaration and encouraging the larger, more powerful nations, like Britain and France, to strongly support the Declaration as an example to other nations. Another person who was part of the Australian delegation that attended the founding of the United Nations was Jessie Street. She was an advocate for women and human rights and would go on to play a key role in the 1967 Referendum 'Yes' campaign. Another key player in the development of the Declaration was Eleanor Roosevelt, who served as Chair of the United Nations Human Rights Commission, the section of the UN which developed the Declaration. Eleanor Roosevelt was particularly interested in ensuring that the rights of minorities or traditionally disenfranchised groups were represented, including women, African-Americans and the working poor.

▲ **Source 2.8** Eleanor Roosevelt holding the Universal Declaration of Human Rights

ACTIVITY 2.1

Research task

Investigate who Eleanor Roosevelt was and make a judgement about how significant she was in the development of the Declaration.

The UDHR begins with this simple statement: '… recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'.

It set out a new vision for the world that attempted to recalibrate the way people treated one another. It was an ambitious and optimistic vision. However, many of the member states' lived realities did not align with this vision. One clear example of this is the actions of UN member nation South Africa. South Africa would not sign the Universal Declaration of Human Rights in 1948 as the South African Government had established the **apartheid** regime, which saw racial discrimination enshrined in law. Apartheid meant that non-white South Africans were placed under strict laws about where they could live and work and the level of education they could receive. Dismantling the apartheid regime became an issue that received increasing global attention in the decades that followed and the struggle of anti-apartheid activists was an inspiration to both the African-American and Australian Indigenous civil rights movements.

apartheid ('separateness') a system of laws in South Africa that legally separated non-white people from white society

While Australia was a signatory to the UDHR, the White Australia Policy, the name given to a suite of discriminatory laws passed as the first acts of the new Australian Parliament in 1901, entrenched differences and discrimination based on race. First Nations Peoples could not vote nor be counted in the census in 1948, as the Declaration was signed. Each Australian state and territory could create its own laws to govern the lives of First Nations Peoples and many were taken from their land and families in an attempt to assimilate them into white Australian society.

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END-OF-SECTION REVIEW 2.1

Sub-inquiry question reflection

The following questions will help you answer this section sub-inquiry question: 'What events and ideas underpinned the development of the UN Declaration of Human Rights and global civil rights movements?'

Article 2 of the Universal Declaration of Human Rights states:

> Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status

▲ **Source 2.9** Article 2, UDHR

The following extracts are from the 1789 Declaration of the Rights of Man and of the Citizen, published at the start of the French Revolution.

> **1** Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
>
> **2** The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
>
> ...
>
> **4** Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
>
> **5** Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

▲ **Source 2.10** Extract of Articles from the Declaration of the Rights of Man and of the Citizen, 1789

1 How do both the South African apartheid laws and Australian states' ability to legislate the lives of First Nations Peoples violate Article 2 of the UDHR? Which elements of the article are particularly relevant?

2 Search for and read the full list of 29 Articles of the UDHR online or ask your teacher to source a copy for you.

- **a** Which five articles do you think were most significant in 1948 as the Declaration was being developed?
- **b** Which five articles do you think are the most significant in societies today?

3 **Compare** the Articles from the Declaration of the Rights of Man and of the Citizen to the UDHR. Have the attitudes and values of the French Revolution continued or changed over time? What are the key commonalities between the two documents?

What might the photographer be aiming to convey to their audience in this image?

▲ **Source 2.11** Children of the United Nations International Nursery School looking at a poster of the Universal Declaration of Human Rights

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REFLECTING ON YOUR LEARNING 2.1

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: **'What events and ideas underpinned the development of the UN Declaration of Human Rights and global civil rights movements?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Australian Indigenous civil rights today?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

2.2 What were the effects of the experiences of First Nations Peoples which denied them civil and human rights?

FOCUS QUESTIONS

- What were the impacts of the principle of *terra nullius* on First Nations Peoples' rights?
- What were the impacts of early colonisation on First Nations Peoples?
- How were Aboriginal and Torres Strait Islander Peoples dispossessed?

There are over 250 years of contact between Europeans and Australia's First Nations Peoples. To understand this complex relationship, we need to consider a number of important elements:

- **Dispossession:** The European belief, based on the principle of *terra nullius*, that First Nations Peoples did not 'own' the land they occupied, and so it was free to be claimed for Britain.
- **Displacement:** The removal of First Nations Peoples from their traditional lands into government- or church-run reserves and missions.
- **Denial:** First Nations Peoples were denied the right to practise their languages and culture and expected to learn English and live a European lifestyle. This systematic approach to the removal and assimilation of First Nations Peoples into settler-colonial society became known as 'the Stolen Generations'.
- **Defence:** It is a common misconception that the European colonial forces settled Australia with little resistance or protest from First Nations Peoples. This is not the case: the Frontier Wars that were fought against European settlement across the country developed into a protest movement that began with the Day of Mourning in 1938 and continues today.

The impact of *terra nullius*

A common story about Australia's history is that Captain Cook declared Australia to be ***terra nullius*** upon landing in Botany Bay in 1770. In actual fact, Australia was never officially declared to be 'empty' by Cook, or the people of the First Fleet who arrived in Australia in 1788. Australia's early European arrivals were not able to create a treaty with the local tribes in order to acquire land, so the idea that it belonged to no one became a tool, rather than a law, that allowed the British settlers to push First Nations Peoples off their land.

terra nullius legal term for land that is unoccupied or uninhabited

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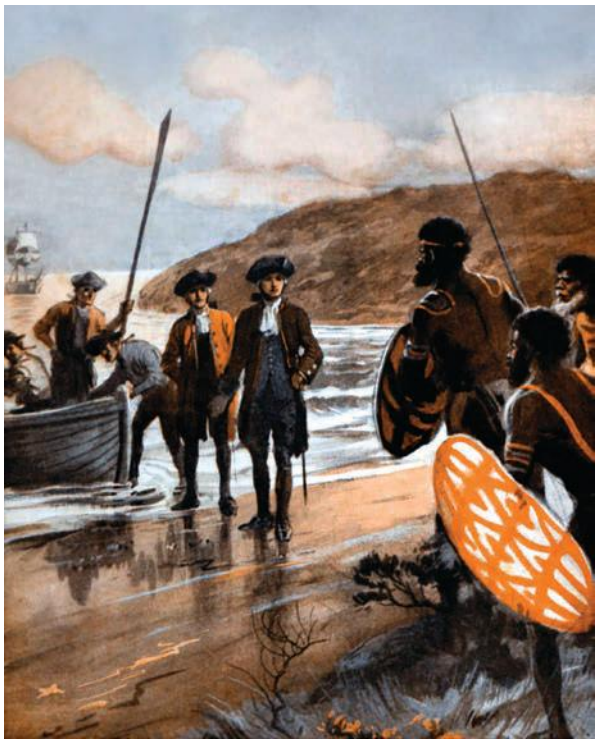

▲ **Source 2.12** Captain Cook's landing at Botany Bay, illustrated by George Soper

Context statement for Source 2.12

Soper was an artist who worked during the 1920s in Britain. He had not visited Australia.

RESPONDING TO THE SOURCE – 2.3

1. What can you see explicitly in Source 2.12?
2. How would you characterise the relationship between the two groups in the painting? (**Use** evidence from the image to support your interpretation.)
3. **Consider** the context of the painting. How might the image's origin and context shape the interpretation of the image?

This idea of Australia as an empty land persisted and was used to dispossess First Nations Peoples across the continent until NSW Governor Sir Richard Bourke enshrined the idea into law. On 10 October 1835, Bourke declared Australia to be *terra nullius* in a proclamation that stated any people found occupying land without the NSW Government's official approval were to be considered trespassers. This opened the floodgates for the dispossession of Aboriginal and Torres Strait Islander Peoples from their traditional lands. The idea of *terra nullius* would face its biggest challenge centuries later when First Nations Peoples sought to dispute the idea that such a proclamation could ever legally have been made.

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

The impact of disease

More convicts and settlers followed after the establishment of Australia as a British colony. So did **smallpox**, a disease for which Aboriginal and Torres Strait Islander Peoples in the New South Wales area had no immunity. It is impossible to measure the impact smallpox had on them, but most of the First Nations Peoples of New South Wales were almost wiped out. Fleeing the spread of the epidemic, they abandoned their traditional homes, scattering north and south. When David Collins, Judge-Advocate of the new colony, took a Aboriginal man who had been living among the British to search for his fellow First Nations People, they had vanished.

> In the year 1789 they were visited by a disorder which raged among them with all the appearance and virulence of the small-pox. The number that it swept off, by their own accounts, was incredible. At that time a native was living with us; and on our taking him down to the harbour to look for his former companions, those who witnessed his expression and agony can never forget either. He looked anxiously around him in the different coves we visited; not a vestige on the sand was to be found of human foot; the excavations in the rocks were filled with the putrid bodies of those who had fallen victims to the disorder; not a living person was anywhere to be met with. It seemed as if, flying from the contagion, they had left the dead to bury the dead. He lifted up his hands and eyes in silent agony for some time; at last he exclaimed, 'All dead! all dead!' and then hung his head in mournful silence, which he preserved during the remainder of our excursion. Some days after he learned that the few of his companions who survived had fled up the harbour to avoid the pestilence that so dreadfully raged. His fate has been already mentioned. He fell a victim to his own humanity when Boo-roong, Nan-bar-ray, and others were brought into the town covered with the eruptions of the disorder. On visiting Broken Bay, we found that it had not confined its effects to Port Jackson, for in many places our path was covered with skeletons, and the same spectacles were to be met with in the hollows of most of the rocks of that harbour.

▲ **Source 2.13** David Collins, Judge-Advocate of the colony of New South Wales, April 1789

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RESPONDING TO THE SOURCES – 2.4

1 How does David Collins **describe** the number of Indigenous people killed by smallpox towards the beginning of the passage in Source 2.13? What does this suggest about the impact of disease upon First Nations communities?
2 Is there evidence in the source that shows the extent of the death toll?
3 David Collins mentions that 'Boo-roong, Nan-bar-ray and others' were brought into town suffering from smallpox, yet he does not name his 'native' companion. What does this suggest about Collins' attitude towards Indigenous people?
4 How does David Collins' account of the unnamed Indigenous man's reaction capture the way in which First Nations Peoples likely responded to the impacts of colonisation?

It is impossible to gather accurate statistics from the time, but it is estimated that 90 per cent of Australia's Aboriginal and Torres Strait Islander population were killed by diseases like smallpox, measles and influenza in the 10 years that followed British arrival.

The impact of dispossession

The British settlers' demand for land brought them into direct conflict with the First Nations Peoples who had inhabited their traditional lands for tens of thousands of years. For Aboriginal and Torres Strait Islander Peoples, the connection to land transcends ownership. For 60 000 years, the land had given them all they could want, and in return they cared for it. **Dreaming stories** told of the creation of the 500 Aboriginal groups that populated the continent. These oral histories were handed down from generation to generation.

As British settlement spread, the demand for land, and the resulting demand upon those on it to leave, increased. Europeans cut down trees and put up fences around traditional lands, claiming them as their own. This inevitably led to tension and violence. For as many stories that exist of First Nations Peoples who peacefully welcomed settlers, there are countless more in which the local populations were given little compensation for their land or were violently forced off at the point of a gun. These conflicts are known as the **Frontier Wars**, in which First Nations Peoples fiercely fought to defend and hold their lands from the incursions of British colonisers.

These battles took place from the arrival of the First Fleet in 1788 and persisted into the early twentieth century. The Frontier Wars are considered an important factor in the argument that First Nations Peoples never ceded their ownership of their lands and also as evidence against the narrative of passive victimhood that is sometimes applied to Indigenous cultures. The idea that they were 'wiped out' by a superior military force and disease, with little resistance, does not reflect the evidence of fierce opposition to occupation.

The fight was not only over territory, but culture. European colonising powers believed that they were culturally and morally superior and so were 'saving' the less-enlightened people of the world by introducing industrialisation and Christianity. This accounts for policies like assimilation and the attempt to prevent Indigenous peoples retaining their language and culture. The Frontier Wars demonstrates that Indigenous resistance to and protest about the occupation of their lands has been persistent since 1788. This now is a key argument used in the debate around Constitutional recognition and a voice in Parliament.

Dreaming stories Aboriginal beliefs about how the universe came to be, how human beings were created and how people should function within the world

Frontier Wars violent conflict between European settlers and Indigenous peoples after the arrival of the First Fleet in 1788

◄ **Source 2.14** This print was created by Louis Claude De Saulces de Freycinet (1779–1842) as an account of a French voyage around the world between 1817 and 1820, when Australia was known as 'New Holland'. This encounter took place at Shark Bay on the Peron Peninsula in what is now Western Australia. First Nations Peoples are portrayed here as suspicious 'savages' accepting gifts from Europeans.

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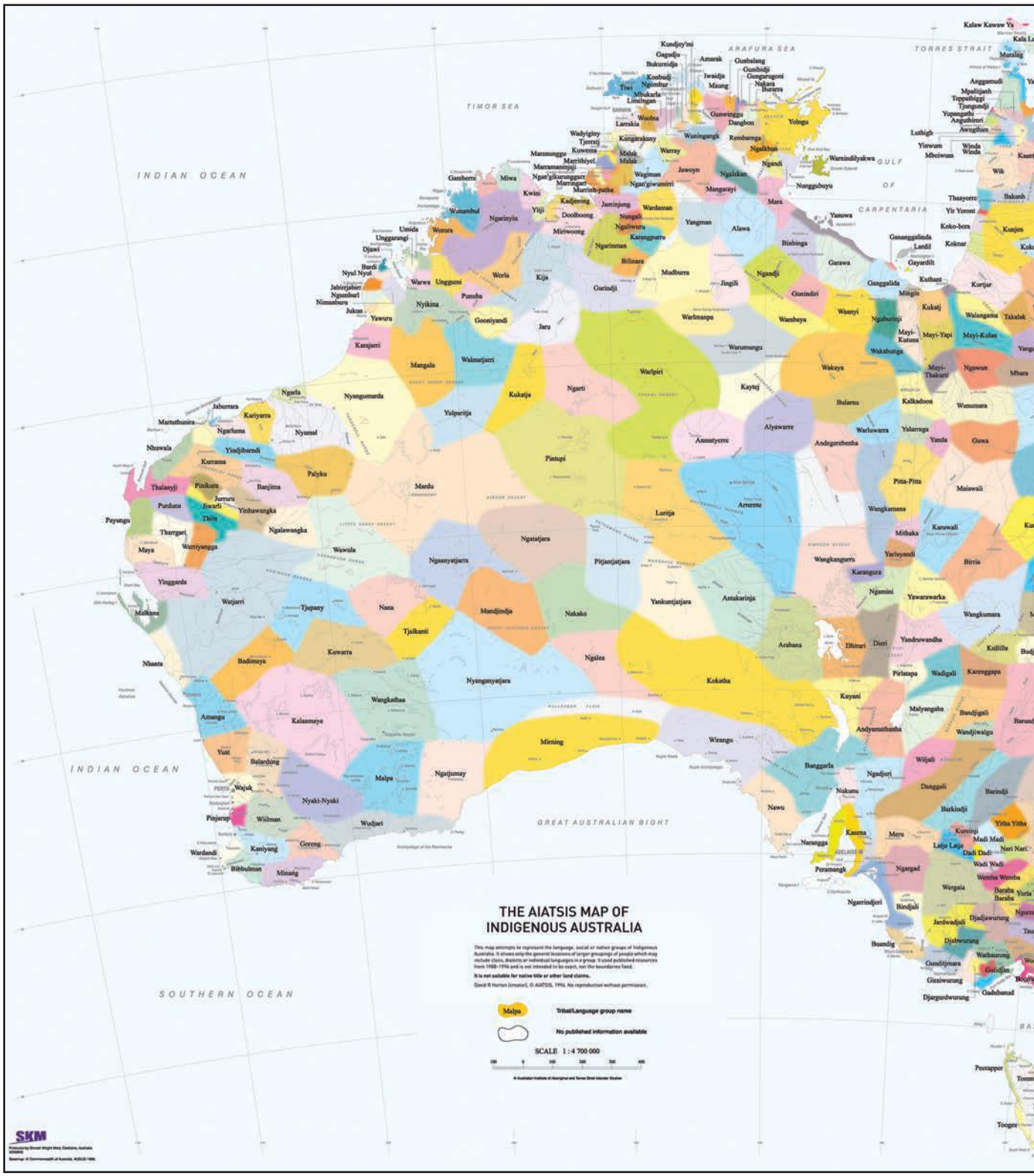
ACTIVITY 2.2

Map analysis

Examine this map of the regions of various First Nations Peoples.



▲ **Source 2.15** This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people which may include clans, dialects or individual languages in a group. It used published resources from 1988–1994 and is not intended to be exact, nor the boundaries fixed.

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1 In relation to the definition of *terra nullius* given earlier in the chapter, what does this map tell you about Australia's Aboriginal and Torres Strait Islander population prior to European arrival?

2 **Use** this map or an online version to **identify** which nation's land you live on today.

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RESPONDING TO THE SOURCES – 2.5

1 How does Source 2.14 (see page 93) reflect European beliefs of cultural superiority?
2 What can be inferred about what Europeans believe to be the indicators of 'civilisation'?
3 How might the exchange of goods have contributed to misunderstandings about agreements between the two parties?

As the European population expanded across Australia, more and more First Nations Peoples were forced from their land. Tactics for the dispossession of Aboriginal and Torres Strait Islander Peoples varied from forced removal to outright genocide. As early as the 1820s, First Nations Peoples in Tasmania were the target of an open war declared by European settlers.

At a meeting in Hobart in the late 1830s, Solicitor-General Alfred Stephen discussed escalating clashes between local Aboriginal and Torres Strait Islander Peoples and the growing population of settlers. The *Sydney Monitor* of 27 October 1830 had earlier reported his words at a 'respectable' public meeting in Hobart:

> I take this opportunity of noticing Mr. Gellibrand's observations as to taking the lives of the blacks. I agree with Mr. Horne, that their slaughter of the whites has been indiscriminate as any which can be the result of the proposed operations, and I say, that as they have urged such a war upon the settlers, you are bound to put them down. But there is another consideration, which weighs strongly with me. I say that you are bound to do so, in reference to the class of individuals, who having been involuntarily sent here, are compelled to be in the most advanced position [i.e. convicts assigned to work as shepherds on pastoral runs], where they are exposed to the hourly loss of their lives. I say, Sir … that you are bound upon every principle of justice and humanity, to protect this particular class of individuals; and if you cannot do so without extermination, then I say boldly and broadly, exterminate! I trust I have within me as much humanity as any man who hears me, but I declare openly, that if I was engaged in the pursuit of the blacks, and that I could not capture them, which I would endeavour to do by every means in my power, I would fire upon them. I again and again say, I know not whether this is the opinion of others. I expose myself I am aware thereby, to much attack upon the ground of humanity, but I am satisfied that we are bound to afford all possible protection to those who are exposed to the atrocities of the blacks, and therefore I am of opinion, capture them if you can, but if you cannot, destroy them.

▲ **Source 2.16** Alfred Stephen, Solicitor-General of New South Wales

RESPONDING TO THE SOURCE – 2.6

1 In Source 2.16, how does Stephen describe the actions of Indigenous peoples and why might this be significant to contemporary understandings of the nature of colonisation?
2 What concerns does Stephen hold for the convicts?
3 Why might Stephen desire to capture the Indigenous peoples, rather than killing them?
4 What attitude is conveyed in his instruction to 'destroy them'?
5 How does Stephen **justify** his belief that the only option is to kill Indigenous people?
6 How does Stephen's role as Solicitor-General shape your understanding of the prevalence of this attitude towards First Nations Peoples?
7 What can you **infer** about Stephen's beliefs about 'humanity' from this passage?

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Dispossession: the 'sale' of Melbourne

On 3 April 1835, British entrepreneur and explorer John Batman met with **Wurundjeri** Elders on the banks of the Yarra River in what would become modern-day Melbourne. He presented a written 'land use agreement' to the Elders. This agreement supposedly granted Batman the use of the land around the Yarra. Even though the British Crown did not recognise that First Nations Peoples had any claim to their land, Batman felt it necessary to 'buy' access to this land by giving the Wurundjeri Elders a collection of small items like blankets, knives and flour. Today over four million people live on Wurundjeri land.

Dispossession: the Goulbolba Hill massacre

In 1866, conflict broke out on Gayiri land (near Emerald in central Queensland), where settler John Arthur McCartney had built St Helen's Station. A number of murders had taken place, with each side retaliating with further killings. This escalated into a full-scale battle, and what followed was a massacre in which up to 300 people were killed.

Wurundjeri Indigenous nation in Victoria, whose territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

A correspondent furnishes us with the following information respecting the blacks, – 'In addition to the twenty-five head of Mr. Seaward's cattle killed by the blacks recently, a very large number have been killed on Dangar and Bode's Strathdon and Gooraganga stations, Emmerson's stations at Eagle Vale and Proserpine, McCartney and Dempster's Bloomsbury station, and also on Messrs. McCartney and Graham's stations at St. Helon's and Jolimont. About seven weeks since the blacks seem to have made a simultaneous descent on all these stations, and applications for the Native Police poured in fast and furious. Mr. Inspector Marlow lost no time in despatching Mr. Acting Sub-inspector Isley and six troopers to the scene of the depredations. From Strathdon, where they dispersed two mobs of blacks, Mr. Isley proceeded through Proserpine and Crystal Brook to Gooraganga, where the police dispersed two other mobs; again on to Blooms-bury and St. Helen's, where they dispersed several very large mobs of blacks … I have lately returned from near Port Mackay, and on my way saw Mr. John McCartney, who assured me that in the last twelve months he has lost about 200 head of cattle by the blacks; however, this estimate may be doubted by some, it is a fact patent to all whose avocations call them on to the squattages that the blacks have relinquished their original fare – kangaroo, emu, fish, &c. – for the more tempting morsel beef.

▲ **Source 2.17** *Northern Argus* (Rockhampton, Qld: 1865–74), Wednesday 27 June 1866, p. 3.
Source: Trove

This hill is Goulbolba – a historical landmark. It was here where a wholesale slaughter of aborigines took place more than thirty years ago.

From the traditional narrative concerning this particular war with the natives, it appears that some time after the terrible murder of the Wills household by the blacks, a shepherd was found speared and mutilated near his hut in an outlying part of the run. Summary chastisement had been meted out to the aborigines on account of the 'Wills murders' on several occasions after that melancholy event; and it was thought the dusky denizens of the bush were acquiring civilised tendencies. But when another white man was murdered the whites determined to organise all the force obtainable in the neighbourhood, together with the assistance of the black police, who were sent up for the purpose, and declare war against the aborigines.

…

About three hundred of the natives were shot down or drowned in the lake. Up till a year ago numerous evidences of the battle could be seen in the shape of skulls and bones strewn about the hill sides. Recent bush fires have, however, destroyed almost all the remnants of the conflict. An occasional bone or skull is all that now remains.

▲ **Source 2.18** *Morning Bulletin* (Rockhampton, Qld: 1878–1954), Friday 4 August 1899, p. 7
Source: Trove

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RESPONDING TO THE SOURCES – 2.7

Frontier conflict

1 What euphemism for conflict and likely killing is used in Source 2.17?
2 How many cattle does McCartney claim to have lost to Indigenous people in Source 2.17?
3 What perspective about Indigenous motives for killing cattle is conveyed in the claim that 'the blacks have relinquished their original fare – kangaroo, emu, fish, &c. – for the more tempting morsel beef' (Source 2.17)? What might be some differing interpretations of the actions of the Gayiri people?
4 In Source 2.18, which language conveys the settlers' belief of racial and cultural superiority?
5 What reason does Source 2.18 give for the settlers 'declar[ing] war against the aborigines'?
6 Consider the context of Source 2.18. Does its date of publication make it a more or less reliable account of the motivation for the massacre than Source 2.17?
7 How does Source 2.18 reveal some of the issues historians face in locating evidence and establishing factual records of the Frontier Wars?

Language, culture and 'protection'

In the new Australian colonies, Aboriginal reserves were set up when the Aborigines Protection Board was established in 1883. In an era of social Darwinism, the idea of 'racial hierarchies' was common. The colonial authorities determined that Aboriginal and Torres Strait Islander Peoples needed 'protection' as they were unable to care for themselves or their children in a manner which the British considered 'civilised'. Parcels of land were set aside where First Nations Peoples were relocated, often moved hundreds of kilometres from their country and often separated from their families.

What began as a collective effort between governments and religious missions, which sought to 'save' Aboriginal and Torres Strait Islander Peoples by converting them to Christianity, soon became a government-led system of forced assimilation and persecution. This removal had a disastrous effect on First Nations Peoples across Australia, forcing them off the land that connected them to the stories of the Dreaming, their ancestors, their language and their culture. In most cases, English was the enforced language on a reserve. Aboriginal and Torres Strait Islander traditions that had stood for tens of thousands of years were banned. This made it increasingly difficult for First Nations Peoples cultures to survive, and for Aboriginal and Torres Strait Islander Peoples to make any claim to the land they had once inhabited. Not only had they been denied their own land, they had been denied their culture and identity as well. Almost all aspects of life were controlled, from whether a person could leave the mission, the sort of work they could do and even who they could marry.

Life on the reserves

In south-east Queensland, a number of missions were established. In 1901, a reserve was created at Cherbourg, near Murgon. Indigenous peoples were brought to Cherbourg from all over the southern half of Queensland, with the Protector empowered to:

> … cause every [A]boriginal within any District … to be removed to, and kept within the limits of, any reserve situated within such District, in such a manner, and subject to such conditions, as may be prescribed. The Minister may, subject to the said conditions, cause any [A]boriginal to be removed from one reserve to another …

▲ **Source 2.19** Section 9, *Protection Act*

There are over 2000 recorded relocations of Indigenous people to Cherbourg between 1905 and 1939. Residents were permitted to work on surrounding properties; men worked as farm labourers while women served in the homes of European settlers. The wages earned by the Indigenous workers were managed by the government, and they were charged a fee to assist in the maintenance of the reserve. There were strict conditions about how they could access their own money. In one example, Iris, a Cherbourg resident, was told she was to be paid five pounds a week as a domestic helper. She received less than half, and when she challenged this, was told that the funds were being sent back to Cherbourg.

> I could not do anything about that … that's how they controlled you … we just didn't have any rights whatsoever really, living on those communities.

▲ **Source 2.20** Stolen wages – Iris' story

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When Iris pursued her lost wages, she was told that the funds had 'gone back to the department'. She eventually secured a small payment of $3000 from the government, far less than what she was entitled to.

Cherbourg also became the home of many Indigenous children taken from their families as part of the Stolen Generations. These children were housed in dormitories and received a limited education. Their day was highly regimented and punishment was frequent and harsh. The First Nations People who called Cherbourg home did not gain the right to self-determination until the passing of the 1965 *Aborigines and Torres Strait Islanders Affairs Act*, which allowed the residents to appoint their own governing council in 1966. The dormitory system was not phased out until the 1970s.

William Cooper and the Australian Aborigines League

The experiences of First Nations Peoples at Cherbourg were not unique. Life on missions and reserves was similar all around the nation. **Cummeragunja Mission** Station was located in **Yorta Yorta** country, close to the Murray River and near the town of Barmah. Established in 1888, its residents experienced many years of neglect from a long list of controlling managers.

Disease was common and mission life was strictly controlled. Despite this, Cummeragunja residents persevered and made a success of the station by selling wheat and dairy. However, the ***Aborigines Protection Act 1909*** destroyed any chance of the station's future success by forcibly removing children from their families. All profits made by the station were redirected to the Aborigines Protection Board and not its residents. The low rations and cramped and unsanitary conditions persisted, and life on Cummeragunja deteriorated rapidly.

In 1932, Yorta Yorta man William Cooper left Cummeragunja at the age of 71. He travelled to Melbourne and founded the Australian Aborigines League while living in the working-class suburb of Fitzroy. His goal was to gather signatures from around the country and petition George V, the King of England, to improve the living conditions of all First Nations Peoples in Australia. After gathering almost 2000 signatures, Cooper sent the petition to Australian Prime Minister Joseph Lyons in August 1937.

> Dear Mr. Lyons, … I am forwarding you the petition, signed by 1814 people of the Aboriginal race, praying His Majesty the King to exercise the Royal Prerogative by intervening for the preservation of our race from extinction and to grant representation to our race in the Federal Parliament.

▲ **Source 2.21** From the letter from William Cooper to Australian Prime Minister Joseph Lyons

Prime Minister Lyons acknowledged that he had received the petition, but he did not forward it to the king.

RESPONDING TO THE SOURCES – 2.8

1. What does the relatively small number of signatories to the petition suggest about the size of First Nations communities at the time?
2. How might have the system of missions and reserves restricted First Nations Peoples' ability to **communicate** with one another and **organise** protests against their conditions?
3. What does Prime Minster Lyons' inaction suggest about his attitude towards First Nations Peoples?
4. What request does Cooper make that is still being advocated for today?

The Stolen Generations

The devastation of dispossession was compounded by the forced removal of Aboriginal and Torres Strait Islander children from their families. This is one of the darkest chapters of Australia's history, beginning in the late 1880s and continuing through to 1970. Prevailing social Darwinist ideas assumed that First Nations Peoples would eventually 'die out'. These ideas also supported the removal of children who had parents from Aboriginal and Torres Strait Islander or 'mixed' backgrounds. These children were taken from their families to be forcibly assimilated into white society. They were taught domestic and labour skills and dressed, fed and instructed in European ways. They were also forced to abandon their Aboriginal and Torres Strait Islander identity.

The *Aborigines Protection Act 1909* formalised the forced removal of First Nations babies from their parents at birth, and the removal of Aboriginal and Torres Strait Islander children from their families by police and local authorities. It is estimated that over 20 000 children were taken from their parents in this time. A 2018 survey estimated that at least one in seven First Nations People was taken from their parents. This group of people are called the **Stolen Generations** because these policies affected not just one generation, but several generations of Aboriginal and Torres Strait Islander Peoples.

Cummeragunja Mission religious mission for Aboriginal and Torres Strait Islander Peoples, located on Yorta Yorta land in southern NSW

Yorta Yorta Indigenous group inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

Aborigines Protection Act 1909 law that claimed to 'provide for the protection and care of Aborigines' that, in reality, legalised the forced removal of Aboriginal and Torres Strait Islander children from their families

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent, who were removed from their families by Australian federal and state government agencies and church missions between 1910 and 1970

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▲ **Source 2.22** Governor Sir Charles and Lady Gairdner with Abbot Gomez inspecting the children of St Joseph's Orphanage in New Norcia, WA

RESPONDING TO THE SOURCE – 2.9

1 **Observe** Source 2.22. How likely do you think it is that all of these children are genuine orphans?
2 How are the children dressed and conducting themselves? What can be inferred from this?
3 How are the two men dressed and conducting themselves? What can be inferred from this?
4 What power relationship is implied in the image?

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

Taken to foster homes, orphanages and religious schools, many of these Aboriginal and Torres Strait Islander children would never see their parents again. Entire family trees, oral histories and languages were irreparably damaged. Many people never even knew until later on in life that they were a First Nations person. They had been told that their parents didn't love them or that their parents had abandoned them. Over the decades, many children were subjected to physical, emotional and sexual abuse and faced extraordinary pain in later life, with their children and grandchildren all experiencing what is known as **intergenerational trauma**.

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ACTIVITY 2.3

Using historical sources as evidence

Read the stories of people who are part of the Stolen Generations.

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face.

▲ **Source 2.23** Bill Simon's story

We had no choice, couldn't do anything, the parents couldn't do anything either … The abuse affected a lot of people. It's in the back of your mind, and you think a lot about what you can do. Sometimes you feel bad about yourself, you think about what you were taken for. I used to try to ask them [about my parents] but got flogged. Once you asked questions you would get a flogging.

▲ **Source 2.24** Kenny Windly's story

It was a very sad night the first night we went to bed and it was the first time I hadn't gone and sat beside my grandfather before I went to bed. Every night I would go and sit beside him, just sit, just to be next to him. We were very close.

I found out years later from the old men that him and a cousin brother, they walked from Alice Springs, from the homelands out here, to Darwin to look for me. When they got to Darwin they were told by one of the brothers that all of us children were dead – 'Your little sister is dead, they all died' – because they didn't want them looking for us any further.

They flogged us from day one, to stop us speaking language. They told us we were pagans and that we were spawn of the devil and that the language was evil and we couldn't speak it. So we got belted every time.

▲ **Source 2.25** Zita Wallace's story

1 Carefully read the experiences of the members of the Stolen Generations in Sources 2.23 to 2.25. How does each person **define** their experience?
2 How do these people's experiences **explain** the impact of the Stolen Generations on parents of First Nations children?
3 **Evaluate** the impact of the Stolen Generations in the history of dispossession of First Nations Peoples. How would it affect the preservation of language, culture and identity for First Nations Peoples?

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The Day of Mourning protest

As the Frontier Wars demonstrate, First Nations People had resisted and protested the racist practices they found themselves subjected to since European arrival. As the final skirmishes of the Frontier Wars played out, First Nations Peoples took up other forms of activism. Early protests such as the Day of Mourning did little to shift opinions at the time; however, they are now seen as part of the legacy of the Australian Indigenous civil rights movement in Australia.

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

Menindee Mission Aboriginal peoples' mission located in western NSW

In 1937 Jack Patten formed the Aborigines Progressive Association in Sydney. Patten was a boxer, labourer and a former resident of the Cummeragunja Station. Hitchhiking around New South Wales, Patten entered Aboriginal reserves and stations to gather evidence of life under government protection. His intention was to bring this evidence to the government and force reform from the Aboriginal Protection Board.

In 1938 Patten and fellow organiser Bill Ferguson met with William Cooper and emerging Melbourne-based activist and footballer Doug Nicholls. The four men proposed a Day of Mourning to coincide with the 150th anniversary of the landing of the British First Fleet in 1788. The protest was to take place in Sydney on Australia Day, 26 January 1938.

In that same month, Patten produced a political pamphlet titled 'Aborigines Claim Citizens Rights' that explained the reason for a Day of Mourning.

> The 26th of January, 1938, is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years' so-called 'progress' in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country … ask yourself honestly whether your 'conscience' is clear.

▲ **Source 2.26** From 'Aborigines Claim Citizens Rights' by Jack Patten, 1938

RESPONDING TO THE SOURCE – 2.10

1 How does Patten characterise European settlers in Source 2.26?

2 How does Patten characterise the Indigenous experience of colonisation?

News of the protest was published in major Melbourne and Sydney newspapers. Patten took to Sydney radio to make his claim 'for freedom and equal citizenship' to the public. The protest took place amid a day of festivities in Sydney. An official re-enactment of the landing of the First Fleet included a group of First Nations performers who had been shipped in from far western New South Wales to represent the **Gadigal** people, who had first met the First Fleet at the eastern NSW coast of Port Jackson. These performers were forced to participate – they were collected from **Menindee Mission** on the back of a truck and told if they did not perform the re-enactment, their families would starve.

The delegates from the Aborigines Progressive Association met in a hall in Sydney's Elizabeth Street. Each had their chance to speak and voice their protest and demands for change. The meeting was attended by 100 people. After the meeting closed, a delegation went to meet with Prime Minister Lyons. The protest achieved no tangible change, and no official response from the Australian Government. However, it did mark an important moment. First Nations Peoples leaders from around the nation had met to coordinate their protests. The Australian Indigenous civil rights movement had begun.

The Cummeragunja walk-off: 1939

In February 1939, 200 residents of the Cummeragunja Station walked off the station in protest. It was the first mass action against station life and a major spark for First Nation People around the nation. Yorta Yorta elder Uncle Ruben Baksh recalls the conditions at Cummeragunja:

> They lived in the old tin huts with hessian bags. They had no running water, no electricity, no proper sewerage.

▲ **Source 2.27** Uncle Ruben Baksh on the living conditions at Cummeragunja

Former Cummeragunja resident Jack Patten, now the new figurehead of First Nations Peoples' civil rights, was asked to return to the station to help improve the squalid conditions. Upon his arrival, Patten inspired Cummeragunja residents to pack up their belongings and simply walk off the station. This was no easy decision. Challenging the Cummeragunja authorities could mean severe punishment. There were no guarantees of a better life off the station. Many ex-Cummeragunja residents would go on to settle in Echuca, Shepparton and Mooroopna.

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> This wasn't just a walk out. This was people feeling that they had no alternative but to walk away from their country. So it's a very powerful statement … Yorta Yorta people, over 200 years, have demonstrated a real commitment to country and the strike in 1939 was one of the examples of the way those people weren't prepared to suffer injustice on their land.

▲ **Source 2.28** Professor Heather Goodall, University of Technology Sydney

The Cummeragunja Station walk-off achieved little in terms of tangible change for the Yorta Yorta people. The man in charge of the station was removed from his position, but the walk-off depleted the station's population significantly, since many people were not allowed to return. The walk-off did, however, set the tone for future civil rights protest. It set Australia on a path to recognise First Nations Peoples' rights.

END-OF-SECTION REVIEW 2.2

Sub-inquiry question reflection

The following questions will help you answer this section's sub-inquiry question: **'What were the effects of the experiences of First Nations Peoples which denied them civil and human rights?'**

▲ **Source 2.29** The handwriting underneath this 1934 newspaper clipping reads, 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong'.

1. **Explain** how the competing interests and beliefs of First Nations and settler-colonists contributed to the duration and severity of the Frontier Wars.
2. How was the concept of *terra nullius* used to **justify** the actions of the settler-colonists?
3. **Define** the concept of 'protectionism' and **describe** how this impacted upon the lives of First Nations Peoples.
4. Why might being relocated to a reserve be particularly confronting for a First Nations person?
5. How are the experiences of the Stolen Generations an example of intergenerational trauma?
6. How do the Day of Mourning and the Cummeragunja walk-off mark significant moments in the Australian Indigenous civil rights movement?
7. Review the Articles of the Universal Declaration of Human Rights. Find three examples from this sub-inquiry question section that show the ways in which First Nations Peoples were denied basic human rights.
8. Using Source 2.29, why was the UDHR a challenge to the Australian Government's treatment of First Nations Peoples?

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REFLECTING ON YOUR LEARNING 2.2

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'What were the effects of the experiences of First Nations Peoples which denied them civil and human rights?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Australian Indigenous civil rights today?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

2.3 What actions did individuals and groups take to gain civil rights up until 1967?

FOCUS QUESTIONS

- What influence did the United States' civil rights movement have on Australia?
- How has the fight for civil rights in Australia contributed to the end of the White Australia Policy?

The call for greater recognition and rights was not unique to Australia. The civil rights movement was a global phenomenon in the mid-twentieth century. Each movement addressed slightly differing issues, but all had their roots in systemic, entrenched racism. In America, the lingering attitudes that had allowed slavery to flourish persisted; in South Africa, racism was legislated; and in Australia, dispossession and disregard were the hallmarks of the Indigenous experience. To understand the Indigenous civil rights movement, it is important to understand other civil rights movements' influence, and the unique elements in the Australian context.

United States' civil rights movement and its influence on Australia

During World War II, considerable numbers of African Americans left their homes in the southern states to seek employment in war industries and a better quality of life. The US military was segregated, so initially African-American soldiers were relegated to positions of service, working as cooks and mechanics, and general army labourers. As casualties mounted, however, the military had to utilise African Americans as infantrymen, officers and pilots. Despite serving their country with distinction, playing a crucial role in America's military successes, African-American soldiers returned to a south still dominated by Jim Crow laws and racial violence. In 1948 President Harry Truman initiated a civil rights agenda and officially ended segregation in the military. This helped set the stage for the beginnings of the civil rights movement.

Jim Crow derogatory term for African-American men that also served as the nickname for a set of laws that enforced segregation in the US

Segregation and Jim Crow

The end of slavery in the US did not mean the end of discrimination. In many states across the newly united states, African-American people were legally segregated from white society. While these laws were most prominent in southern states like Alabama, Kentucky and Georgia, they stretched as far west as California and as far north as Illinois. In the south, these laws were referred to as **Jim Crow** laws, based on a derogatory term for African-American men. They were wide-ranging laws intended to keep black people separate and unequal. From schools to marriage and travel on public transport, the everyday lives of African-American people were given inferior status.

African-American people could not attend the same cinemas as whites. They could not have their hair cut in the same place, or drink from a water fountain that a white person might use. These laws prevented African-American people from gaining an education and lifting themselves out of poverty. African-American people could not vote to determine their own existence.

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By the 1950s, several key events began to push forward the demand for civil rights.

▲ **Source 2.30** 1959: People holding signs and American flags protesting the admission of the Little Rock Nine to Central High School

▲ **Source 2.31** South Africa: A black South African man in a park reads on a bench marked 'Europeans only'

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▲ **Source 2.32** An audience at the Sun Picture Gardens, Broome, Western Australia, c. 1920

RESPONDING TO THE SOURCES – 2.11

Observe Sources 2.30, 2.31 and 2.32.

1. What perspective do all three sources suggest was prevalent among Eurocentric societies during the mid-twentieth century? How does the evidence imply this?
2. Do these images suggest that the struggle for greater racial equality was an isolated issue?
3. What do these images suggest about the extent to which racial segregation controlled peoples' everyday lives?

The murder of Emmett Till

In August 1955, Emmett Till, a 14-year-old African-American boy, was murdered for allegedly flirting with a white woman in the small town of Money, Mississippi. Till was from Chicago and was visiting family in Mississippi when he was taken in the night and brutally murdered by the husband and brother of the woman he was said to have **wolf whistled** at. He was so brutally beaten that his body was almost unrecognisable.

wolf whistle whistling at someone to show interest in them, often directed by men at women they find attractive

Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African-American people

Sadly, such incidents were not isolated. White supremacist organisation the **Ku Klux Klan** had led many anonymous campaigns of intimidation and violence that had prevented most African-American people in the south from speaking out. At the murder trial of Emmett Till, it took an all-white jury one hour to deliver a 'not guilty' verdict for the two accused men on the grounds that they could not prove the dead body was actually that of Emmett Till. Mose Wright, Till's uncle, who had positively identified the two white men in his testimony, went into hiding after the trial.

At Till's funeral in Chicago, his mother made the gruesome decision to have an open casket service. She wanted all who attended to see what these men had done to her 14-year-old son. Thousands came out to see the body and farewell Till. His murder and subsequent funeral became national news.

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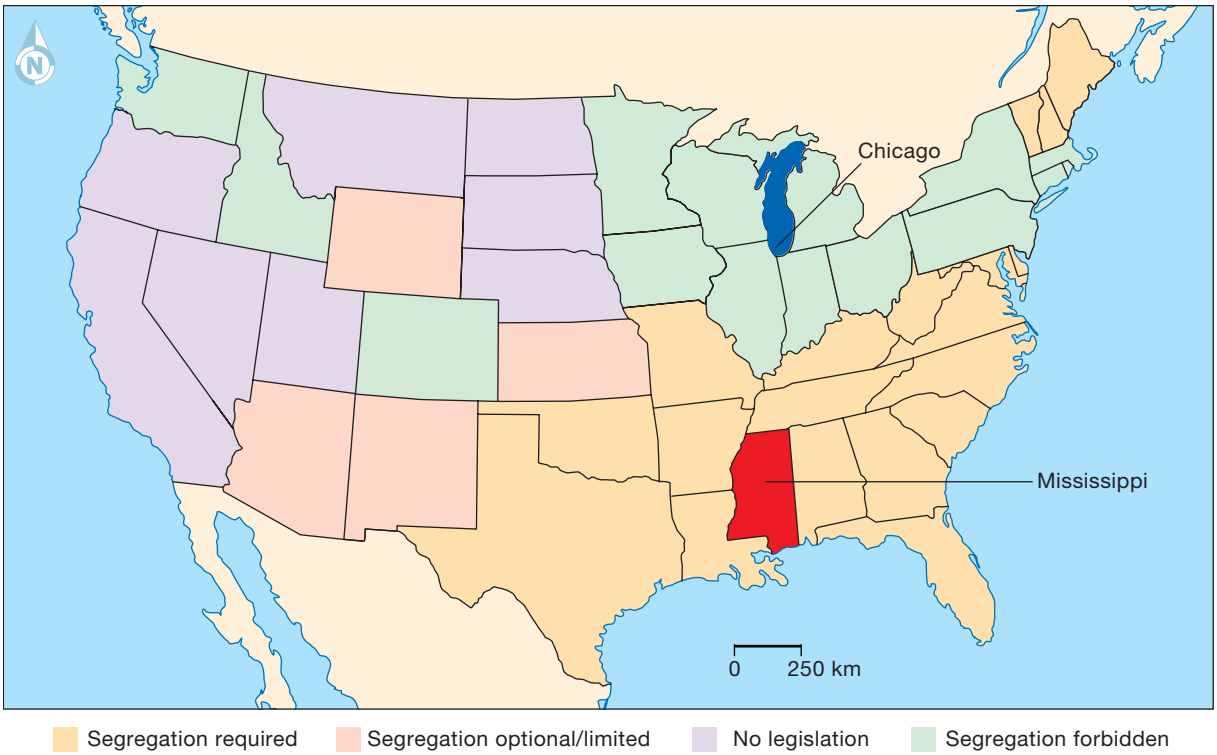
▲ **Source 2.33** Fourteen-year-old Emmett Till

▲ **Source 2.34** Mourners at Emmett Till's funeral in Chicago



▲ **Source 2.35** Map of Jim Crow laws

RESPONDING TO THE SOURCES – 2.12

Consider what you have read about the Jim Crow laws, which enforced racial segregation in the southern states of America, and the sources that show that racism was a major issue in a range of places around the world.

The map in Source 2.35 shows the variation in Jim Crow segregation laws throughout the United States, the location of Emmett Till's home in Chicago and the location of his relatives in Mississippi.

1. Using the map and your knowledge, can you account for why Emmett Till would not have considered his actions as dangerous?
2. Why might the laws and attitudes he encountered in the south come as a surprise to Till?
3. How was the murder of Emmett Till significant to the calls for an end to the Jim Crow laws?

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passive resistance non-violent opposition to authority, especially a refusal to cooperate

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African-American people

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

National Guard a reserve military force made up of ordinary US citizens

Rosa Parks and the Montgomery Bus Boycott

In December 1955, four months after Emmett Till's funeral, seamstress and civil rights activist Rosa Parks boarded a segregated bus in Montgomery, Alabama. While sitting in the designated white area of the bus, Parks refused to move when the bus began to fill with white passengers. She was removed from the bus and arrested for refusing to give up her seat. Her protest set off the Montgomery Bus Boycott and set the tone for the civil rights movement. The doctrine of **passive resistance** became the defining tactic of civil rights protest.

> People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

▲ **Source 2.36** Rosa Parks, speaking about the incident that sparked the Bus Boycott

RESPONDING TO THE SOURCE – 2.13

In Source 2.36, how is Rosa Parks not giving up her seat on the bus a form of passive resistance?

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Brown vs the Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

Organised by civil rights group the **National Association for the Advancement of Colored People (NAACP)**, African-American people in Montgomery decided to boycott the city's bus services altogether. For 381 days, the protestors, who made up 75 per cent of the bus company's customers, refused to board any bus. Instead, they walked or shared taxis and cars. This economic pressure forced the bus company and local courts to desegregate the bus services in 1957. The protest resulted in two things: it proved that mass action of African-American people could be successful, and it inspired a new leader to emerge in the form of a 26-year-old pastor named Martin Luther King Jr.

The Freedom Rides

The following year, the NAACP organised another protest of passive resistance known as the **Freedom Rides**. In order to expose the segregation of interstate bus travel, protesters boarded a Greyhound bus and used 'white only' restrooms, lunch counters and waiting rooms across the US. Departing from North Carolina, the further the protesters travelled south, the worse the violence they experienced became. Upon arrival in South Carolina, some of the riders were attacked as they entered a whites-only area. When they reached Alabama, an angry mob followed the bus in cars, forcing it to a halt. A bomb was thrown into the bus and the protestors barely escaped with their lives.

Bull Connor, the police commissioner of Birmingham, Alabama, refused to provide the riders with any protection. It was not until a mob set upon the riders with baseball bats and clubs that the federal government intervened and sent 600 **National Guard** soldiers to Birmingham to protect the riders.

Images of the violence were splashed across newspapers and news services all over the country. The violence of racism and segregation was now in the national and international spotlight.

Martin Luther King Jr

Civil rights leader Martin Luther King Jr believed in the policy of non-violence. Having studied the success of **Mahatma Gandhi**'s use of passive resistance to drive the British Empire out of India in 1949, King determined that the only way to defeat a stronger, more violent oppressor was with non-violence. These tactics saw King and the US civil rights movement spread across the country. A number of key events brought the movement success.

Since the landmark 1954 ***Brown vs the Board of Education*** decision, momentum had been building to desegregate schools in the south. In 1957, as nine African-American students attempted to attend Little Rock's desegregated Central High School in 1957, they were harassed by the local community all the way to the front door. At the door they were met by Arkansas Governor Orval Faubus, who refused them entry to the school. The federal government again intervened and the students were eventually able to legally attend a school (with an army escort) that had formerly been off limits to African-American students.

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In 1963, King and the NAACP turned their attention to the city of Birmingham and the state of Alabama, home to some of the harshest segregation laws in the US south. Sit-ins, economic boycotts and public marches brought a severe police response and more national media attention. King himself was arrested, as were so many protestors that the Birmingham jails could no longer cope with the influx of arrests. Dogs and high-pressure hoses were used on student protesters, who calmly submitted to arrest. These images brought even more negative attention to segregation. Despite the symbolic victories of the protests, on 15 September 1963 members of the Ku Klux Klan planted a bomb at the 16th Street Baptist Church in Birmingham, killing four African-American schoolgirls. The four perpetrators of this crime were not charged until 1977.

ACTIVITY 2.4

Non-violence as protest

> ... nonviolent resistance does not seek to defeat or humiliate the opponent, but to win his friendship and understanding … The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.

▲ **Source 2.37** Mahatma Gandhi

> It seeks to secure moral ends through moral means. Nonviolence is a powerful and just weapon. Indeed, it is a weapon unique in history, which cuts without wounding and ennobles the man who wields it.

▲ **Source 2.38** Martin Luther King, 1964 Nobel Peace Prize address

▲ **Source 2.39** Freedom Riders on a Greyhound bus sponsored by the Congress of Racial Equality (CORE) sit on the ground outside the bus after it was set afire by a group of whites when it arrived in Anniston, Alabama.

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▲ **Source 2.40** Freedom Rider James Peck is attacked at the bus station in Birmingham, Alabama

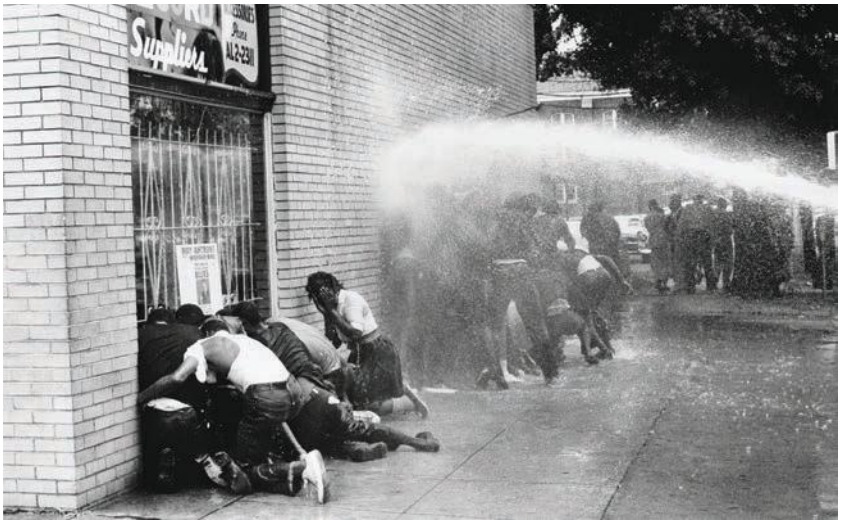
▲ **Source 2.41** Segregation protesters remained at a sit-in at a lunch counter in Jackson, Mississippi, even after being sprayed with sauces and beaten on the back and head by the crowd.

1 What do Gandhi and King Jr **describe** as the key elements of non-violence in Sources 2.35 and 2.36?
2 How do Sources 2.39, 2.40 and 2.41 suggest that non-violence was a challenging path to take for protestors?
3 What may account for the ways in which those in support of segregation responded to non-violent resistance? **Consider** Sources 2.39 and 2.40 in your response.
4 Despite the fact that the protestors are technically breaking segregation laws, how do their actions reflect King Jr's claim to be 'securing a moral end through moral means' (Source 2.38)?
5 Do these five sources reflect or refute the Articles of the Universal Declaration of Human Rights?

ACTIVITY 2.5

Reactions to non-violent protest

Examine the images of the Birmingham protest in Sources 2.42, 2.43 and 2.44. **Use** the images to **explain** why these events changed US citizens' opinions about civil rights.



◄ **Source 2.42** Children being attacked by dogs and water cannons during a protest against segregation organised by Reverend Dr Martin Luther King Jr and Reverend Fred Shuttlesworth in Birmingham, Alabama

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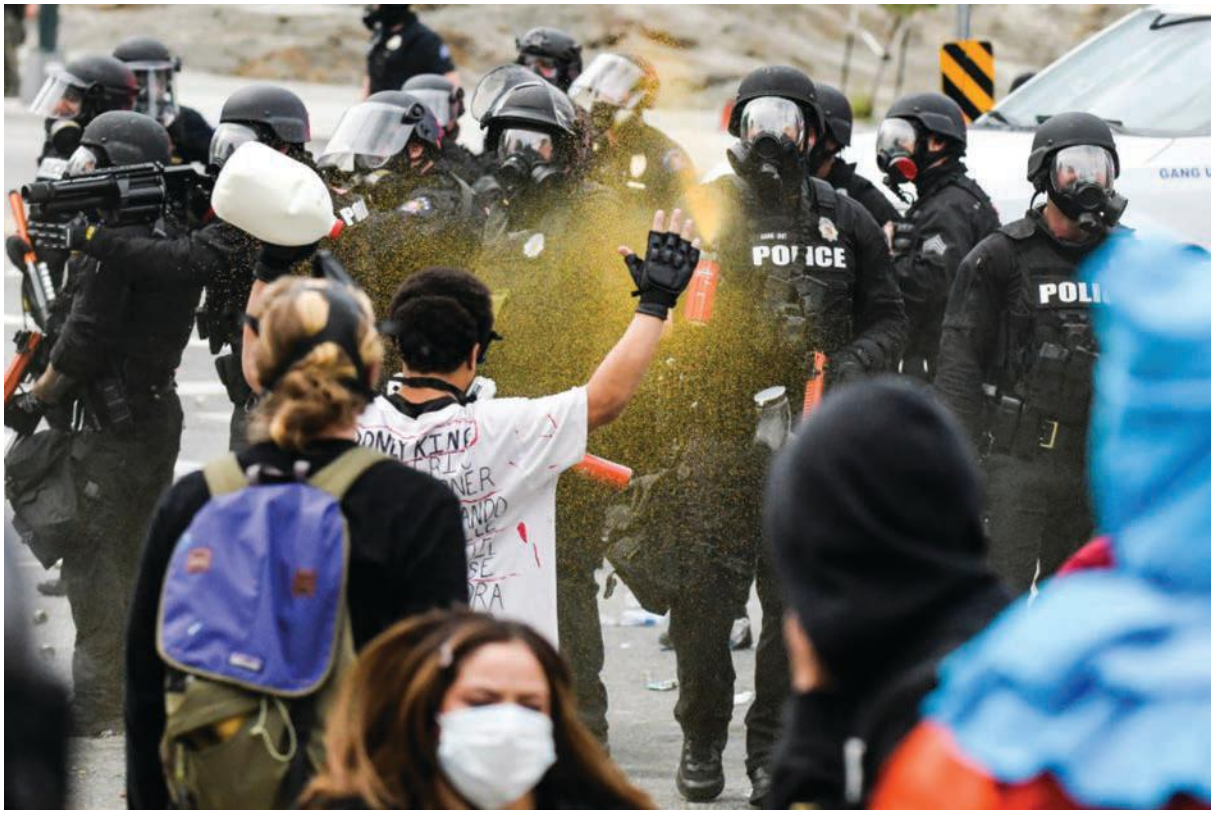
▲ **Source 2.43** Children participating in a segregation protest in Birmingham, Alabama, hide behind the trunk of a tree after firefighters begin spraying the demonstrators with hoses

▲ **Source 2.44** Protesters being attacked by police dogs during segregation demonstrations in Birmingham, Alabama



▲ **Source 2.45** Protester pepper-sprayed prior to being detained at a Black Lives Matter protest in Portland, Oregon, 15 October 2020

1 Could the police use of water cannons and fire hoses in Sources 2.42 and 2.43 be considered 'non-violent'?

2 Is the use of police dogs to deter protesters a reasonable action? What evidence can you see in Source 2.44 to support your judgement?

3 Source 2.45 depicts police detaining a protester (there is a large crowd of protesters not visible in the image). Is the police use of pepper spray justified in this circumstance?

   a **Compare** and **contrast** Source 2.45 with Sources 2.42, 2.43 and 2.44. What does this suggest about the relationship between police and African-American civil rights protesters over time?

   b What does it suggest about the overall success of the civil rights movement in achieving racial equality?

4 Why might the police believe their response to the protests (use of non-lethal deterrents, being heavily armoured) to be reasonable?

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The *Civil Rights Act*, 1964

On 28 August 1963, 250 000 protesters marched to the Washington Monument in the US capital to demand better employment and to protest against abuses of the civil rights of African Americans. On 2 July 1964, US President Lyndon B. Johnson signed the *Civil Rights Act*, which declared racial discrimination in employment to be illegal. The law also declared voting to be free and accessible to all, and enforced the desegregation of public facilities and education. This win was a high-water mark for the civil rights movement.

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of non-violence

▲ **Source 2.46** 2 July 1964: US President Lyndon B. Johnson shakes hands with civil rights leader Martin Luther King Jr at the signing of the *Civil Rights Act*

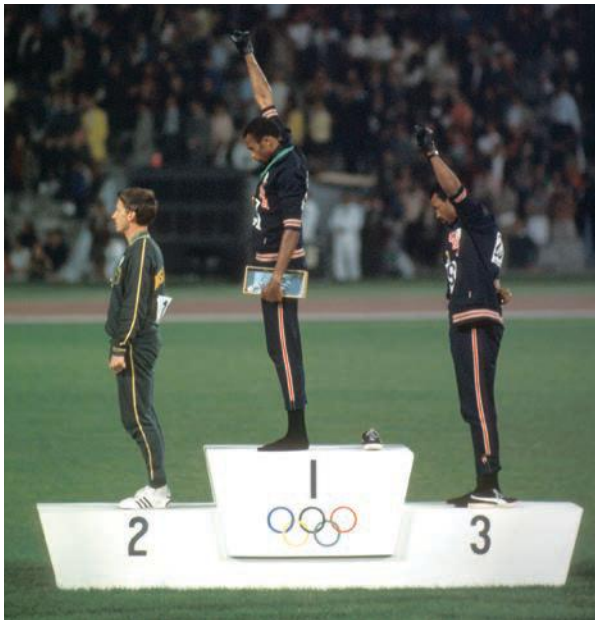
RESPONDING TO THE SOURCE – 2.14

What does Martin Luther King Jr's presence at the signing of this legislation (Source 2.46) suggest about his influence on the civil rights movement?

Protests on the international stage

The African-American civil rights movement gained significant international attention and served as an inspiration to other anti-racism protest movements around the world. The Olympic Games, the pinnacle of international sporting competition, aims to remain apolitical and promote peace. Rule 50.2 of the Olympic Charter states: 'No kind of demonstration or political, religious or racial propaganda is permitted in any Olympic sites, venues or other areas.' In 1968, two African-American athletes representing the United States raised their fists in the 'black power' salute, a gesture associated with the Black Power movement. While King Jr's non-violent protests gained a great deal of attention and were successful in achieving change, other groups also agitated for an end to racism. **Malcolm X** advocated for black nationalism and supported the use of force in the struggle for equality. The Black Panther Party emerged in California and at times resorted to violence in the defence of African-American businesses. The Black Power movement captured a range of perspectives on the use of violence, but all were united in their call to end racism.

Tommie Smith and John Carlos were expelled from the Olympics and banned for life for breaking Rule 50.2. The Australian in Source 2.47, silver medallist Peter Norman, suffered a different fate. While he did not take part in the salute, he was wearing an 'Olympic Project for Human Rights' badge, a newly formed organisation which advocated for an end to racism in sport. On his return to Australia, despite being a national record holder for the 200 metres, Norman was shunned and not invited to join the 1972 Olympic team, effectively ending his running career.



▲ **Source 2.47** October 1968: US athletes Tommie Smith (gold medal) and John Carlos (bronze medal) raise their fists in the Black Power salute during the national anthem at the Olympics in Mexico City

RESPONDING TO THE SOURCE – 2.15

1. Does Source 2.47 suggest Smith and Carlos' protest was spontaneous or planned?
2. How do you imagine the Australian runner felt at this moment?
3. Why might an international organisation like the International Olympic Committee wish to keep its events apolitical?

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Timeline of Aboriginal and Torres Strait Islander Peoples' civil rights in Australia

1938
- First Day of Mourning protest

1939
- Cummeragunja walk-off

1940s
- Jessie Street's activism reveals Australian racism internationally

1945
- United Nations established

1948
- Universal Declaration of Human Rights (Australia signs)

1957
- Warburton Ranges controversy

1958
- Federal Council for the Advancement of Aborigines (and later, Torres Strait Islanders) begins 10-year campaign to end Australian Constitution discrimination against Aboriginal and Torres Strait Islander Peoples

1962
- Aboriginal and Torres Strait Islander Peoples are allowed to vote in Commonwealth elections

1965
- Freedom Rides led by Charles Perkins

1967
- 90.7 per cent of Australians vote in support of counting Aboriginal and Torres Strait Islander Peoples in the census and to give the Commonwealth Government the power to make laws for them, rather than the states

▲ **Source 2.48** February 1965: Charles Perkins meets a supporter of the Aboriginal Freedom Ride. Perkins was inspired by the public focus the Freedom Rides had given to racial inequality in the southern parts of the US.

The Indigenous civil rights movement in Australia

Jessie Street and the anti-slavery society

In 1956, prominent feminist Jessie Street was investigating the possibility of human rights abuses in Australia. A **suffragette** and human rights activist, Street was working with the London-based Anti-Slavery Society, investigating a case to bring the Australian Government to the attention of the United Nations.

suffragette member of a political group of women seeking the right to vote through protest

Slavery had been outlawed throughout the British Empire in 1833. However, the use of Aboriginal and Torres Strait Islander Peoples' labour under 'protection' laws was being abused in a manner that suggested it had not truly been outlawed in Australia. Aboriginal and Torres Strait Islander Peoples had been employed as interpreters, trackers, troopers, servants, labourers, stockmen and divers since 1788. Few of them had been paid wages that fairly compared to the wages of non-Indigenous workers. Many had been paid in rations instead of money.

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In the case of those Aboriginal and Torres Strait Islander Peoples who did receive payment for their work, their wages were often withheld from them by the bosses they worked for, or by police and government authorities. In Western Australia, Aboriginal and Torres Strait Islander Peoples' wages were under 'total government control' up until 1968. In many states, Aboriginal Protection Boards withheld payment from Aboriginal and Torres Strait Islander workers. It is estimated that the Queensland Government still owes Aboriginal and Torres Strait Islander workers around A$500 million in unpaid wages.

Street calls for a referendum

Street travelled Australia and made a detailed case for the need to improve conditions, socially, economically and legally, for Aboriginal and Torres Strait Islander Peoples. Her conclusion was that the Australian Constitution needed to be changed to allow the federal government to control the laws that were made for Aboriginal and Torres Strait Islander Peoples.

ACTIVITY 2.6

The need for rights

> A woman reported to me that as a young woman she slept in a shed. Her day began before dawn when she commenced to prepare the employer's family's breakfast, then attended to the invalid grandmother, had breakfast on enamel utensils specially set apart for her, cleaned up the kitchen, did some housework then did ploughing or fencing with the farmer, returned at dusk to make the meals, cleaned up and put the grandmother and then herself to bed.
>
> This woman had no other company, was not taken on or given outings and had no means to travel, had no holidays, was paid no money and chose no item of clothing for herself until after she ran away when she was about 30 years old.

▲ **Source 2.49** Anonymous submission to the Stolen Wages Commission, 2006

1 Carefully read the submission to the Stolen Wages Commission. What indication does it give that some Aboriginal and Torres Strait Islander workers were treated as slaves?
2 What does the other evidence tell you about the treatment of Aboriginal and Torres Strait Islander Peoples? Does it amount to slavery?
3 Did Jessie Street have a case? **Explain** your response with evidence.

Up until this point, each individual state had made their own laws:

- In Queensland, the Director of Native Welfare was the legal guardian of all Aboriginal children until 1965, whether their parents were alive or not.
- In Western Australia, the *Aborigines Protection Act* of 1886 gave wide powers to the Board and Protectors and empowered magistrates to apprentice Aboriginal children to work up until the age of 21 years.
- The *South Australian Aborigines Act 1911* provided for the removal of an Aboriginal child to an institution under the control of the State Children's Council.
- The *Aborigines Protection Amending Act 1915* (NSW) gave power to the Aboriginal Protection Board to separate Aboriginal children from their families without having to establish in court that they had been neglected.

Cold War period of 45 years of hostility between the United States and the Soviet Union (centred on Russia), characterised by threats, propaganda and military conflicts around the globe

Street's detailed written report revealed a compelling case to pressure the Australian Government to make a case for a referendum to change the Constitution and to recognise the plight of Aboriginal and Torres Strait Islander Peoples.

The Warburton Ranges controversy: 1957

As an ally of the United Kingdom and the United States, Australia was a key player in the **Cold War**. The remote deserts of South Australia and Western Australia were controversially chosen as sites for nuclear weapons testing. In Woomera, South Australia, seven atomic bomb tests were completed between 1955 and 1963.

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In February 1957, William Grayden, a war veteran, and Aboriginal activist Doug Nicholls journeyed from Perth into **Ngaanyatjarra** country in the Warburton Ranges, north-west of the Woomera atomic bomb test zone, under the potential flight path of missiles. Grayden had visited Woomera before and had been shocked at the conditions at the Aboriginal missions he had seen in 1953.

> To think that people could survive under those conditions was extraordinary. They were very deprived. I realised there was such a tremendous amount to do for the Aborigines of Western Australia.

▲ **Source 2.50** William Grayden, MLA (Western Australia)

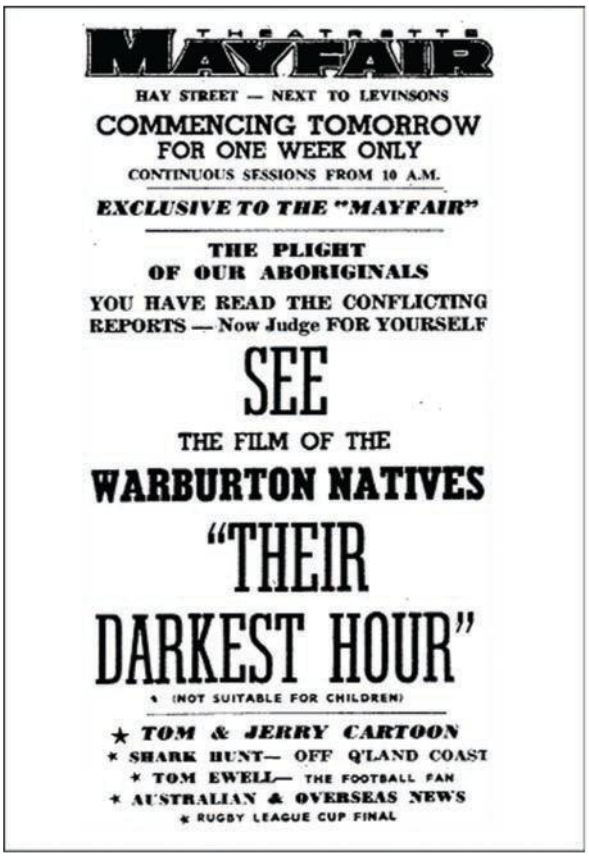
Grayden had little luck convincing the Western Australian Government to help. Mainstream media in Australia was also sceptical. Adelaide journalist Rupert Murdoch had flown over Central Australia and claimed that:

> These fine native people have never enjoyed better conditions.

▲ **Source 2.51** Claim from Adelaide journalist Rupert Murdoch, who had flown over Central Australia

Grayden and Nicholls were looking to report back on the living conditions of the Ngaanyatjarra people living on the Ranges Mission, which was located to the north-west of the flight path of some of the weapons being tested at Woomera. They found a group of people on the verge of death from starvation and disease. There was a severe lack of medical supplies, food and accommodation. Using a 16-mm camera (a small, durable film camera that could be used to make cheap movies), Grayden and Nicholls were able to record the film *Their Darkest Hour*. This film depicted the malnourished and impoverished community.

Their Darkest Hour was shown in theatres across Australia, at meetings and even on television. The film brought real-life images of mission life into the public eye. Newspaper headlines decried the abandonment of the Ngaanyatjarra people and inspired Australians to respond by writing letters to the Prime Minister of Australia, demanding an improvement to the Ngaanyatjarra people's conditions. This film started a public debate about Aboriginal and Torres Strait Islander Peoples' civil rights that would continue for years to come.



▲ **Source 2.52** Movie theatre advertisement announcing the screening of *Their Darkest Hour*

RESPONDING TO THE SOURCES – 2.16

How does this poster suggest that films such as *Their Darkest Hour* played a role in reshaping non-Indigenous Australians' understanding of First Nations Peoples' experiences?

The Federal Council for the Advancement of Aborigines: 1958

In 1958 the **Aborigines Advancement League** was formed. The work of Jessie Street had led to a plan for the Anti-Slavery Society to approach the United Nations and had also created momentum for Aboriginal and Torres Strait Islander activists around Australia.

Ngaanyatjarra language group that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

Aborigines Advancement League the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander Peoples' rights

The Warburton Ranges controversy and the screening of *Their Darkest Hour* had brought national and international attention to Aboriginal and Torres Strait Islander Peoples' civil rights.

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Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Aboriginal and Torres Strait Islander Peoples

Returned and Services League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

The formation of the **Federal Council for the Advancement of Aborigines** created a united voice for all Aboriginal and Torres Strait Islander Peoples, a voice that could be used to speak to the federal government. It created a platform and a group that could campaign for equal wages, for land rights, and for a referendum to change the Australian Constitution.

The right to vote: 1962

Depending on which state they lived in, some Aboriginal and Torres Strait Islander Peoples could cast a vote in state elections.

However, it was not until 1962 that the federal government extended this right to all Aboriginal people around Australia. At the same time, however, it was declared an offence to encourage Aboriginal people to vote.

The Freedom Rides: 1965

In 1965, inspired by the Freedom Rides in the southern states of the US, Aboriginal activist and academic Charles Perkins, the first Aboriginal person to graduate from an Australian university, decided to lead a bus tour of rural New South Wales to expose the racism and segregation Aboriginal and Torres Strait Islander Peoples in outback towns were experiencing. Travelling with 29 students from the University of Sydney, Perkins planned a tour of the towns of Walgett, Gulargambone, Kempsey, Bowraville and Moree.

Jim Speigelman was a Freedom Rider and student. Like many on the bus, Jim didn't know what waited for him.

> We knew there were problems, but no one really knew the nature of extent of it … Most of us were city kids and didn't really know what was going on in rural NSW.

▲ **Source 2.53** Jim Speigelman, Freedom Rider

> Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river …

▲ **Source 2.54** Ann Curthoy, Freedom Rider

The Freedom Riders found the same kind of segregation and discrimination that their US counterparts were being violently confronted by.

At the Walgett **Returned and Services League (RSL)** pub, the Freedom Riders began a protest against the segregation experienced by Aboriginal and Torres Strait Islander servicemen. These Aboriginal and Torres Strait Islander ex-soldiers were not allowed access to the pub, and were only served alcohol through the pub's back window on special occasions.

Perkins recalled the scene:

> All the members of the RSL had to pass right past us and they read the banners.
>
> They either laughed at us or spat at us or on the banners. Some of them got banners and tore them up. Some of the local smarties wanted to bash a few of us up. They said, 'You're stirring up trouble. The dirty niggers don't deserve any better and they are happy how they are.'

▲ **Source 2.55** Charles Perkins, in his book *A Bastard Like Me*, 1975

On the way out of town, the Freedom Ride bus was sideswiped by a large truck and forced off the road. The incident was reported and made national headlines.

RESPONDING TO THE SOURCES – 2.17

How do Sources 2.53, 2.54 and 2.55 corroborate or contest one another in their representation of the Freedom Rides?

At the next stop in Moree, the Freedom Riders attempted to enter the local swimming pool, where Aboriginal and Torres Strait Islander Peoples were rarely allowed. After a brief consultation, the local council agreed to change the laws to allow Aboriginal and Torres Strait Islander Peoples to swim, but only for the duration of the Freedom Riders' stay. As soon as Perkins and the students had left, the laws were revoked. Perkins and the Riders returned to Moree with some Aboriginal and Torres Strait Islander children and attempted to enter the pool. Hundreds of local residents came out to block their path. Jim Speigelman was assaulted and knocked unconscious. The violence was again featured on the national news. Following the confrontation, the town voted to permanently lift the segregation of the pool.

In the remaining towns they visited, the Freedom Riders found further evidence of segregated pubs, hotels and swimming pools. The ride had made Australian and international news, with even the *New York Times* reporting on the journey. As Charlie Perkins later stated at a meeting in Canberra, 'the problem is out in the open now'.

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ACTIVITY 2.7

The Freedom Rides

▲ **Source 2.56** Crowds gather as the Freedom Riders attempt to enter the Moree swimming pool

> The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too.

▲ **Source 2.57** Charles Perkins

> The police came up and warned us that if we stayed the violence would get much worse. We decided to stay, continuing to insist on being allowed to enter the pool with the Aboriginal children. Tomatoes and eggs continued to be thrown.

▲ **Source 2.58** Ann Curthoy

▲ **Source 2.59** Students outside Walgett RSL, 15 February 1965. Signs read: 'Is Walgett Australia's Disgrace?'; 'Good Enough for Tobruk why not Walgett RSL?', 'Aborigines also Fought'.

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Please look up the following articles online:

1. (Primary source): Tillman, D. 'Sydney Students on Freedom Ride to Aid Natives', *The New York Times*, 26 February 1965.
2. (Secondary source): McInerney, M. 'Freedom Ride: Turning point in Australia's race relations', BBC News website, 15 February 2015.

▲ **Source 2.60** Suggested online research articles on the Freedom Ride

1. **Use** a range of sources to **identify** the challenges faced by the Freedom Riders.
2. **Consider** the origin and context of Source 2.60. What was the international perspective on the Freedom Rides and Australian race relations?
3. What do the sources suggest are the attitudes that underpin the resistance to the Freedom Riders?
4. How does Source 2.59 highlight the inequity faced by Indigenous servicemen? Why is the mention of Tobruk significant?
5. How do the articles in Source 2.60 highlight the challenge of seeking rights and social equality?

The beginning of the end of the White Australia Policy: 1966

The election of Harold Holt as Australia's Prime Minister, succeeding Australia's then-longest-serving Prime Minister Robert Menzies, heralded a new age for Australia's policy towards Aboriginal and Torres Strait Islander Peoples and immigrants. One of the first policies Holt targeted was the White Australia Policy. Since 1901, various migration acts had directly discriminated against non-European migrants to Australia. These laws had been used to restrict the number of non-white migrants and to make it easier to deport non-white migrants who were already in the country. This was seen as a way to protect Australia's links to Britain. In the 1940s, Aboriginal and Torres Strait Islander Peoples and 'non-white' Australians made up less than 2 per cent of the Australian population.

After the conclusion of World War II, Arthur Calwell, Australia's first-ever Minister for Immigration, made a speech which stated that, in a post-World War II world, Australia needed to 'populate or perish' to survive whatever came next.

This meant that Australia had to relax its views on immigration. By 1966, the Australian Government, under Holt, made the first genuine steps to do so. The *Migration Act* was passed, which made it easier for people of any nation around the world to migrate to Australia. While it would take many years for this act to result in a properly multicultural population, it heralded a new era in Australian thinking.

The Referendum: 1967

The work of Jack Patten, Jessie Street, Doug Nicholls, Charles Perkins and countless other people came to fruition when the Australian people voted on 27 May 1967 to change the wording of the Australian Constitution, so that Aboriginal and Torres Strait Islander Peoples could finally be included in the national census.

This change of wording also allowed the federal government to take charge of laws that related to Aboriginal and Torres Strait Islander Peoples.

The Australian Constitution had previously included words that directly discriminated against Aboriginal and Torres Strait Islander Peoples in the eyes of the law.

The road to recognition

In 1967 a question was put to the Australian people. *Should the constitution be changed to include Aboriginal and Torres Strait Islander Peoples in the national census, and should the Federal Government be allowed to make laws for them?*

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> ... the Government has been influenced by the popular impression that the words now proposed to be omitted from section 51(xxvi) are discriminatory – a view which the Government believes to be erroneous but which, nevertheless, seems to be deep rooted …

▲ **Source 2.61** Australian Prime Minister Harold Holt speaking in Parliament. The words to be omitted said that the federal government could not make laws concerning Aboriginal people.

The Referendum asked the Australian Government for:

> An Act to alter the Constitution so as to omit certain words relating to the people of the Aboriginal race in any state so that Aboriginals are to be counted in reckoning the population …

▲ **Source 2.62** From the Constitution Alteration (Aboriginals) 1967 Referendum

The lead-up to the referendum saw a determined 'Yes' campaign from a small team of activists who toured the country, speaking at town halls, churches, rallies and community meetings, urging Australians to vote to improve Aboriginal and Torres Strait Islander Peoples' rights.

Joe McGuiness, Faith Bandler and Pearl Gibbs worked for a range of Aboriginal and Torres Strait Islander activist groups and travelled the country extensively to hand out pamphlets and press their cause.

ACTIVITY 2.8

The 'Yes' campaign

▲ **Source 2.63** May 1967: Bill Onus, President of the Victorian Aborigines Advancement League, took part in the march for the Aboriginal Rights referendum.

▲ **Source 2.64** March for the Aboriginal Rights referendum

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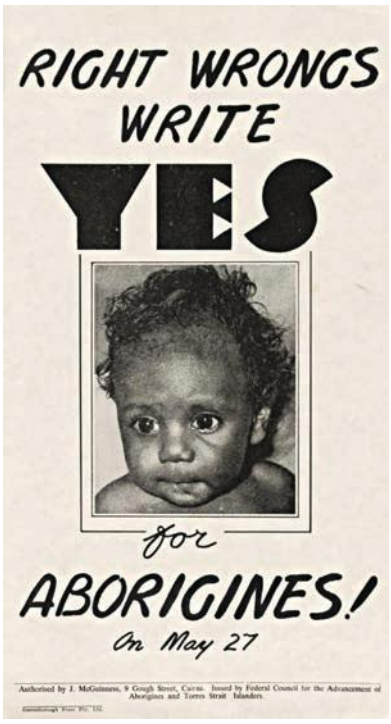
▲ **Source 2.65** 1967 Referendum poster



▲ **Source 2.66** 'Right wrongs' poster (Western Australian Museum)

1 What feature is common in Sources 2.63, 2.64 and 2.66 that may have increased the appeal to non-Indigenous voters to support the 'Yes' campaign?
2 What do the sources suggest are the issues First Nations People most want addressed?
3 **Explain** why the use of 'apartheid' in Source 2.64 is significant. What does the use of this term suggest about Australian society?
4 What document does Source 2.65 cite? What might be the purpose of this? What does it suggest about Australian society?

The work of these activists was a success. More than 90 per cent of Australians voted in favour of changing the wording of the Constitution. A momentous turning point in Australia's history had been reached. Aboriginal and Torres Strait Islander Peoples were now recognised and counted in the national census, and the federal government, not the state governments, could take charge of improving the lives of Aboriginal and Torres Strait Islander Peoples.

ACTIVITY 2.9

Responses to the referendum

> The victory of the 1967 referendum was not a change of white attitudes. The real victory was the spirit of hope and optimism which affected blacks all over Australia. We had won something … We were visible, hopeful and vocal.

▲ **Source 2.67** Kath Walker (Oodgeroo Noonuccal), 1967 Referendum Campaign National Coordinator
Source: Parliament of Australia

> Aboriginal people are the skeletons in the cupboard of Australia's national life … outcasts in our own land.

▲ **Source 2.68** Pastor Doug Nicholls, 1938

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TABLE 2.1 Results of the 1967 Australian referendum

State	On rolls	Ballots issued	For		Against		Invalid	Result
			Votes	%	Votes	%		
New South Wales	2 315 828	2 166 507	1 949 036	**91.46**	182 010	8.54	35 461	Yes
Victoria	1 734 476	1 630 594	1 525 026	**94.68**	85 611	5.32	19 957	Yes
Queensland	904 808	848 728	748 612	**89.21**	90 587	10.79	9 529	Yes
South Australia	590 275	560 844	473 440	**86.26**	75 383	13.74	12 021	Yes
Western Australia	437 609	405 666	319 823	**80.95**	75 282	19.05	10 561	Yes
Tasmania	199 589	189 245	167 176	**90.21**	18 134	9.79	3 935	Yes
Australian total	6 182 585	5 801 584	5 183 113	**90.77**	527 007	9.23	91 464	Yes
Obtained majority in all six states and an overall majority of 4 656 106 votes.								
Carried								

Source: Parliament of Australia

> The massive vote was not a vote for correcting the grammar of the Constitution. It was an explosion of compassion and concern on the part of the Australian people.

▲ **Source 2.69** Kim Beazley, *The Canberra Times*, 1 June 1967

Context statement for Source 2.69

Kim Beazley was a politician and member of the Australian Labor Party who had helped the Yirrkala Bark Petitions reach parliament (see page 124). He recalled being actively involved in the 'Yes' campaign.

1 What do Sources 2.67, 2.68 and Source 2.69 suggest the outcomes of the Referendum were for Australian society?
2 **Use** Table 2.1. Which state gave the strongest support for the Referendum? Which state gave the least?
3 Why would it be impossible to know how many Indigenous people lived in each state and may have voted in the Referendum?
4 Do Sources 2.67 and 2.69 corroborate or contradict one another in their characterisation of white Australians? Do any of the other sources offer support for your response?

END-OF-SECTION REVIEW 2.3

Sub-inquiry question reflection

The following questions will help you answer this section sub-inquiry question: **'What actions did individuals and groups take to gain civil rights up until 1967?'**

1 How did events like the Freedom Rides and the 'Yes' campaign differ from earlier Indigenous advocacy, like the Day of Mourning?
2 Why might this difference have been important in securing the support of a majority of Australians in the 1967 Referendum?
3 **Explain** the relationship between the African-American civil rights movement, the anti-apartheid movement and the Australian Indigenous civil rights movement.

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▲ **Source 2.70** (Top and bottom) Australian Black Lives Matter rally images from Brisbane, 6 June 2020

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▲ **Source 2.71** Black Lives Matter protest, June 2020, Washington, DC

Alongside the celebration, Australia Day also has a long history of commemoration and contestation, and this year is no different. In Western Australia, Fremantle council's proposal to hold an alternative and culturally inclusive citizenship ceremony on January 28 was condemned by the federal government. The council was eventually forced to reinstate it to January 26.

[…]

Public participation in Australia Day events — including concerts, fireworks and other community gatherings — has increased since the 1990s. Most Australians welcome the public holiday, which has come to mark the end of summer and the return to school.

But the day has continued to be one of Indigenous protest, with Invasion Day and Survival Day rallies held across the nation.

[…]

Any decision to change Australia Day to an alternative date or disband it altogether would need to be made by the combined federal and state governments.

That seems unlikely to happen. Suggestions from time to time that Australia Day be moved to another date have met with little enthusiasm.

It should be noted, though, that in the frenzy surrounding the centenary of the first world war, Anzac Day has increasingly come to be seen as Australia's more significant national day.

▲ **Source 2.72** Extract from Kate Darian-Smith, 'Australia Day, Invasion Day, Survival Day: a long history of celebration and contestation', *The Conversation*, 26 January 2017. Read the full article on *The Conversation* at https://theconversation.com/australia-day-invasion-day-survival-day-a-long-history-of-celebration-and-contestation-70278

4 Is there evidence of an ongoing relationship between American and Indigenous civil rights advocacy? What similarities and differences exist between the two groups?

5 Using your historical knowledge, what does Source 2.71 suggest about the overall success of Indigenous advocacy in changing social attitudes and practices?

6 In your own words, outline the relationship between legal rights, social attitudes and human rights.

REFLECTING ON YOUR LEARNING 2.3

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'What actions did individuals and groups take to gain civil rights up until 1967?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Indigenous civil rights today?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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2.4 What actions did individuals and groups take to gain land rights?

FOCUS QUESTIONS

- How did civil rights activism manifest in Australia?
- What did civil rights activism achieve in Australia?

Timeline of Aboriginal and Torres Strait Islander Peoples' civil rights after 1967

1968
Birth of the Redfern Black Power Movement

1970
The Redfern Aboriginal Legal Service opens its doors

1971
The South African Springboks Rugby team tours Australia and faces protest

1972
An Aboriginal Tent Embassy is established outside Parliament House in Canberra

1975
The Wave Hill walk-off is resolved

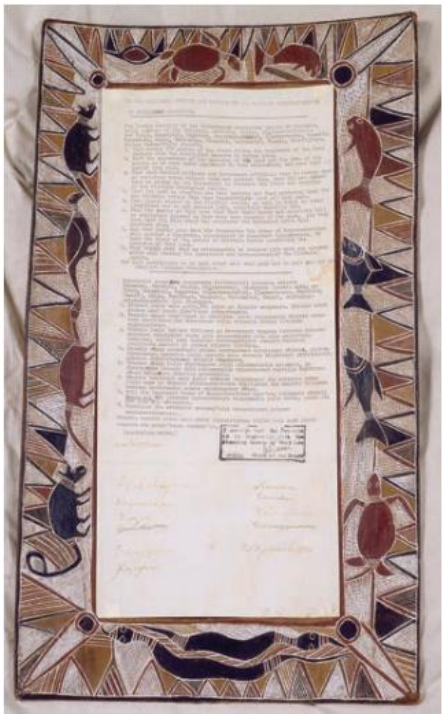
1982
Eddie Mabo launches legal proceedings to win back ownership of his traditional lands in the Torres Strait

The Yirrkala Bark Petitions: 1963

In 1963, 300 square km of the **Arnhem Land** area of the Northern Territory was taken without any consultation from the Yolngu people who lived there. The land was to be sold to an international mining company for mining and exploration. **Yolngu** Elders decided to petition the federal government and protest the mining project.

The petitions they prepared, written on a combination of bark and paper, included the thumbprints of Yolngu Elders. Their message was simple: 'This [is] aboriginal people's place. We want to hold this country. We do not want to lose this country.' (From the Yirrkala Bark Petitions)

The Yolngu Elders requested a federal inquiry into the process of awarding the mining contract. Two parliamentarians presented the bark petitions to the **House of Representatives** in 1963. The House acknowledged, for the first time, that Aboriginal and Torres Strait Islander law should be recognised by the Australian Government. The protests of the Yolngu Elders were unsuccessful, however, and construction of the mine eventually proceeded. However, the Yirrkala Bark Petitions set an important precedent, because Australian courts had recognised Aboriginal and Torres Strait Islander Peoples' place on Australian land and acted to protect Aboriginal and Torres Strait Islander Peoples' **sacred sites** from destruction. This would also act as another important stepping-stone on the road to Aboriginal and Torres Strait Islander Peoples' civil rights.



Source 2.73 The Yirrkala Bark Petition from 1963

Arnhem Land largest area of land owned by Aboriginal people in Australia, located in the north-eastern corner of the Northern Territory

Yolngu inhabiting north-eastern Arnhem Land

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

sacred sites physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander Peoples

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ACTIVITY 2.10

The Bark Petition

TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES IN PARLIAMENT ASSEMBLED. The Humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamumu, Narrkala, Gapiny, Miliwurrwurr people and Djapu, Mangalili, Madarrpa, Magarrwanalmirri, Djambarrpuynu, Gumaitj, Marrakulu, Galpu, Dhaluangu, Wangurri, Warramirri, Naymil, Riritjingu, tribes respectfully showeth.

1. That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land.
2. That the procedures of the excision of this land and the fate of the people on it were never explained to them beforehand, and were kept secret from them.
3. That when Welfare Officers and Government officials came to inform them of decisions taken without them and against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala aboriginal people.
4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.
5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.
6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larrakeah tribe will overtake them.
7. And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
8. They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people. And your petitioners as in duty bound will ever pray God to help you and us.

▲ **Source 2.74** English translation of the Bark Petition

1. What are the three main concerns expressed in the Bark Petition?
2. What do the petitioners ask for?
3. What legal concept does this challenge? **Explain** your answer.
4. Despite the fact that the Bark Petition did not prevent the mining lease being granted, why might this document be considered historically significant?

The Wave Hill walk-off: 1966

On 23 August 1966, 200 Aboriginal and Torres Strait Islander stockmen and labourers and their families walked off the remote Wave Hill cattle station in the Northern Territory. This was a strike to protest low pay and poor conditions.

The station was owned by the English aristocratic Vestey family, who paid their Aboriginal and Torres Strait Islander workers at least 50 per cent less than non-Aboriginal and Torres Strait Islander workers. During the strike, the Gurindji community, led by Vincent Lingiari, decided to make a claim for the return of their traditional lands, the very lands they had walked off in protest.

In August 1967, as negotiations between the strikers and the Vestey family continued, Lingiari and the Gurindji people made camp at Daguragu (Wattie Creek). This site was close to Gurindji sacred sites. The move was symbolic of their connection to, and custodianship of, their land.

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Their demands for access to their land would develop into an eight-year struggle of wills. While it was deemed that the occupation of Daguragu was illegal, the remote geographic location meant that the Gurindji people had some bargaining power. Lingiari and his people knew how to make a claim in the language of white Australia. They wrote a sign in English, erected it and staked their claim.

The strikers patiently settled in for a slow strike. Meanwhile, important moves were being made elsewhere in the struggle for Aboriginal and Torres Strait Islander Peoples' civil rights.

▲ **Source 2.75** Wave Hill Station, Northern Territory, 1966: Vincent Lingiari and Mick Rangiari by the sign they made outside the station. The sign read 'Gurindji mining lease and cattle station'.

RESPONDING TO THE SOURCE – 2.18

1 Why is the use of the word 'lease' on the sign in Source 2.75 interesting?
2 What might be Lingiari's motive for not naming the station as Wave Hill?
3 How do the words 'Gurindji' and 'Mining lease and cattle station' convey the competing understandings of land use?

On 17 December 1967, Australian Prime Minister Harold Holt went swimming off the coast near Portsea, Victoria. He was never seen again and was presumed drowned. Wild rumours circulated about his disappearance. Some went as far as suggesting it was a Cold War plot. For Aboriginal and Torres Strait Islander activists, it was a sombre moment for another reason. Holt had been the Prime Minister tasked with taking the 1967 Referendum result forward. He had promised to take the will of the Australian people and change conditions for Aboriginal and Torres Strait Islander Peoples for the better.

Holt's replacement as Australian Prime Minister was John Gorton. Gorton was a more conservative politician than Holt. He changed the direction of government policy towards Aboriginal people.

> The next three years would prove disastrous for Aboriginal affairs insofar as the Gorton Administration proved to be completely disinterested in the situation of Aboriginal people.

▲ **Source 2.76** Gary Foley (Aboriginal Gumbainggir activist), 'Harold Holt's death and why the 1967 referendum failed Indigenous people', *The Guardian*, 27 May 2017

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From this moment on, a new and more aggressive approach was taken by Aboriginal and Torres Strait Islander civil rights activists.

RESPONDING TO THE SOURCE – 2.19

What do Foley's statements in Source 2.76 suggest about the degree of control the Australian Government exerted over the likely success of the Indigenous civil rights movement?

ACTIVITY 2.11

When government ministers are sworn in to their roles as Members of Parliament, they state:

> I do swear well and truly serve the people of Australia in the office of [position] and that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Australia. So help me God.

When Gorton became PM in 1968 the oath was:

> I do swear that I will well and truly serve Her Majesty Queen Elizabeth the Second, Her heirs and successors, according to law, in the office of [position] so help me God.

1 How do the two oaths differ?
2 Would Gorton have been violating his oath in being 'disinterested in the situation of Aboriginal people'?

Redfern as a centre of activism

The suburb of Redfern in Sydney emerged as a centre for Indigenous activists in the late 1960s. The suburb has a high proportion of First Nations residents who were inspired by the Black Power and Black Panther movements that had arisen in the United States. This caused some concern for authorities, as the Black Panther movement was more radical and violent than Martin Luther King Jr's calls for non-violent resistance.

One of the major achievements of the activists was the establishment of the Redfern Aboriginal Legal Service, which was designed to provide legal services to First Nations Peoples and create legal change in better protecting First Nations rights under law.

In an international incident, Redfern Aboriginal and Torres Strait Islander leaders wore the jerseys of the South African rugby team, the Springboks, into a bar where the players were gathered as a part of the 1971 rugby tour to Australia. This was a response to the leader of South Africa's apartheid government claiming that 'no black man will ever wear the Springbok jersey' (1963). The players were enraged, the activists detained by police for stealing the jerseys (they had not been stolen), and the international media took great interest in the story.

The defiance shown by the leaders in Redfern – Gary Foley, Paul Coe, Billy Craigie and Bert Williams – made national and international news and brought the world of radical Aboriginal activism to international attention. It also put Aboriginal activism back into the minds of Australians. It gave the Black Power movement momentum, attention and an idea. They would set up an Aboriginal 'embassy' on the lawn of Parliament House in Canberra.

The Aboriginal Tent Embassy: 1972

On 26 January 1972, four young men marched onto the lawn of Parliament House, pitched an umbrella and declared the space an **Aboriginal Tent Embassy**. Their protest came a day after Australian Prime Minister William McMahon had declared he would reject any proposal for granting Aboriginal and Torres Strait Islander Peoples their traditional land rights. Instead, he said that he wanted to grant them the opportunity to 'lease' land from the government.

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander Peoples of Australia in government

Incensed that McMahon would make such a claim when the Lake Tyers, Yirrkala and Wave Hill disputes were still continuing, Aboriginal activists declared that a public statement about Aboriginal land rights needed to be a priority.

In setting up the embassy, Gary Foley stated that Aboriginals were:

> ... aliens in our own land, so, like other aliens, we needed an embassy.

▲ **Source 2.77** Gary Foley

RESPONDING TO THE SOURCE – 2.20

1 What experiences might have justified Foley's claim in Source 2.77 that Indigenous peoples were 'aliens in their own land'?
2 The purpose of foreign embassies is to advocate for the interests of one nation in their dealings with another, when they have no legal obligations. Embassies are vital in the negotiations of trade and diplomatic relationships. What does the establishment of the Tent Embassy suggest about the lack of representation available for First Nations People at the time?

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On 6 February 1972 the embassy inhabitants made a list of demands:

- Complete rights to the Northern Territory as a state within Australia and the installation of a primarily Aboriginal State Parliament.

These rights would include all mining rights to the land:

- Ownership of and mining rights over all other Aboriginal reserve lands in Australia
- The preservation of all sacred sites in Australia
- Ownership of areas in major cities, including the mining rights
- Compensation for lands that were not able to be returned, starting with A$6 billion and including a percentage of the gross national income every year.

The embassy's popularity grew. Students from the Australian National University in Canberra joined the protests as the embassy's population grew. A visit from Federal Opposition Leader Gough Whitlam gave the protesters legitimacy in the eyes of voters. The Embassy became a focal point of protest for all Aboriginal issues.

Anger rose in May 1972 when the Australian Capital Territory Government made camping on unleased land illegal, thus paving the way for the removal of the Tent Embassy. On 20 July 1972, police clashed violently with hundreds of protesters as the tents were removed, only for the protesters to return the following Sunday and re-erect the tents, and for police to again tear them down. On 31 July 1972, more than 2000 people witnessed the tents being re-erected and then removed by protesters in a peaceful demonstration.

The Aboriginal flag was flown for the first time at the Tent Embassy. Today it is a symbol of the unity and identity of Aboriginal people. The Tent Embassy would be closed and removed and would reappear over the next few decades. Today it still exists as a symbol of Aboriginal protest and unity on the lawns of the original Parliament House in Canberra. It is currently listed by the Australian Government as an Australian heritage landmark.

ACTIVITY 2.12

The Tent Embassy

1 What is the significance of 26 January as the day Tent Embassy was set up?
2 Read through the demands of the Tent Embassy carefully. What stands out to you?
3 The demands were seen as unreasonable by the Australian Government. Why do you think the protestors chose such demands?
4 Beyond the list of demands, what do you think a Tent Embassy on the lawns of Parliament House would symbolise to the rest of the Australian public?

What did the Aboriginal Tent Embassy achieve?

The initial demands of the Aboriginal Tent Embassy were not met. However, it forced the focus of Australian politics and social movements back towards the improvement of Aboriginal and Torres Strait Islander Peoples' lives. It united Aboriginal and Torres Strait Islander Peoples' movements around the country and brought thousands of non-Indigenous Australians to the Aboriginal and Torres Strait Islander Peoples' cause. In the long term, it would lead to a genuine public and political debate on the issue of land rights, but in the short term it contributed to a significant change in the Australian political landscape.

ACTIVITY 2.13

Calls for rights

> And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
>
> 1 They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people. And your petitioners as in duty bound will ever pray God to help you and us.

▲ **Source 2.78** Extract of the English translation of the Yirrkala Bark petition

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▲ **Source 2.79** Canberra, 27 November 1972: At the Aboriginal Tent Embassy on the lawns of Parliament House, Mike Anderson, Vice-Chairman of the Aboriginal Lands Board, with Billie Cragie of Moree and Bert Williams of Nowra, hold signs protesting against the government's decision not to grant full land rights to Aboriginal Australians.

1. Control of the Northern Territory as a State within the Commonwealth of Australia; the parliament in the NT to be predominantly Aboriginal with title and mining rights to all land within the Territory
2. Legal title and mining rights to all other presently existing reserve lands and settlement throughout Australia
3. The preservation of all sacred sites throughout Australia
4. Legal title and mining rights to areas in and around all Australian capital cities
5. Compensation monies for lands not returnable to take the form of a down payment of six billion dollars and an annual percentage of the Gross National Income

▲ **Source 2.80** Purpose and aims of the Tent Embassy, developed by Embassy members and Gough Whitlam

Source: National Museum of Australia

▲ **Source 2.81** Gough Whitlam, leader of the Labor opposition, visits the Tent Embassy prior to his election as prime minister

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1 How does the tone of the First Nations' claims change in the decade between the Bark Petition and the Tent Embassy? What may account for these changes?

2 Prime Ministers Gorton and McMahon had not been willing to engage with First Nations' calls for land rights. What do Sources 2.78 and 2.80 suggest the Tent Embassy achieved in terms of First Nations Peoples' relationships with the government?

The Whitlam Government: 1972

In 1972 the Australian Labor Party led by Gough Whitlam won government in Australia. This ended 23 years of Liberal Party rule that had guided Australia out of the post-war years, through the darkest days of the Cold War, disbanded the White Australia Policy, and had granted Aboriginal and Torres Strait Islander Peoples both the vote and the right to exist as Australians. However, the later years of the 1960s saw a radical shift in politics in both the US and Australia, as the population shifted towards more socially progressive ideas.

Under Whitlam, the new Australian Government made huge reforms in education, health and the treatment of Aboriginal and Torres Strait Islander Peoples, women and migrants. One of the first acts of the Whitlam Government was to address the issue of Aboriginal land rights. As part of his election campaign, Whitlam claimed his party would:

> … legislate to give Aborigines land rights – not just because their case is beyond argument, but because all of us as Australians are diminished while the Aborigines are denied their rightful place in this nation.

▲ **Source 2.82** Gough Whitlam, election campaign speech, 1972

While Whitlam's government was not successful in legislating for land rights, it did pass a key piece of legislation that undid the final vestiges of the White Australia Policy. In 1975, the *Racial Discrimination Act* became law. The Act makes it an offence to discriminate against a person based upon their race or ethnicity in a range of settings:

- Employment, including equal pay
- Land and housing (i.e. when buying or renting)
- Goods and services (e.g. access to medical services)
- Access to public facilities (e.g. public pools, businesses, etc.).

These laws did not only apply to First Nations Peoples, but all races. This was also an important piece of legislation for Australia's migrant communities, who under the White Australia Policy had faced both legislative and social discrimination.

The Whitlam Government also made a symbolic gesture that changed the course of Aboriginal and Torres Strait Islander Peoples' civil rights.

The end of the Wave Hill walk-off: 1975

On 16 August 1975, Australian Prime Minister Gough Whitlam returned traditional lands in the Northern Territory to the Gurindji people.

The Gurindji people, led by Vincent Lingiari, had walked off the Wave Hill cattle station in 1966 in protest against low wages, poor conditions and discrimination.

The protest had quickly turned into a demand not simply for wages, but for land.

The Australian Government purchased the Wave Hill station from the Vesteys and gave it back to Lingiari and the Gurindji people. At the station, Whitlam made a short speech.

> On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want:
>
> first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station; second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji; finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.

▲ **Source 2.83** Australian Prime Minister Gough Whitlam, Wave Hill Station, 1975

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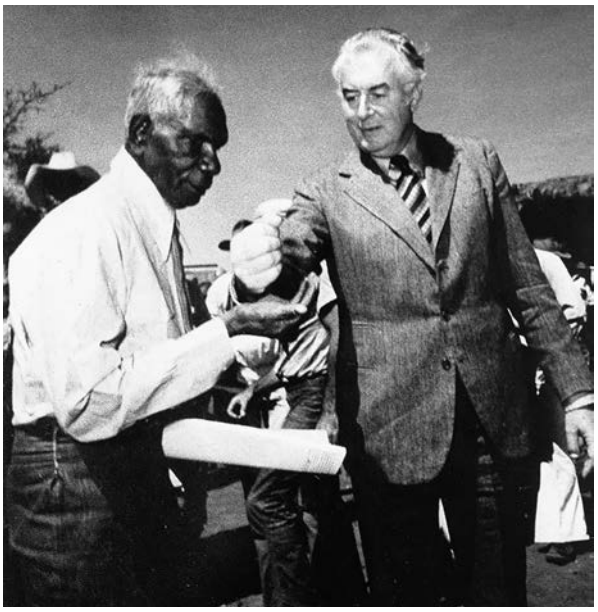

▲ **Source 2.84** Prime Minister Gough Whitlam pours soil into the hands of traditional landowner Vincent Lingiari, Northern Territory

RESPONDING TO THE SOURCES – 2.21

1 What are Whitlam's three main points?
2 Why is Whitlam's recognition of inequality significant?
3 How do you think First Nations Peoples may have responded to seeing Source 2.84?

Eddie Mabo

In 1972, Eddie Koiki Mabo was planning to visit his dying grandfather on the Torres Strait island of Mer (Murray Island). Mabo had always understood Mer to be the traditional land of his people. The Queensland authorities refused his plans to visit.

Mabo's daughter Gail recalled:

> They said Eddie was a non-Islander, because he hadn't lived there for so long. They thought he was too political and would stir up trouble … Six weeks later my father received a telegram saying that his father had died.
>
> My father cried. We never had the chance to meet our grandfather. My father never forgave the government authorities for this injustice. It fuelled his determination for recognition and equality in society. This began his ten-year battle for justice and political status.

▲ **Source 2.85** Gail Mabo

RESPONDING TO THE SOURCES – 2.22

1 Based on Source 2.85, what was Eddie Mabo's motivation for seeking land rights?
2 How did Eddie Mabo's treatment **demonstrate** the perpetuation of dispossession?

In 1981, Mabo made a speech at Queensland's James Cook University in which he explained the complex system of inheritance that governed the traditional ownership of Mer. Lawyers in the audience approached Mabo, suggesting that his claim to his land could be tested in Australia's court system.

For 10 years, Mabo fought his case in court. In doing so, he rejected more radical solutions from other activists. Mabo was determined to prove British and Australian ownership of land to be based on a long-believed fallacy.

On 20 May 1982, Mabo was the plaintiff in a High Court case to claim ownership of his traditional land. Central to the debate was the notion of *terra nullius*. In February 1986, the Meriam challenged the legislation and in December 1988 the High Court ruled in the Mabo No. 1 case that the Act contravened the *Commonwealth Racial Discrimination Act 1975*. This enabled the High Court to begin hearing Mabo No. 2, the Meriam's land rights case.

The court ruled that this long-held legal notion – that Australia had belonged to no one when the British First Fleet arrived – was incorrect. It agreed with Mabo's assertion that Aboriginal and Torres Strait Islander Peoples had inhabited Australia for thousands of years and could rightfully make legal claims to traditional land. This decision overturned more than 200 years of British claims to the ownership of Aboriginal land.

Mabo did not live to see his people reclaim their land. He died at the age of 56, only months before the decision on 3 June 1992 in which the High Court of Australia decided in favour of Mabo and his fellow plaintiffs.

On 3 June 1992, six of the seven judges agreed that the Meriam held traditional ownership of the lands of Mer. The decision led to the passing of the *Native Title Act 1993*, providing the framework for all Australian Indigenous people to make claims of native title.

But the ruling clearly stated that native title claims only apply to land such as vacant Crown land, national parks and some leased land. Even then, it is necessary for Aboriginal claimants to either go to court or a tribunal or prove that they have continually maintained their traditional association with the land in question.

The Mabo judgment also ensures that whenever there is conflict between titles granted by the Crown and the native title, the Crown prevails.

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This does not, however, detract from the huge symbolic importance of the ruling and subsequent legislation, both of which recognise the connection between land, identity and continuity of family and community felt by Aboriginal and Torres Strait Islander Peoples.

The High Court judges had agreed that Aboriginal and Torres Strait Islander Peoples had in fact lived in Australia for thousands of years and had a rich, recognised culture that signified proof of ownership of their traditional land.

However, other people around Australia were concerned that the Mabo decision would lead to land rights claims on the homes of 'ordinary' Australians. Victorian State Premier Jeff Kennett claimed that suburban backyards would be under threat. He later admitted he was wrong. Such land rights claims have never been made.

The *Native Title Act*

The Mabo decision laid the legal foundation for the *Native Title Act* in 1993. The *Native Title Act* recognises Aboriginal and Torres Strait Islanders' claims to land and waters in Australia. The Act recognises the right for First Nations to use the land in a variety of ways and to protect sites of cultural significance. Native Title can be granted 'exclusively', meaning that the First Nations claimants are in full control of the land and how it is used. 'Non-exclusive' Native Title recognises the right of First Nations Peoples to access and use the land, while also acknowledging the validity of existing pastoral leases and other claims to the land.

Native title may be claimed in areas such as

- vacant (or unallocated) Crown land
- parks and public reserves
- beaches
- some leases (such as non-exclusive pastoral leases)
- land held by government agencies
- some land held for Aboriginal and Torres Strait Islander communities and
- oceans, seas, reefs, lakes, rivers, creeks and other waters that are not privately owned.

Native title rights cannot be claimed in relation to minerals, gas or petroleum under Australian law. Native title in tidal and sea areas can only be of a non-exclusive nature, as exclusive native title is considered inconsistent with other common law rights regarding marine access and navigation.

▲ **Source 2.86** Where can native title be claimed?
Source: nativetitle.org.au

The Wik Decision

There are obvious tensions created when there are competing claims to ownership of land. Initially, it was decided that pastoral leases 'extinguished' or overrode native title claims. In 1996, the Wik decision recognised the concept of 'partial extinguishment' of native title; that is, while an existing pastoral lease or other form of claim may prevent First Nations People being granted exclusive use of land, they can still be granted access to the land to hunt, fish or practise culture.

ACTIVITY 2.14

Perspectives

The Mabo and Wik decisions caused a wide range of reactions.

It gave us back our pride. Until Mabo, we had been a forgotten people, even though we knew that we were in the right.

▲ **Source 2.87** Douglas Bon, Queensland Aboriginal Elder

Mabo has 'the potential to destroy our society'.

▲ **Source 2.88** Bill Hassell, President of the WA Liberal Party

It's not only every lease, it's every property in Australia that could be at risk.

▲ **Source 2.89** Jeff Kennett, Premier of Victoria

Mabo Madness … the fear of losing the Hills Hoist from the backyard.

▲ **Source 2.90** Editorial, 'Time to Stop the Mabo Madness', *The Sunday Herald-Sun* (Melbourne), 6 June 1993, p. 30

1 What was the general response to the land rights decisions of the 1990s?
2 Were the fears of non-Indigenous people valid or based on evidence?
3 Research: Have any pastoral lease-holders been dispossessed of their land under a native title claim?

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END-OF-SECTION REVIEW 2.4

Sub-inquiry question reflection

The following questions and activity will help you answer this section's sub-inquiry question: **'What actions did individuals and groups take to gain land rights?'**

1 What was the basis for the Australian Government's refusal to recognise First Nations claims of land ownership?
2 What were the goals of the Tent Embassy?
3 **Explain** the significance of the Mabo and Wik decisions.
4 Outline the circumstances in which a native title claim can be made.
5 What is the difference between total and partial extinguishment of native title?
6 How has the nature of First Nations activism changed over time?

Research task: key players in the civil and land rights movements

1 For this jigsaw research task, gather in pairs, choose one of the individuals in Table 2.2 to research, and then present your findings to an 'expert group'. Once everyone presents their findings, copy and complete this table with the key points.
2 For your chosen individual, research and answer the following questions:
   a What was their role in the civil rights movement? What did they do and when?
   b What do you feel was their most significant contribution?
   c **Explain** their methods of protest. Were they successful?

TABLE 2.2 Significant individuals in the history of the Australian Aboriginal and Torres Strait Islander civil rights movement

Doug Nicholls	**Charles Perkins**	**Jack Patten**	**Gary Foley**
Marcia Langton	**Sally Russell Cooper**	**Bruce McGuiness**	**Gough Whitlam**
Eddie Mabo	**Paul Coe**	**Pauline Pickford**	**Vincent Lingiari**

When your research task is complete, you need to meet with a table of 'experts', who have researched the role of other Aboriginal and Torres Strait Islander activists so you can copy and complete this table. **Use** your collated research to answer the questions below:

- Which three activists do you consider to have had the greatest impact? **Explain** your choices with evidence.
- How have some activists benefited from the work of others? **Explain** your response with evidence.
- How does the success of non-violent, political and legal action **compare** to more public displays of defiance? What role has each one played in the development of Aboriginal and Torres Strait Islander Peoples' civil rights?

REFLECTING ON YOUR LEARNING 2.4

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'What actions did individuals and groups take to gain land rights?'**
2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Indigenous civil rights today?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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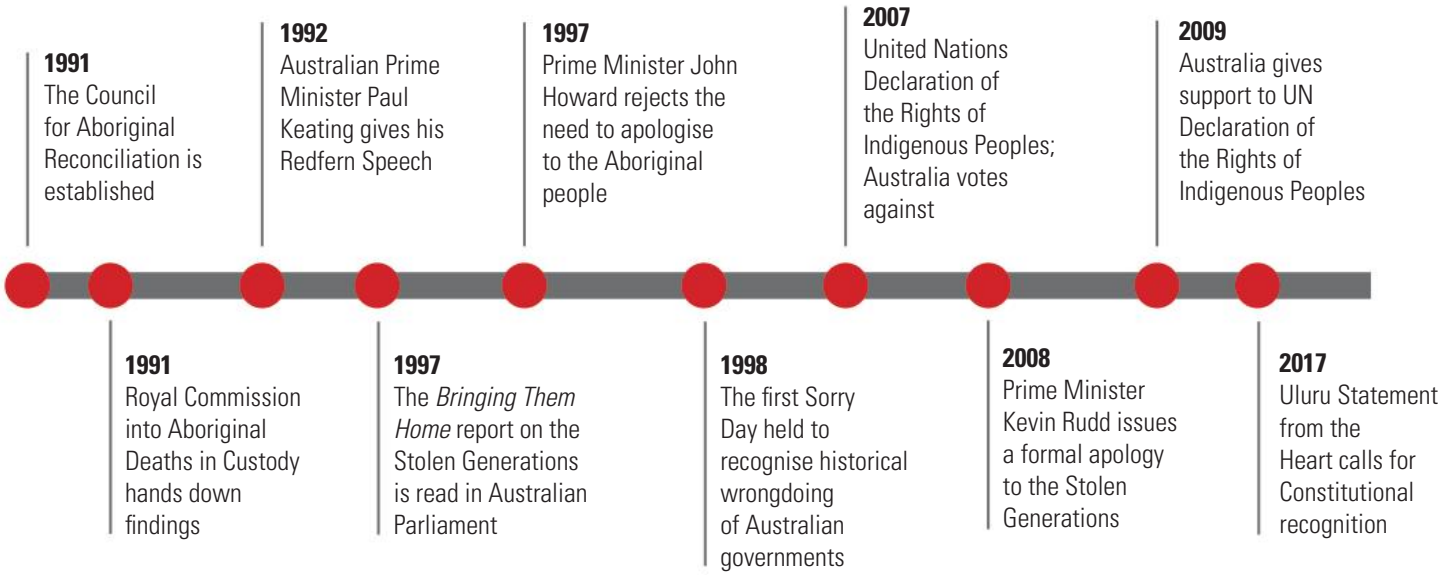
2.5 How have First Nations Peoples, the Australian Government and Australian society worked towards reconciliation and recognition since the mid-1990s?

FOCUS QUESTIONS

- What is reconciliation?
- Why is reconciliation needed?
- Has reconciliation been achieved?

Timeline of Aboriginal and Torres Strait Islander Peoples' civil rights after 1991



Reconciliation

The path to **reconciliation** between Aboriginal and Torres Strait Islander Peoples and the broader Australian community has been slow. On 26 January 1988, more than 40 000 people, including Aboriginal and Torres Strait Islander Peoples and non-Indigenous people from across Australia, protested as Australia celebrated its **bicentenary**. It had been 200 years since the landing of the First Fleet. The size of this protest was significant, marking a date that Aboriginal and Torres Strait Islander Peoples see as the start of an invasion, and also criticising the lack of action from the Australian Government towards improving the lives of Aboriginal and Torres Strait Islander Peoples.

reconciliation the process of restoring peaceful or friendly relationships after a period of conflict or trouble

bicentenary 200-year anniversary

To reinforce this point, the Australian Government had begun an investigation into the rising number of Aboriginal and Torres Strait Islander Peoples who had died while in police custody. It had become clear that, despite the progress of previous decades, there were huge disparities in social, economic and legal outcomes between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians. Specifically, Aboriginal and Torres Strait Islander Peoples were dying in police custody at alarming rates. These deaths were often poorly explained. Between 1980 and 1991, 99 Aboriginal and Torres Strait Islander Peoples had died while under the protection of the police.

The release of the report in 1991 made two key points:

- Aboriginal people die at a higher rate than non-Aboriginal people in custody.
- The rate at which Aboriginal people are taken into custody is overwhelmingly different.

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The **Council for Reconciliation** was established in 1991 as a direct result of the *Report into Aboriginal Deaths in Custody*. It was obvious that much deeper social problems needed to be tackled within the Australian community. This needed to start with a process of reconciliation. Over its 10-year existence, the council created media campaigns, public information services and recognised reconciliation as a still unfinished journey. Successive Australian governments have been reluctant to make clear and defined progress in improving the lives of Aboriginal and Torres Strait Islander Peoples. Existing prejudices within the Australian community as a whole have also made progress difficult. Aboriginal and Torres Strait Islander Peoples have long fought, not only to be recognised legally, but to be recognised socially as well. Racism is not a uniquely Australian problem – it exists in every corner of the globe and must be challenged by leaders and individuals, just as many have done throughout Australia's history.

The 1980s was a decade of slow progress for Aboriginal and Torres Strait Islander Peoples. While the outcomes of the Mabo decision were still pending, the victories of the 1970s had brought about education programs that sought to bring the wider Australian community together with Aboriginal and Torres Strait Islander Peoples so they could share a dialogue about the past and the future.

Years later, Australian actor Ernie Dingo would sum up the need and purpose of the reconciliation movement, particularly the purpose it served for non-Indigenous Australians.

> Reconciliation is not for Aboriginal people. Reconcile the injustices that your forefathers have done, sit down, think about it, talk about it, get it out of the way and we'll acknowledge your apology and move on. You want to bridge the gap? Try it from our angle.

▲ **Source 2.91** Actor Ernie Dingo on reconciliation

RESPONDING TO THE SOURCES – 2.23

Discuss with your class:

1. What do you think Ernie Dingo means when he says that 'reconciliation is not for Aboriginal people' in Source 2.91?
2. What do you think he means when he asks non-Indigenous people to consider Indigenous perspectives ('our angle') on bridging the gap?

The Redfern Speech: 1992

On 10 December 1992, Australian Prime Minister Paul Keating made a landmark speech in Redfern. It was the first time an Australian political leader had acknowledged the devastating impact of white settlement on Aboriginal and Torres Strait Islander Peoples.

Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

> … the starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion. It was our ignorance and our prejudice. And our failure to imagine these things being done to us.

▲ **Source 2.92** Australian Prime Minister Paul Keating

ACTIVITY 2.15

The significance of Redfern

1. **Examine** Paul Keating's Redfern Speech in Source 2.92. What stands out to you?
2. **Consider** what you have learned to this point. What events and practices of the past is Keating referring to?
3. What do you see as the main significance of this speech?

The *Bringing Them Home* report: 1997

In 1997 an Australian Government report into the effects of the policy of removing Aboriginal and Torres Strait Islander children from their families was read in Federal Parliament. The *Bringing Them Home* report revealed the statistical and personal impact of the forced removal of the Stolen Generations. A key step in the path towards reconciliation, this report was instrumental in sharing the stories of forced removals with the wider Australian public, who would have otherwise been unaware.

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Several politicians wept as they read personal accounts from individuals as the policy was, for the first time, properly examined and questioned in public.

Among the *Bringing Them Home* report's key findings were:

- Between 1910 and 1970, approximately 1 in 10 to 1 in 3 Aboriginal and Torres Strait Islander children were forcibly removed from their families
- 1 in 5 of those Aboriginal and Torres Strait Islander children were fostered or adopted
- 1 in 10 of those Aboriginal and Torres Strait Islander children were sent to institutions, and had reported being sexually abused at those institutions
- Many of those children were never paid wages for their labour as apprentices, domestics and farm boys
- Under international law, policies of forcible removal amounted to genocide after 1946, and racial discrimination after 1950.

Significantly, the report highlighted the generational impact of forced removal – the children and grandchildren of the Stolen Generations had also suffered as a result of these policies. The report found that descendants of the Stolen Generations were:

- 50 per cent more likely to be charged by police
- 30 per cent less likely to be in good health
- 10 per cent less likely to have a job.

The authors of the report recommended that the Australian Government fund and establish a service that allowed members of the Stolen Generations to find and connect with lost family members. It also recommended an official acknowledgement of these policies and an apology for their effects from governments. All states and territories issued apologies soon after, but there was a long period during which the Australian Government refused to apologise.

The Sydney Olympics: 2000

The refusal of the Australian Government to offer an apology to Aboriginal and Torres Strait Islander Peoples led to the first National **Sorry Day** protest in 1998. These protests would continue annually for 10 years. It was in 2000, however, that the demand for an apology placed Australia on the world stage. With Sydney as the host of the 2000 Olympic Games, Australia was on the global stage, ushering the world into the new millennium. Months earlier, at the annual Sorry Day protest, 300 000 Australians had marched across Sydney Harbour Bridge and in other capital cities around the country, seeking an apology. During the Olympics, many people took the opportunity to raise their demands for an apology before a global audience. At the Olympic opening ceremony, rock band Midnight Oil took to the stage in black clothing branded with the word 'Sorry'. Later, after winning the gold medal for the 400 metres race, Aboriginal athlete Cathy Freeman ran a victory lap carrying both the Australian and the Aboriginal flags. Public debate was once again stimulated about the rights of Aboriginal and Torres Strait Islander Peoples to express their identity and to push the case for reconciliation forward.

Sorry Day national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander Peoples

▲ **Source 2.93** Sydney, 2000: Sky-writers trace the word 'Sorry' above the Sydney Opera House during the Sorry Day protests

▲ **Source 2.94** Sydney, 25 September 2000: Cathy Freeman after winning the 400 metres at the Sydney Olympics

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RESPONDING TO THE SOURCES – 2.24

1 Go back to Source 2.47 and the Black Power Salute given at the 1968 Olympics Games. How does Cathy Freeman's carrying of the Aboriginal flag in Source 2.94 differ?

2 How significant is the sky-writing of the word 'Sorry' over the iconic landmark, the Sydney Opera House, in Source 2.93?

Saying sorry: 2001–08

In 1997, Australian Prime Minister John Howard refused to apologise to Aboriginal and Torres Strait Islander Peoples on behalf of the federal government. He issued a statement that expressed regret for the actions of the past, but stopped short of apologising. Howard's position was that modern Australians should not be made to feel sorry for the actions of their ancestors, a position he called 'a black armband view of history'. At the time, he stated:

> The Australian people know that mistakes were made in the past, the Australian people know that injustices occurred, the Australian people know that wrongs were committed … But for the overwhelming majority of the current generations of Australians, there was no personal involvement of them or of their parents and to say to them that they are personally responsible and that they should feel a sense of shame about those events, is to visit upon them an unreasonable penalty and an injustice.

▲ **Source 2.95** Australian Prime Minister John Howard

At the Aboriginal Reconciliation Convention in the same year, Howard gave a speech on reconciliation. As his speech began, Aboriginal and Torres Strait Islander Peoples and non-Indigenous members of the audience stood and turned their backs on the Prime Minister as an act of protest.

▲ **Source 2.96** Act of protest during John Howard' speech, Aboriginal Reconciliation Convention 1997

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RESPONDING TO THE SOURCES – 2.25

1 **Discuss** with your class the validity of John Howard's statement in Source 2.95 that 'But for the overwhelming majority of the current generations of Australians, there was no personal involvement of them or of their parents and to say to them that they are personally responsible and that they should feel a sense of shame about those events, is to visit upon them an unreasonable penalty and an injustice'.
2 What is the difference between 'personal responsibility' as opposed to recognition that systems introduced during colonisation continue to perpetuate disadvantage for Indigenous Australians?
3 What does Source 2.96 suggest about First Nations Peoples' response to John Howard?

In 2007 the UN released the Declaration of the Rights of Indigenous Peoples. Australia, New Zealand, Canada and the United States voted against the Declaration, but all four nations have now declared support for the Declaration, with Australia doing so under the leadership of Prime Minister Kevin Rudd in 2009.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

…

Article 8

1 Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2 States shall provide effective mechanisms for prevention of, and redress for:
   - **a** Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
   - **b** Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
   - **c** Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
   - **d** Any form of forced assimilation or integration;
   - **e** Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

…

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

…

Article 26

1 Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2 Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
3 States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

…

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Article 28

1 Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and in-formed consent.

2 Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.

▲ **Source 2.97** Extracts from the United Nations Declaration of the Rights of Indigenous Peoples

Just as the parliamentary inquiry into Rio Tinto's destruction of the Juukan Gorge rock shelters was reconvening in Canberra, another culturally significant site was damaged at one of BHP's iron ore mines in the Pilbara.

This latest rock shelter, a registered site for the Banjima peoples, was reportedly damaged by a rockfall in late January. BHP said the site was not part of its current mining operations and the cause of the rockfall was not known.

Both incidents make clear the invidious and relentless threat to Aboriginal cultural heritage in the Pilbara (and elsewhere in Australian mining regions).

The destruction of one ancient and sacred rock shelter is, of course, devastating. But there's a greater and as yet unrecognised loss to cultural heritage that is occurring from the "cumulative impacts" of mining activities in the Pilbara. It's destruction by a thousand cuts.

[…]

What are cumulative impacts?

These cumulative impacts include such things as

1) loss of access to sacred sites, cultural places (including customary harvest grounds) and cultural materials

2) loss of cultural integrity of cultural places through destruction of Country in close proximity

3) loss through indirect effects, such as increased dust, vibration and noise

4) diminished amenities and visual integrity.

In 2015, BHP prepared a "cumulative impact assessment" of its direct and indirect mining footprint in the Pilbara. The authors indicated it was the first of its kind for the region.

Though the focus was purely on the environmental effects of mining activities — not cultural effects — the results are nonetheless revealing.

The authors listed five species from the region, including the olive python and the northern quoll, that are now considered "vulnerable" or "endangered". These species also have great significance for traditional owners. Yet, they were not engaged in the cumulative impact assessment process.

To the best of our knowledge, none of the major mining companies in the Pilbara have undertaken cumulative impact assessments for Indigenous cultural heritage that encompass the entirety of their operational footprint.

▲ **Source 2.98** Extract from Sarah Holcombe and Bronwyn Fredericks, 'Destruction by a thousand cuts: the relentless threat mining poses to the Pilbara cultural landscape', *The Conversation*, 25 February 2021. Read the full article on *The Conversation* at https://theconversation.com/destruction-by-a-thousand-cuts-the-relentless-threat-mining-poses-to-the-pilbara-cultural-landscape-155941

RESPONDING TO THE SOURCES – 2.26

1 Read Sources 2.97 and 2.98 and **consider** why each may have made John Howard's government reluctant to sign the Declaration of the Rights of Indigenous Peoples.

2 Why would Article 26 of the United Nations Declaration of the Rights of Indigenous Peoples be of particular concern to mining companies?

3 Does Source 2.98 provide evidence that the protections in the Declaration are still necessary?

4 Does it seem that Australia's laws reflect the values of the Declaration which the government has said it supports?

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The Intervention

In response to reports of child neglect in Aboriginal and Torres Strait Islander communities in the Northern Territory, in 2007 one of the last acts of the Howard Government was to launch **The Intervention** into Aboriginal communities. Directly targeting 73 Aboriginal and Torres Strait Islander communities in the Northern Territory, the results of this policy included:

- Withholding 50 per cent of welfare payments from Aboriginal and Torres Strait Islander welfare recipients
- Banning alcohol and pornography
- Increasing police presence in Aboriginal and Torres Strait Islander communities in the Northern Territory
- Enforcing compulsory health checks for all Aboriginal children
- Granting power to the Australian Government to take possession of Aboriginal and Torres Strait Islander Peoples' land and property.

The Intervention set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander Peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory Governments'

The Intervention was a controversial act. While some saw it as an attempt by the Australian Government to control the lives of Aboriginal and Torres Strait Islander Peoples, the 2007 ***Little Children are Sacred*** report painted a picture of a genuine emergency in some communities. Others believed that some action, rather than none, was important.

Interestingly, The Intervention only acted upon two of the 97 recommendations made in the *Little Children are Sacred* report.

> There's a cynical view afoot that the emergency intervention was a political ploy – a Trojan Horse – to sneak through land grabs and some gratuitous black head-kicking disguised as concern for children. These conspiracy theories abound, and they are mostly ridiculous. Those who did not see The Intervention in the Northern Territory coming were deluding themselves.

▲ **Source 2.99** Aboriginal activist Professor Marcia Langton was one voice who came out in support of The Intervention

RESPONDING TO THE SOURCE – 2.27

Compare the intentions of The Intervention and Marcia Langton's response in Source 2.99.

1. What do the intentions of The Intervention remind you of?
2. Why do you think Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians may have been concerned by The Intervention?
3. What do you think Marcia Langton means by the term 'Trojan Horse'?
4. What do you think about her response to The Intervention? What message is she trying to **communicate**?
5. What impact do you think The Intervention would have had on the process of reconciliation?

The Intervention would be built upon by Australia's next Prime Minister, Kevin Rudd. A decade later, a review of The Intervention reported some improvements in the health of children and adult members of these communities, but many people point out that very little had changed socially and economically, and that many of the problems outlined in the 2007 report remained.

Issues with community violence remain a concern, and in recent years the prison population of Aboriginal and Torres Strait Islander Peoples in the Northern Territory has exploded.

The Apology: 2008

In 2008, newly elected Australian Prime Minister Kevin Rudd made good on an election promise and moved a motion in Federal Parliament that, in recognition of the recommendations of the *Bringing Them Home* report, apologised to the Stolen Generations.

> The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.
>
> We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.
>
> We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country. For the pain, suffering and hurt of these

»

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Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We, the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation. For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

▲ **Source 2.100** Australian Prime Minister Kevin Rudd, 'Apology to Australia's Indigenous Peoples'

Around the country crowds gathered in front of big screens. Schools held assemblies and people stopped what they were doing to watch the speech that finally, it seemed, made a crucial step in the process of reconciliation.

▲ **Source 2.101** Melbourne, 13 February 2009: Thousands of people gather in Melbourne's Federation Square to watch to Prime Minister Kevin Rudd deliver an historic apology to the Aboriginal and Torres Strait Islander Peoples of Australia for injustices committed over two centuries of white settlement

RESPONDING TO THE SOURCES – 2.28

1 **Examine** the Apology speech in Source 2.100 in detail. What did Prime Minister Kevin Rudd apologise for?
2 **Consider** what you have learned so far. Why is this apology so significant?
3 Some people within the Aboriginal and Torres Strait Islander community did not feel the apology went far enough. What do you think could be missing from this apology?

▲ **Video** Extract from the 'Apology to Australia's Indigenous Peoples'

END-OF-SECTION REVIEW 2.5

Sub-inquiry question reflection

The following questions and activity will help you answer this section's sub-inquiry question: **'How have First Nations Peoples, the Australian Government and Australian society worked towards reconciliation and recognition since the mid-1990s?'**

1 **Explain** the significance of Paul Keating's 1993 Redfern speech.
2 Why did John Howard refuse to apologise to Aboriginal and Torres Strait Islander Peoples?
3 How did the 2000 Sydney Olympics raise awareness of the reconciliation movement?
4 What did The Intervention aim to achieve? Did The Intervention uphold the Universal Declaration of Human Rights?
5 What clauses in the Declaration of the Rights of Indigenous Peoples may have made the members of John Howard's government, who were planning The Intervention in 2007, reluctant to become signatories to the Declaration?
6 Why might their backgrounds as British colonies account for the four nations who did not sign the Declaration of the Rights of Indigenous Peoples initially? What would have been their major concern?
7 How do organisational changes, like the introduction of the Australian Football League's anti-vilification rules, reflect changing social attitudes towards racism?
8 **Explain** the relationship between the *Bringing Them Home* and the *Closing the Gap* reports.

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Class discussion

Consider the various acts of reconciliation explored in this chapter. **Categorise** them into either symbolic (an act which demonstrates a change in attitude or position) or practical (an act which has a tangible effect on people's lives).

Symbolic	Practical

- Which column has the most evidence?
- Why might this be the case?

As a class, decide: Do symbolic acts of reconciliation cause genuine change or improvement in both non-Indigenous and First Nations Peoples' lives?

REFLECTING ON YOUR LEARNING 2.5

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'How have First Nations Peoples, the Australian Government and Australian society worked towards reconciliation and recognition since the mid-1990s?'**

2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Indigenous civil rights today?'**

3 What challenges remain in achieving positive outcomes for First Nations Peoples and Australian society more widely?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

2.6 What challenges remain in achieving positive outcomes for First Nations Peoples and Australian society more widely?

FOCUS QUESTIONS

- Are we closing the gap between First Nations Peoples and non-Indigenous peoples?
- What voice do First Nations Peoples have in government?

Closing the Gap

An Australian Government initiative has endeavoured to 'close the gap' between Aboriginal and Torres Strait Islander Peoples and non-Indigenous people.

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander Peoples with respect to life expectancy, child mortality and access to early childhood education

Closing the Gap aims to improve the lives of all Aboriginal and Torres Strait Islander Australians. Since 2008, Australian governments have worked together to deliver better health, education and employment outcomes for Aboriginal and Torres Strait Islander people, and to eliminate the gap between Indigenous and non-Indigenous Australians.

▲ **Source 2.102** From the 2019 *Closing the Gap* report

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The 2020 *Closing the Gap* report to Federal Parliament indicated that improvements had been made with respect to enrolling Aboriginal and Torres Strait Islander children in early childhood education and that Year 12 graduation rates had improved. However, the following targets were still, over a decade later, areas of concern:

Progress against the Closing the Gap targets has been mixed over the past decade. As four targets expire, we can see improvements in key areas, but also areas of concern that require more progress.

- The target to halve the gap in child mortality rates by 2018 has seen progress in maternal and child health, although improvements in mortality rates have not been strong enough to meet the target.
- The target to halve the gap for Indigenous children in reading, writing and numeracy within a decade (by 2018) has driven improvements in these foundational skills, but more progress is required.
- There has not been improvement in school attendance rates to close the gap between Indigenous and non-Indigenous school attendance within five years (by 2018).
- The national Indigenous employment rate has remained stable against the target to halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade (by 2018).

Two of the continuing targets are on track.

- The target to have 95 per cent of Indigenous four-year-olds enrolled in early childhood education by 2025.
- The target to halve the gap for Indigenous Australians aged 20–24 in Year 12 attainment or equivalent by 2020.

However, the target to close the gap in life expectancy by 2031 is not on track.

▲ **Source 2.103** From the 2020 *Closing the Gap* report

In 2015–17, life expectancy at birth was 71.6 years for Indigenous males (8.6 years less than non-Indigenous males) and 75.6 years for Indigenous females (7.8 years less than non-Indigenous females).

▲ **Source 2.104** From the 2020 *Closing the Gap* report

Over two decades on from the *Bringing Them Home* report, a significant number of Aboriginal and Torres Strait Islander children are living away from their families.

A 2017 report to the Federal Parliament noted that Aboriginal and Torres Strait Islander children are about nine times more likely to be removed from their families by authorities, compared to their non-Indigenous peers, and that around 15 000 Aboriginal and Torres Strait Islander children are in state care.

…

Aboriginal and Torres Strait Islander community elders have warned that another Stolen Generation is being created. However, the response from the Federal government in 2017 was 'Where children are genuinely at risk, are being neglected or abused, the state has a responsibility to take action and that should be regardless of whether a child is Indigenous or non-Indigenous.'

▲ **Source 2.105** Adapted from 'Bringing Them Home: 20 years after report, Indigenous children worse off than before', ABC News, 26 May 2017

The government has recognised the failures in its attempts to improve outcomes for First Nations Peoples and is currently redeveloping the Closing the Gap policies, with much greater consultation with Indigenous stakeholders with a view to developing an approach that is more community based and less government imposed, in hopes to achieve better outcomes in Indigenous communities.

In 2020 there is a greater focus on partnership between governments and Aboriginal and Torres Strait Islander people. It heralds a new way forward, where Aboriginal and Torres Strait Islander people share ownership, responsibility and accountability to drive progress for current and future generations.

▲ **Source 2.106** From the 2020 *Closing the Gap* report

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RESPONDING TO THE SOURCES – 2.29

1 In Source 2.105, who is responsible for improving the outcomes of First Nations Peoples?
2 In Source 2.106, who is responsible for improving the outcomes for First Nations Peoples?
3 Why is this shift significant?
4 Does this shift in the Closing the Gap policy now better align with the Articles of the Declaration of the Rights of Indigenous Peoples?

Change the date

In 2017, popular national youth radio station Triple J announced it would no longer play its annual Hottest 100 list of the most popular songs of the year on Australia Day. Given the rising debate about what Australia Day (or Invasion Day) means to Aboriginal and Torres Strait Islander Peoples, the station asked its listeners to vote. About 60 per cent of Triple J listeners voted to move the Hottest 100 to another date. Significant public debate immediately followed. Should all Australians respect the concept of Invasion Day? Or should the day the British First Fleet arrived on Australian shores remain Australia's national day of celebration? Adam Briggs, a prominent Aboriginal musician and activist, summed up the debate from the Aboriginal and Torres Strait Islander Peoples' perspective:

> They tell us to 'get over it, forget it and move on'. Move on? Well, Gallipoli was about 100 years ago, so let's f---ing move on from that too.

▲ **Source 2.107** Adam Briggs

RESPONDING TO THE SOURCES – 2.30

1 What important Australian identity myth is Briggs referring to in Source 2.107 when he suggests we 'move on' from Gallipoli?
2 What is Briggs hoping to convey to his audience in contrasting Australia's memorialisation of Gallipoli and the landing of the First Fleet?

Uluru Statement from the Heart

In 2017, a number of forums were held in locations around Australia to develop a statement that reflected the desires of First Nations Peoples. Based upon this extensive consultation, the Uluru Statement from the Heart was presented to Prime Minister Malcolm Turnbull. He rejected the requests made in the Statement, saying:

> The Government does not believe such an addition to our national representative institutions is either desirable or capable of winning acceptance in a referendum.

▲ **Source 2.108** Extract from Michelle Grattan,'Turnbull government says no to Indigenous "Voice to Parliament"', *The Conversation*, 26 October 2017. Read the full article on *The Conversation* at https://theconversation.com/turnbull-government-says-no-to-indigenous-voice-to-parliament-86421

However, the subsequent government under Prime Minister Scott Morrison agreed to establish an Indigenous Voice to Parliament, rather than attempt Constitutional reform through a referendum. This commitment is yet to come to fruition but has bipartisan support. The government has recently angered First Nations Peoples by voting down a motion to fly the Aboriginal and Torres Strait Islander flags in the Senate, arguing that the Australian flag represents all its citizens. These examples show the fraught relationship between government and First Nations Peoples that has existed since 1788.

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END-OF-SECTION REVIEW 2.6

Sub-inquiry question reflection

The following questions and activity will help you answer this section's sub-inquiry question: **'What challenges remain in achieving positive outcomes for First Nations Peoples and Australian society more widely?'**

You can read the Uluru Statement from the Heart text online. The following source is from an online article, which sheds further light on the key recommendations from the Statement.

[…]

How was consensus reached at Uluru?

The Uluru Statement is the culmination of unprecedented engagement with Aboriginal and Torres Strait Islander peoples. This was undertaken by the Referendum Council in 2016 and 2017, involving 12 regional dialogues conducted with more than 1,000 Aboriginal and Torres Strait Islander people across the country. These culminated in a national constitutional convention at Uluru.

These meetings all considered several possible constitutional amendments to "recognise" Aboriginal and Torres Strait Islander peoples. From these deliberations a consensus emerged around the need for a single form of constitutional recognition: a First Nations Voice.

How did the national constitutional convention settle on this amendment? And what amendments were rejected? The Referendum Council's full report explains the process in detail.

At the convention, the delegates agreed to a set of ten guiding principles. These are that any change:

1 does not diminish Aboriginal sovereignty and Torres Strait Islander sovereignty
2 involves substantive, structural reform
3 advances self-determination and the standards established under the United Nations Declaration on the Rights of Indigenous Peoples
4 recognises the status and rights of First Nations
5 tells the truth of history
6 does not foreclose on future advancement
7 does not waste the opportunity of reform
8 provides a mechanism for First Nations agreement-making
9 has the support of First Nations
10 does not interfere with positive legal arrangements

Each of the proposed reforms was assessed against these principles.

Statement of acknowledgement

The dialogues rejected a statement of acknowledgement of the place of First Nations as the First Peoples of Australia for three key reasons.

The first was that the reform, on its own, would be predominantly symbolic and minimalist. It would not, for instance, involve substantive structural reform (guiding principle 2), nor advance self-determination (guiding principle 4) and would waste the present opportunity of reform (guiding principle 7).

The second was that there were serious concerns that minimalist recognition of the place of First Nations could undermine claims of sovereignty (guiding principle 1).

Finally, there were concerns that the final statement that would be agreed upon would be so minimalist as to be inconsistent with truth-telling (guiding principle 5).

Amendment to the race power

An amendment to the Australian Constitution's so-called race power, which allows the Commonwealth parliament to make laws with respect to people of a particular race, was also rejected. While there was significant concern regarding the potential of this power to be used to discriminate adversely against Aboriginal and Torres Strait Islander peoples, it was understood the proposed amendment to the power would not necessarily prevent this.

Perhaps most fundamentally, removal of the word "race" from the power was not seen as a substantive, structural reform (guiding principle 2). In this respect, the proposed amendment was rejected as it might waste the opportunity for reform (guiding principle 7). It was understood to largely reflect the status quo.

[…]

Prohibition against racial discrimination

The insertion of a new provision in the constitution that would prohibit racial discrimination was considered substantive, structural reform (guiding principle 2).

[…]

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Enshrining a Voice to Parliament

The constitutional convention did not agree on the detail of the constitutional amendment to enshrine a First Nations Voice called for in the Uluru Statement. However, there was agreement as to its core function. Reflecting what was discussed at the convention, one proposal for the amendment is as follows:

Section 129

1 There shall be a body, to be called the First Nations Voice
2 The First Nations Voice:
   - shall present its views to Parliament and the Executive on matters relating to Aboriginal and Torres Strait Islander peoples; and
   - may perform such additional functions as the Parliament provides
3 The Parliament shall, subject to this Constitution, have power to make laws with respect to the composition, functions, powers and procedures of the First Nations Voice.

This proposal can be said to be consistent with the "spirit of the Uluru statement" in that it promotes all of the guiding principles. It provides recognition of First Nations sovereignty through a substantive, structural reform that delivers self-determination for First Nations, through which they can pursue agreement-making, truth-telling or other reforms in the future.

[…]

▲ **Source 2.109** Gabrielle Appleby, 'The Uluru statement is not a vague idea of 'being heard' but deliberate structural reform', *The Conversation*, July 24 2020. Read the full article on *The Conversation* at https://theconversation.com/the-uluru-statement-is-not-a-vague-idea-of-being-heard-but-deliberate-structural-reform-142820

To answer the following questions, ensure you have read both the Uluru Statement from the Heart text online as well as the article by academic Gabrielle Appleby.

1 How does the Uluru Statement from the Heart reflect the major issues that First Nations Peoples have raised over time with successive governments?
2 What does the Statement **identify** as the most pressing issues currently?
3 What changes does the Statement call for?
4 How does the invitation offered in the final sentence mirror earlier successful attempts at change?
5 **Consider** the calls made on the first Day of Mourning in Source 2.26. Have the issues facing First Nations Peoples changed in the last century?
6 If reconciliation is defined as being about 'strengthening relationships between Aboriginal and Torres Strait Islander Peoples and non-Indigenous peoples for the benefit of all Australians' (Reconciliation Australia), does the Statement reflect this goal?
7 What reasons make the practical changes necessary for reconciliation so difficult to achieve?

REFLECTING ON YOUR LEARNING 2.6

1 Based on the information and sources you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to **summarise** what you have learned and to answer the question: **'What challenges remain in achieving positive outcomes for First Nations Peoples and Australian society more widely?'**
2 How could the information and sources in this section contribute to answering your overall inquiry question: **'How are the effects of British colonisation and imperialism still impacting Indigenous civil rights today?'**

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

▲ **Source 2.110** Denise Bowden, CEO of Yothu Yindi Foundation, signing the Uluru Statement from the Heart, in Central Australia

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End-of-chapter assessment 2

Source analysis

The following sources **reflect on** the various impacts colonisation has had on First Nations Peoples from a range of perspectives.

▲ **Source 2.111** Map of missions (you can zoom in on this map in the digital versions of this book)

Source: *The Encyclopaedia of Aboriginal Australia: Aboriginal and Torres Strait Islander History, Society and Culture*, Dr David Horton, general editor, Canberra: Aboriginal Studies Press for the Australian Institute of Aboriginal and Torres Strait Islander Studies, 1994

My mother and brother could speak our language and my father could speak his. I can't speak my language. Aboriginal people weren't allowed to speak their language while white people were around. They had to go out into the bush or talk their lingoes on their own. Aboriginal customs like initiation were not allowed. We could not leave Cherbourg to go to Aboriginal traditional festivals. We could have a corroboree if the Protector issued a permit. It was completely up to him. I never had a chance to learn about my traditional and customary way of life when I was on the reserves.

▲ **Source 2.112** *Bringing Them Home*: Confidential submission 110, Queensland: woman removed in the 1940s

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On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;

Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;

Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.

▲ **Source 2.113** Australian Prime Minister Gough Whitlam, 1975

1 Using Source 2.111 and your own knowledge, **explain** the impact of European settlement on Aboriginal and Torres Strait Islander populations.
2 Using the source and your own knowledge, **explain** why Aboriginal and Torres Strait Islander Peoples were moved into mission settlements.
3 **Analyse** the significance of dispossession and mission life as a cause for protest in the Aboriginal and Torres Strait Islander Peoples' civil rights movement.
4 Using Source 2.112 and your own knowledge, **explain** why Aboriginal and Torres Strait Islander children were removed from their families between 1910 and 1970.
5 Using Source 2.112 and your own knowledge, **explain** the impact of forced removal on individuals.
6 **Explain** why the Apology speech of 2008 was an important step in the process of reconciliation.
7 Using Source 2.113 and your own knowledge, **explain** how the Wave Hill walk-off began in 1966.
8 Using Source 2.113 and your own knowledge, **explain** the events that contributed to the Wave Hill walk-off's resolution in 1975.
9 **Analyse** the significance of land rights struggles between 1963 and 1996.
10 **Analyse** the cartoon (Source 2.114) from 2015.
   a What is cartoonist Chris Johnston suggesting in his image?
   b What might be the significance of the dates for the Aboriginal memorial?
   c What is the significance of the dates on the soldier's memorial?
   d How might different people react to this cartoon? **Consider** the view of:
      - An Aboriginal or Torres Strait Islander person
      - A veteran soldier from a recent overseas war
      - The Australian Government
      - The wider Australian public.
   e What is your own view of this cartoon?

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▲ **Source 2.114** Aboriginal War Memorial by Chris Johnston, *Eureka Street*, 21 April 2013

First Nations' resistance and achievements

Copy and fill in the table below, which shows each successive phase of Indigenous resistance to the impacts of British colonisation. **Consider** both individuals and groups who worked for change.

Phases of Indigenous resistance to colonisation	Evidence
Frontier Wars	
Advocacy and human rights to 1967	
Land rights	
Reconciliation and recognitions	
Current challenges and issues	

1 Using the evidence you have outlined in the table, write a response in which you **discuss** the impacts of colonisation upon First Nations Peoples and their successive efforts to reverse the harms caused by colonisation and subsequent government policies.

2 There have been many symbolic acts to show greater reconciliation between Indigenous and non-Indigenous Peoples; yet, as the Closing the Gap report shows, practical improvements to the lives of First Nations Peoples are much more difficult to achieve. What further changes are needed in Australian society and politics to effect meaningful improvements for First Nations Peoples?

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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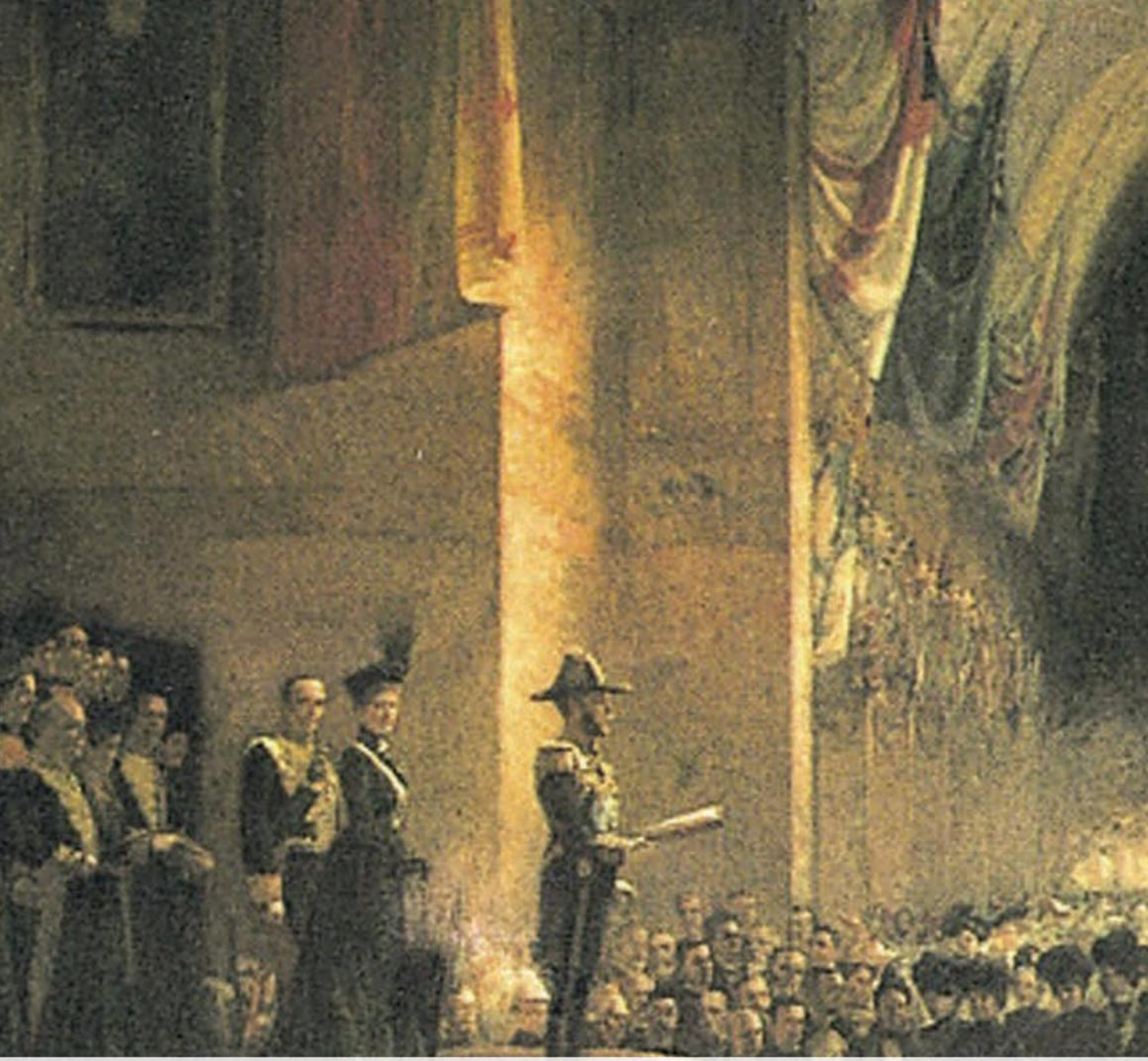

Depth study 3

Powered by Edjin

The globalising world, popular culture and migration experiences (1945 – present)

This depth study is available in the digital versions of this textbook.

▲ **Image:** This depth study looks at how a range of forces, including migration and popular culture, have helped shaped Australia into the nation it is today. Pictured is Tom Roberts' famous 1903 oil on canvas painting *The Big Picture*, showing the opening of the first parliament of the Commonwealth of Australia by H.R.H. The Duke of Cornwall and York (later H.M. King George V), on May 9, 1901.

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CHAPTER 3

Powered by Edjin

How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?

This chapter is available in the digital versions of this textbook.

CHAPTER 4

Powered by Edjin

How significant was Australian engagement with global pop culture in contributing to changes in Australian identity?

This chapter is available in the digital versions of this textbook.

▲ **Image:** 1969: A large crowd of young people sit on top of cars and buses during the Woodstock Music and Art Fair in Bethel, New York.

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Part 2

Geography

What is Geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. For example, geographers might measure changes in the water quality of a river, the biodiversity of a wetland or the rate of bleaching of a coral reef. They might also consider a range of factors that are responsible for these environmental changes and analyse their economic, social and environmental impacts. Geographers examine management strategies that seek to reduce or reverse environmental damage, and to evaluate whether or not these management strategies are socially, economically and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. How did Aboriginal and Torres Strait Islander Peoples use fire to manage forests and how can we apply these techniques in modern forest management? What is causing the coral bleaching within the Great Barrier Reef and how can this impact be managed? Why is the average life expectancy only 53.8 years in Nigeria but 85.3 years in Japan? What is climate change and how will it affect different world regions? Studying Geography will provide you with the skills and knowledge needed to answer these questions while helping you to gain a greater appreciation for the natural and human world.

▲ **Figure A** The world can learn a lot about environmental management from Aboriginal and Torres Strait Islander Peoples.

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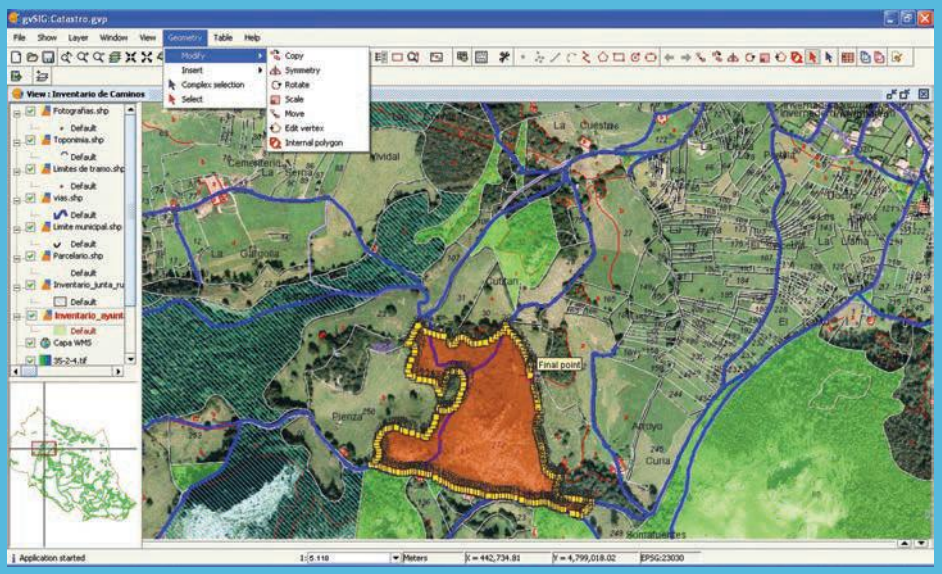
Introducing geographical concepts and skills: *geographical thinking* and *using data and information*

Throughout this section you will learn to interpret and analyse a range of data including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. These data often have a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **Geographic Information System (GIS)** (see Figure B). Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to assess environmental change might include drawing profiles using surveying equipment, taking photographs to record change over time, using field sketches to record observations and measuring natural processes such as longshore drift.



▲ **Figure B** Geographers use Geographic Information Systems to organise and analyse spatial data.

Secondary data might also be used, including field data collected by others, historical accounts, data gathered remotely by satellites, and data collected on a larger scale, such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in the following chapters are: **place**, **space**, **environment**, **interconnection**, **sustainability**, **scale** and **change**.

Figure C demonstrates the disastrous impacts that the erosion of riverbanks can have on local people as their houses and livelihoods are washed away. A geographer might investigate the spatial and temporal scale of this erosion and compare it with the erosion at other nearby places. The extent of the changes to the local environment could be assessed to determine the sustainability of local villages and the wellbeing of their inhabitants. The interconnection of this reach of the river with upstream and downstream regions might help determine the likelihood of similar events in the future.

These seven concepts will be expanded upon throughout the following chapters as you explore various examples of environmental change, assess their management, and investigate the causes and consequences of variations in the wellbeing of people across the globe.

▲ **Figure C** Erosion of a bank of the Meghna River, Bangladesh

satellite imagery images taken by satellites orbiting the Earth

geotagged photo photo that contains information about where it was taken such as latitude, longitude and elevation

Geographic Information System (GIS) digital tool used to collect and analyse spatial data using layers on an interactive map

primary data information collected in the field by the person undertaking research

secondary data information collected from research such as studies, statistics and satellite imagery

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Unit 1

Environmental change and management

Overview

As the global population continues to grow, the increasing demand for natural resources, agriculture, infrastructure and energy production is having a disastrous impact on natural environments. In 2019 alone, 12 million hectares of tropical tree cover was lost to deforestation, over 8 billion kg of plastic flowed into our oceans, and global carbon emissions reached a record high of over 33 billion tonnes. These changes are causing irreversible damage to fragile ecosystems across the world.

This unit explores the ways in which human activities are changing different types of environments. You will investigate the direct and indirect factors causing these changes, compare the positive and negative impacts of these changes and evaluate environmental management strategies. A variety of contrasting case studies will prepare you with the skills needed to undertake your own research of an environmental change, including using fieldwork techniques to explore environmental management in your local area.

Learning goals

After completing this unit, you should be able to answer these questions:

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

▲ **Figure D** Deforestation in Indonesia is occurring at an unprecedented scale to make room for palm oil plantations, which is devastating rainforest ecosystems and threatening the Sumatran orangutan with extinction.

▲ **Video**
Unit overview

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Introducing geographical concepts and skills: *environment*, *change* and *sustainability*

Throughout this unit there will be a focus on developing your understanding of **environment**, **change** and **sustainability**. In Geography, the concept of **environment** is quite broad. It includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the interrelationships between people and environments. Environmental **change** occurs when any of these components are altered. Changes can occur at a variety of spatial and temporal scales as a result of human activities, natural processes or a combination of both.

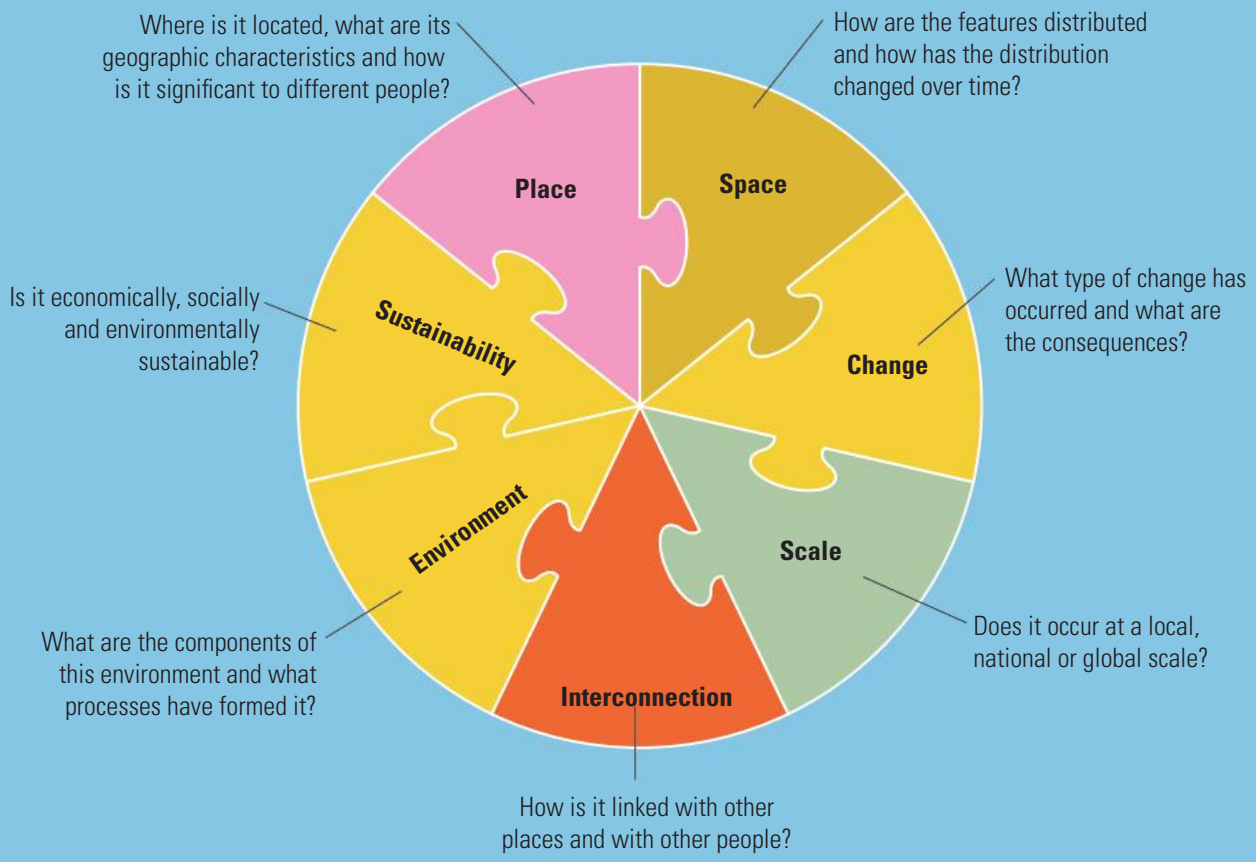
When environmental change leads to degradation, it can threaten the **sustainability** of a place or region.

The concept of sustainability is about whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations. Sustainability is often described as having three pillars:

- Environmental sustainability involves the ability of an environment to maintain its natural functions
- Social sustainability considers the wellbeing of people within this environment
- Economic sustainability seeks to ensure that economic growth is maintained and that management is economically viable.

Although this unit has a specific focus on **environment**, **change** and **sustainability**, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 5

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Environmental change and management

Setting the scene: unsustainable tourism causing environmental change in Thailand

You may have heard of an old movie called *The Beach* – a movie adaptation of a novel by Alex Garland. It was released in 2000 and starred Leonardo DiCaprio. The story is about an American backpacker who discovers a secret beach in Thailand that is rumoured to be a pristine paradise, unspoiled by local people and tourists.

In the real world, this place is known as Maya Bay and it is part of the island of Phi Phi Leh in southern Thailand. As shown in the aerial photo in Figure 5.4, the island is surrounded by limestone hills up to 100 metres tall, giving the 300-metre-long bay the allure of secrecy.

Despite its clear water, white sand and vibrant vegetation, Maya Bay's characteristics did not completely suit what was needed for filming the movie. Therefore, some of the vegetation was removed and replaced with foreign palm species to match what viewers would perceive as a typical paradise. As shown in Figure 5.2, this led to protests from local Thai environmentalists, who worried about the environmental sustainability of the site.

After filming, the site was **revegetated**. However, since new plantings were not completely established, the dune system was left vulnerable to **erosion**. Although bamboo barriers were constructed to protect the dunes, subsequent high tides and strong storms led to significant erosion and sand was washed into the sea, damaging the bay's fragile coral reef.

Following the success of *The Beach*, Maya Bay became a tourist attraction. Visitors flocked to the site, craving the same experience as DiCaprio's character in the movie. While they were expecting to find an isolated paradise, in reality they were faced with hordes of other visitors, ruining the very attraction they were coming to see. While an average of 171 people per day visited the bay in 2008, its popularity, especially within the Chinese market, led to over 5000 daily visitors in 2018, with 200 boats arriving every day.

Studies from Thailand's Kasetsart University showed that approximately 90 per cent of the coral system had been damaged, largely from boat anchors, and that the site needed time to naturally recover. In response to this degradation, Thailand's Department of National Parks, Wildlife and Plant Conservation closed the beach to visitors on 1 June 2018. As part of this management, coral was **propagated** from local species to help restore the ecosystem, and a restriction was placed on boats, forcing them to remain 300 metres away from the shoreline. Although the closure was initially meant to last only four months, it was extended indefinitely to allow the environment time to fully recover.

Early observations have shown that these steps have been successful in **rehabilitating** the site. Blacktip reef sharks have returned to the area, which is a sign of its returning **ecological** health. The site is expected to reopen to visitors once it has recovered further. Numbers will be capped at 2000 people per day and boats will be forced to use new infrastructure to reduce the impact on the coral reef.

Tourism is a vital industry in Thailand, accounting for an estimated 18 per cent of the country's **Gross Domestic Product (GDP)**. However, approximately 80 per cent of Thailand's coral reefs have been destroyed due to pollution, damage from boat anchors and development of the coastline. Thailand's natural environment is a drawcard for tourists. Therefore, its degradation is not only threatening its environmental sustainability, but also the economic sustainability of the tourism industry itself.

revegetation process of replanting vegetation on land that was previously degraded

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

propagate to use existing plants to grow more specimens of the same plant

rehabilitate restoring an area of land back to its original state after it has been damaged

ecological relating to the environment

Gross Domestic Product measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year

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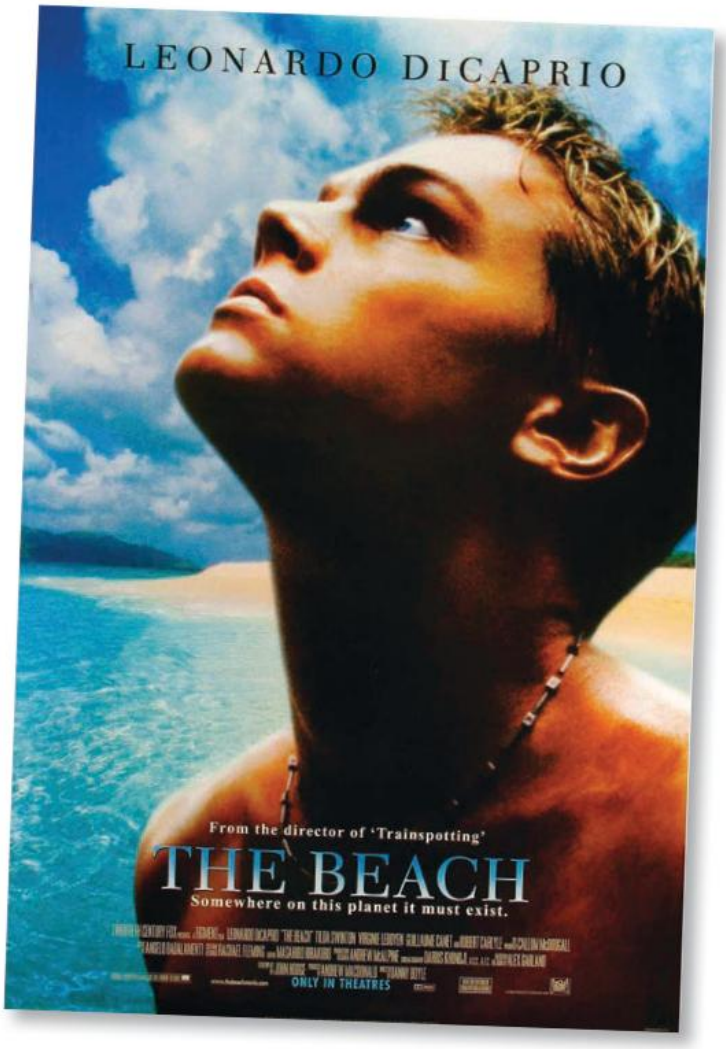

▲ **Figure 5.1** Movie poster for *The Beach*, starring Leonardo DiCaprio

▲ **Figure 5.2** Thai environmentalists protest the opening of *The Beach*

▲ **Figure 5.3** By 2018, Maya Bay was receiving up to 5000 visitors daily.

MAKING THINKING VISIBLE 5.1

Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and **justify** your opinion.

1 Do you think tourism should be permanently banned in Maya Bay?
2 Would you visit Maya Bay?
3 Can you think of any examples of unsustainable tourism in Australia?

▲ **Video**
Maya Bay

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Chapter overview

Introduction

As societies develop, their thirst for resources and their need to modify landscapes to house a growing population can have devastating impacts on environments around the world. Modern technology has allowed people to explore and change almost all corners of the globe, with the exception of only the most remote and inhospitable places. Our intrinsic connection to the natural world, coupled with our desire to visit it and live among it, is having a negative impact on these places. Ironically, by modifying environments to suit people, we are degrading the characteristics that attracted people to them in the first place.

The plight of Maya Bay is just one of many examples of environmental change and management discussed throughout this chapter. Using a series of case studies, you will explore the reasons why different types of environments are unique and significant, the ways in which these environments are changing, and how management strategies are aiming to improve environments in order to achieve economic, social and environmental sustainability.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

Geographical skills

After completing this chapter, you should be able to:

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources
- Represent 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
- Represent spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- Interpret and analyse 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
- Apply 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
- Identify how Geographical Information Systems (GIS) might be used to analyse geographical data and make predictions
- Present 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
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of the inquiry's proposals.

▲ **Figure 5.4** Maya Bay is surrounded by steep limestone cliffs.

▲ **Video**
Five interesting facts about environmental change

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5.1 Environments

FOCUS QUESTION

What is an environment and how are environments classified?

What is an environment?

The term 'environment' comes from the French word *environ*, meaning 'that which surrounds'. In Geography, we define the environment as being all the living and non-living components within and surrounding a place.

In a forest environment, living components range from the tallest tree receiving the most sunlight right down to the tiniest insects breaking down plant matter on the forest floor. Non-living components, such as the shape of a landscape, the amount of sunlight, soil types and moisture levels, determine the types of **habitat** within an environment and therefore the types of organisms that live there. As shown in Figure 5.5, these components can be broadly grouped as the **atmosphere**, **lithosphere**, **hydrosphere** and **biosphere**.

People are a significant part of environments, both in the way they rely on them for harvesting resources and the ways in which they modify and manage them. This section introduces the difference between an environment and an ecosystem and the different ways that environments can be classified, based on their geographic characteristics.

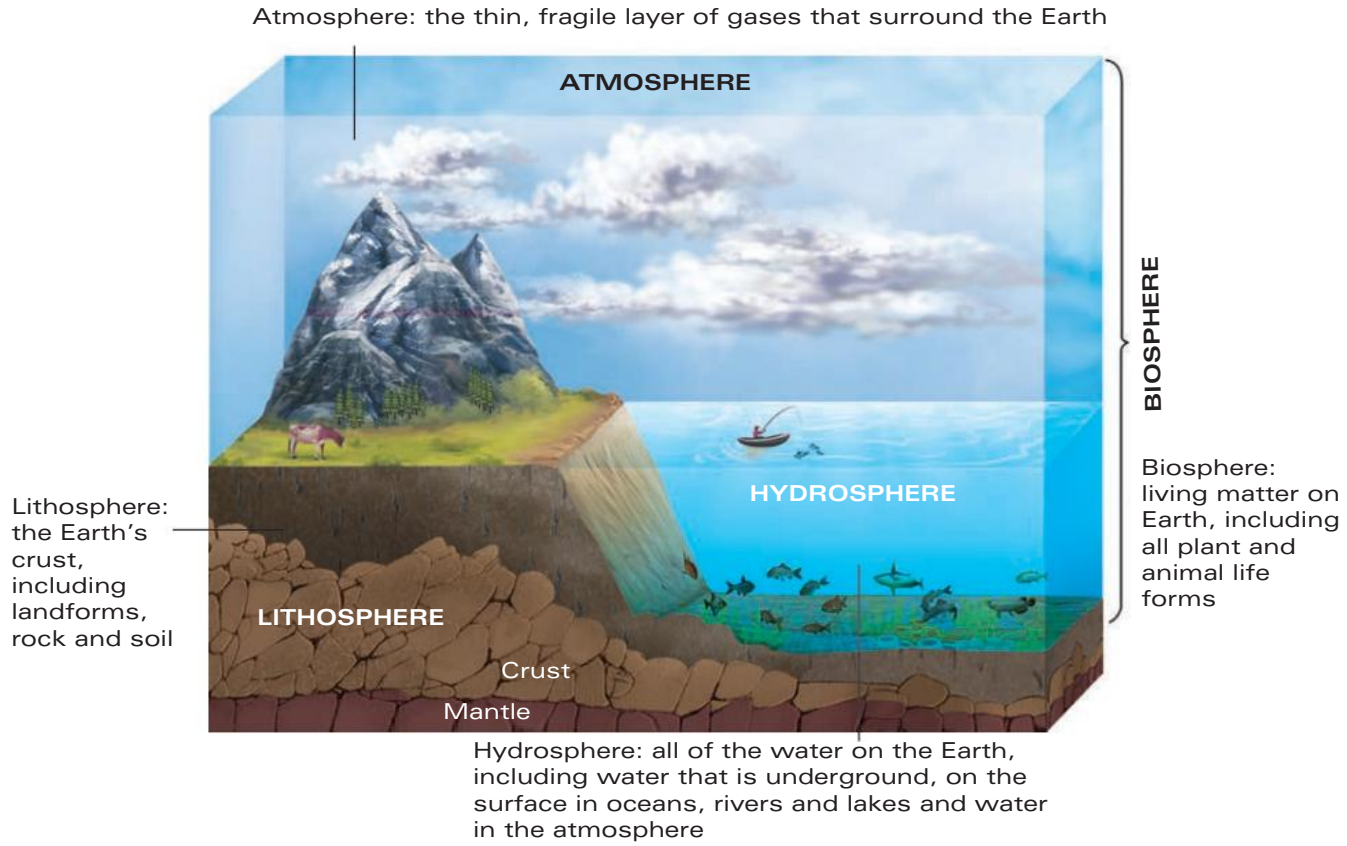
habitat area of an environment in which an organism lives

atmosphere the mixture of gases that surround the Earth

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

biosphere all living things on the Earth that rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival



▲ **Figure 5.5** The hydrosphere, lithosphere and atmosphere together support the biosphere, which contains all the living things within an environment (including people).

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ecosystem community of living organisms that interact with the non-living components within an environment

process series of natural steps or human actions that lead to change

respiration inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

fossil fuels resources such as coal and gas that are formed from the buried and decaying remains of organisms

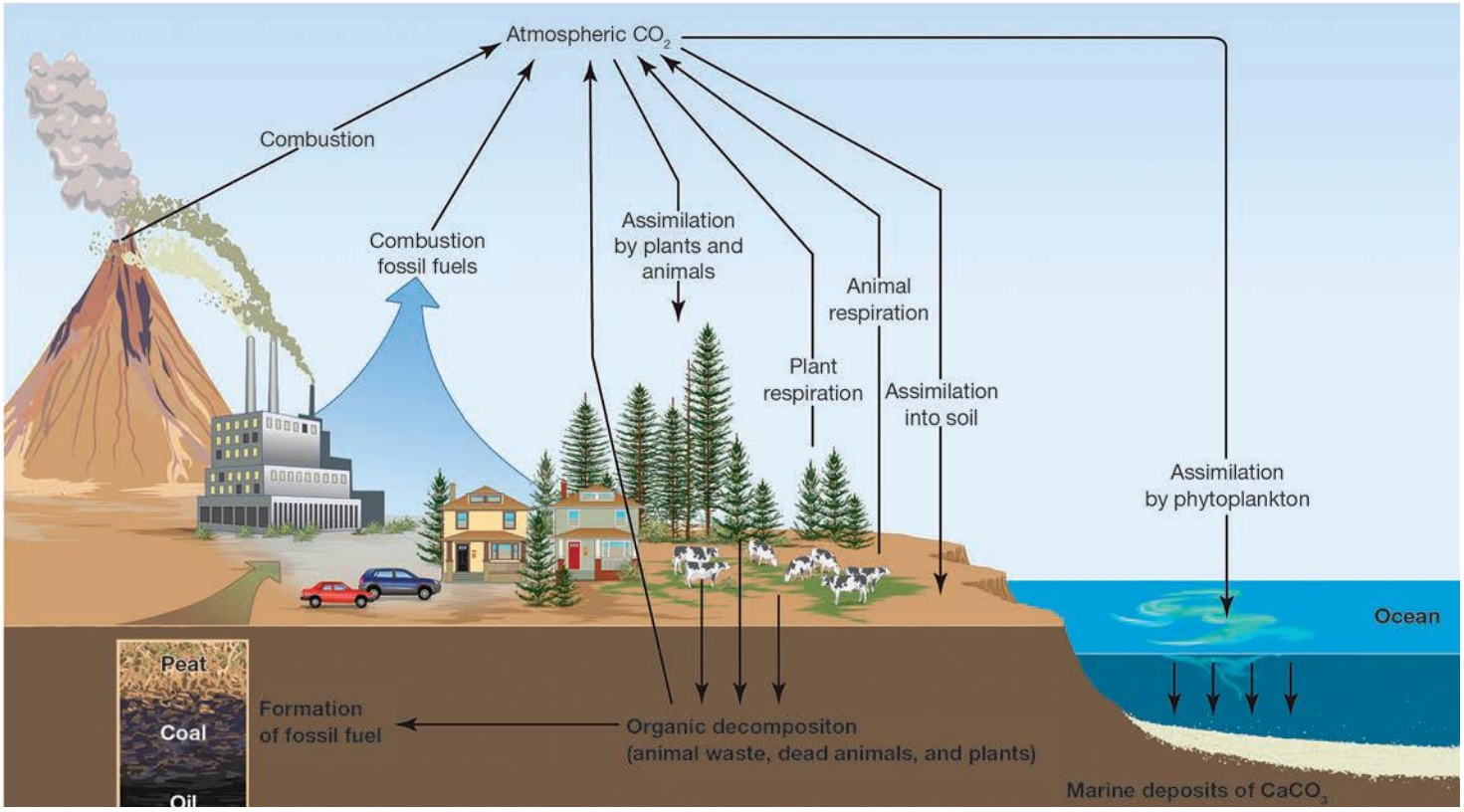
drainage basin area of land in which all precipitation collects and drains into a river system

What is an ecosystem?

An **ecosystem** is a community of living organisms that interact with the non-living components within an environment. Elements of an ecosystem are interconnected through **processes** such as nutrient cycles and energy transfers. For example, Figure 5.6 shows the different processes within the carbon cycle.

In the carbon cycle, carbon dioxide is released from organisms during **respiration** and absorbed from the atmosphere into plant material via **photosynthesis**. Dead and decaying organisms release carbon back to the atmosphere. Organic matter that doesn't break down turns into **fossil fuels** such as coal, which is a resource used by people.

Natural processes often involve multiple spheres and can link different types of environments. Rainfall (atmosphere) within a **drainage basin** can increase the flow of rivers (hydrosphere), which can lead to the erosion of landscapes (lithosphere) and provide a habitat for a range of species (biosphere).



▲ **Figure 5.6** The carbon cycle

ACTIVITY 5.1

Understanding natural processes

Using Figure 5.6, **explain** the series of steps showing the way in which carbon moves from the atmosphere, through the landscape and back into the atmosphere during the carbon cycle.

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What is biodiversity?

Biodiversity is defined as the variety of living things within an environment, including plants, animals and microorganisms. It is an important measure of the health of an environment. The natural components and processes within a healthy environment help to maintain high levels of biodiversity. On the other hand, when the biodiversity of an environment is reduced it is a sign that the environment has been modified, damaged or has experienced **degradation**.

How are environments classified?

Geographers categorise environments based on their combinations of **geographic characteristics**. In land-based environments, these include **climate**, **elevation**, **topography**, **vegetation** and soil types. In marine environments, characteristics include **water quality** and depth. The location of a place often plays a large role in determining its environment.

For example, a forest found near the equator within the tropical climate zone, such as a forest in Indonesia, is likely to have a consistently warm temperature and experience high rainfalls. It will therefore be classified as a tropical rainforest. However, a forest located within a wet temperate zone, like a forest in Tasmania, will be classified as a cool temperate rainforest.

The characteristics of human or built environments vary significantly between different natural environments. They can be compared based on their **population density** and features such as roads, buildings and land uses.

Although environments can be classified based on similar characteristics, they can also vary greatly within these classifications. Figure 5.7 shows three distinct examples of coastal environments that vary based on the natural processes that formed them and their level of modification by people.

Due to the interconnections between different types of environments, the boundaries between environments are often unclear. For example, the satellite image in Figure 5.8 shows five different types of environments. It depicts the Ross River flowing around the forested Mount Stuart, which goes through the urban centre of Townsville towards the coast and out to the Coral Sea. Each of these types of environments will be discussed in the following section.

biodiversity the variety of living things within an environment, including plants, animals and microorganisms – the more living things in an environment, the higher its biodiversity

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

geographic characteristics physical and human characteristics of a place

climate long-term trends in the weather conditions of a place; for example, average rainfall and temperature

elevation the height of a place above sea level

topography relief, or shape, of the surface of a landscape

vegetation all the types of plants found in a place; for example, grasses, shrubs and trees

water quality condition of water in terms of its chemical, physical and biological properties

population density number of people per square km

▲ **Figure 5.7** Three distinct examples of coastal environments: Apollo Bay, south-western Victoria (left), Waianapanapa Beach, Maui, Hawaii (middle), Surfer's Paradise, Gold Coast, south-eastern Queensland (right)

MAKING THINKING VISIBLE 5.2

Think, puzzle, explore

1 **Explain** why you think the three coastal environments shown in Figure 5.7 are so different.
2 What questions or puzzles do you have about these places?
3 **Explore** each of these places (using the internet) to gain some insight into how they formed and why they have these characteristics.

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▲ **Figure 5.8** Five different types of environments found in and around Townsville in north-eastern Queensland

DEVELOPING YOUR UNDERSTANDING 5.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Using Figure 5.5, **explain** the terms atmosphere, lithosphere, hydrosphere and biosphere. Give an example for each.
2 **Describe** and **explain** an ecosystem.
3 **Identify** some of the characteristics used to **classify** an environment.

Interpret

4 **Identify** the five different types of environments represented in Figure 5.8.
5 **Identify** some of the non-living components in an environment that can **determine** the types of plants and animals living there.

Argue

6 'Biodiversity is the most important measure of the health of an environment.' **Explain** what this statement means and **discuss** whether or not you agree with it.

Extension

1 **Create** your own diagram summarising the Earth's four spheres. Annotate it to show how non-living components within an environment support the living components.
2 Visit the Map Maker tool on the National Geographic website by searching online for 'mapmaker' and 'national geographic'. Add the Climate Zones layer from the Climate and Weather category. Using the legend, list the different climate types found within Australia. **Compare** this with the climate types found within the United States of America.

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5.2 Types of environment

FOCUS QUESTION

What are some of the main types of environment?

There are many different categories of environments. This section outlines five of these categories and looks at their geographic characteristics, the components found within each of them, and some of the natural processes and human activities that constantly change the environment.

Land environments

The Earth supports a wide variety of land environments, also called biomes. Although they vary significantly, most land environments can be classified as forests, deserts, grasslands or ice environments. Inland water bodies, coastlines and highly modified rural or urban landscapes are also significant land environments. These will be discussed in the following sections.

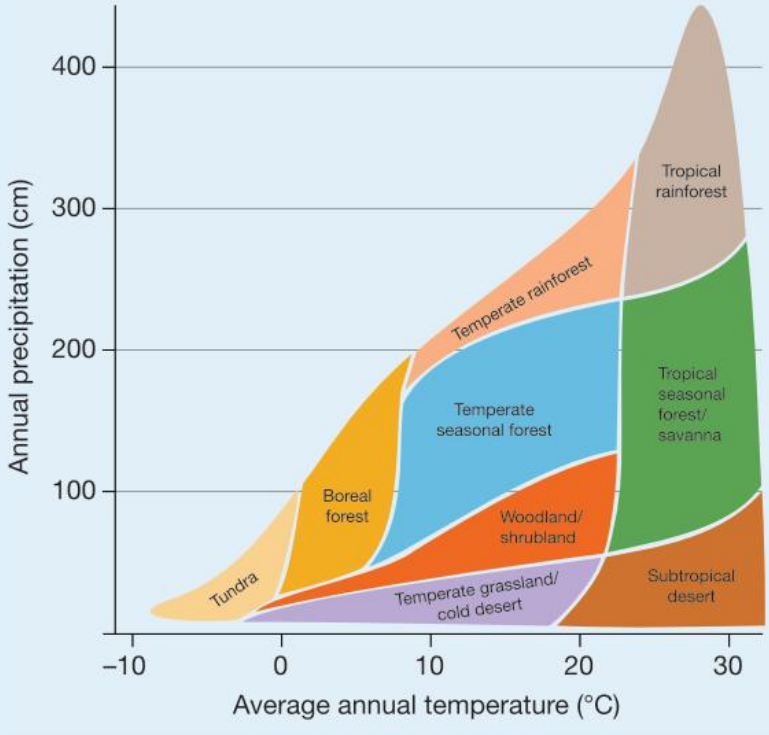
Figure 5.9 shows the temperature and **precipitation** ranges for different categories of land environments.

Figure 5.10 shows the spatial distribution of **land cover** across the globe. This distribution is based on a combination of factors, including:

- Latitude, which broadly determines climate zones
- Whether a place is close to or far away from a coastline
- Elevation, which can determine rainfall and temperature
- The presence of major landforms, such as mountain ranges.

precipitation any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

land cover the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil



◄ **Figure 5.9** Precipitation and temperature are the two main climate factors that determine the type of land environment that will exist in a place.

ACTIVITY 5.2

Analyse

Analyse means to consider in detail for the purpose of finding meaning or relationships and identifying patterns, similarities and differences.

1 **Analyse** Figure 5.9 to **identify** the annual precipitation and average temperatures needed for each type of environment to exist. **Summarise** your results by creating a table.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.1

Describing spatial distribution using the PQE method

When describing the distribution of a phenomenon using a **choropleth map**, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. **Use** at least one sentence to **describe** each of these.

- Pattern: give a general overview of the distribution.
  - Is the overall distribution even or uneven?
  - Where are areas that have a high or low amount? Provide some examples.
- Quantification: provide specific evidence to **describe** and **explain** the pattern. **Use** the key or legend provided with the map and approximate areas using percentages.
  - Roughly how much of the Earth has a high or low amount?
  - **Identify** the percentage of Africa that has a high or low amount.
  - **Identify** the amount in three European countries.
- **Anomaly**: **Identify** an example or several examples of specific places that do not fit your pattern.
  - Where is there a place that has a high amount surrounded by places with a low amount?
  - Where is a place that has a much higher or lower amount than anywhere else?

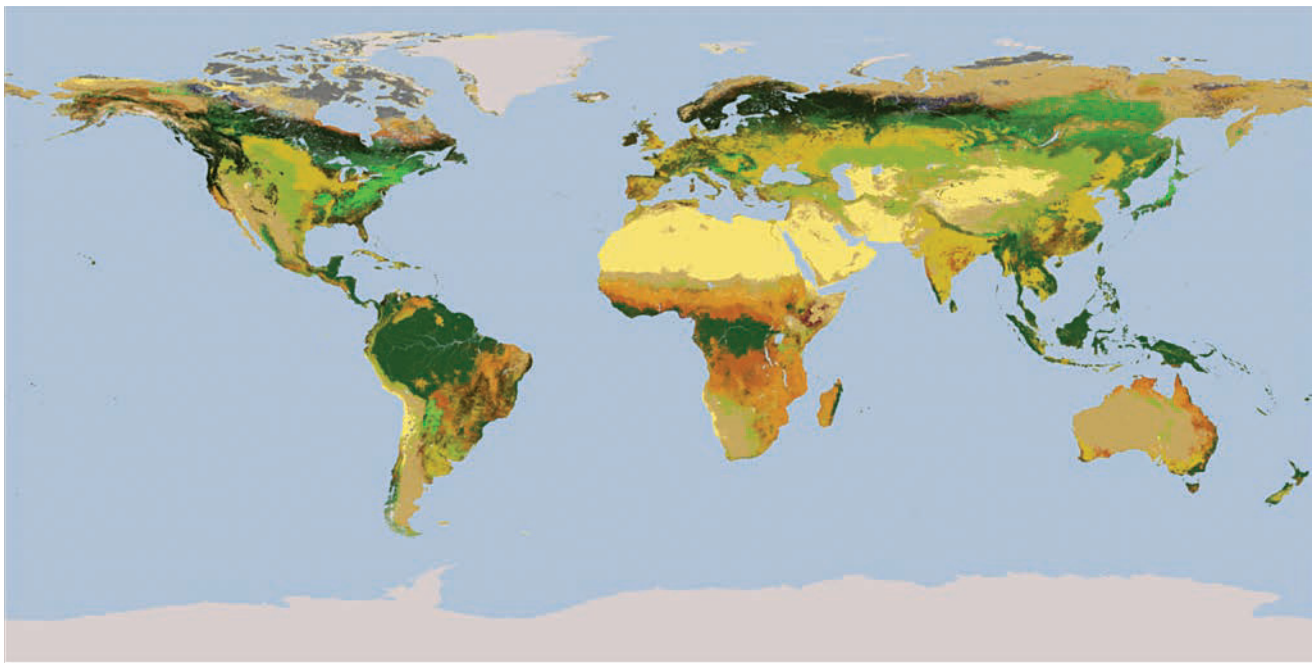
choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

anomaly something that is different to the normal or expected pattern. When something is unusual compared to similar things around it.

Refer to Figure 5.10 when answering the following questions:

1 **Describe** the global distribution of barren or sparsely vegetated land.
2 **Compare** the distributions of the five types of forest cover and **explain** the differences between the different types of forest.
3 **Consider** whether there is an association between land cover and latitude by considering whether forests and barren areas are located at similar latitudes throughout the world. Provide examples to support your answer.

▼ **Figure 5.10** The global distribution of land cover



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Deserts

Deserts cover approximately one-third of all land on Earth. They are defined as areas of land that have a moisture deficit. This means that the amount of water gained through precipitation is less than the amount of water lost through **evaporation** and **transpiration** each year.

Although their amount of precipitation varies, deserts are generally defined as places that receive an average of less than 250 mm of precipitation each year. The Sahara Desert (Figure 5.11) is the world's largest hot desert. It is located in northern Africa and receives an annual average of 100 mm of precipitation. In contrast, Antarctica is the largest cold desert. It receives an average of 166 mm of precipitation each year. Vegetation within deserts is sparse – in many **hyper-arid** deserts it is non-existent.

Forests

Forests are environments dominated by tree cover. The Food and Agriculture Organization defines forests as land with a tree crown cover of more than 10 per cent and an area of more than 0.5 hectares. As shown in Figure 5.10, there are many types of forests, determined primarily by the local climate.

Figure 5.12 shows the Amazon rainforest, which is a tropical rainforest covering more than five million square km in the northern region of South America. It has a very high biodiversity, containing 10 per cent of the world's known species of plants, animals and insects. The Dandenong Ranges is located 35 km east of Melbourne's CBD. It comprises temperate rainforest dominated by mountain ash trees with an undergrowth of tree ferns.

Forests are complex ecosystems, containing a variety of habitats from the **canopy** right through to the forest floor.

evaporation process of a liquid becoming a gas when it is heated

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

hyper-arid extremely dry and barren region receiving less than 100 mm of precipitation each year

canopy uppermost layer of a forest at the top of mature trees

▼ **Figure 5.11** Parts of the Saraha Desert are hyper-arid – this means their annual rainfall is less than 100 mm.

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▲ **Figure 5.12** Comparison of Amazon rainforest (left) and the Dandenong Ranges (right)

ACTIVITY 5.3

Compare

Compare means to estimate, measure or note how things are similar or dissimilar.

1 **Compare** the forests shown in Figure 5.12 by describing the density and diversity of the vegetation.

groundwater water located below the Earth's surface in porous soils and rocks

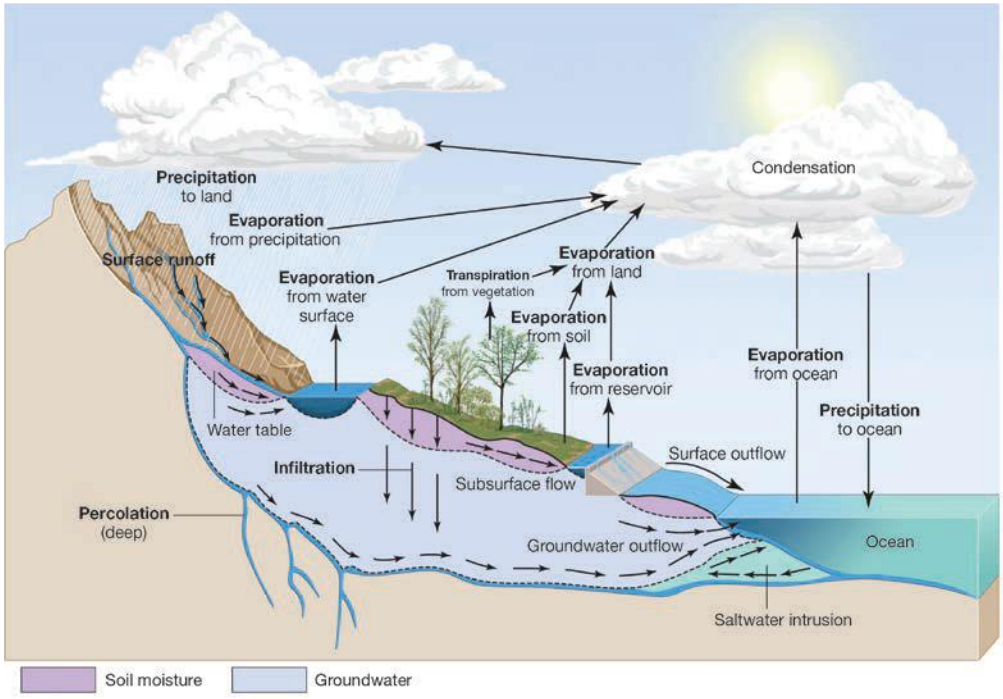
tributary river that flows into a larger river or lake

infiltrate when water above the ground soaks into the soil

Inland water environments

Inland water environments include all water sources found on and below the land. These include rivers, lakes, wetlands and **groundwater**, as well as the landscapes that surround them.

River environments are confined within the boundaries of drainage basins. All precipitation that falls within these basins either flows into a network of rivers and their **tributaries** as runoff, or **infiltrates** into the soil, recharging groundwater storage (see Figure 5.13).



▲ **Figure 5.13** Movement of water through a river environment

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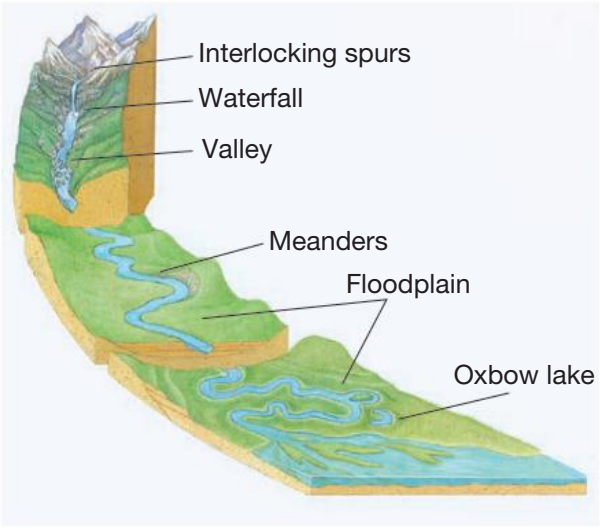
ACTIVITY 5.4

Understanding natural processes

Using the information from Figure 5.13, **create** a flowchart showing the different ways that water can move through a river environment.

As rivers flow, they erode the landscape, transport sediment and deposit it downstream. This process creates distinctive landforms such as valleys, interlocking spurs, waterfalls, meanders, oxbow lakes and floodplains. These landforms are shown in Figure 5.14.



▲ **Figure 5.14** The different types of landforms found throughout the upper, middle and lower parts of a river environment

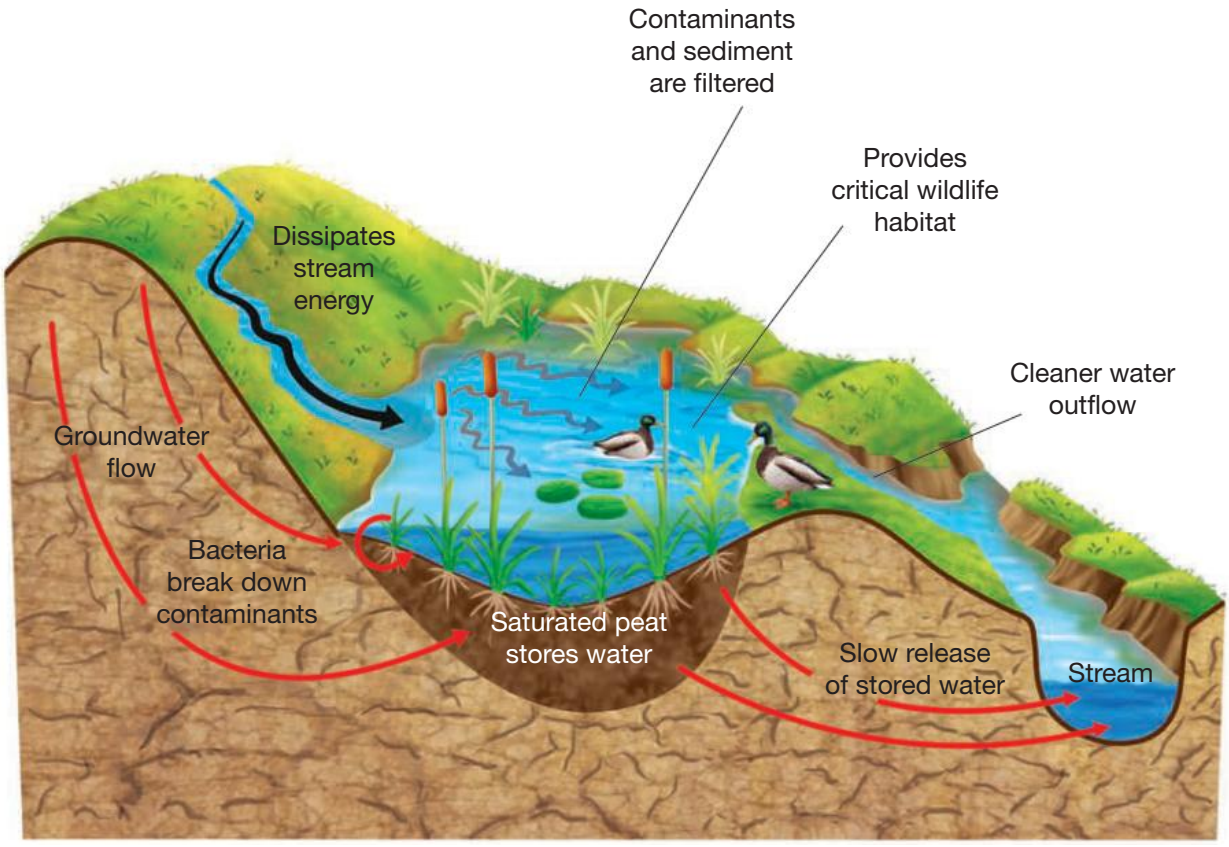
Rivers, lakes and wetlands support a range of ecosystems in and out of the water. Aquatic plants and algae grow within water bodies, whereas **riparian** vegetation grows along the banks of a waterway. This vegetation is vital in maintaining the health of waterways. It slows floodwater, stabilises banks to prevent erosion, adds oxygen to the water, and provides habitat for both aquatic and **terrestrial fauna**.

riparian relating to the banks of a river or lake

terrestrial fauna land-based animals in a particular area

wetland place where stagnant or flowing water covers the soil at various times throughout a year

Wetlands are places where stagnant or flowing water covers the soil at various times throughout a year. They act like giant sponges, absorbing and filtering excess nutrients and pollutants. Wetlands are vital for maintaining the quality of surface water and groundwater. Swamps, marshes, billabongs and lakes are all examples of riparian wetlands that differ based on characteristics such as quantity and seasonality of water supplies, soil types, vegetation types and drainage.



▲ **Figure 5.15** The role of a wetland within an environment

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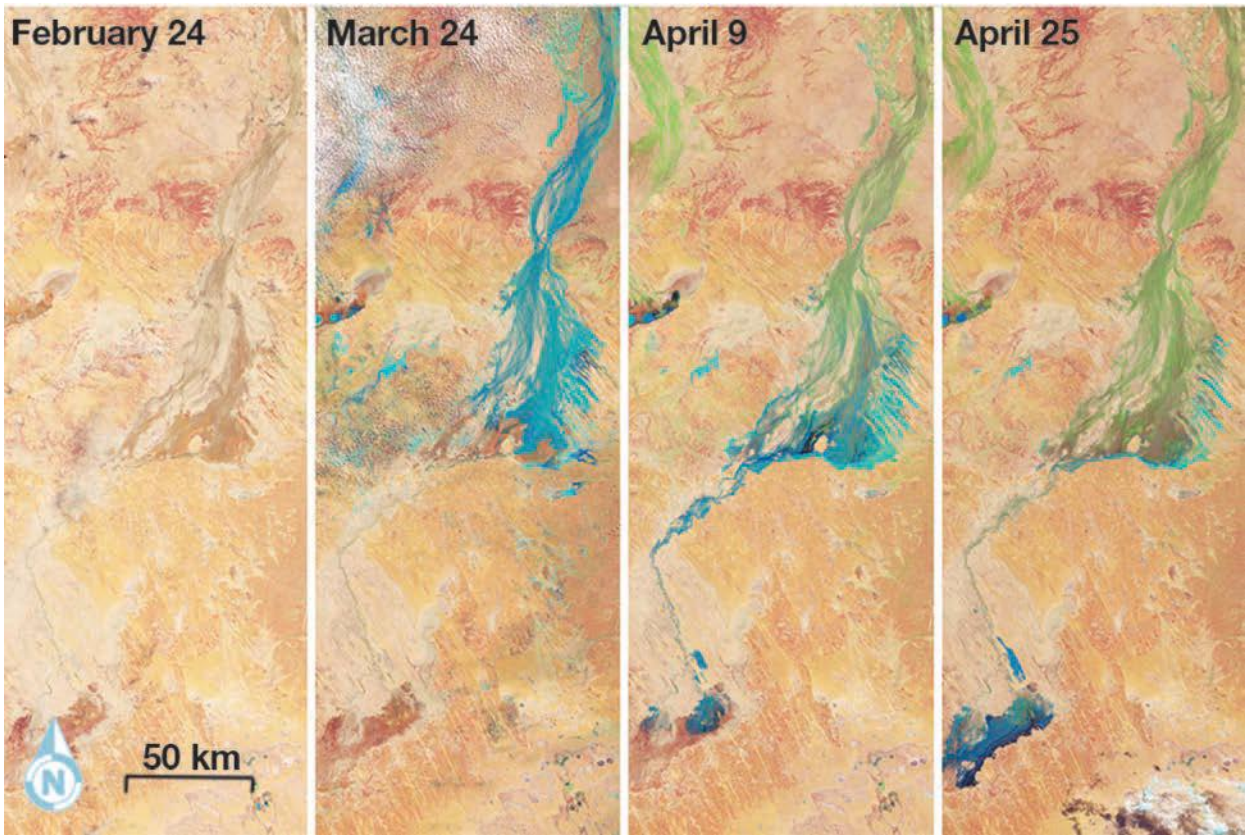
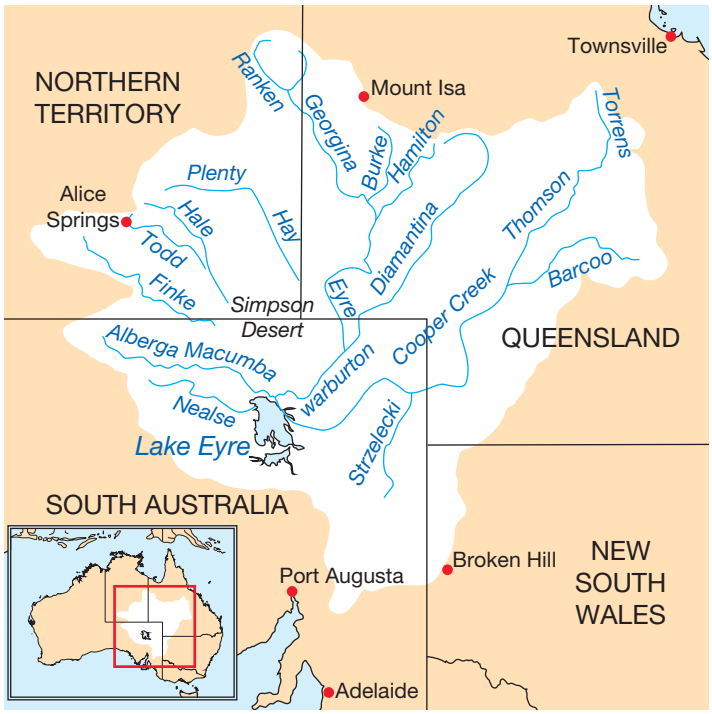


Figure 5.16 Floodwaters from Queensland rapidly transformed Lake Eyre's environment in 2018.



▲ **Figure 5.17** Location of the Kati Thanda–Lake Eyre Basin and its main river systems

Some rivers, lakes and wetlands are permanently inundated or flowing, whereas others are intermittent (they flow only occasionally). Seasonal floods, variable flows and drought are natural processes essential for maintaining these ecosystems. Floods facilitate the interconnection between all parts of a river system, transporting and depositing rich sediment over vast floodplains.

The Lake Eyre Basin in central Australia, known by the local Arabana people as Kati Thanda, is a dry and salty lakebed covering around one-sixth of Australia's land area (approximately the same size as Spain), reaching across the Northern Territory, South Australia, Queensland and New South Wales. However, as shown in Figure 5.16, this barren landscape can rapidly become a thriving oasis. This transformation occurs roughly every three years as floodwaters travel more than 1000 km to recharge the entire basin.

Coastal environments

Coastal environments are the link between the land and sea. They transition from components typically found in inland environments, such as dune vegetation, to components typically found in marine environments, such as coral reefs. As shown in Table 5.1, coastal environments are divided into different zones: offshore, nearshore, foreshore and backshore.

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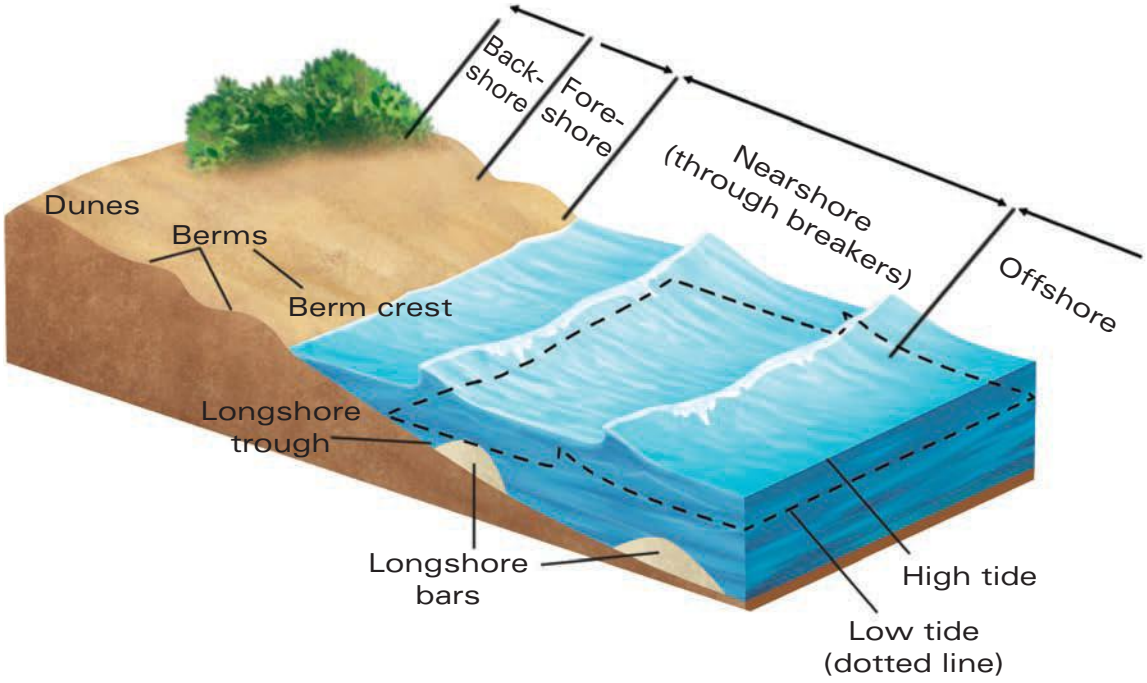
TABLE 5.1 Zones that make up a coastal environment

Zone	Description
Backshore	This area extends inland from the high-tide mark all the way to the highest point that water will reach during a storm. This region often contains dunes that are formed by sand transported and deposited by wind.
Foreshore	Also known as the intertidal zone. This area extends from the low-tide to the high-tide mark. It contains landforms such as **berms**, running parallel to the coastline.
Nearshore	This is the area of the coast that is always underwater, extending from the shoreline to just beyond the point where waves break in the surf zone. This area contains ridges of sand known as sandbars.
Offshore	This is the area beyond the nearshore zone, containing deeper water that stretches all the way to the edge of the continental shelf.



▲ **Figure 5.18** The different zones that make up a coastal environment

Coastal environments are dynamic, meaning they change regularly owing to coastal processes. The action of the tides, the wind and waves are the forces driving these processes.

Waves can produce erosional landforms such as cliffs. They can also transport sediment along the shoreline due to **longshore drift**. Wind can form and modify the shape of dune systems by eroding and depositing sands.

Coastal landforms form the basis for habitats that support a range of species within a coastal ecosystem. The interconnection between different components determines the type of ecosystem that is produced. For example, **estuaries** are environments in which the mouth of a freshwater river meets the open sea, providing a unique habitat containing both riverine and marine environments. Other common ecosystems found in coastal areas include dune systems that support fragile vegetation, and coastal wetlands such as saltmarshes, mangroves and mudflats.

berm long, narrow ridge of sand or gravel running parallel to the shoreline

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

estuaries environments in which the mouth of a freshwater river meets the open sea

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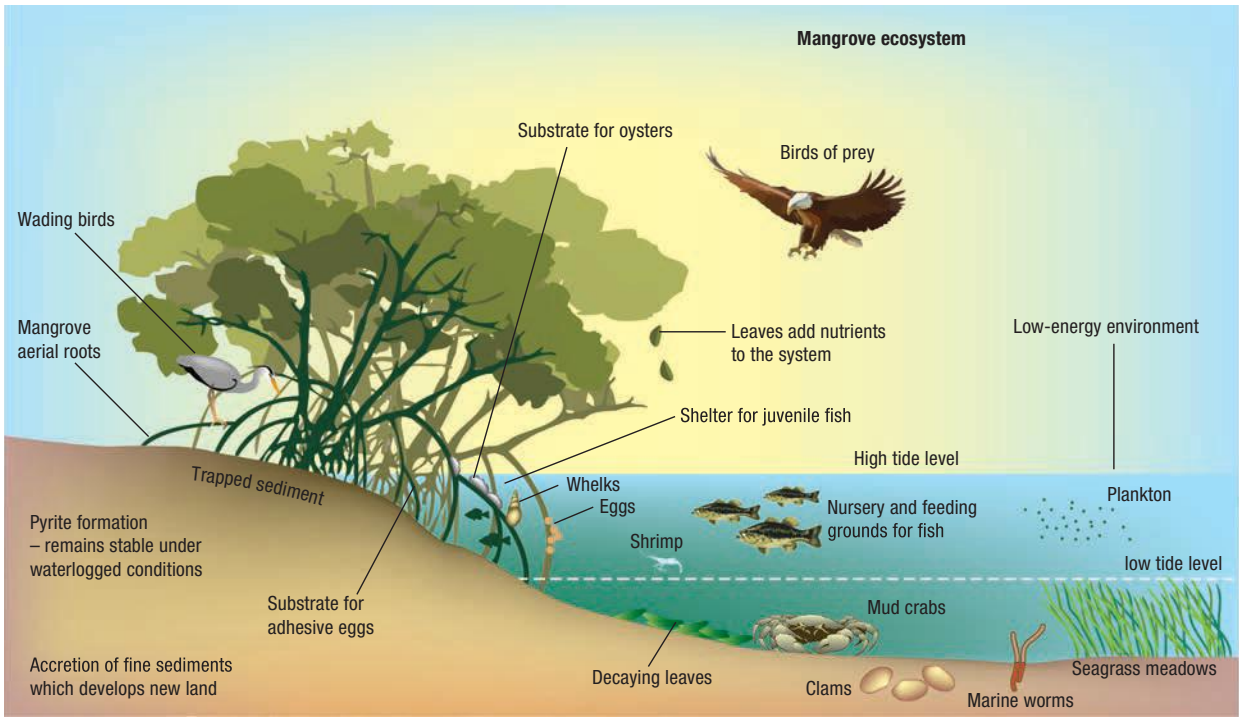


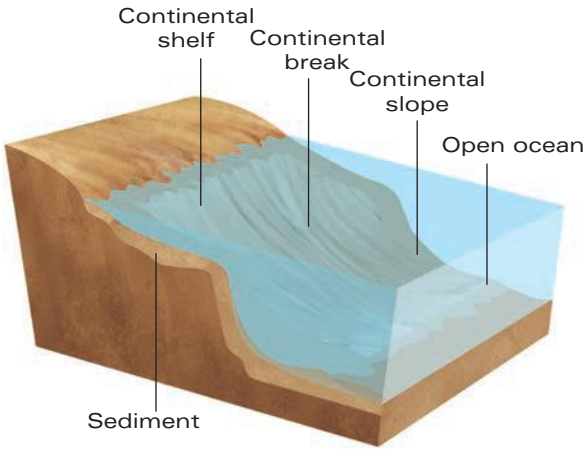
▲ **Figure 5.19** Mangrove ecosystems provide habitats for many aquatic and terrestrial species. They also trap sediment, stopping it flowing into the sea, and protect inland areas from damaging waves and storm surges.

Marine environments

Oceans cover approximately 71 per cent of the Earth's surface. This makes marine environments the most common environments on Earth.

Generally, oceans are an average of 4 km deep. However, marine environments can vary significantly, from shallow coastal regions to the 11-km-deep Mariana Trench in the western Pacific Ocean.

Marine environments can be divided into two main categories: coastal and open ocean. The coastal zone includes areas as far inland as a high tide can reach, and as far out as the edge of the **continental shelf**. There is, therefore, a spatial overlap between marine and coastal environments. Everything beyond the coastal zone is known as open ocean (see Figure 5.20).



▲ **Figure 5.20** The coastal zone extends from the high-tide mark to the edge of the continental shelf.

The dominant and common characteristic of all marine environments is seawater. However, the temperature, **salinity**, **acidity**, **turbidity**, availability of light, nutrient levels and degree of **dissolved oxygen** of seawater can vary significantly. These differences depend on the geographical location of the seawater, particularly its latitude, its depth, the movement of ocean currents and the impacts of nearby environments (for example, the discharge of rivers into coastal regions).

Variations in the non-living components of a marine environment can create different habitats and thus determine the types of organisms that live within them. Living components of marine environments include corals, kelp, mangroves and seagrasses. These provide habitats for a range of other marine species like phytoplankton, tiny plantlike organisms that form the basis of the marine **food web**.

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

salinity measure of the amount of salt in water or soil

acidity measure of the amount of acid in water, measured using the pH scale

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

food web links between what each organism eats, and what it is eaten by, within an ecosystem

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▲ **Figure 5.21** The Great Barrier Reef supports more than 1500 species of fish.

Coral polyps are tiny organisms found in tropical waters. Their bodies are soft, but they contain a protective limestone skeleton at their base, which they use to attach to rocks on the sea floor. These tiny organisms then clone themselves, forming a colony and joining with other corals to form a reef.

Coral reefs have very high biodiversity. They are home to 25 per cent of all marine species on Earth, despite only covering 0.1 per cent of the ocean's total area. Australia's Great Barrier Reef is the largest coral reef in the world. It is made up of over 3000 individual reefs, stretching for 2300 km just off Queensland's coastline.

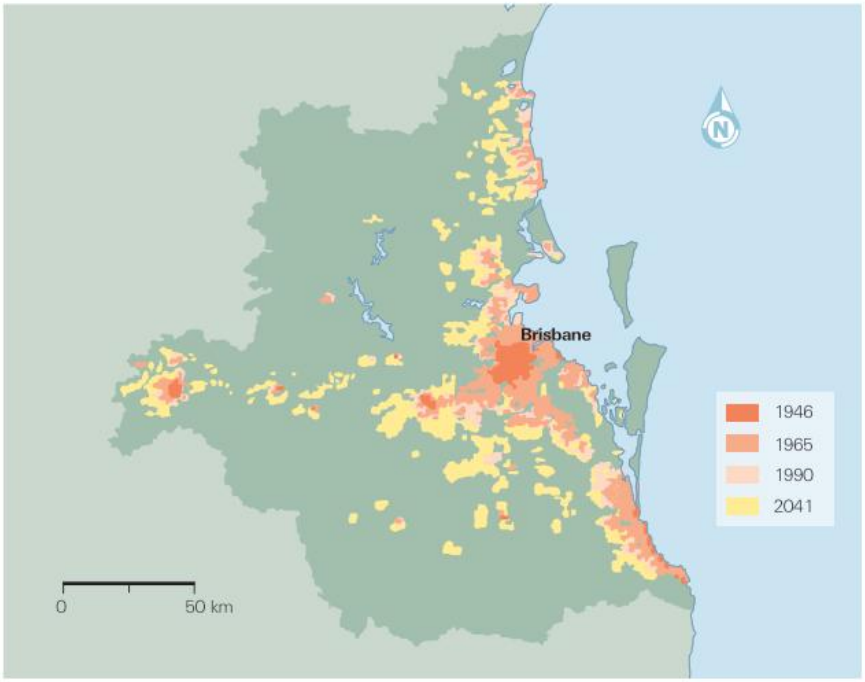
Urban environments

Urban environments are highly modified environments. They are dominated by manufactured materials and contain very few elements of the natural world. They include towns, suburbs and cities of varying sizes.

Urban environments are more densely populated than other human environments, like **rural** areas.

rural region located outside of cities, towns or other urban areas

The Australian Bureau of Statistics defines urban environments as those that contain at least 1000 residents and also have a population density of more than 200 people per square kilometre. Based on this definition, approximately 90 per cent of Australians live in an urban environment, making Australia one of the most urbanised countries on Earth (see Figure 5.23).



▲ **Figure 5.22** South-East Queensland's population is expected to increase by around two million people by 2041. As a result, Brisbane's urban footprint is expected to continue to sprawl outwards into surrounding agricultural land.

MAKING THINKING VISIBLE 5.3

Think, pair, share

1 Refer to Figure 5.22 and the information about urban development to answer the following questions. Share your answers with a partner and **justify** your opinion.

- **Describe** where most of Brisbane's growth is occurring.
- **Explain** what some of the impacts of this growth will be both in outer and inner suburbs. Is this growth sustainable?
- Is the combination of infill development and urban renewal a viable alternative to urban sprawl in Brisbane?

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suburb smaller region of a larger city, usually dominated by housing

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

urban sprawl growth of cities outwards into surrounding rural and bushland areas

infill development development of an area of vacant urban land within an already existing city

urban renewal redevelopment of an area within a large city that had been previously run-down and underutilised

Regions within urban environments can be classified based on their location and characteristics. In Brisbane, the Central Business District (CBD) is the centre of commercial and business activity. **Suburbs** spread out radially from the CBD, varying from higher-density inner suburbs to lower-density outer suburbs. The **peri-urban** zones on the fringes of these suburban areas are the transition between the urban and rural environment.

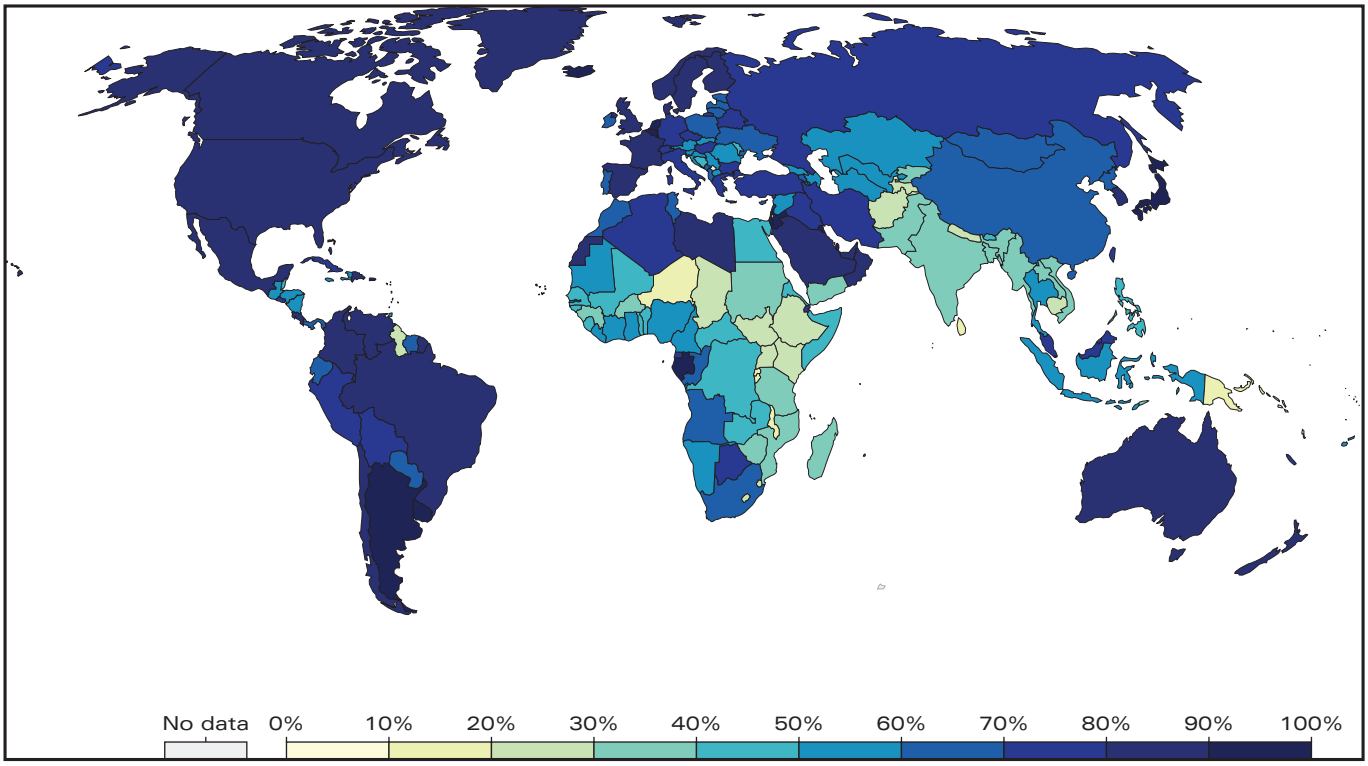
Characteristics within these regions vary, including the types of transport infrastructure, the size and heights of buildings, the amount of open space, and the size and style of housing.

Urban environments are constantly undergoing changes so that they can keep up with increasing **urbanisation**. In 1960, only 34 per cent of the global population lived in urban environments, compared to more than 56 per cent in 2020.

As cities grow, urban development occurs in two main ways:

- **Urban sprawl** is when cities grow outwards into surrounding rural and bushland areas
- **Infill development** and **urban renewal** occur within cities as vacant sites or underutilised land is redeveloped to house a denser population.

As urban areas grow they become increasingly difficult to manage due to issues such as housing availability, traffic congestion and waste management.



▲ **Figure 5.23** Proportion of the total population living in urban areas across the world in 2020

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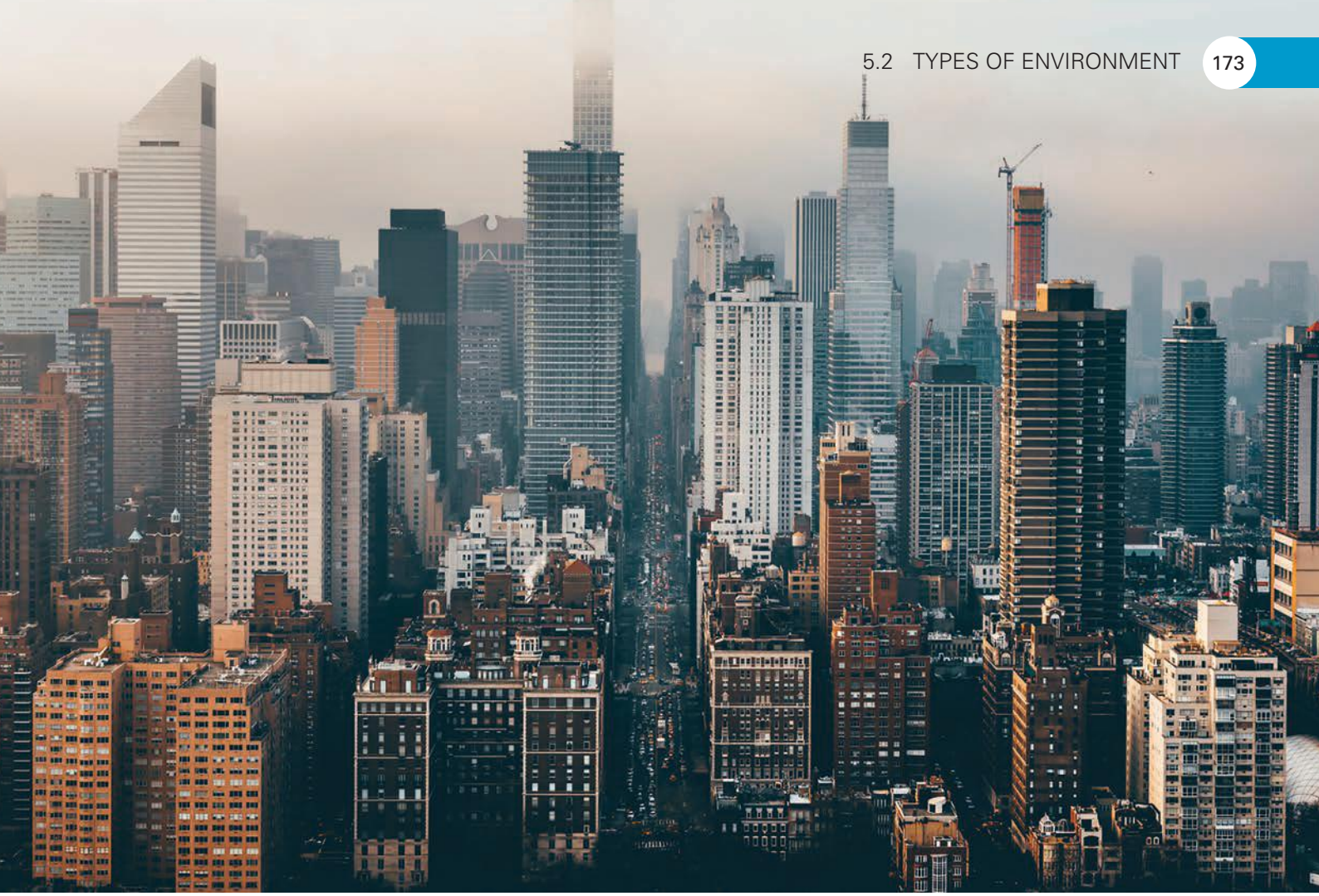

▲ **Figure 5.24** Manhattan is New York State's most densely populated urban region.

ACTIVITY 5.5

Comparing the characteristics of environments

1 Copy and complete this table to **summarise** the characteristics of the five types of environments outlined in this chapter. Include your own examples of places containing these types of environments.

Environment	Characteristics	Example
Deserts		
Forests		
Coastal environments		
Marine environments		
Urban environments		

2 Refer to Figure 5.23.

a **Identify** three regions that have a high proportion of their population in urban areas. **Identify** three that have a low proportion of their population in urban areas.

b **Describe** and **explain** a factor that might determine this distribution of urban areas.

c **Investigate** the reasons why some countries have a higher rate of urbanisation than others.

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DEVELOPING YOUR UNDERSTANDING 5.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the geographic characteristics of both forests and deserts.
2 **Identify** three types of inland water environments. Write a sentence describing each one.
3 **Identify** the four zones that make up coastal environments. Place them in order from the furthest inland to edge of the continental shelf.

Interpret

4 **Consider** the ways in which seawater varies between marine environments, and suggest a factor that determines these variations.

Argue

5 Using Figure 5.15, **explain** the essential role that wetlands play in maintaining the health of inland water environments.

Extension

1 Choose one of the types of river landforms shown in Figure 5.14. Research how this kind of landform develops. **Create** a series of annotated diagrams to **demonstrate** this process.
2 **Investigate** the difference between a swamp, a marsh, a billabong and a lake. Write definitions for each of these kinds of environments in a table and **compare** their geographic characteristics.
3 **Investigate** the importance of Lake Eyre and prepare a report **synthesising** information about its changing environment, ecological significance and historical importance to the Arabana and Dieri peoples.
4 Choose one of estuaries, mangroves, saltmarshes or mudflats. **Investigate** and **summarise** their:
   - Geographic characteristics
   - Importance as part of a coastal environment
   - Importance as part of a human environment
   - Vulnerability to the impacts of environmental change.

   Present your findings in a brief presentation utilising digital technologies.
5 Using a Google Image search, find a photo of a coastal environment. Annotate the photo to show the different coastal zones.
6 **Explore** the Great Barrier Reef using Google Street View. **Describe** the characteristics of the environment and how it varies in different places within the reef.

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5.3 Factors that influence environmental change

FOCUS QUESTIONS

- In what ways do environments change?
- What are the causes of these changes?

The causes of environmental change

Natural environments are dynamic. This means they are constantly changing. On a local scale, environments change owing to the processes occurring within an ecosystem; for example, photosynthesis, nutrient cycling, erosion or longshore drift.

Despite these changes, undisturbed natural environments are usually in a **state of equilibrium**. This means that all of the components and processes within an ecosystem are balanced. For example, if a tree dies within a forest, it will decay and add nutrients to the soil. Its death provides space and food so that a new tree can grow in its place. Natural disturbances such as landslides and bushfires can disrupt an environment's balance and lead to significant changes until a system once again reaches a state of equilibrium.

Human activities are having an increasingly large impact on environments by causing disturbances like the removal of vegetation at a local scale, or the large-scale removal of an entire forest. When the disturbances caused by these activities are severe enough to prevent ecosystems from recovering, the changes can be significant and unsustainable.

Human-induced environmental changes can be direct or indirect. For example, clearing a forest to use the land for agriculture is a direct cause of change, whereas an increase in population leading to a subsequent increase in demand for food is an indirect cause of change.

state of equilibrium a balance between all of the components within an ecosystem

human-induced changes caused by human activities (in contrast to natural changes)

▲ **Figure 5.25** Changes to forests in British Columbia, Canada, due to natural processes such as bushfires (left) and human activities such as deforestation (right)

ACTIVITY 5.6

Examine

Examine means to determine the nature or condition of something.

1 **Examine** Figure 5.25 and **justify** why the first image represents a natural process and the second image represents a human activity.

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The interconnection between environments also means that direct changes in one place can indirectly impact other places. In a river system, an upstream pollution event can impact the water quality downstream, degrading coastal and marine environments as the pollutants flow out to sea.

Climate change

Climate change refers to changes in the pattern of weather over larger time scales. The time scales under consideration are usually at least a decade, but are often discussed in terms of spans of thousands or even millions of years. Climate change is a natural process that is responsible for cycles of ice ages. An ice age is a cycle during which ice expands over much of the world's land surface, after which warmer interglacial periods take place during which much of the ice melts and sea levels rise.

There are many factors responsible for climate change, like variations in the Sun's radiation, variations in the Earth's orbit, and changes in the composition of the gases that make up the atmosphere. When solar radiation hits the Earth, some of it is absorbed and some is reflected back into space. However, some atmospheric gases, called greenhouse gases, absorb and reflect this heat back towards the Earth. This is known as the **greenhouse effect** (see Figure 5.26). Without the greenhouse effect, the Earth's average temperature would be -18°C and most of its surface would be covered in ice.

greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

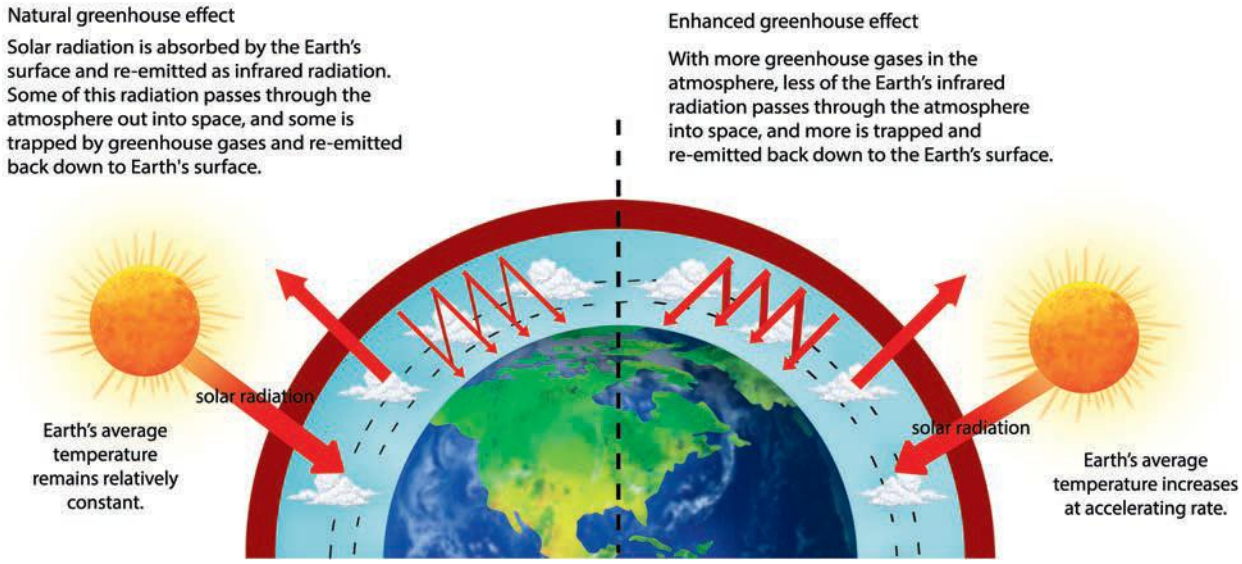
anthropogenic caused by human activity

'**Anthropogenic** climate change' refers to climate change that has been caused by the activities of human beings. Many human activities cause an increase in the concentration of greenhouse gases in the atmosphere. The three most common types of greenhouse gas are:

- Carbon dioxide, which is emitted through the burning of fossil fuels such as coal (see Figure 5.27)
- Methane, which is emitted during the production and transport of coal, natural gas and oil, and also emitted by livestock and by other agricultural practices
- Nitrous oxide, which is emitted from various agricultural and industrial activities.

The increase in the volume of these greenhouse gases in the Earth's atmosphere is causing the enhanced greenhouse effect. This results in more heat being absorbed by the atmosphere (see Figure 5.26). As a result, the Earth's average temperature is rising, precipitation patterns are changing, ice sheets and glaciers are melting, sea levels are rising and ocean waters are becoming more acidic.

As greenhouse gas emissions continue to rise, anthropogenic climate change is becoming an increasingly significant cause of environmental change on a global scale.



▲ **Figure 5.26** The enhanced greenhouse effect means more heat is trapped and re-emitted by greenhouse gases.

ACTIVITY 5.7

Explain

Explain involves demonstrating an understanding of a concept through the application of knowledge.

1 Using Figure 5.26, **explain** how human activities can alter natural processes such as the greenhouse effect.

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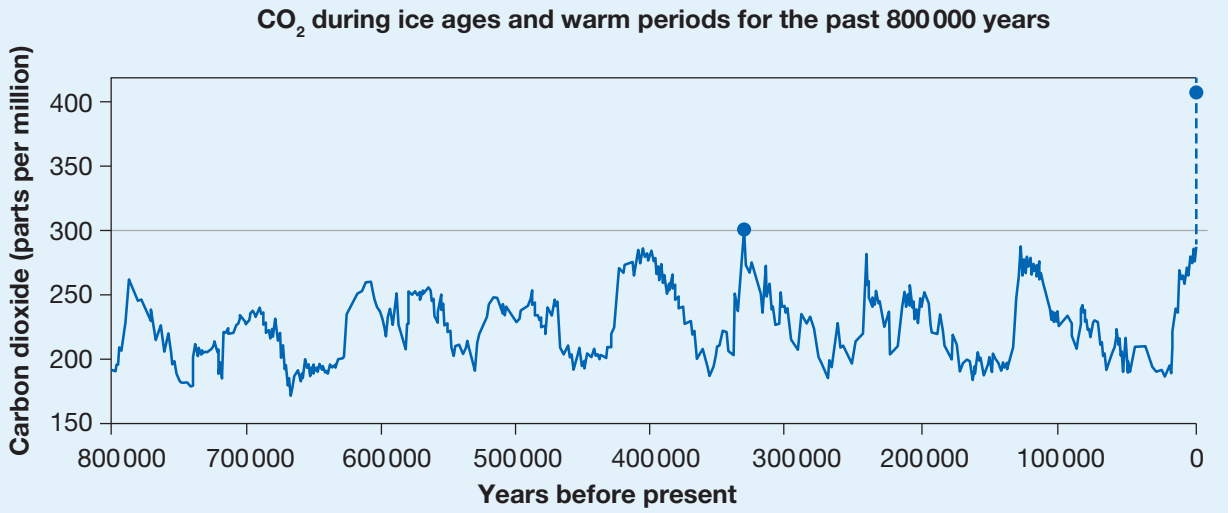

▲ **Figure 5.27** Although the concentration of carbon dioxide in the atmosphere has always naturally fluctuated, the increase over the last 150 years is unprecedented.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.2

Describing the trend of a line graph

Line graphs are used in Geography to show changes over time. In a line graph the *x*-axis (horizontal axis) represents time and the *y*-axis represents the variable that is changing over time.

When describing the trend of a line graph, include the following information:

- A summary of what the graph is representing. What are the variables on the x and y axes?
- A description of the overall trend, including the shape of the graph. Is the graph showing an increase, a decrease or a stable trend?
- Values that demonstrate the trend. By how much has the variable increased or decreased? Over what time period? Make sure you read axes labels carefully and take note of units.
- Time periods that stand out. Do values rise or fall more steeply during a particular time period?
- Significant peaks or troughs. What are the maximum or minimum values and when do they occur?

Using Figure 5.27, **describe** the trend in the atmospheric concentration of carbon dioxide over the last 800 000 years.

Factors that influence environmental change

In Geography, factors are the circumstances that contribute to or cause something to occur. A wide range of factors can lead to environmental change and determine the extent of those changes.

For example, the development of a luxury hotel on a coastline might be driven by the opportunity for profit, which is an economic factor. Residential development might be occurring nearby to house a growing population, which is a social factor. Government regulations will determine where these developments are allowed to occur and the scale of the development – these are political factors. The scale and type of development will also be determined by environmental factors, such as the shape of the landscape and risks associated with sea level rise and flooding.

As shown in Table 5.2, factors can be classified using the acronymn SHEEPT (Social, Historical, Economic, Environmental/physical, Political, Technological).

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TABLE 5.2 Factors can be classified using the acronym SHEEPT (Social, Historical, Economic, Environmental/physical, Political, Technological)

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

deforestation process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban

In some cases, the factors that determine environmental change are unexpected. Over the last century, Ethiopia's forest cover has reduced from 45 per cent to just 5 per cent. The main factor driving this environmental change has been rapid population growth and the resulting increase in demand for firewood and agricultural land.

Despite rapid **deforestation**, around 35 000 forests remain in the areas surrounding Ethiopia's churches (see Figure 5.28), ranging in size from 3 to 300 hectares. Orthodox Tewahedo churches in Ethiopia view forests as a spiritual environment and a place of worship. This has resulted in religious leaders protecting forests close to churches, while forests further away from churches have been cleared. These uncleared forests have created pockets of high biodiversity, providing a habitat for insects that can help to pollinate crops. This has made the farmland near churches more productive. Seeds from these forests are also being used to revegetate surrounding regions.

▲ **Figure 5.28** Forests surrounding churches are the last remaining examples of the lush forest that once covered Ethiopia.

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DEVELOPING YOUR UNDERSTANDING 5.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** environmental change. Include a natural and human-induced example in your definition.
2 **Explain** how an environment is in a state of equilibrium.
3 **Explain** the difference between climate change and anthropogenic climate change.
4 **Describe** and **explain** the main cause of anthropogenic climate change.

Interpret

5 **Identify** three examples of an action or event that could disturb an environment's equilibrium. Choose one of these examples and **explain** how it could lead to environmental change.

Argue

6 Using the SHEEPT acronym, **classify** the following factors that could lead to environmental change:
- A state government has decided to widen a highway requiring the clearing of roadside vegetation
- Tractors provided to a remote village in Bhutan are allowing local people to grow crops in mountainous regions
- A residential construction boom in the outer Brisbane suburbs has led to a demand for merbau timber from Indonesia
- Celebrities have taken selfies at remote natural locations, leading to a rapid growth in local tourism.

7 **Discuss** how a social factor has affected the distribution of environmental change in Ethiopia.

Extension

1 In an article for *Nature* magazine, Alemayehu Wassie Eshete wrote, 'If you see a forest in Ethiopia, you know there is very likely to be a church in the middle'. **Evaluate** this statement, using evidence from satellite imagery, by following these steps:
   a Open Google Earth and search for Anbesame, a town to the south-east of Lake Tana.
   b Zoom into forest regions within a 20-km radius.
   c Count how many church forests you can find like the one shown in Figure 5.28, and how many forests you can find without churches. Adding placemarks might help you record your findings.
   d Based on the data you have collected, evaluate Wassie's statement.

5.4 The impacts of environmental change

FOCUS QUESTION

What are the social, economic and environmental impacts of environmental change?

Environmental changes cause a range of positive and negative impacts. In Geography we classify these impacts as environmental, economic or social. We also assess the extent of these impacts over varying **temporal** and **spatial scales**.

Although environmental changes can lead to predominantly negative environmental impacts, there are often economic or social benefits that are driving the change.

temporal scale measurement of periods of time; for example, weeks, months, years or millennia

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spatial scale referring to various sizes in space; for example, local, regional, national or global scales

soil erosion the wearing away and removal of the topsoil layer, usually by wind or water

local extinction when a species no longer exists in a particular place or region

soil fertility ability of soil to grow plants, especially in agriculture

water table the level below the surface of the ground at which you start to find water

For example, unsustainable agriculture and deforestation in Kenya has led to short-term economic and social benefits for many local people. However, in the long term it has led to widespread land degradation through **soil erosion**, which reduced crop productivity, caused a loss of rural livelihoods and threatened wildlife habitats.

In some cases, the impacts of environmental change are clearly observable; for example, the removal of large trees, or large amounts of plastic rubbish flowing into an urban river from a stormwater drain. However, many impacts are far more difficult to observe, such as the reduction in the biodiversity of a forest or the **local extinction** of a particular species.

The size of an environment can also present challenges. For example, the enormous scale of the world's oceans makes changes to marine environments difficult to monitor and manage.

Examples of impacts of environmental change

This section explores a range of environmental changes, using specific examples to highlight the impacts associated with five types of change across a number of different environments.

Land degradation

Land degradation refers to a reduction in the quality of soils within an environment, which reduces the productivity of land for agriculture as well as its ability to support an ecosystem or environment. There are several types of land degradation, including soil erosion, increased salinity, desertification and a decline in **soil fertility** (see Section 5.10 later in this chapter).

The changes leading to land degradation can be due to both natural processes and human activities. For example, natural processes like high-intensity monsoonal rains can erode precious topsoil layers, while dry conditions during a drought can make topsoil vulnerable to wind erosion. Human activities that lead to land degradation include deforestation, overgrazing, overcultivation, poor agricultural management and the overcutting of vegetation.

TABLE 5.3 Examples of human activities that can lead to land degradation

Human activity	Cause of land degradation
Deforestation	The removal of trees makes the soil vulnerable to erosion from wind and water.
Overgrazing	Intensive grazing of livestock does not allow vegetation to recover from trampling, compaction of the soil or the overconsumption of vegetation.
Over-cultivation	Excessive cultivation of land degrades soil quality, reducing its ability to grow crops in the future.
Agricultural activities	Unsustainable agricultural practices, such as the use of excessive irrigation, can cause the **water table** to rise, bringing salt to the surface and increasing the salinity of the soil.
Overcutting of vegetation	Unsustainable rates of timber harvesting can exceed the rate at which a forest can regrow.

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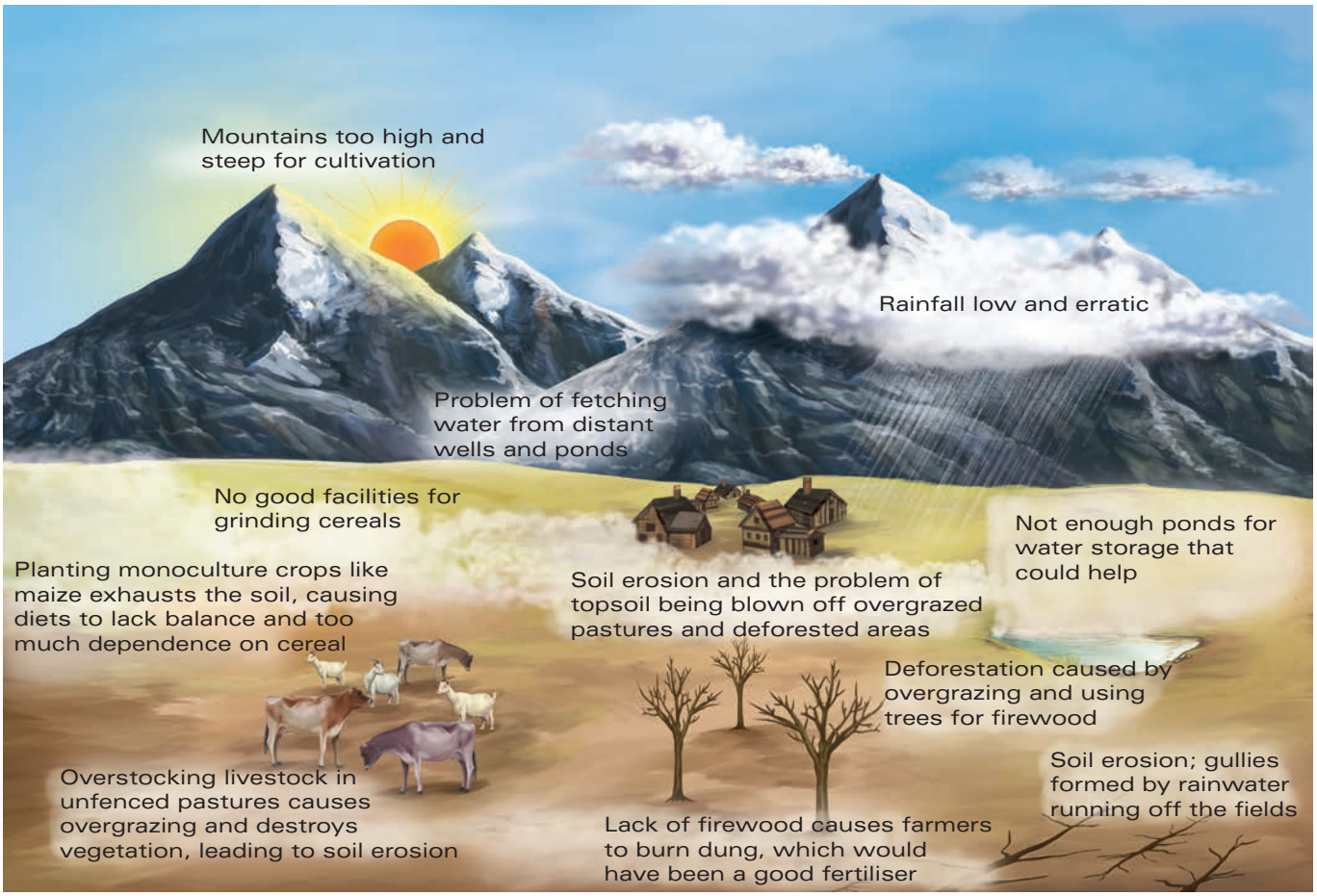

▲ **Figure 5.29** Impacts of unsustainable agriculture

ACTIVITY 5.8

Explaining the causes of land degradation

Using Table 5.3, Figure 5.29 and your own research, write a paragraph or **create** a diagram explaining how deforestation, overgrazing, excessive irrigation or overcutting can cause land degradation.

▲ **Figure 5.30** Abandoned ships within a barren wasteland are all that remain of the Aral Sea's fishing industry.

Several indirect factors can lead to land degradation, including land shortages, poverty and rapid population growth. These situations force communities to cultivate food in places that are already naturally vulnerable to land degradation. As land degrades in some places, pressure is put on the remaining productive land elsewhere and agriculture becomes unsustainable. This ultimately leads to a loss of livelihoods in local communities, which perpetuates the cycle of poverty.

The Aral Sea, located between Kazakhstan and Uzbekistan in central Asia, was once a large lake covering 68 000 square km and supporting a thriving fishing industry. In the 1960s the rivers that supplied water to the lake were diverted so that the water could be used for irrigation. Since then, most of the lake has dried up and has become a desert, destroying the local fishing and agricultural industries and causing one of the planet's worst environmental disasters.

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Habitat fragmentation

Habitat fragmentation is when a large area of continuous habitat is divided into a number of smaller areas. This changes the spatial distribution of the remaining habitat, leaving populations of species isolated and eliminating the interconnection between them. Habitat fragmentation can occur naturally due to events such as large-scale bushfires or lava flows following a volcanic eruption. However, humans are more often responsible for habitat fragmentation through things like logging forests for agriculture, urban development, and the building of roads and railway lines.

The main impact of habitat fragmentation is the reduction in the size of a habitat. This particularly impacts larger species that need large areas in which to roam. It also increases competition among species for food and other resources. Figure 5.31 demonstrates how some species that adapted to living within an environment, such as the interior of a forest, can find themselves living on what are now the edges of that environment. This new habitat may not have suitable conditions in terms of shade, temperature and wind protection.

flow regulation controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

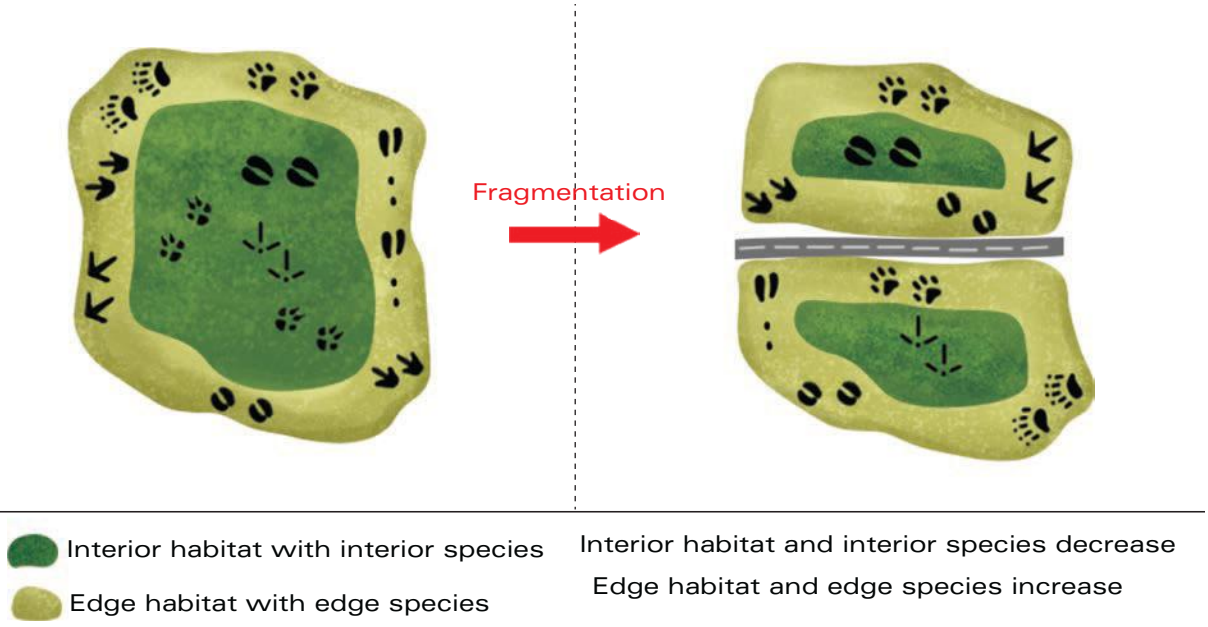
Another major impact of habitat fragmentation is a reduction in genetic diversity. Fragmented animal populations have a smaller pool of breeding partners. This can lead to genetic abnormalities and an increased vulnerability to disease. The overall result is a reduction in biodiversity. Scotland's ancient Caledonian Forest once covered most of the country, but now it only exists in fragments due to widespread deforestation. Species such as the red squirrel and wood ant are not able to cross the open ground between isolated forest fragments. This has led to local extinctions, alterations to the local food web, and severe losses in biodiversity.

Changing river flows and reducing water quality

All civilisations rely on inland water sources for their survival. As such, inland water sources are among the most modified and degraded environments on Earth. One of the biggest changes to river environments is **flow regulation** through the construction of dams. By constructing dams, rivers are regulated to ensure they provide a reliable supply of water for agricultural and urban uses. However, as shown in Figure 5.32, flow regulation causes a range of negative impacts on river environments.

Dams are also used to control river levels in order to prevent flooding. Although flood prevention is often essential for protecting human environments like urban and agricultural landscapes, flooding is an essential process in river environments. It provides an interconnection between river channels and their floodplains and is essential in maintaining the health of wetlands.

On a smaller scale, the health of rivers is impacted by removing or degrading riparian vegetation, adding pollutants to the water supply, and modifying catchments to suit the needs of people and their communities.



▲ **Figure 5.31** Habitat fragmentation turns one large environment into multiple, smaller environments.

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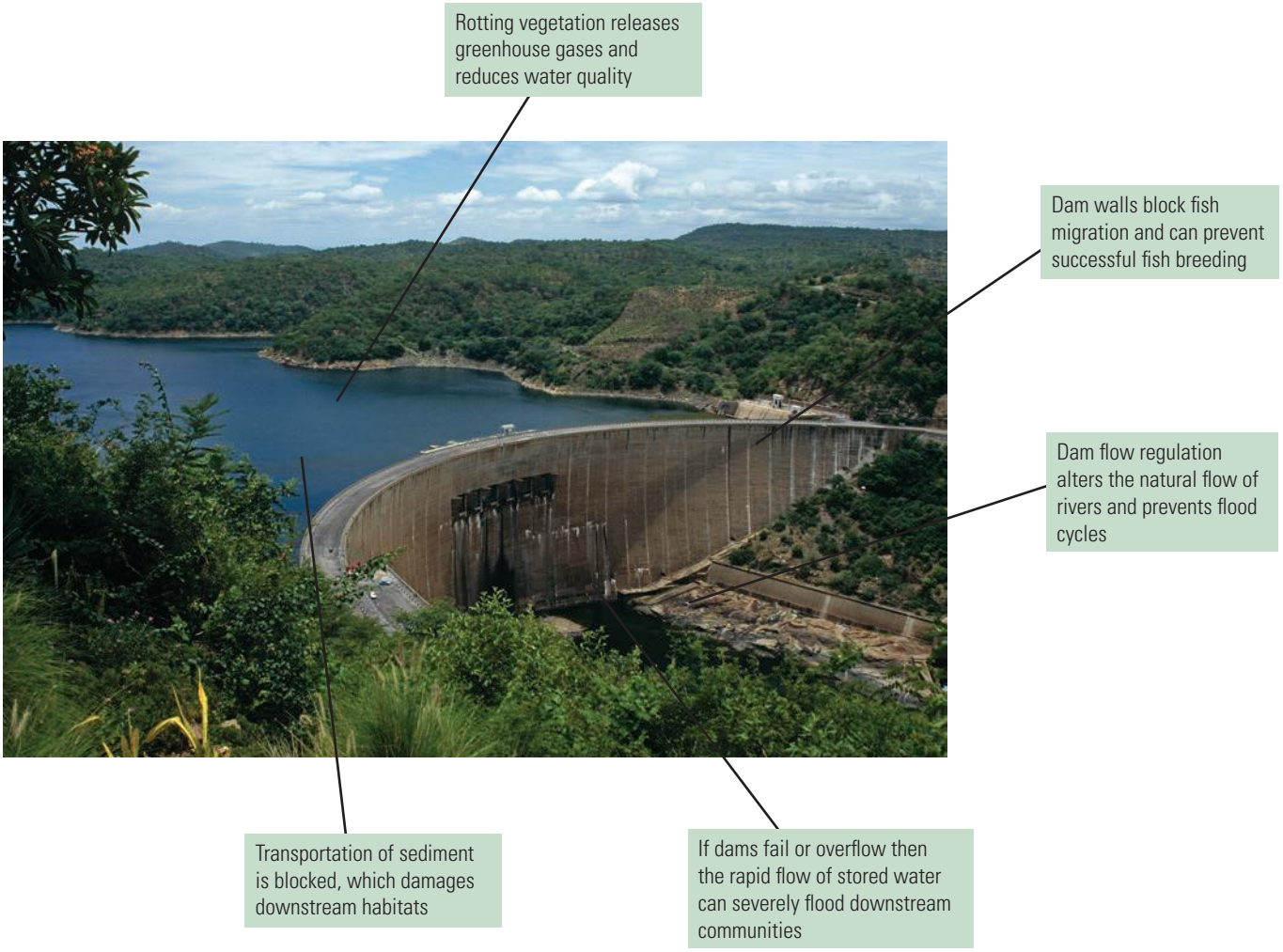
One measure of river health is water quality. Indicators used to monitor river health include water temperature, amount of dissolved oxygen, salinity, turbidity, acidity and nutrient levels. Poor water quality can impact the health of a river system. For example, excess nutrients from agricultural fertilisers washing into a river system, or stormwater combined with warm water temperatures, can cause large amounts of toxic blue-green algae to grow (this is called an algal bloom). Blue-green algae pose a serious health threat to both humans and animals.

Rivers in Bangladesh are both a sacred and an essential part of life for local people, who rely on them for transportation and employment. However, the dumping of large volumes of human and industrial waste in rivers like the Buriganga River (see Figure 5.33) has led to extremely poor water quality, threatening the livelihood of millions.

Khawaja Minnatullah, a water management specialist, has stated:

> Pollutants have eaten up all oxygen in the Buriganga and we call it biologically dead … there is no fish or aquatic life in this river.[1]

In 2018, it was reported that the Brisbane River was nearing an ecological tipping point. Storm runoff in agricultural regions is leading to an increase in nitrogen and phosphorus, as well as a build-up of sediment. This is starving the river of oxygen and increasing algae growth, which is beginning to degrade the health of the ecosystem. Figure 5.34 shows the health of the waterways in the region as measured in 2019 by the Healthy Land and Water report card – an annual evaluation of the health of South-East Queensland's river environments based on water quality, habitat and fish populations.



▲ **Figure 5.32** Damming rivers provides a reliable water supply, but creates a range of environmental impacts.

1 https://ourworld.unu.edu/en/colours-of-water-bangladeshs-leather-tanneries

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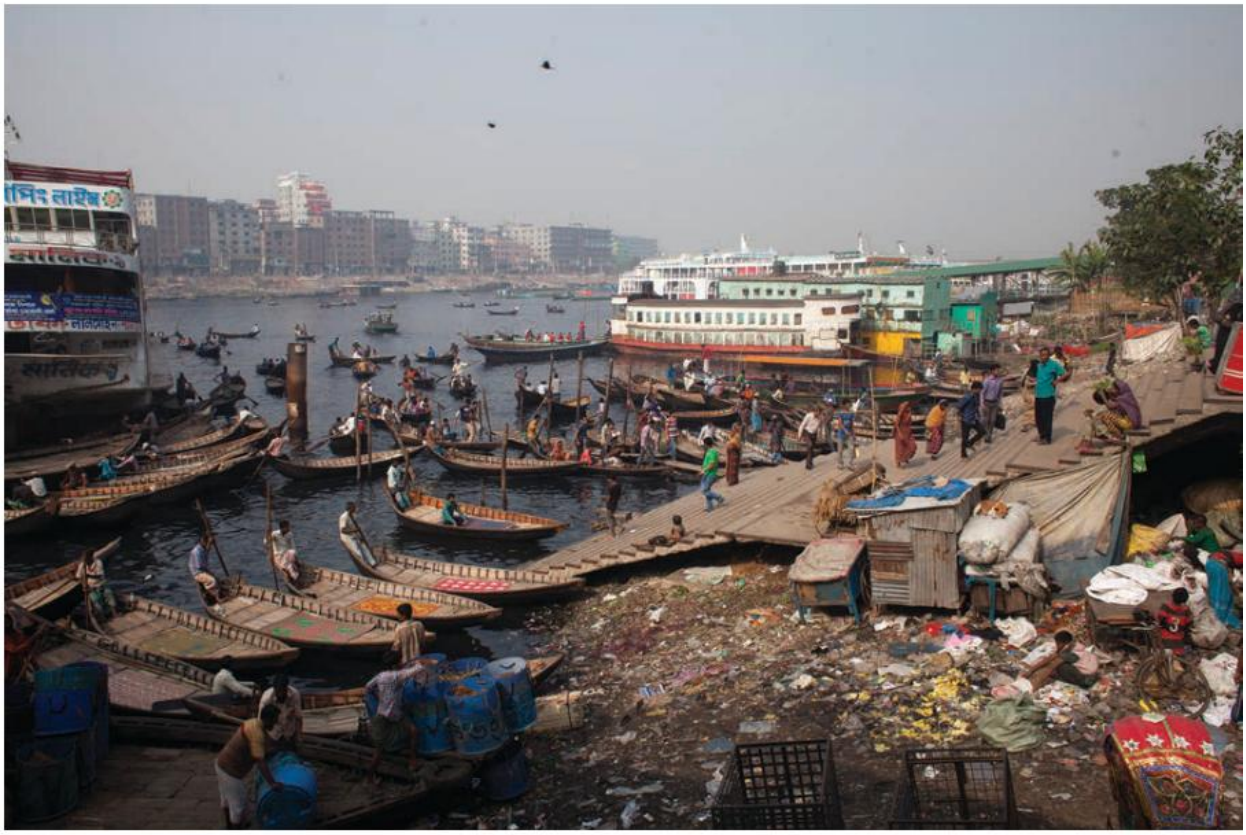
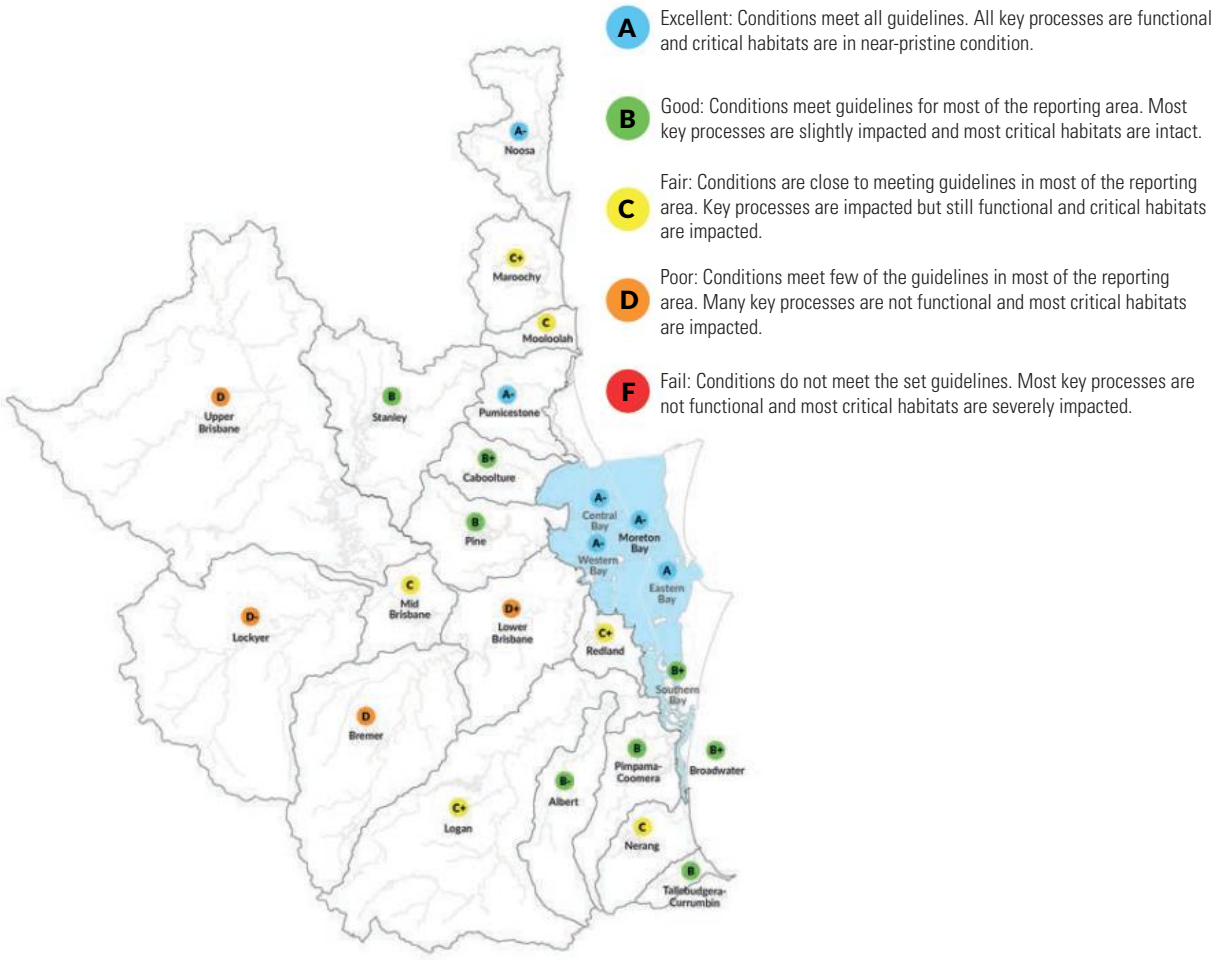


▲ **Figure 5.33** The Buriganga River in Bangladesh is so polluted that it has been declared biologically dead.



▲ **Figure 5.34** The 2020 Healthy Land and Water report card summary for the region surrounding the Brisbane River

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ACTIVITY 5.9

Comparing the health of river systems

1 Refer to Figure 5.33.
   - **a** **Identify** the characteristics of the landscape and land uses surrounding the Buriganga River that you can see.
   - **b** **Compare** these characteristics with a river near your school or home.

2 Refer to Figure 5.34.
   - **a** **Identify** which of the regions shown have high and low environmental condition grades.
   - **b** **Investigate** the causes for some of the differences in environmental condition between regions. **Consider** geographic characteristics, land use, history and management.
   - **c** Visit the Healthy Land & Water website and **investigate** one of the catchments in more detail using the most recent report card. **Explore** its geographic characteristics, how its condition is changing and the main causes of these changes.

Pest and weed infestation

Pests and weeds are plants and animals that have been introduced into an environment in which they do not naturally occur. Pest animals such as cane toads, foxes, rabbits and deer have been introduced to Australia since colonisation. Introduced predators such as foxes and feral cats have led to the direct extinction of many of Australia's native species, while other introduced species have indirectly impacted native species by competing for food and habitat resources. Larger pests such as deer, horses and pigs damage native vegetation and soils through grazing and by compacting the soil.

Weeds are broadly defined as plants growing where they are not wanted. Invasive weeds are a serious threat to both natural and rural environments.

exotic species non-indigenous plant species that have been introduced to an area

native species species that are from a particular country, but not necessarily indigenous to the local region

Interesting fact

While many **exotic species** of plants grow as weeds and change Australian environments, many Australian **native species** are causing the same impacts overseas. Many species of eucalypts, such as blue gum, were planted around the world as a source of timber. These species now grow out of control in places such as California, replacing local indigenous species and leading to an increased bushfire risk.

▲ **Figure 5.35** Eucalypts are native to Australia, but have been introduced to many places around the world, like this farm in California.

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abundance the amount or number of a particular species within an environment

indigenous species a species that occurs naturally within an environment

brackish water that is slightly salty

grafting stock a plant that is grown so that other plants can be grafted (joined) onto it to assist with growth

herbicide a substance that is toxic to plants and used to destroy unwanted vegetation such as invasive weeds

They typically produce large numbers of seeds to help them to spread over vast areas and out-compete local species for water, sunlight, nutrients and space. As weeds establish over large regions, they reduce the biodiversity and **abundance** of **indigenous species**, including the animals that rely on those plants for habitat. This upsets the equilibrium of an ecosystem.

In addition to negative environmental impacts, the spread of weeds can decrease agricultural outputs, leading to financial losses in rural areas. A study by the Cooperative Research Centre for Australian Weed Management estimated that weeds cost Australian farmers around A$1.5 billion each year in weed management and a further A$2.5 billion in lost agricultural production.

Managing pests and weeds in the Wet Tropics

The Wet Tropics covers nearly 9000 square km in north-east Queensland. It contains a World Heritage Area protecting some of the oldest continuously surviving tropical rainforests on earth. The region has the highest biodiversity in Australia, containing a range of ferns, cycads and conifers, including many rare and threatened species that do not occur anywhere else in the world. In total, the region contains 2800 plant species, which provide a habitat for 663 vertebrate species and a wide range of invertebrates including 222 species of land snails!

Despite its high biodiversity, the Wet Tropics are constantly at risk of invasion by pests and weeds. The same habitats that support a wide range of local species are also the ideal conditions for exotic tropical plants and animals, especially those from Papua New Guinea, South-East Asia and the Pacific Islands. While some of the invasive species have been introduced intentionally for gardens, agricultural purposes or to manage existing pests, others such as cane toads and tramp ants have arrived unintentionally among various international cargo.

Pond apple (*Annona glabra*) is an invasive woody weed causing severe environmental degradation in the Wet Tropics. It is native to West Africa and Central America and grows in swampland areas containing **brackish** water. It was introduced to Australia in 1912 to be used as **grafting stock** for commercial apple plantations and has since grown densely in wetlands, riparian zones and coastal areas. Pond apple trees provide habitat and food for feral animals such as deer and pigs, which further degrade the environment. Most pond apple seeds are spread by flowing and tidal water and during floods. However, feral pigs, along with local species such as cassowaries, help spread seed by consuming the fruit and depositing seed in their dung. They can transport seed up to 10 km, greatly increasing the range of environments in which the weed can spread. The spread of pond apple is being managed by felling larger trees, injecting smaller ones with **herbicides** and revegetating affected sites with local species.

▲ **Figure 5.36** Feral pigs cross a swamp in the Gulf country of far northern Queensland. In the Wet Tropics feral pigs both eat the invasive pond apple as well as spread its seed, both of which degrade the environment.

▲ **Figure 5.37** Large pond apple trees are removed by felling trees and treating stumps with herbicides to ensure they do not regrow. Pictured is the fruit of the tree.

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Overfishing

Over 140 million tonnes of seafood are consumed by people each year, serving as a daily source of protein for three billion people. As the global population continues to grow, so does the demand for seafood. Seafood consumption has doubled over the last 50 years to more than 20 kg per person per year.

As shown in Figure 5.39, the global distribution of the amount of fish consumed by people varies considerably. Current rates of fishing to meet this demand are unsustainable. This has led to **overfishing**.

When overfishing happens, adult fish are caught at such a high rate that they are not able to breed to replenish the population. Not only is this socially unsustainable in terms of a reduction in food supply, it is also economically unsustainable for many smaller fishing businesses, and environmentally unsustainable in terms of the health of marine ecosystems.

Currently, approximately 90 per cent of the world's fish stocks are either fully fished or overfished. With global demand for fish continuing to rise, it is projected that the global fishing industry, worth over $200 billion, could collapse as early as 2050. This is a cause for concern for the three billion people who rely on the fishing industry for income and as a food source. Due to decreased yields, commercial fishing fleets are venturing deeper into the ocean and harvesting fish further down the food chain to meet demands. This is further damaging the ecological balance of marine environments.

overfishing the taking of fish at a rate such that the species cannot replenish itself

bycatch fish and other marine animals that are unintentionally caught in commercial fishing operations

Fish trawlers are large commercial fishing vessels that drag nets through the ocean and along the sea floor. Super trawlers are particularly large vessels, often over 100 metres in length with the capacity to catch and transport thousands of tonnes of fish.

Along with the intended profitable fish, these large nets catch lots of unintended additional fish. This is known as **bycatch**. It is estimated that between 10 and 25 per cent of all marine animals caught globally is bycatch and therefore tossed overboard, for example inedible fish, turtles and sharks.

▲ **Figure 5.38** A shark caught as bycatch during a commercial fishing operation

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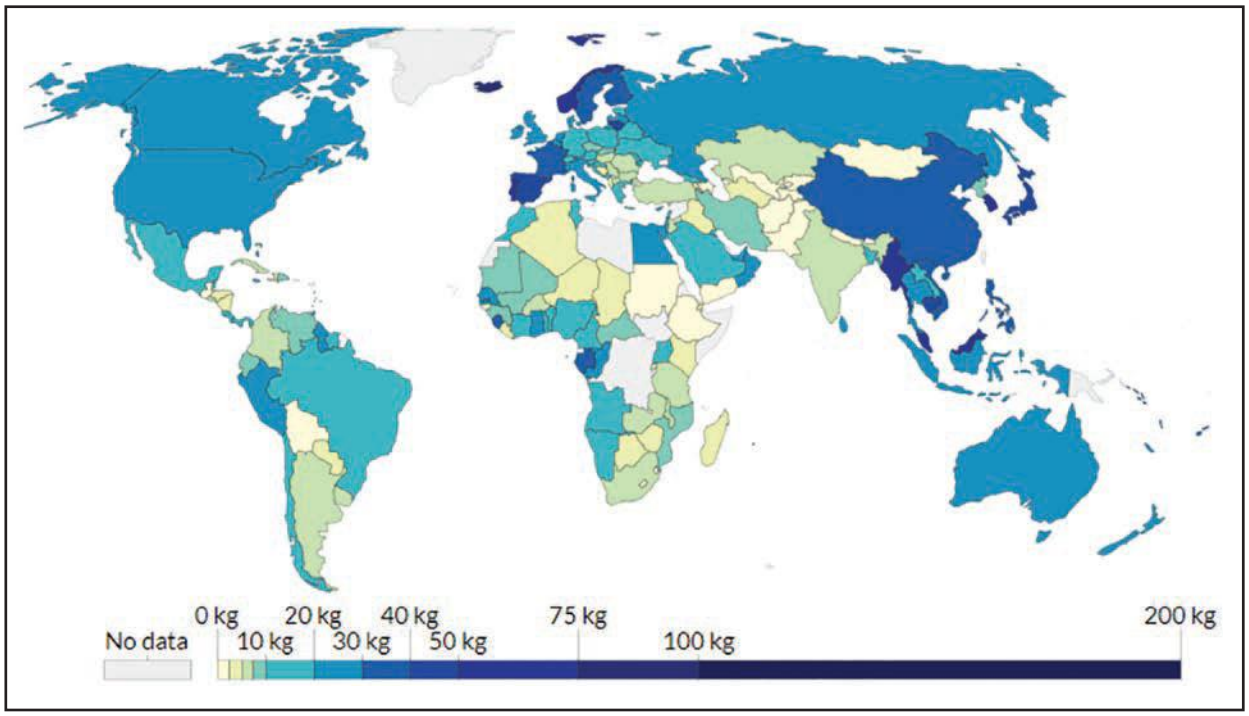

▲ **Figure 5.39** Fish and seafood consumption per person per year

ACTIVITY 5.10

1 Refer to Figure 5.39.

a **Describe** the global distribution of fish consumed per person using the pattern, quantification, exception (PQE) method (see Developing geographical concepts and skills 5.1).

b **Identify** and **explain** a factor that might have contributed to this distribution.

c **Explain** the impact that high levels of fish consumption can have on marine environments.

How are impacts interconnected?

The negative impacts of environmental change are interconnected. This means that individual impacts can lead to additional impacts within and between environments. For example, the removal of vegetation in a riparian zone can lead to a direct destruction of habitat. Also, the absence of riparian vegetation can lead to increased erosion, a decrease in water quality and a greater risk of flooding. The interconnection between rivers and the ocean means that waste material entering river systems such as the Buriganga River (see Figure 5.33) will eventually wash out to the ocean and continue to impact marine environments and the local fishing industry.

KEY CONCEPT

Plus-minus sign (±) The plus-minus sign is used to represent a range in which a value is likely to fall. In the example of the warming of Australia, 1.44°C ± 0.24°C means scientists are confident the warming is somewhere between 1.20 and 1.68°C. This is more realistic than presenting an exact value due to the errors involved in experimentation.

The impacts of anthropogenic climate change

Anthropogenic climate change is expected to have far-reaching impacts on all types of environments. According to the Intergovernmental Panel on Climate Change (IPCC), the global average temperature has already risen by 0.85°C since 1880. It is expected to continue to rise by at least another degree by 2100 (see Figure 5.40).

During 2020, the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and Bureau of Meteorology reported that Australia has warmed an average up to 1.44°C ± 0.24°C since 1910, resulting in an increase in the number of extreme heat days, heatwaves and an associated increase in fire danger.

These temperature changes will cause heatwaves and changes to rainfall patterns, which are likely to increase the frequency and length of droughts and the prevalence of bushfires. Climate change will also force many species to migrate as the climate of their original habitat becomes unsuitable. In addition to this, habitat fragmentation means that some species will not be able to migrate and therefore will be vulnerable to local extinction.

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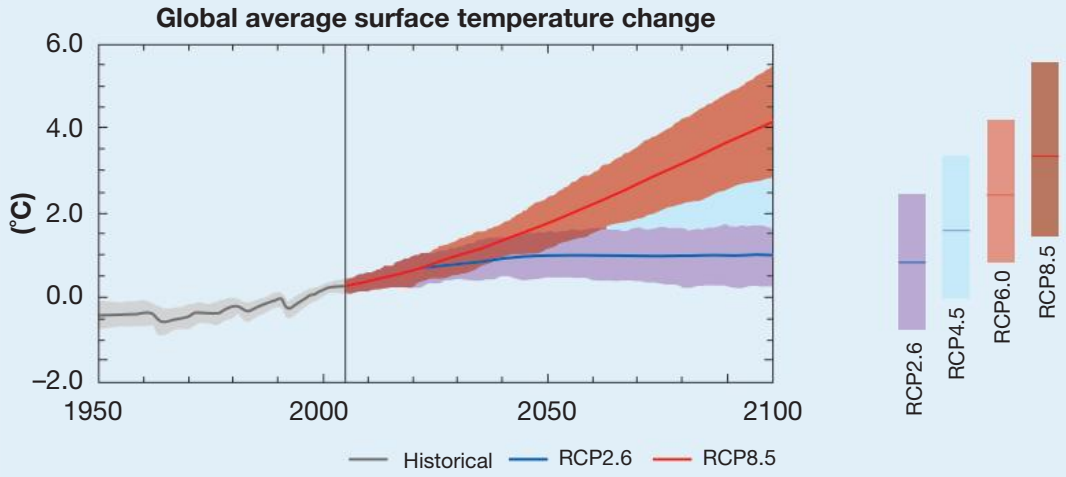
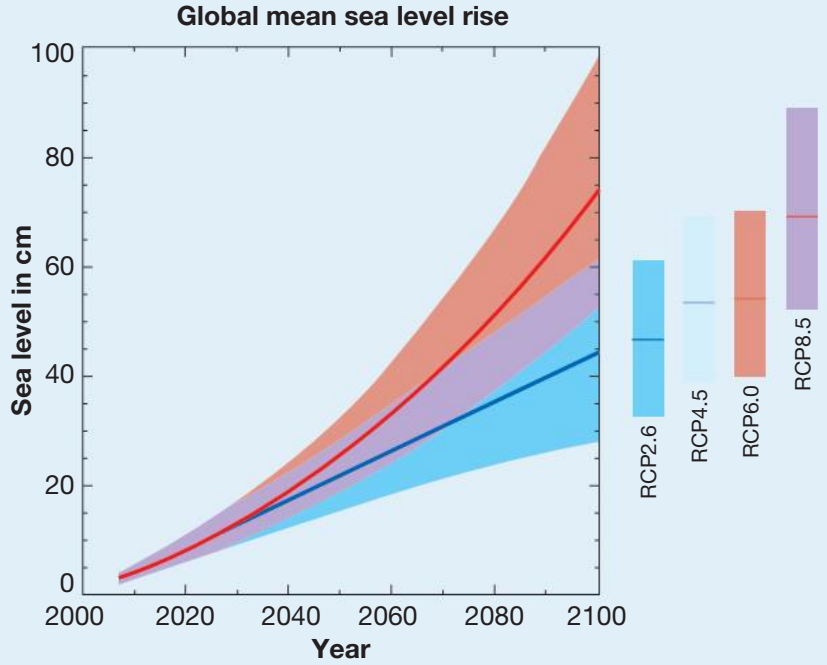
Anthropogenic climate change is also expected to raise sea levels due to **thermal expansion** and melting glaciers and ice sheets. The IPCC has projected that the average global sea level could rise by between 26 and 82 cm by 2100 (see Figure 5.41). This will have disastrous impacts on coastal environments due to increased erosion, flooding and the displacement of millions of people.

Within marine environments, increased ocean temperatures, along with acidification because of an expected increase in the concentration of carbon dioxide in ocean waters, are already leading to widespread coral bleaching. This is likely to harm species such as molluscs and plankton.

thermal expansion increase in the volume of a material due to an increase in temperature



▲ **Figure 5.40** Projections for global average surface temperature change. RCP stands for Representative Concentration Pathway. The different projections are based on different estimates of how the concentration of greenhouse gases might change over time.



▲ **Figure 5.41** Projections for global mean sea level rise

ACTIVITY 5.11

Analysing the projected impacts of climate change

1 Based on Figures 5.40 and 5.41, **identify** the various projected temperature increases and sea level rises by 2100.

2 **Investigate** the causes and impacts of the Black Summer bushfires, which occurred in the 2019–20 season. **Explain** whether or not climate change was a major factor contributing to the disaster and whether or not these kinds of events are expected to continue to occur in the future.

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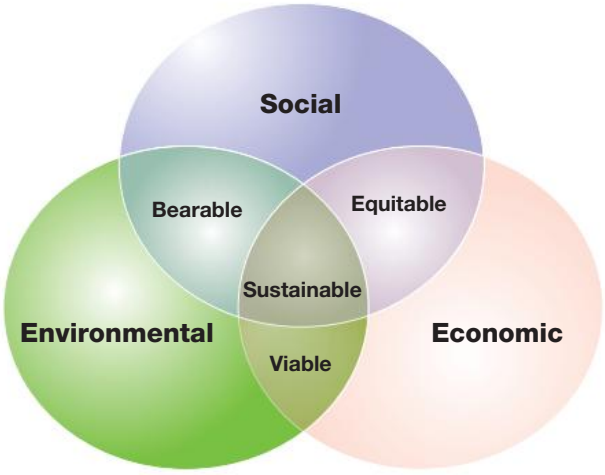
Sustainability

Environmental change and its associated impacts can directly and indirectly threaten the **sustainability** of a place. Sustainability refers to whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations.

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

Sustainability is often described as having three spheres: environmental, social and economic (see Figure 5.42). Changes to the components and processes within an environment, such as the development of tourist resorts along a coastline, can threaten environmental sustainability. If coastal development degrades the natural beauty that was drawing in tourists, then it is likely to affect the economic sustainability of the local tourism industry. If the local tourism industry suffers, it could lead to a loss of employment for local people, which would threaten social sustainability.



▲ **Figure 5.42** The three spheres of sustainability

DEVELOPING YOUR UNDERSTANDING 5.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the social, economic and environmental impacts of one of the types of environmental change presented.

2 **Explain** the following terms, using examples where appropriate:

- Soil erosion
- Habitat fragmentation
- Flow regulation
- Noxious weed
- Overfishing
- Anthropogenic climate change
- Sustainability.

Interpret

3 **Identify** and **describe** three impacts that anthropogenic climate change is expected to have on environments around the world.

Argue

4 **Explain** three ways that pests and weeds can impact the local environment.

5 For one of the impacts of environmental change outlined in this section, **propose** a way in which the three spheres of sustainability are threatened.

Extension

1 **Create** a concept map demonstrating the interconnection between land shortages, poverty, population increases and land degradation.

2 Visit the Australian Government's FeralScan website.

- Choose a feral animal species found in Australia.
- Click on 'Start Mapping' and **describe** the national distribution of your chosen species.
- Suggest a factor that has contributed to this distribution.
- This website relies on local citizens to upload data using a mobile app. **Reflect on** why this is an essential part of managing pests and weeds.

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5.5 Evaluating management responses to environmental change

FOCUS QUESTION

How are environmental changes managed?

A range of management responses are used to reduce the negative impacts and support the positive impacts associated with environmental change. At a local scale, this might involve the revegetation of a coastal dune system or wetland. For example, 340 000 native trees were planted in 2017 and 2018 as part of the revegetation of Elanda Plains within the Great Sandy National Park north of Noosa. It has transformed grazing land back into a vegetated corridor and thriving wetland. This has improved the water quality in nearby waterways.

National-scale management responses can affect an entire country. France introduced a law stating that all disposable cups, cutlery and plates had to be made of compostable material by the start of 2020. Environmental change that affects large world regions – for example, overfishing, climate change and land degradation – requires global responses from organisations such as the United Nations.

Just as there are factors that determine the extent of environmental change, there are factors that determine the appropriateness, applicability and effectiveness of management responses to those changes. These factors include a country's wealth, size, population density, location, access to technology, governance, and the extent of the environmental change that it is trying to manage.

How do people respond to and manage environmental change?

There are many different ways to assess and manage environmental change. Five different approaches are summarised in this section.

Preventing change

One way to manage environmental change is by preventing it from occurring in the first place. Although Australia's landscape has historically suffered from the infestation of many weed and pest species, strict biosecurity laws currently manage these threats and attempt to prevent the introduction of new threats. It is cheaper and far more effective to prevent invasive species from coming to Australia than it is to remove them once they have become established.

▲ **Figure 5.43** Reflection off the Noosa River, Great Sandy National Park. Around 340 000 trees have been planted at Elanda Plains to turn grazing land back into a thriving wetland.

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▲ **Figure 5.44** A mangrove forest within the Daintree National Park

▲ **Figure 5.45A** A 1:25 000 topographic map extract that shows the mouth of the Daintree River within the Daintree National Park. The legend is shown on the following page. Please note that you can zoom in on this map using the digital versions of this textbook.

Source: Department of Natural Resources, Mines and Energy, January 2021

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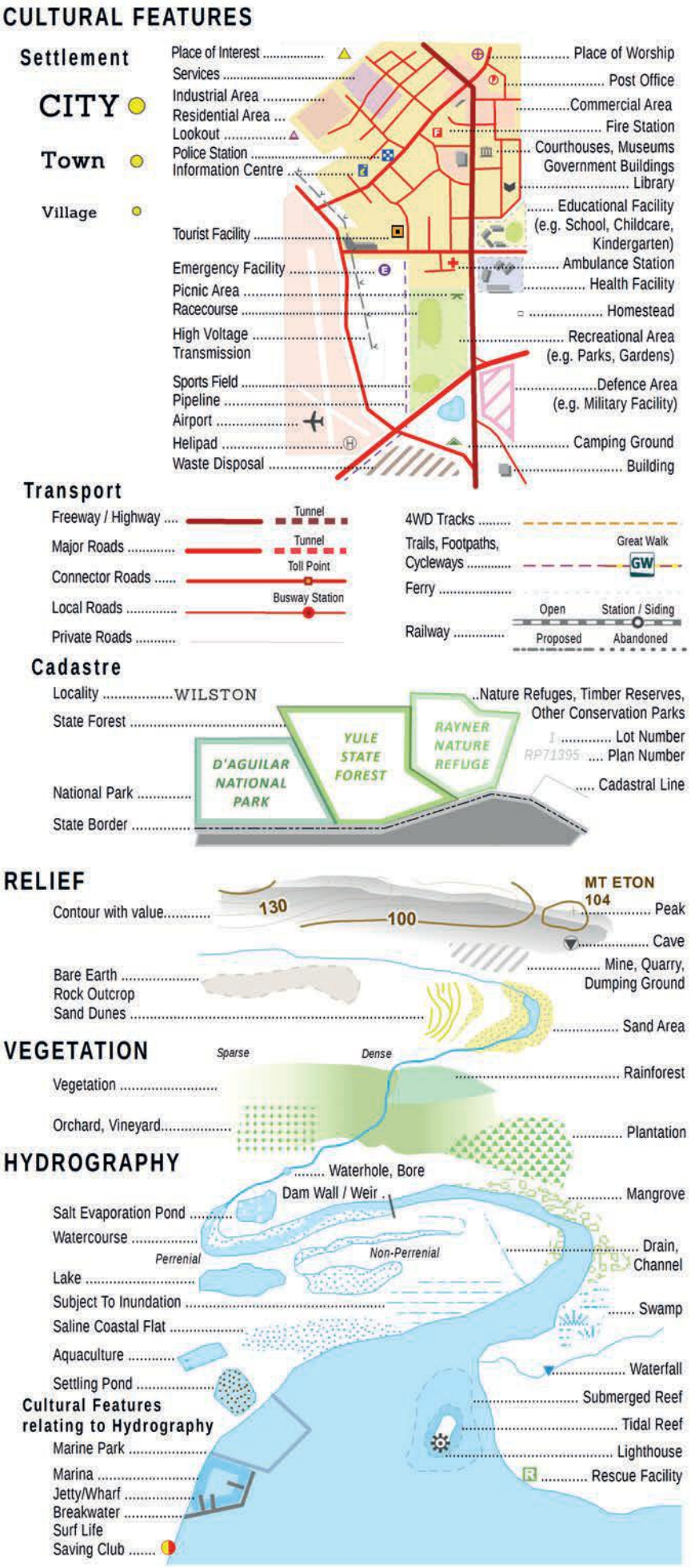

▲ **Figure 5.45B** Legend for Daintree National Park topographic map extract

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.3

Refer to Figures 5.45A and 5.45B when answering the following questions.

1 **Identify** at least three different types of environments found within this map extract.
2 **Explain** the scale of the topographic map. **Explain** what this means in words.
3 Using the linear scale, **calculate** the widest part of this lower section of the Daintree River.
4 Using the legend, name the three main types of vegetation found within this region.
5 **Identify** the type of landform found at AR 3899.
6 **Identify** the six-figure grid reference for the location of the centre of the Whitby township.
7 Using the contour lines, **describe** how the elevation and shape of the landscape varies across this region.
8 **Explain** why the Daintree Rainforest is a significant environment worthy of being protected as a national park.

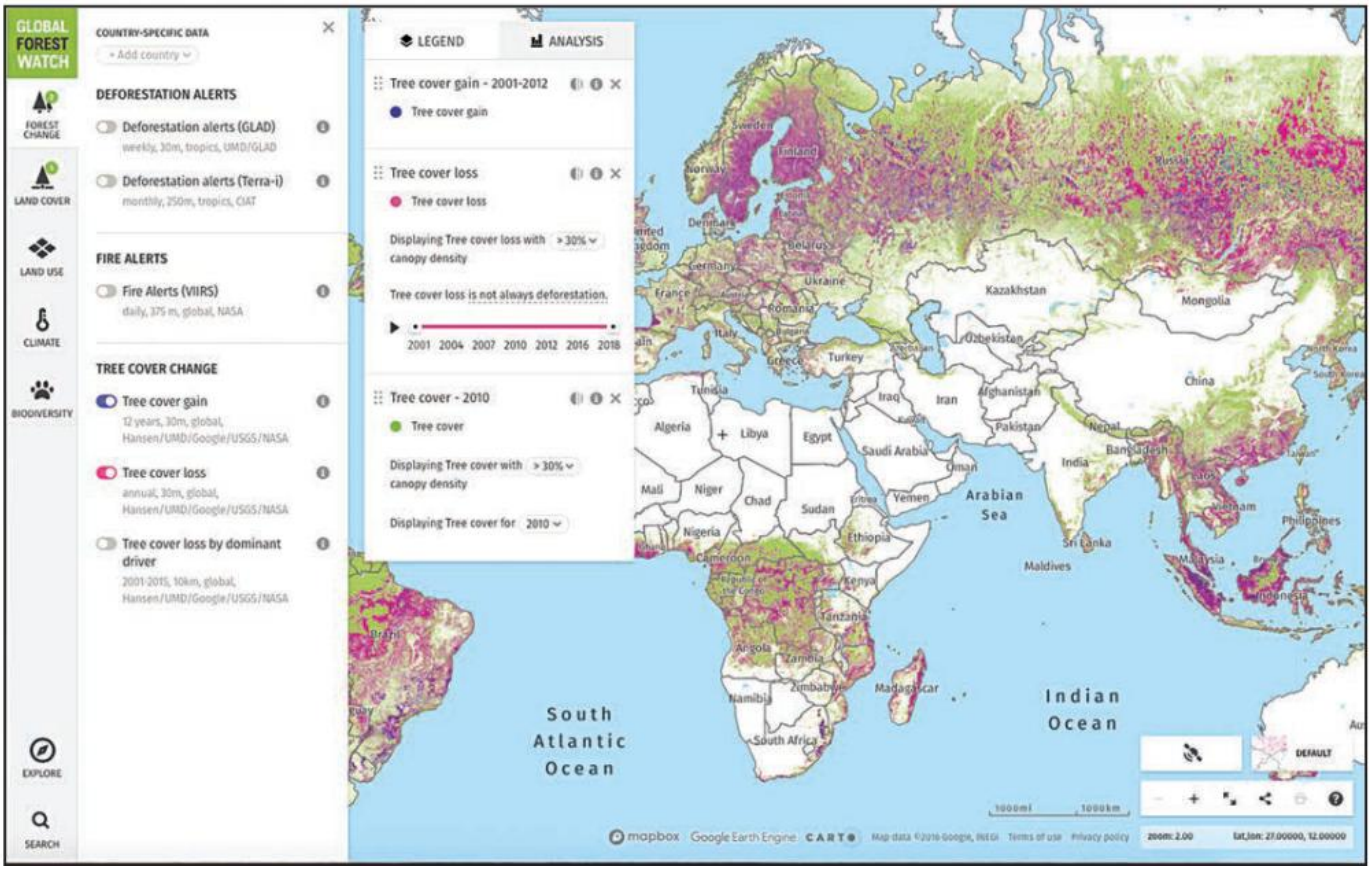
Additional content
See the digital version of the textbook for a guide to using topographic maps.

Creating national parks is another way of preventing environmental change. Although countries vary in the way they manage national parks, the underlying aim is to conserve the natural environment by limiting development and disturbances by people. The Daintree National Park in the Wet Tropics region of Far North Queensland is protected due to its exceptionally high levels of biodiversity and spiritual significance for the Kuku Yalanji people, who have lived in this area for thousands of years.

Monitoring and assessment

While monitoring and assessing environmental impacts does not directly influence changes to the environment, it is an essential part of guiding management practices. A Geographic Information System (GIS) is a form of spatial technology that involves gathering, managing and analysing spatial data. By organising the data in layers using interactive maps, patterns and relationships can be found.

Global Forest Watch is an example of a GIS that can be used to create maps and analyse forest trends anywhere in the world, and to add local data and observations. As shown in Figure 5.46, this data can be used to monitor tree loss over time due to a range of causes. Using layers, the distribution, spatial extent and types of forests lost can be determined. This in turn can help to inform environmental management decisions.



▲ **Figure 5.46** Global Forest Watch is a GIS containing data layers about forest gains and losses.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.4

Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can then be turned on and off, enabling the user to **analyse** associations between different variables. Follow these steps to gain an understanding of the current state of the world's forests.

1. Visit the Global Forest Watch website and click on the map tab.
2. **Use** the current layers to identify which countries or regions around the world have experienced the most tree cover gain and tree cover loss since 2001.
3. Left-click on any region on the map and then click on Analyse to get statistics about the tree cover gain, tree cover loss and proportion of forest cover within that region (hint: zooming in on the map will reduce the area of the region that is analysed). **Compare** the forest statistics of Mato Grosso in central Brazil with Alabama in the south-east of the United States of America.
4. Turn on the 'Global biodiversity intactness' layer from the 'Biodiversity' category on the left sidebar. High values indicate areas where biodiversity has not been affected, and low values indicate areas that have been highly degraded. **Compare** the distribution of global biodiversity intactness with tree cover loss. Is there a high, moderate or low degree of spatial association between areas of low biodiversity intactness and areas where tree cover loss is occurring? Provide examples of countries, regions or specific places in your answer (hint: turning down the opacity of layers by clicking the circular icon on the top right of the legend will make it easier to compare layers).

Reversing previous changes

In some cases, environmental management involves a reversal of previous management policies and practices. This can be driven by changes in technology, the opinions of local residents or environmental management priorities.

Historically, many urban rivers in Australia were diverted, channelled using concrete, or enclosed in pipes to reduce the risk of flooding and to accommodate nearby land uses. Although this management aided urban development, it had a massive impact on the health of these waterways. During 2017 and 2018, the Victorian Government **daylighted** 830 metres of the previously piped Dandenong Creek in Heathmont, 30 km east of Melbourne, as part of the Enhancing our Dandenong Creek project. As shown in Figure 5.47, this involved replacing the underground piped waterway with an open channel that closely resembled the original shape of the creek. Additional management of Dandenong Creek has involved the revegetation of its riparian zone and revitalising the nearby wetlands. It is hoped that this approach will improve the quality of the creek's habitat.

daylighting to bring the flow of a waterway out of an underground pipe by replacing the pipe with an open channel

▲ **Figure 5.47** A section of Dandenong Creek was changed from an underground pipe in December 2017 (left) to an open stream in July 2018 (right).

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ACTIVITY 5.12

Describe

Describe involves giving an account of characteristics or features.

1 Using Figure 5.47, **describe** the change in the geographic characteristics of Dandenong Creek between 2017 and 2018, and list some of the likely environmental and social impacts.

artificial something produced by people, as opposed to something that occurs naturally

Artificial solutions

Artificial solutions are often used to enable a natural process to continue within a changed environment. This allows a compromise that lets ecosystems still function within a human environment such as an urban or agricultural region. Table 5.4 provides examples of four types of management responses using artificial solutions. This range of artificial solutions can reduce the negative impacts of environmental change.

TABLE 5.4 Examples of management responses designed to reverse negative environmental change

Management response	Explanation	Example
Wildlife corridors	Wildlife corridors are thin, vegetated corridors of land that join previously isolated habitats. They reduce the impacts of habitat fragmentation by restoring the interconnection between places. An example is this wildlife bridge in Banff National Park, Canada, enabling the movement of large mammals between habitats that were fragmented through the construction of a highway.	A wildlife bridge in Banff National Park, Canada
Fish ladders	Fish ladders reduce the impact that dams and other flow regulation infrastructure have on fish migration and breeding cycles. They allow fish to travel over or through obstructions using a series of ascending pools. Fish ladders on the Murray River facilitate fish movement within this highly regulated system.	Fish ladder on the Murray River, New South Wales, Australia

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Management response	Explanation	Example
Sea walls	Sea walls are large vertical structures that run parallel to the shoreline. They are designed to protect coasts in urban areas from erosion, from flooding due to storm surges and from rising sea levels. This sea wall at Dawlish, in southern England, protects this resort town from damaging coastal processes.	Sea wall in Dawlish, England
Raingardens	Raingardens are a specific type of garden bed that use different layers of soil, sand and gravel to filter and treat stormwater runoff in urban settings. They serve the same purpose as natural wetlands. Raingardens have replaced traditional **nature strips** and drains in the Melbourne suburb of Ringwood North.	A raingarden nature strip in Ringwood North, Melbourne, Australia

Aboriginal environmental management

In Australia, the expertise of Aboriginal peoples is being used in conjunction with modern methods to manage environments across Australia. Aboriginal peoples lived sustainably all across Australia for tens of thousands of years, using traditional burning techniques, fish traps, and sowing and hunting practices to survive. These sustainable methodologies are a stark contrast to the changes that have been made to the landscape since European settlement.

In the Kimberley region of the Northern Territory, rangers use traditional Aboriginal knowledge and techniques along with modern technology to manage **controlled burns**. These smaller fires are started early in the dry season to reduce **fuel load** and create firebreaks, establishing a mosaic of burnt and unburnt areas.

The vegetation within this environment has evolved to adapt to fire. Strategic use of fire helps this vegetation to regenerate and increase its biodiversity. It also reduces the likelihood of uncontrolled wildfires later in the dry season. These later fires burn hotter and can damage ecosystems, habitats and expensive infrastructure.

nature strip area of public land between private residences and the footpath or road

controlled burns (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

fuel load amount of flammable material within an area

Environmental activism

People's worldviews play an important role in environmental management. Local people can help to manage the environment through their actions and lifestyles; for example, by choosing which political party they vote for and by participating in environmental activism.

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▲ **Figure 5.48** Around 35 000 students, workers and activists attended a School Strike for Climate Rally in Brisbane on 20 September 2019. Protesters called for a stop to the Adani Carmichael coal mine and action to save the Great Barrier Reef.

In 2018, Swedish environmental activist Greta Thunberg began protesting about climate change outside the Swedish Riksdag, or parliament. She was 15 years of age at the time. As the popularity of her cause grew, it led to the development of the School Strike for Climate movement. This movement involved around 2000 simultaneous protests across 125 countries, involving over a million students.

On 15 March 2019, some 100 000 Australian school students chose not to go to school so that they could participate in this event. Across Australia's capital cities and regional centres, students demanded that the Australian Government:

- Say no to all new fossil fuel development
- Commit to powering Australia with 100 per cent renewable energy by 2030
- Stop the development of the Carmichael coal mine in Queensland.

This protest sparked debate between those who supported the students and their cause, and those who believed that students should not leave school during school hours to protest.

How is the effectiveness of an environmental management response measured?

A common task that geographers undertake is evaluating the effectiveness of a management response. This basically means investigating whether or not a management response is successful, or is likely to be successful in the future. A range of criteria are used to judge the effectiveness of a response, such as whether the response:

- Has met or is likely to meet its specific targets or intended outcomes
- Is affordable and economically viable
- Is fair for all stakeholders
- Is likely to meet its deadlines or achieve its goals within the intended time scale
- Is economically, socially and environmentally sustainable.

In cases where only some of the criteria have been met, or where criteria have been partially met, a judgement call is needed. This involves weighing up the positives and negatives. In the next sections we will look at examples of responses to environmental crises as we explore some Australian and international case studies.

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FIELDWORK 5.1

Evaluating the success of a local management response

Fieldwork is an essential part of studying Geography. It enables you to investigate many of the concepts studied in the classroom while in the real world.

Design a fieldwork investigation to **assess** the impacts of environmental change and **evaluate** the success of management responses. The following are some examples of the types of locations that you might wish to **investigate**:

- The water quality of a river (such as the Brisbane River or Fitzroy River) at various locations from its source to its mouth
- The success of a weed management project in a state or national park
- The impact of coastal processes on urban beaches, such as the erosion of beaches on the Gold Coast and the success of coastal management responses
- The success of the rehabilitation and management of an environment, such as the Cooloola wetland and coastline within the Gympie region.

The following structure will help to form the basis of your study:

- **Title and introduction:** introduce your study by providing some context. This should include the location, the type of impact that you are investigating and the management response that you are evaluating.
- **Background information:** use research to collect secondary data about your study area, such as its geographic characteristics and its history. Examples include satellite imagery from Google Earth, council documents, published studies and the websites of relevant management and community groups.
- **Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.
- **Research question:** write a research question that you intend to answer using the data that you collect. For example: How does the health of the Fitzroy River and its surrounding environment vary from its source near Duaringa through Rockhampton and out to Keppel Bay in the Coral Sea? How successful have the citizen science projects been in monitoring and managing the Cooloola wetlands?
- **Hypothesis:** write a clear and concise hypothesis. This is a statement that provides a testable prediction prior to collecting primary data. It should relate to the research question. For example: The health of the Fitzroy River degrades significantly as it travels through a range of agricultural and urban landscapes.
- **Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include field sketches, photographs, vegetation analysis, water quality testing and an interview with a local expert. What equipment will you need? Will you have enough time to collect it? At which locations will you collect it? Is there a local community group with expertise who can help with data collection? How can spatial technology be used to improve the accuracy and efficiency of data collection and analysis?
- **Secondary data collection:** secondary data is data that you collect via research which was previously collected by someone else for an additional purpose. This will include environmental health data, such as water quality (which has been collected by government agencies and community groups), satellite imagery, and historical studies and photos.
- **Presenting and analysing your data:** summarise your data using tables, maps and graphs where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproved. Consider the best way to present your data such as a report, oral or media presentation or as an ArcGIS StoryMap combining text, interactive maps and multimedia.
- **Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? How reliable and useful was the primary and secondary data that you collected? What could be done differently next time? What additional data could be collected to extend this investigation?
- **References:** always ensure you keep a record of any sources used and present these in a bibliography.

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ACTIVITY 5.13

Summarising environmental management techniques

Create a table to briefly **summarise** the different categories of environmental management, using examples where required.

DEVELOPING YOUR UNDERSTANDING 5.5

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Describe** what a national park is.
2 **Explain** what a Geographic Information System is.

Interpret

3 Choose one from the examples of environmental management presented and **develop** three criteria that could be used to evaluate the effectiveness of your chosen example.
4 **Consider** whether or not you would attend a protest such as School Strike for Climate. What would help **determine** your decision?

Argue

5 **Propose** your own management response that could be used to manage one of the impacts outlined in Section 5.4 or an environmental impact of your own choice. Include a list of ways you would manage impacts and a list of criteria that could be used to **evaluate** the effectiveness of the response.

Extension

1 **Design** a field trip to **investigate** the impacts of environmental change and the success of environmental management in your local area. **Consider** the types of primary and secondary data that would need to be collected in order to answer your research questions.
2 **Select** one of the management strategies listed in Table 5.4 and undertake research to help do the following:
- **Create** an annotated diagram demonstrating how it works.
- In a table, **summarise** the positives and negatives of this management technique in terms of long- and short-term impacts. Choosing an example in a specific location might help.
- Using this table, **evaluate** the effectiveness of this strategy.

3 The Adani Group's development of the Carmichael coal mine in Central Queensland sparked one of the largest environmental protests in recent years. Do some research from a variety of sources on both sides of the debate.

a Copy and complete the table here, or answer within the Interactive Textbook, to **summarise** the current and potential future impacts of the Carmichael coal mine.

	Positive impacts	Negative impacts
Environmental		
Economic		
Social		

b **Synthesise** these impacts and **decide** whether or not you think the mining development should have gone ahead.

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5.6 Case study: managing deforestation in Queensland

FOCUS QUESTION

How effective are responses to environmental management?

> *'Land clearance and degradation is one of the greatest crises facing Australia and the world. It undermines the basis for food production, is causing species loss and ecological decline, destroys climate resilience, degrades water resources and reverses carbon storage on the land.'*
>
> —Bill Hare, chief executive and senior scientist with Climate Analytics, Berlin

In 2013, the Queensland Government removed many of the state's deforestation regulations, leading to a surge of **land clearing**. For five years, deforestation escalated to the point where areas of bushland the size of a football field were cleared every two minutes. Land cover monitoring has shown that 356 000 Ha of forest and bushland was cleared in 2016–17 and 392 000 Ha was cleared in 2017–18. Forty per cent of this clearing occurred within the Great Barrier Reef's **catchments**. This level of deforestation contributed significantly to Australia's total, which is now globally significant. Deforestation in Australia is currently more severe than in any other developed country and is comparable to the deforestation occurring in the Amazon rainforest in South America and Borneo's rainforests in Indonesia. This has led to a range of environmental impacts and has sparked intense debate about the most sustainable way to manage Queensland's forests into the future.

land clearing the reduction or complete removal of native forest and bushland

catchment an area where water collects when it rains

▼ **Figure 5.49** An example of the clearing of native woody vegetation in central Queensland

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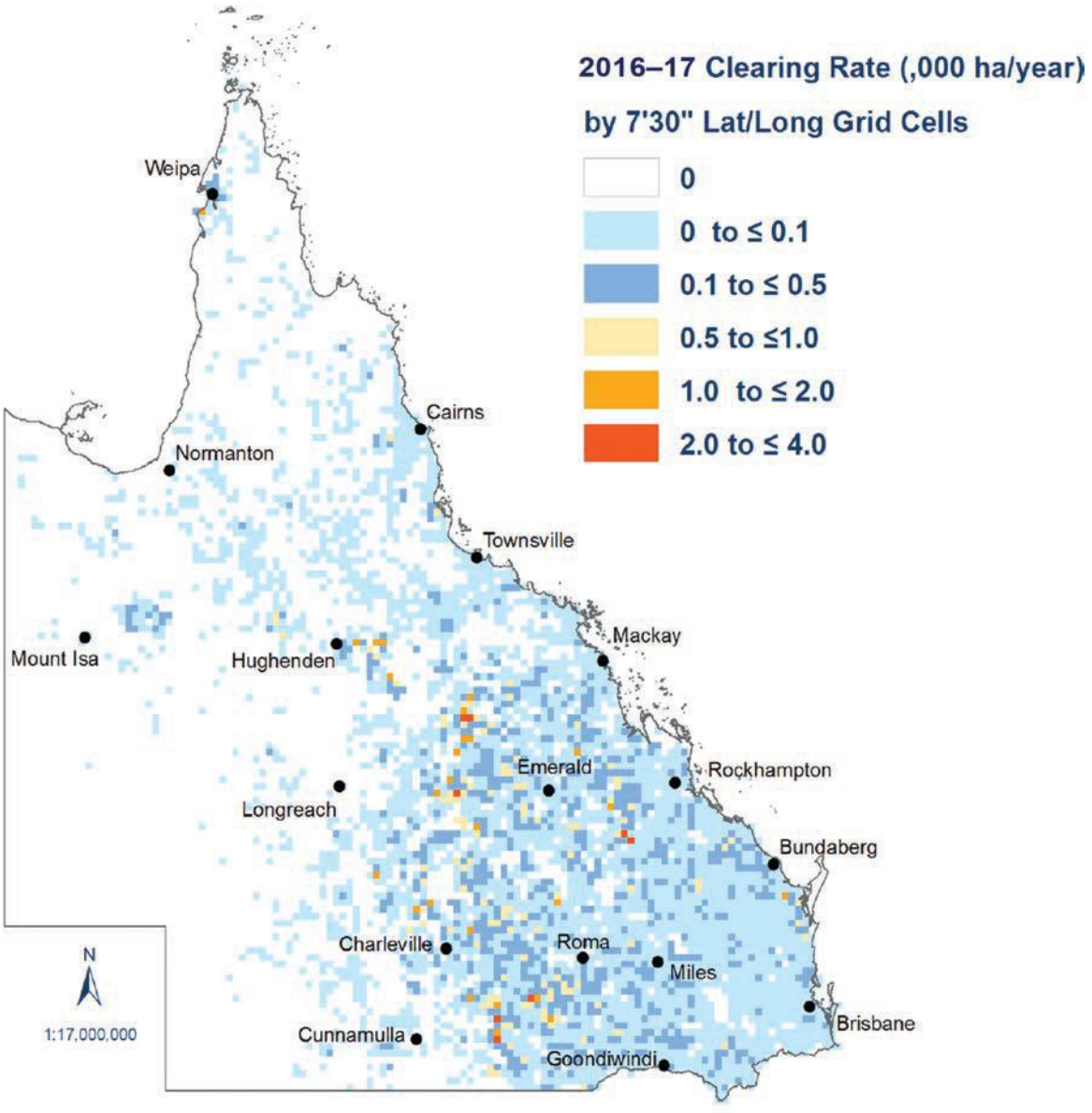
TABLE 5.5 The rate of deforestation across Australia's states and territories between 2010 and 2018 measured in hectares. Primary refers to the clearing of forests older than 30 years and reclearing refers to the clearing of younger forests.

Region	Primary	Reclearing
Australian Capital Territory	0	1500
Northern Territory	4800	27000
Tasmania	16200	50300
South Australia	11500	97200
Victoria	16300	161600
Western Australia	68700	219700
New South Wales	88300	574700
Queensland	370900	2075700

Source: Australian Government: Department of Industry, Science, Energy and Resources website



▲ **Figure 5.50** The location of deforestation in Queensland during the 2016–17 period
Source: Queensland Government

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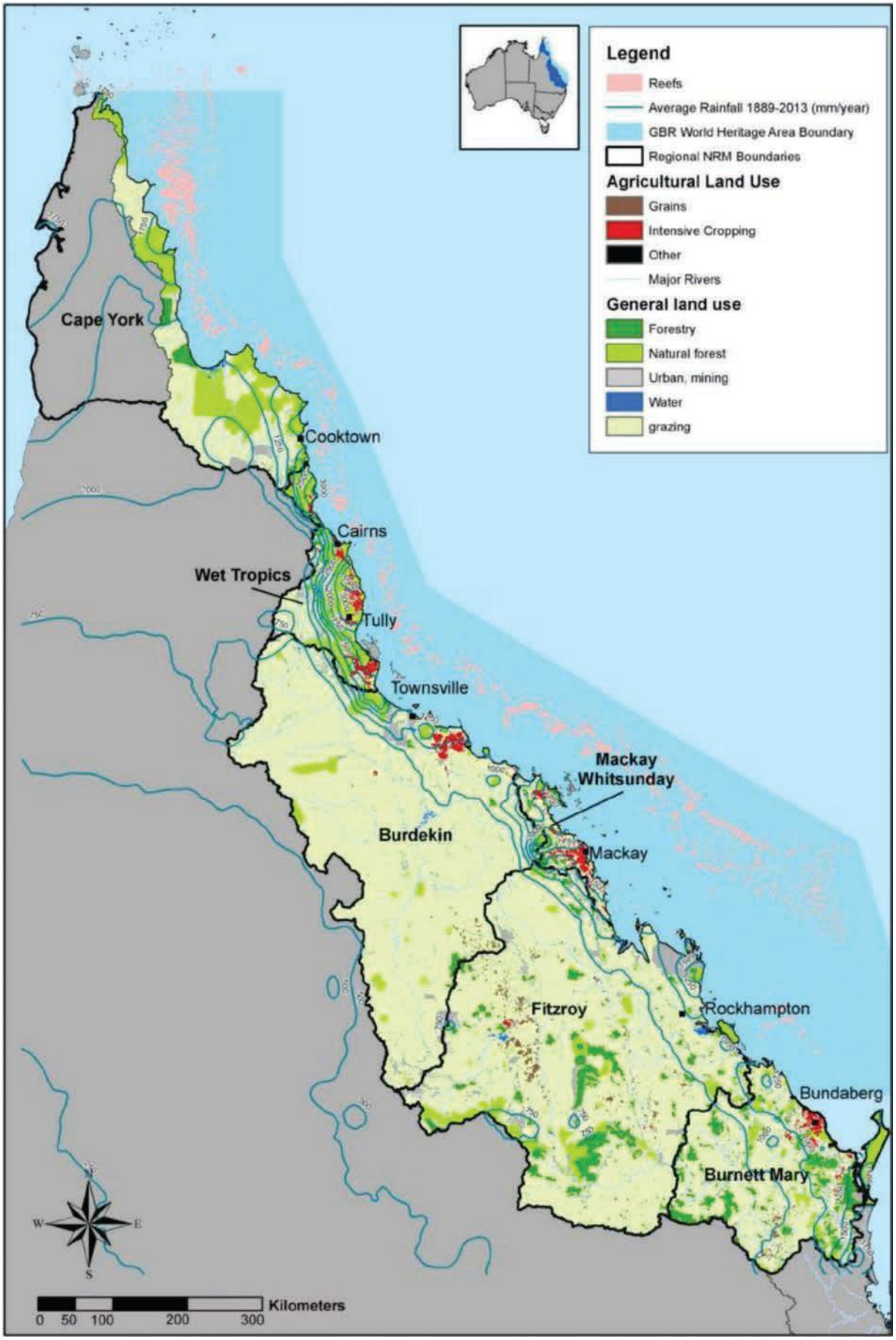

▲ **Figure 5.51** Land use within the Great Barrier Reef's catchments. These are regions where water drains towards the coast and flows out to the Great Barrier Reef.
Source: Thorburn, Wilkinson, and Silburn, 2013, p. 5 https://www.researchgate.net/figure/NRM-Regions-in-the-Great-Barrier-Reef-catchment-SOURCE-Thorburn-Wilkinson-and_fig1_327190540

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Causes of deforestation: beef production

An analysis by the Wilderness Society in 2019 found that more than 73 per cent of the deforestation across Queensland between 2013 and 2018 was due to beef production, a total of 1.6 million hectares. Furthermore, 94 per cent of the land cleared in the Great Barrier Reef catchment over this period was also due to beef production. Additional causes for the land clearing were other forms of agriculture such as sheep and crops, mining, rural housing and infrastructure development (see Table 5.6).

lot a parcel of land

Although the majority of deforestation is due to beef production, this does not mean that all beef production involves deforestation. In fact, beef production on 68 per cent of Queensland's beef **lots** has not involved deforestation in the last five years and 80 per cent of lots have not involved the deforestation of remnant forests. The Australian beef industry argues that it manages the land appropriately, balancing tree and grass cover for both grazing and environmental benefits. It also claims that much of the land that has been classified as deforested was merely scrub and weeds rather than high-value woodlands, questioning the reliability of deforestation statistics. Furthermore, Meat & Livestock Australia claims that the red meat industry is proactive in transitioning towards sustainability and has set a target of being carbon neutral by 2030.

TABLE 5.6 The causes of land clearing within the Great Barrier Reef catchments from 2013 to 2018

Primary land use group	Remnant (ha)	Non-remnant (ha)
Beef cattle	119 120	456 171
Cropping	2 392	10 120
Extractives	3 264	5 498
Rural housing	3 483	4 430
Multiple tenure	1 390	4 374
Fodder	184	1 059
Other government use	556	616
Industrial	341	504
Urban and recreational	362	399
Other livestock	70	488
Sheep	0	25
Grand total	131 161	483 684

Source: *Drivers of deforestation and land clearing in Queensland*, Wilderness Society, 2019

ACTIVITY 5.14

Analysing geographical data

1 Using Figures 5.50 and 5.51, **describe** the extent to which Queensland's deforestation is occurring within the Great Barrier Reef's catchments.

2 Refer to Table 5.6.

- **a** Copy and complete the table and add another column totalling the amount of hectares of deforestation for every land use group.
- **b** Add another column calculating the percentage that each land use group contributes to the total deforestation. To do this, divide the total of each land use group by the grand total and multiply by 100.
- **c** Using your results to part b, **create** a pie graph **summarising** the contribution that each land use type made to deforestation within the Great Barrier Reef's catchments from 2013 to 2018.

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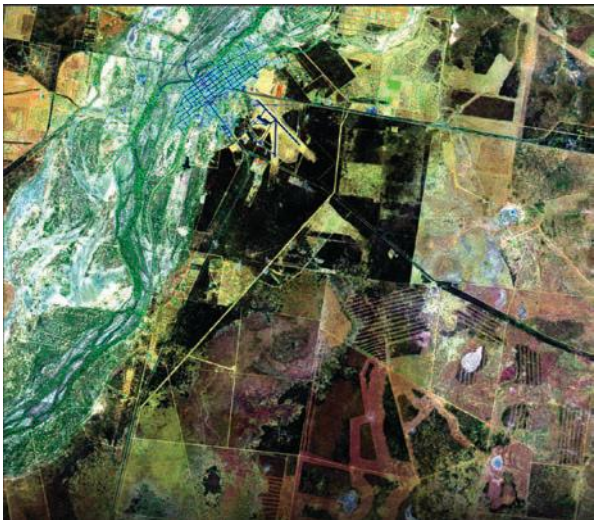
Monitoring deforestation: Statewide Landcover and Trees Study

A vital part of managing environmental changes such as deforestation is monitoring and assessing impacts. Statewide Landcover and Trees Study (SLATS) is a monitoring program undertaken by Queensland's Department of Environment and Science. It uses **remote sensing** in the form of satellite imagery from **Landsat** satellites, along with field data, to monitor, calculate and report on annual changes to woody vegetation across Queensland. The distribution of woody vegetation in the current year is automatically detected and compared with the satellite image from the previous year to quantify forest cover change. The results are verified by analysts to ensure they are accurate and do not contain any distortions to the images from cloud or smoke cover.

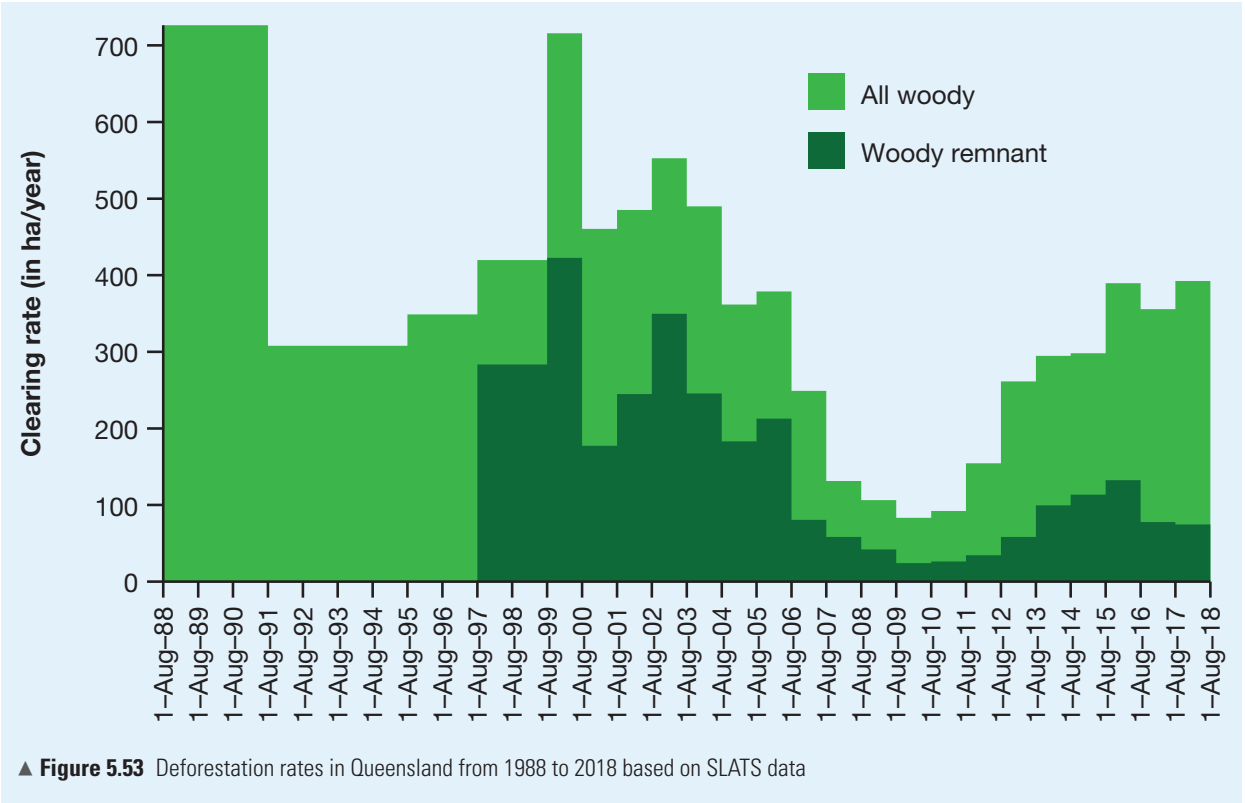
Once a region has been identified as having experienced a loss in woody vegetation coverage over the one-year period, it is reclassified as a different land cover such as mining, infrastructure or agriculture. Analysts also assign a reason for the land cover change to track the causes of deforestation. This information is used to assist with the evaluation of biodiversity conservation, the protection of significant environments such as the Great Barrier Reef, the success of existing land management policies and additional issues such as bushfire management. The success of the program has led to its expansion into New South Wales and the results are used at a national scale, contributing to the State of the Environment report, which publishes information about environmental conditions across Australia every five years.

remote sensing detecting and monitoring the physical characteristics of an area using sensors on satellites or aircraft

Landsat satellite imagery coming from the eight satellites as part of the United States Geological Survey



▲ **Figure 5.52** An example of the type of satellite image produced by SLATS



▲ **Figure 5.53** Deforestation rates in Queensland from 1988 to 2018 based on SLATS data

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Environmental and economic impacts

The impacts of deforestation in Queensland are severe. The World Wide Fund for Nature has estimated that the clearing of **remnant** bushland is killing around 45 million animals in Queensland each year. This includes many rare and endangered species, contributing to Australia's disastrous rate of mammal extinctions and threatening the future of many iconic species, such as koalas.

remnant areas of vegetation that have been left in relatively original condition without being disturbed by human activities

sediment solid material such as rocks and minerals that moves from one place to another when eroded

broadacre cropping the production of cereals, oilseeds, lupins, sugar cane, legumes, cotton and other crops on a very large scale

fodder food such as hay or straw for cattle and other livestock

stakeholder a person, business company, government or other who has an interest in a particular issue

Land clearing along with the poor management of grazing land is reducing the amount of vegetation growing in paddocks. This is increasing the vulnerability of soil to erosion and increasing the amount of **sediment** that washes into local waterways. This runoff is toxic to many natural environments as it contains remnants of fertilisers and pesticides that farmers use to manage their land. It eventually washes into coastal and marine environments where it can lead to further degradation. The Great Barrier Reef is particularly vulnerable as its catchment covers around one-quarter of Queensland's total area. The amount of sediment entering the Reef is five times more than natural levels. According to the Great Barrier Reef Marine Park Authority, the decline in coral cover and lack of recovery coincides with degraded water quality as a result of land clearing and agricultural use of the catchment. Increased sediment in the reef from untreated polluted runoff increases turbidity and nutrients in the water, which decreases the amount of light and smothers coral and other marine organisms. The Great Barrier Reef supports around 70 000 Australian jobs and contributes an annual $6 billion to the Australian economy and so damage to its ecological health leads to significant economic impacts.

On a global scale, forest clearing and increased grazing in Queensland are contributing to climate change. Forests act as a carbon sink, storing carbon absorbed from the atmosphere as trees grow. When forests are cleared, some of this carbon remains in timber products. However, the remaining carbon is released back into the atmosphere as plant material decays. Furthermore, the change in the use of the land to grazing contributes additional greenhouse gases as livestock release methane and nitrous oxide as part of their digestion. Emissions from livestock account for 10 per cent of Australia's greenhouse gas emissions, about half as much as the total emissions from all forms of transport. High sea surface temperatures due to climate change have already triggered several coral bleaching events across the Reef.

Despite the negative environmental consequences, Queensland's beef industry has a positive economic impact. Beef production is far more profitable than other types of agricultural production such as **broadacre cropping** and sheep farming. As the world's second-largest exporter of beef, the industry contributes over $8 billion to the Australian economy each year. However, climate change is already impacting many regions by increasing bushfire risk and the severity and duration of drought, which in turn is impacting agricultural production in many regions across Australia.

Managing deforestation in Queensland: *Vegetation Management and Other Legislation Amendment Act 2018*

In May 2018, following five years of unrestricted and excessive land clearing, the Queensland parliament passed new laws regulating the deforestation of native vegetation across the state. Under the *Vegetation Management and Other Legislation Amendment Act 2018*, landholders are banned from broadscale clearing of remnant vegetation and need to obtain approval to thin vegetation. Native vegetation that has not been cleared in the last 15 years is now protected, totalling 232 000 Ha of forest. Vegetation near watercourses within the Great Barrier Reef catchments is also protected. Landholders are still able to clear land necessary for farming operations, such as clearing to grow **fodder**, building agricultural infrastructure, controlling weeds and managing disasters such as fire risk. Compliance officers have been given greater power and resources to enforce these rules and the penalty for landowners who do not comply has been trebled.

The vegetation laws have been met with polarising support and criticism. Many environmentalists are supportive of the act as a strong first step, while others are sceptical that the intended environmental benefits will be achieved. In contrast, many cattle farmers and private landowners firmly oppose the new laws, claiming they will have little environmental benefit while threatening the future of the beef industry. The views of many **stakeholders** were published in a report on the act by the Parliamentary Committee. Some of these views are presented in the excerpts in Figure 5.55.

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▲ **Figure 5.54** Over 400 concerned stakeholders attended a public hearing regarding the new laws in Rockhampton in March 2018.

Many scientists acknowledge the benefit that the laws will have in reducing land degradation, protecting threatened species, lowering greenhouse gas emissions and improving water quality. The following quotes address the concerns of all major stakeholders discussing the changes to Queensland's new forestation laws.

> The management action that has by far the greatest potential to destroy the system and its sustainability is broadscale tree clearing, which has disastrous effects on threatened species, vegetation communities, soil processes and carbon emissions. I have seen vast areas of eucalypt and acacia woodland flattened, including old trees that would have been here long before white people even arrived. These provide critical habitat for hollow nesting birds and mammals and will take many hundreds of years to replace.

Dr Jennifer Silcock, School of Biological Sciences, University of Queensland

Many farmers argue that the laws will not be successful in meeting environmental aims, claiming that unmanaged forests and the inability to control regrowth will make it impossible to manage weeds and feral pests.

> Areas of land become feral pest havens and as the timber thickens the country will become useless with the trees choking out pastures and unbalancing natural ecosystems. The pest havens then in turn hamper greatly the ability to run a profitable enterprise through stock losses and **maiming**, caused by wild dogs and feral pigs which thrive in these areas. These pests also have a devastating effect on native animals and plants. On our property we have seen whole koala populations disappear not through excessive clearing but because of the explosion in wild dog numbers and disease.

maim to wound or injure a person or animal so that a part of their body is permanently damaged

Mr Fred Bryant

Environmentalists claim that these new laws will help protect the health of the Great Barrier Reef through a reduction in untreated sediment polluting waterways.

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> The two major threats to the reef are water quality and climate change. From a water quality perspective, the nutrients and sediment that are coming down the coastal rivers into the Great Barrier Reef lagoon are having a major impact on the reef health. I think that is quite clearly established. The main contribution of sediment is river banks. There are two, but one is river banks. If you do not have vegetation holding the river banks together, it is going to slump more and more. The better you can manage the river banks the less erosion you will have in the longer term.

Mr Gethin Morgan, President of the Magnetic Island Nature Care Association

Farmers argue that as the custodians of the land they are in the best position to manage erosion and that their land management practices are sustainable.

> Best practice in the grazing industry is actually to have the tree/grass balance right. It is not about retaining all of the trees. If, for example [the woody vegetation] becomes thicker and thicker, you will reduce the grass out of there and then you will increase the erosion out of that environment. Sediment and runoff are an issue we can control when we are able to control what is on the ground. Fencing off these areas and managing them properly is imperative to prevent erosion and sediment run-off and the growth of natives and grass to stabilise the soil will be impossible if landholders are not permitted to clear these areas and continue a healthy cycle.

Mr Grant Maudsley, AgForce General President

Much of the land that will be protected under these new laws is remnant vegetation that is considered to be ecologically significant.

> There is clear evidence that remaining remnant vegetation is of very high value as habitat for wildlife, including many species listed as Endangered in Queensland and threatened nationally, and provides myriad other services for people, such as carbon sequestration and storage, sediment retention and water quality and flow regulation

Shayan Barmand (Climate change ambassador, Reef Check Australia) and
Michelle Ward (Conservation scientist, University of Queensland)

Many private landowners argue that the mapping of existing vegetation is inadequate and inaccurate. They claim that the habitat mapping of threatened species is incorrect, leading to the reduction in farming land for little environmental benefit.

ground truthing information gained from direct observation in the field as opposed to remote sensing

> I have lived my entire life in the bush and consider myself an environmental custodian. I have never had a scientist ask to visit my property to assess a habitat, to look at any species, flora or fauna. The regional ecosystem mapping is highly inaccurate with once again no **ground truthing**.

Queensland landowner

Concerns have been raised about the amount of loopholes and exemptions and that the financial infringements given to farmers who do not comply will not be enough of a deterrent.

> Council supports the adoption of higher penalties for unlawful vegetation clearing. Where penalties are set too low they can be seen as a cost of business where it is cheaper to remove the vegetation and pay a fine than to obtain a development approval.

Moreton Bay Regional Council

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> These provisions may be raised as controversial, however we note that these enforcement mechanisms are provided for in many other environmental or development frameworks in Queensland; they are not novel in any way and are needed to assist the relevant departments in undertaking enforcement on private land.

Environmental Defenders Office

Landowners argue that the new laws are not equitable, favouring those who have already cleared their land while the value of uncleared land is reduced.

> [The new bill] rewards people who have over cleared in the past and punishes people like myself who own properties with much more conservative levels of clearing. If you have cleared wall to wall in the past … that property value has just gone up. People will pay more for that property because it has a certainty going forward of its productive capacity. A property like mine, where we have 65 per cent standing remnant, where practices have been employed on our property in more ways than one that would be consistent with the type of practices you want to encourage, the valuation of my property has now decreased. You are penalising the very people who you should be really encouraging.

Mr Justin MacDonnell, private landowner

Environmentalists argue that deforestation for livestock grazing is not economically sustainable as many companies are removing products involving environmental degradation from their supply chains.

> Yet international markets are moving quickly to shun beef sourced from such environmentally damaging practices. For example the China Meat Association recently signed the Chinese Sustainable Meat Declaration that commits to '… avoiding land degradation, deforestation and conversion of natural vegetation in the livestock production value feed chains'. McDonalds is also working towards '… eliminating deforestation from our global supply chains'. These two players alone represent a large share of the global beef market, signalling a significant shift underway.

The Wilderness Society

Landowners have raised concerns about the negative impact these laws will have on local employment and regional economies and the future viability of the beef industry.

> I think the economic modelling is extremely important. I do not think it has been considered at all how this is going to affect individual operations, which in turn is going to affect all communities. There is talk about rural communities and sustaining them. I do not see how this is going to happen. This legislation is going to cause a significant downturn in employment and the death of rural communities. Our banks require modelling and budgets from us as business owners, but has the government prepared modelling and budgets to ascertain the extent of the negative effects on primary producers, businesses and the subsequent fallout to the communities in which they live?

Mr Scott Dunlop, Bundaberg

▲ **Figure 5.55** Excerpts from the Parliamentary Committees Vegetation Management and Other Legislation Amendment Bill, April 2018

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The World Wide Fund for Nature estimates that if the current management does not drastically reduce deforestation, an additional 3 million hectares of forest could be cleared across Queensland by 2030. Although there is no easy solution, managing Queensland's forests sustainably in the long term will need to involve a balance of competing interests to achieve the best possible environmental, economic and social outcomes.

DEVELOPING YOUR UNDERSTANDING 5.6

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** and **describe** the main cause of deforestation in Queensland.

2 **Create** a table to **summarise** the environmental, social and economic impacts of deforestation in Queensland.

3 Using a series of dot points, **summarise** the main aspects of the *Vegetation Management Amendment Act 2018*.

Interpret

4 **Interpret** what Bill Hare's quote means in the context of Queensland's deforestation.

5 **Compare** and **explain** the deforestation occurring in Queensland with Australia's other states and territories.

6 **Create** a series of diagrams or a concept map to **demonstrate** the interconnection between inland environments (forests and farmland) and marine environments (coral reefs).

7 **Explain** how spatial technology in the form of satellite imagery can be used to monitor deforestation over large areas.

Argue

8 Using Figure 5.55, **describe** how the rate of deforestation in Queensland has varied over time including both remnant and non-remnant woody vegetation. Using this information, **determine** whether or not the relaxing of deforestation restrictions from 2013 to 2018 had a large impact on deforestation rates.

9 **Explain** why managing Queensland's forests sustainably requires a balance between a variety of needs incorporating the views of multiple stakeholders.

10 **a** **Identify** two or more criteria that could be used to **evaluate** the success of the Vegetation Management Amendment Bill 2018.

b **Investigate** up-to-date data that could be used to **assess** the extent to which these criteria have been addressed.

c Using this information, write a paragraph discussing whether or not the forestry laws have been successful or are likely to be successful in the future.

11 **Analyse** the sources of the excerpts in Figure 5.55. **Comment** on whether these viewpoints are likely to be biased and whether this is an important consideration when evaluating the success of the response.

Extension

1 About 392 000 Ha of forest was cleared during 2017–18. Using Google Earth Pro or the linear scale on a map of Queensland, map how large this area is in your local region. **Comment** on the significance of this size.

2 **Compare** and **explain** deforestation in Australia to deforestation in another country such as Brazil, Indonesia or Cameroon. Research the causes, spatial extent and impacts of the deforestation and the methods used to manage it.

3 **Investigate** the commitment McDonald's has made to eliminate deforestation from its beef supply chains. **Evaluate** whether or not it has been successful in achieving this aim and what the repercussions have been for the beef industry.

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5.7 Case study: restoring penguin habitat on the Summerland Peninsula, Victoria

This additional content is available in the digital version of this textbook. Note: Activities 5.15 and 5.16 and Making thinking visible 5.4, as well as several figures numbered Figure 5.56a–j, are contained inside the digital section 5.7.

5.8 Case study: using Aboriginal knowledge to manage Kakadu

FOCUS QUESTION

How effective are responses to environmental management?

> *'This earth, I never damage. I look after. Fire is nothing, just clean up. When you burn, new grass coming up. That means good animal soon, might be goanna, possum, wallaby. Burn him off, new grass coming up, new life all over.'*[2]
>
> —Bill Neidjie, the last surviving speaker of the Gaagudju language, an Indigenous language from northern Kakadu after which Kakadu National Park is actually named

Kakadu National Park is located in Australia's Northern Territory, 240 km east of Darwin. It is Australia's largest national park, covering almost 20 000 square km. Kakadu contains a range of environments within its area, including coastal zones, floodplains, wetlands, savannah, woodlands, rainforest and stone country.

Figure 5.58 shows the distribution of these environments within the region. This rich diversity of environments is home to many rare and **endemic** plants and animals, including one-quarter of Australia's fish species and one-third of its bird species.

endemic species that are only found in a particular place and nowhere else on Earth

▲ **Figure 5.57** The East Alligator River drains from the inland stone country of Kakadu, a flat and rocky region that endures extreme heat, long dry spells and torrential rain.

2 https://www.environment.gov.au/topics/national-parks/kakadu-national-park/management-and-conservation/conserving-kakadu

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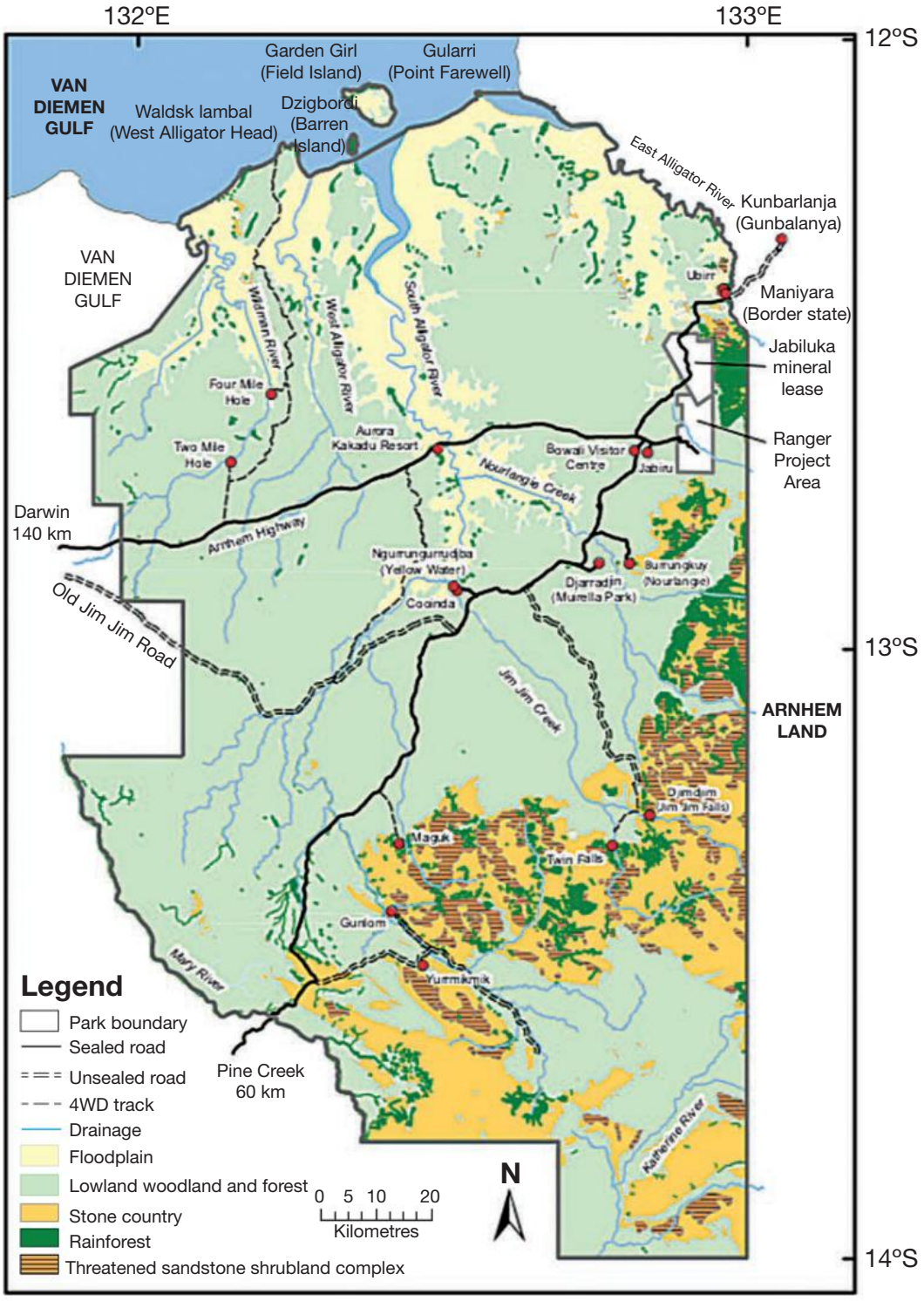

▲ **Figure 5.58** Distribution of environments within Kakadu National Park

Additional content
See the digital versions of the textbook for video footage of Kakadu National Park.

ACTIVITY 5.17

Analysing geographic characteristics from a map

Refer to Figure 5.58.

1 **Identify** and **describe** the type of vegetation that covers most of Kakadu.
2 **Identify** and **describe** the direction that the rivers are flowing.
3 **Describe** and **explain** the type of impact you think the different types of roads might have on the local environment.

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In addition to its environmental assets, Kakadu is valued for its cultural history. The region has two groups of Aboriginal peoples who are considered the Traditional Custodians and Owners of the land: the Bininj in the north and the Mungguy in the south. These two Indigenous groups have an intimate knowledge of the local environment, its cycles and seasonal changes (see Figure 5.59). For the last 65 000 years, Aboriginal people have cared for the land around Kakadu. They have passed down their spiritual connection through generations using art, language, ceremonies, kinship and land management techniques.

▲ **Figure 5.59** A detailed understanding of Kakadu's seasonal climate is essential to its management by Aboriginal peoples.

Environmental change: a new fire regime

Prior to European settlement, the Aboriginal peoples managed Kakadu using fire. **Low-intensity bushfires** were used to aid hunting, protect food resources, clear campsites, communicate between groups, and as part of spiritual and cultural rituals. Over time, traditional **fire regimes** became an essential component of the local ecosystem, helping to provide habitat for species that had adapted to these conditions.

When Europeans arrived in the region, many Aboriginal people left their land, were removed or died of disease. This meant that traditional fire practices decreased in frequency. The landscape changed accordingly.

During the wet season, monsoonal rains lead to rapid plant growth. In the absence of traditional burning during the dry season, this vegetation dried out and accumulated into a large fuel load. This led to more frequent **high-intensity bushfires**. While low-intensity fires had benefited the environment, these more powerful fires were destructive, altering the balance of the ecosystem and changing the distribution of plants and animals.

Environmental change: pests and weeds

Another example of environmental change within Kakadu is the spread of pests and weeds. Weed species present in Kakadu include mimosa, a woody shrub from Central America that forms thickets across floodplains, and salvinia, an aquatic fern that can choke waterways. Feral animals introduced to the region, both intentionally and accidentally, include cattle, pigs, horses, cats, dogs, rats, cane toads and Asian water buffalo.

Asian water buffalo were introduced in Kakadu in the 1820s. By the 1960s their numbers had grown to approximately 20 000. They were particularly prominent across the Alligator Rivers region (see Figure 5.60). Their destruction of local rivers and billabongs was significant. They eroded banks, muddied water, ate large amounts of grasses and competed with native wildlife for habitat.

low-intensity bushfire fire that burns mainly grasses and low-lying vegetation rather than trees

fire regime pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fires

high-intensity bushfire fire that generates very high heat, burning both the ground surface and trees, and eliminating all fauna

During the 1980s and 1990s, the majority of buffalo were removed from Kakadu, leading to a successful environmental recovery. However, the successful eradication of this pest led to further changes. Each buffalo used to eat an average of 20 kg of grass each day, so their absence meant the fuel load in Kakadu increased. Combined with an absence of traditional fire management, this further increased the vulnerability of Kakadu to high-intensity bushfires.

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▲ **Figure 5.60** Buffalo cause considerable damage to Kakadu's waterways.

The absence of buffalo also meant that the native mudja grass (*Hymenachne acutigluma*) and introduced para grass (*Brachiaria mutica*) spread rampantly throughout Kakadu's wetlands, outcompeting other plant species. This prevented water birds from feeding and reduced local biodiversity.

Managing Kakadu: a partnership with the Bininj/Mungguy peoples

Since the 1970s, half of Kakadu has been classified as Aboriginal land under the *Aboriginal Land Rights Act 1976*. The traditional custodians of the land, the Bininj/Mungguy peoples, lease the land back to the Director of National Parks, which is part of the Australian Government. These two groups manage the park in partnership.

This enables Aboriginal knowledge about fire management, as well as knowledge about other aspects of the local environment, to be incorporated into management strategies. The Kakadu National Park Management Plan (2016–2026) outlines current priorities for management. Its vision is that Kakadu is a place where:

- The cultural and natural values of the park are protected and Bininj/Mungguy culture is respected
- Bininj/Mungguy peoples are involved in all aspects of managing the park
- Knowledge about country and culture is passed on to younger Bininj/Mungguy people and future generations of Bininj/Mungguy people have the option to stay in and look after the park
- World-class visitor experiences are provided and tourism is conducted in culturally, environmentally, socially and economically sustainable ways
- Disturbed areas are rehabilitated and reintegrated into the park
- Bininj/Mungguy peoples gain sustainable social and economic outcomes from the park.

Burning for biodiversity: a return to the traditional fire regime.

The Burning for Biodiversity project is an example of successfully using Aboriginal forms of land management. On a local scale, the Australian Government's CSIRO, together with the Bushfire Cooperative Research Centre, works with a family of Traditional Custodians and Owners of the land to manage the biodiversity of the floodplains of the South Alligator River. An example of traditional burning is presented in Figure 5.63.

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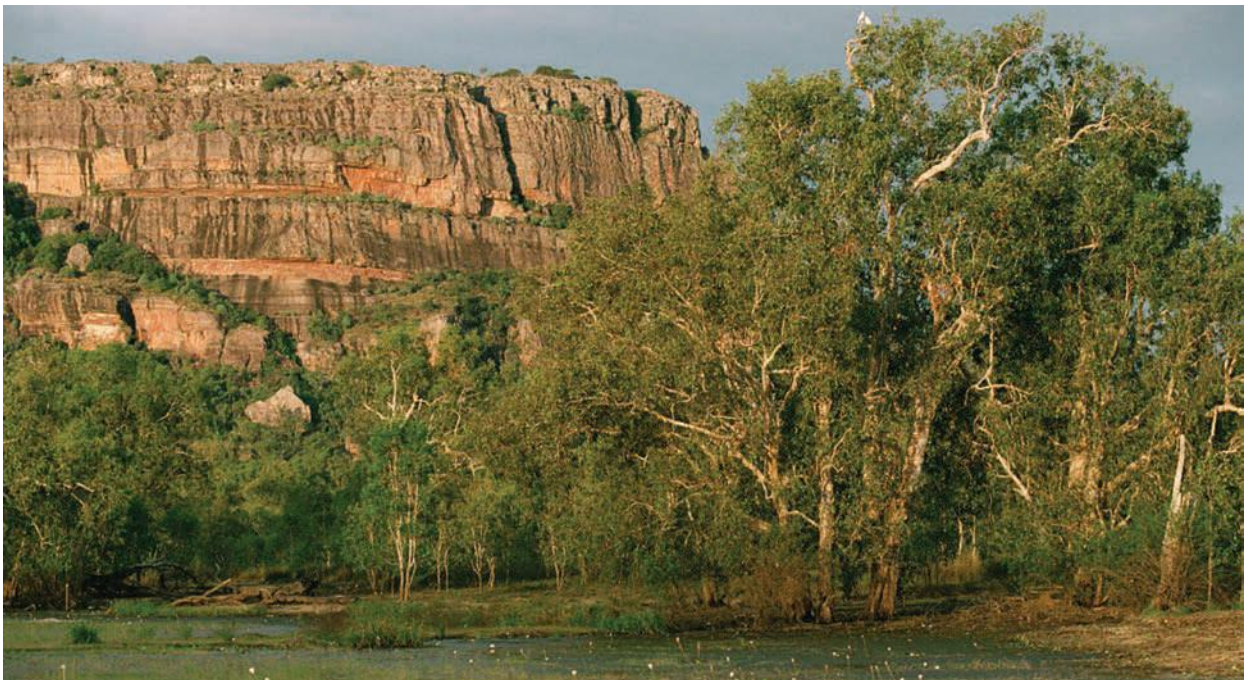


▲ **Figure 5.61** This is Kakadu National Park. It was at this site, owing to traditional management, that a dense cover of mudja grass improved the lake to become a diverse habitat for waterbirds.

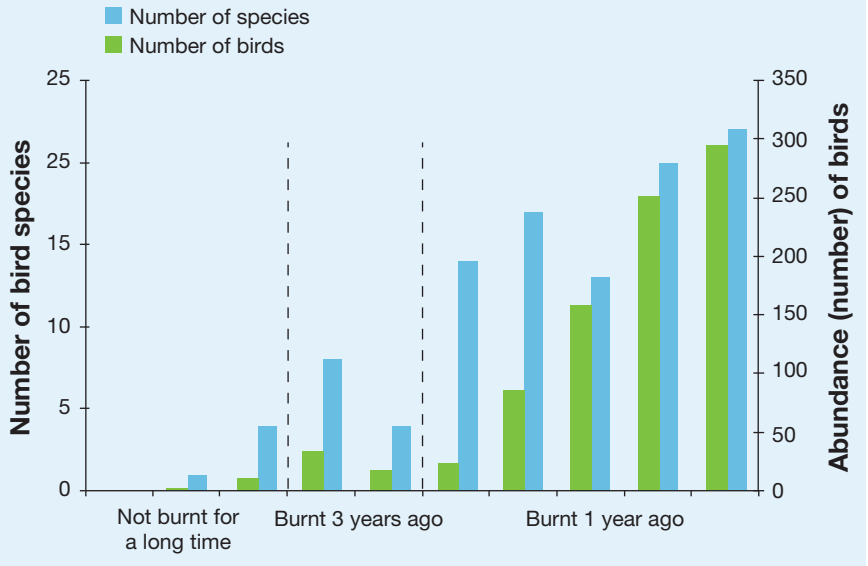
A lack of regular burning and the removal of buffalo meant that the region had become largely a **monoculture** of mudja grass. It could no longer serve as a habitat for the local magpie goose or long-necked turtle species.

The management process involves the yearly burning of two types of fires. Low-intensity protective burns occur on the edges of the floodplain in May, which is early in the dry season when the fuel load is still moist. Higher-intensity burns take place throughout the floodplain at the end of the dry season in October, when water levels are low and fuel loads are high.

The early protective burns prevent these later, larger fires from spreading into the surrounding woodlands. This burning regime continues until the wet season arrives in December.

monoculture when only one plant species is grown in an area – monoculture is the opposite of biodiversity

Figure 5.62 shows the success of this management program, which has transformed the region from a monoculture into a diverse wetland habitat. With the removal of the thick cover of mudja grass, a greater diversity of plants can grow in its place. Areas of open water also mean that wetland birds are able to return to the area to feed. This is significant, because the presence of wetland birds is an indicator of wetland health.



▲ **Figure 5.62** Abundance and diversity of bird species in managed areas of Kakadu

Figure 5.62 shows that sites where burning has recently occurred have both a higher diversity and a higher abundance of birdlife than those that have not been burnt for a long time.

Additional benefits of the program include the return of food resources for local Aboriginal people, the opportunity to teach the younger generation about traditional practices, and for these methods to serve as an example of how traditional environmental management could be applied throughout other parts of Australia.

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Additional content
See the digital version of the textbook for video footage of Kakadu burning in 2005.

ACTIVITY 5.18

Analysing geographical data

Using Figure 5.62, quantify the impact of recent burning on the number of bird species and their abundance.

▲ **Figure 5.63** Monica uses a firestick to burn off dry grass before a monsoon strikes the Arnhem land. This is to avoid more serious, uncontrolled fire as a result of lightning strikes.

The future management of Kakadu: a delicate balance

Despite many examples of success, there is still debate over the best way to use fire to manage Kakadu in the future. Recent studies have shown an alarming decline in small mammals in Kakadu, sparking debate as to whether fire management or feral cats are the cause.

The best practice for future fire management is uncertain. Competing viewpoints from key stakeholders, including environmentalists, ecologists, Aboriginal peoples, tourism operators and visitors, make this a very complex issue. Vital considerations include:

- Are bushfires leading to the decline of small mammals or is it due to increasing numbers of feral cats?
- What type of fire regime is best to manage the decline in small mammals?
- Is an increased abundance of flammable grasses making prescribed burns hotter than they were traditionally?
- Are regular fires having an adverse effect on the tourism industry?
- Will increasing the number of prescribed burns early in the dry season prevent unplanned larger bushfires later in the season?

Future research will explore the best seasonal timing and frequency for prescribed burns. It will also shed light on the positive and negative impacts burning has on different environments within Kakadu. This will require the monitoring of sites using field observations, photo points and satellite imagery.

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DEVELOPING YOUR UNDERSTANDING 5.8

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** why Kakadu is considered to be such an important natural environment.
2 **Identify** the names of Kakadu's Traditional Custodians and Owner groups. For how many years have they lived in and managed Kakadu?
3 **Identify** and **describe** two factors that have led to changes in Kakadu's landscape.

Interpret

4 **Reflect on** the quote by Bill Neidjie at the start of this section. **Discuss** your interpretation in terms of the importance of fire in maintaining biodiversity.

Argue

5 Using buffalo as an example, **discuss** how the management of a pest or weed can lead to additional environmental impacts.
6 **Explain** the main features of the Burning for Biodiversity management strategy.
7 **Evaluate** the effectiveness of the Burning for Biodiversity project in terms of its sustainability. **Consider:**
- Environmental sustainability in terms of changes to biodiversity
- Economic sustainability in terms of positive and negative impacts that it could have on the tourism industry
- Social sustainability in terms of the education of the local community about traditional practices.

Extension

1 **Investigate** Indigenous weather knowledge for your local area using the Australian Government's Bureau of Meteorology website. **Compare** this knowledge with a typical four-season calendar and determine which of the calendars appears to be the most accurate.
2 Go to the CSIRO website and search for 'Aboriginal wetland burning csiropedia'. **Use** the information from the video and the information in this chapter to answer the following questions:
   a What do you think is meant by the phrase, 'You look after the country and the country will look after you?'
   b **Describe** the characteristics of the landscape that the family are burning.
   c Why are wind and rainfall essential for fire management?
   d Why are the fringes of the wetland burnt early in the dry season?
   e What have been the benefits of removing *Hymenachne* or mudja grass from the region?
   f Why is it essential that Aboriginal Peoples contribute to the management of Kakadu?
3 **Investigate** the impacts of California's changing fire regime and the ways in which the knowledge of Indigenous peoples is being used to reduce the frequency of high-intensity fires.

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5.9 Case study: monitoring and managing the Mesoamerican Reef

FOCUS QUESTION

How effective are responses to environmental management?

> *'We've made really great progress precisely quantifying what you can achieve by investing in nature.'*[3]
>
> —Mark Tercek, CEO, The Nature Conservancy

The Mesoamerican Reef is a marine system stretching over 1000 km from the northern tip of Mexico's Yucatan Peninsula, through the east coasts of Belize and Guatemala, ending at the Bay Islands in the north of Honduras. This marine system supports mangrove forests, coastal wetlands, seagrass beds and the world's second-largest coral reef. The reef provides a habitat for 65 species of coral and 500 species of fish, including whale sharks, and other marine creatures such as turtles and manatees. This makes it one of the most biodiverse ecosystems in North and South America.

subsistence fishing fishing that is done primarily to provide food for the people doing the fishing (and their families)

In addition to its biological importance, the Mesoamerican Reef provides a source of income for two million local people who work in commercial fishing and tourism industries. It also provides a vital food source for those who rely on it for **subsistence fishing**.

Tourism is a very significant industry in this region, contributing almost a quarter of Belize's GDP. The reef system also acts as a buffer that absorbs the force of large waves, protecting the shoreline from severe storms, coastal erosion and floods. A healthy coral reef can absorb up to 97 per cent of a wave's energy. This is particularly vital because the reef's location in Central America makes both it and the coastline vulnerable to hurricanes.

ACTIVITY 5.19

Analysing geographic characteristics from a map

Refer to Figure 5.64.

1. Using the linear scale, estimate the area of coastline that contains mangroves.
2. Predict and **explain** the impact that these mangroves might have on the health of nearby corals.
3. **Describe** the physical characteristics of the surrounding landscape, including the variation in elevation and the distribution of rivers.
4. **Explain** why these features are important factors contributing to the damage to the reef.

3 https://youtu.be/9ygKAPH3B6Q

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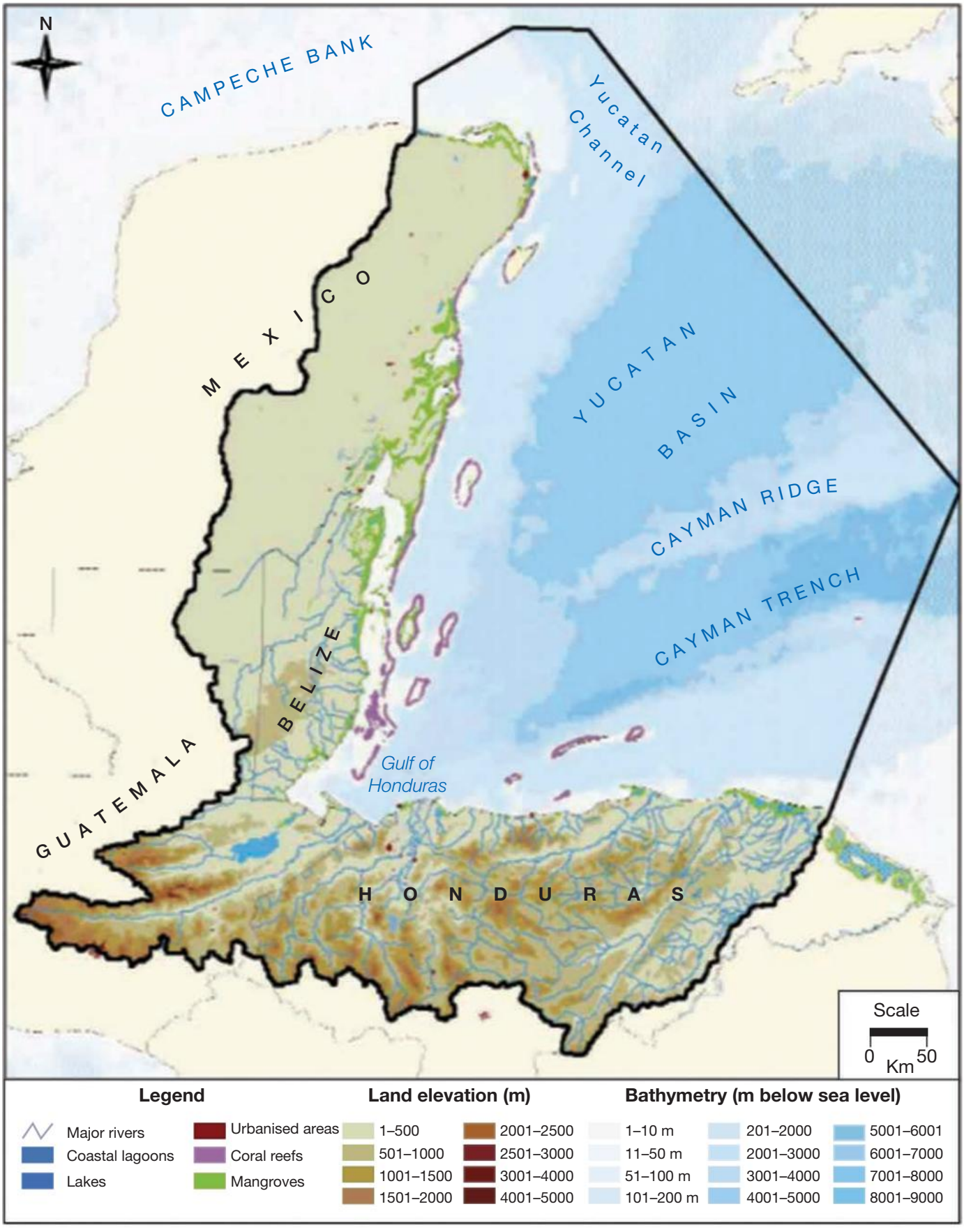

▲ **Figure 5.64** Location and physical characteristics of the Mesoamerican Reef

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Environmental change: local causes

The Mesoamerican Reef faces several threats that are damaging its environmental assets at an alarming rate. These include mining, agriculture, commercial development, tourism and overfishing. Figure 5.64 shows the topography of the region, with higher elevations further inland and river systems that flow towards the coast.

runoff water that flows over the surface of the land rather than being absorbed

macroalgae large marine algae, such as seaweed and seagrass, that typically grow in shallow water

The shape of this landscape means that inland pollution will eventually drain into river systems and groundwater supplies and discharge into the reef. When the amount of coastal erosion is increased due to construction, logging and farming, excessive sediment is added to the river system. This increases the water's turbidity.

As this sediment flows into the marine environment, it deprives coral of the sunlight it needs to grow. As mangroves are a natural way of filtering out sediment before it reaches the reefs, removing this component to make way for coastal development is adding to the problem.

Untreated waste, like raw sewage and agricultural **runoff** containing pesticides and fertilisers, is also polluting the reef. Adding these nutrients and pollutants into the system causes the excessive growth of **macroalgae**. These algae compete with – and can eventually kill – corals. They also degrade the condition of corals, making them more susceptible to the effects of climate change.

Environmental change: climate change

Climate change is expected to impact the Mesoamerican Reef in a range of ways:

- Warming ocean temperatures will cause widespread coral bleaching
- Sea level rise will cause increased coastal erosion and increase turbidity
- The coastline will be more vulnerable to strong and more frequent storms and subsequent flooding
- Increased rainfall will increase the runoff of pollutants
- Increased amounts of carbon dioxide absorbed by the ocean will lead to ocean acidification, which will reduce the ability of corals to grow and recover from damage.

▼ **Figure 5.65** Roots of mangroves protect the shoreline from storm waves, wind and erosion, and prevent sediment from flowing into the sea.

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Corals and **zooxanthellae algae** have a symbiotic relationship, meaning they rely on each other to survive. It is these algae that give corals their colour. As can be seen in Figure 5.66, increased ocean temperatures makes the algae leave the corals' tissue, which turns the corals white and leaves them without their major food source. This is known as **coral bleaching**.

Although corals can survive bleaching, bleached coral is far more vulnerable to other disturbances such as pollution or severe storms and far more likely to die as a result. Similarly, corals suffering from the excessive growth of macroalgae are more vulnerable to bleaching.

The impacts of coral bleaching are inconsistent throughout the Mesoamerican Reef. Observations in 2017 showed that up to 80 per cent of the corals off the coast of Honduras were showing signs of bleaching, whereas corals near Mexico were far less affected.

Coral bleaching has serious impacts – it can lead to the death of entire ecosystems, severely affecting all of the industries and livelihoods that depend on those ecosystems.

Coastal Management Trust: insuring the reef

Each year, more than 12 million tourists visit Mexico's Yucatan Peninsula, generating US$9 billion. The region is reliant on the Mesoamerican Reef, both as a major tourist attraction and as a buffer that protects the coastline from hurricanes. Hurricanes are also the biggest immediate threat impacting the future of the reef.

In order to ensure the sustainability of the reef and the industries that rely on it, Nature Conservancy partnered with the State Government of Quintana Roo in Mexico to establish the Coastal Management Trust scheme in 2018. This scheme is an insurance policy. The Trust receives money from the tourism industry and uses it to insure 60 km of the reef against damage from hurricanes. The money is used to finance the ongoing maintenance of the reef in order to improve its health and therefore its ability to protect the coastline.

zooxanthellae algae tiny plant-like organisms that live in the tissue of corals

coral bleaching when water is too warm, corals will expel the algae living in their tissues, causing the coral to turn completely white

subregion smaller area of an environment that combines with other, smaller areas to make up a larger region

Following any large storms and hurricanes, the scheme will fund restoration activities, helping the reef to recover so that it can once again protect the coastline. In this way, the trust helps to ensure the ecological conservation of the reef while ensuring the survival of the tourism that relies on it.

Although the trust is currently only applied to 60 km of coastline near Cancun, it is hoped that this model will be applied to other regions, and that similar schemes might be developed for other ecosystems.

Healthy Reefs Initiative: assessing and monitoring the reef

Assessing and monitoring the health of an environment is an essential component of environmental management. The Healthy Reefs Initiative is a collaboration of 48 different non-government organisations throughout Central America that monitor and evaluate the health of the Mesoamerican Reef.

Figure 5.67 shows this data organised in a GIS that can be used to explore various data layers and to compare data from different time periods. Since 2006, the Healthy Reefs Initiative has provided a biennial report that assesses the health of the reef using four indicators:

- Percentage coverage of live coral
- Percentage coverage of macroalgae
- Number of herbivorous fish per 100 square metres
- Number of commercial fish per 100 square metres.

While a higher coverage of live coral contributes positively to the overall health, higher coverage of macroalgae contributes negatively. These indicators combine to give each region a score out of five. This score is known as the Reef Health Index (RHI).

Between 2006 and 2016 the RHI for the entire reef increased from 2.3 to 2.8, although the distribution of this improvement is uneven. Figure 5.68 shows the distribution of health scores by **subregion**, based on data collected from hundreds of sites.

▲ **Figure 5.66** Up to 80 per cent of the coral in the southern region of the Mesoamerican Reef are showing signs of bleaching.

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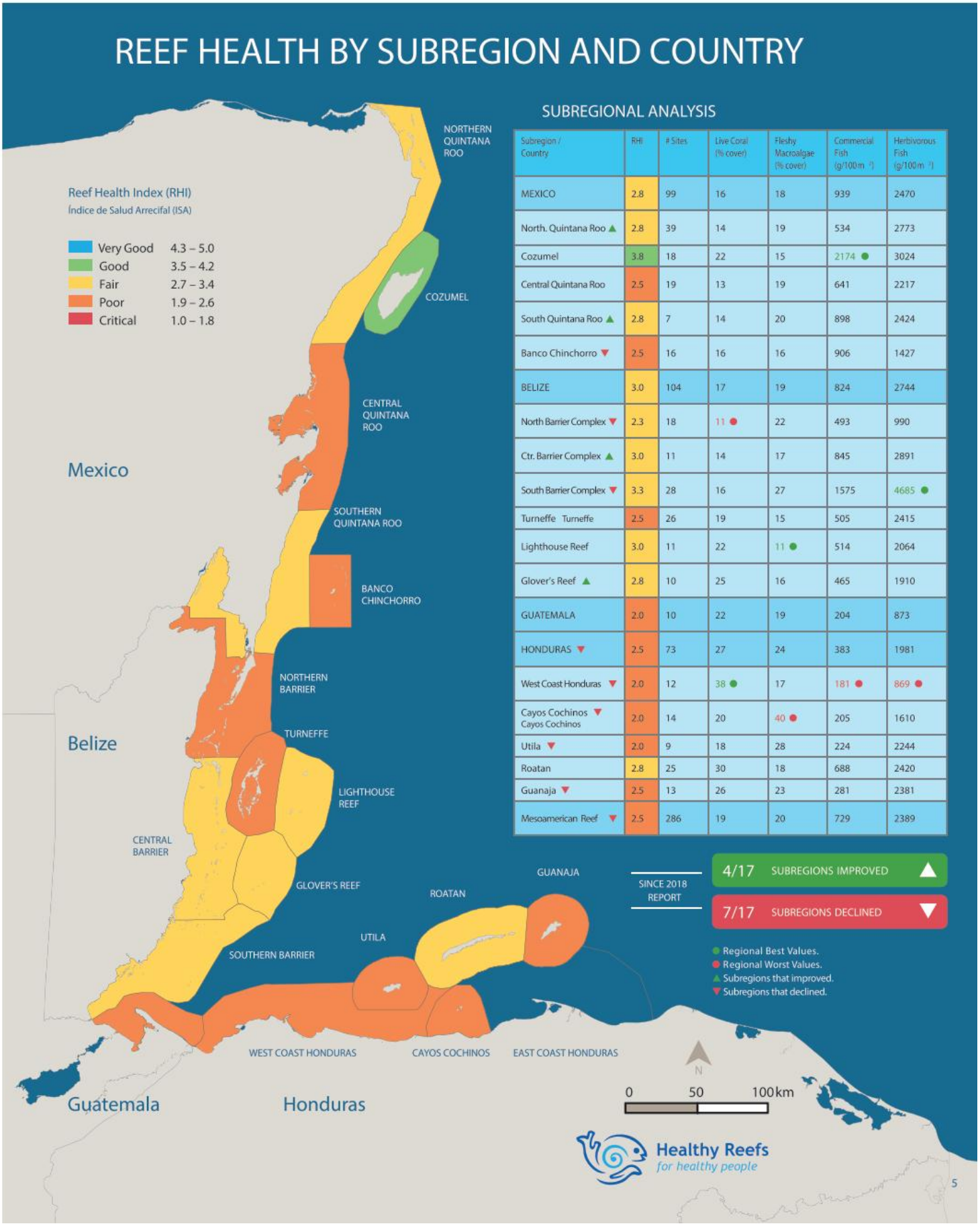

Subregion / Country	RHI	# Sites	Live Coral (% cover)	Fleshy Macroalgae (% cover)	Commercial Fish (g/100m ^{2})	Herbivorous Fish (g/100m ^{2})
MEXICO	2.8	99	16	18	939	2470
North. Quintana Roo ▲	2.8	39	14	19	534	2773
Cozumel	3.8	18	22	15	2174 ●	3024
Central Quintana Roo	2.5	19	13	19	641	2217
South Quintana Roo ▲	2.8	7	14	20	898	2424
Banco Chinchorro ▼	2.5	16	16	16	906	1427
BELIZE	3.0	104	17	19	824	2744
North Barrier Complex ▼	2.3	18	11 ●	22	493	990
Ctr. Barrier Complex ▲	3.0	11	14	17	845	2891
South Barrier Complex ▼	3.3	28	16	27	1575	4685 ●
Turneffe Turneffe	2.5	26	19	15	505	2415
Lighthouse Reef	3.0	11	22	11 ●	514	2064
Glover's Reef ▲	2.8	10	25	16	465	1910
GUATEMALA	2.0	10	22	19	204	873
HONDURAS ▼	2.5	73	27	24	383	1981
West Coast Honduras ▼	2.0	12	38 ●	17	181 ●	869 ●
Cayos Cochinos ▼ Cayos Cochinos	2.0	14	20	40 ●	205	1610
Utila ▼	2.0	9	18	28	224	2244
Roatan	2.8	25	30	18	688	2420
Guanaja ▼	2.5	13	26	23	281	2381
Mesoamerican Reef ▼	2.5	286	19	20	729	2389

▲ **Figure 5.67** Reef Health Index (RHI) for different subregions of the Mesoamerican Reef

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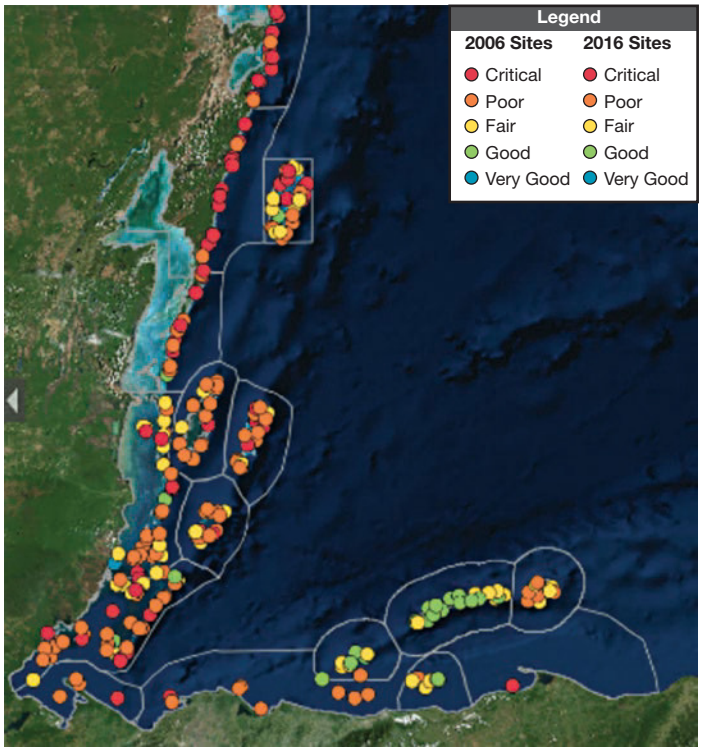
ACTIVITY 5.20

Analysing spatial data from a map

Refer to Figure 5.67.

1 **Identify** the subregion that has the highest RHI score.
2 **Identify** the country that has the highest average RHI score.
3 **Explain** a factor that might determine the differences in RHI scores.



▲ **Figure 5.68** GIS is used to assess and monitor changes to the Mesoamerican Reef.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.5

Using a Geographic Information System (GIS)

A GIS has been used to map, **explore** and **analyse** data from the Healthy Reefs Initiative. By manipulating digital maps and data layers, users can view photos of the Mesoamerican Reef, **explore** the health of various sites over time and **analyse** the extent of various impacts.

Follow these steps to gain an understanding of the health of the Mesoamerican Reef:

1 Visit the Healthy Reefs Initiative website and select 'Data Explorer' from the top menu.
2 Click on various sites within the reef to see photos. **Compare** the characteristics of at least two of the sites.
3 Click on the '2006–2016' tab and **select** the 'Reef Health Index–Sites' tab.
4 Using the slider, **describe** the change in the overall health of the reef between 2006 and 2016. In your answer, refer to specific sites and subregions as evidence.
5 **Compare** the health of the reef in 2016 with 2018. Name the subregions that have improved and declined in health.
6 **Select** either the 'Coral Disease' or 'Coral Bleaching' tab and **summarise** the extent of the impacts using dot points.

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DEVELOPING YOUR UNDERSTANDING 5.9

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** three reasons why the Mesoamerican Reef is significant.
2 **Explain** how runoff impacts the health of the Mesoamerican Reef.
3 **Describe** some of the ways in which climate change is expected to impact the Mesoamerican Reef.

Interpret

4 **Describe** the interconnection between local causes of coral reef degradation (for example, polluted runoff) and global causes (for example, climate change).
5 **Explain** how the Coastal Management Trust is aiming to achieve environmental, social and economic sustainability in Mexico.
6 Propose three criteria that could be used to **evaluate** the success of the Coastal Management Trust in the future.

Argue

7 The countries that emit the most greenhouse gases are not necessarily the ones most vulnerable to the impacts of climate change. **Evaluate** this statement in terms of this case study. **Use** research to find evidence to **justify** your claims.

Extension

1 Search for the 'Unlocking Investments for Coral Reefs' video on YouTube, uploaded by The Nature Conservancy Mexico.
   a **Describe** and **explain** a key piece of evidence this strategy uses to inform decision-makers.
   b **Explain** the benefits of the Mesoamerican Reef for coastal resorts in Cancun.
   c **Explain** the basic idea behind the Coastal Management Trust insurance scheme.
2 **Investigate** the degradation of Australia's Great Barrier Reef and prepare a short case study report. **Consider:**
   - The importance of the reef
   - The biggest threats facing the reef
   - The potential impacts of those threats
   - The effectiveness of management responses.

Direct your research by developing a series of questions. Answer these questions using a range of relevant geographic data from a range of secondary sources. **Reflect on** your findings to **determine** the most effective way to manage the reef in the future to ensure the region's environmental and economic sustainability.

▲ **Figure 5.69** In 2020, Australia's Great Barrier Reef suffered its worst coral bleaching event on record, its third mass bleaching in five years.

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5.10 Case study: battling land degradation in northern China

FOCUS QUESTION

How effective are responses to environmental management?

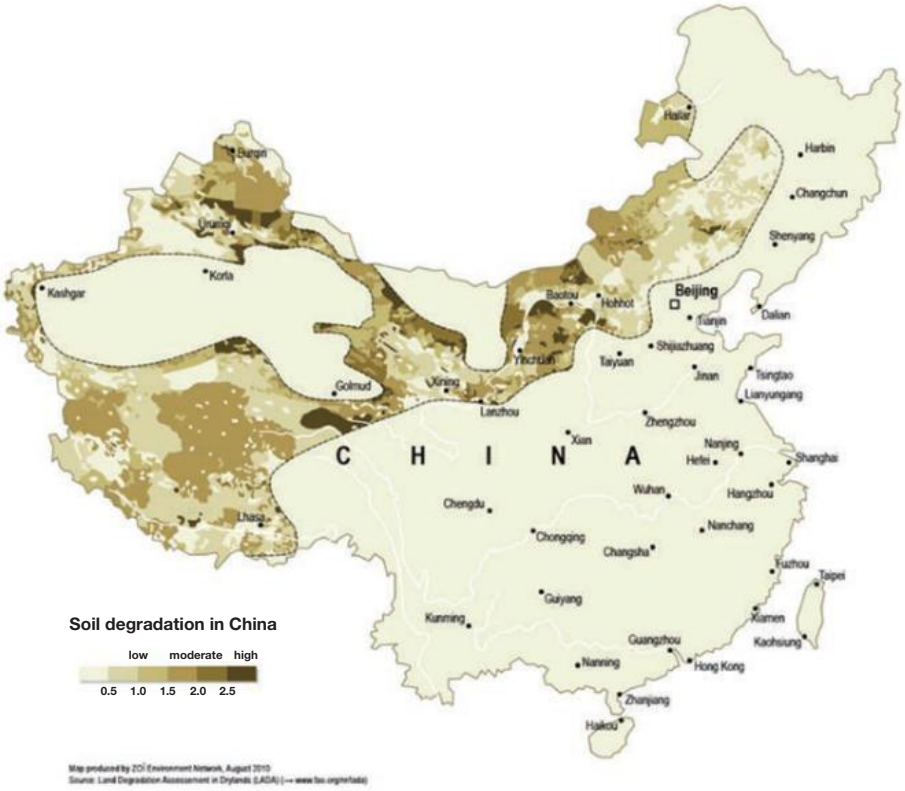
> *'I'd rather die from exhaustion than from being bullied by sand.'*[4]
>
> —Yin Yuzhen

Desertification is a type of land degradation in which drylands gradually become drier until areas that once were **arable** can no longer be used for agricultural production. This essentially turns the land into a desert, making it uninhabitable.

Drylands are dry regions that experience very low and very irregular rainfall, making them particularly vulnerable to desertification. Despite these unfavourable conditions, one-third of the world's population live in drylands and rely on the land for both **subsistence** and **commercial agriculture**.

Desertification is one of the most significant environmental challenges facing China. More than a quarter of its land area has been affected, or is expected to be affected, by desertification. This will impact upon approximately 400 million people.

As shown in Figure 5.70, desertification is occurring primarily in China's northern and north-western regions. Each year the Gobi Desert spreads over an additional 3600 square km of grassland, turning it into a wasteland. This is forcing farmers to abandon their land, leading to widespread poverty in affected regions. It also increases the frequency and intensity of sandstorms. It is estimated that loss of productivity due to desertification costs China US$6.9 billion each year, and that the cost of managing desertification costs significantly more.



▲ **Figure 5.70** Distribution of soil degradation caused by desertification in China

desertification the process by which land changes into desert; for example, because there has been too much farming activity on it or because many trees have been cut down

arable land that is suitable for growing crops

drylands dry regions that experience very low and very irregular rainfall

subsistence agriculture farming crops that are used to feed the farmer's family and for local trade

commercial agriculture large-scale production of crops for sale on the wholesale or retail market

4 http://en.people.cn/n3/2017/0914/c90000-9269105.html

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ACTIVITY 5.21

Describing spatial distribution

Using Figure 5.70, **describe** the spatial distribution of places where the soil is most degraded in China. In your answer, include specific place names and try to estimate the area of China that is degraded.

Causes of desertification in China

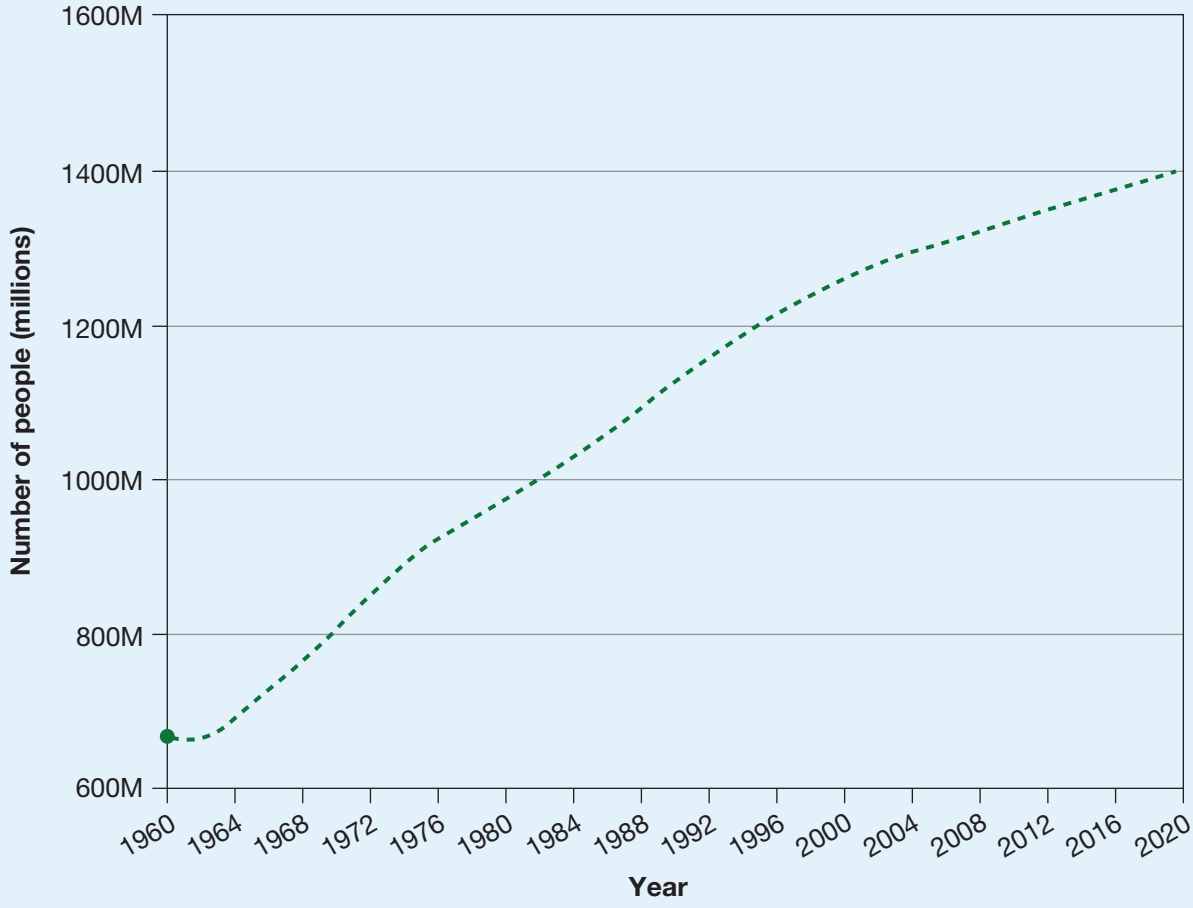
A number of direct and indirect factors have led to significant desertification in China. One significant direct factor is the widespread deforestation that occurred throughout the twentieth century. Trees were cut down for firewood and to make room for farmland. While the root systems of these trees would normally hold soil in place, a lack of dense vegetation makes drylands vulnerable to wind erosion and dust storms, blowing away valuable topsoil.

carrying capacity maximum number of people a region can support without damaging the environment

Another direct factor is a combination of unsustainable land management practices, including overgrazing by livestock, overcultivation of the land, and poor water management, which leads to salinity.

Significant indirect factors leading to desertification in China include its enormous population and its global agricultural industry. Home to over 1.4 billion people, China contains the largest national population in the world. Its rapid population growth since the mid-1960s has been the driving force behind its unsustainable land management (see Figure 5.71).

In addition, China's thriving agriculture industry produces food for 20 per cent of the world's population. Thirty-five per cent of China's labour force currently work in agriculture. The demands of feeding its own growing population and meeting the demands of the international agricultural industry meant that the land in China's drylands has exceeded its ecological **carrying capacity**. The landscape has not been able to recover.



▲ **Figure 5.71** China's population has grown significantly since 1960.

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Anthropogenic climate change is an indirect factor that is likely to significantly contribute to China's rate of desertification in the future. Studies have shown that climate change will continue to make many places on Earth hotter and drier, leading to a reduction in soil moisture. An increase in the frequency of severe storms might also lead to further soil erosion. According to the United Nations Food and Agriculture Organization, China's semi-arid and dry subhumid zones have experienced steady increases in temperature and decreases in precipitation since the 1970s.

ACTIVITY 5.22

Describing the trend of a line graph

1 Using Figure 5.71, **describe** how China's population has changed since 1960.

2 **Infer** how this population increase has indirectly contributed to desertification in China.

The impacts of environmental change in China

Table 5.7 lists the main impacts of desertification in China. While many of the causes of desertification are local, a number of their impacts affect China on a regional and national scale.

Within China, dust storms are having a severe impact on the health of its residents, with links found to cardiovascular and respiratory diseases. When combined with industrial pollution, dust storms can raise the air quality in Beijing to extremely hazardous levels. On an international scale, these storms also impact agriculture in Japan and Korea, costing billions in loss of productivity. Traces of particles from China's deserts have been found as far away as New Zealand.

▲ **Figure 5.72** Dust storms are a serious health risk for Beijing's 21 million residents.

TABLE 5.7 Summary of the impacts of desertification in China

Type of impact	Effect of impact
Social	• Relocation of millions of people from affected areas • Severe water shortages • Dust and sand storms, especially from the Gobi Desert, leading to severe air pollution and health risks • Potential for food insecurity
Economic	• Risks to political stability in affected regions • National cost of roughly US$6.9 billion each year • Loss of livelihoods for local people
Environmental	• Removal of topsoil • Reduction in groundwater supplies • Soil erosion

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One woman vs desertification: a local response

For the past 30 years, Yin Yuzhen has been planting trees in her village to turn the desert sands into a forest. When she first moved to a small village within the Mu Us Desert in Inner Mongolia, the region was a barren wasteland.

To improve her living conditions, Yuzhen started planting trees in 1985. Although only 10 of the initial 600 trees survived, Yuzhen persisted and was eventually successful in keeping more trees alive. With the help of her family and villagers, Yuzhen has planted over 600 000 trees covering 4000 hectares.

Yuzhen's forest has created a windbreak that successfully protects her village from sandstorms and has halted desertification. She now lives among 100 different species of trees and shrubs that support populations of wild roosters, rabbits and foxes. Her local village is also thriving economically, earning money from agriculture, honey production and as a tourist attraction.

afforestation planting vegetation in an area to establish a forest

global green leaf area measure of vegetation coverage that includes forests, plantations and agriculture

Yuzhen has won over 60 awards locally and internationally. Many people have benefited from her expertise in forest management and sustainable agriculture within dryland regions.

The Great Green Wall: a national response

Since 1978 China has been planting billions of trees in its northern and north-western regions as part of the Three-North Shelterbelt Project, more commonly known as the Great Green Wall. It is hoped that this large-scale **afforestation** will protect the country from desertification by creating a 4500-km protective buffer between desert and farmland.

A project of this scale is also globally significant, having the potential to increase the world's forest cover by 10 per cent. To date more than 66 billion trees have been planted, with planting set to continue until 2050.

The success of this response is currently mixed. Since the program began, tree cover in China's north has increased from 5 to 12 per cent. A study from NASA using satellite imagery has determined that the **global green leaf area** has increased by 5 per cent since the start of the twenty-first century. At least 25 per cent of this increase has occurred in China. Figure 5.74 shows the regions of China that have had the largest growth. However, 32 per cent of this increase in vegetation is due to intensive agriculture, which in turn is contributing to desertification through overcultivation.

Some regions in China have shown a reduction in the rate of desertification. Some areas, such as the Loess Plateau, have been incredibly successful, showing a 20 per cent increase in forest cover. However, many regions have not managed to halt the advancement of the desert – overall, the impacts of desertification have not yet been reversed.

One of the major criticisms of the project is that young trees need lots of water to grow and that there is insufficient water to sustain them in dryland regions. In some cases these trees are actually contributing to desertification by absorbing additional water from dwindling groundwater supplies. Tree growth has also been slower than expected and many trees have died from disease or due to a lack of water. Studies have shown that only 15 per cent of the trees planted since 1978 have survived.

▲ **Figure 5.73** Afforestation is occurring across China's northern regions in an attempt to reduce land degradation and improve the productivity of the landscape.

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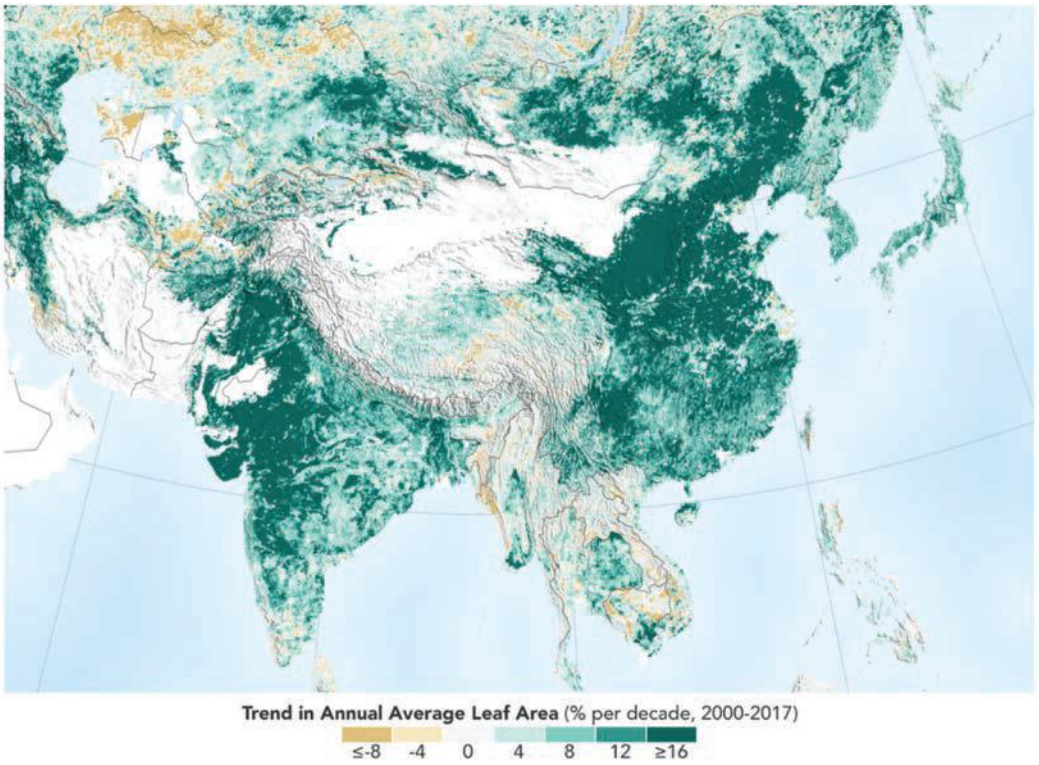

▲ **Figure 5.74** China's green leaf area coverage has increased since 2000.

Recommendations for the future of the project include:

- Planting grassland species instead of trees in drought-prone areas
- Choosing local tree species that use less water
- Thinning out existing plantations to increase the stability of remaining trees and reduce their water consumption
- Increasing the biodiversity of planted forests to decrease their vulnerability to disease
- Prioritising the maintenance of existing trees to increase their likelihood of survival
- Facilitating natural regeneration of forests in addition to plantations.

▲ **Figure 5.75** Trees act as a windbreak, protecting farmland from dust storms and advancing sand.

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▲ **Figure 5.76** Over 50 000 people gather to plant trees in Shandong Province

DEVELOPING YOUR UNDERSTANDING 5.10

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Describe** desertification and **explain** why it is a significant issue.
2 **Explain** what drylands are and why are they vulnerable to desertification.
3 **Identify** two causes of desertification in China.

Interpret

4 **Describe** and **explain** three statistics that demonstrate why desertification is a significant issue in China.
5 **Identify** the factors that are causing desertification in China. Rank these in order of importance and **justify** your top and bottom choices.
6 **Explain** why an increase in green leaf area in China, as shown in Figure 5.74, does not necessarily represent a positive impact.

Argue

7 In one paragraph, **compare** the effectiveness of the local and national responses to desertification in China.
8 **Synthesise** the information from this case study to **justify** whether or not living in China's drylands is sustainable.

Extension

1 **Create** a concept map demonstrating how the impacts of desertification are interconnected.
2 China is not unique in its attempts to use large-scale afforestation to combat desertification. Choose one of the following examples and research its success or likely success:
   - President Roosevelt's Great Plains Shelterbelt program in the United States during the 1930s
   - Stalin's Great Plan for the Transformation of Nature in the Soviet Union in the late 1940s
   - Algeria's Green Dam in the 1970s
   - The proposed Great Green Wall of the Sahara in the Sahel region of Africa.

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End-of-chapter assessment 5

Making thinking visible

Headlines

1 **Create** a headline for one of the environmental changes outlined in the case studies in Sections 5.6–5.9. **Consider** the most important aspect of the change and its impacts.

2 **Create** a second headline based on the level of success of the management response. **Consider** how the situation has changed and any subsequent changes to the environment.

Research task

Choose one of the types of environmental change discussed in this chapter, or one of your own choice. Prepare a case study relating to a specific place. Undertake research using a variety of sources and media in the following areas:

- Background information including location and geographic characteristics
- A summary of factors that led to environmental change
- A description of the environmental change including a variety of impacts
- An outline of at least one management response seeking to reduce negative impacts or enhance positive impacts
- The success or likely success of the management responses outlined.

Present your findings in a report that includes relevant maps, data and statistics. Include an evaluation assessing the reliability, bias and usefulness of the sources used. Also outline any additional information that could be useful to improve the accuracy of your research.

▲ **Figure 5.77** Although bushfires are a natural process within Australia's forests, ferocious fires like those that occurred in late 2019 in the Blue Mountains can lead to both short- and long-term ecological impacts.

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Extended-response questions

1 **Use** the information from the case studies presented in Sections 5.6–5.9, or the research task from the previous question, to **evaluate** the effectiveness of a management response to environmental change.

In your response:

- **Identify** and **describe** the type of environmental change and its impacts
- **Describe** the management response
- Weigh up the positives and negatives of the response and its ability to manage environmental change using statistics as evidence
- Conclude with a statement of the effectiveness of the response
- **Reflect on** your evaluation and **consider** what type of monitoring and research could be undertaken in the future to continue to improve the accuracy of your evaluation.

2 Choose one of the following quotes from naturalist Sir David Attenborough. **Apply** the information from this chapter to **explain** what Attenborough is referring to and **discuss** the extent to which you agree with him.

- 'A hundred years ago, there were one-and-a-half billion people on Earth. Now, over six billion crowd our fragile planet. But even so, there are still places barely touched by humanity.'
- 'Many individuals are doing what they can. But real success can only come if there is a change in our societies and in our economics and in our politics.'
- 'The only way to save a rhinoceros is to save the environment in which it lives, because there's a mutual dependency between it and millions of other species of both animals and plants.'
- 'If we [humans] disappeared overnight, the world would probably be better off.'

▲ **Figure 5.78** Naturalist Sir David Attenborough

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Problem-solving task

Choose one of the impacts of environmental change outlined in Section 5.4 and **develop** your own strategy to manage the impact. **Consider** whether your strategy will:

- **Assess** and monitor the change
- Reverse or adapt to the change
- Provide an artificial solution
- Involve an Indigenous perspective
- Indirectly respond to the impact by raising awareness or collective action.

Include an explanation of how your strategy will meet the needs of both the environment and local people while maintaining affordability now and into the future. Swap your response with a classmate and **evaluate** each other's response using a range of suitable criteria.

▲ **Figure 5.79** Hunting, poaching and habitat loss are contributing to the endangerment of the Indian rhinoceros.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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Unit 2

Geographies of human wellbeing

Overview

Living in a developed country in a family of average wealth is often compared to winning the lottery. If that developed country is Australia then you certainly have won! In 2020, Australia ranked eighth in the United Nations Development Programme's Human Development Index. This means people from Australia are more likely to live longer than the majority of the global population. Australian residents are also more likely to enjoy a relatively high level of wealth and education.

In this unit you will learn how to measure human wellbeing using various indicators. These indicators will enable you to compare wellbeing in different countries and different places, and to understand the causes for these variations. By exploring a series of case studies, you will examine the ways in which government and non-government organisations seek to manage and improve wellbeing in Australia and across the world.

Learning goals

After completing this unit, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- How does human wellbeing vary spatially across the world?
- Why does human wellbeing vary between regions within a country?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How does the level of development in a country or place influence wellbeing?
- How do government and non-government organisations seek to improve human wellbeing?

▲ **Figure A** Pakistani girls queue for donated food at the courtyard of the shrine of Sufi Saint Bari Imam on 29 January 2010. Pakistan is number 139 on the UN's Human Development Index of 179 countries.

▲ **Video**
Unit overview

Introducing geographical concepts and skills: *space, scale* and *interconnection*

Throughout this unit there will be a focus on developing your understanding of **space**, **scale** and **interconnection**.

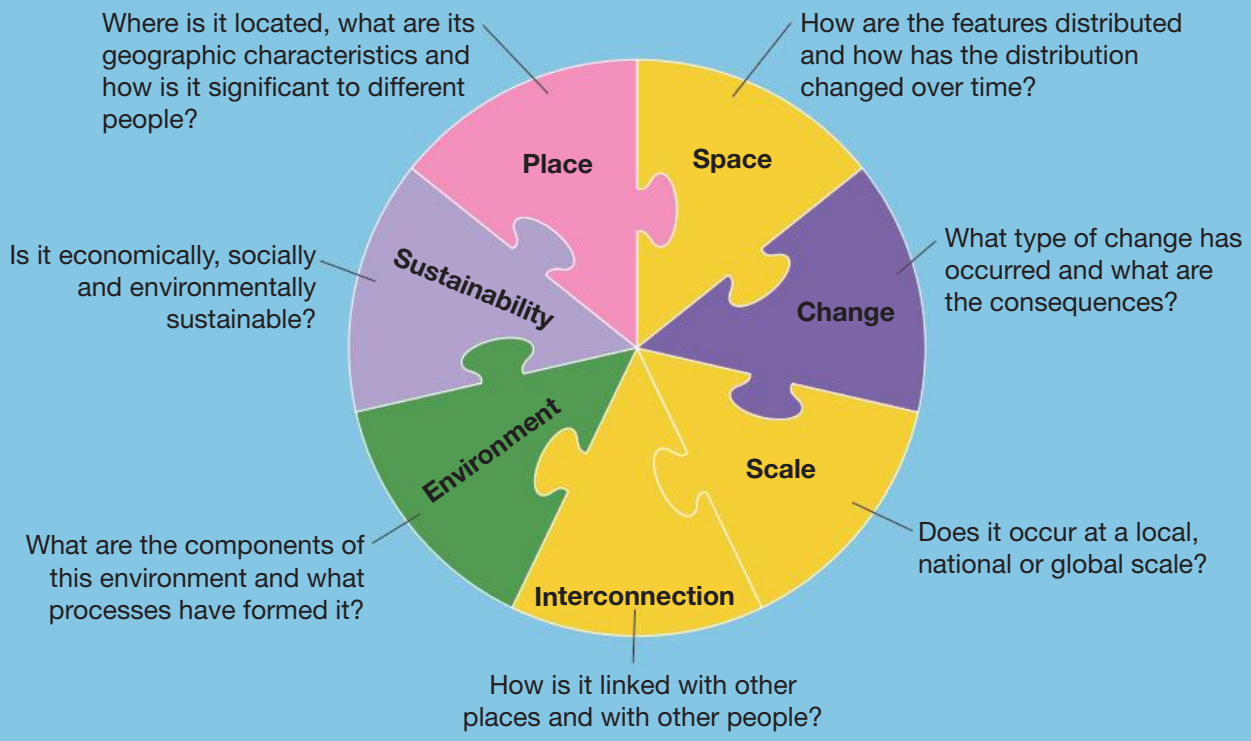
In Geography, **space** refers to the spatial distribution of places and the characteristics within these places. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess, manage and predict impacts.

Scale refers to the spatial level at which distributions are examined. The scale of a map relates the actual size of something on the Earth's surface to its size as represented on a map. Observational scale refers to the relative size of an area being investigated. Observational scale is often categorised as either local, regional, national or global.

Interconnection involves the links between places and the influences that people have on the characteristics of places. The characteristics of a place can contribute to the wellbeing of people within that place. Similarly, the wellbeing of people at a local scale can contribute to the levels of wellbeing within a region or an entire country.

Although this unit has a specific focus on **space**, **scale** and **interconnection**, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



CHAPTER 6

Geographies of human wellbeing

Setting the scene: living conditions in Hong Kong

At first glance, Hong Kong's Victoria Harbour appears to be an idyllic urban paradise. Tall, modern skyscrapers stretch out along a tranquil coastline surrounded by luscious forests. For the estimated 93 billionaires who live in Hong Kong, it is indeed a paradise. In fact, in 2019 Hong Kong became the city with the highest concentration of rich people in the world. One in every seven Hong Kong residents is a millionaire! However, based on household income, Hong Kong also has one of the largest variations in human wellbeing. In 2016 the average monthly household income of the richest 10 per cent of people from Hong Kong was 44 times greater than the poorest 10 per cent of Hong Kong residents.

Renting a typical 45-square-metre studio apartment in one of Hong Kong's mid-range areas costs approximately A$3350 per month. This makes it the most expensive city in the world to live in. Hong Kong's median wage is just A$3000 month, making safe and adequate housing unaffordable for much of Hong Kong's working class. Many families are forced to live in cramped conditions with three generations (children, parents and grandparents) under one roof. An estimated 100 000 people in Hong Kong live in subdivided apartment units that measure less than 4 square metres each. Many of these subdivisions are illegally built and do not meet safety standards. Thousands more people are forced to live in cubicles or cages that are barely large enough to fit a bed.

Hong Kong's housing situation is even worse for women. Less than 20 per cent of women in Hong Kong participate in the workforce – well below the global average of 48.5 per cent. Living conditions for poor people are very tough – many elderly women collect and sell cardboard to scrape together a very basic living (Figure 6.4). Homelessness is on the rise and the waiting list for public housing is up to six years.

▲ **Figure 6.1** View of Hong Kong's Victoria Harbour

▲ **Figure 6.2** Life inside one of Hong Kong's subdivided apartments

▲ **Figure 6.3** Thousands of low-income workers live in 'cage homes' that are only large enough to fit a sleeping mat.

▲ **Figure 6.4** Many elderly people in Hong Kong scavenge cardboard from the streets to sell to recycling plants.

MAKING THINKING VISIBLE 6.1

What makes you say that?

Visit the Dollar Street website, produced by the Swedish Gap Minder organisation, and **explore** the homes of different families around the world. In pairs, ask each other the following questions and then prompt each other to **justify** your opinions by asking, 'What makes you say that?'

1. Which of the families you investigated do you think would have the highest level of wellbeing?
2. **Explain** what you think are some of the challenges facing some of the families at either end of the income spectrum.
3. **Explain** which of the families you investigated you think has a lifestyle similar to yours.
4. **Describe** how this exercise has shown you about wellbeing across the world.

Chapter overview

Introduction

We live in a world of stark inequality. Nearly two billion people around the world are overweight – roughly a quarter of the global population. In contrast, 462 million people across the world are underweight. According to the World Health Organization (WHO), around 45 per cent of deaths among children under five years of age are linked to malnutrition, especially in poorer regions. In these same regions, the number of overweight children is also growing significantly!

As well as contrasts in the amount of food people consume, there is wide variation in the amount of things people own. As Table 6.1 shows, approximately 70 per cent of people in Australia and New Zealand own a car, yet there are many countries where less than five people per 1000 people own a car.

In 2017 a study revealed that people living in the United States had an average of 3.25 television sets per household. This is significant, considering that each US household consists of an average of only 2.53 people. People in Australia had a more modest 2.40 televisions per household for their 2.6 people per household. Meanwhile, there were an estimated 940 million people globally who didn't even have access to electricity!

Although the number of television sets per household might seem trivial, it highlights an underlying lack of equality in wealth, resources and quality of life. Together with measures of mental health, these factors form the basis of human wellbeing.

The examination of the horrendous living conditions experienced by thousands of people in Hong Kong is one of many case studies that will be presented throughout this chapter. These case studies will focus on different aspects and indicators of wellbeing and will explore ways that people strive to improve their wellbeing at a local, national and global scale.

TABLE 6.1 The top and bottom 10 countries ranked in order of the number of passenger vehicles per 1000 people

Top 10 countries	Number of cars per 1000 people
San Marino	1263
Monaco	899
New Zealand	860
United States	838
Iceland	824
Australia	789
Liechtenstein	773
Malta	766
Finland	752
Brunei	721

Bottom 10 countries	Number of cars per 1000 people
Chad	6
Guinea	5
Nepal	5
Rwanda	5
Central African Republic	4
Lesotho	4
Bangladesh	4
Somalia	3
Solomon Islands	3
São Tomé and Príncipe	2

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?
- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do levels of development in a country or place influence people's wellbeing?
- Why does human wellbeing vary at a local scale and what impacts does this have?
- How does human wellbeing vary at a national scale and what impacts does this have?
- How do government and non-government organisations seek to improve human wellbeing?

Geographical skills

After completing this chapter, you should be able to:

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources
- Represent 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
- Represent spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- Interpret and analyse 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
- Apply 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
- Identify how Geographical Information Systems (GIS) might be used to analyse geographical data and make predictions
- Present 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
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of the inquiry's proposals.

▲ Video

Five interesting facts about human wellbeing

6.1 Measuring human wellbeing

FOCUS QUESTIONS

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?

What is human wellbeing?

Human wellbeing can be defined as an overall measure of the health and quality of life of a group of people. Human wellbeing varies significantly, depending on the place and population for which wellbeing is measured.

human wellbeing overall measure of the health and quality of life of a group of people

urban area with at least 1000 residents and a population density of more than 200 people per square km

indicators measures used to assess and track changes in progress and performance

infant mortality rate (IMR) measure of the number of children who die under one year of age per 1000 live births

objective result or judgement that is not influenced by the personal feelings or opinions of an individual

quantitative data based on numerical quantities that can be counted or measured

qualitative data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

excreta faecal matter, urine and other waste material discharged from the body

latrine communal toilet or a simple form of sanitation; for example, an open trench

In the world's poorest regions, wellbeing involves having the basic requirements needed for survival, such as food and clean water, shelter, clothing and safety. In wealthier regions, health, income, education and happiness are more common measures of wellbeing.

In many cases, individuals make decisions about what they consider to be the qualities of a prosperous life and then measure their level of wellbeing based on whether or not they have the ability and resources available to them to achieve those qualities in their own lives.

The study of human wellbeing can be approached on many different scales. On a global scale, the wellbeing of different countries can be compared. Trends in the global distribution of wellbeing can be used to measure the change in the development of different countries and regions.

On a national scale, there is often a stark contrast between the wellbeing of different parts of a country's population, particularly between rural and **urban** regions. These contrasts can present difficult management challenges for national governments.

On a local scale, the wellbeing of people within a place can vary based on a variety of factors such as employment, wealth, housing and education.

How is human wellbeing measured?

There is no single measure of human wellbeing. Instead, comparing the wellbeing of populations involves using a variety of **indicators**. When combined, these indicators give an overall view of a population's wellbeing.

Some of these indicators, such as **infant mortality rate (IMR)**, are **objective** and **quantitative**. This means that they can be measured, making them easy to compare. Other indicators, such as happiness, are **qualitative** and more difficult to measure.

Qualitative results are often based on interviews and surveys – these results can be **subjective**, which means they are influenced by a person's environment, experiences and preferences. Qualitative data is therefore not always consistent. Many of the most common indicators used to measure human wellbeing are outlined in the rest of this chapter.

Sanitation

According to the World Health Organization (WHO), sanitation refers to the provision of facilities and services for the safe management and movement of human **excreta** from a toilet to storage, treatment and safe use or disposal. In other words, access to a clean and safe toilet.

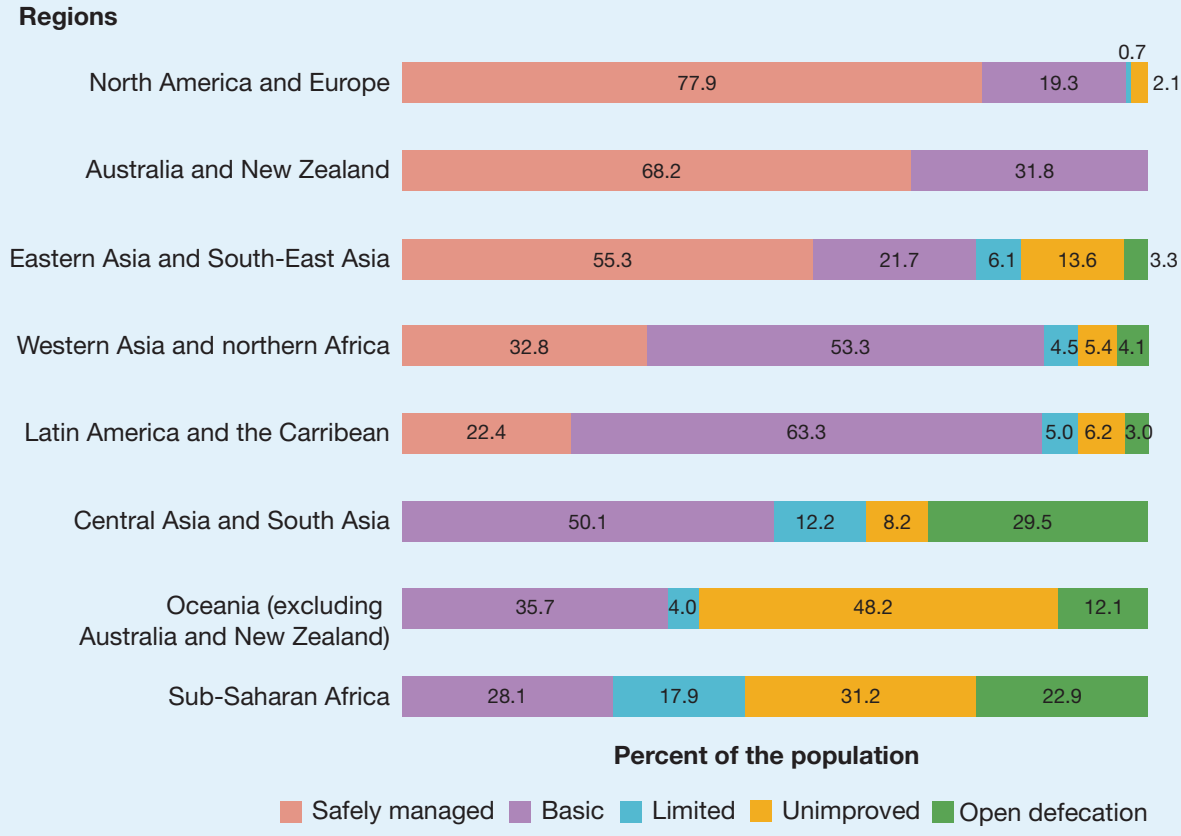
Around the world, approximately two billion people live without adequate sanitation like a toilet or **latrine**, something that most people in Australia take for granted. Figure 6.6 shows that almost all people in North America and Europe have access to basic sanitation, while nearly 30 per cent of people in Central and South Asia don't have access to any form of sanitation.

Lack of sanitation affects human wellbeing in a variety of ways. As well as making life difficult and unpleasant, it also leads to the spread of infectious diseases like diarrhoea, cholera, typhoid and dysentery. This can be especially dangerous if infected faecal matter contaminates water supplies (see Figure 6.5).

Every year, half a million children die from diarrhoea, which causes dehydration and related illnesses such as **malnutrition**. This makes diarrhoea the second leading cause of death in children aged under five. In addition to these direct impacts, inadequate sanitation has many indirect impacts on human wellbeing. For example, a lack of sanitation in schools drastically reduces school attendance, particularly for women and girls, which ultimately leads to a reduction in the literacy rate (see the section on adult literacy rates later in this section).

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

▲ **Figure 6.5** Simple latrine situated over a lake in one of Bangladesh's slums



▲ **Figure 6.6** The percentage of the population in different world regions that have access to various levels of sanitation

Source: Hannah Ritchie and Max Roser, 'Sanitation', Our World in Data website, 2021

ACTIVITY 6.1

Check your understanding

Suggest a factor that is contributing to the variation in access to sanitation shown in Figure 6.6.

Wealth

One of the most common measures of wellbeing is wealth. Wealth provides access to life's necessities and opportunities, and affects all other wellbeing indicators. For example, regions with greater wealth have a greater access to sanitation, higher levels of education and a higher life expectancy.

A common way of measuring and comparing wealth between countries is Gross Domestic Product (GDP) per capita. GDP is a measure of a country's economic output based on the total value of goods produced and services provided in a year. 'Per capita' means per person. GDP per capita is a measure of a country's wealth divided by its total population.

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)

relative wealth how a person's wealth compares with the other people around them

cost of living amount of money needed to afford basic necessities such as housing, food, clothing and health care

When considering an individual's wellbeing based on their wealth, it is important to differentiate between absolute and relative wealth. **Absolute wealth** refers to wealth compared to a fixed standard: for example, whether a person is above or below the national poverty level. On the other hand, **relative wealth** relates to how a person's wealth compares with the other people around them, including their family and friends, colleagues and the people living within their suburb or region.

Another consideration when looking at wealth is the **cost of living** within a place, compared with the average income. Table 6.2 shows that the average annual income in Switzerland is US$85 500, making its population rich by global standards. However, a 2018 survey ranked Switzerland the second most expensive country to live in. This shows that a higher income does not always mean a higher standard of living.

TABLE 6.2 Countries with the highest average incomes

Country	Average annual income ($US)
Monaco	186 080
Liechtenstein	116 430
Bermuda	106 140
Switzerland	85 500
Norway	82 500
Macao	78 640
Luxembourg	73 910
Iceland	72 850
United States	65 760
Denmark	63 240

Source: World Data website

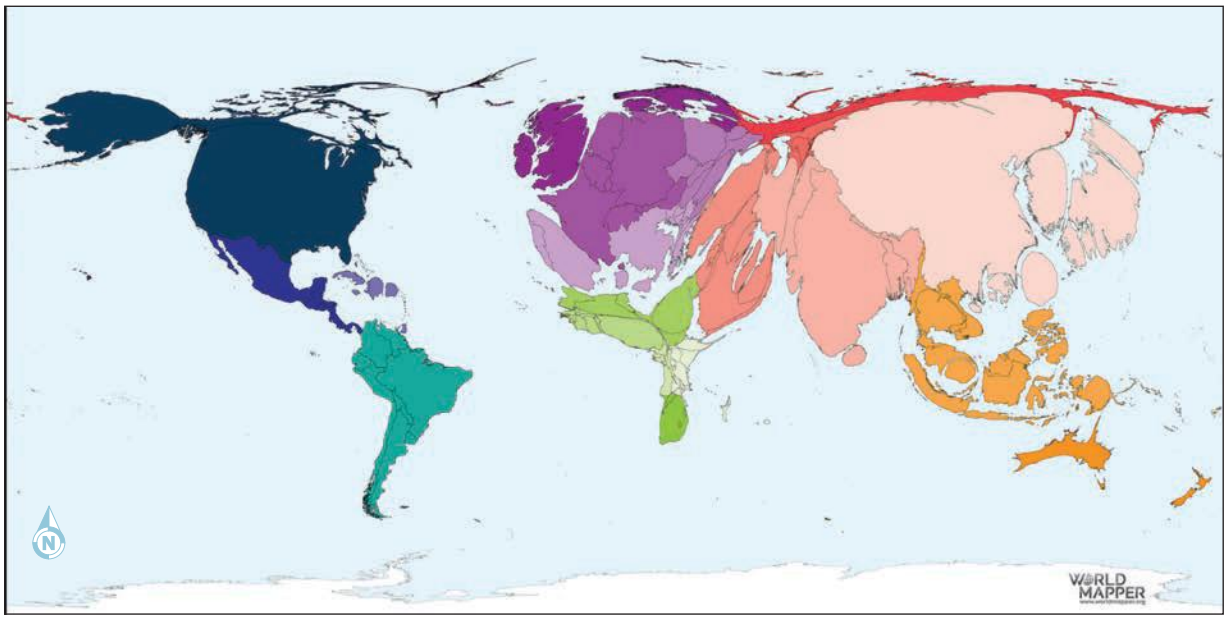
▼ **Figure 6.7** The high average annual income in Zurich, Switzerland, is largely offset by the high cost of living.

ACTIVITY 6.2

Analysing geographical data

1 Refer to Table 6.2. **Identify** the continent containing most of the countries with the highest annual incomes.

2 Refer to Figure 6.8 and a world map. **Identify** the five countries with the highest GDP.



▲ **Figure 6.8** **Cartogram** showing the relative sizes of countries based on their GDP, 2018. As can be observed on this map, countries with a low GDP have almost disappeared, while those with a high GDP have expanded. For example, many countries in Africa have disappeared, while many small countries in Europe have expanded greatly. (Look up the original map online – see the source below – or zoom in on this map within the digital versions of this textbook.)

Source: World Mapper website, 2020

Infant mortality rate (IMR)

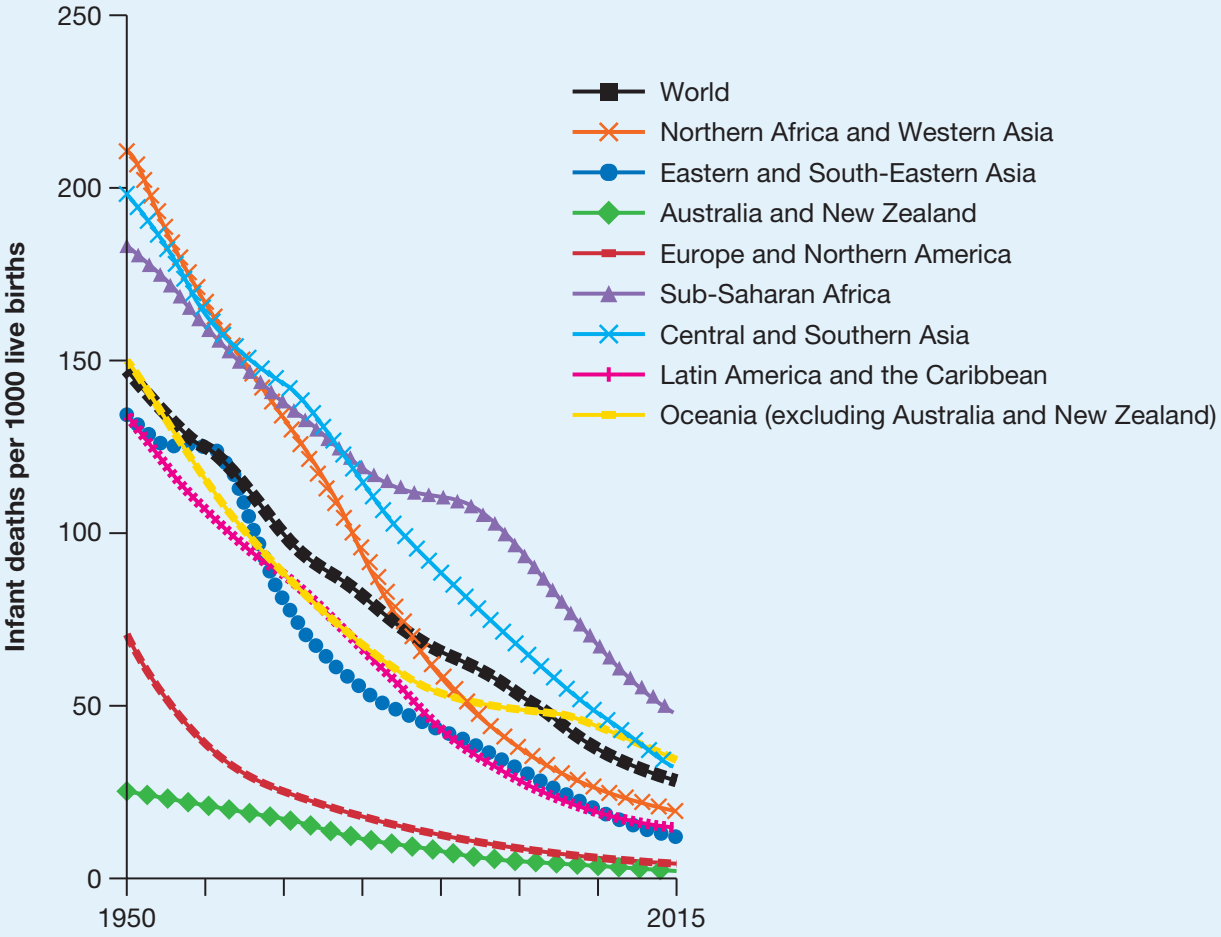
Infant mortality rate (IMR) is a measure of the number of children who die under one year of age for every 1000 children born. If, for every 1000 children that are born in a country, eight of those children die on average before turning one, then that country's IMR is eight.

The causes of infant mortality vary significantly around the world. The most common causes of infant death are diarrhoea, blood infections, premature birth, respiratory infections such as the flu or pneumonia, and problems arising from a lack of oxygen to a baby during birth.

Modern technology and better access to health care and health education have led to a significant reduction in the global IMR. In economically developed countries such as Japan, the IMR has reduced to just two infant deaths for every 1000 children born. The global IMR rate has decreased significantly since the 1990s, with approximately 65 deaths per 1000 children born in 1990 decreasing to 28 per 1000 in 2019. This has resulted in the number of annual infant deaths decreasing from 8.8 million in 1990 to 4.1 million in 2017.

cartogram type of map in which the sizes of countries are manipulated to represent the variable being mapped

Unfortunately, Figure 6.9 shows that this reduction has not occurred evenly – the IMR still remains high in many countries, especially those in sub-Saharan Africa such as Somalia and Chad. Afghanistan has the highest IMR in the world, estimated at 104 in 2020. This is predominantly due to a lack of medical facilities, particularly in rural areas, where many women give birth at home without access to a qualified doctor.



▲ **Figure 6.9** The change in IMR from 1950 to 2015 by world region

ACTIVITY 6.3

Distinguish means to find differences between things.

Analysing geographical data

Figure 6.9 shows a steady decline in the global IMR. However, the decline in the number of infant deaths has not occurred evenly. **Distinguish** between the changes in IMR in each world region from 1950 to 2015.

Total fertility rate

The total fertility rate (TFR) is the total number of children expected to be born to a woman in her lifetime if she lives to the end of her childbearing years. In 2020 the TFR in Australia was 1.81 babies per woman. This does not mean every woman in Australia will give birth to 1.81 babies, though! This value is calculated based on the average number of children each woman gives birth to in a country – this means on average Australian women have one or two children. In contrast, the TFR in Niger in 2020 was 6.77, meaning on average women in Niger have seven children.

Table 6.3 shows the 10 countries with the highest and lowest TFR. Globally, the TFR has fallen from approximately five in the 1960s to 2.45 in 2020. There are many factors responsible for this trend, including greater access to **family planning**, better health care resulting in a reduction in the global IMR, a higher life expectancy, and greater career opportunities for women (this often delays the age at which women choose to have children, resulting in women having less children overall).

family planning services that help women to gain greater control over the number of children they have, and the timing between births

TABLE 6.3 Countries with the highest and lowest TFR

Country	TFR
Niger	6.77
Angola	5.96
Congo	5.77
Mali	5.72
Chad	5.68
Uganda	5.54
South Sudan	5.54
Benin	5.53
Somalia	5.51
Zambia	5.49

Country	TFR
Singapore	0.87
Macau	0.96
Taiwan	1.14
Hong Kong	1.21
Puerto Rico	1.24
South Korea	1.29
British Virgin Islands	1.33
Bosnia and Herzegovina	1.33
Montserrat	1.36
Greece	1.38

Source: CIA World Factbook, 2020

ACTIVITY 6.4

Research task

1 Using an atlas or an online map such as Google Maps, locate each of the countries in Table 6.3. **Describe** and **explain** the extent to which location is related to TFR.

Adult literacy rate

The **adult literacy rate (ALR)** refers to the proportion of adults in a population who can read and write. This is an important indicator of wellbeing – being able to read can improve a person's employability and earning potential. Literacy is also often used as a measure of a population's overall level of education.

Figure 6.10 shows that the proportion of people who are literate has improved significantly from 1800, when it was just 12 per cent of the global population, to over 86 per cent of the global population in 2016. However, there is a large variation in the ALR between world regions. In **sub-Saharan Africa** the average ALR is just 61 per cent, compared to 99 per cent in northern Europe.

adult literacy rate (ALR) proportion of adults in a population who can read and write

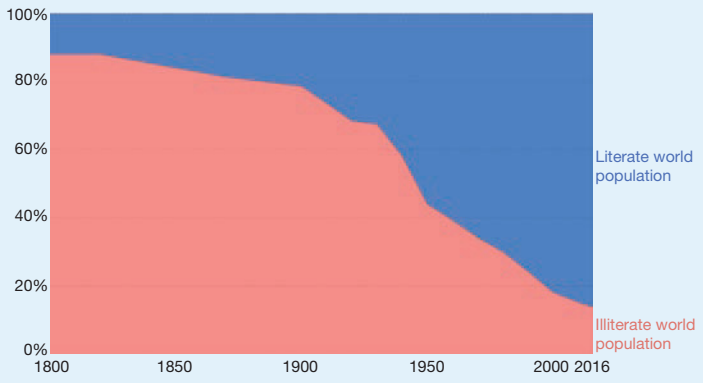
sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert

health literacy the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health

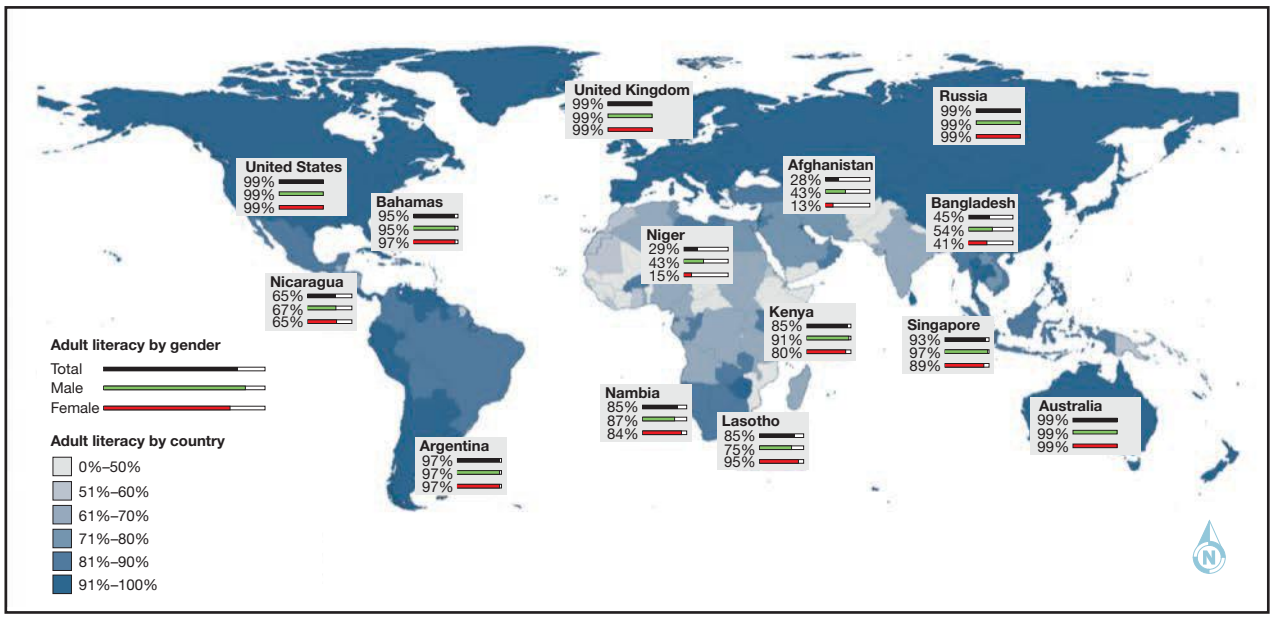
Unfortunately, it is very difficult to accurately measure an entire population's level of literacy skill. Although most people have basic reading and writing skills, many lack a level of skill high enough to improve their wellbeing. This is particularly important when considering **health literacy**.

The WHO defines health literacy as the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health. This is particularly important for females, who often have lower levels of literacy than males within the same population (see Figure 6.11). Elderly people, racial and ethnic minorities and low-income earners also have lower levels of health literacy on average.

Although the ALR in Australia is 99 per cent, a national health survey by the Australian Bureau of Statistics in 2018 showed that 14 per cent of Australians found it difficult to navigate the health care system. As shown in Figure 6.12, this varied considerably throughout the different age groups. Low levels of health literacy affect wellbeing as they can lead to higher rates of hospitalisation, less frequent use of health services and overall higher government costs.

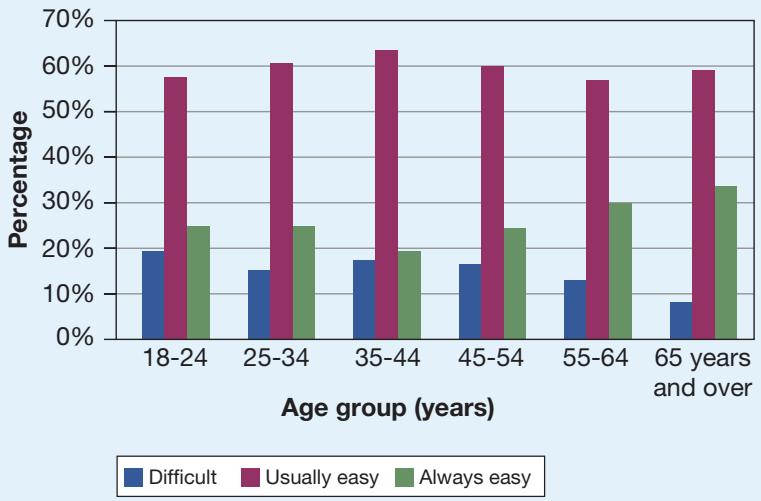


▲ **Figure 6.10** Change over time in the proportion of literate and illiterate people over 15 years of age



▲ **Figure 6.11** Global variation in the ALR for male and females

Source: The visualisation and analysis was conducted by Dr Mark Graham, Scott A. Hale and Monica Stephens, in collaboration with Dr Corinne M. Flick and the Convoco Foundation



▲ **Figure 6.12** Health care literacy in Australia by age group

Source: Health Literacy Survey, 2018

Health and disease

The ability for a population to treat and control the spread of diseases, and to provide appropriate health care, is an important indicator of wellbeing. Although many diseases affect all people irrespective of their living conditions or wealth, there are many preventable and treatable diseases that occur predominantly in poorer regions. For example, malaria is a life-threatening disease caused by parasites spread when ***Anopheles*** mosquitoes bite people.

In 2017, malaria was responsible for the deaths of 435 000 people worldwide. It was also one of the leading causes of death for young children. Although climate is a major factor determining the prevalence of malaria, 93 per cent of malaria-related deaths occurred in sub-Saharan African countries (see Figure 6.14). This suggests that there is a correlation between the impact of malaria and the level of a country's economic development.

Interesting fact

In 2019, an article in the *New York Times* described mosquitoes as the 'deadliest hunters of human beings on the planet'. Approximately 700 000 people are killed by mosquitoes each year, via malaria and other mosquito-borne diseases. An estimated total of 108 billion people have been killed by mosquitoes over the last 200 000 years.

Another factor determining wellbeing in terms of diseases is access to **physicians**, such as doctors or nurses. This is often measured in terms of the number of physicians per 1000 people. The global average is 1.5 physicians per 1000 people, yet this measure can be is as high as 7.5 in Cuba or 3.4 in Australia, and as low as 0.01 in Liberia.

Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

physician medical practitioner, such as a doctor, nurse or surgeon

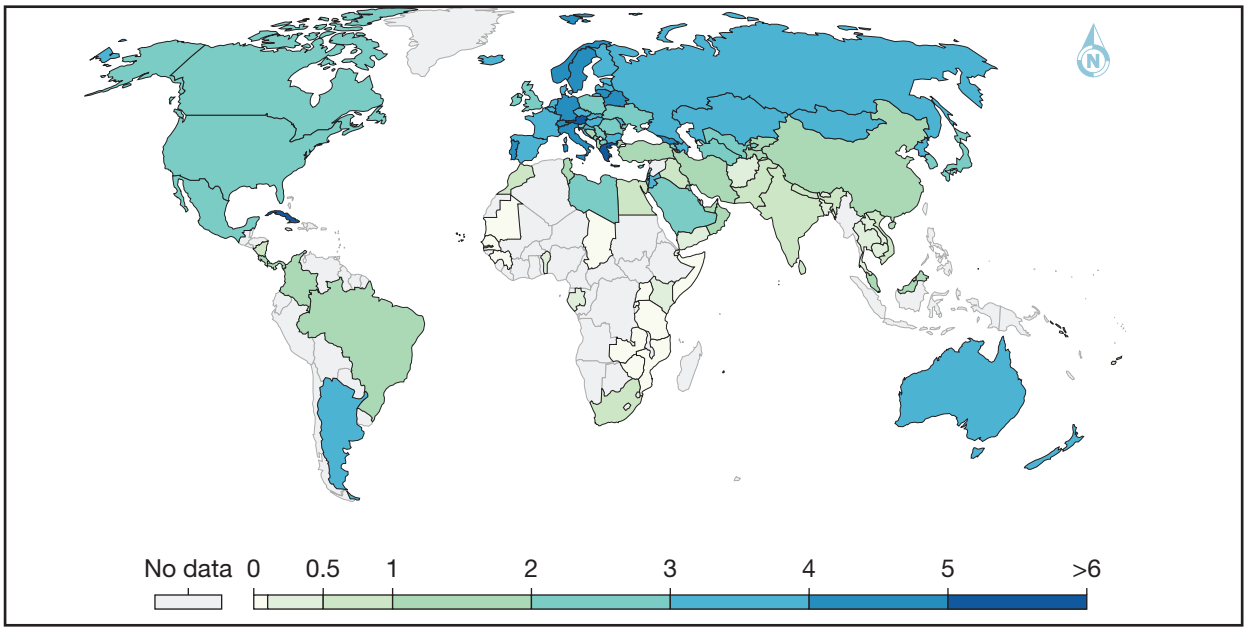
ACTIVITY 6.5

Understanding the ALR

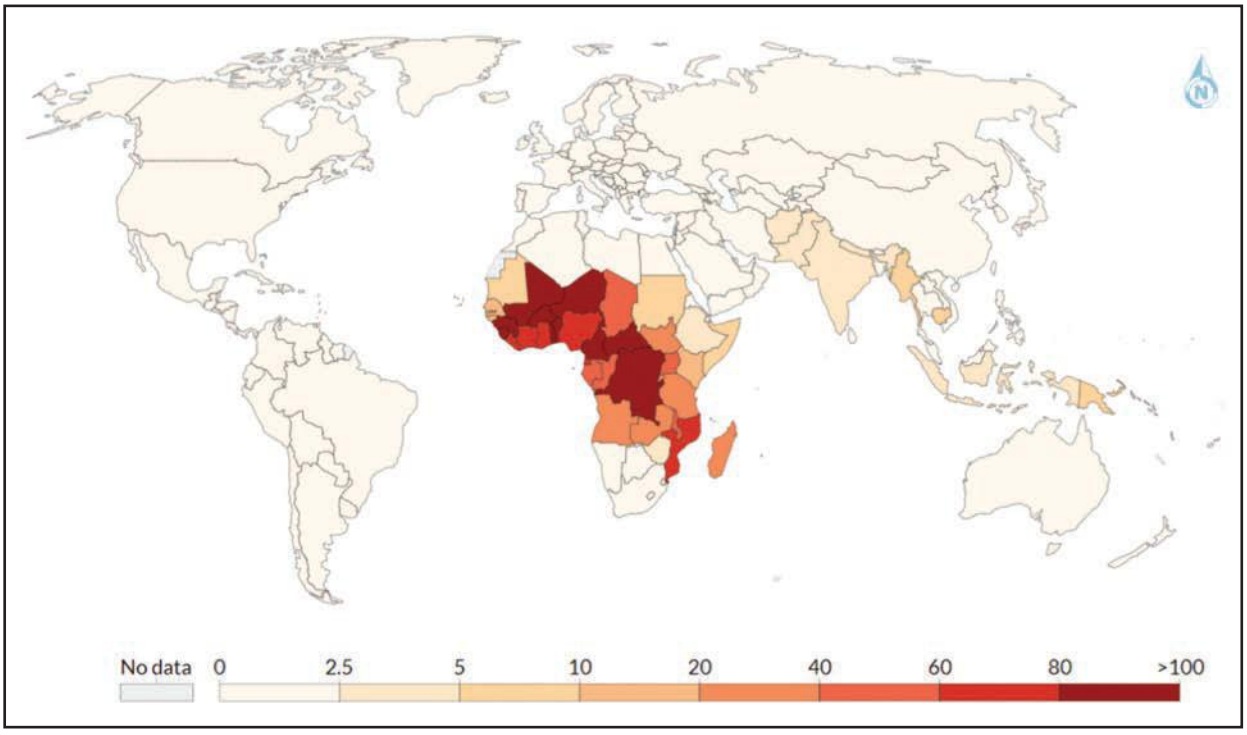
1 Using Figure 6.10, **create** a table to represent how the proportion of literate to illiterate people has changed every 50 years since 1800.

2 Refer to Figure 6.11.

- **Organise** the world regions by adult literacy rate from highest to lowest.
- **Identify** two countries that have a large difference in literacy between males and females and two countries that do not have any difference.
- **Propose** an impact that lower literacy rates in females might have in a country such as Niger.



▲ **Figure 6.13** Medical doctors per 1000 people in 2016
Source: World Health Organization



▲ **Figure 6.14** Global distribution of deaths due to malaria in 2017, measured as the number of deaths per 100 000 individuals
Source: World Health Organization

ACTIVITY 6.6

Linking geographical phenomena

Figure 6.14 shows the global distribution of countries with a high number of deaths due to malaria.

1 **Identify** all of the countries that have a death rate of more than 60 deaths per 100 000 individuals.
2 Using an atlas or Google Earth, **identify** the **latitudes** between which all malaria-related deaths occur.
3 **Investigate** and **explain** why there is an association between the prevalence of malaria and latitude.

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

Cardiovascular diseases, including heart attacks and strokes, are the leading cause of death around the world. Many of the causes of cardiovascular diseases are preventable, including tobacco use, unhealthy diet and excessive alcohol consumption. Despite these causes being preventable, three-quarters of deaths due to cardiovascular diseases still occur in low- and middle-income countries due to a lack of health care services that can offer things like early detection and treatment.

Life expectancy

Life expectancy refers to how long a person can expect to live. It is calculated based on the average age that members of a particular population are when they die. Life expectancy varies significantly between countries, but it can also vary significantly within countries, particularly between rural and urban areas.

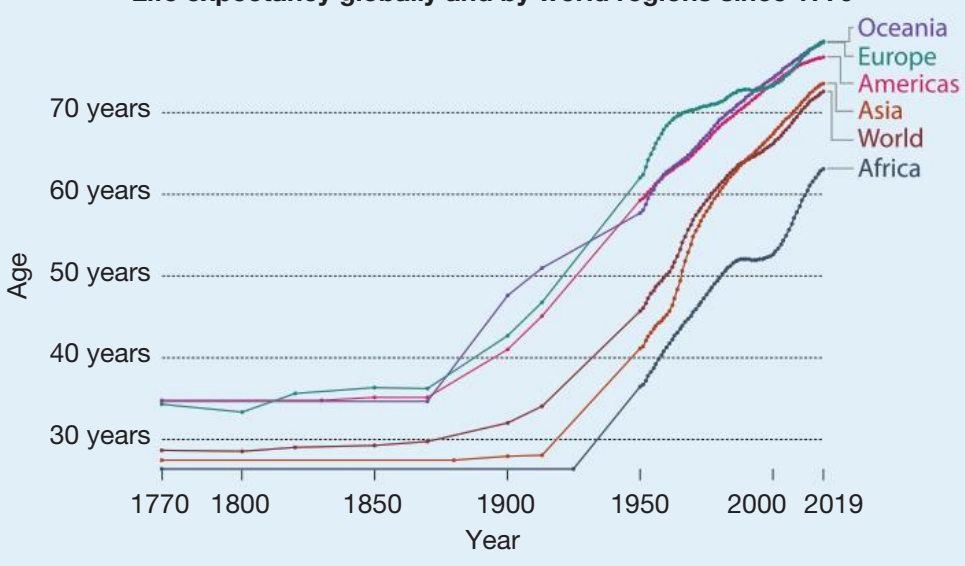
Life expectancy is an important indicator of wellbeing – it increases as other areas of wellbeing improve. For example, countries with high life expectancy usually have universal access to sanitation, medical facilities, **food security** and education – and enough wealth to provide all of these things.

food security measure of people's access to enough food to meet their dietary needs

As Figure 6.16 shows, over the last century average life expectancy across the world has risen significantly. Despite all world regions showing a similar growth trend, there is a significant difference between current life expectancy in regions such as sub-Saharan Africa and southern Europe.

For example, in 2020 France had an average life expectancy of 82.7 years, whereas in Nigeria life expectancy was only 54.8 years. There is also a significant difference between the life expectancy of males and females. In Hong Kong, which has one of the highest life expectancies in the world, males live to an average of 82.0 years, whereas females live to 87.8 years. This is likely due to biological differences, and also behavioural factors like higher smoking rates in males.

▲ **Figure 6.15** In 2019, Japan had the second-highest life expectancy, at 85.8 years. The Japanese Government invests money in helping its elderly population to maintain healthy and fulfilling lives.



▲ **Figure 6.16** Life expectancy has increased dramatically across the world since 1770.

ACTIVITY 6.7

Propose means to suggest a reason for something for consideration by others.

Propose a reason why all world regions shown in Figure 6.16 follow a similar trend of increasing life expectancy.

▲ **Figure 6.17** Since 1972 Bhutan has made happiness its most important measure of wellbeing.

Happiness

Happiness is one of the most important indicators of wellbeing, but it is one of the most difficult to measure. It would be fair to assume that happiness correlates with many other wellbeing indicators; for example, health and life expectancy. However, many individuals are able to adapt well to difficult situations, which means that people who are poor and sick are not necessarily the least happy people in the world. The United Nations World Happiness Report ranks countries by their happiness. The criteria used includes GDP per capita, social support, life expectancy, freedom, generosity and perceptions of corruption.

In 2019, the top four countries were Finland, Denmark, Switzerland and Iceland, all of which are located in northern Europe. The bottom four countries were Rwanda, Zimbabwe, South Sudan and Afghanistan. Most of the countries that rated poorly are located in sub-Saharan Africa.

In 1972, Bhutan started focusing on gross national happiness as a wellbeing priority instead of wealth measures such as GDP. This led to the creation of Bhutan's Gross National Happiness Index in 2008. This index focuses on environmental conservation, good governance, sustainable development and the preservation and promotion of culture.

Strategies to improve Gross National Happiness include a requirement that citizens wear traditional clothing during work hours, and the teaching of **mindfulness** to students as part of their schooling. Happiness in Bhutan has increased for all age groups since 2010, while GDP has also increased to a record high as of 2020.

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

Other indicators of wellbeing

There are many other indicators that can be used to measure human wellbeing, especially on a local scale. Examples include:

- job satisfaction
- political voice
- social connections and relationships
- environmental qualities (climate, green space, air quality)
- work–life balance
- personal security and safety.

Many of these indicators are the focus of wellbeing in economically developed countries – countries in which people already have a reasonable level of wealth, a high level of education and a high life expectancy.

MAKING THINKING VISIBLE 6.2

Think, pair, share

Answer the following questions by considering all of the wellbeing indicators presented in this chapter. Share your thoughts with a partner and **justify** your opinion.

1 **Explain** what you think is the most important wellbeing indicator.

2 **Describe** and **explain** the best way to improve human wellbeing in regions such as sub-Saharan Africa.

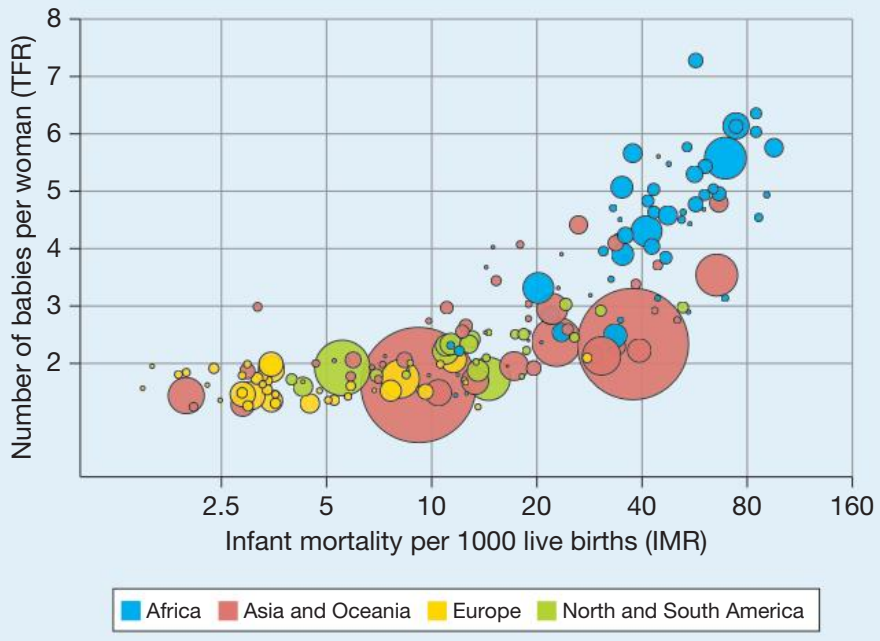
How are wellbeing indicators interconnected?

Many of the indicators used to measure wellbeing are interconnected. This means that they are linked and affect each other. For example, access to adequate sanitation can affect the prevalence of many preventable diseases, while higher levels of education can lead to an increase in wealth.

IMR and life expectancy are clearly linked – an increase in the number of infant deaths decreases the average life expectancy within a population. As Figure 6.18 shows, there is a strong correlation between IMR and the TFR. Countries that have a higher IMR tend to also have a higher TFR. One reason for this relationship is that many couples choose to have many children knowing that, unfortunately, it is unlikely that they will all survive to adulthood.

Figure 6.19 shows a relationship between wealth and life satisfaction in which significant increases in wealth lead to a gradual increase in life satisfaction. However, there are many other factors that contribute to life satisfaction, such as happiness, environmental factors (like the characteristics of the place where people live) and social factors (like the relationships people have with their family and friends).

The interconnection between these indicators can lead to exceptions within trends. For example, Costa Rica has a significantly higher level of life satisfaction than Botswana, despite both countries having a similar GDP per capita. On the other hand, Hong Kong has a very high GDP but a low level of life satisfaction, largely due to the stark inequality between high income and low income earners.



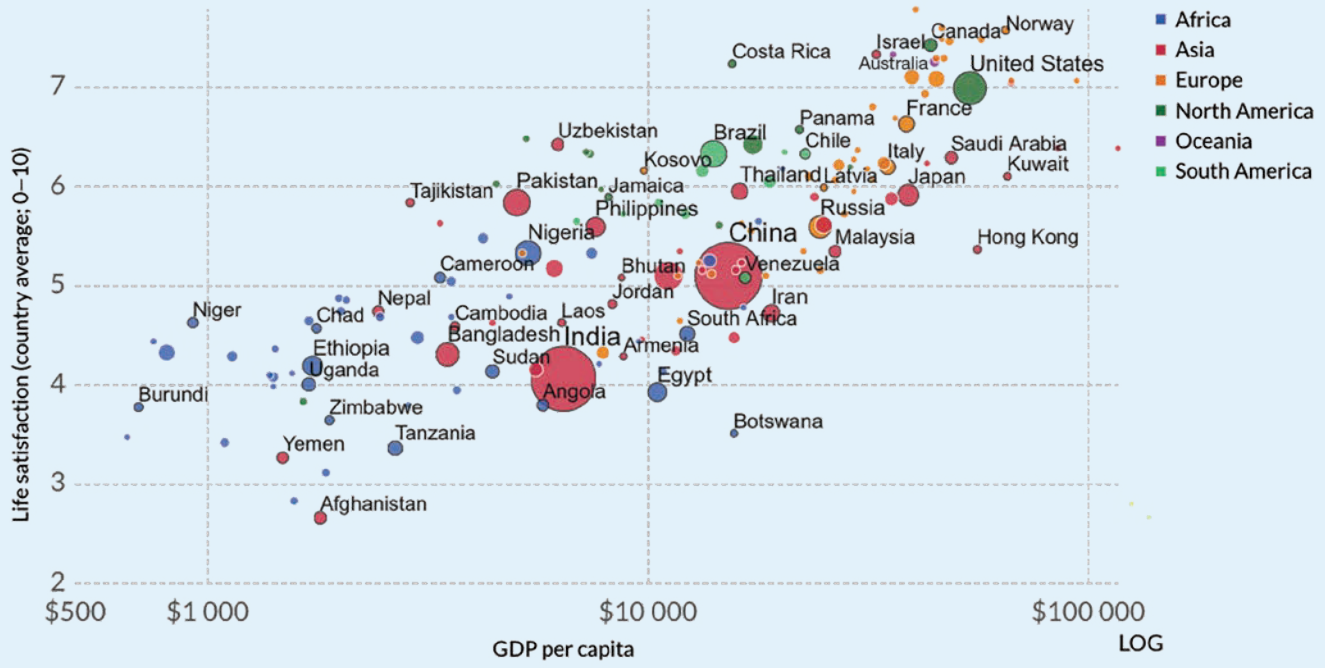
▲ **Figure 6.18** Relationship between infant mortality rate and total fertility rate in 2015

ACTIVITY 6.8

Analysing the relationship between variables

Refer to Figure 6.18.

1 **Describe** how IMR and TFR are interconnected. In other words, how does one rate appear to influence the other?
2 **Explain** the impact that a high IMR and TFR will have on wellbeing in a country.
3 **Explain** how a country might improve its IMR.



▲ **Figure 6.19** Relationship between GDP per capita and life satisfaction

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.1

Analysing the relationship between variables using a scatter graph

Figure 6.18 and Figure 6.19 are examples of scatter graphs (also known as scatter plots). They show the relationship between two different **variables**. The **dependent variable** goes on the y-axis (vertical axis). A dependent variable is a value that can be calculated based on the value of an **independent variable**. The independent variable goes on the x-axis (horizontal axis) of a scatter graph.

In Figure 6.18, IMR is the independent variable and TFR is the dependent variable. The data points represent values from different countries. Using this graph, it can be shown that increases in IMR are related to increases in the TFR.

The relationship between variables is known as a **correlation**. When increases in an independent variable are related to increases in a dependent variable, the direction of this correlation is said to be positive. When increases in an independent variable are related to decreases in the dependent variable, the correlation is said to be negative.

The strength of a correlation is determined by how closely aligned the data points are. This is demonstrated in Figure 6.20. Always ensure that you do not use the word 'cause' when describing the relationship between variables. This is because a *correlation* does not necessarily mean that one variable *causes* changes in another one – there are often additional factors to consider. For example, although an increase in IMR might be the cause of an increase in TFR within a country, there could be additional reasons, such as the cost of contraception or the availability of education.

variable characteristic, factor or quantity that increases or decreases over time

dependent variable variable that depends on the value of an independent variable

independent variable variable whose changes in value are not thought to be determined by other values under consideration

correlation relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

Visit the Gapminder website and click on the Tools item in the menu bar.

1 **Describe** the direction and strength of the correlation between income and life expectancy.
2 Using the colour legend, **identify** the world regions with the highest and lowest income and life expectancy.
3 Using the year slider underneath the graph, **describe** how income and life expectancy, and the relationship between them, has changed over the last 200 years.
4 Change the dependent and independent variables to some of the other wellbeing indicators introduced within this chapter. **Explain** the relationship between these variables and **determine** the strength of the correlation.

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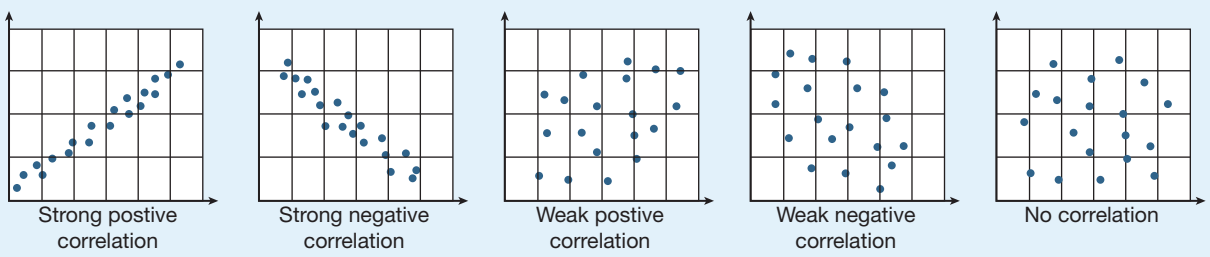


▲ **Figure 6.20** The direction and shape of the data points on a scatter graph determines whether the relationship is strong, moderate or weak and whether it is positive or negative

The United Nations Human Development Index (HDI)

Because measuring human wellbeing involves taking several different indicators into account, **composite statistics** are used to gain an overall measure. The United Nations Human Development Index (HDI) is an example, which ranks countries by their level of human development.

composite statistic measure that combines several other measures or variables into one value

The HDI is calculated based on three areas:

- **Health** – life expectancy at birth
- **Education** – expected years of schooling for children and average years of schooling for adults
- **Income** – measured by the Gross National Income per capita.

The result is a HDI value out of one. The countries with the top three HDI values in 2019 were Norway, Switzerland and Ireland, while the bottom three were Chad, Central African Republic and Niger.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.2

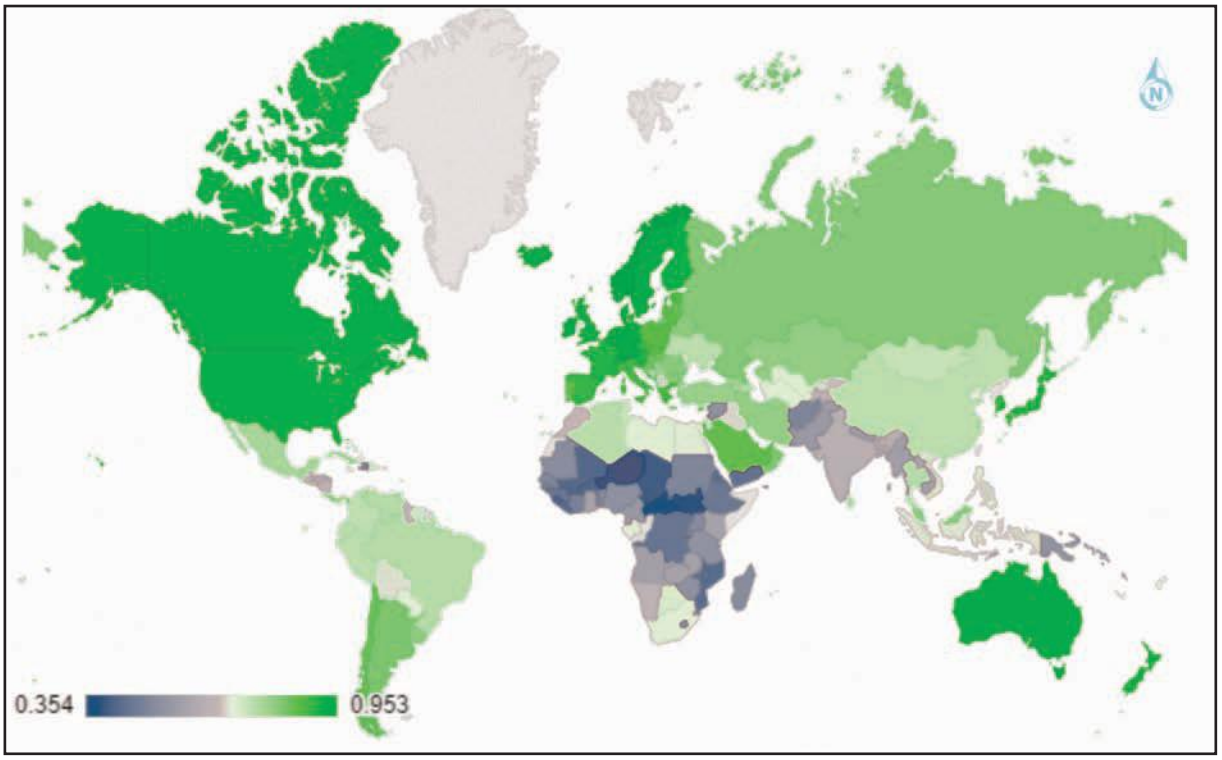
Creating a choropleth map using Google Sheets

A choropleth map is a map that uses shading or colours within defined areas to show the average value of a statistical variable within that area. This allows geographers to analyse how the value of a variable changes within a region and to compare the values of different places.

Choropleth maps use many different colour schemes. One common way to represent variations is by using a single colour that varies from a light shade to a dark shade, with the dark shade representing the greater number in the data set. Another common representation involves graduating from cool to warm colours, such as from blue to red.

For years, geographers had to battle the stigma that Geography was not a real subject because it involved colouring in! Thankfully, you can now put away your colouring pencils and create choropleth maps with the Google Sheets tool by following these steps:

- Search online for the United Nations Development Programme Human Development Reports website
- Scroll down to the Data heading on the homepage
- Go to the Google Docs website and open up Sheets
- Select all of the data from the 19 pages (all 189 entries) and paste it into a new Google Sheet
- Select the columns with the country names and the HDI values (these will most likely be columns B and C)
- Select Insert, Chart
- The Chart Editor will appear on the right of your screen. Under Chart Type select Map
- Copy your chart into a word processing or graphics editor program and add information about Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where needed
- Your choropleth map should look something like Figure 6.21.



▲ **Figure 6.21** An example of what your completed choropleth map should look like

Now refer to either Figure 6.21 or your own choropleth map of the HDI scores.

1 **Identify** the world regions that have high and low HDI scores.
2 **Identify** and **explain** a factor that could account for variations between these regions.
3 Choose several countries within one of these regions and research their wellbeing using the indicators discussed in this chapter. **Reflect on** whether your suggestion in question 2 was correct.

ACTIVITY 6.9

Check your understanding

1 **Create** and complete a table summarising all of the different indicators of wellbeing outlined in this chapter. Include a description of what each indicator means, how it is measured, why it is an important measure and whether it is a quantitative or qualitative variable.

Wellbeing indicator	Description	Measurement	Importance	Quantitative/ qualitative

2 **Create** a concept map showing the interconnection between some of the indicators of wellbeing presented within this chapter.

DEVELOPING YOUR UNDERSTANDING 6.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Write a paragraph summarising what human wellbeing means and the different ways in which it can be measured.
2 **Explain** Gross Domestic Product per capita. Why is it an indicator of wellbeing?
3 **Explain** health literacy and how it affects wellbeing.

Interpret

4 Rank the eight wellbeing indicators introduced in this chapter from highest to lowest, based on which ones you think would have the largest or smallest impact on the wellbeing of a population. When ranking, **consider** the interconnection between the indicators.

Argue

5 **Identify** three factors that might **determine** whether a country has a high or low total fertility rate. State and **justify** which is the most and least important of these factors.
6 'Education is the fundamental key to providing improvement in wellbeing.' **Evaluate** this statement and **consider** the degree to which you agree with it.

Extension

1 **Investigate** one of the 'other indicators of wellbeing' mentioned but not discussed in this chapter, such as work–life balance or job satisfaction. **Identify** which countries or regions within countries have a high or low score in these indicators. **Reflect on** the significance this might have on wellbeing in these places.
2 Research how Bhutan ranks against other wellbeing indicators such as life expectancy, GDP per capita and infant mortality rate. **Synthesise** this information and use it to **decide** whether or not you think you would be happy living in Bhutan given these conditions.
3 Visit the World Mapper website. **Use** the search tool to find a cartogram of one of the wellbeing indicators outlined in this chapter. **Describe** how the map has been distorted within several different continents.

6.2 Spatial variation in human wellbeing between countries

FOCUS QUESTIONS

- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do the levels of development of places influence wellbeing?

How does human wellbeing vary spatially across the world?

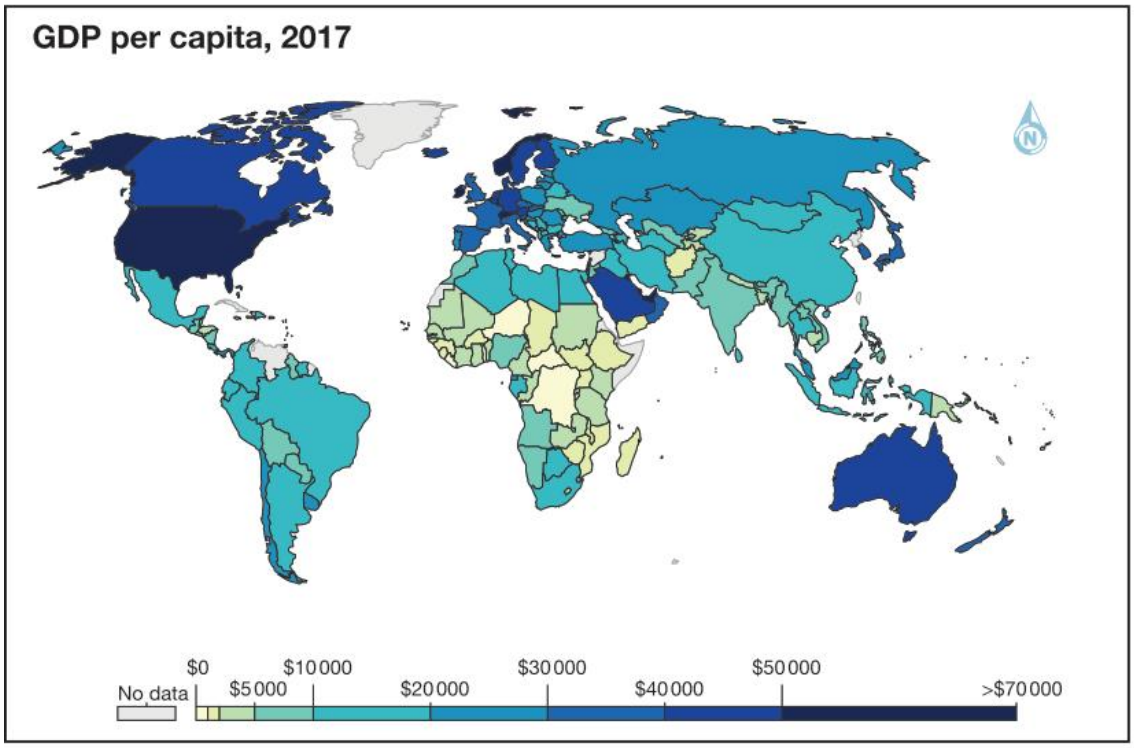
Geographers use maps to analyse the distribution of **phenomena** in space. In this context, 'space' refers to spatial location and 'distribution' refers to the way things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. For example, Figure 6.22B shows that Europe contains a large cluster of countries with the lowest infant mortality rate (IMR) in the world.

phenomena facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

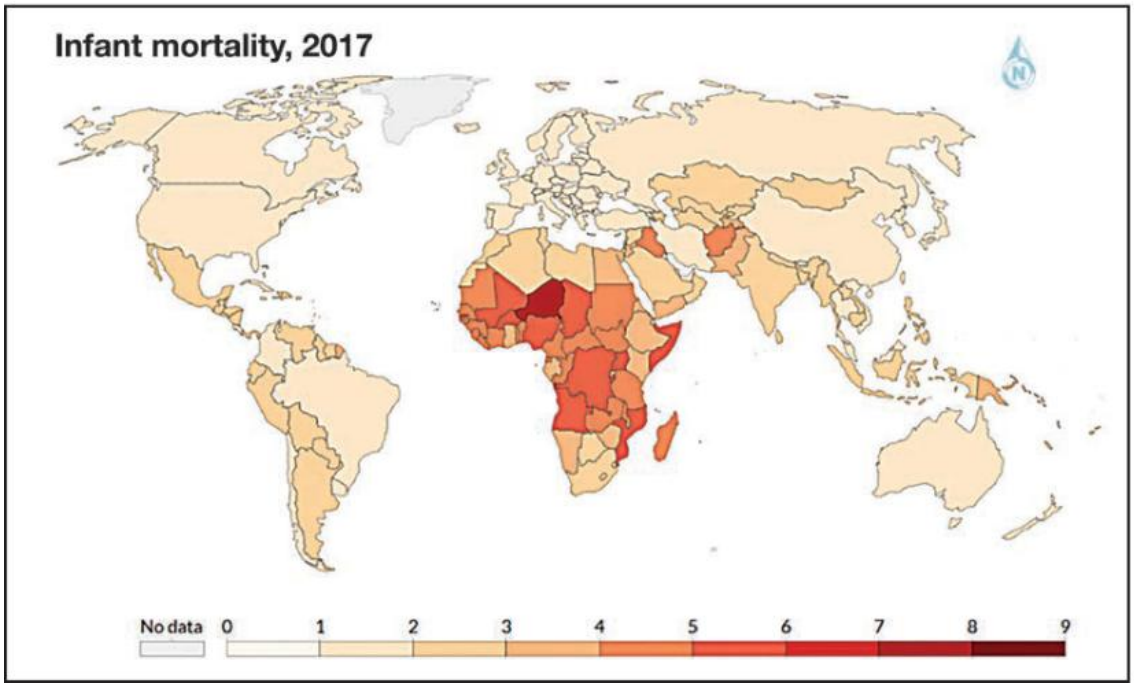
Geographers can also quantify these patterns by estimating the percentage coverage. Figure 6.22C shows that approximately 20 per cent of sub-Saharan Africa has a total fertility rate (TFR) of above four.

Finally, geographers can also find exceptions to existing patterns. An example of an exception is a place that doesn't have the same qualities as the places surrounding it, and therefore doesn't fit the pattern. When looking at the distribution of wealth, Saudi Arabia is an exception because it has a Gross Domestic Product (GDP) per capita of US$40 000–50 000, which is much higher than that of the countries that surround it.

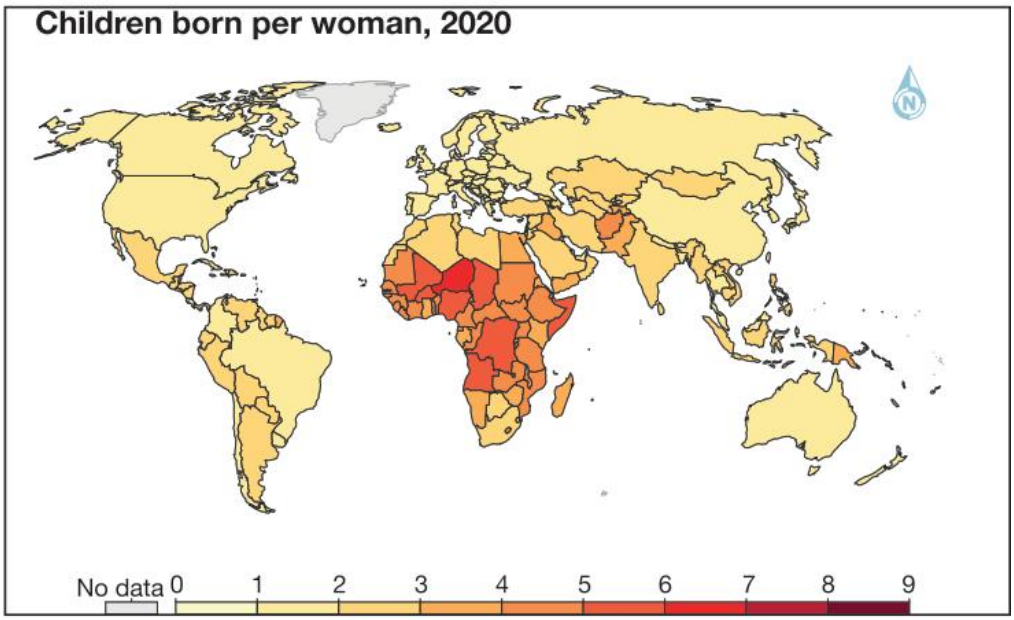
While understanding the distribution of a phenomenon is an important first step, this understanding often needs to be followed by an analysis of the reasons for that distribution. For example, why does Niger have such a high TFR? This requires further investigation, including looking at other types of data and case studies.



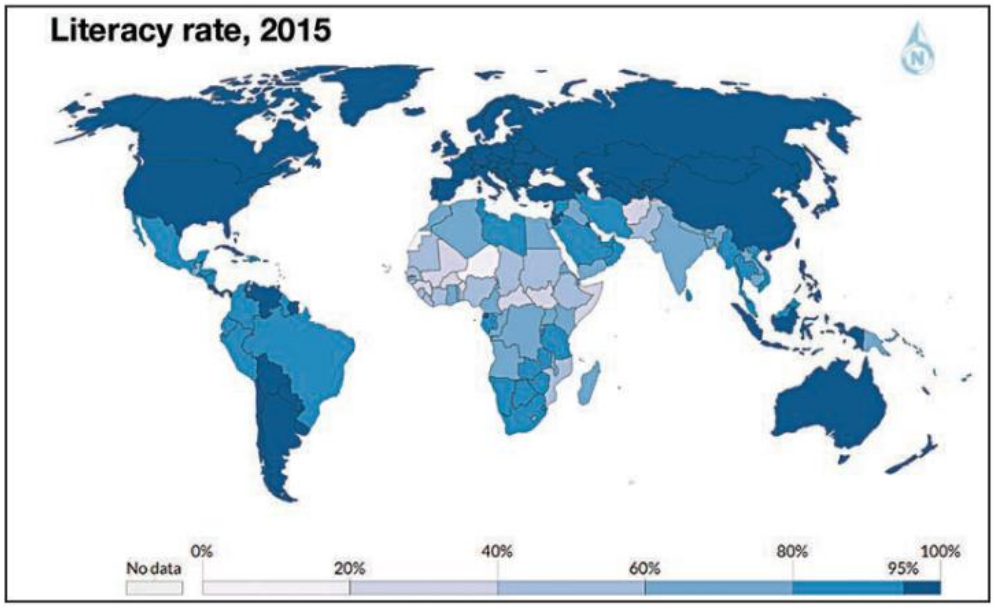
▲ **Figure 6.22A** The global distribution of five wellbeing indicators: GDP per capita, 2017



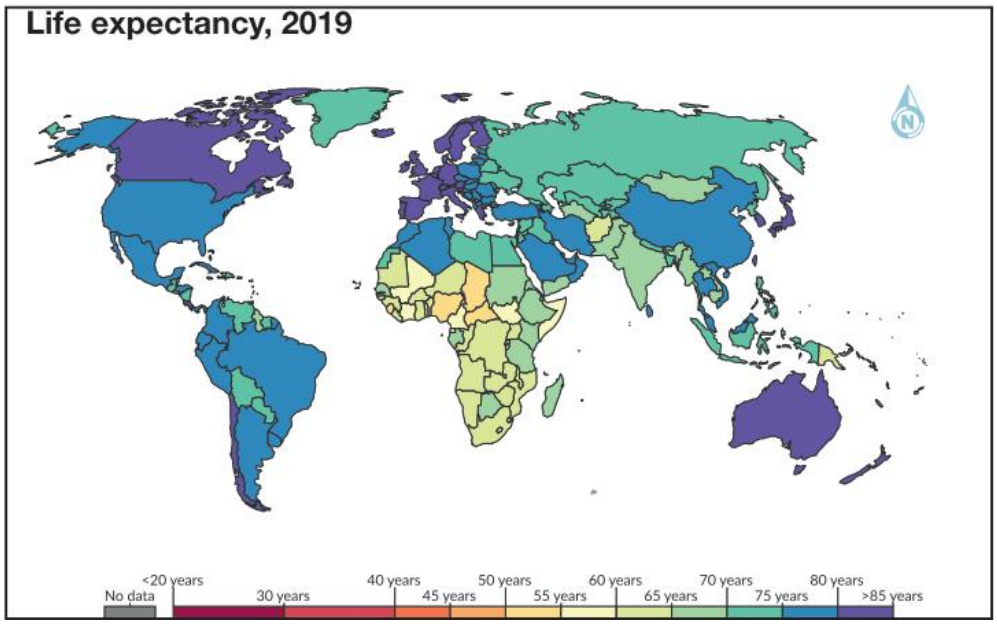
▲ **Figure 6.22B** The global distribution of five wellbeing indicators: infant mortality, 2017



▲ **Figure 6.22C** The global distribution of five wellbeing indicators: children born per woman, 2020



▲ **Figure 6.22D** The global distribution of five wellbeing indicators: literacy rate, 2015



▲ **Figure 6.22E** The global distribution of five wellbeing indicators: life expectancy, 2019

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.3

Describing spatial distribution using a choropleth map

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. When answering a distribution question, write at least one sentence addressing each of these three parts. The questions provided below will give you some ideas as to what to include.

- Pattern: give a general explanation of the distribution.
  - Is the overall distribution even or uneven?
  - Where are areas that have a high or low amount? Provide some examples.
- Quantification: provide specific evidence to demonstrate the pattern. **Use** the legend and approximate areas using percentages.
  - Roughly how much of the Earth has a high or low amount?
  - What percentage of Africa has a high or low amount?
  - What is the amount in these three European countries?
- Exception: Identify an example or several examples of specific places that do not fit your pattern.
  - Where is there a place that has a high amount surrounded by places with a low amount?
  - Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

1 Choose one or more of the maps in Figure 6.22A–E and use it to describe the global distribution of the indicator represented, using the PQE method.

All of this additional information can be used to project future changes and therefore inform important decisions.

In the previous section, scatter graphs were used to analyse the relationship between two variables in terms of the influence that one variable had on another. In a similar way, we can look at the link between variables or phenomena using distribution maps.

Spatial association refers to the degree to which the distribution of two phenomena is similar. As with scatter graphs, you must be careful not to make too many assumptions. For example, Figure 6.22A–E demonstrates that there is a strong spatial association between TFR and ALR. However, we cannot simply state that a high level of education causes women to have fewer children because there might be other factors that have contributed to this association, such as social pressures, access to health care and the cost of living.

spatial association degree to which the spatial distribution of two phenomena are similar

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.4

Describing the spatial association between two phenomena

Describing the spatial association between two phenomena or variables is an important part of understanding the relationship between them. It involves looking at two maps with the same scale and analysing how similar or different their distributions are.

A strong spatial association between two phenomena would mean that their distributions are very similar; for example, if areas that have a high amount of something in one map also have a high amount of something else in the other map. A moderate spatial association between two phenomena would exist if some regions of the map have a similar distribution and other regions of the map do not. A weak spatial association between two phenomena would exist if the two maps do not appear to have many regions that correlate.

»

There are two important things to include when describing a spatial association:

1 A clear statement of the strength of the spatial association (for example, 'There is a strong/moderate/weak spatial association between … and …')
2 Several examples of evidence to back up your statement. This should include examples from both high and low ends of the spectrum.

The evidence that you choose will depend on the strength of the association. Even if the spatial association is strong there might be some exceptions to include.

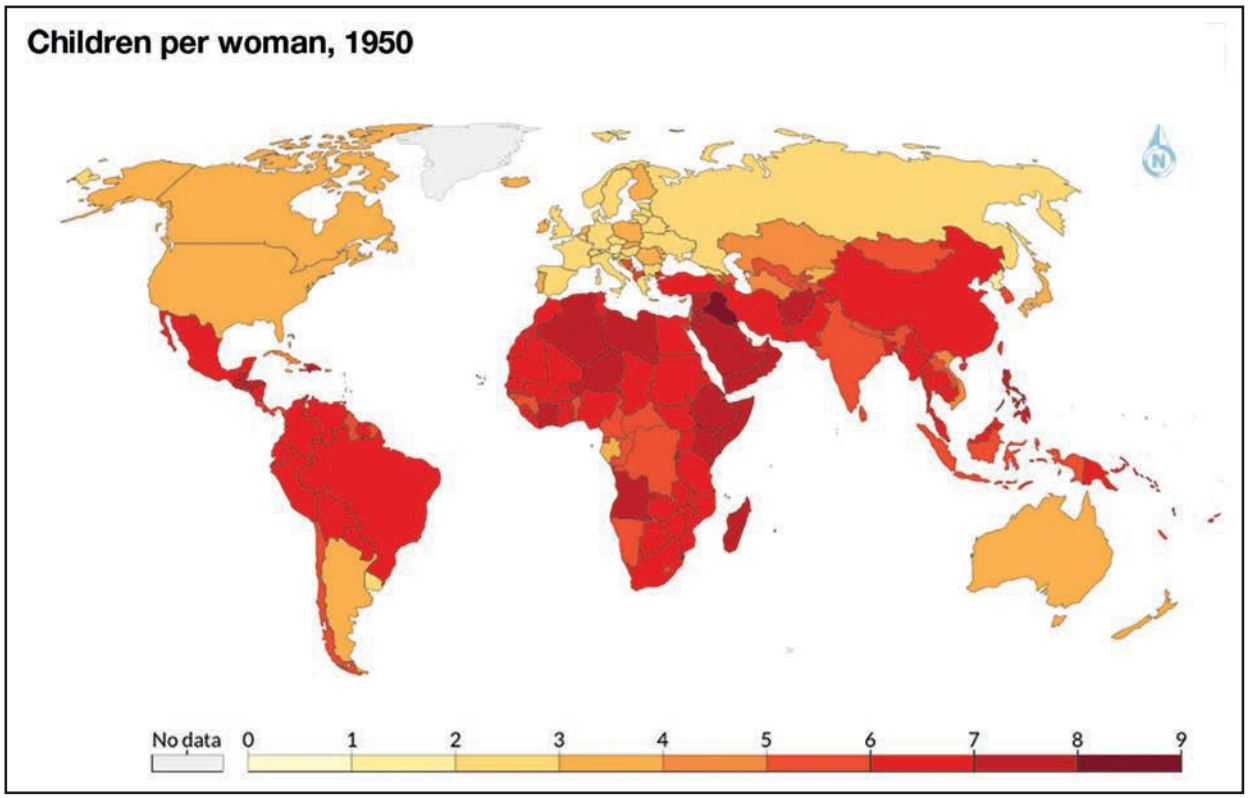
3 Use Figure 6.22A and B to **describe** the spatial association between the indicators that they represent.

How does wellbeing change over time?

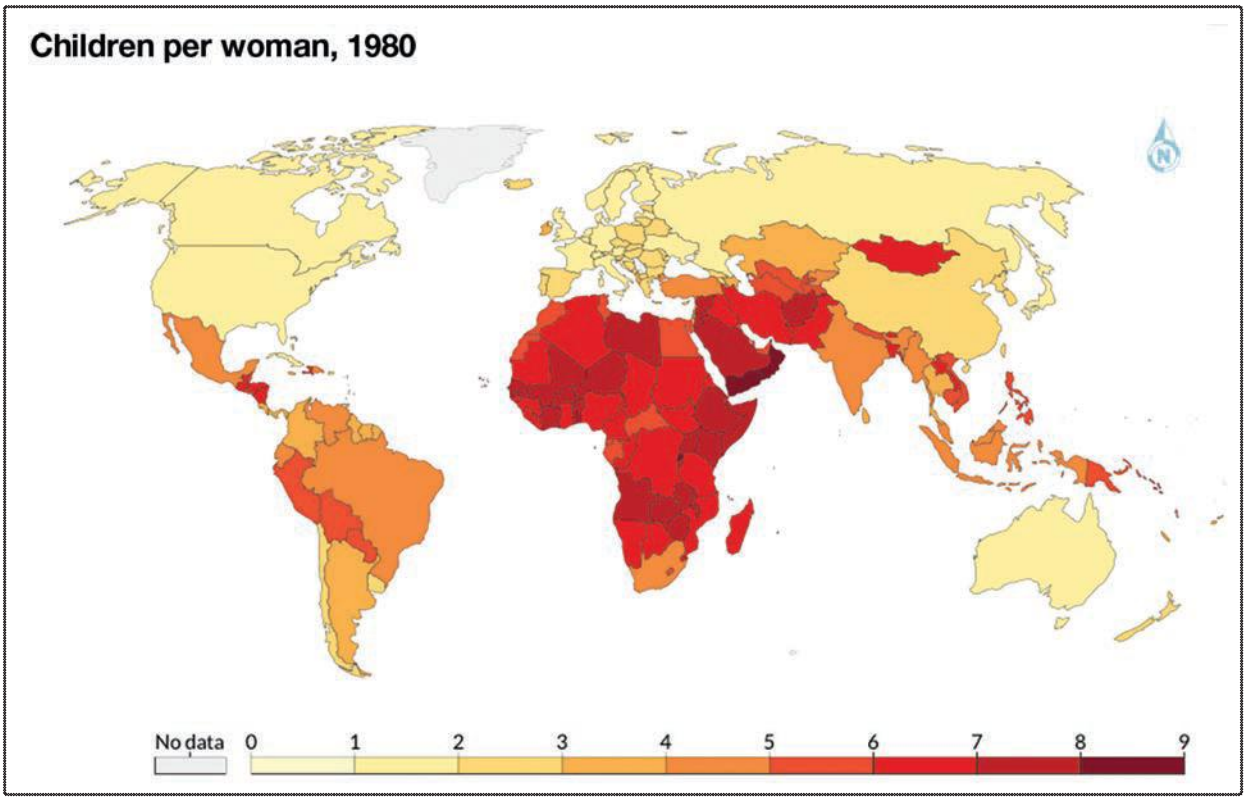
Studying the distribution of different wellbeing indicators does not just give us a current view of global variations. It can also reveal trends over time. By comparing the distribution of current data with past data, trends can be identified.

Looking at Figures 6.23A and 23B, the TFR in 1950 was high in South America, all of Africa, the Middle East and most of Asia. China had one of the highest TFRs in Asia – between six and seven. By 1980, China's TFR had dropped significantly to between two and three, even though much of the TFR in other Asian countries stayed relatively high. This is because China introduced its One Child Policy in 1979, which legally restricted parents to having only one child. This policy was specifically aimed to slow China's population growth in order to prevent an economic collapse and widespread famine.

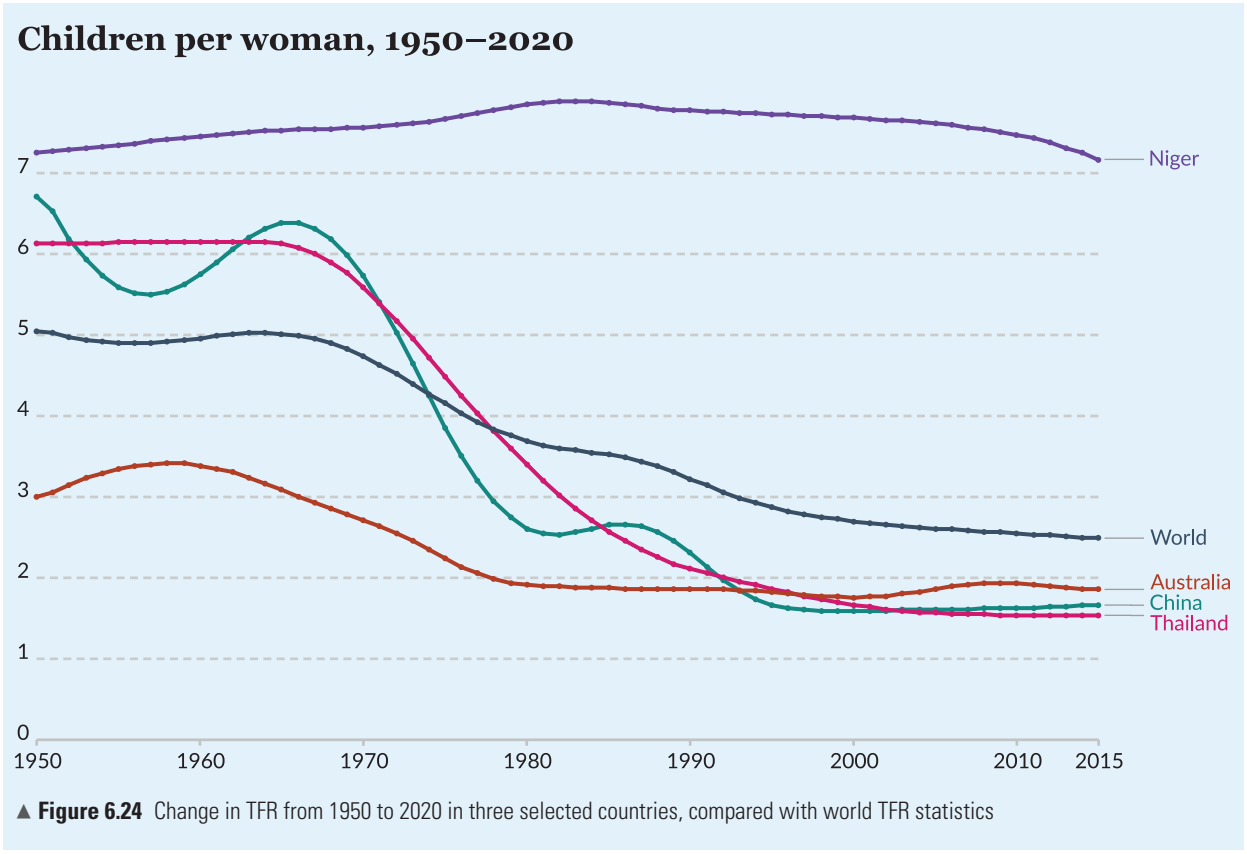
When combining the data from Figures 6.23A and 23B with the graph in Figure 6.24, it is clear that the One Child Policy was successful in reducing the TFR. However, this trend demonstrates the complexity involved in measuring human wellbeing: the policy successfully reduced the TFR but it also led to a range of economic and social consequences for the population.



▲ **Figure 6.23A** Global distribution of TFR in 1950



▲ **Figure 6.23B** Global distribution of TFR in 1980



▲ **Figure 6.24** Change in TFR from 1950 to 2020 in three selected countries, compared with world TFR statistics

ACTIVITY 6.10

Describe means to give an account of characteristics, features or relationships.

Analysing change using choropleth maps

1 **Describe** how the distribution of TFR changed over time between 1950, 1980 and 2020 using Figures 6.23A and 23B and Figure 6.24.
2 **Propose** a reason for this change and **determine** the information that would be needed to **evaluate** whether or not this reason is accurate.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.5

Describing the trend of a line graph

In addition to looking at the change in distributions, geographers look at how phenomena change over time by analysing line graphs. These types of graphs are created by plotting data for each year on a set of axes. Years are marked on the *x*-axis and the variable being measured is marked on the *y*-axis. Each data point is then joined with a line so that the trend of change can be seen. Figure 6.24 shows how the TFR of different countries has varied since the 1950s.

When describing the trend of a line graph, include the following:

- An overall description of what the graph is showing. What variable is the graph representing? Has it increased, decreased or remained stable over the time period?
- What values support your description? How much has the variable gone up or down? Over how many years?
- Mention any time periods that stand out as being unusual due to their rapid or slow growth. Include any peaks (high values) or troughs (low values) and quote the values for these.

To **compare** means to estimate, measure or note how things are similar or dissimilar.

1 Choose two of the countries in Figure 6.24 and carry out the following tasks:
   - **Compare** and **describe** the trends of the change in TFR over time for each country
   - **Identify** which country you think would have a higher level of wellbeing based on this information
   - Suggest a reason why Niger's TFR has remained high over this period when all of the other examples have decreased.

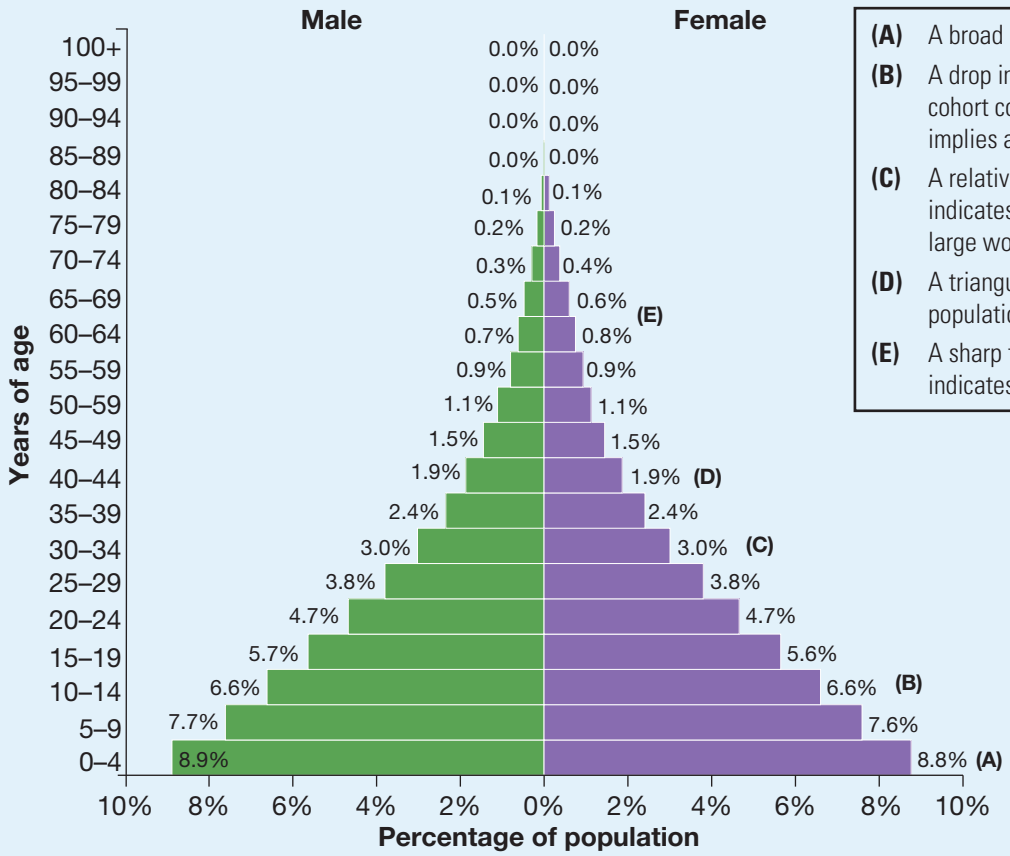
Using population pyramids to determine wellbeing

Population pyramids are a type of graph that reveals a population's structure in terms of its age and sex. These graphs display the proportion of the population in five-year intervals. Each interval is divided into males and females.

migration temporary or permanent movement of people from one place to another

Population pyramids reveal information about various wellbeing indicators, such as whether TFR or IMR are high or low, or whether the population has a high or low life expectancy. They can also give clues about the significance that international **migration** is having on a population.

Using this information, it is also possible to estimate whether a population is growing, stable or shrinking, and whether the population is predominantly old or young. This information is vital because it is linked to economic prosperity. Figure 6.25 (A and B) shows examples of some common shapes and what they indicate.



(A) A broad base indicates a high TFR

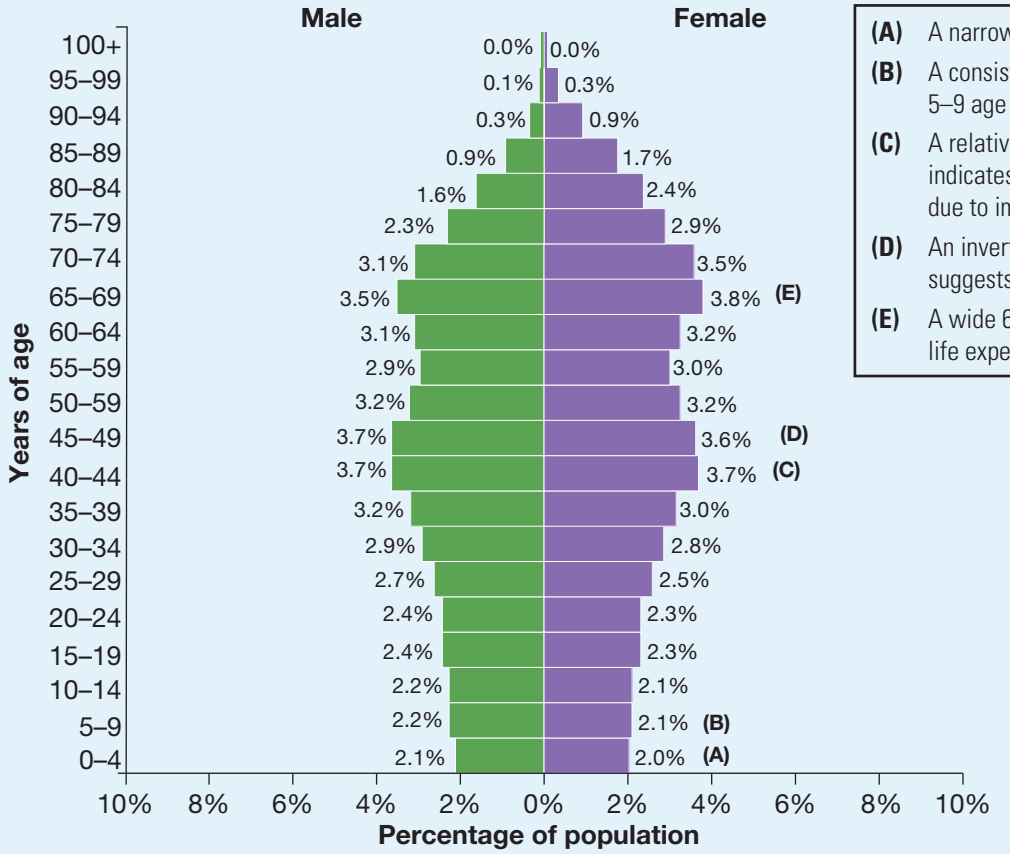
(B) A drop in the proportion of the 5–9 cohort compared with the 0–4 cohort implies a high IMR

(C) A relatively wide 30–40 cohort indicates a young population and a large workforce

(D) A triangular structure suggests the population is growing rapidly

(E) A sharp tapering of the 65+ cohorts indicates a low life expectancy

▲ **Figure 6.25A** An example of an annotated population pyramid



(A) A narrow base indicates a low TFR

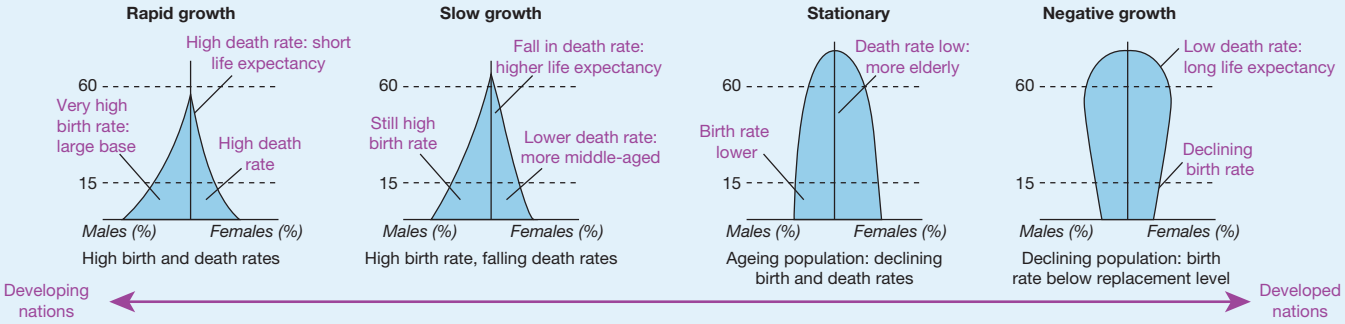
(B) A consistency between the 0–4 and 5–9 age groups implies a low IMR

(C) A relatively wide 40–50 cohort indicates a large workforce, possibly due to immigration

(D) An inverted triangular structure suggests a decreasing population

(E) A wide 65–79 cohort indicates a high life expectancy

▲ **Figure 6.25B** An example of an annotated population pyramid



▲ **Figure 6.26** The general shape or structure of a population pyramid reveals whether the population is growing, stable (stationary) or shrinking (negative growth).

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.6

Annotating a diagram

Annotating a diagram, photo or graph is a very important geographical skill. It helps geographers to analyse figures and convey their meaning to others. While labelling a diagram tells you what different kinds of things are in a diagram, annotating a diagram involves a description of what the things depicted are and why they are significant.

When annotating a population pyramid, it is important to include a description of:

- the overall shape of the pyramid and what this indicates
- the size of the base compared to other cohorts
- any bulges or indentations and what this might mean
- the size of the older cohorts.

1 Search for the Population Pyramid website.

- Choose a country and copy (via the Download button) its population pyramid into a graphic design or word processing program (such as Word) so you can annotate it.
- Change the year for this country and **describe** how its population structure has changed over time.
- **Compare** your chosen country with a classmate and **discuss** which country might have a higher level of wellbeing.

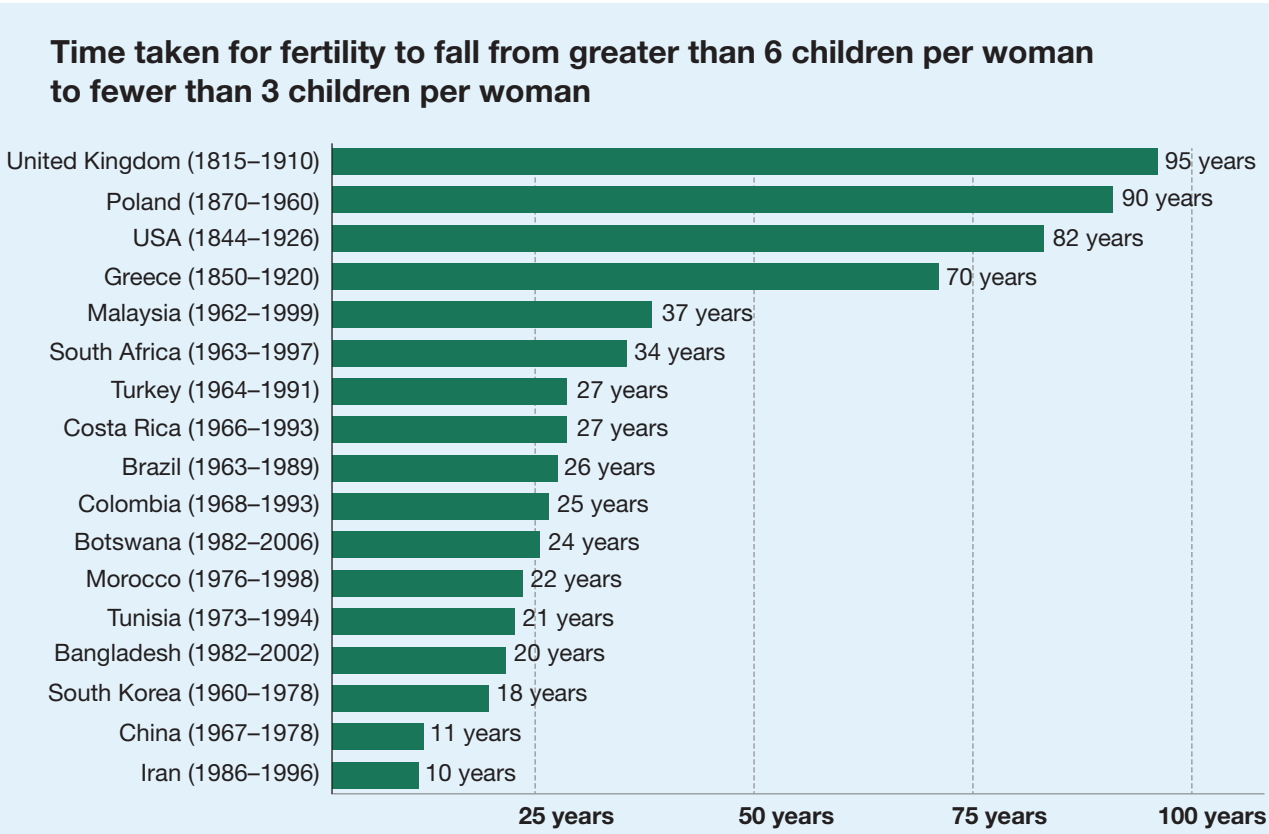
What are the causes of global variations in wellbeing?

In Geography, factors are the circumstances that contribute to something or make something happen. As shown in Table 6.4, factors can be classified using the SHEEPT acronym, which stands for Social, Historical, Economic, Environmental, Political and Technological.

Many factors determine the wellbeing of a country's population. These factors can lead to trends within regions and variations between them. For example, Australia is rich in natural resources like coal and uranium, which has helped it to maintain economic prosperity. Similarly, Saudi Arabia owns 20 per cent of global oil reserves, which is the main reason it has the strongest economy in the Middle East.

A country's social and historical context also determines variations in wellbeing. Figure 6.27 shows the time for various countries to reduce their TFR. While many European countries took nearly a century for the TFR to drop from six to three, Iran took only a decade. In some countries, social factors such as religious beliefs or access to technology have a large impact on the number of children a woman will have.

Political decisions can also play a vital role in determining a country's wellbeing. While many Central American countries, such as Guatemala and El Salvador, are battling poverty, crime and political instability, Costa Rica is relatively stable and economically prosperous. It is the happiest country in its region. This is largely because it has not had an army for 70 years – the money saved on defence has been spent on education and health care. This has led to an ALR of 98 per cent and an IMR of just 7.5 in 2019, indicating a higher level of wellbeing than neighbouring countries such as Guatemala which has an ALR of 81% and IMR of 20.7 in 2019.



▲ **Figure 6.27** Time taken for fertility per country to fall from greater than six children per woman to fewer than three children per woman
Data source: The data on the total fertility rate is taken from the Gapminder fertility dataset (version 6) and the World Bank World Development Indicators.
The interactive data visualisation is available at OurWorldinData.org. There you find the raw data and more visualisations on this topic.
Licensed under CC-BY-SA by the author Mas Roser.

TABLE 6.4 Factors can be classified using the SHEEPT (Social, Historical, Economic, Environmental/physical, Political, Technological) acronym

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/ Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

ACTIVITY 6.11

Understanding SHEEPT factors

In a table, provide an example of a factor affecting wellbeing for each of the SHEEPT categories.

How does the level of development of a place influence its wellbeing?

A common way to classify countries based on their wellbeing is by their level of economic development. **Developed countries** are more **industrialised** and have a stronger economy than **developing countries**.

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

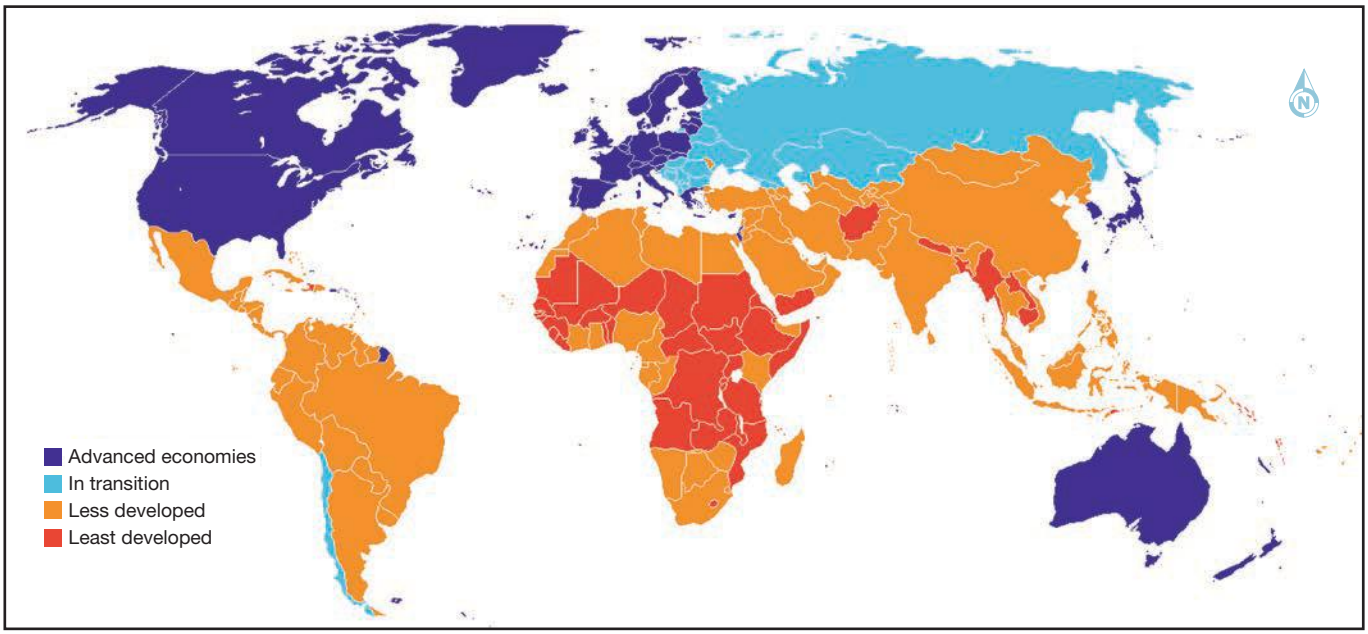
developing country country with a low GDP per capita and a low level of industrialisation

Countries are generally considered to be developed if they have a GDP per capita of above US$12 000, although many developed countries have a GDP per capita closer to US$40 000 or more. Developed countries also generally have a higher standard of living and greater access to medical care and technology. Developed countries rate higher than developing countries in most wellbeing indicators. They also rank higher in the UN Human Development Index. In combination, these factors often lead to developed countries having a stable or shrinking population (see Figure 6.26).

Developing countries are defined as having a low GDP per capita and a low level of industrialisation. They generally rank low in indicators such as adult literacy, access to sanitation and life expectancy. They also often have high levels of unemployment, widespread poverty, poor living conditions, a less safe environment to live in and rapidly growing populations.

Less economically developed countries are a subcategory of developing countries. They have the lowest level of social and economic development and often depend on developed countries to support them in establishing industries.

Emerging markets or transition economies are another subcategory of country, one that is more difficult to define. These countries have characteristics that could place them in either the developed or developing categories. For example, China has the world's second-largest economy but it also has a relatively low GDP per capita due to its enormous population.



▲ **Figure 6.28** Location of developed countries compared with less and least developed countries

ACTIVITY 6.12

Describing spatial distribution

1 Using Figure 6.28, **compare** the global distribution of developed and developing countries. In your answer, refer to trends in world regions and specific countries as examples.

2 **Propose** how this distribution will change in the next 20 or 50 years and explain why.

What are the impacts of global variations in wellbeing?

Inequality

Many issues relating to the inequality of wellbeing within countries' populations are related to **economic inequality**. In 2018, the 26 richest people owned the same amount of money as the poorest 3.8 billion people – that's approximately half of the global population! Figure 6.29 shows that the richest 1 per cent of people own nearly half of the world's wealth.

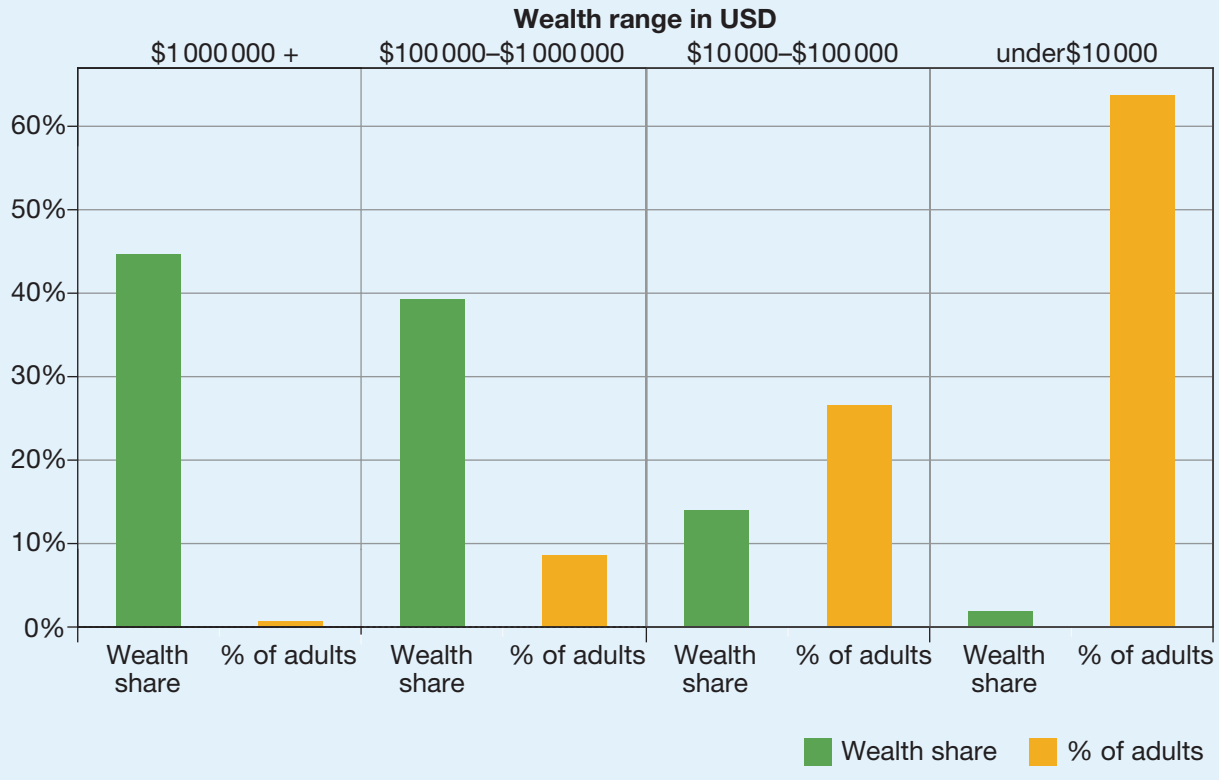
This 1 per cent of the world's population is all of the people in the world who own more than US$1 million worth of assets. In 2019, 1.18 million Australians were in this category.

The distribution of the world's millionaires is also uneven and disproportional to population size. Figure 6.29 shows that 41 per cent of the world's millionaires are found in the United States, while a total of 65 per cent of the world's millionaires are found in Europe and North America combined. Economic inequality also varies by gender. A 2020 report by Oxfam highlighted that the 22 richest men in the world have more wealth than all the women in Africa combined!

economic inequality
differences in the wellbeing or wealth within a population, especially when the differences are uneven

According to the United Nations, the proportion of the global population living in developed countries is declining, and will be only 15 per cent in 2030. This is because the population of many developed countries is stable or shrinking as many more people choose to have less children.

In developing countries, particularly the least developed countries, the TFR is still very high, causing rapid population growth. This inequality between countries is fundamental to their levels of wellbeing. It means that the country into which you are born is a factor that is likely to determine whether or not you have access to basic services such as sanitation, clean drinking water, health services, adequate housing and technology.

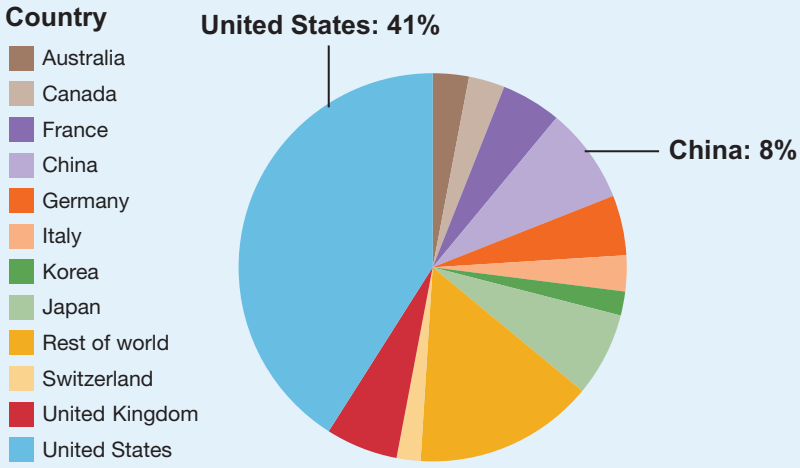


▲ **Figure 6.29** In 2018 the richest 1 per cent of the global population owned 45 per cent of the world's wealth.

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have for the population of a country to remain stable (this does not take into account population changes due to migration)

ageing population population in which the proportion of people 65 years old or older is growing

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)



▲ **Figure 6.30** The distribution of the world's millionaires by country as a percentage of the world total in 2018.

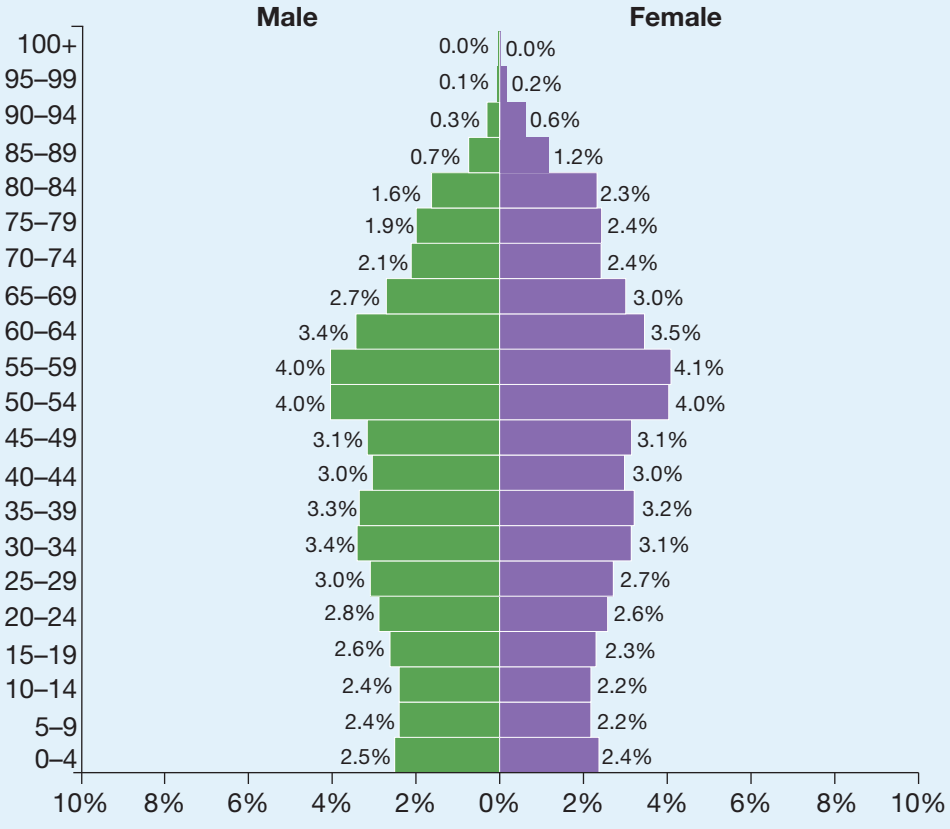
Growing and ageing populations

Wellbeing within a country has a large impact on its population growth. Economically developed countries with a high level of wellbeing generally have a low TFR and a high life expectancy. This leads to a stable or decreasing population.

Germany's population is stable and slowly decreasing. Its growth rate was –0.19 per cent in 2020 (according to the CIA World Factbook). Germany's growth is negative because it has a TFR of just 1.47 children per woman. This is far below the **replacement rate** of 2.1, which is the amount of children a woman needs to have to keep the population stable. High levels of immigration have kept Germany's population from shrinking. However, a sharp fall in immigration due to the coronavirus pandemic meant Germany's population fell by 40 000 in 2020, which is the most significant drop in a decade.

Figure 6.31 shows that Germany's population structure is very top-heavy and tapering inwards at the bottom. This indicates a high life expectancy and a low TFR. This means that, within a decade, Germany is likely to have an increasingly large dependent elderly population and a reducing number of workers. This structure is also known as an **ageing population**.

Although an ageing population can have positives, such as low levels of unemployment and a prosperous lifestyle for many residents, it does create difficulties in managing the economy and ensuring the wellbeing of older residents. In many cases, elderly people require some form of **social security**, access to medical treatment and the opportunity to maintain an active social life.



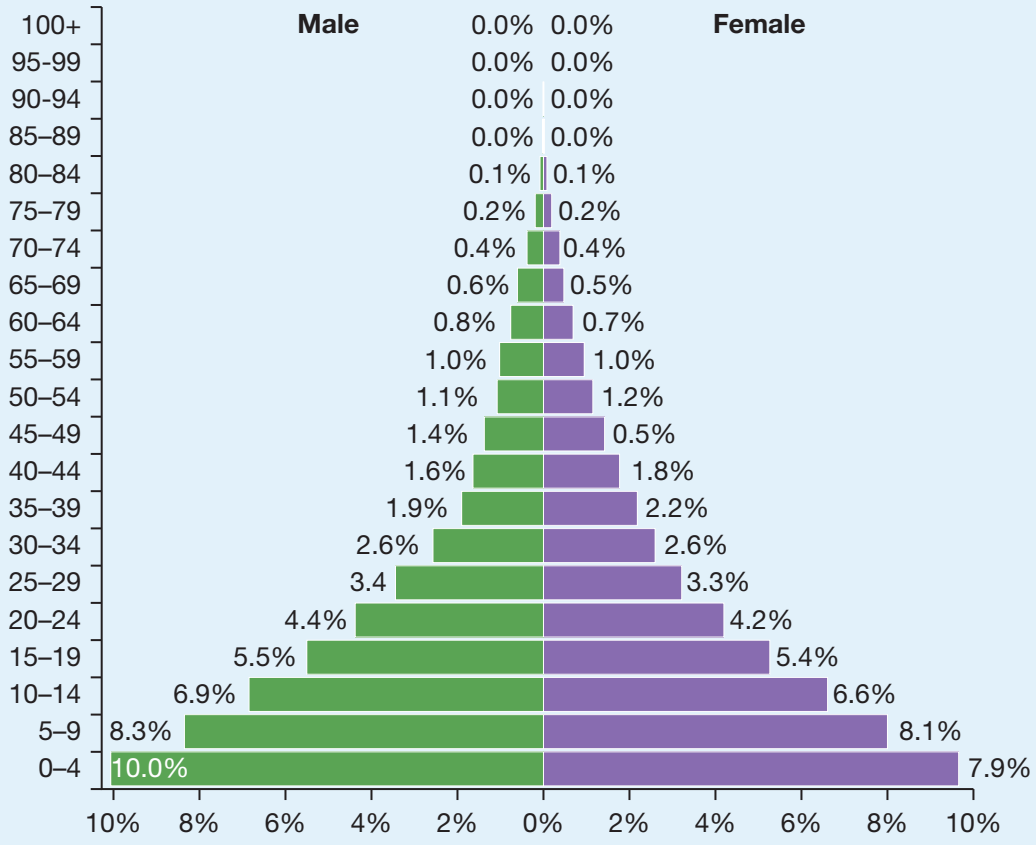
▲ **Figure 6.31** Germany's population pyramid in 2020

On the other hand, less economically developed countries with a low level of wellbeing, such as Niger, often have a high TFR and a low life expectancy. This leads to a rapidly growing population.

At 3.66 per cent in 2020, Niger has one of the highest annual population growth rates in the world (according to the CIA World Factbook). If this growth rate is maintained, Niger's population of 24.2 million in 2020 will reach 63.1 million by 2050. This is largely due to a very high TFR of 7.2 children per woman. Other countries within the Sahel region, such as Nigeria and Mali, have similar levels of growth.

Figure 6.32 shows that Niger's population is very young. This can lead to economic growth by providing a **demographic dividend** in which there is a large number of people of working age. However, if it is not managed correctly, this factor can also create high youth unemployment, a lack of universal education, political unrest and a lack of food security.

▲ **Figure 6.33** Children from Kannare village in south-western Niger



▲ **Figure 6.32** Niger's population pyramid in 2020

demographic dividend
potential economic growth that can occur when the largest proportion of the population is of working age

ACTIVITY 6.13

Analysing geographical data using population pyramids

Compare Germany's and Niger's population pyramids in Figure 6.31 and Figure 6.32. **Distinguish** between their population structures and **predict** how this might affect the wellbeing of their populations.

Migration

Large variations in the wellbeing of the population of different countries is one of the major causes of international migration. **Emigrants** from countries with low levels of wellbeing often leave their home country, either permanently to seek a better life or temporarily to seek employment.

emigrant person leaving their country of origin

remittances money that an international migrant earns and sends back to an individual or family in their home country

national a citizen of a country

immigrant person moving to a foreign country

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

asylum seeker person who flees their home country and enters another country to apply for protection as a refugee

Temporary emigrants usually send money to their families in their home countries in the form of **remittances**. While this has a very positive economic impact on the emigrants' countries of origin, it often has a negative economic impact on the country they have migrated to. For example, a country's local economy does not benefit from the earnings that are sent to emigrant's home countries, while the unemployment rate of **nationals** can rise due to emigrants being employed in the place of locals.

This situation has occurred in Saudi Arabia, where approximately one-third of its population are **immigrant** workers from places like India and Bangladesh. This has led to high levels of unemployment for Saudi Arabians.

In extreme cases, excessive migration can lead to conflict, illegal activity (such as people smuggling) and humanitarian crises. Many people from places such as Mexico, Guatemala and Venezuela flee the inequality, violence and economic hardship they experience in their home countries, seeking better living conditions in the United States.

In 2019 Guatemala was considered one of the most dangerous places to live because of its long-standing civil war, while Venezuela was battling a severe economic crisis. According to the United Nations High Commissioner for Refugees, many of these people are **refugees** who are legally seeking asylum – they are fleeing for their lives. In May 2019 alone, 132 887 migrants were stopped by the US Border Patrol after crossing the US–Mexico border seeking asylum.

Many of the **asylum seekers** who cross the US–Mexico border are detained for processing. The vast majority are denied refugee status, meaning that they are not allowed to settle within the United States.

▲ **Figure 6.34** Central and South American migrants gathering inside a makeshift detention centre in Texas

MAKING THINKING VISIBLE 6.3

Headlines

Create a headline based on one of the impacts of global variations in wellbeing. **Consider** how you will capture the most important aspect of the situation. You might wish to undertake some research about a specific place to give your headline some context.

DEVELOPING YOUR UNDERSTANDING 6.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** 'distribution' and 'spatial association'. **Summarise** why these concepts are important. Outline the steps needed to **describe** them.
2 **Describe** and **explain** the difference between developed and developing countries.
3 **Explain** inequality and explain how it is linked to wellbeing.
4 **Explain** 'ageing population' and 'growing population'. For each situation, **explain** how it might affect the wellbeing within a country.
5 **Use** your understanding of the replacement rate to **explain** why Australia's population is increasing, despite having a TFR of 1.81.
6 **Summarise** one example of a negative impact of global variations in wellbeing.

Interpret

7 **Classify** the following factors using the SHEEPT categories (some factors might belong in more than one category):
   a An aid organisation has provided free contraception and education to women in a village in Ethiopia.
   b A civil war breaks out in New Zealand between the North Island and South Island.
   c The population density of Manila, Philippines, has reached over 40 000 per square km.
   d A new malaria vaccine has been developed, and the Nigerian Government has made it freely available.
8 **Explain** how variations in global wellbeing lead to migration.
9 **Describe** a positive and negative impact of migration.

Argue

10 **Propose** one or more factors that might **explain** the distribution of one of the wellbeing indicators shown in Figure 6.22A–E. **Investigate** and **evaluate** whether or not your suggestion is accurate.
11 'Inequality is both a cause and a consequence of variations in human wellbeing.' **Evaluate** this statement with reference to some of the topics and specific examples explored in this chapter.

Extension

1 Search for the Population Pyramid website.
   a Based on the shape of the world's population pyramid, is the global population growing or shrinking?
   b How did the world's population pyramid look different in 1980? What is it projected to look like in 2050?
   c **Examine** Saudi Arabia's population pyramid. Suggest a reason for the increase in the middle-aged male cohorts.
   d Choose another country from the list and **discuss** the implications of this country's current and projected population pyramid in terms of the wellbeing of its residents.
2 Search for the If It Were My Home website.
   a Choose two countries to compare (for example, Australia and Canada).
   b Read each of the indicators and **decide** which country would have a higher level of wellbeing.
   c The red scores are meant to be worse and the green scores are meant to be better. Is this always the case when comparing Australia with places such as Ethiopia? For example, why would someone from Australia spend 99.7 per cent less on health care as someone from Ethiopia? **Justify** your response.
3 **Investigate** China's One Child Policy and prepare a brief summary. **Explain** why it was introduced. **Discuss** whether or not it was successful, and the social and economic impact it had on China's population.

6.3 Spatial variation in human wellbeing at a national scale

FOCUS QUESTIONS

- How does human wellbeing vary at a national scale and what impact does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?

How does human wellbeing vary at a national scale?

Variations in human wellbeing occur on a national scale, which means they can vary from place to place across an entire country. This variation is often measured by region. Geographers use regions as a way of dividing an area into smaller areas that differ in their characteristics. Sometimes these divisions seem to be arbitrary, such as the divisions between the states and territories of Australia.

Organisation for Economic Co-operation and Development (OECD) international intergovernmental organisation that facilitates economic progress and trade between its 38 member nations including Australia, Italy, Finland and Japan

regional disparity differences between regions in terms of economic performance and other areas of wellbeing

Human Development Index (HDI) summary measure of a country's human development, which measures life expectancy, education and income. Countries are rated from 0–1, 1 being the highest.

Regions can be divided further into subregions. For example, Queensland is divided into subregions, such as Southeast Queensland, Mackay, Townsville and Far North Queensland. Southeast Queensland can be broken down further into subregions, such as Sunshine Coast, Metro North, Metro South, West Moreton and Gold Coast, while suburbs within these subregions add another layer of subdivisions.

Differences in wellbeing within a country are often referred to as inequality. This means some citizens of a country have a higher level of wellbeing than other people in the same country.

A common comparison between regions is GDP per capita or average income. Other measures include things like unemployment levels, safety, air quality and internet speeds. Mexico, for example, has a very high variation in homicide rates, ranging from 2.4 murders per 100 000 people in Yucatan on the eastern peninsula, to almost 65 per 100 000 in Guerrero on the Pacific coast. The following provides two examples of very different countries that both have large variations in various aspects of human wellbeing.

Regional inequality in Italy

Italy is a developed country located in Europe. It is a member of the **Organisation for Economic Co-operation and Development (OECD)**, along with 37 other economically developed and emerging countries.

People who live in Italy generally have a high level of wellbeing. Italy ranked 29th in the 2020 **Human Development Index (HDI)** largely due to its very high life expectancy of 83.5 years. Italy scored moderately in the category for gross national income, and low in education, with Italians attending an average of 10.4 years of schooling. Italy also ranks low in terms of environmental quality and life satisfaction.

One of Italy's main concerns is inequality between its regions. There is **regional disparity** between the northern and southern regions of Italy. The northern regions have a much higher level of wellbeing than the southern regions. This is based on differences in economic growth, job availability, access to health care, education levels, government investment, security and infrastructure.

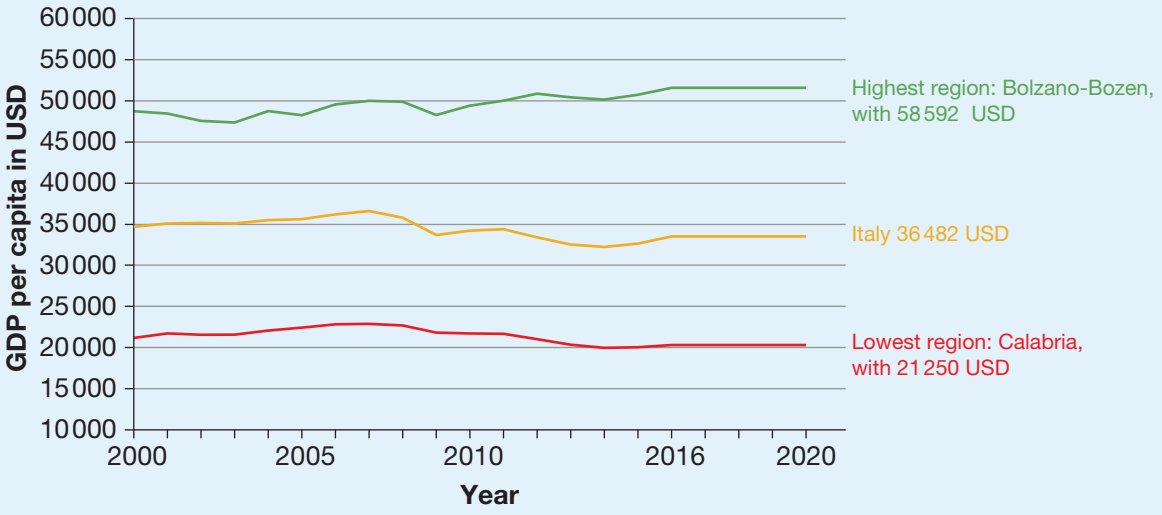
The divide between the northern and southern regions in Italy is so large that, based on statistics, it is as if these regions are located in completely different countries.

For example, the GDP per capita in the northern province of Bolzano-Bozen in the Trentino-Alto Adige region is similar to Austria, which is ranked 13th-highest in the world. However, the GDP per capita in Calabria, in Italy's south, is up to 60 per cent lower (see Figure 6.36), similar to that of Greece, which is ranked 39th in the world.

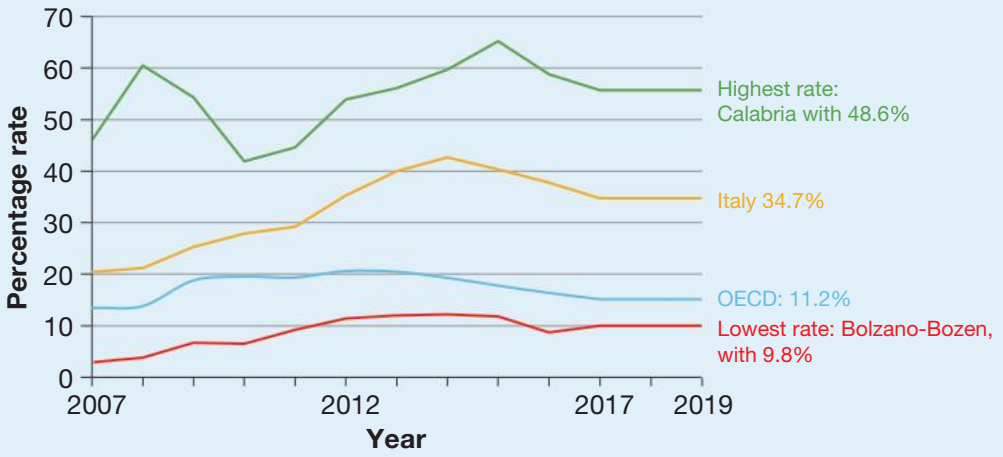
Similarly, northern Italian regions such as Lombardia, Veneto and Piemonte have a very high quality of life and widespread access to services that rank them as high as the very top OECD countries. In comparison, high unemployment levels (see Figure 6.37), a lack of services and poor safety in Campania, Calabria and Sicilia contribute to a low quality of life, placing them in the bottom 20 per cent of OECD countries.

Figure 6.38 (page 272) shows a comparison between Lombardia in the north and Calabria in the south using a variety of indicators, each scored out of 10.

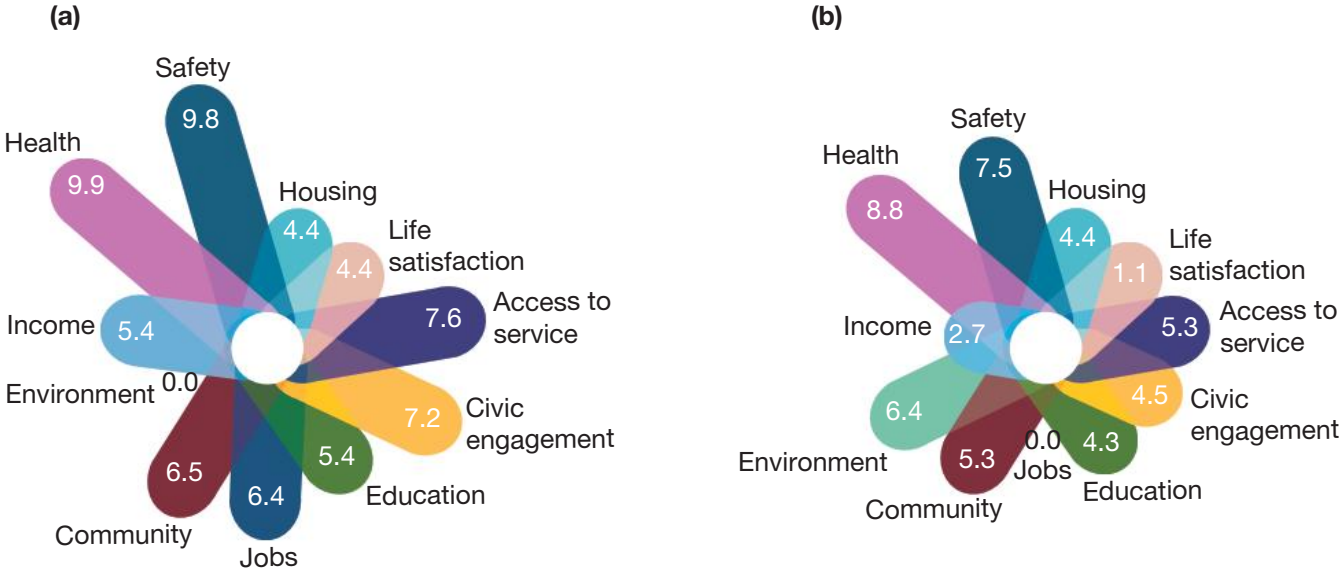
▲ **Figure 6.35** Map of Italy's regions



▲ **Figure 6.36** Difference in GDP per capita between Bolzano-Bozen and Calabria highlights the regional disparity in wellbeing across Italy.



▲ **Figure 6.37** Variation in youth unemployment is just one of many wellbeing indicators showing the difference in quality of life across Italy.



▲ **Figure 6.38** A comparison between (a) Lombardia in Italy's north and (b) Calabria in Italy's south based on 10 wellbeing categories (each scored out of 10)

unification merging different independent states into a single country

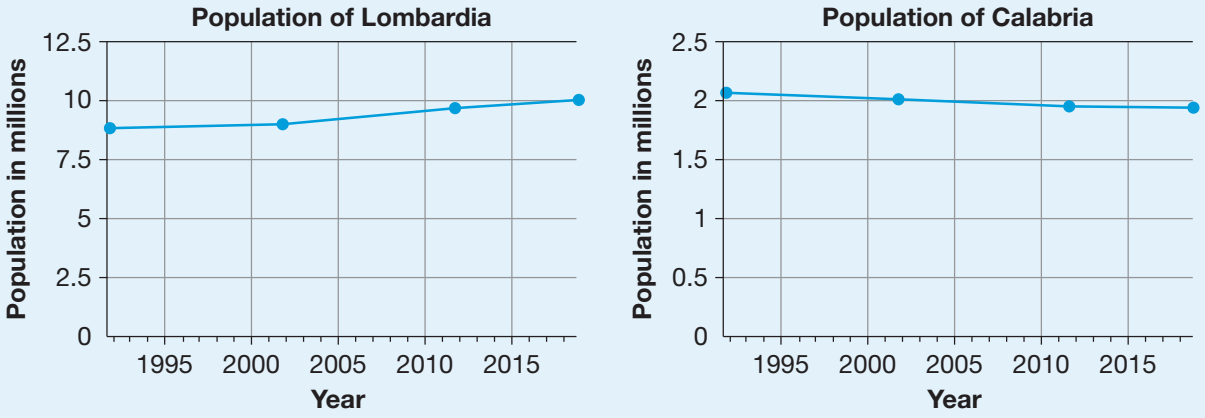
internal migration migration of people between different places within a country

There are many factors that have contributed to Italy's internal variations in wellbeing:

- A history of inequality since **unification** in 1861, when the ALR was 57.7 per cent in the north-west of Italy, and only 15.9 per cent in the south
- The proximity of northern regions to the rest of Europe
- The uneven distribution of foreign investment favouring the north and the creation of thousands of jobs across several industries in those regions
- The location of big businesses in the north, particularly in Milan, working in industries such as fashion, production, banking, technology and tourism
- **Internal migration** from the south to the north due to better employment opportunities.

Regional inequality in wellbeing is leading to a number of management challenges for the Italian Government.

Unemployment is becoming an increasingly large issue, especially for young people who are three times more likely to be unemployed than people in their middle age, despite having higher levels of education. In combination, these impacts can lead to poor environmental quality and a lack of safety, particularly in urban areas.



▲ **Figure 6.39** Change in the total population of Lombardia and Calabria from 1995 to 2019

ACTIVITY 6.14

Analysing geographical data

1. Using Figure 6.36 and Figure 6.37, **describe** the significance of the variation in wellbeing between the north and the south of Italy.
2. **Analyse** the difference in the wellbeing of Lombardia and Calabria using the information in Figure 6.38. Refer to statistics in your answer.
3. Figure 6.39 shows the change in the population of Lombardia and Calabria from 1995 to 2019. **Explain** how this might be linked to wellbeing and the impact it could have on wellbeing in the future.
4. During 2020, Italy was one of the countries hit hardest by the coronavirus pandemic. **Investigate** the challenges that faced Italy during this time and the impacts that followed. **Compare** the way in which different regions of Italy were affected and the success of their recovery.

Rural/urban wellbeing in Vietnam

Vietnam is a developing country with one of the fastest-growing economies in South-East Asia. Despite only having a GDP per capita of approximately US$2715 in 2019, Vietnamese people are above average in their ability to convert wealth to wellbeing. This means Vietnam ranks as highly in wellbeing indicators as many countries with twice its wealth.

Since the 1986 economic reforms known as the Doi Moi, Vietnam has seen high economic growth rates, one of the greatest reductions in poverty in the world and vast improvements in living standards. However, this growth has also widened the gap between rich and poor people. This gap is particularly prevalent when comparing relatively wealthy urban regions with surrounding poorer rural areas.

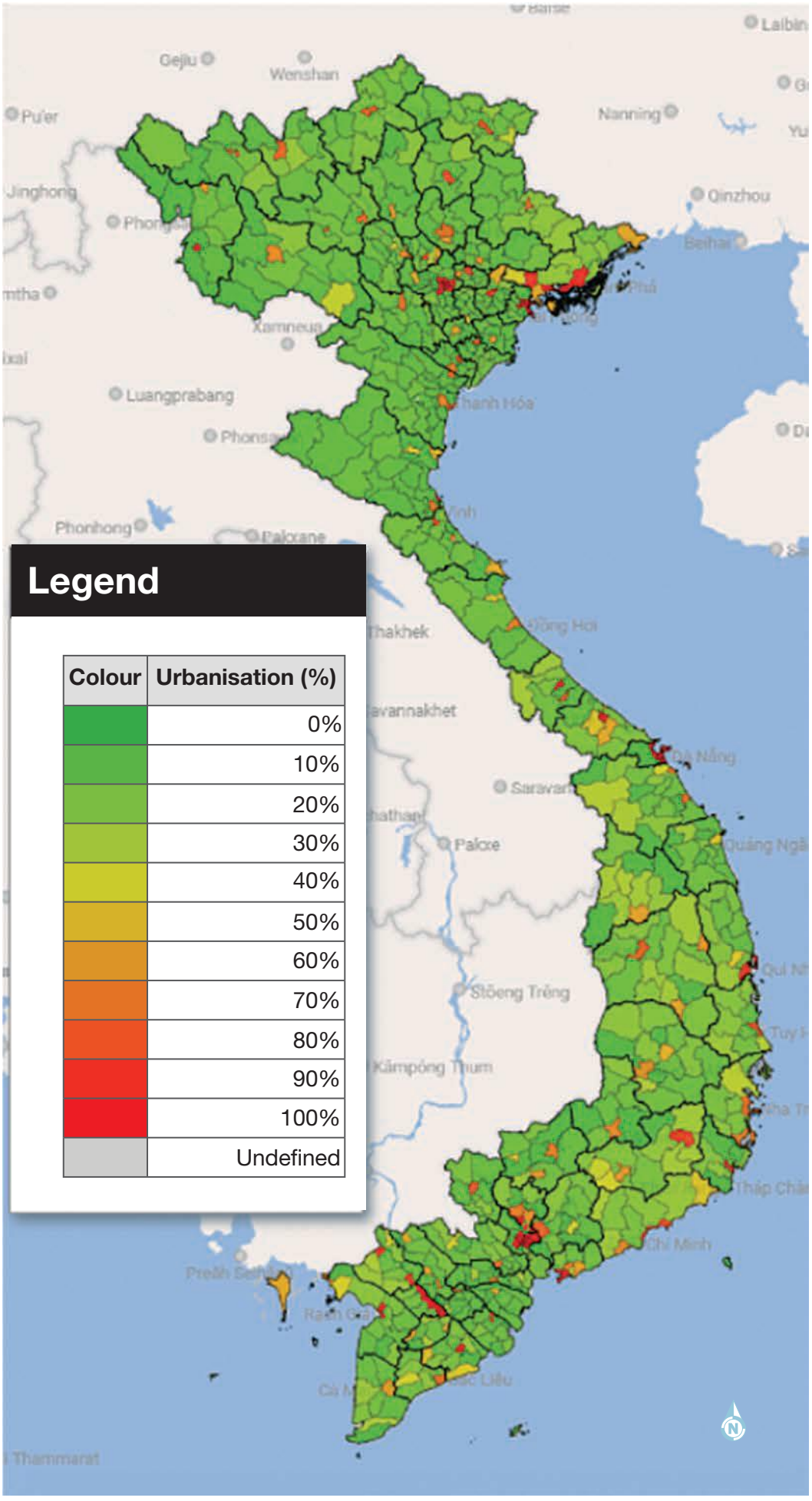
Interesting fact

The richest person in Vietnam earns more in one day than the poorest person earns in 10 years. This rich person could spend US$1 million every day for six years before they ran out of money.

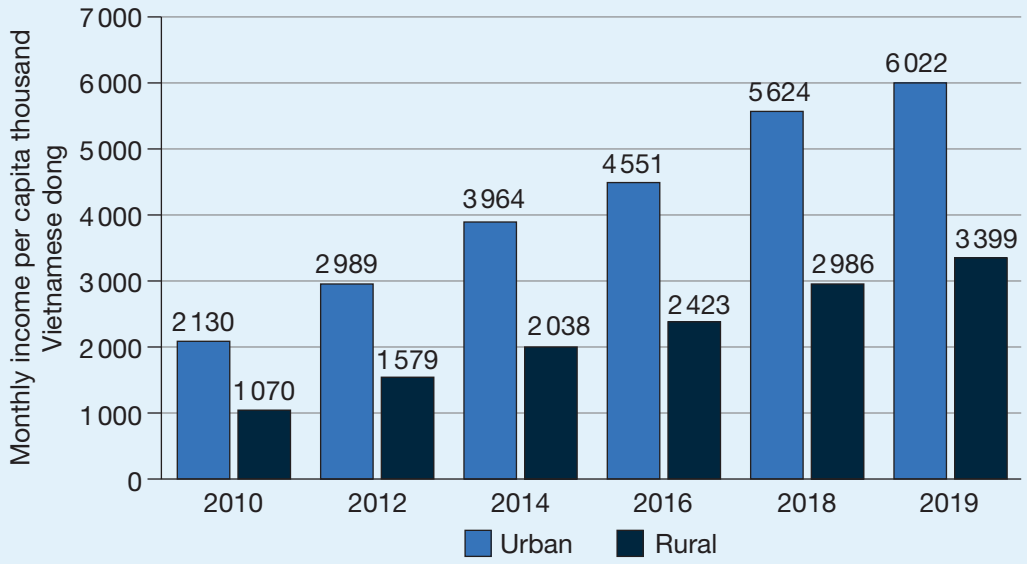
While Vietnam's economy was once dominated by agriculture, recent government expenditure and foreign investment in its urban areas have led to a transition towards manufacturing and services industries.

However, while Vietnam's urban regions have become growth centres, rural regions are still dominated by the agricultural industry, which has shown only minor economic growth. In addition to economic inequality, rural regions fall behind urban regions in a number of wellbeing areas:

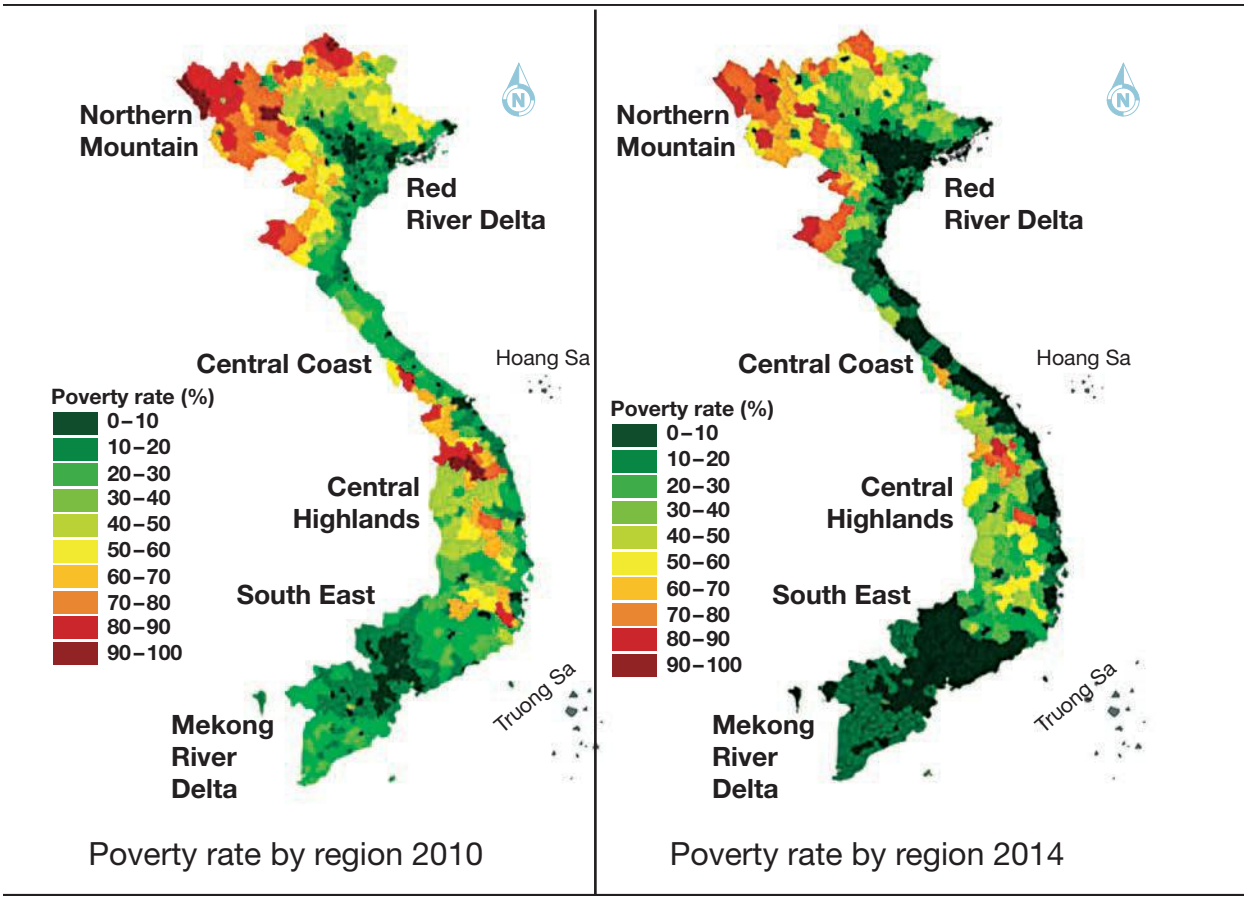
- Although Vietnam's overall TFR is 2.04, which is below the replacement rate of 2.1, the TFR remains much higher in the Central Coast and Central Highlands regions, resulting in larger household sizes. This is largely due to a lack of contraception and family planning services.
- Vietnam's IMR is very low in cities such as Hanoi and Ho Chi Minh City, similar to many European cities. However, in rural areas of Vietnam the TFR is among the highest in the world, particularly in remote areas where there is limited access to health care.
- Although over 80 per cent of Vietnamese people have access to a safe water supply, remote mountainous regions still lack this access.
- On average, residents in urban areas of Vietnam have attended two more years of schooling compared to those in rural areas.



▲ **Figure 6.40** Distribution of rural and urban regions in Vietnam



◄ **Figure 6.41** Monthly income per capita in Vietnam's rural and urban areas over time, expressed in thousand Vietnamese dong



▲ **Figure 6.42** Distribution of poverty within Vietnam, 2010 and 2014

Source: World Bank Vietnam 2015. Vietnam Systematic Country Diagnostic – Priorities for Poverty Reduction, Shared Prosperity and Sustainability

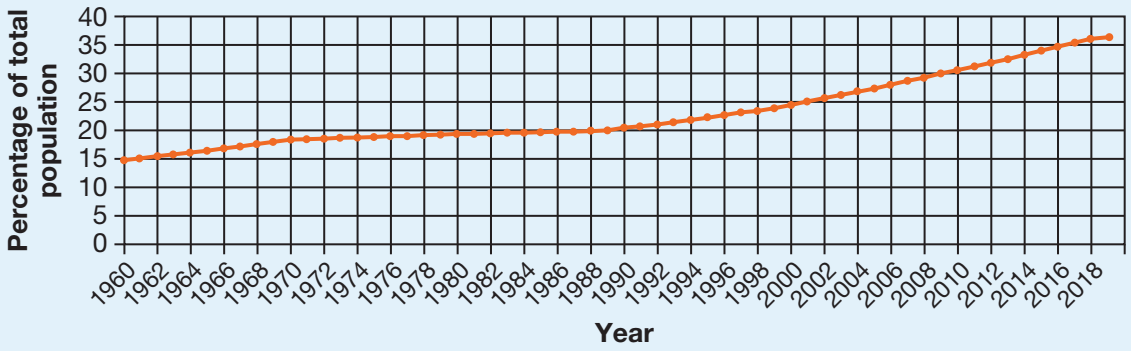
ACTIVITY 6.15

Describing spatial association

1 Using Figure 6.40 and Figure 6.42, **describe** the spatial association between the regions with high levels of poverty and the level of urbanisation within those regions. The instructions in Developing geographic concepts and skills 6.3 will help.

2 Based on this spatial association, **justify** whether urbanisation is a major or minor factor in determining regional poverty in Vietnam.

One of the biggest impacts of the economic divide between urban and rural areas has been rapid urbanisation. The rapid expansion of the business sector in urban areas of Vietnam has created an increase in the demand for labour. As a consequence, many Vietnamese people have left rural areas for places such as Hanoi in search of better employment opportunities and living conditions. Figure 6.43 shows the change in the proportion of Vietnamese people living in urban areas between 1960 and 2019.



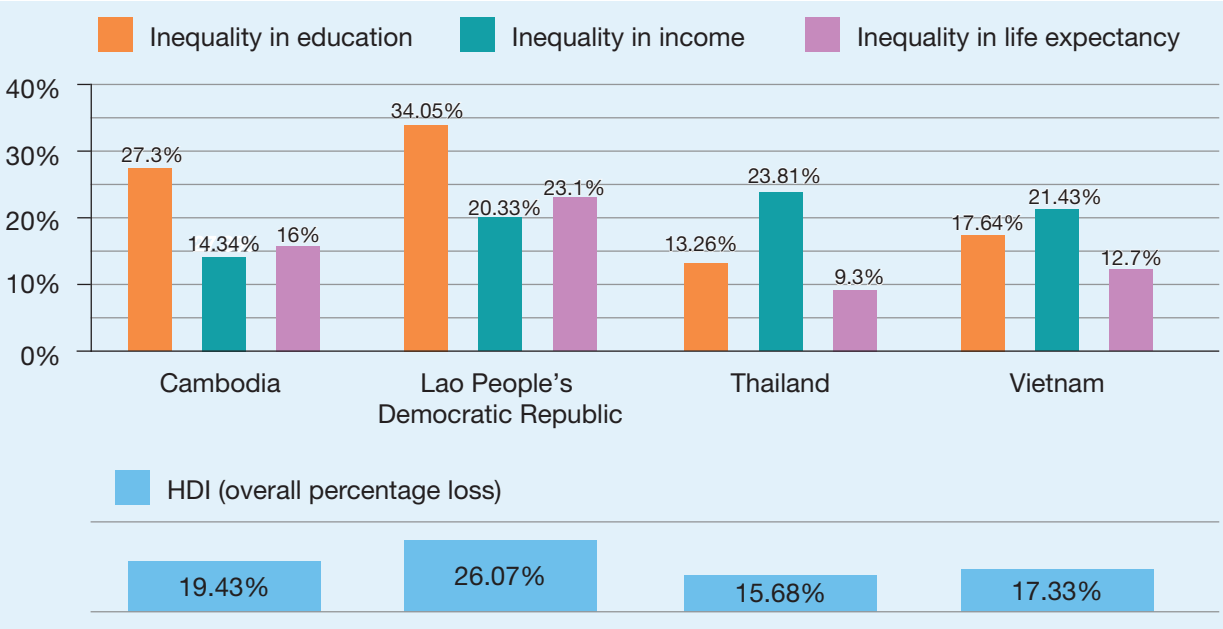
▲ **Figure 6.43** Change in proportion of Vietnamese people living in urban areas between 1960 and 2019

While rural-to-urban migration often does improve the wellbeing of those who migrate, it also increases the unevenness of wealth distribution – urban areas continue to prosper while neighbouring rural regions struggle to retain workers. This can ultimately reduce wellbeing in rural areas for people who cannot migrate, because even less money is invested in these poorer regions.

Rapid urbanisation can also lead to very high population densities in urban centres. Negative impacts associated with this can include a lack of housing availability and affordability, increased traffic congestion and poorer air quality. If urban areas do not have the space, resources and infrastructure to manage population growth then this growth is considered unsustainable, and can ultimately lead to a reduction in the wellbeing of urban residents.

To manage the urban–rural divide, the Vietnamese Government is faced with a number of challenges, including:

- Providing economic support for disadvantaged people (for example, subsidies to help rural farmers to maintain economic growth in the agricultural sector)
- Investing in rural areas to develop industries that will provide jobs
- Increasing the level of education in rural areas, particularly for females and ethnic minorities
- Managing urbanisation to ensure it is sustainable and doesn't adversely affect urban regions
- Attracting foreign investment to establish industries in rural areas that will help to evenly distribute wealth, job opportunities and the population.



▲ **Figure 6.44** Comparison of Vietnam's inequality with its neighbouring countries, based on three inequality measures. The HDI (overall percentage loss) is an overall measure of inequality based on how much it causes a country's HDI score to decrease.

ACTIVITY 6.16

Analysing geographical data

Refer to Figure 6.44 and complete the following tasks:

1 Rank the four countries from the most equal to the least equal.

2 **Identify** and **explain** which of the three indicators shows the biggest variation between the four countries.

3 **Investigate** online for the United Nations Human Development Programme website. Click on the Data tool and **compare** Vietnam's level of inequality with other countries around the world, such as Italy.

ACTIVITY 6.17

Analysing geographical data

Figures 6.45 through to 6.48 depict the contrast in living conditions and lifestyles between Vietnam's rural and urban regions. **Describe** the differences in the living conditions and environments represented. **Compare** them with your own lifestyle and your home city or town.

▲ **Figure 6.45** Women working in the rice fields in Sa Pa in north-western Vietnam

▲ **Figure 6.46** Rural village among the terraced rice fields of Sa Pa, north-western Vietnam

▲ **Figure 6.47** Traffic in Ho Chi Minh City, Vietnam's capital city

▲ **Figure 6.48** Ho Chi Minh City, the largest Vietnamese city by population

DEVELOPING YOUR UNDERSTANDING 6.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** inequality, providing an appropriate example.
2 Write a paragraph summarising the variation in wellbeing in Italy or Vietnam. Include statistics as evidence.
3 **Identify** and **describe** three statistics that highlight the difference between wellbeing in Vietnam's rural and urban areas.

Interpret

4 **Explain** the following sentence in your own words: 'The divide between the north and the south in Italy is so large that, based on statistics, it is as if these regions are located in completely different countries.'
5 Rural regions in Vietnam have lower levels of wellbeing with respect to a number of different indicators. Choose one of these indicators and **propose** and **justify** two factors that have contributed to this inequality. Suggest two potential impacts of this inequality.

Argue

6 Rank the factors that have contributed to inequality in Italy, from the most important to the least important. **Discuss** your choice with a partner and **justify** your ranking.
7 'Unsustainable levels of rural-to-urban migration can lead to a reduction in wellbeing in both rural and urban areas.' **Evaluate** this statement based on the examples provided within this chapter.
8 The Vietnamese Government is faced with a number of management challenges due to regional inequality.
   a State which of these challenges you think will be the most difficult to overcome. **Justify** your decision using evidence.
   b **Develop** your own management strategy that the Vietnamese Government could implement to try to overcome this challenge. **Consider** the likely sustainability of your strategy.

Extension

1 Using Google Street View, explore photos of different places within Lombardia and Calabria. **Distinguish** between these places by summarising their geographic characteristics and **discuss** how these features are linked to their wellbeing.
2 Research the Doi Moi reforms. **Explore** why they were needed, whether or not they were successful, and the positive and negative impacts they had on wellbeing in Vietnam.
3 Search online for 'World Bank' 'mapVIETNAM' to find the World Bank's mapVIETNAM project and **explore** maps based on data from Vietnam's latest census.
   - **Describe** the degree of the spatial associations between the different wellbeing indicators such as sanitation, poverty and secondary school attendance.
   - **Explain** what this tells you about the interconnection between different aspects of human wellbeing.
4 Search online for the OECD Regional Wellbeing website.
   - In pairs, choose a country and try to find the region that has the highest overall level of wellbeing based on what you think are the most important indicators.
   - **Compare** your results with your partner and **discuss** the differences.

6.4 Spatial variation in human wellbeing at a local scale

FOCUS QUESTION

Why does human wellbeing vary at a local scale and what impacts does this have?

'Healthy citizens are the greatest asset any country can have.'

—Winston Churchill, *Onwards to Victory*, 1944

How does human wellbeing vary at a local scale?

In Geography, 'local scale' refers to a specific place or small region. This could be a village, a town or a city, or a suburb within a city. Comparing human wellbeing at a local scale involves making comparisons between places and analysing the variation within places.

There is a large amount of variation in the wellbeing of different regions within London. However, there is also significant inequality within each of these regions. In the suburb of Westminster, for example, the average life expectancy in Lancefield Street, Queens Park, is 83.72 years. Compare this with the life expectancy of 94 years in Grosvenor Crescent, Belgravia (see Figure 6.49). Overall, there is a 20-year difference between the places in London with the highest and lowest life expectancies. This is similar to the divide between economically developed and developing countries.

In 2017, Melbourne was voted the world's most liveable city for the seventh year in a row based on the Economist Intelligence Unit's Global **Liveability** Index. Criteria include stability, health care, culture, environment, education and infrastructure. Although Melbourne regularly ranks well, there are varying levels of wellbeing within suburbs of Melbourne based on environmental factors such as climate, access to **green space**, employment levels and the availability of services such as public transport. In 2018 Melbourne lost its top spot to Vienna. In 2021, the highest ranked Australian city was Adelaide, at third. Perth ranked sixth, Melbourne ranked equal eighth (with Geneva), Brisbane ranked ninth and Sydney ranked eleventh. New Zealand had two cities in the top ten. This probably reflects the lower incidence of COVID-19 in Australia and New Zealand, compared to other countries which have now fallen out of the top ten.

How is wellbeing data collected and analysed at a local scale?

In many countries, data relating to **demographic**, economic, social and health factors is collected on a regular basis using a **census**. In Australia this data is collected and updated every five years by the Australian Bureau of Statistics. The data is collected based on the location of every person in Australia on the night of the census. This data can be mapped and its distribution can be analysed. When this data is compared with historical data, trends can be identified. This enables an analysis of the change in wellbeing over a specific time period. It also allows the projection of future changes.

As described earlier, GIS is a form of spatial technology used to gather, manage and analyse spatial information such as census data. By organising the data in layers using interactive maps, geographers can find patterns and relationships between different variables.

▲ **Figure 6.49** Google Street View images of London addresses Lancefield Street, Queens Park (top) and Grosvenor Crescent, Belgravia (bottom)

green space area of vegetation reserved for recreational or aesthetic purposes within an urban environment

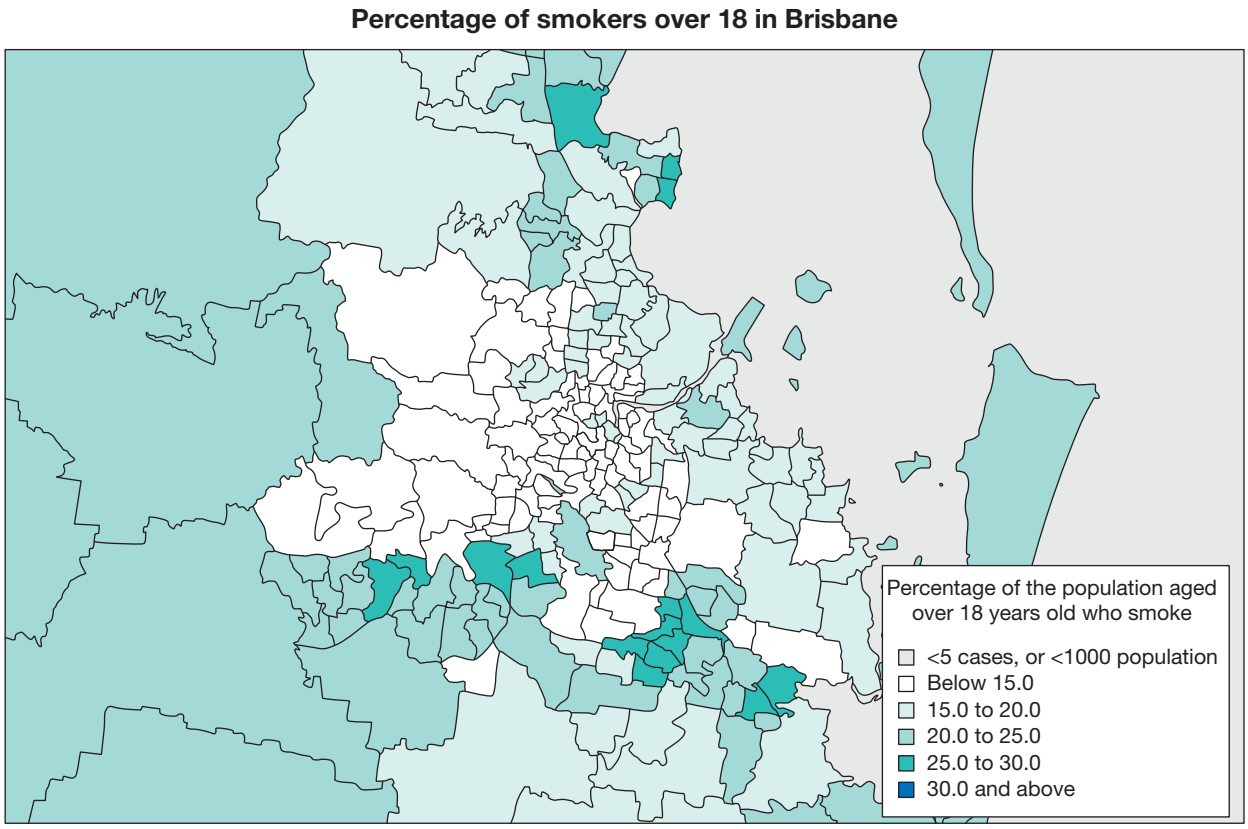
demographic relating to the structure or characteristics of a population

census official count or survey of a country's population, usually occurring at regular intervals

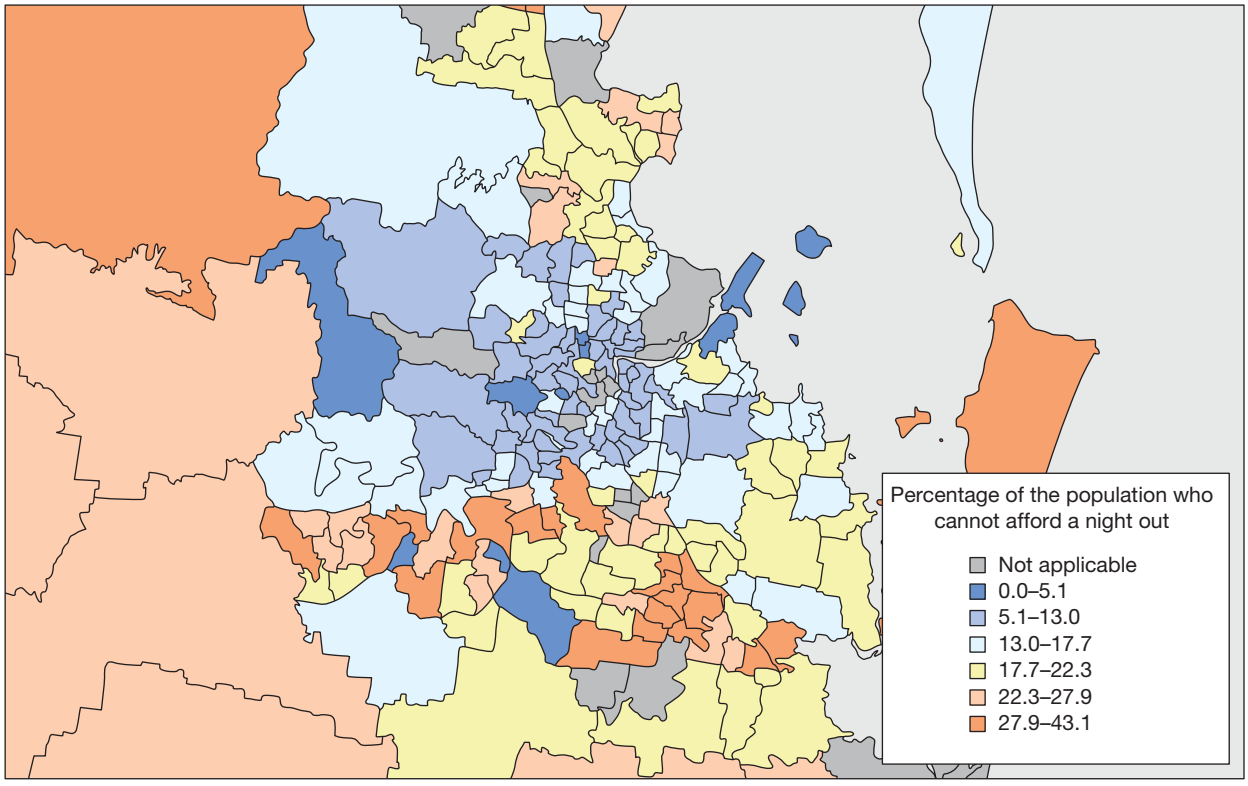
liveability an assessment of what a place is like to live in, using particular criteria: for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities

For example, GIS analysis could determine whether there is a link between unemployment and crime, or a link between access to public transport and mental health. Figure 6.50 and Figure 6.51 show a comparison between the distribution of the prevalence of smoking and of people who have enough spare money to have a night out in Brisbane. Can you see an association between these variables?

It is important to note that just because sometimes there is a correlation between variables does not mean that one variable causes the other. For example, a correlation between smoking and a lack of spending money does not mean that smoking is directly causing a lack of money. There are always additional factors to consider. In this case, they might include social pressures, education or access to jobs in high-paying industries.



▲ **Figure 6.50** The distribution of smokers across Brisbane, measured as a percentage of those aged over 18 years, 2011–13



▲ **Figure 6.51** The distribution of people across Brisbane who cannot afford a night out, measured as a percentage, 2016

ACTIVITY 6.18

Explain involves demonstrating an understanding of a concept through the application of knowledge.

Describing spatial association

Refer to Figure 6.50 and Figure 6.51 and undertake the following tasks.

1 **Describe** the strength of the spatial association between areas with a high prevalence of smoking and areas with a high proportion of people who cannot afford a night out. In your answer, refer to specific regions of Brisbane and quote values using the legends.
2 **Explain** whether or not smoking causes people to have less money and whether there might be additional factors contributing to any associations.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.7

Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can be manipulated, enabling the user to analyse associations between different variables. In this exercise you will gain an understanding of the distribution of human wellbeing in your local area by using the AURIN map website (Australian Urban Research Infrastructure Network) at https://cambridge.edu.au/redirect/9706.

1 Explore the different types of data available, and **create** a question based on these variables. For example, is there an association between access to public transport and rental affordability? Useful variables to investigate include:
   - Life satisfaction
   - Population density
   - Child and youth health
   - Household advantage and disadvantage
   - Access to education.
2 Add layers of data to your map and then explore by zooming in and moving around.
3 **Describe** the distribution of each of these variables. Include specific examples of places that are high or low. Clicking anywhere on the map will reveal the name of the place.
4 **Compare** the distribution of each variable and use this to discuss the degree of spatial association.

Tips:

- If you are having difficulty with the AURIN map tools, refer to the Interactive Textbook for step-by-step instructions.
- Working with a partner can be useful so you can have a different map open on each of your screens.
- Adjusting the opacity of layers can help you to see whether or not they overlap.
- Using the side-by-side tool will enable you to slide between the different map layers for a quick comparison between places.

A comparison of two suburbs

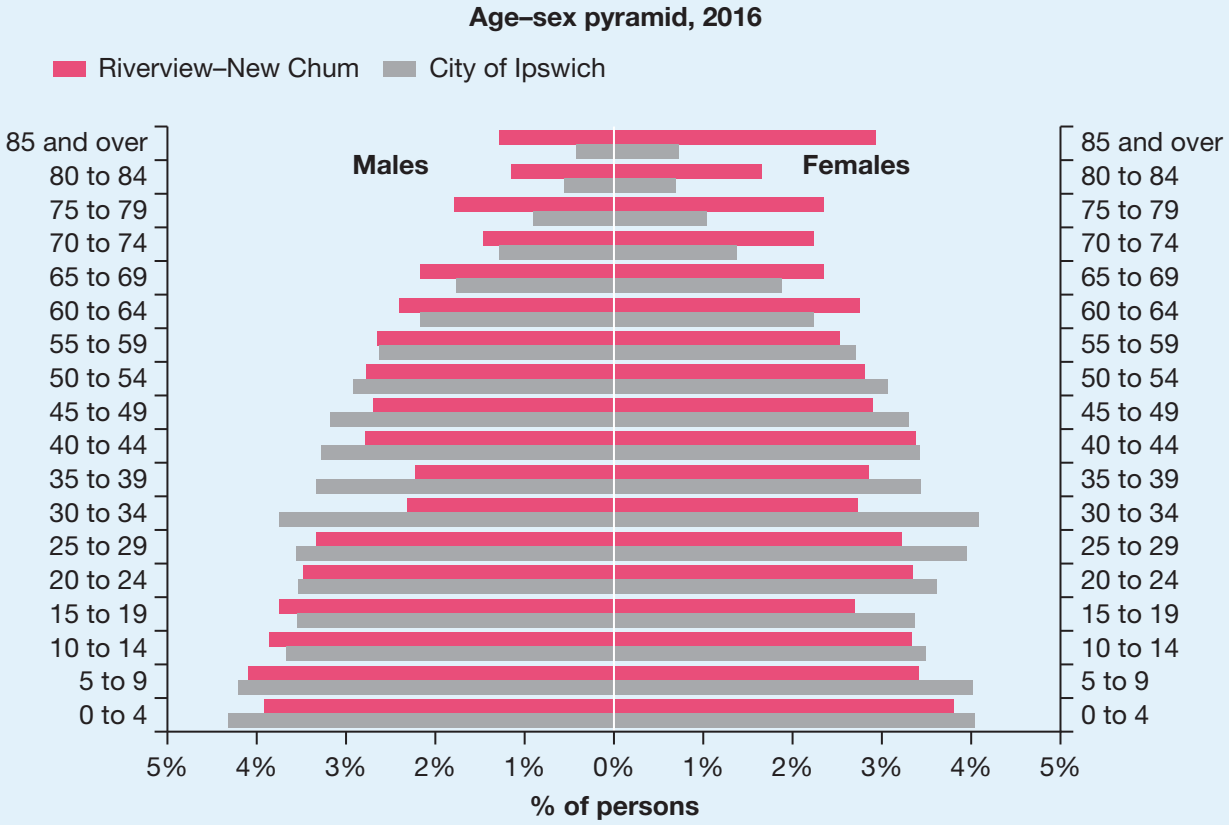
Demographic and wellbeing data can be organised by location in order to directly compare different places. Melbourne-based company .id provides local area profiles containing various types of demographic and socio-economic data for locations around Australia. .id's data services are used to inform local and state government decisions in areas such as education, residential development, retail, health care and the provision of utilities such as water and power.

Figure 6.52 and Figure 6.53 show a comparison of two local regions within the City of Ipswich **Local Government Area**: Riverview–New Chum and Bellbird Park–Brookwater. The Socio-Economic Index for Areas (SEIFA) is an index of disadvantage that provides a value that combines a number of measures based on socio-economic status, education and employment. A higher SEIFA value indicates a lower level of disadvantage.

Local Government Area (LGA) an area managed by a local council

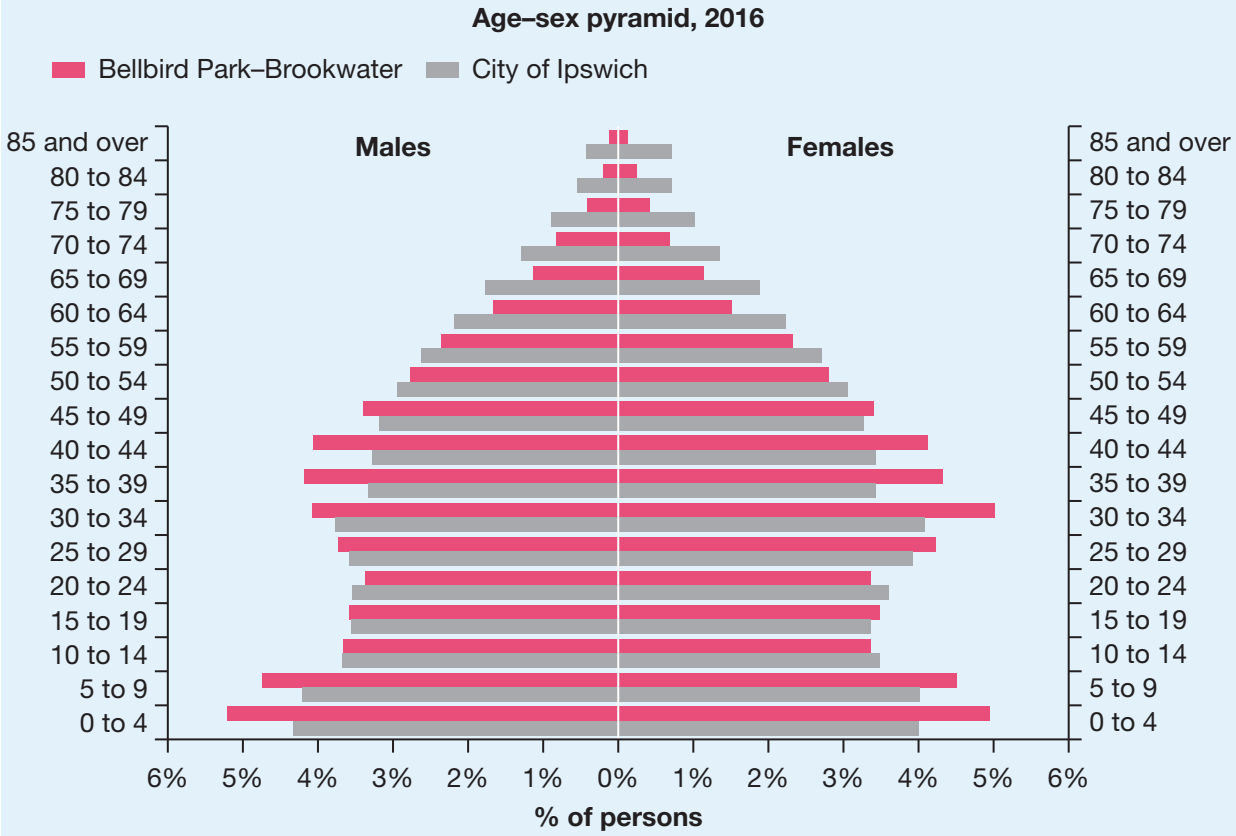
Riverview–New Chum are two adjacent suburbs located towards the north-east of Ipswich, bound by the Bremer and Brisbane Rivers in the north. Bellbird Park–Brookwater are located further east towards the border with Logan City Council.

Riverview–New Chum	
Population	3034
Population density	2.18 persons per Ha
Median age group	35–39
Couples with young children (<15 years)	9.5%
Median weekly household income	$800–999
Vocational qualification	20.1%
Unemployment rate	15.3%
Public transport to work	11.1%
SEIFA index of disadvantage	780.0



▲ **Figure 6.52** Demographic and wellbeing data for Riverview–New Chum

Bellbird Park–Brookwater	
Population	17 704
Population density	11.35 persons per Ha
Median age group	30–34
Couples with young children (<15 years)	29.3%
Median weekly household income	$1750–1999
Vocational qualification	23.7%
Unemployment rate	7.2%
Public transport to work	8.3%
SEIFA index of disadvantage	1043



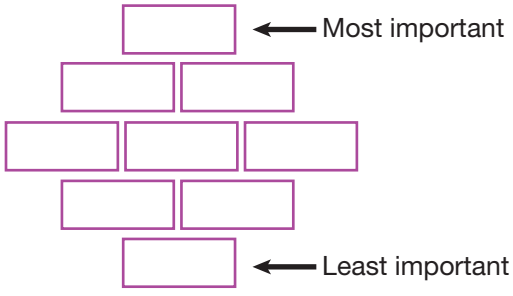
▲ **Figure 6.53** Demographic and wellbeing data for Bellbird Park–Brookwater

ACTIVITY 6.19

Analysing geographical data

1 In pairs, **use** a diamond ranking template (see right) to rank the nine summary statistics in Figure 6.52 and Figure 6.53 in order of importance for determining the wellbeing of a suburb.

2 Based on Figure 6.52 and Figure 6.53, state whether Riverview–New Chum or Bellbird Park–Brookwater has a higher level of wellbeing. Provide a justification for your claim by using statistics and referring to the shape of their population pyramids.



Fieldwork 6.1

Comparing human wellbeing in different places

Fieldwork is an essential part of studying Geography. It enables you to **investigate** many of the concepts that you study in the classroom while in the real world. In this investigation, your aim is to **compare** human wellbeing in two different places. For example:

- Neighbouring suburbs of Brisbane or another urban centre. For example: Rocklea and Oxley
- Suburbs in different regions of Brisbane, such as Woolloongabba and Aspley
- Two different rural areas of Queensland such as Emerald and Clermont
- Two coastal centres such as Cairns and Port Douglas.

The following structure will help to form the basis of your study.

Title and introduction

Introduce your study by providing some context. This should include the locations you are investigating and the wellbeing indicators that you will be comparing.

Background information

Research some background information about your places including their location, geographic characteristics and history. Include a location map and a satellite image from Google Earth.

Aim

Write an aim for your fieldwork that is achievable based on the data that you intend to collect.

Research question

Write a research question that you intend to answer using the data that you collect. For example: Is wellbeing in Oxley higher than in Rocklea based on access to public transport, employment opportunities and household affordability?

Hypothesis

Write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question. For example: Oxley will have better public transport and employment opportunities than Rocklea but less affordable housing.

Primary data collection

Primary data refers to data that you collect yourself while in the field. **Consider** the types of primary data that you will need to test your hypothesis and answer your research question. Examples include surveys of local residents, mapping of access to local services and infrastructure, traffic counts, assessments of the reliability of public transport, annotated photographs and field sketches and interviews with politicians, councillors or the police. **Consider** the equipment that you will need to help collect your data accurately and efficiently. The use of spatial technology apps such as ArcGIS Survey123 or Avenza Maps can assist with both data collection and analysis.

Secondary data collection

Secondary data is data that you collect via research which was previously collected by someone else for an additional purpose. Using websites such as AURIN or .id (see 'Developing geographic concepts and skills 6.7' in this section), collect information about local demographics, projected population changes and environmental, economic and social data.

Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. **Analyse** your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven. **Consider** the best way to present your data, such as a report, oral or multimedia presentation, or as an ArcGIS StoryMap combining text, interactive maps and multimedia.

Conclusion and evaluation

Summarise your findings and **evaluate** the success of the field trip. What were the positives and negatives of your primary data collection methods? How reliable and useful were the primary and secondary data that you collected? What could be done differently next time? What additional data could be collected to extend this investigation?

References

Ensure you keep a record of any sources used and present these in a bibliography.

The wellbeing of Australia's Aboriginal and Torres Strait Islander population

Aboriginal and Torres Strait Islander Peoples represent approximately 2.8 per cent of Australia's population. However, there is a wide gap between the wellbeing of Indigenous Australians and non-Indigenous Australians, based on demographics, wealth, education and health.

Although statistics show that Aboriginal and Torres Strait Islander Peoples living in urban areas have a relatively low level of wellbeing, this gap is even wider when considering Indigenous Australian Peoples living in remote communities.

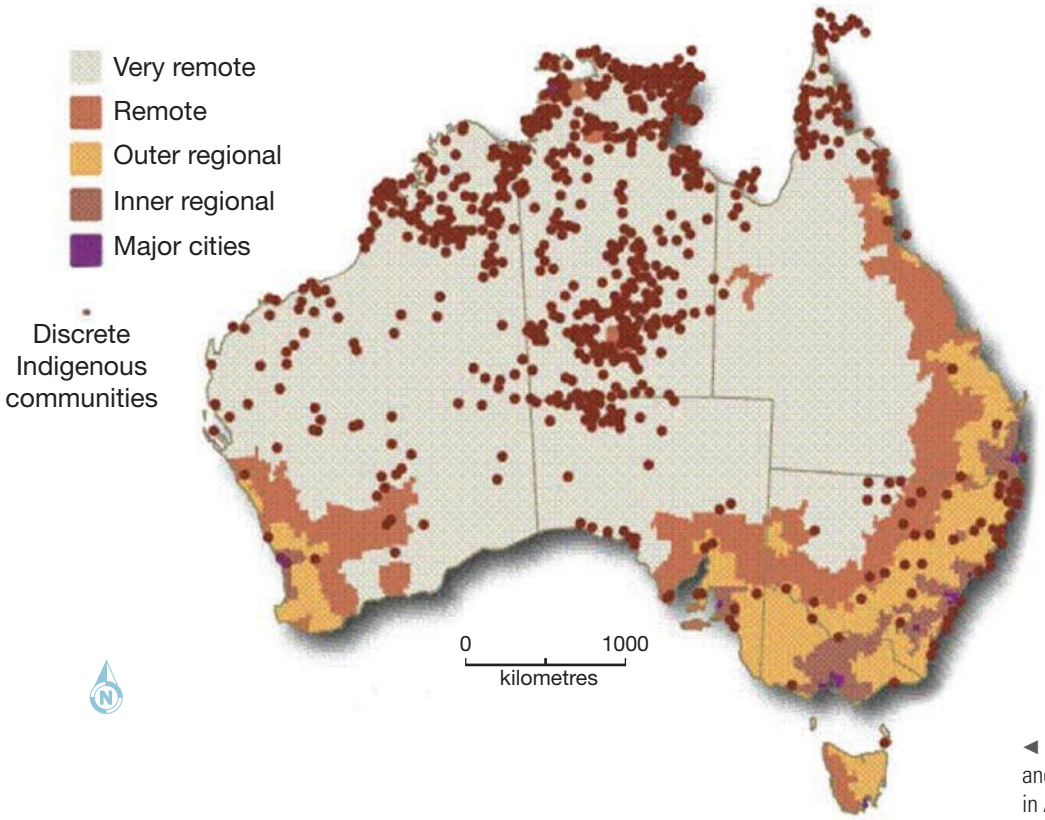
Figure 6.54 shows the location of remote communities in which 14 per cent of Aboriginal and Torres Strait Islander Peoples live.

The differences in the wellbeing of Indigenous and non-Indigenous Australians becomes apparent when comparing demographics. There is a large variation in life expectancy – Aboriginal and Torres Strait Islander Peoples die on average 8.6 years earlier than non-Indigenous Australian people. There is also a large difference when comparing the age structure of these populations.

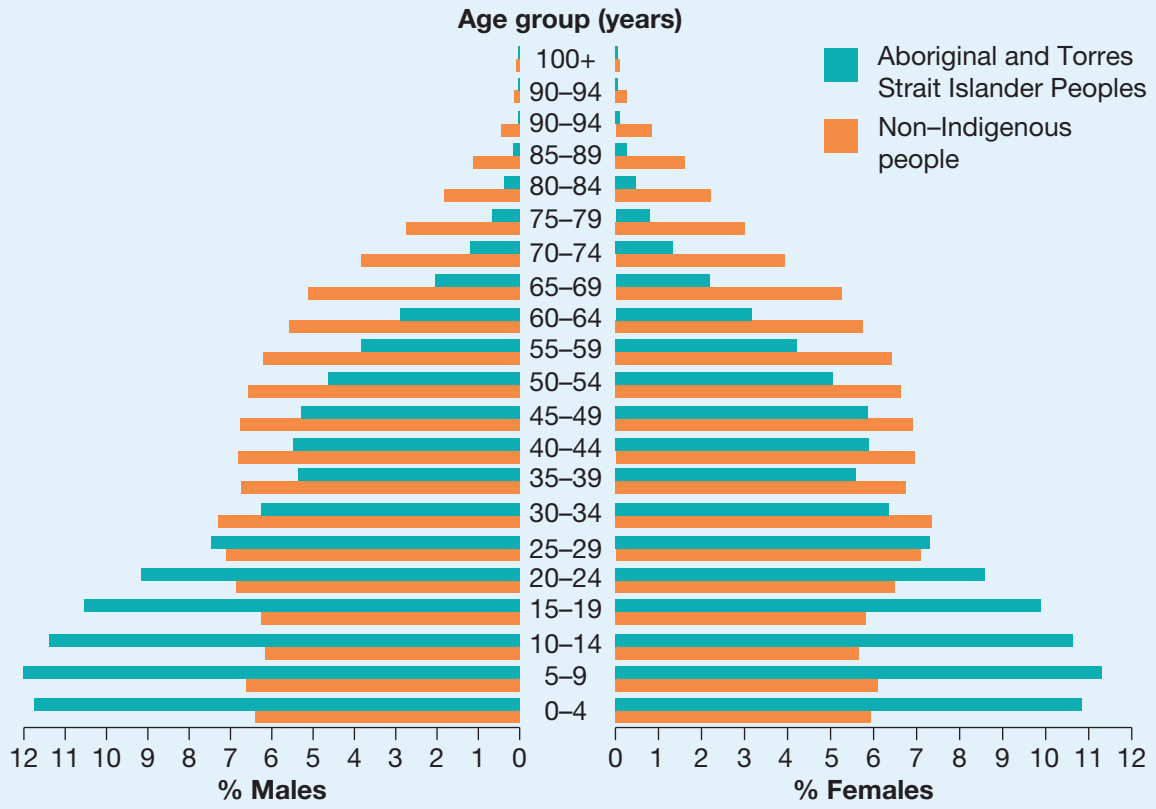
Figure 6.55 shows the age structure of Australia's Aboriginal and Torres Strait Islander population compared with its non-Indigenous population. While non-Indigenous Australians have a population pyramid similar to most other developed countries, the shape of the population pyramid for Aboriginal and Torres Strait Islander Peoples is similar to those of many developing sub-Saharan African countries.

Over half of Australia's Indigenous population are people aged under 25, compared to just one-third of Australia's non-Indigenous population, which has a large proportion aged 65 and older.

The differences in wellbeing between these populations extend beyond demographic measures. The 2016 Australian Census showed that only 47 per cent of Aboriginal and Torres Strait Islander Peoples aged between 20 and 24 years had completed Year 12. While this was an increase from 32 per cent in 2006, it is still very low when compared with 79 per cent for non-Indigenous Australians.



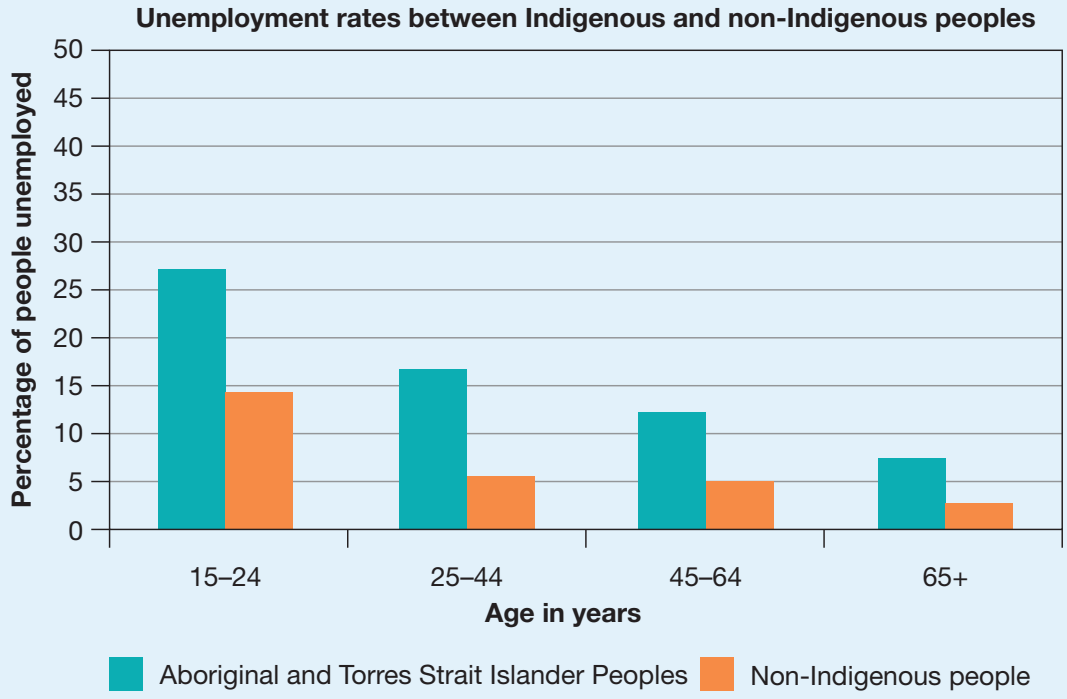
◄ **Figure 6.54** Location of Aboriginal and Torres Strait Islander communities in Australia



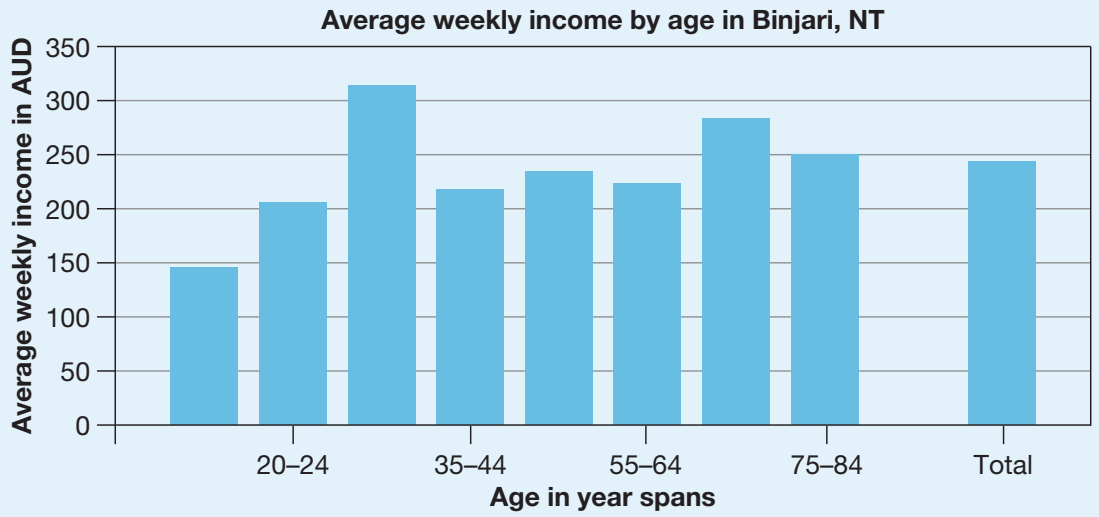
▲ **Figure 6.55** Population pyramid comparing Australia's Aboriginal and Torres Strait Islander and non-Indigenous populations, 2016

The unemployment rate for Aboriginal and Torres Strait Islander Peoples in 2016 was 18 per cent, and 27 per cent for young Indigenous Peoples aged 15 to 24. This is significantly higher than the Australian average of 5.7 per cent, and 14 per cent for young people overall (see Figure 6.56).

For Aboriginal and Torres Strait Islander Peoples, the average weekly income was quite low – A$441, compared to the Australian weekly average income of A$662. The average weekly income is even lower for Indigenous Peoples living in remote communities, such as Binjari, which is located near Katherine in the Northern Territory (see Figure 6.57).



▲ **Figure 6.56** Unemployment rate for Aboriginal and Torres Strait Islander Peoples compared with non-Indigenous Australians, 2016



▲ **Figure 6.57** Average weekly income for different age groups in Binjari, Northern Territory, 2016

ACTIVITY 6.20

Analysing geographical data

1 **Compare** and **explain** the population pyramids for Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians using Figure 6.55. Refer to specific age cohorts as well as the overall shape of the pyramids.

2 Using Figure 6.56, **calculate** the percentage difference in the unemployment rate between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians.

Health and disease within Aboriginal communities

One of the biggest concerns facing Aboriginal communities is the prevalence of treatable and preventable diseases. **Scabies** is a treatable skin infection that spreads from person to person. It is widespread throughout remote Aboriginal communities, but rare throughout the rest of Australia.

Within Aboriginal communities, studies have shown that up to 70 per cent of children are infected with scabies within the first year of their life. This is the third-highest rate of infection in the world. If left untreated, this infection can lead to kidney disease and heart conditions, or develop into a more severe form of infection known as crusted scabies.

It is estimated that up to 1 per cent of all Aboriginal and Torres Strait Islander Peoples living in remote communities have crusted scabies. Without adequate treatment, half of all people who develop crusted scabies die within five years.

There are several factors that contribute to the severity and prevalence of scabies and other diseases within these communities. These include overcrowded housing, and the sharing of beds, clothes and towels.

Within Katherine, Northern Territory, approximately one in four Aboriginal people are homeless due to the high price of rental houses and the lack of **public housing**. This rate of homelessness is over 30 times the Australian average. People in Katherine who live in houses are often living with three or four generations (children, parents, grandparents and great-grandparents) under the same roof in very crowded conditions (see Figure 6.58). This allows infections like scabies to quickly pass between family members.

scabies skin condition caused by microscopic mites burrowing under the skin

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

Furthermore, even when a scabies infection is treated, there is a high rate of reinfection unless the patient's living conditions can also be improved.

Another contributing factor to poorer health outcomes for people living in remote communities is the lack of access to health care services. Even in places where a health clinic is available, many are underresourced and lack essential infrastructure or adequate staffing.

▲ **Figure 6.58** Percentage of Aboriginal and Torres Strait Islander houses that are overcrowded (defined as needing at least one additional bedroom), 2016

DEVELOPING YOUR UNDERSTANDING 6.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 In your own words, write a description for 'local scale' and provide an example.

2 **Explain** what a census is, the type of data that a census collects and how often the census is conducted in Australia.

3 **Describe** and **explain** a 'Geographic Information System' and discuss how a GIS can be used to **analyse** wellbeing at a local scale.

4 **Identify** the factors that contribute to the prevalence of scabies and other preventable diseases within remote Aboriginal communities.

Interpret

5 Using Figure 6.49 or Google Street View, **compare** the geographic characteristics of the London suburbs of Queens Park and Belgravia.

6 Using Google Maps, find the location of Binjari.

- **a** Turn on Satellite View and use it to **describe** the remoteness and geographic characteristics of the landscape.
- **b** **Propose** the impact that the location and characteristics of this place might have on the wellbeing of its residents.

Argue

7 **Reflect on** Churchill's quote at the start of Section 6.4 and **discuss** the extent to which you agree with it. **Use** examples from this chapter in your response.

8 Choose one of the examples of data provided within this section, **comment** on whether it is likely to be biased and **evaluate** its usefulness.

9 **Explain** how GIS can be used to **analyse** geographical data and **comment** on their usefulness.

»

Extension

1 **Create** a table containing statistics that **compare** the wellbeing of Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians.
2 **Investigate** online the .id homepage, using the terms 'demographic resources' and '.id'. Try to find the LGA with the highest level of wellbeing within Queensland or Australia. **Compare** your findings with the rest of your class.
3 **Apply** the structure in Fieldwork 6.1 to **design** your own fieldwork investigation to **compare** the wellbeing of two nearby local areas. Include an aim, a research question, a hypothesis and ideas for data collection.
4 **Design** an infographic highlighting the challenges facing Aboriginal and Torres Strait Islander Peoples, using software such as Piktochart.
5 **Investigate** the Australian Indigenous Health InfoNet website and **identify** a local-, state- or national-scale response aimed at improving the wellbeing of Aboriginal and Torres Strait Islander Peoples.

6.5 Improving human wellbeing

FOCUS QUESTION

How do government and non-government organisations seek to improve human wellbeing?

Government and non-government organisations

Government and non-government organisations use a range of initiatives to try to improve human wellbeing on anything from a local to a global scale. These initiatives contain goals relating to the aspects of wellbeing that they are aiming to improve. They often contain specific targets that must be reached in order to achieve these goals.

In some cases, an organisation might focus primarily on one form of wellbeing, such as improving literacy. However, due to the interconnection between factors that determine wellbeing, many of these initiatives aim to improve wellbeing in several different areas.

A government organisation is an organisation that is part of (or has links with) a government department. For example, the Australian Government's Department of Social Services manages national **policies** that aim to create an equitable society in areas such as rent assistance, homelessness and the National Disability Insurance Scheme. At a state level, WorkSafe manages compensation claims and rehabilitation for work-related injuries and illnesses throughout Queensland, including mental and physical health and wellbeing.

Intergovernmental organisations involve the cooperation of governments from several member countries that are usually bound by a **treaty**. They work towards common goals involving issues on an international scale. The **United Nations (UN)** was formed after World War II with the aim of preventing future wars. It works to uphold international law, deliver **humanitarian aid** and protect human rights.

A non-government organisation (NGO) is a **not-for-profit** group that is not part of a government department. NGOs can exist at local, national or even international scales. They are generally funded by grants, memberships, private donations and the sale of goods and services.

policy course of action proposed and carried out by a governing body

treaty written agreement between two or more political authorities bound by international law

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

humanitarian aid short-term assistance to people who need help recovering from natural or human-made disasters

not-for-profit organisation organisation that does not operate for the profit or personal gain of its members

Oxfam is an international NGO focusing on the alleviation of poverty around the world. The Australian Red Cross is a national example of an NGO operating within Australia. It provides international aid across the Asia-Pacific region, supporting communities that have experienced disasters, and managing and providing blood donations. It also provides support for vulnerable people such as the elderly, people with disabilities, and Aboriginal and Torres Strait Islander Peoples.

terrestrial relating to dry land

How do we measure the effectiveness of a management initiative?

Geographers use data to monitor and assess wellbeing. This data can be measured against specific targets or criteria to see whether or not those targets have been met. This is one way to measure the effectiveness of wellbeing management initiatives. In other words: has wellbeing actually improved, or have there been any further consequences?

The following five case studies provide examples of a variety of wellbeing management initiatives at a range of scales.

Global scale: 2030 Agenda for Sustainable Development

In 2015 the United Nations adopted the 2030 Agenda for Sustainable Development. This agenda involves all 193 developing and developed member countries of the UN working together to achieve 17 Sustainable Development Goals (SDGs) by 2030 (see Figure 6.59).

These goals include an overall aim to reduce poverty while improving wellbeing in terms of education, sanitation, equality and peace. They also include aims to tackle climate change and ensure the sustainable management of marine and **terrestrial** environments. The 17 goals seek to build on the UN's previous eight Millennium Development Goals.

A fundamental part of the 2030 Agenda is sustainability, which is defined by the UN as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

The SDGs cover all three elements of sustainability: economic, social and environmental. The UN acknowledges that all three of these elements are interconnected and therefore a crucial part of maintaining the wellbeing of individuals and entire populations.

> *'The Sustainable Development Goals are a reflection of our values and ambitions. They are the contemporary manifestation of the "fair go".'*
>
> —Senator the Hon. Concetta Fierravanti-Wells, Minister for International Development and the Pacific, 2018 Australian Sustainable Development Goals Summit

▲ **Figure 6.59** The United Nations' 17 Sustainable Development Goals

The 17 SDGs contain a total of 169 targets against which the success of the goals will be measured. Each of these targets has a set of indicators that are used to determine whether each target has been met. The goals are non-binding, meaning that governments are not legally forced to meet them. However, countries are expected to establish their own national policies to achieve each goal, and are involved in reviewing their progress at a local, regional and national scale.

As part of this review process, each country will undergo a Voluntary National Review at least twice between 2015 and 2030. Australia underwent its first review in 2018. Figure 6.60 shows some of the measures taken globally towards eradicating poverty. Data demonstrating the progress made for each of the SDGs and for each individual country can be accessed using the SDG-Tracker and the Sustainable Development Report Dashboards (see Figure 6.61).

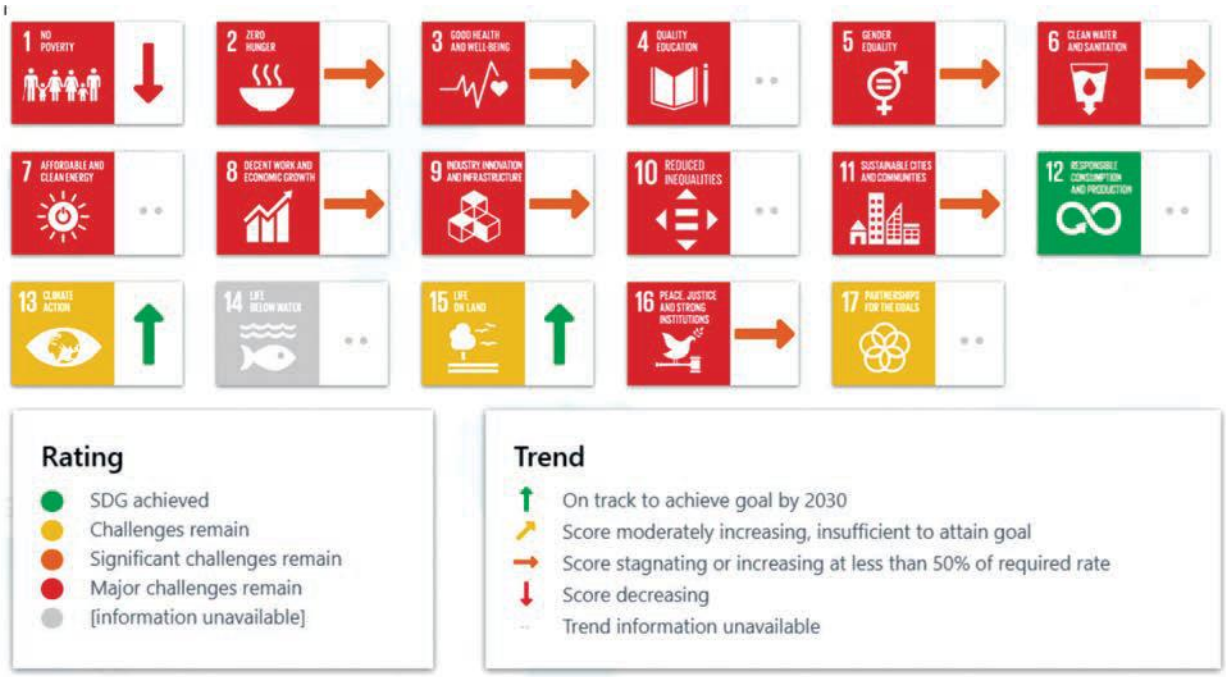
The main obstacle to the success of many of the SDGs is funding. An article published in *The Economist* suggested that achieving all 17 goals will require US$2–3 trillion each year for the entire 15-year period. This is considered to be unrealistic.

Studies have shown that just solving the issue of access to clean water and sanitation is estimated to require US$200 billion. Unless major changes are made to the funding of SDGs within UN member countries, it is unlikely that many countries will meet their targets.

For example, a 2018 study showed that although there is a decreasing number of underweight people within sub-Saharan African countries, the goal of ending malnutrition by 2030 is unlikely to be met within the region.

▲ **Figure 6.60** Summary of Australia's progress in meeting the first SDG, No Poverty, sourced from Australia's National Voluntary Review in 2018

Chad, Africa – progression towards the SDGs, 2019



▲ **Figure 6.61** Sub-Saharan African nation Chad's progress in meeting the SDGs, as shown in the Sustainable Development Report Dashboard, 2019

ACTIVITY 6.21

Evaluating the Sustainable Development Goals

1 Using Figure 6.59, rank the 17 SDGs in order of the ones you think are the greatest and smallest priorities. **Justify** your top three and bottom three choices.

2 **Investigate** online for 'SDG tracker' and **use** the SDG tracker tool in the following tasks.
   - **a** Choose one of the SDGs and write a brief summary explaining what the goal involves.
   - **b** **Identify** at least two of the targets that are used to measure the achievement of the goal.
   - **c** **Analyse** the data provided and **use** it to **evaluate** whether or not these targets are likely to be met and therefore whether the SDG is likely to be met by 2030.

3 **Investigate** online for the most recent Sustainable Development Report Dashboard.
   - **a** **Identify** two countries to **compare**.
   - **b** **Identify** which of the two countries has shown the most overall improvement in the 17 areas and which is most likely to achieve the SDGs by 2030.
   - **c** For one of your chosen countries, **identify** a goal that is on-track and one that has received a decreasing score. Click on the on-track goal. **Identify** which of the indicators have been achieved and which have significant challenges remaining.

International scale: the Bill and Melinda Gates Foundation

In 2000 Bill Gates, **philanthropist** and billionaire founder of Microsoft, and his then-wife Melinda French Gates, philanthropist and former general manager at Microsoft, established the Bill and Melinda Gates Foundation. This non-government organisation aims to improve health care and reduce poverty in some of the poorest regions of the world. The foundation has five key divisions, each focusing on a different aspect of wellbeing:

- **Global Health Division:** aiming to reduce the impact of infectious diseases such as HIV/AIDS and malaria and reduce the child mortality rate in developing countries. During 2020, the foundation pledged hundreds of millions of dollars to accelerate the development and ensure the equitable distribution of COVID-19 tests, treatments and vaccines and urged world leaders around the world to do the same

philanthropist a person who donates their personal time and money to helping others

> *'In rich countries we have sewers that take clean water in, flush some of the dirty water out, in almost all cases there's a treatment plant. Could you process human waste without that sewer system?'*
>
> —Bill Gates, Reinvented Toilet Expo 2018

- **Global Development Division:** expanding health care to poor communities around the world through the delivery of health products and services
- **Global Growth & Opportunity Division:** developing innovations to help reduce inequality and poverty through improvements in agricultural development, gender equality, financial services and sanitation
- **United States Division:** ensuring all students in the United States graduate from high school and have the opportunity for tertiary education
- **Global Policy & Advocacy Division:** promoting policies and building relationships with governments and other non-government organisations to further advance programs.

A recent focus of the Bill and Melinda Gates Foundation has been improving sanitation in developing countries within sub-Saharan Africa and South Asia. The aim is to improve the safety of sanitation facilities and reduce preventable deaths from diseases such as cholera, diarrhoea and dysentery. The rapid growth of cities in these poor regions has created a need for innovative sanitation solutions, since traditional sewerage systems are not financially viable.

Since 2011 over US$200 million has been spent on the Reinvent the Toilet Challenge. The aim was to develop a toilet that could remove germs from human waste while recovering useful resources such as energy, clean water and nutrients. It also had to be able to operate 'off the grid' without a connection to a water supply, sewerage system or an electricity grid, at the same time as remaining affordable.

Several toilets have been designed to meet these criteria, using localised chemical treatment rather than expensive sewerage infrastructure. The next step is reducing the cost and producing these toilets at a large enough scale.

Local and national scales: Closing the Gap

The wellbeing gap between Australia's Aboriginal and Torres Strait Islander Peoples and non-Indigenous communities is being tackled at local, regional and national scales.

In 2010, Binjari, a town in the Northern Territory, was described in a local newspaper as the 'worst address in Australia' because of its high levels of violence and unemployment.

In response, in 2014 the Binjari Community Aboriginal Corporation established a program giving young men an opportunity to turn their lives around. These young men are trained as builders and provided with work refurbishing and building homes and infrastructure within the town. This work provides a boost to their income while tackling many of the other social problems in the region, such as drug and alcohol abuse.

▲ **Figure 6.62** Beijing, 2018: Bill Gates presenting at the Reinvented Toilet Expo using a beaker of faeces to highlight the health concerns related to a lack of sanitation

▲ **Figure 6.63** A self-contained toilet developed as a solution to sanitation in densely populated urban areas within developing countries

On a national scale, in 2005 the Australian Government established a strategy called Closing the Gap. The aim of this strategy is to achieve equality for Aboriginal and Torres Strait Islander Peoples in health, life expectancy, education and employment by 2030.

Figure 6.65 lists 7 of the 17 targets set as part of the Closing the Gap policy. Using your preferred browser, source the Closing the Gap website to read the additional ten targets. Improvements in these areas are monitored each year by the Council of Australian Governments. The 2020 Closing the Gap report highlighted that four of the targets had expired without meeting their aims. School-attendance rates for Aboriginal and Torres Strait Islander Peoples have increased by less than 1 per cent in most states and territories, still lagging far behind non-Indigenous Australians. Fortunately, for those who attend school, the percentage of Aboriginal and Torres Strait Islander students who finish Year 12 is increasing steadily. Furthermore, there has been an improvement in the progress of reading, writing and numeracy for Aboriginal and Torres Strait Islander children, although more progress is still required. The target to have 95 per cent of Indigenous four-year-olds enrolled in early childhood education by 2025 is also on track.

▲ **Figure 6.64** Members of Binjari's building program

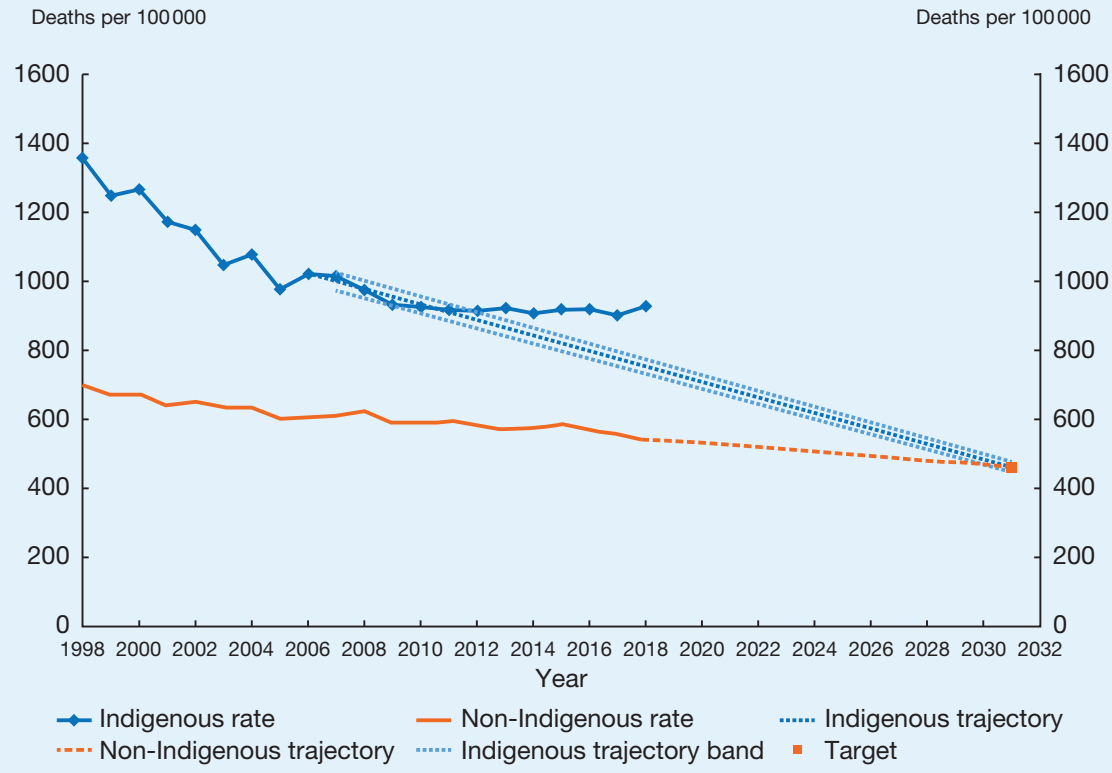
Closing the Gap targets

- Close the gap in life expectancy by 2031
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander babies with a healthy birthweight to 91 per cent.
- By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early childhood education to 95 per cent.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining year 12 or equivalent qualification to 96 per cent.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) who are in employment, education or training to 67 per cent.
- By 2031, reduce the rate of Aboriginal and Torres Strait Islander adults held in incarceration by at least 15 per cent.

▲ **Figure 6.65** List of targets set as part of the Closing the Gap policy

Source: Australian Parliamentary Library

Figure 6.66 shows that the death rate of Indigenous Australians has increased in recent years while the rate for non-Indigenous Australians continues to drop.



▲ **Figure 6.66** The number of deaths per 100 000 for Aboriginal and Torres Strait Islander Peoples is far above the Closing the Gap target rate. It is unlikely the target will be met by 2031.

Source: Australian Parliamentary Library

ACTIVITY 6.22

Evaluating trends

Refer to Figure 6.66. Quantify the trend in the amount of deaths per 100 000 for Indigenous and non-Indigenous Australians. Based on this trend, predict whether the reduction of the Indigenous death rate is likely to meet its target.

National scale: improving literacy in India

According to **UNESCO**, around 900 million people in the world cannot read or write. Thirty-seven per cent of these people live in India.

India has made significant progress in improving its literacy rate from just 18 per cent in 1951 to 74 per cent at the time of the last Indian census in 2011 (see Table 6.5). However, just over a quarter of India's 1.3 billion people still do not have basic reading and writing skills. Around 400 million more have only a very basic level of literacy. As a result, India is struggling to grow its economy and support and stabilise its booming population.

As Figure 6.67 shows, the distribution of literacy in India is uneven. In Kerala, on India's south-western coast, the literacy rate is above 90 per cent. In contrast, Bihar in the north has a literacy rate of just 63.92 per cent.

Figure 6.68 shows what appears to be a spatial association between GDP per capita and literacy, with several of India's wealthier states also having higher literacy rates. However, it is unclear as to whether these states are wealthier because they have higher rates of literacy or whether they have higher rates of literacy because they are wealthier.

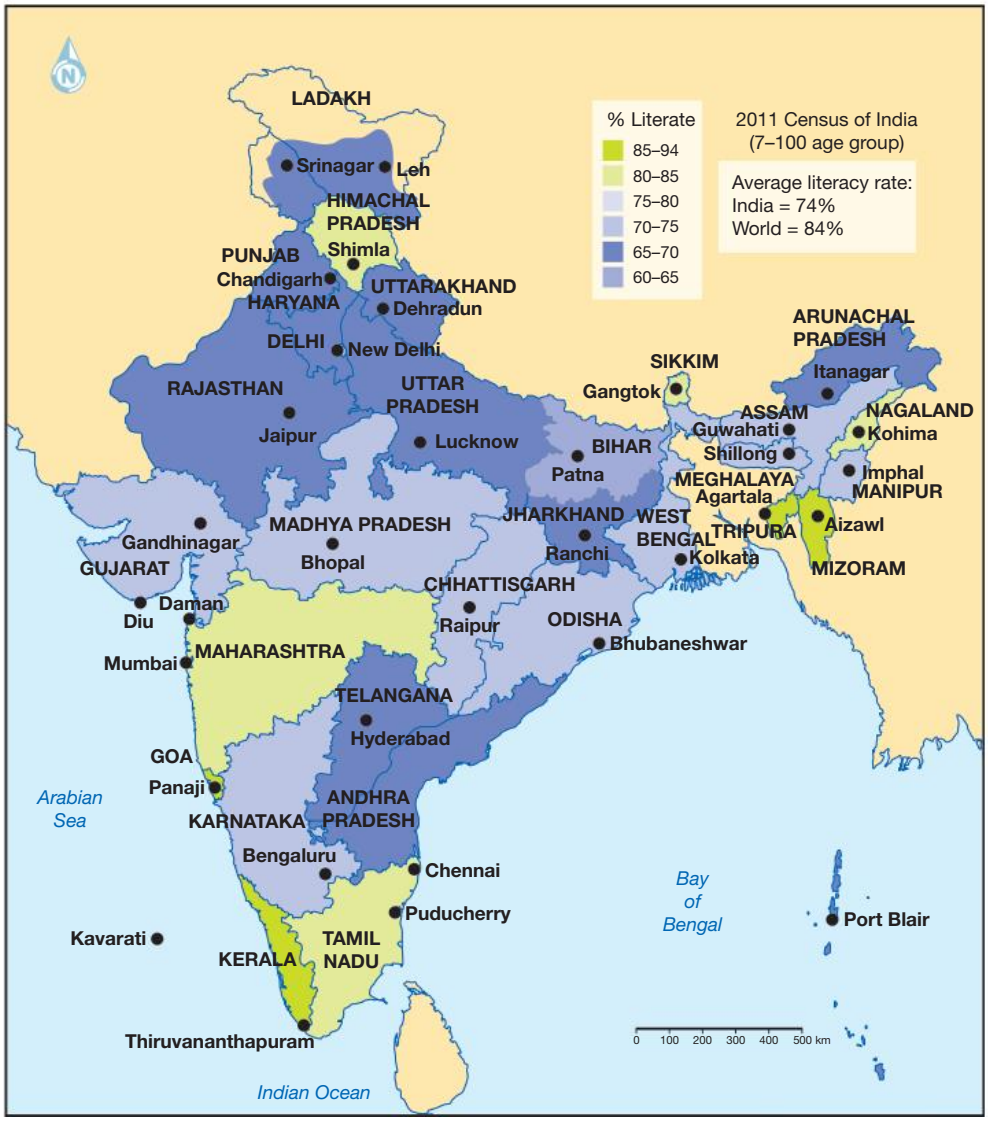
UNESCO the United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

TABLE 6.5 Change in India's literacy rate for those aged over seven years, from 1881 to 2011

Year	Male %	Female %	Combined %
1881	8.1	0.35	4.32
1891	8.44	0.42	4.62
1901	9.8	0.6	5.4
1911	10.6	1.0	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.4	15.35	28.3
1971	45.96	21.97	34.45
1981	56.38	29.76	43.57
1991	64.13	39.29	52.21
2001	75.26	53.67	64.83
2011	82.14	65.46	74.04
2020	84.7	70.3	77.7

Source: Indian Government Census 2011, including estimated 2020 values

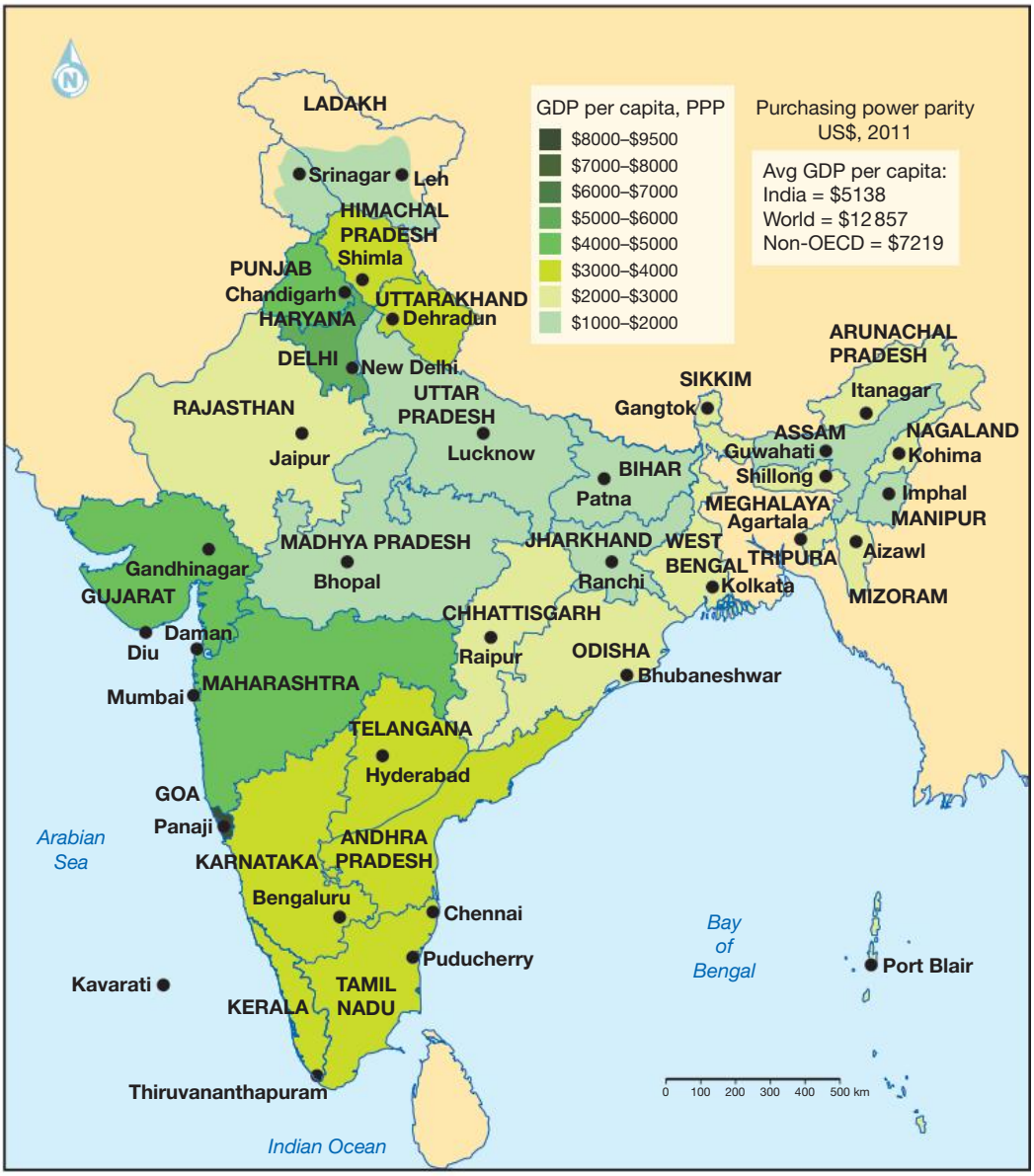
▼ **Figure 6.67** Spatial distribution of India's literacy rate by state based on 2011 census data



In 2009 the Indian parliament passed the *Right to Education Act*, which mandates that all children aged between 6 and 14 have access to free and compulsory education. Although this has led to a significant increase in the number of children attending school, many children are still unable to attend due to a need to work or help with domestic duties.

The issue of education is particularly prevalent for females. Forty per cent of girls drop out of school before reaching secondary school. As a result, the female ALR of 70.3 per cent trails significantly behind the male ALR of 84.7 per cent.

In remote rural areas, government schools lack adequate infrastructure, including classrooms, learning materials and toilets, while many cannot attract qualified teachers. There is also an uneven distribution of expenditure on education, with rich states spending up to six times more on education per student than poorer states. Many underprivileged families from these poorer regions do not prioritise education, which perpetuates the poverty cycle.



▲ **Figure 6.68** Spatial distribution of India's GDP per capita by state

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

same language subtitles television or movie subtitles that are in the same language as the audio

NGOs have implemented a number of innovative strategies to try to improve literacy rates in India. Planet Read is an organisation that seeks to raise awareness of this issue and educate millions of people using **Bollywood** movies.

Same language subtitles are used when broadcasting weekly Bollywood movies on television, acting as an entertaining teaching tool.

As part of this program, the lyrics to songs are highlighted in a style similar to karaoke so that viewers are able to follow along with the singing. This is an extremely effective strategy, considering an estimated 780 million Indians watch an average of more than three hours of television every day!

Interesting fact

A study of 188 schools in central and northern India showed that 89 per cent had no toilets, and that there was an average of 42 students for every teacher.

▲ **Figure 6.69** Millions of Indians watch Bollywood movies with same language subtitles to help improve their literacy.

▲ **Figure 6.70** Despite being underfunded, many government schools in India are seeking to improve literacy in remote areas, particularly for girls.

Studies have shown that 90 per cent of Indian viewers using same language subtitles have improved their literacy skills by viewing these programs. Furthermore, this approach is simple to implement, very affordable, and can reach hundreds of millions of people, even in remote communities.

Overall, the literacy situation in India is improving. Since the 1991 census, growth in literacy has exceeded population growth. This means the number of people in India who are non-literate has decreased. The youth literacy rate for Indian people aged 15 to 24 was estimated at 92.99 per cent in 2020. This indicates that India's ALR will continue to grow in the future as its young people mature into adulthood.

It is projected that India will achieve universal primary education by 2050, and universal lower secondary education by 2060, which will contribute to this improvement in ALR.

▲ **Figure 6.71** Small rural school in Rajasthan, northern India

ACTIVITY 6.23

Analysing India's literacy rate

1 Using the data from Table 6.5, **create** a line graph showing the trend in the literacy rate from 1881 to 2020 for males, females and the combined population.
   - **Describe** the trend shown in each graph.
   - **Use** the graphs to **explain** how India's literacy rate is likely to change in the future.
   - **Use** your data to **infer** the impact that gender has on India's literacy problem.

2 Using Figure 6.67 and Figure 6.68, **describe** the spatial association between GDP and literacy. **Analyse** the extent to which GDP appears to have an effect on literacy levels.

Local and national scale: tackling Queensland's soaring youth unemployment

What is youth unemployment?

The International Labour Organization defines unemployed people as those who are not working but are available to work and undertaking activities to seek work. Unemployed youth are those who are unemployed and aged 15 to 24 years. The youth unemployment rate is the number of unemployed youths expressed as a percentage of the entire youth labour force within a region or country. Sustained levels of high youth unemployment is a growing concern around Australia, leading to a reduction in life satisfaction, poverty, homelessness and mental health issues.

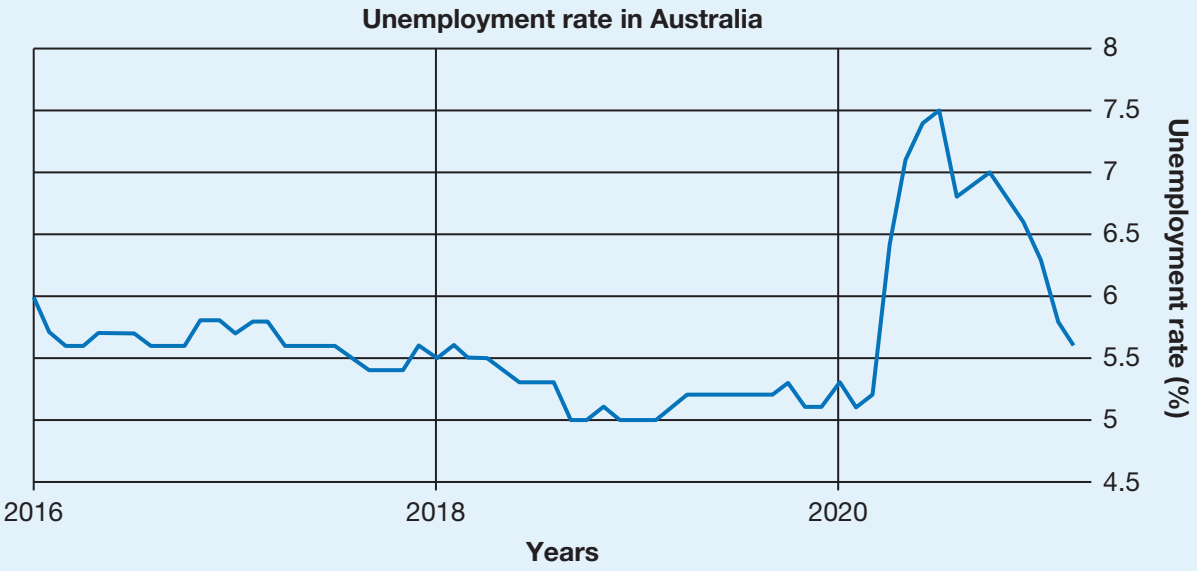
What is the youth unemployment rate across Queensland?

By November 2020, Australia's youth unemployment rate had reached 15.6 per cent, an increase of 4.1 per cent from 2019. While Queensland's rate was similar to the national average, several of its regions, including Wide Bay, Toowoomba and Outback Queensland, were far above average. Furthermore, at this time Queensland's youth unemployment rate was double the total unemployment rate of 7.7 per cent, highlighting the severity of this issue for Queensland's youth. (It must be recognised that the COVID-19 pandemic has heavily impacted unemployment rates across Queensland and Australia throughout this time, 2019–20.)

TABLE 6.6 The change in the youth unemployment rate for Queensland's regions between November 2019 and 2020

Region	Youth unemployment rate	
	November 2019	November 2020
Brisbane – East	5.6	20.8
Brisbane – North	11.6	16.5
Brisbane – South	13.6	10.0
Brisbane – West	12.4	16.7
Brisbane Inner City	9.8	10.0
Ipswich	17.2	18.6
Logan – Beaudesert	18.9	18.4
Moreton Bay – North	17.3	16.0
Moreton Bay – South	13.7	16.8
Cairns	9.5	12.6
Darling Downs – Maranoa	8.8	16.9
Central Queensland	17.6	11.0
Gold Coast	12.9	14.1
Mackay – Isaac – Whitsunday	12.4	11.7
Outback Queensland	24.5	23.5
Sunshine Coast	14.4	16.3
Toowoomba	15.4	23.9
Townsville	18.1	10.5
Wide Bay	19.7	27.6
Queensland	**14.1**	**15.6**

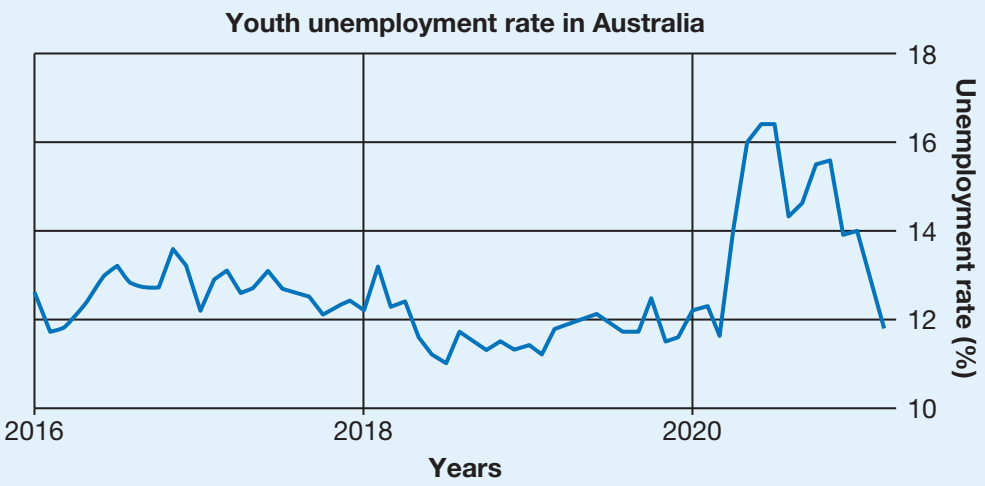
Unemployment rate in Australia



▲ **Figure 6.72** The change in the unemployment rate in Australia from 2016 to the end of 2020

Source: Tradingeconomics.com & ABS

Youth unemployment rate in Australia



▲ **Figure 6.73** The change in the youth unemployment rate in Australia from 2016 to the end of 2020
Source: Tradingeconomics.com & ABS

Why is Queensland's youth unemployment rate so high?

There are many factors that contribute to youth unemployment including:

- A decline in the number of entry-level jobs for those lacking qualifications and experience as Australia's economy shifts towards knowledge and service-based industries
- Short- and long-term downturns in the resources sector affecting mining regions
- The impact of natural disasters on farming and tourism regions
- A lack of large infrastructure projects which employ a significant percentage of a region's workforce.

The travel bans, border closures, business closures and stay-at-home restrictions associated with the coronavirus pandemic also had a significant impact on youth unemployment during 2020. The youth labour market was affected greatly, especially for those working in the retail, hospitality, events and entertainment industries.

ACTIVITY 6.24

Analysing geographical data

1 Refer to Table 6.6, Figure 6.71 and Figure 6.72.

a **Identify** and **explain** the change in the unemployment rate in each of Queensland's regions from November 2019 to 2020. **Identify** the regions with the biggest growth and decline in youth unemployment during this period.

b Based on this information, **evaluate** whether the coronavirus pandemic had a major impact on youth unemployment across Queensland.

c **Compare** and **explain** the trends shown in Australia's unemployment rate and youth unemployment rate between 2016 and 2020.

d 'The coronavirus pandemic had a more significant impact on youth unemployment than total unemployment in Australia.' **Evaluate** this statement using the data analysed in the previous three questions.

Managing youth unemployment in Toowoomba

During 2020, Toowoomba had one of the most significant youth unemployment problems in Queensland, reaching 26.6 per cent in August. In response, the Toowoomba Chamber of Commerce created a Jobs Taskforce in June to plan strategies to overcome this challenge. These included a plan to commence infrastructure projects such as inland rail, road upgrades and the construction of new schools and a virtual jobs fair connecting local job seekers with employers.

Queensland Youth Strategy

At a state level, the Skilling Queenslanders for Work program helps job seekers to gain skills, qualifications and experience in order to join the workforce. From 2015 to 2021, $420 million was committed to support

54 000 Queenslanders seeking employment. The program focuses on a range of disadvantaged job seekers, including youth, mature-age, veterans, Aboriginal and Torres Strait Islander Peoples and people with disabilities. Queensland residents can use a map portal to locate training programs for low-skilled workers, and resources for assisting youth with searching for jobs and developing employability skills such as applying for jobs.

ACTIVITY 6.25

Evaluating Queensland's response to youth unemployment

1 Visit the Employ Toowoomba website and browse the various resources available for locals searching for employment. Choose one of these programs and **discuss** whether or not it would be helpful in supporting local unemployed youth.

2 Visit the website Skilling Queenslanders for Work for job seekers:

- **a** **Describe** the distribution of the programs offered.
- **b** **Evaluate** this distribution by considering whether all major population centres have adequate access to programs. Refer to specific places and programs in your response.
- **c** Click on one of the programs near your local area and visit the associated website to find out more information about what is offered. **Consider** the service provided and **determine** whether it could potentially have a significant benefit for local unemployed youth.

DEVELOPING YOUR UNDERSTANDING 6.5

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the following terms. Include an example of each in your explanation.
- Government organisation
- Intergovernmental organisation
- Non-government organisation.

2 **Identify** the three elements of sustainability covered within the United Nations' Sustainable Development Goals (SDGs).

3 The SDGs are non-binding. **Explain** what this means.

4 **Summarise** the sanitation goal that the Bill and Melinda Gates Foundation is trying to reach.

5 **Identify** some statistics that **summarise** the literacy problem facing India's population.

Interpret

6 **Reflect on** what you think Senator the Hon. Concetta Fierravanti-Wells means when she refers to the SDGs as a 'fair go'.

7 **Explain** how a disaster like the COVID-19 pandemic can have long-term social and economic impacts.

Argue

8 Based on the information provided, **compare** the likely success of India's *Right to Education Act* and Planet Read based on their ability to improve the literacy rate.

Extension

1 Visit the Bill and Melinda Gates Foundation's website and prepare a brief report about one of the many wellbeing projects undertaken by this organisation.

2 In groups, gather data similar to Figure 6.66 for each of the targets using the latest Closing the Gap report. **Use** this information to **create** a presentation evaluating the overall progress of the Closing the Gap policy and the likely success of reducing the disadvantage of Aboriginal and Torres Strait Islander Peoples by 2030.

3 **Investigate** the life expectancy, infant mortality rate and death rate for Indian states with high levels of literacy. Using this information, **determine** the regional impact that literacy can have on human wellbeing.

End-of-chapter assessment 6

Making thinking visible

I used to think … but now I think …

Throughout this chapter you have learned about various aspects of human wellbeing and the vast differences in the wellbeing of people around the world. Using the following sentence stems, write a short paragraph demonstrating your understanding of various wellbeing issues.

1A I used to think that nearly everyone in the world would have access to a toilet.

1B Now I understand that …

2A I used to take the ability to read and the opportunity to attend school for granted.

2B Now I understand that …

3A I used to think that a country in which families had lots of children was an indication of …

3B Now I understand that …

4A I used to think that wellbeing would not vary much across a region like Southeast Queensland.

4B Now I understand that …

5A I used to think that Aboriginal and Torres Strait Islander Peoples had a similar level of wellbeing to non-Indigenous Australian people.

5B Now I understand that …

Research task

Choose one or more of the wellbeing indicators discussed throughout this chapter and prepare a case study relating to a specific place at a local, regional or national scale. Write a series of research questions to help plan and structure your inquiry. Ensure that your case study covers the following areas:

- Detailed information about the indicator, including the factors that change it and the impacts it can have
- Background information about your chosen location, including data about your chosen indicator and related indicators
- A summary of factors that have led to this wellbeing situation
- An example of a management initiative seeking to manage or improve wellbeing
- The likelihood of this initiative meeting its overall aim or specific goals or targets.

Present your research in a report or multimedia presentation containing relevant images, maps, data summaries and the use of appropriate geographical terminology.

Extended-response questions

1 'Low levels of wellbeing are a cycle that will continue unless there is specific intervention from government or non-government organisations.' **Evaluate** this statement, making reference to one or more of the examples presented within this chapter.

2 **Discuss** the importance of spatial technology, such as GIS, in assessing, monitoring and managing wellbeing at a local, national and global scale.

Problem-solving task

Design your own management initiative to deal with one of the wellbeing issues identified in this chapter. **Consider** the scale of your initiative, the goals that need to be reached, the organisations that would be involved, whether the cost would be realistic and the time frame for which specific targets would need to be met. Some ideas for issues to tackle include:

- The wellbeing gap between Aboriginal and Torres Strait Islander Peoples and non-Indigenous people in Australia
- Inequality within a city such as London or a country such as Vietnam
- The prevalence of treatable diseases within vulnerable communities
- The variation in life expectancies between and within countries and the association between life expectancy and the fertility rate
- The impacts associated with one particular aspect of wellbeing, such as sanitation, literacy or happiness.

Share your initiative with a classmate and ask them to evaluate its likely success.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

▲ **Figure 6.74** Men taking part in an Iraqi Government initiative to improve literacy rates, 2018

Part 3

Economics and Business

What is Economics and Business?

Every day people interact with a range of businesses in a variety of ways. As employees, we work for them, as customers we shop with them. They are part of the fabric of our community. Many businesses start with a single great idea, followed by a lot of hard work, creativity, and often luck and good connections.

Business as a subject looks at the way businesses operate, and the effect of the macro environment on those businesses. It involves looking at the way businesses and consumers make decisions about how to use the scarce resources they have at their disposal. Business looks at how products are put together to form a complete package that consumers will want and need, and therefore purchase and recommend to other consumers. It is also important to consider that businesses do not operate in a bubble, but that many competing forces are exerted on the operations; from the demands of employees to international politics, many things need to be considered. A proactive and planned response is needed to ensure continued success.

Economics, on the other hand, considers the way that the policies of the government impact on citizens and businesses. In part, decisions help citizens to live better and more productive lives, but these need to be carefully managed as resources are finite and spending money in one area means that there is less money to spend somewhere else. Much like citizens work to keep their household budget in balance (spending less than they earn), so the Australian Government also looks to do the same.

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Unit 1

Economics and business

Overview

In this unit you will learn about the economic performance of Australia and how the government looks to distribute resources to citizens to keep the economy running smoothly and standards of living high.

From a business standpoint, consumer and business decision-making will be analysed, and means for making decisions will be introduced.

Learning goals

After completing this unit, you should be able to answer the following questions:

- What is the Australian economy and how does it impact on citizens and businesses?
- How does the government manage the performance of the Australian economy?
- What decisions do consumers and businesses make and what are their consequences?
- What factors impact on businesses and how do they respond to the changing economic conditions of the macro environment?

▲ **Video**
Unit overview

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CHAPTER 7

Please note that at the time of writing in early 2021, the global COVID-19 pandemic was still unfolding and having a major effect on the world, and long-term consequences were still largely unknown at the time of publication.

Economic performance

Setting the scene: built on the back of sheep

The modern Australian economy is often described as having been built on the back of sheep. One of the initial assets that Australians were able to produce and sell was fine wool, with the first sheep landing with the First Fleet in 1788.

The Macarthur family in Sydney imported several merino sheep and began a very successful breeding operation. Over time, Australia has grown to become the world's biggest wool producer. An abundance of fertile land compared to Europe allowed a sustained increase in output per person in Australia, which is the main definition of economic growth. Despite many cycles of boom and bust since the first sheep were brought to Australia, Australian merino wool continues to make up more than 50 per cent of the world's fine wool.

▲ **Figure 7.1** In 1934, a special stamp was issued to commemorate the centenary of the Australian wool industry.

Wool is not the only agricultural commodity for which Australia is famous. Crops like beef, dairy, cotton, sugar and wheat are also critical exports in the Australian economy. Australia's economic expansion was also boosted by the discovery of gold in the 1850s, which led to significant increases in the population and wealth. Mineral production, including gold, iron ore, coal and gas have since increasingly grown in importance, propelling the Australian economy higher and with it our standard of living.

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▲ **Figure 7.2** Australia is the world's largest wool exporter.

▲ **Figure 7.3** In 2020, Australia was regarded as one of the top 20 countries in the world.
Source: DFAT, 2020

ACTIVITY 7.1

After reading the 'Setting the scene', consider the following questions:

1 **Describe** examples of agricultural production in your local area and mineral production in your region.
2 **Identify** when each industry started in Australia.
3 **Identify** where the product produced by each industry is exported and what it is used for.

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Chapter overview

Introduction

This chapter investigates the links between a country's economic performance and the living standards of its citizens. You will explore how a government's economic policy can impact upon income distribution, unemployment and debt levels. To explore economic performance, key indicators such as Gross Domestic Product, the level of inflation, unemployment rates and sustainability indexes will be investigated. The standard of living in Australia will be compared to other nations. Understanding economic performance and standard of living will allow you to comprehend the reasoning behind major government decisions and to identify their impact on you as part of the household sector.

Learning goals

After completing this chapter, you should be able to answer the following questions:

- How do we measure economic performance and how is the Australian economy performing?
- How does the performance of an economy impact on business?
- How does the performance of an economy impact on the lives of citizens?
- How do governments manage economic performance to improve living standards?

▲ Video
Five interesting facts about economic performance and living standards

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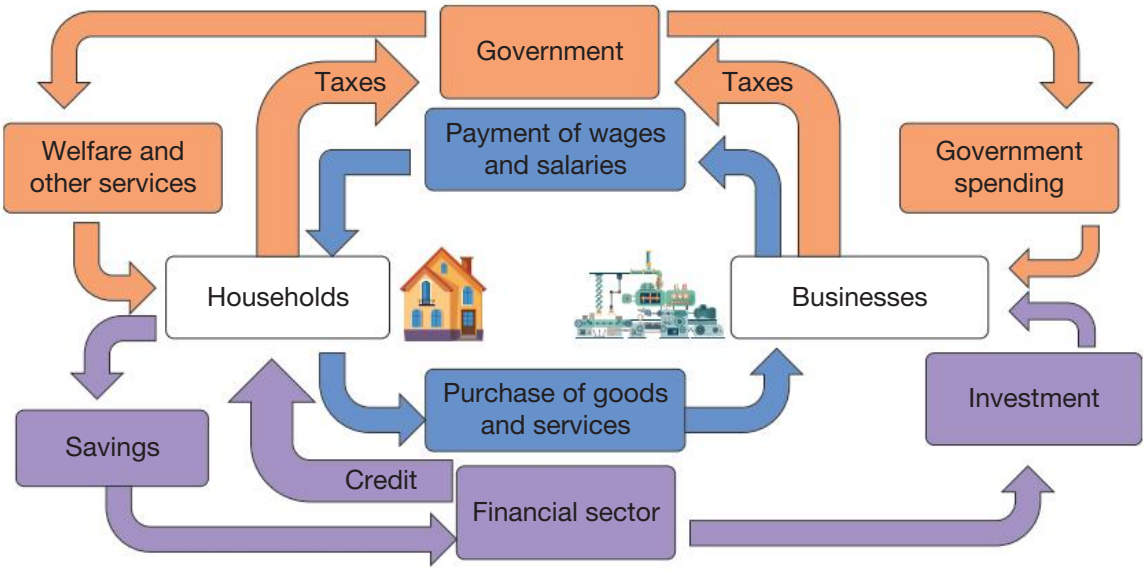
7.1 Australia's economic performance

FOCUS QUESTION

How do we measure economic performance and how is the Australian economy performing?

Recall from your previous studies of Economics and Business, the circular flow of money. There are four sectors that make up the model: households, businesses, financial intermediaries and government. Each participant contributes to the flow of money, playing their role in the overall economic performance of our country. The overall economic performance of a nation is an important indicator of the ability of the government to help society run efficiently and effectively and is one method that is used to compare countries.



▲ **Figure 7.4** Circular flow model of the economy

ACTIVITY 7.2

Circular flow model

1 **Create** a diagram representing the circular flow of money. **Identify** inflows and outflows for each sector, specific to your own household.
2 **Explain** the role of financial intermediaries in the circular flow of money.
3 For the government sector, **explain** two possible inflows and two possible outflows of money or goods/services.

When money is circulating through the economy efficiently, citizens are generally happy and the government can allow the economy to manage itself to a certain extent. However, in times of crisis (for example, when economic conditions decline, in times of war, pandemics or when natural disasters occur), the government may need to intervene more heavily in the economy and play a more active role to ensure that resources are targeted to mitigating the crises, while at the same time distributing resources fairly and effectively. Examples of government interventions in times of crisis include providing stimulus payments, or reallocating workers into specific industries to ensure there is enough supply to meet demand. Conversely, the government may intervene during periods of hyperactivity, for example during periods of increased **inflation**, to slow economic demand.

inflation an increase in the level of prices of the goods and services that households buy

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▲ **Figure 7.5** A notice on the door of a Centrelink office. In March 2020, the federal government announced a $90 billion temporary emergency support scheme in the form of the JobKeeper wage subsidy to support businesses and keep jobs during the economic downturn brought on by the global COVID-19 pandemic.

In Australia, during the COVID-19 pandemic, the government intervened in the economy to a large extent. It took action by providing free childcare to help get parents back to work and creating a higher payment for workers displaced by the COVID-19 restrictions. It also allowed graduates in industries of high need to be brought into the workforce sooner (for example, nurses), as well as reinstating those who had retired in fields like pharmacy, physiotherapy and nursing.

MAKING THINKING VISIBLE 7.1

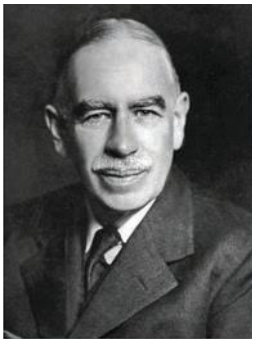
Think, pair share

Think of a business that you often visit. How would this business have been affected if the Australian Government did not intervene in the economy? How would the employees of this business have been affected? Find a partner and share your thoughts with each other.

The way the government responds to the changes in the market is dependent on its particular economic stance, which often depends on the political party that holds power at the time. Some political parties take a predetermined approach based on their long-held views and theories, while others can take a more flexible or pragmatic approach to economic interventions. When facing economic problems, the government then needs to decide on priorities and to what degree it is going to intervene to help correct the economic problems.

Broadly, as presented in Table 7.1, there are three major Western economic theories that have been adopted at various times by liberal capitalist economies. The other major economic theory, not considered here, applies in socialist economies such as in the USSR and China where governments intervene heavily in markets to dictate supply and pricing outcomes, sometimes at great cost to their citizens.

TABLE 7.1 Economic theories

Classical economics	Interventionist economics	Monetarism
The oldest of the theories, created by the Scottish economist Adam Smith.	Created by John Maynard Keynes. This is also known as Keynesian economics.	The most recent of these theories was created by Milton Friedman in the 1980s.
▲ **Figure 7.6** Adam Smith (1723–1790), Scottish philosopher and economist	 ▲ **Figure 7.7** John Maynard Keynes (1883–1946), British economist	▲ **Figure 7.8** American economist and author, Milton Friedman (1912–2006), with his wife and co-author Rose Friedman (1910–2009)

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Classical economics	Interventionist economics	Monetarism
This theory suggests that markets work best when left alone by government. It suggests that pricing and the forces of supply and demand are all that are needed to regulate the economy – that these act as an 'invisible hand' to allocate resources efficiently. For example, businesses will only produce what consumers will buy.	This theory suggests that governments need to intervene strongly in the economy to ensure fair use and distribution of resources, particularly when markets are seen to fail. Governments can use monetary policy (controlling the supply of cash and its effect on interest rates) and fiscal policy (the amount of spending and how governments spend the budget) to ensure a fair and efficient use of resources and greater **economic growth**. This is best seen in the 'New Deal' that was implemented by US President Franklin Roosevelt to help the US economy recover after the Great Depression in the late 1920s.	Monetarism suggests that governments should allow markets to operate as they will, with the only intervention being monetary policy that should follow fixed rules to contain inflation. As productivity increases, the government should increase supply of money in direct proportion.

economic growth an increase in the production of goods and services in an economy

ACTIVITY 7.3

Economic theories

1 **Analyse** the different economic theories explained in Table 7.1.
2 Suggest which theory the Australian Government implemented in 2020 during the COVID-19 pandemic.
3 Research one of the economists identified in Table 7.1 and provide a more detailed account of their background, approach and ideology.

While the Australian economy was initially solely founded on agriculture (and particularly dependent on the wool industry), this is no longer the case. This is positive, as economies that depend too heavily on the performance of one or two industries are susceptible to substantial volatility when unexpected events occur, which can then have a dire effect on people's incomes. That is why economic diversification as a government policy goal is important, although governments have often backed the wrong industries with very large costs to the community. The NBN funding and roll-out could be considered one such costly investment. The modern Australian economy can be described as a highly developed **mixed economy**. Highly developed refers to the fact that Australia is a fully industrialised nation, where a mixed economy means that there is a mixture of public and private enterprise, and free markets with some intervention from the government.

mixed economy a mixture of public and private enterprise, free markets with some intervention from the government

indicators a pointer that provides an indication of something

When considering the growth and success of the Australian economy, there are several **indicators** that should be considered. These are:

- Economic growth rates
- Inflation rates
- Levels of employment and unemployment
- Sustainability indexes.

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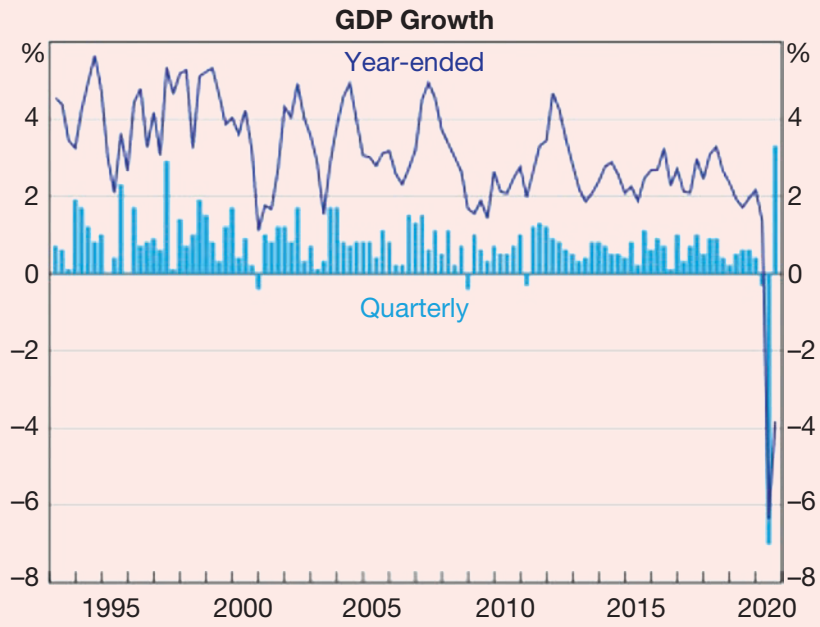
Together, these indicators provide a rating for the performance of the economy, the financial health of enterprises and households, and the success of the government in power.

Economic growth rate

Gross Domestic Product (GDP) growth per capita an economy's economic output per person

One of the key indicators of the performance of an economy is economic output or growth per person, commonly referred to as **Gross Domestic Product (GDP) growth per capita**.

The rate of economic growth heavily influences the number of jobs available in an economy, directly affecting household incomes and therefore flowing on to all sectors through the circular flow of money. Economic growth is primarily measured by calculating the total value of production of goods and services within the economy over a period (generally one year). The production of goods and services totals to produce the GDP number. This number is then altered to take account of the effect of price inflation (called real GDP), and population growth (real GDP per capita).

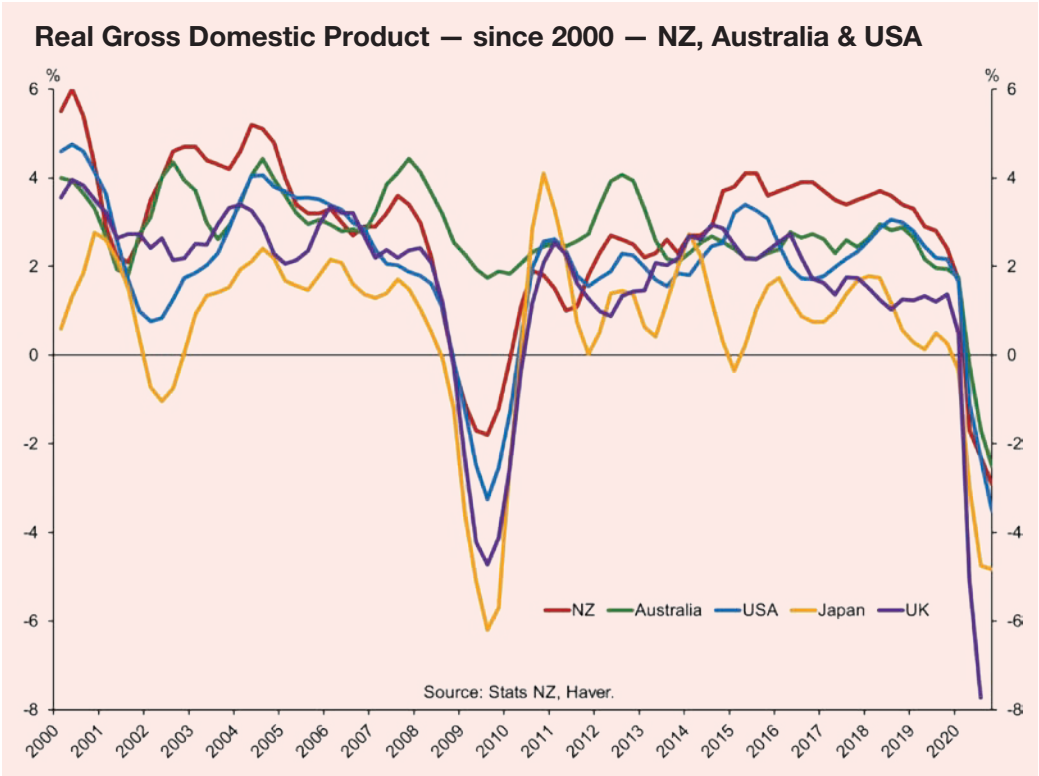


▲ **Figure 7.9** Australian GDP growth as on 3 February 2021
Source: ABS

Although generally measured over one year, GDP measurements can occur at different intervals, for example, quarterly (every three months), or over a longer period such as a decade.

As can be seen in Figure 7.10, the Australian real GDP has stabilised, despite some declines caused by short periods of recession, such as during 2008.

It is instructive to compare the real GDP of one country for a period to another country over the same period to give one indication of comparative economic performance. During the global COVID-19 pandemic and the resulting country shut-downs, you can compare countries' GDP to see how far their output fell and then how quickly they were able to recover. The period saw the Australian economy stop growing and contract and then resume its upward growth path. Investors and economists were watchful, comparing Australia's economic performance to other similar countries.



GDP for New Zealand is compiled and published by Stats NZ. Data for New Zealand and selected trading partners is available from 1990 in the key graph data file.

▲ **Figure 7.10** Comparing real GDP since 2000 for Australia, New Zealand, USA, Japan and UK

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When calculating the real GDP of Australia, the Reserve Bank of Australia (RBA) uses three different methods:

1 **Production measure:** calculates the total value of all the goods and services produced by industry or sector; for example, manufacturing, education, construction, etc.
2 **Income measure:** the value that is created by profits and wages from employees and businesses (minus taxes)
3 **Expenditure measure:** the value of goods and services bought by government and individuals and invested into final goods and services.

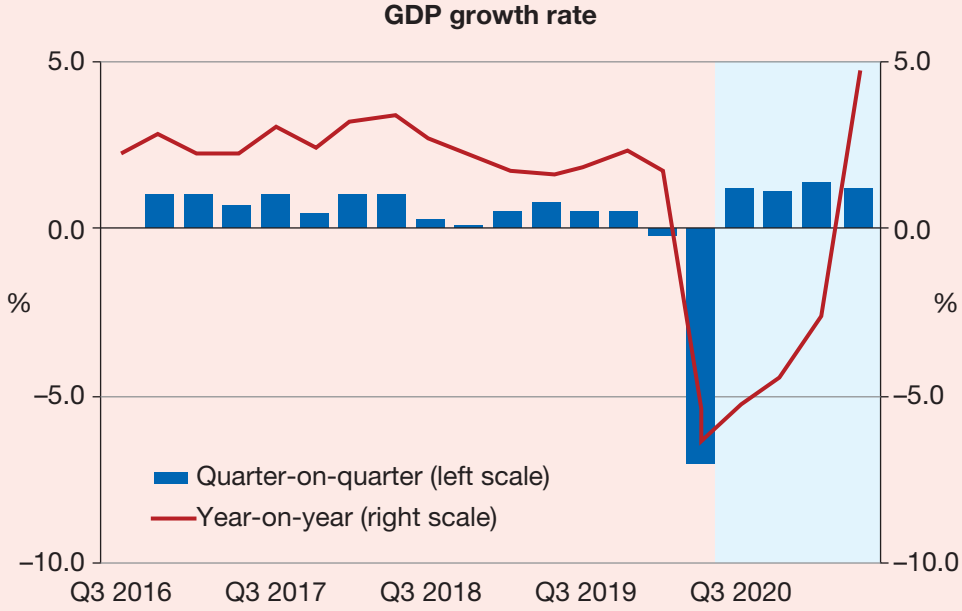
After finalising these three totals, they are then averaged and deflated for price increases, resulting in the real GDP for Australia. When we compare the real GDP from one year to the next, it is possible to see the **actual growth** in real GDP. Beyond that, we can also examine the **potential growth**, which is a measure that shows how much real GDP would be if all human and capital resources in the economy were utilised fully.

actual growth measuring the annual percentage change in a country's real national output (GDP)

potential growth indicating how much the GDP would be if all resources in the economy were used as efficiently as possible

To monitor the health of the economy, it is important to watch GDP, much like a thermometer. While it might seem like a high rate of GDP is a good outcome, this higher rate could be unsustainable and lead to higher price inflation and a subsequent crash, with serious adverse consequences for citizens. Economists generally agree that a real GDP growth rate of around 2–3 per cent demonstrates an economy that is growing at a healthy and sustainable rate.

ACTIVITY 7.4



▲ **Figure 7.11** Quarterly comparison of the GDP growth rate

1 **Describe** the trend in the real GDP growth rate between Q3 2016 and Q3 2019 and note the impact of the global financial crisis in 2008–09.
2 **Describe** the trend in the real GDP growth rate between Q3 2019 and Q3 2020.
3 **Explain** what might account for what happened in 2020 and any comparison with 2019.

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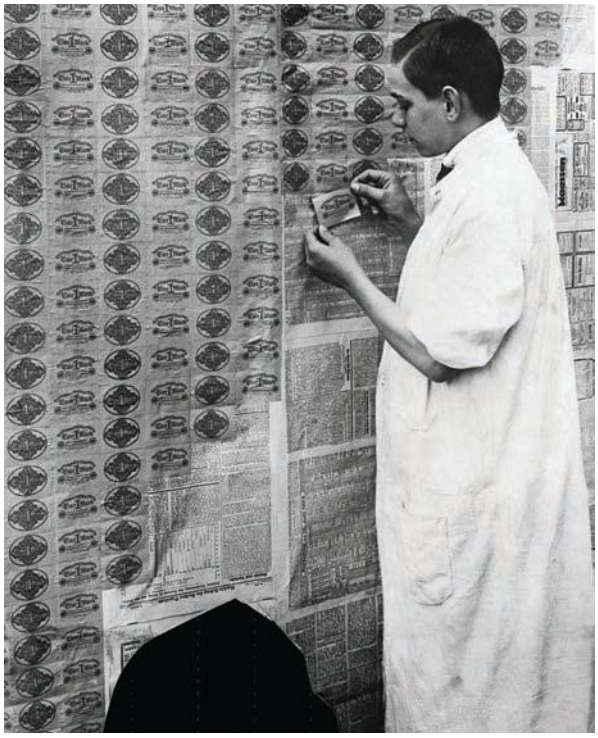
One of the difficulties with measuring GDP is that it uses the currency of the country being measured. Comparisons therefore can be difficult because countries each have a different currency. As a result, when making comparisons between different countries, GDP levels are often converted into a common currency – generally the United States dollar. Issues with currency conversion is not the only problem, however. As described in the previous section, we also need to take into consideration price inflation, which can also be affected by changes in particular currencies.

Inflation rates

The **inflation rate** of an economy, if positive, is the gradual devaluation of the value of money over time. One of the jobs of the RBA is to keep the inflation rate under control. We can see inflation at work in looking at the purchasing prices of comparable items over a period. Inflation is also the reason that the amount of money people earn needs to continue to increase over time. If you talk to your grandparents about how much they got paid in their first job, it might be quite shocking! However, if account is taken of inflation, it means that they would have been able to buy a lot more with that money than you would be able to buy today.

inflation rate the gradual devaluation of value of money over time

When inflation gets out of control, money is quickly devalued. That means you need a lot more money to buy the same things as before.



▲ **Figure 7.12** During the collapse of the Deutschmark in Germany in the 1920s, it was cheaper to paper a wall with banknotes than to buy even the cheapest wallpaper.

▲ **Figure 7.13** In 2008, a Zimbabwean man counts a big stack of money (comprising Zimbabwean dollar 500 000 notes) to buy some bananas in Harare.

▲ **Figure 7.14** The Central Bank of Venezuela announced in March 2021 that it was introducing three new notes. At the time, the three notes together were worth less than one US dollar to the official rate.

One of the ways that inflation can be tracked is to measure the cost of the same item over a period. The Consumer Price Index (CPI) does exactly this: it takes a basket of items that are typically used by Australian households and compares the percentage increase in the cost of the item over time. By observing how the CPI has changed over a period of time, it determines how the economy is really performing and the real impact on the cost of living in Australia.

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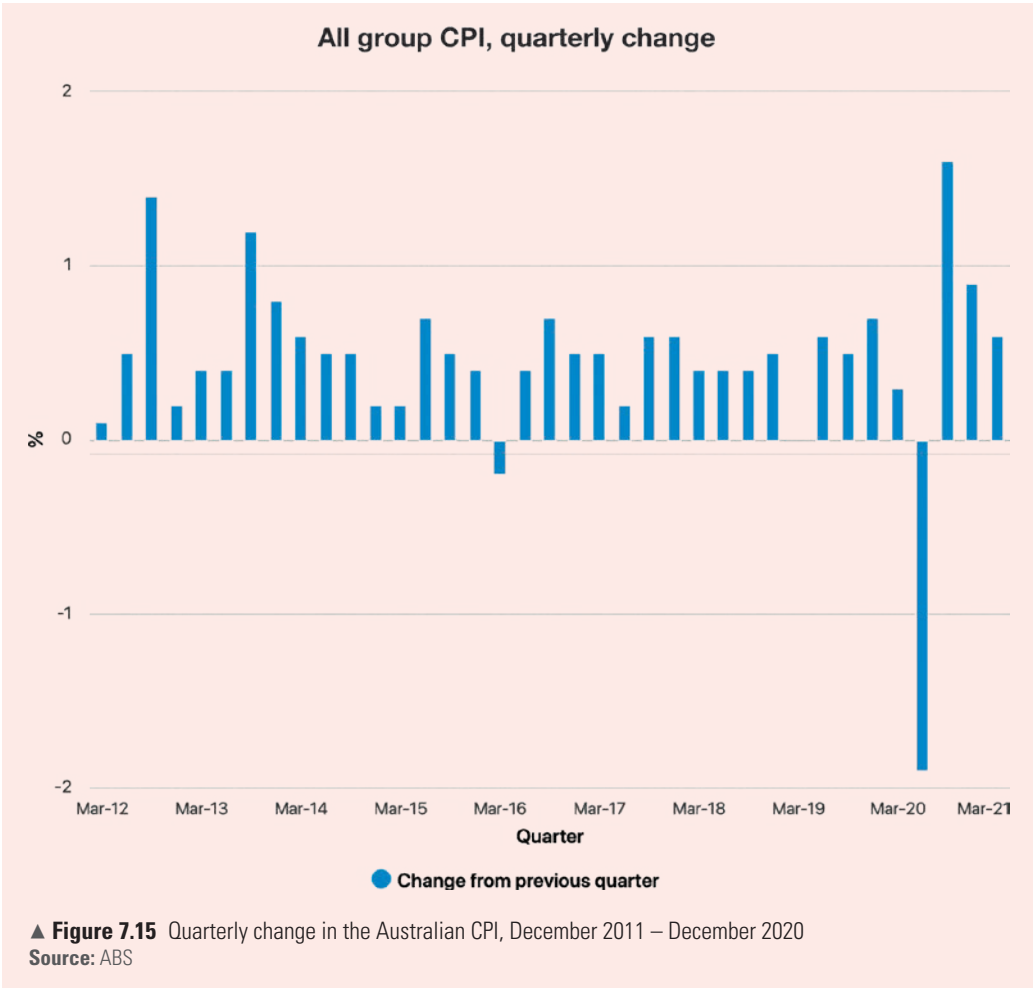


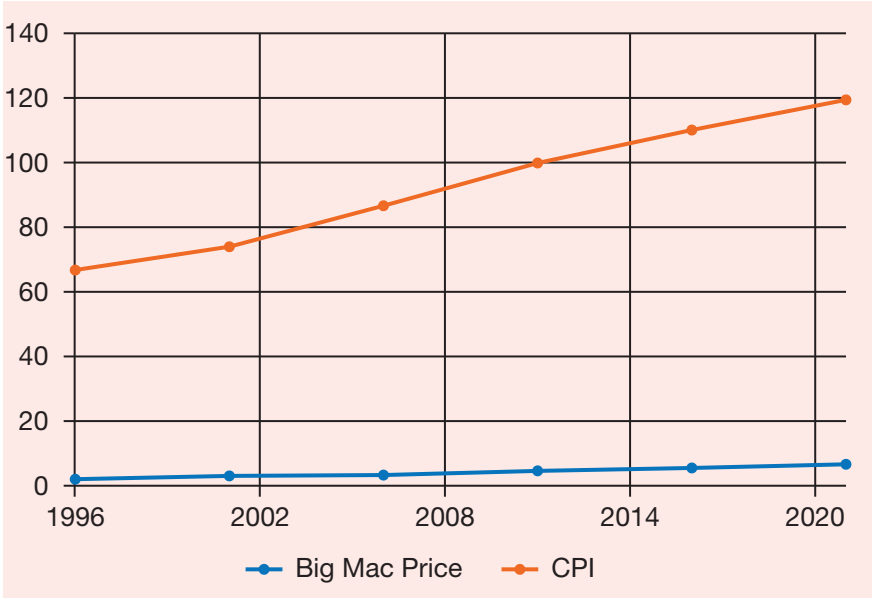
▲ **Figure 7.15** Quarterly change in the Australian CPI, December 2011 – December 2020
Source: ABS

In general, because of the severe impact on standards of living of high inflation rates, government policy focuses on preventing inflation from rising significantly. A lower Australian dollar also flows through to higher inflation rates and exchange rate policy often seeks to contain sharp downward movements in the currency. In Australia, the RBA plays a part in this, because it issues currency, and if too much liquidity ends up circulating in the system, then this can place upward pressure on prices. The RBA has a goal to keep the inflation rate between 2 to 3 per cent. In simple terms, this means that $100 today will buy $97 worth of items next year with an inflation rate of 3 per cent.

ACTIVITY 7.5

Inflation

1 **Explain** the relationship between the Big Mac Price and CPI in the graph.
2 **Comment** on recent data. What trends do you notice?
3 **Identify** what other items could be used for this comparison.



► **Figure 7.16** Comparison of the price of the Big Mac (in $AUD) to the CPI in Australia over time

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Levels of unemployment

Another important measure of how well the economy is performing is to look at how many people have jobs. The **unemployment rate** in an economy shows the number of people who do not have a job but are actively seeking one. Persons in unemployment are those of working age who are not in employment, who did not carry out activities to seek employment during a specified recent period, and who are currently available to take up employment given a job opportunity. This means that people who are unemployed but not looking for jobs don't fall into this category (e.g. people who have retired, stopped working to have children or are too sick to work).

unemployment rate the number or proportion of unemployed people in an economy

The unemployment rate is an important figure that is often used in news reports to demonstrate how well the government is doing at keeping the economy progressing. According to the Australian Bureau of Statistics (ABS), in December 2020, Australia's unemployment rate was 6.6 per cent.

The government aims to have strong employment levels to ensure incomes are healthy, living standards are improving and taxes on income are paid, allowing the government to fund its budget expenditures. There is also generally strong support in the community for unemployment benefits to be available to assist people transition to another job and to provide a social security net to reduce the risk of rising poverty levels.

Overall, when considering the total economic performance of a country, indicators such as economic growth, inflation, levels of employment and unemployment are relevant to consider.

CASE STUDY 7.1

Below is an excerpt from an article in *The Conversation* about the unemployment rate in Australia in September 2021.

Just 4.5% jobless during lockdowns? The unemployment rate is now meaningless

Australia's labour force statistics for August again make the case for giving up on the rate of unemployment as an indicator of the state of the labour market.

In June the official unemployment rate dropped below 5% for the first time since before the Global Financial Crisis of 2008. In July it dropped again, to 4.6%.

With major lockdowns across Australia since late July, the rate for August was widely expected to go up. Yet the Australian Bureau of Statistics' figures show that while total hours worked were 5.6% down on their May peak, the jobless rate defied all predictions and fell again, to 4.5%

To understand why this has happened, we just need to follow the COVID-19 trail.

Employment fell

The re-emergence of COVID-19 in Victoria in June and NSW in July had already reduced hours of work. That trend accelerated in August with simultaneous lockdowns in NSW, Victoria, Queensland and the ACT.

Total hours worked in Australia declined by 3.8% in just one month, and are now back below their pre-COVID level in March 2020.

[…]

Hours worked fell more

Seeing larger falls in hours worked than employment tells us something important about how businesses adjust to needing less labour.

Rather than laying off their staff, at least in the initial stages of lockdown, businesses have chosen to reduce their hours of work.

This can be seen in the rise in the rate of underemployment between July and August, from 8.3% to 9.3%. Since May, the number of workers getting fewer hours than usual due to "no work, not enough work or stood down" rose about 490,000. Of those workers, about an extra 190,000 worked zero hours in the week of the survey.

People gave up looking for work

[…]

In August, however, while employment decreased by 146,000, the number of people wanting to work — who the ABS counts as part of the labour force — declined even more, by 168,000. Thus unemployment fell by 22,000.

[…]

Young people and women most affected

Those bearing the brunt of these latest lockdowns are same groups most adversely affected by the initial impact of COVID-19 in 2020.

»

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Youth (aged 15 to 24 years) make up just 15% of the population but accounted for half of the decrease in employment in August. It's likely this disproportionate impact is again due to younger people being more likely to work in the industries most affected by lockdowns – such as accommodation and food services.

The story from 2020 is also repeating in the labour market impact of lockdowns by gender. From May to August, female employment fell by 90,000, compared with 25,000 for males. Women also withdraw from the labour force in much larger numbers than males, 119,000 to 80,000.

▲ **Figure 7.17** Extract from Jeff Borland, 'Just 4.5% jobless during lockdowns? The unemployment rate is now meaningless', *The Conversation*, 16 September 2021. Read the full article on *The Conversation* at https://theconversation.com/just-4-5-jobless-during-lockdowns-the-unemployment-rate-is-now-meaningless-167805

Analysis questions

1 **Explain** how the unemployment rate is calculated.
2 **Classify** different groups that are included in this calculation.
3 Using the stimulus, **analyse** the different economic factors that are mentioned and how these **reflect on** the growth of Australia's economy.

Sustainability indexes

It is important to know that simply measuring an economy by the amount of output and employment it generates does not always provide a full picture of overall performance. It may provide an incomplete view of how the economy is interacting with other factors. This is like the 'triple bottom line' that we explore when determining whether a business is successful. It is not enough to look at how much profit the business produces. Similarly, economies also need to ensure that they deliver more than simply producing products. They should also be looking at how the production of items impacts on the natural environment.

In Australia, we could look at the mining industry. While this industry produces significant regional employment and tax benefits for Australia, there are often concerns expressed about the industry's impact on the natural environment. In such cases, there is likely to be a trade-off between the positive national and regional economic impacts and negative environmental impacts. Weighing up decisions like these are what governments must do, ensuring that the positive economic impacts outweigh the environmental impacts, which are often hard to measure and have costs that extend over a much longer horizon.

More broadly, it is risky for an economy to be based on a narrow number of industries (for example, the way Australia's economy was initially largely based around wool production that could have posed serious problems had other countries been more successful in producing this product or if substitutes had been forthcoming). Some of the expanding industries in Australia include mining, education, agriculture, technology and construction. Having a diversified set of industries means that if something severe were to happen in one area, then the whole of the economy is less likely to be affected.

The Australian economy does go through cycles, much like the business life cycle. Businesses start in a seed stage, grow, mature and over time renew by offering new products or services or by entering new markets. Eventually, businesses may decide to exit the market altogether. Much like this life cycle, an economy moves through waves, with times of depression or recession and times of boom and growth. Generally, the aim of governments is to prolong the growth phase, while minimising periods of downturn.

▲ **Figure 7.18** The Sustainability Index for Australia comprises three pillars (environment, social and economic) that are defined as natural capital, social and human capital, and economic capital.
Source: Urbanfinity Pty Ltd

ACTIVITY 7.6

Sustainability

1 **Use** a cost–benefit approach to **analyse** the impact of the establishment of a major industry in your local area (e.g. a new mine, port facility, theme park or prison).
2 **Explain** why it is important to consider all three elements of the Sustainability Index.
3 **Evaluate** how well the local government manages sustainability in your local community.

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Beyond simply looking at whether the economy can balance the competing goals of moving the economy forward, be good for people and protect the natural environment, Australia, as a member of the United Nations, could also assess itself against the UN's Sustainable Development Goals (SDGs). These goals were established in 2015, with the aim of achieving them by 2030. Included are 17 specific goals, with targets, that allow the United Nations to monitor the progress of various countries against the set targets.

▲ **Figure 7.19** The United Nations aims to achieve these 17 goals by 2030.
Source: United Nations

In addressing these goals, it is possible to link values that are core to the Australian identity, like giving everyone a 'fair go'. Others are linked to government policies that were enacted before the goals were written (such as government spending on welfare and social security). When reporting on the SDGs, it is also important to consider how these goals might apply to Aboriginal and Torres Strait Islander Peoples, and therefore specific focus is given to programs that promote equality across Australia.

By working towards the 2030 goals, the Australian Government ensures that Australia is doing its part to support the global economy.

MAKING THINKING VISIBLE 7.2

Think, pair, share: Sustainable Development Goals

1 Access the Department of Foreign Affairs report on Australia's achievement of the SDGs online.
2 Select one of the goals and **analyse** Australia's progress towards achieving it.
3 **Evaluate** the specific programs that Australia has implemented to address the area.
4 Find a partner and **compare** your research findings.

DEVELOPING YOUR UNDERSTANDING 7.1

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** how the government can intervene to stimulate or slow down the economy.
2 **Describe** the three measures used by the RBA when calculating the real GDP of Australia.

Interpret

3 **Discuss** the importance of the Sustainability Index in a modern economy.

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7.2 Economic performance and living standards

FOCUS QUESTION

How are living standards and economic performance linked?

When we look at the economy, one of the broadest aims of government would be improving the lives of its citizens. Generally, as the economic performance of a country improves, the standard of living also improves. The **standard of living** refers to the level of wealth, comforts and services available to citizens in a country and can be gauged using several indicators, for example:

- Real GDP
- The Human Development Index
- Levels of home ownership
- Life expectancy
- Percentage of disposable income
- Levels of household debt.

It is also important to consider the effect that extreme levels of wealth in small pockets of the community might have in skewing these results, making the whole community look better off than it really is.

standard of living the level of wealth, comforts and services available to citizens in a country

When looking at a broad measure of living standards, economists primarily use real GDP per capita to provide a number that enables comparison. This is the real GDP divided by the total population of a country. This means that while a country like China might have a large real GDP, it also has a significant population to support.

CASE STUDY 7.2

'The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives' (OECD website). The OECD has identified 11 essential topics, in the areas of material living conditions and quality of life, that allow us to compare wellbeing between countries. The result is the Better Life Index. Using the Better Life Index on the OECD website, we are able compare a wide range of countries.

How's life?

Australia performs very well in many measures of well-being relative to most other countries in the Better Life Index. Australia ranks at the top in civic engagement and above the average in income and wealth, environmental quality, health status, housing, jobs and earnings, education and skills, subjective well-being, social connections and personal security. It is below average in work-life balance. These rankings are based on available selected data.

Money, while it cannot buy happiness, is an important means to achieving higher living standards. In Australia, the average household net-adjusted disposable income per capita is USD32 759 a year, less than the OECD average of USD33 604 a year. But there is a considerable gap between the richest and poorest – the top 20% of the population earn nearly six times as much as the bottom 20%.

In terms of employment, around 73% of people aged 15 to 64 in Australia have a paid job, above the OECD employment average of 68%. Some 78% of men are in paid work, compared with 68% of women. In Australia, 13% of employees work very long hours, above the OECD average of 11%, with 19% of men working very long hours compared with just 6% of women.

Good education and skills are important requisites for finding a job. In Australia, 81% of adults aged 25–64 have completed upper secondary education, higher than the OECD average of 78%. This is truer of men than women, as 82% of men have successfully completed high-school compared with 80% of women. In terms of the quality of its educational system, the average student scored 502 in reading literacy, maths and science in the OECD's Programme for International Student Assessment (PISA). This score is higher than the OECD average of 486. On average in Australia, girls outperformed boys by 8 points, above the average OECD gap of 2 points.

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In terms of health, life expectancy at birth in Australia is around 83 years, three years higher than the OECD average of 80 years. Life expectancy for women is 85 years, compared with 80 for men. The level of atmospheric PM2.5 – tiny air pollutant particles small enough to enter and cause damage to the lungs – is 5.2 micrograms per cubic meter, the lowest rate in the OECD where the average is 13.9 micrograms per cubic meter. Australia also does well in terms of water quality, as 93% of people say they are satisfied with the quality of their water, higher than the OECD average of 81%.

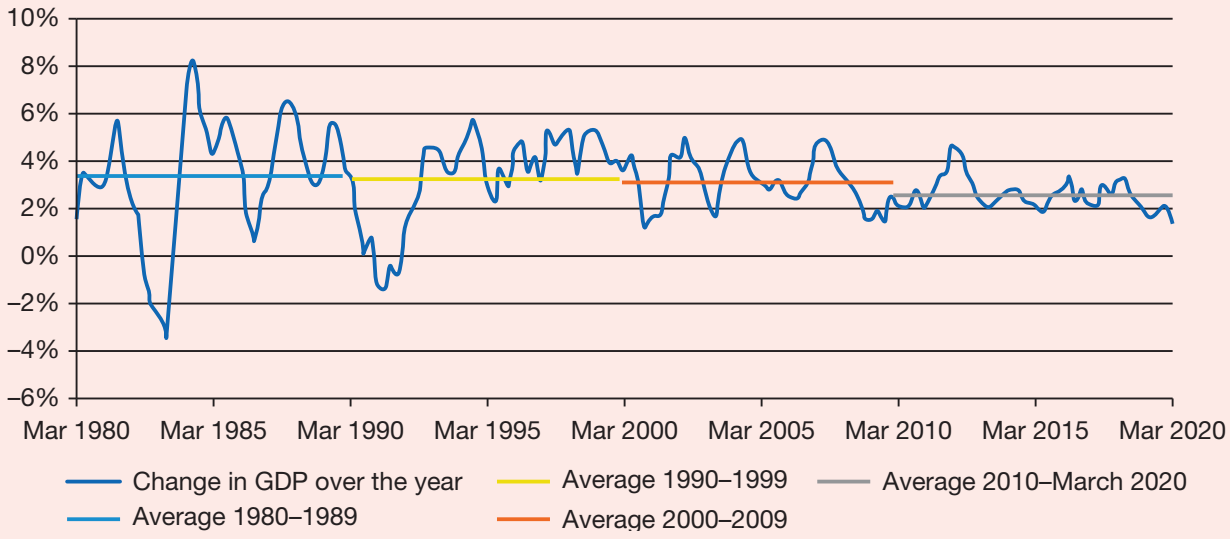
Concerning the public sphere, there is a strong sense of community and high levels of civic participation in Australia, where 95% of people believe that they know someone they could rely on in time of need, more than the OECD average of 89%. Voter turnout, a measure of citizens' participation in the political process, was 91% during recent elections. This figure is one of the highest in the OECD, where the average is 68% and reflects the practice of compulsory voting in Australia. Voter turnout for the top 20% of the population is an estimated 95% and for the bottom 20% it is an estimated 89%, a much narrower difference than the OECD average gap of 13 percentage points.

In general, Australians are more satisfied with their lives than the OECD average. When asked to rate their general satisfaction with life on a scale from 0 to 10, Australians gave it a 7.3 grade on average, higher than the OECD average of 6.5.

▲ **Figure 7.20** OECD, Better Life Index – Australia, 2017
Source: OECD

Analysis questions

1 **Select** data from the case study extract and create an infographic representing the current standard of life in Australia.
2 Using information selected from the article, **evaluate** (using criteria of your choice) whether life in Australia is 'good' or 'excellent'.
3 **Explain** the areas for improvement for life in Australia and make recommendations about how these areas could be improved.



▲ **Figure 7.21** Annual GDP growth and average annual growth over each decade: March 1980 – March 2020

After examining the standard of living shown in the graph in Figure 7.21, we see that while Australia's standard of living is still high, it has declined in recent years. It is also important that figures such as these are considered alongside other data, such as wage growth, average mortgage costs or grocery spending. It would be reasonable to expect that all of these things should increase at the same rate as inflation, but at times they do not.

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CASE STUDY 7.3

For the first time in centuries, we're setting up a generation to be worse off than the one before it

Each new generation of Australians since Federation has enjoyed a better standard of living than the one that came before it. Until now. Today's young Australians are in danger of falling behind.

A new Grattan Institute report, *Generation gap: ensuring a fair go for younger Australians*, reveals that younger generations are not making the same economic gains as their predecessors.

Economic growth has been slow for a decade, Australia's population is ageing, and climate change looms. The burden of these changes mainly falls on the young. The pressures have emerged partly because of economic and demographic changes, but also because of the policy choices we've made as a nation.

Older generations are richer than before, younger ones are not

For much of the past century, strong economic growth has produced growing wealth and incomes. Older Australians today have substantially greater wealth, income and expenditure compared with Australians of the same age decades earlier.

▲ **Figure 7.22** The wealth gap between old and young

But, as can be seen from the yellow lines on this graph, younger Australians have not made the same progress.

▲ **Figure 7.23** Kate Griffiths, SBS News, 19 August 2019

Analysis questions

1 **Demonstrate** your comprehension of why the next generation of Australians are unlikely to improve upon their parents' standard of living.
2 **Explain** the economic indicators that are used in the article to justify this conclusion.
3 **Clarify** what impact the changing population demographic has on the Australian economy.
4 Do young Australians need to live a better life than their parents? **Discuss** to what extent you think you will be able to live a better life than your parents and **justify** your reasoning.

It is also important to consider that the standard of living in Australia is different to the standard of living in other countries. What is considered poverty in Australia could be considered high levels of wealth in other countries around the world. This is one reason why the Australian Government provides foreign aid to disadvantaged countries as part of a policy to improve living standards globally.

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ACTIVITY 7.7

Material world: a global family portrait

In 1995, Peter Menzel travelled the world photographing average families in front of their homes with all their worldly possessions. These photographs reveal a lot about patterns of consumption, family size, standards of living and the things that society values.

Search for 'Peter Menzel, material world: a global family portrait' online, explore his website and answer the following questions.

1 **Decide** which country you perceive to be the richest and the poorest, and **explain** why.
2 What items appear in most photos? Why do you think this is?
3 These photos are now over 30 years old. **Suggest** how they would be different if taken today.

Along with the SDGs, one of the ways that the United Nations tracks how well a country is performing is to give each a ranking on the Human Development Index (HDI). There are three components that make up the HDI:

- A long and healthy life
- Being knowledgeable (having education)
- Having a decent standard of living (measured using Gross National Income, like GDP, but calculated using all domestic and foreign output of a country).

Based on the information provided, countries can then be ranked based on this number. Australia has generally ranked in the top 10 on the HDI in the last 20 years, recognising Australia's high life expectancy (over 80 years) and significant focus on education.

Other factors that help to determine how well standards of living are progressing include looking at life expectancy data. It is interesting to note how this has changed over time, and how it might vary for different sectors in the community. For example, in Australia life expectancy is 83.5 years, although when this is broken down by sex, male life expectancy is 80.9 years, while for females it is 85 years. Despite this positive outlook, Indigenous Australians have a far shorter life expectancy, which is around 10 years less than non-Indigenous Australians. People living in remote areas also have a lower life expectancy. The Australian Government has identified this area of inequality and put in place strategies to address it as part of the Close the Gap initiative.

We can also examine a country's level of disposable income and debt. Disposable income is the income retained by the individual after taxes are paid. This should not be confused with discretionary income, which is money that is left after other necessities such as rent, utilities, transportation and food are paid. In Australia, the average disposable income has increased to US$32 759 per year.

It is also important to look at the amount of debt that is being carried by the average Australian. When the economy is going well, individuals tend to be optimistic about their ability to pay off debt, particularly in times when lending interest rates are low. In fact, younger generations that have never faced a downturn might see little point in saving 'for a rainy day'. In contrast, when the outlook is adverse, such as in 2020 due to the impact of COVID-19, household savings rates improved. Excessive debt levels by households and the financial system, coupled with inadequate financial system regulation, can lead at times into financial crises, as seen in 2008–09 in the global financial crisis. In general, Australian household debt levels are high by international standards and are used to finance major purchases such as homes and cars, as well as to cover smaller day-to-day purchases. In this latter respect, the widespread use of buy-now-pay-later products, such as Afterpay and Zip, are increasingly being used and are replacing the traditional high-cost credit card system.

TABLE 7.2 The difference between income, disposable income and discretionary income

Income				
Tax	Disposable income			
Tax	Rent	Food	Utilities	Discretionary income

▲ **Figure 7.24** Federal Treasurer Josh Frydenberg during a media conference at Parliament House on 2 September 2020 in Canberra

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Use of sustainable credit facilities is mostly positive for an economy. Debt used to build long-term wealth is generally considered a positive choice (for example, to finance a home or higher education that will help you enter a rewarding career). Bad debt, in contrast, is debt acquired for current consumption and which doesn't lead to any productive outcome (for example, using your credit card to pay for a holiday) or debt that will be difficult to service.

Similarly, government debt levels also impact upon economic performance. If used to underpin productive investment, then the project/program will be able to service the debt and provide a return to both current and future generations. If used on current consumption, then the burden of servicing the debt will fall disproportionately on future generations, lowering future generations' standard of living. The 2020–21 COVID-19 stimulus measures could be seen in this way, wherein the current generation receives the benefit, which is then left for a future generation to repay. Importantly, however, Australia's public sector debt levels are quite low on international ratings, resulting in Australia having a favourable ranking in this respect.

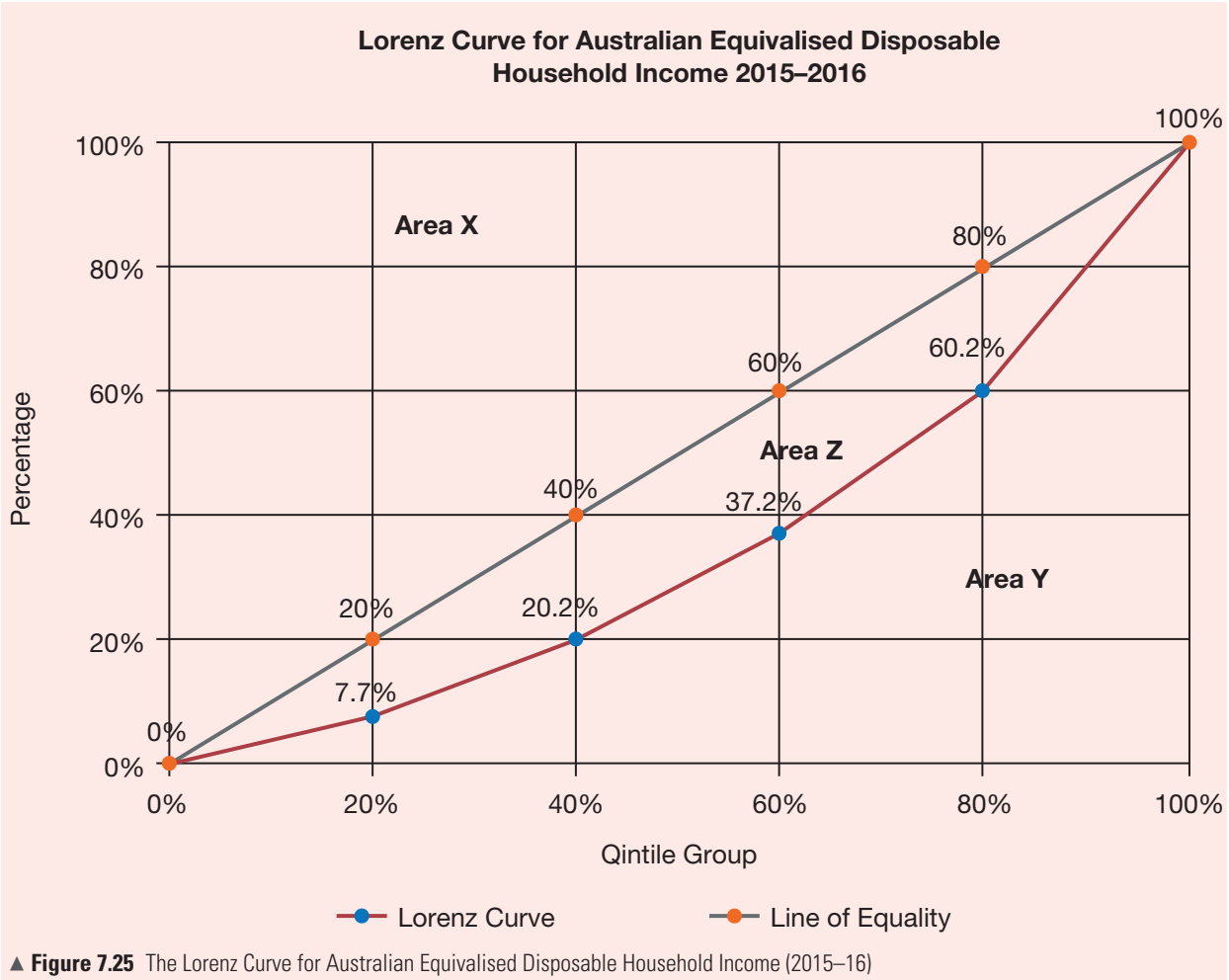
Australia continues to be one of the highest countries in the world for life expectancy, and disposable income levels, and is one of the leaders in the South-East Asian region for economic performance. This does not mean that all citizens in Australia are experiencing the same level of prosperity. This is where measures like the **Lorenz Curve** and **Gini Coefficient** can help identify the extent of inequality.

Lorenz Curve a graphical representation of income inequality or wealth inequality

Gini Coefficient a single number aimed at measuring the degree of inequality in a distribution

The Lorenz Curve was developed by American economist Max O. Lorenz in 1905. The curve illustrates how wealth is distributed in the economy. By examining the Lorenz Curve, we can determine the percentage of income of the poorest percentage of the population. Figure 7.23 shows the Lorenz Curve for Australia – you may notice that the poorest 20 per cent of the population have 7.7 per cent of the wealth. What do you notice about the richest percentage in Australia?

Lorenz Curves for more than one country and for different periods can also be laid over one another to see how the income distribution has improved (or declined) between periods, allowing for easy comparison between countries.



▲ **Figure 7.25** The Lorenz Curve for Australian Equivalised Disposable Household Income (2015–16)

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The Gini Coefficient was created by an Italian statistician, Corrado Gini. The Gini Coefficient measures the income distribution among a population to indicate the degree of inequality. The higher the coefficient (or output), the higher the inequality within the economy or society. The coefficient ranges between 0 (or 0 per cent, which represents perfect equality where everyone in the country earns the same amount) to 1 (or 100 per cent where one person earns all income and no one else earns anything at all). Australia has a Gini Coefficient of around 0.33 (or 33 per cent).

ACTIVITY 7.8

1 Explore the World Bank's website to **determine** the Gini Coefficient values for three countries of your choice (choose countries from three different geographical regions).
2 Rank the countries based on their Gini Coefficient value.
3 **Identify** causes of economic inequality in your own community.

DEVELOPING YOUR UNDERSTANDING 7.2

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the difference between real GDP and real GDP per capita. State which of these is the better indication of a country's standard of living. **Justify** your answer.
2 **Identify** two ways in which the United Nations tracks the development of individual countries.

Interpret

3 **Explain** how the Lorenz Curve and the Gini Coefficient can help us identify inequality in a country's economy.

7.3 Governments' role in managing economic performance

FOCUS QUESTION

How do governments manage economic performance to improve living standards?

Policy options designed to improve the standard of living

policy action taken by a government to influence or control an economy

fiscal policy policies that aim to influence the performance of an economy through changes in government spending or taxes

monetary policy how a government influences interest rates and manages the total amount of money in a country

The main role of a government is to manage the country's economy on behalf of its people now and into the future. Governments engage in a series of actions that are designed to collect revenue (income) and distribute this revenue by providing goods, services and support for those in need. When a government can effectively manage the economy through beneficial **policy** choices, the overall result is an increase in the standard of living for that country. As you already understand, the economic performance of a country determines the living standards for its citizens.

Each government is responsible for increasing the standard of living for its country. Just like businesses, governments create goals or targets for economic performance that considers the size of the budget deficit (or surplus). Governments manage the performance of the economy to meet these goals by adjusting **fiscal and monetary policies**. A policy is an action, strategy or measure put in place by the government to influence or control the economy.

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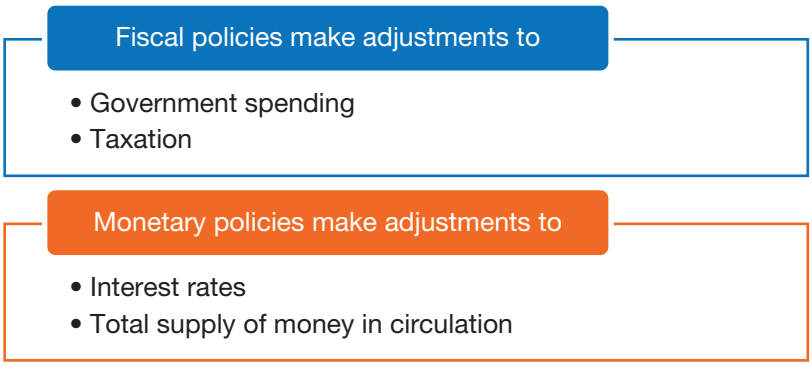


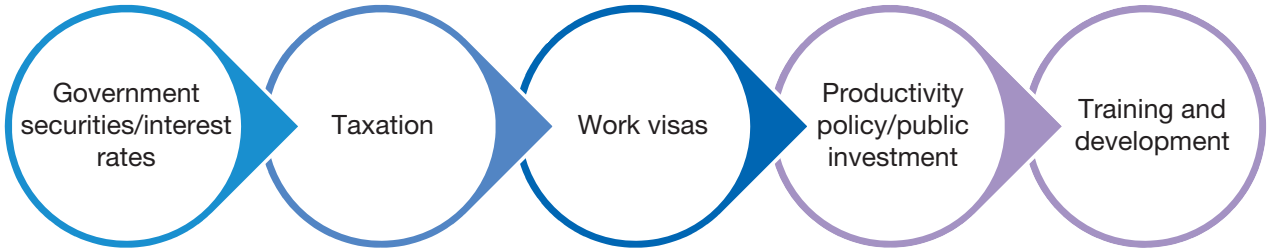
▲ **Figure 7.26** Fiscal and monetary adjustments that governments make to manage economic performance

Fiscal policies are government policies that aim to influence the performance of the economy through changes in government spending and taxes. When a government observes that an economy is slowing, a choice it may take is to increase spending, which, as you know from your studies of the circular flow, will then flow through to all sectors of the economy, boosting economic activity and eventually flowing back to the government through taxation/income.

When the economy is growing too fast (that is, inflation is increasing at a rapid rate and prices are becoming too high, creating a reduction in real consumer spending), governments can reduce their spending, or adjust taxation policy by increasing taxes to slow down the economy's growth rate. Key to fiscal policymaking is the government's overall debt management.

Monetary policies, however, are aimed at influencing interest rates and the total amount of money or liquidity circulating in a country. In Australia, the RBA is responsible for monetary policy making. When governments (in Australia's case, the RBA) adjust monetary policies, this increases or decreases the official interest rate of a country, also known as the 'cash rate'. The official interest rate then influences other interest rates in an economy (e.g. the interest rates for other financial intermediaries, such as banks). The government may also adjust the total supply of money in circulation in a country, preserving its value as a medium of exchange.

The Australian Government implements a wide range of fiscal and monetary policies to improve the overall standard of living for Australians. These include the use of government securities, interest rates, taxation, work visas, productivity policy, public investment and promoting training and development.



▲ **Figure 7.27** Fiscal and monetary policies aimed at improving the overall standard of living for Australians

Government securities

A strategy for improving overall economic performance, and therefore increasing the standard of living, is the use of government securities such as bonds. When an individual, financial institution or other party lends money to a government, a bond may be issued to the same value (face value). The bond is held by the lender until its maturity (end-date). The amount lent to the government is then used to fund government spending, and its distribution is dependent on the priorities of the government at that time.

The issued bond becomes an asset to the lender, and normally is able to be traded at market rates (for example, on the Australian Securities Exchange) which has the potential to create a capital gain (or loss). During the bond period, the lender receives periodic interest payments called coupons. At the maturity date, the lender is repaid the face value of the bond.

Bonds are often used in investment portfolios, diversifying risk for lenders and providing a steady income stream with potential for capital gains. Through this latter mechanism, bonds can earn higher returns than in a savings or term deposit account, with the extent of the gains (or losses) mostly dependent on the economic outlook for the country and the general trends in interest rates.

Government bonds are rated by international ratings agencies. A country's rating is determined by the activities undertaken by its government, manifested in a country's debt levels and the outlook for the respective economy. For countries with a higher rating, it is easier to trade bonds (greater market liquidity) and the risk of default is much lower (lower portfolio risk). Bond issuance is a key funding strategy because if the government can access low-cost lending without difficulty, it can confidently increase government spending on initiatives that support an increase in the standard of living.

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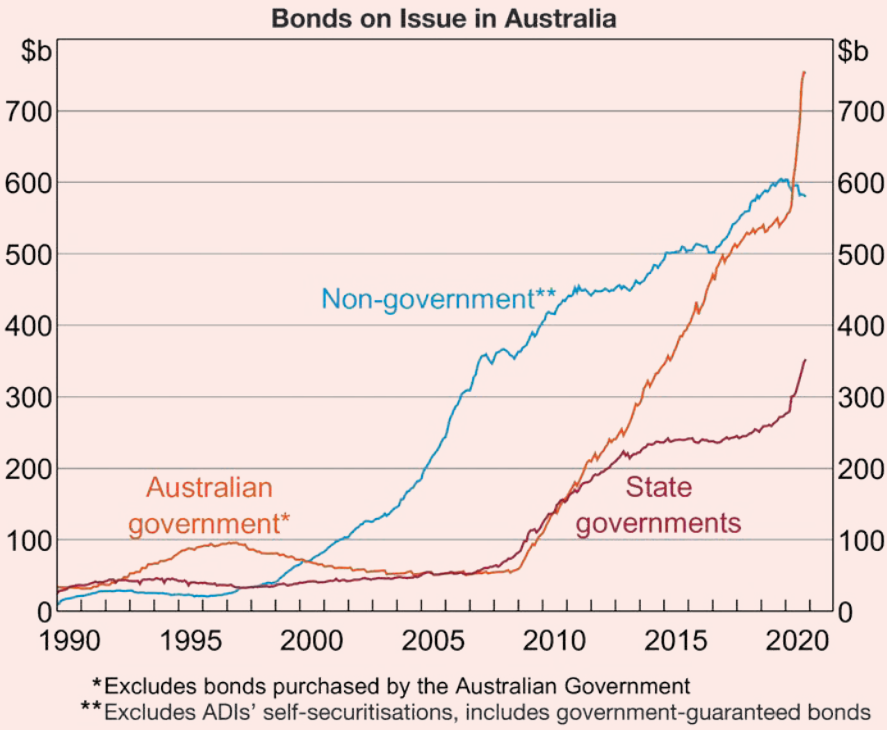
Monetary policy can also increase or reduce the level of interest rates, thereby affecting the level and cost of debt, both of which feed into impacts on household expenditure and costs, and thereby affect the standard of living of individuals.



▲ **Figure 7.28** In September 2020, in part to fund the COVID-19 stimulus costs, the Australian Government issued a record $25 billion in new bonds on a single day.

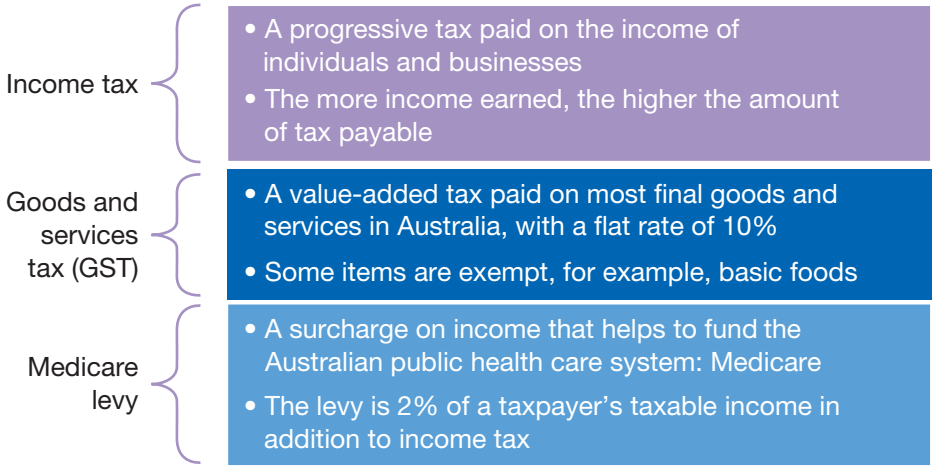
Taxation

The federal, state, territory and local governments all impose a range of taxes and charges on individuals and businesses. Examples include the goods and services tax (GST) payable on most goods and services in Australia, and transfer duties on vehicles and house purchases paid to state and territory governments. A **tax** is a compulsory financial contribution to the government, paid on either income or business profits, or added to the cost of purchasing goods and services.

tax compulsory financial contribution to the government

The Australian Taxation Office (ATO) is charged with collecting taxes on behalf of the government. However, depending on the type of tax imposed, each state and local government will also have its collection agencies. Taxation aims to provide revenue to the local, state/territory or federal government, which is then redistributed to provide services, as well as supporting those in need, thereby increasing the standard of living of all Australians.

Three examples of federal government taxation in Australia are income tax, GST and the Medicare levy.



▲ **Figure 7.29** Examples of government taxation in Australia

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Work visas

The Australian Government closely monitors employment levels, reviewing employment trends in all industries to ensure that there is a supply of skilled workers to meet employment demands. Where it is identified that there is a skills shortage – that is, positions/roles that need to be filled to keep the economy sustainable are not able to be filled, and Australians are not able to meet this need – the government intervenes by issuing a range of work visas to permit skilled workers from overseas to work in Australia.

There are several visa classes in this category covering a wide range of industries that allow entry for varying lengths of time. Some classes, such as the Skilled Work Regional (Provisional) visa (Subclass 491) promote the inflow of skilled workers to regional areas of Australia, where skilled workers may be difficult to source. Having a skilled workforce increases Australia's economic performance, directly affecting the overall standard of living.

▲ **Figure 7.30** During the COVID-19 pandemic, farmworkers were in short supply, in particular, fruit pickers. Pressure was put on the government by farm owners to introduce a special visa to allow overseas workers to enter Australia to combat immediate labour shortages.

Productivity policy

Productivity in an economy measures how efficiently inputs are transformed into outputs. For a worker in the retail industry, productivity may be measured in the number of sales made in a day. For a business creating clothing items, it may be measured by the number of garments made in a week. Governments at all levels also make public investments in areas such as roads and bridges, hospitals, water storage and railways and can even directly fund business start-ups. The productivity of these decisions is critical both to service the debt, but also to achieve high economic returns to improve the standard of living for both the current generation and future generations, particularly for long-lived assets.

When reviewing its productivity, the government has assistance from the Productivity Commission. This independent advisory body provides research on issues that may impact the welfare of Australians, including economic, social and environmental issues.

Creating policies that increase productivity across all sectors of the economy increases living standards because they lead to an increase in household incomes, both now and into the future. Governments, therefore, have a significant interest in influencing economic outcomes through the increased productivity of their interventions.

productivity measures how efficiently inputs are transformed into outputs

workforce people who are employed or able to be employed in an economy

Training and workforce development

Having a well-trained and developed **workforce** is an essential component of increasing the overall standard of living in Australia. When the workforce is well trained and developed, this leads to increased productivity in the economy, and improved outcomes for all Australians.

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As a result, the federal and state/territory governments fund a wide range of activities to improve the skills of the workforce. The government provides funding to schools, TAFEs and universities to support Australians seeking to build skills or reskill in the workforce. It also provides funding to businesses through financial incentives; for example, for apprenticeships and trainees in many industries.

Many Queensland secondary school students complete school-based apprenticeships and traineeships in trades that have been identified by the government as being in shortage. The student blends their senior studies with one day of work and training with a host employer. The employer is provided with a financial incentive from the government, and the student may also be eligible for a Trade Support Loan to support their studies.

▲ **Figure 7.31** School-based apprenticeships and traineeships are an effective way for students to build skills and transition to the workforce.

DEVELOPING YOUR UNDERSTANDING 7.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the difference between fiscal and monetary policies.

2 **Describe** the concept of government securities such as bonds. **Explain** why a member of the household sector may choose to purchase government bonds.

Interpret

3 Research School Based Apprenticeships and Traineeships in Queensland. **Identify** three industries where there is a skills shortage.

4 **Examine** the Skilled Occupation List, published by the Department of Home Affairs, Immigration and Citizenship. **Identify** skilled occupations in Australia that are eligible for overseas workers.

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7.4 Government interventions to support those in need

FOCUS QUESTION

How does the government intervene to redistribute income to support those in need?

The government collects revenue through several different streams (as already examined, two of these are through government securities and taxation), with an aim, in part, to support those in need. There are many Australians who do not require any intervention or assistance from the government. However, there are Australians who must rely on government intervention to meet their requirements as they are unable to earn sufficient income for a wide range of reasons – from being too old, too young, still studying, having an illness or perhaps they might be caring for another person.

The Australian Government has a wide range of measures in place to ensure that income is distributed to support those in need, often referred to as the 'social safety net'.

Pensions

One example of such an intervention is the payment of **pensions**. Pensions are paid at regular intervals and exist for Australians who are retired, elderly, disabled or sick. In addition to these categories, there is a wide range of allowances such as Youth Allowance and Carer Allowance.

Health care

Another way that the Australian Government redistributes income to support those in need is by funding the public health care system, Medicare. Financial support for health care in Australia is a shared responsibility of all levels of government. Medicare gives all Australians access to a wide range of medical services, either for free or at a reduced cost, and is funded by the Medicare levy, explored earlier in Section 7.3. Medicare exists alongside the private health care industry in Australia.

pension income paid to eligible Australians by the Australian Government

▲ **Figure 7.32** Medicare gives all Australians access to a wide range of health care services.

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Education

Alongside these measures, the Australian Government also provides income to support those in need within the education system, by allocating assistance to Australian schools and students. State governments also contribute to the funding of education, ensuring that across Australia students are provided with a wide range of educational opportunities.

The Australian Government also provides access to tertiary education to students through the Higher Education Loan Program (HELP) program, whereby students are subsidised by the government to complete their tertiary education, which is then paid back to the government incrementally once their income reaches a set threshold. The HELP debt is repaid through the income tax system.

▲ **Figure 7.33** HELP loans subsidise students in Commonwealth-supported studies.

DEVELOPING YOUR UNDERSTANDING 7.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Investigate** the range of pensions that are available in Australia. Choose one of these and **create** an infographic, or write a short paragraph, which **analyses** its purpose and features.

Interpret

2 Research the HELP scheme and **explain** the role of this funding, the conditions the government places on the loan's repayment and the benefits to the student.

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7.5 The Australian Government's economic support to surrounding regions

FOCUS QUESTION

How does the Australian Government support economic growth in surrounding regions?

Beyond its domestic economic growth goals, the Australian Government also seeks to support economic growth in surrounding regions, understanding that all countries in the region have a shared responsibility to promote growth and sustainability so that all can share in economic prosperity and stability. One way that Australia supports the region is by participating in the Australia Pacific Economic Cooperation (APEC) forum.

The APEC forum was founded in 1989, with Australia being one of the founding 12 Asia–Pacific rim countries. The forum aims to 'create greater prosperity for the people of the region by promoting balanced, inclusive, sustainable, innovative and secure growth and by accelerating regional economic integration'.

▲ **Figure 7.34** *Pōwhiri* (a Māori welcoming ceremony) marking the start of APEC 2021 on 1 December 2020 in Wellington, New Zealand

There are now 21 APEC member economies who participate in the forums, which serve to provide a space for economic cooperation in the Asia–Pacific rim. Around 70 per cent of Australia's total trade comes from APEC nations, and the 21 countries' GDP accounts for over half of the world's GDP. Every year, one of the 21 APEC member economies hosts the forum, supporting the local economy of the host city.

Beyond participating as a member of APEC, Australia provides developing countries, particularly in the region, with foreign aid assistance, which is then used by developing nations to improve the standard of living within their respective country. Australia's foreign aid budget in 2020–21 was $4 billion and preferences countries in the Pacific. As part of this same budget, Australia also provided a one-off supplement to the Pacific and Timor-Leste, which will support the region's COVID-19 response and vaccine access (Source: Parliament of Australia).

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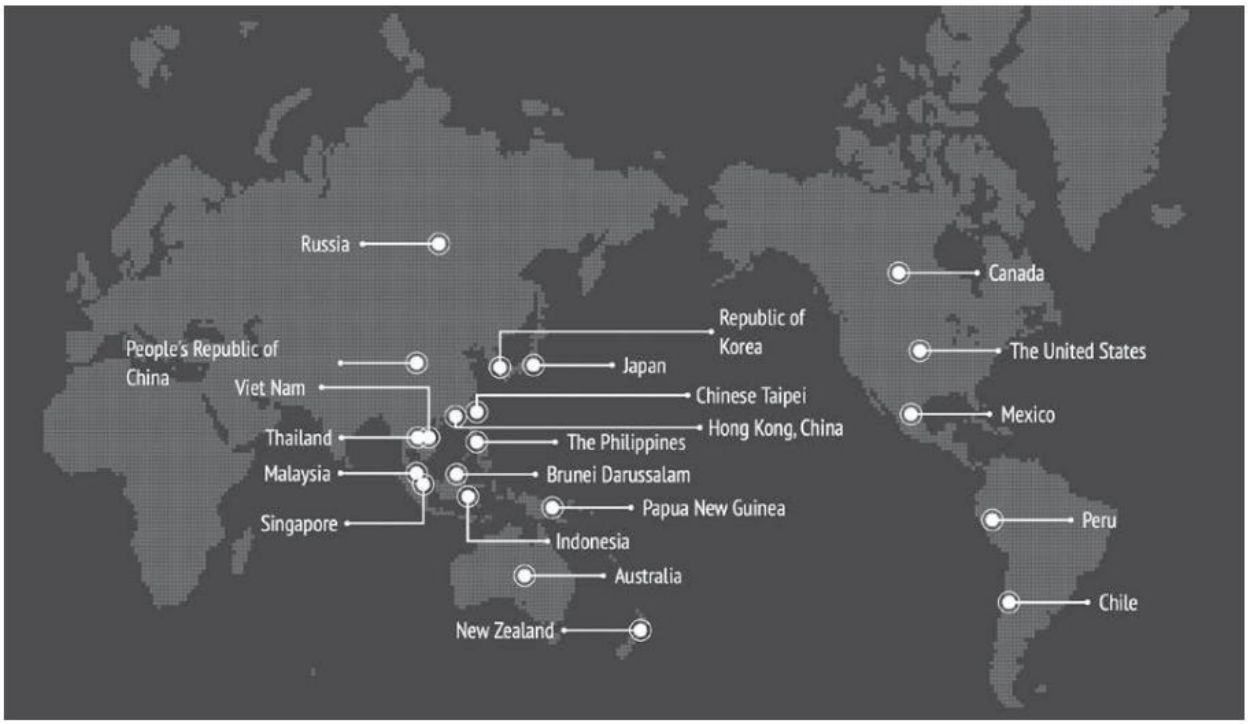

▲ **Figure 7.35** You can explore the members' economies on the APEC website.

DEVELOPING YOUR UNDERSTANDING 7.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

▲ **Figure 7.36** Jacinda Ardern, Prime Minister of New Zealand, during APEC 2021

Recall

1 In 2021, New Zealand hosted the APEC Forum. Watch the introduction video 'New Zealand hosts APEC in 2021' for this event online and **identify** the focus of this event.

2 **Explain** the aims of the APEC forum.

Interpret

3 **Recognise** one country that is not a member economy that may benefit from membership. **Explain** your reasoning.

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7.6 The impact of the economy on the lives of citizens

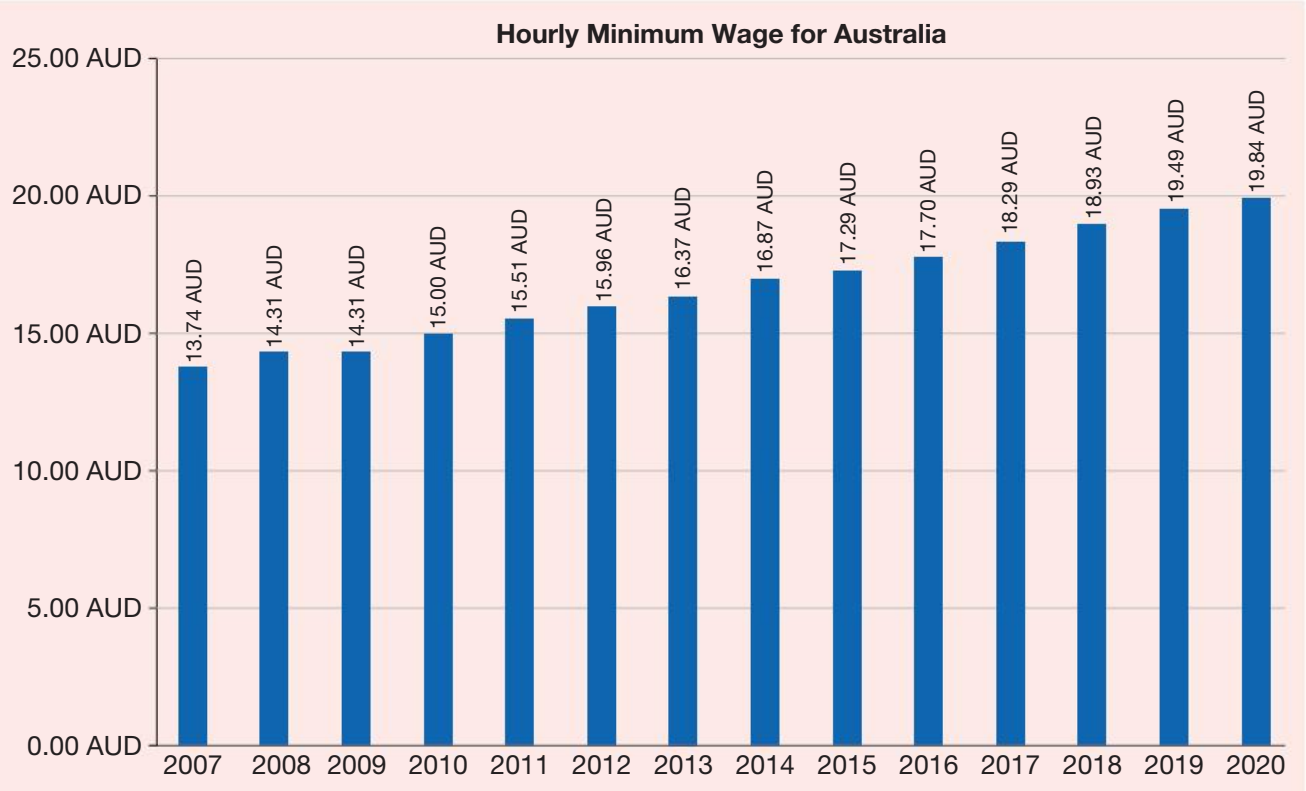
FOCUS QUESTION

How does the performance of an economy impact on the lives of citizens?

Beyond the government interventions and measures already explored in this section, there are several other factors that impact on the living standards of Australians.

Minimum wage

All Australians are entitled to a minimum wage, set by Australia's national workplace tribunal, the Fair Work Commission. This wage for full-time or part-time workers is currently set at $19.84 per hour or $753.80 per 38-hour week (before tax). The minimum wage is set is to ensure that all Australians are provided with an income that can satisfy their basic needs. This amount is the base rate that an employer can provide to the workforce in exchange for their labour. The Fair Work Commission oversees pay and conditions for Australian employees. The minimum wage secures the living standards of all employed Australians, therefore having a positive impact on equity in the economy. Beyond this minimum wage, employers must adhere to the National Employment Standards, comprising 10 minimum entitlements for all employees in Australia.



▲ **Figure 7.37** Australian hourly minimum wage, 2007–2020

Government payments

Federal and state and territory governments provide a wide range of payments for Australians beyond those already outlined in this section. One such government payment is Family Tax Benefit, which is paid to a parent or guardian of a child/children to help with childcare costs. This benefit supports families by providing them with financial aid so that they can be part of the workforce, therefore having a positive impact on living standards.

During 2020, the Australian Government intervened to support employees and businesses in need by introducing JobSeeker and JobKeeper payments, which were designed to ensure assistance during a critical period of disruption caused by the COVID-19 pandemic.

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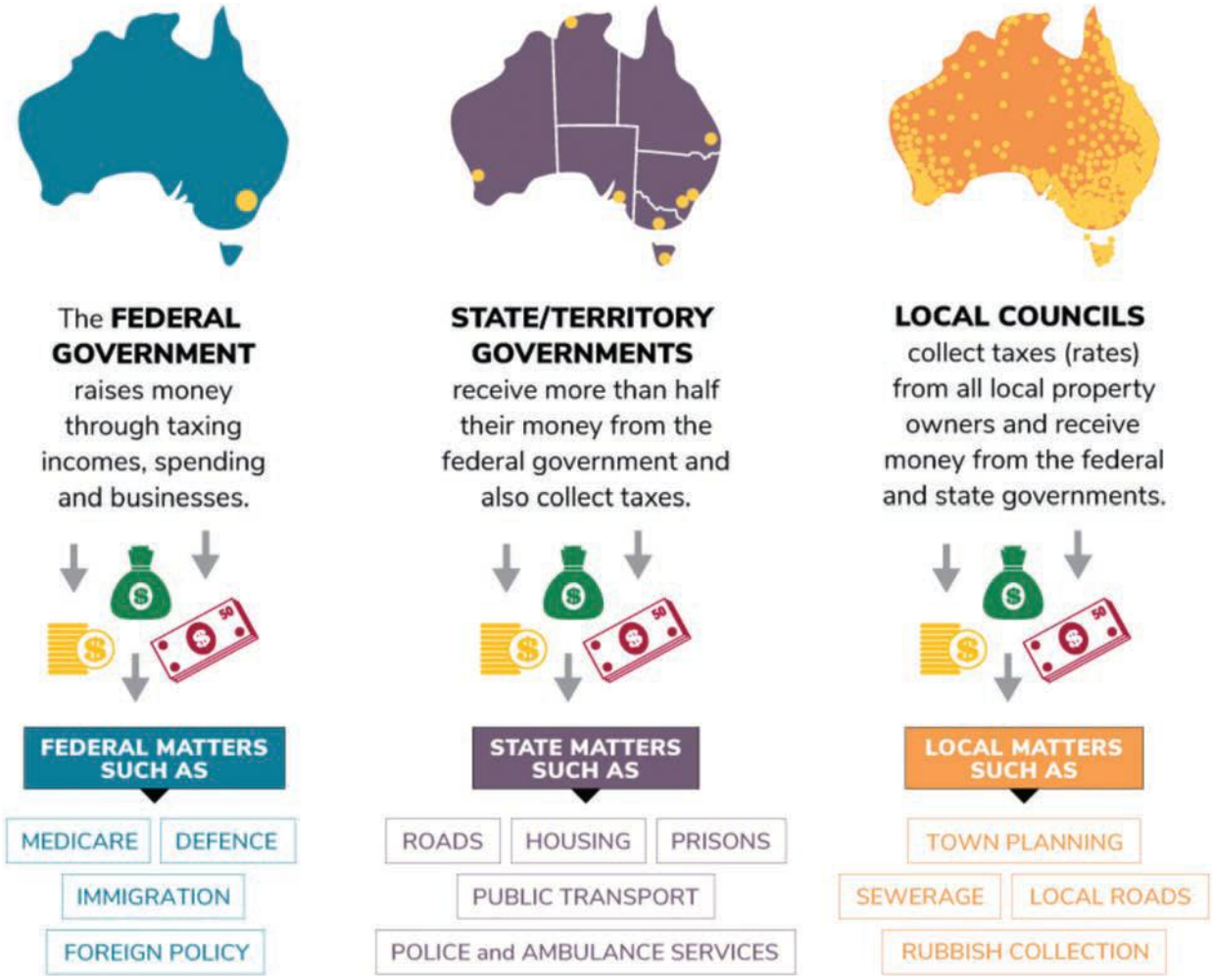
One other example of government assistance is concession cards for students, seniors and carers, and health care cards. Concession cards provide the holders with access to reduced-cost or free services, thus positively impacting living standards.

▲ **Figure 7.38** Sample concession cards in Queensland

Taxation and government-funded services

All levels of government impose a range of taxes and charges designed to create revenue (see Figure 7.38). Taxation is often considered by many individuals and businesses as a negative impact on immediate living standards (for example, paying income tax means that there is less money left over each fortnight or month to pay for wants and needs). However, taxation funds a wide range of services provided by each level of government that increase overall wellbeing and the standard of living for the whole economy.



▲ **Figure 7.39** Taxes imposed by the federal government, state/territory governments and local councils
Source: Parliamentary Education Office

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DEVELOPING YOUR UNDERSTANDING 7.6

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** how government payments can improve the standard of living.
2 **Investigate** one concession card. **Describe** the process of applying for this card and the benefits to the cardholder.

Interpret

3 Research the Fair Work Commission's role in setting award wages in Australia. **Interpret** what an award is and the benefits of this system.
4 **Examine** the 10 National Employment Standards. **Comment** on their relevance to your own casual or part-time job.

7.7 Government's impact on externalities to improve wellbeing

FOCUS QUESTION

How does the government influence externalities to improve wellbeing?

You will recall from previous studies of economics and business the terms 'production' and 'consumption'. You may also recall that producers have three fundamental economic questions: what to produce, who to produce it for and in what quantity.

Externalities

When a business produces goods and services and individuals consume these, there may be unintended impacts on others, who were not expected to be directly affected by this production and consumption. This impact on unintended third parties is known as an **externality**.

Fundamental to the understanding of an externality is that there are no property rights able to be assigned to it; that is, the externality is distributed by a means that no person can own, for example, distributed by the air, sky, oceans and rivers. No person owns the air. No person owns the sky. No person owns the water in the oceans and rivers.

An example of this is pollution. If a producer uses a production method when creating their goods that increases air pollution, this will negatively impact on the residents (and society as a whole), even though they do not purchase the producer's product. Another example is construction noise. When buildings are constructed, often there are periods of noise. Nearby residents do not benefit from the construction but can be negatively impacted by the high levels of noise. If you have ever watched the television program *The Block*, you will have noticed that the noise level from power tools is heavily regulated to minimise negative externalities.

Externalities are generally divided into two types – positive and negative externalities. A **positive externality** occurs when the third party receives a benefit from the activity. Conversely, a **negative externality** occurs when the third party incurs a cost because of the activity.

The previous examples have had negative outcomes for the third party. Positive examples include a well-manicured floral garden in your neighbourhood. Everyone walking past the garden will enjoy the fragrance and colours of the flowers, but they do not have to water or tend to the plants. The walker becomes what is known as a **free rider**.

Space exploration is also a positive example – many countries invest in space exploration and their findings benefit all future exploration. Another positive example are the vaccines for COVID-19. These are produced by pharmaceutical companies to be consumed by individuals, but also benefit society beyond the producer and consumer as the consumer is then less likely to pass on the virus to others.

externality a cost or benefit from an economic activity affecting a third party

positive externality a benefit from economic activity affecting a third party

negative externality a cost suffered by a third party as a consequence of an economic activity

free rider an individual who receives a benefit from a common resource or collective good without paying for it

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▲ **Figure 7.40** Construction noise is an example of a negative externality.

Government intervention

When governments observe that there are negative externalities affecting society (recall that these occur via a means that cannot be owned, such as the air, water or sky), they will intervene and influence producers to pay an assumed cost, or minimise or eliminate the negative outcome. Because the medium is not able to be owned, the government cannot legally assign blame to one person or business; therefore, it uses a number of measures to intervene.

One measure is to introduce legislation to either limit or change processes of production to limit the negative impact. An example of this is the alcohol excise. The Australian Government heavily taxes alcoholic spirits and beverages to reduce demand for these products because of their negative impact on society. State governments have put into place mandatory requirements surrounding the responsible service of alcohol, which require any person selling or serving alcohol in Queensland to complete a course before commencing sale.

Another strategy that governments may use is to make positive externalities more attractive by providing incentives and subsidies to producers that are creating products that have a positive effect on society.

DEVELOPING YOUR UNDERSTANDING 7.7

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the difference between positive and negative externalities, using examples.
2 Overfishing is an example of an externality. **Explain** if this example would be classified as a negative or positive externality.
3 Provide two examples of ways the government regulates the consumption of products (for example, alcohol).

Argue

4 **Explain** how taxation can reduce negative externalities.

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End-of-chapter assessment 7

Short-answer questions

1 **Explain** what Gross Domestic Product (GDP) measures.
2 **Explain** one method of measuring the living standards of a country.
3 **Explain** the link between economic performance and a country's living standards.
4 **Compare** 'good' debt and 'bad' debt.
5 **Explain** the concept of inflation and give an example of one product that has been affected by inflation in your own life.
6 **Identify** four different examples of government intervention in the Australian economy and **explain** their purpose.
7 **Explain** the purpose of one of the UN Sustainable Development Goals and **evaluate** Australia's success at ensuring the goal has been met.
8 **Compare** fiscal and monetary policy.
9 **Detail** one fiscal or monetary policy option that aims to improve the standard of living for Australians.
10 **Explain** the purpose of the Medicare levy.
11 **Explain** why the government redistributes income to support education in Australia.
12 **Explain** the purpose of the Australia Pacific Economic Cooperation (APEC) forum.
13 **Explain** positive externalities, giving an example.

Extended tasks

1 **Create** a mind map of the content covered in this chapter. Ensure that you highlight how each of the focus areas are related.
2 **Compare** the Australian standard of living to a country of your choice. **Investigate** what life is like in both countries, and create a presentation that explains the key economic indicators and reviews government progress in assisting citizens in that country.

Classroom activity

In each budget, Australia allocates funds to foreign aid to increase the overall standard of living worldwide. In groups, **select** one country that is the recipient of financial aid from Australia. **Investigate** the benefits of this foreign aid to that country. **Investigate**, then communicate to your classmates, how the aid distributed will be used to improve the standard of living in that country. **Discuss** any possible negative consequences of this aid.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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CHAPTER 8

Decision-making for consumers and businesses

Setting the scene: purchases and their consequences

The average person makes up to 35 000 individual choices every day. This has given rise to a new term: 'decision fatigue' – where people struggle with the mental load of making decisions at such a high volume.

Former President of the United States of America, Barack Obama, recognised that the role required a vast number of decisions to be made every day. One way that he combatted decision fatigue was to minimise the number of minor decisions he made each day. You may not have noticed at the time, but he chose to only wear grey or blue suits. Limiting available choices for more minor decisions such as what he wore, or what he ate, allowed him more time and mental capacity for major decision-making.

▲ **Figure 8.1** Former US President Barack Obama speaks during a news conference at the 2016 Asia-Pacific Economic Cooperation (APEC) 2016 CEO Summit in Lima, Peru

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Similarly, Mark Zuckerberg (CEO of Facebook) wears a grey T-shirt to most of his speaking events. It is thought that minimising decision fatigue leads to increased productivity.

▲ **Figure 8.2** Mark Zuckerberg delivers the opening keynote address to the F8 Facebook developers' conference in 2019

ACTIVITY 8.1

After reading 'Setting the scene', respond to the following questions:

1 **Consider** some minor decisions in your life that could be combatted using Barack Obama's and Mark Zuckerberg's strategy. List these decisions. **Explain** how this strategy would help you.
2 **Suggest** two other strategies to combat decision fatigue.
3 **Explain** why you think minimising minor decisions may assist with major decision-making.

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Chapter overview

Introduction

Decision-making can prove a difficult task for many. Individuals and businesses must make decisions each day based on a wide range of factors to generate positive outcomes. Whether the decision is made by an individual or a business, the process of classifying the decision as either major or minor, assessing the factors influencing the decision, sourcing available options, the decision-making process and the final evaluation of the outcome are similar.

In this chapter, you will learn about the decision-making cycle and the benefits of utilising tools such as a decision-making matrix and applying evaluation criteria. Understanding the wide range of influences on the decision-making process, and how individuals and businesses use evaluation criteria, is essential to be able to respond to changing economic conditions in Australia.

Learning goals

After completing this chapter, you should be able to answer the following questions:

- What is the difference between a minor and major consumer decision?
- What factors influence major consumer decisions, and what are the consequences of these?
- What factors influence decisions in businesses?
- How do businesses respond to changing economic conditions?

▲ Video
Five interesting facts about consumer decision-making

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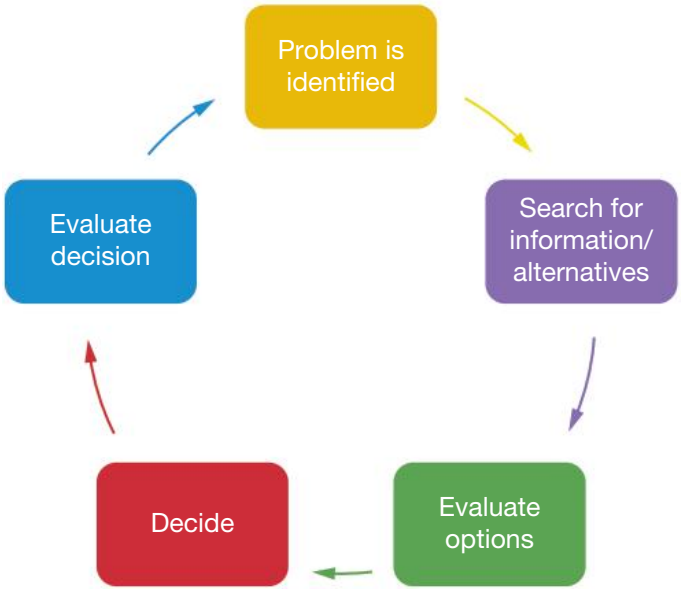
8.1 Consumer decision-making

FOCUS QUESTION

What is the difference between a minor and a major consumer decision?

You may recall from your previous study of Economics and Business that a **consumer** is a person who buys **goods** and **services** for their personal use. Most Australians are consumers – spending their income buying **products** to satisfy their needs and wants. You may also recall that goods, services and ideas are often collectively referred to as **products**.

When consumers identify that they have a problem to solve (i.e. they need to buy a product), they undertake a decision-making process or cycle and will move through the steps outlined in Figure 8.3.



▲ **Figure 8.3** Typical consumer decision-making process or cycle

The decision-making process may be brief for a choice that is considered minor by the consumer. For example, deciding on an item of clothing to purchase might only take minutes. However, for a major decision such as purchasing a home, consumers may spend considerable time on each stage and may take months to decide, going through a more comprehensive decision-making process to arrive at a final choice. But what is the difference between a minor and major decision?

A **minor decision** for a consumer is a choice that has a negligible impact on their finances, future time commitments (generally measured in days and months), relationships and social responsibilities. A minor decision will have limited impact on a consumer's finances because the cost of the purchase will generally be small (the consumer will have enough savings left over after the purchase to make other decisions). The decision will not require the consumer to invest a long time to make their choice, and they won't need to spend time in the future months or years maintaining their choice.

Further, the decision will have limited negative impact on the consumer's immediate family and relationships, and there would be little need to consider others in the decision-making process. Most consumers will also consider their social responsibility (responsibility to make a positive impact on their community when making decisions) as a consumer and may choose to include in their decision-making the impact of their choice on the environment or society. Minor decisions generally are fast to make because they have such a low impact on the consumer's day-to-day life, and therefore have limited risk of negative outcomes.

A **major decision**, however, is a choice that has a substantial impact on a consumer's finances, future time commitments (generally measured in years), relationships and responsibilities. Major decisions often have a significant impact on most or all of these factors for a consumer, and therefore require a more significant time frame and decision-making process before the best choice can be made. It is also important to consider that when making major decisions, the future availability of the product is also a consideration in decision-making.

Examples of both minor and major decisions that many consumers make can be seen in Table 8.1. It is essential to note that these classifications are heavily dependent on each consumer's circumstances and are therefore general and indicative only.

consumer person who buys goods and services for their personal use

good a physical, tangible item that can be seen and touched

service something that cannot be seen or touched (intangible) and is generally an action that is performed either on you or for you

product a good, service or idea that is offered for sale to meet the needs and wants of consumers

minor decision a choice that has negligible impact on a consumer's finances, future time commitments, relationships and social responsibilities

major decision a choice that has a substantial impact on a consumer's finances, time, relationships and/or social responsibilities, requiring a significant decision-making process before the best choice can be made

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TABLE 8.1 Examples of minor and major decisions many consumers make

Minor decisions	Major decisions
• Which brand of groceries to buy, where to buy them and in what quantity • Which day of the week to refuel a vehicle • Whether to subscribe to an online streaming service and if so, which one • Which retail store to purchase clothing items from	• Purchasing a mobile phone • Purchasing appliances for a home • Purchasing furniture for a home • Whether to buy a vehicle, what type of vehicle and how to finance it • Choosing an industry for employment • Pursuing further education after secondary school. • Whether to purchase a home, where to buy and how to finance it if so • Going on an overseas holiday

Many consumers' first major purchase will be a car. Most consumers start with the choice whether to buy a new or a used car, then consider what features are mandatory to their purchase decision (e.g. safety features, manufacturers' warranties). They will also consider the hidden costs of vehicle ownership, such as insurance, registration costs and the future depreciation of the vehicle. One factor that is becoming more considered is the choice of how the car is powered – petrol, diesel, electricity (electric vehicles – EVs) or hybrid cars. Electric vehicles do not use fossil fuels to power them and are charged either at home or at charging stations using electricity. Although fossil fuels are still used in their manufacturing and to generate a percentage of the electricity they use, their carbon emissions are much lower than those of internal combustion cars. Electric vehicles are becoming more commonplace in Australia and are an example of how Australians are making major financial decisions with social responsibility in mind.

▲ **Figure 8.4** Cars are an example of a major consumer decision. There are many different types of cars for consumers to choose from.

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MAKING THINKING VISIBLE 8.1

Think, pair, share

Generate a list of purchases that you intend to make in the next three months. With a partner, **classify** these into either minor or major decisions, justifying your classification.

DEVELOPING YOUR UNDERSTANDING 8.1

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the difference between and a minor and major consumer decision, providing two examples of each.

Interpret

2 **Consider** if there is a need for a classification for consumer decisions that are more significant than a minor decision, but do not fall into the major definition either – an 'in-between' classification. What would you name these types of decisions and what are examples of these? How would you **define** these more 'medium' decisions?

8.2 Influences on a consumer's decision-making process for major decisions

FOCUS QUESTION

What factors influence major consumer decisions?

Once a consumer has identified that there is a major decision to be made, they will commence a process of researching (finding information) and seeking alternative options to solve their problem. They may conduct a mix of primary and secondary research when seeking information. **Primary research** is research that is collected by the consumer from sources to solve the specific problem. Examples of primary sources for a consumer who is considering purchasing a gym may include talking to friends and family to seek their advice, discussing the potential purchase with a financial adviser at their bank and going into different gyms to make observations. **Secondary research** is using information that already exists, was created by another person, and may have been collected or created for a different purpose. For the consumer who is considering purchasing a gym, this may include looking at consumer reviews online of gyms for sale, looking at industry trends and general internet research.

A wide range of factors influences a consumer's decision-making during this information-gathering phase. These may include influences such as the finances required and the features and benefits of the product and their personal preferences. Figure 8.6 provides examples to further illustrate a range of influences on consumers when making a major decision.

▲ **Figure 8.5** Sixty per cent of the global population, almost five billion people, have access to the internet and are likely to use it as a source of information.

primary research collected by the consumer from sources to solve a specific problem

secondary research using information that already exists, was created by another person and may have been collected or created for a different purpose

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▲ **Figure 8.6** Examples of influences on a consumer's major decision-making process

Financial influences

Significant influences for a major consumer purchase will be financially based, including the price of the product, whether finance is required to make the purchase and whether the benefits outweigh the costs to the consumer.

The cost of the product is the **price**, which is the amount the consumer is willing to pay to purchase the product. Price often has a high weighting on the decision-making process, as most consumers do not have an unlimited supply of money to satisfy their needs and wants. A lower price for an item may entice a consumer to make a purchase, and a high price may negatively influence a product when it is being compared against a cheaper alternative.

price the amount a consumer is willing to pay to purchase the product

prestige pricing a product's price is deliberately set at a price higher than that of competitors and is aimed at communicating a message that the product is of a higher value than the competitor's

debt financing the consumer seeks financing from a financial intermediary (e.g. a bank) and pays this finance back over some time, with interest

equity financing funds contributed by the consumer to finance a major purchase

Some businesses, however, use **prestige pricing** to entice consumers to make a purchase. Prestige pricing is where a product's price is deliberately set at a price higher than competitors and is aimed at communicating a message that the product is of a higher value than the competitors'. The use of prestige pricing can be a powerful influence on consumers' decision-making, as consumers are willing to pay more for items that they consider have a high value.

▲ **Figure 8.7** Consumers might approach a financial institution to fund their major purchase.

From time to time, a major decision may require the consumer to access money from a financial institution to make a purchase. This may be through sourcing either debt finance or personal savings. **Debt financing** is where the consumer will seek financing from a financial intermediary (e.g. a bank) and will pay this finance back over time, with interest. This involves a contractual agreement between the consumer and the intermediary. The terms of the contract and amount of finance available from the lender influence a consumer's decision-making.

The consumer may also use their personal savings to pay for the purchase. This type of financing is called **equity financing**. Other examples of equity financing include crowdfunding (e.g. GoFundMe) or a private investment from an investor (e.g. parents or friends). Equity financing is common in Australia with investment from parents (also known as 'The Bank of Mum and Dad') being ranked by finance regulator APRA as Australia's 10th largest lender, accounting for more than $29 billion in funding for Australians.

If a consumer needs to borrow money to make a major purchase, the financial intermediary may impose terms on the amount of money the consumer can borrow and the terms for its repayment. This may influence the value of the purchase the consumer can make, as they may need to reduce the size of their purchase to meet their financial capability to repay it to the financier.

Purchasing a house is considered a major consumer purchase. In December 2020, it was reported that open homes across Queensland were filling out each weekend, and that young people were flocking to the property market in the largest numbers since the global financial crisis of 2008. Influencing young Queenslanders' decision-making were several factors, including low-interest rates on finance and an increase in grants and rebates for first-home buyers at a local,

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state and federal government level. These financial influences, coupled with high competition from other purchasers both in Queensland and interstate (multiple offers on properties, meant that buyers had to decide in a reduced period) created a competitive market for real estate in Queensland.

A consumer may also be influenced by the presence of additional expenses that are associated with the purchase. For example, when purchasing a home, a consumer would need to consider not only the purchase price of the house, but that they would need to pay a transfer duty to the Queensland Government. Transfer duties (also known as stamp duties) are paid to the government and are charged for transactions such as transfers of property and vehicles. Every state in Australia has their own schedule of fees for transfer duties, depending on the transaction. Other additional expenses that may come with major purchases include insurance, conveyancing or legal fees charged by a solicitor to assist with the purchase, mortgage or loan fees charged by financial institutions and inspection fees such as a building and pest inspection on a home.

Depreciation is another example of a financial influence on both consumer and business decision-making. When you purchase an asset (an item of value) it will generally only be useful for a limited period of time and it will incur some wear and tear as you use the asset. For example, when you buy a refrigerator, its life expectancy is around 15 years and you would expect that over time there will be some scratches or dints on the fridge, meaning that you would not be able to sell it for the same amount you purchased it for. Depreciation in accounting represents how much of an asset's original value has been used up. If an item depreciates quickly, this may cause a consumer to make a different product choice.

▲ **Figure 8.8** Purchasing a house often involves debt financing, as well as paying for additional expenses such as transfer duties.

Product influences

The product itself that the consumer is investigating will also influence the decision-making process. A consumer may be influenced by any part of the total product concept of the product. The **total product concept** for a product describes the tangible and intangible features of a product and is used by consumers to compare and evaluate similar options.

▲ **Figure 8.9** Total product concept

When investigating alternative options, the consumer will initially research the core product that they are seeking. Once they have established what the core product they are seeking is (for example, a new mobile phone), they will move to compare the tangible attributes that each option provides. Tangible attributes for a major purchase may include the colour, size, shape, packaging, brand, style and quality. **Tangible attributes** are those that you can see and touch. Tangible attributes are generally easy for consumers to compare because they can be considered through physical inspection.

depreciation the amount by which something, such as a piece of equipment, is reduced in value over the period of time it has been in use

total product concept the tangible and intangible features of a product that are used by consumers to compare and evaluate similar options

tangible attributes features of a product that you can see and touch

service offerings commitments to service that come with the purchase of an item

Next, a consumer will compare the **service offerings** for comparable products. Service offerings include attributes such as the level of customer service

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provided by the store, the after-sales service, level of training provided for how to use a product, length of warranty periods, delivery options/cost and access to financing from the seller. If a product has more service offerings, this may influence a consumer to make a purchase.

Finally, the consumer will compare the intangible attributes of the product. **Intangible attributes** are not able to be seen or touched, but often heavily influence consumer decision-making. Positive intangible attributes include the prestige that comes from owning the product, the level of positive brand awareness associated with the product, how convenient it is to make the purchase (e.g. travelling time to the seller or ease of use of online store), the dependability of the product and the status that comes with the purchase.

intangible attributes features of a product that cannot be observed

Finally, one factor that may influence a consumer's decision-making process is the availability of alternative products to purchase. If during the information-gathering stage of the decision-making cycle, there appear to be several alternative options that the consumer can select from, this may mean that the consumer takes a longer period to make comparisons and their final choice will take longer, and the consumer has a high level of choice and therefore influence on the decision-making process. If there are few alternatives available, consumers have little choice and therefore less influence on their decision-making.

▲ **Figure 8.10** Bunnings not only offers goods but also services.

Bunnings Warehouse is a retail store owned by Wesfarmers, one of Australia's largest public companies. The core product of Bunnings is home improvement and outdoor living products. Beyond the standard guarantees and returns policies under Australian Consumer Law, additional service offerings for Bunnings include hiring staff that are skilled in a wide range of trades. These employees can provide expert advice to their customers. They also offer DIY workshops, free trailer hire, home delivery, children's playgrounds and a service desk. One extra service that they provide is a home installation of their larger home purchases. When you enter many Bunnings stores, you will see that there are barcodes (similar to a gift card you can purchase) with a wide range of services available, such as the installation of a ceiling fan in your home.

Personal influences

Depending on the type of major purchase that the consumer is deciding on, each will have their differences such as age, gender and personal preferences that influence their final choice. Most consumers have deeply ingrained intrinsic qualities (likes and dislikes) that are difficult to disregard. Factors such as their taste, values, attitudes and beliefs can have a strong influence on major decision-making. Consumers are also influenced by the marketing of a product – successful marketing campaigns will attract a consumer and they will be influenced to make a purchase.

Further, many consumers have strong views with regard to their social responsibility to the wider environment when making major purchases, and this can influence their decision-making. Increasingly, consumers are becoming aware of the impact of their purchases and seeking to support companies that are making a difference to the community.

▲ **Figure 8.11** A range of factors influence consumer decision-making.

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ACTIVITY 8.2

1 **Identify** one major consumer purchase you wish to make in the future. **Explain** why you would research alternatives before making a purchase, and what type of research you would complete before making a decision. **Identify** any associated expenses which may come with this purchase.
2 **Select** a major hotel chain of your own choice and complete secondary research on it. **Create** a diagram that visually represents the total product concept for the hotel chain.

DEVELOPING YOUR UNDERSTANDING 8.2

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Compare** tangible and intangible attributes of a product, using an example of your own choice.
2 **Explain** the difference between equity and debt financing.

Interpret

3 Research the transfer duty payable on a home purchase valued $500 000 in Queensland. **Compare** this with other states in Australia and **comment** on any differences found.

8.3 How do consumers evaluate options, make decisions, then evaluate the outcome of their decision-making?

FOCUS QUESTION

What are the consequences of major consumer decisions?

Once the information-gathering phase of the consumer decision-making cycle is complete, consumers move into the decide and reflect phase. This involves a final evaluation of their final options (using criteria) and then decision-making. After the decision is made and purchase or transaction is complete, consumers will generally evaluate or reflect on the outcome of their choice – either informally or formally. This final evaluation completes the decision-making cycle for the product.

Evaluating options

After the information-gathering phase of the decision-making cycle, consumers will be left with a range of options to solve their problem. Consumers **evaluate** their options, they weigh each option up, looking for the strengths and weaknesses of each option and making judgements about the implications of each one.

When consumers evaluate, they create a shortlist of options, and then assess each one against selected criteria. **Evaluation criteria** are properties or characteristics against which an option is appraised. For example, if a consumer was seeking to purchase a home, criteria that might be used to appraise each option could be the number of bedrooms, the size of the block of land being purchased, the price of the home, number of bathrooms or age of the home.

evaluating the process of weighing up each option – looking for the strengths and weaknesses of each option and making judgements about the implications of each

evaluation criteria properties or characteristics against which an option is appraised

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cost–benefit analysis analytical tool where the anticipated/estimated costs and benefits of the product are identified and itemised

When left with a range of options to decide between, it can be difficult to make a final choice without putting into place these evaluation criteria, as using criteria ensures that consumers compare 'like for like'. Some online retailers provide an option where consumers can flag a product so they can compare it to another that they sell, making it easier for consumers to evaluate products sold by the same retailer.

Making decisions

Depending on whether the product represents a minor or major purchase, consumers may use several methods to make their final decision. Examples of decision-making tools include a simple pros and cons list, a decision-making matrix and a cost–benefit analysis.

Pros and cons

The simplest decision-making tool for a consumer is a pros and cons table. This is where the consumer creates a table consisting of two columns – one for the benefits (the pros) of making a choice and one for the negative aspects (the cons) of going ahead with the decision. The consumer then reflects on the table once it is complete and weighs up whether there are more pros than cons to the decision. If so, they should go ahead with their choice. This basic tool allows a consumer to focus only on the benefits and negatives of going ahead with a choice, although because of its pared-back nature, it may be difficult to use this for more major decision-making.

▲ **Figure 8.12** A pros and cons table is a very effective tool used by many decision-makers.

Cost–benefit analysis

An extension of the pros and cons list is a separate **cost–benefit analysis** for each of the available alternatives. In a cost–benefit analysis, the anticipated/estimated costs and benefits of the product are identified and itemised. Once a complete list is created for both costs and benefits, each is then quantified (i.e. each cost and benefit is given a dollar value). While the costs are generally easy to quantify, the benefits are at times more difficult. Similar to a pros and cons list, this information could be formatted into a table to create clear sequencing. It will be clear at the end whether the consumer should go ahead with the decision (if the benefits outweigh the costs).

Weighted decision-making matrix

A decision-making matrix is a tool that evaluates a range of alternative options in one table. It is a visual representation of the factors that a consumer is considering when making their decision. This method of decision-making clarifies the decision for the consumer as it takes into account the factors that are most important to them, and gives these higher weighting. To demonstrate the process of completing a weighted decision-making, an example of a consumer making a major car purchase will be used.

First, the consumer would start by creating a simple table. In the first column, they would list all their alternatives to solve their problem – the different car options.

Then, they brainstorm the criteria that are important to their decision, and make these column headings, clearly highlighting any considerations to keep in mind when reviewing the matrix.

TABLE 8.2 Step 1 for purchasing a car

Car	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Total
Option 1					
Option 2					
Option 3					

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TABLE 8.3 Step 2 for purchasing a car

Car	Age of car (newer is better)	Km (lower is better)	Price (lower is better)	Safety (higher ANCAP* rating is better)	Total
Option 1					
Option 2					
Option 3					

*The Australasian New Car Assessment Program (ANCAP) is a car safety performance assessment program based in Australia.

Then, from the information gathered during the start of the process, the consumer rates each option using a scale of 1 to 5 as to how well they meet each criterion, with 5 being the best.

TABLE 8.4 Step 3 for purchasing a car

Car	Age of car (newer is better)	Km (lower is better)	Price (lower is better)	Safety (higher ANCAP rating is better)	Total
Option 1	1	2	4	4	
Option 2	2	3	2	5	
Option 3	4	4	3	5	

Then, criteria are prioritised as to which are the most important. Each criterion is rated out of 5 on its importance to decision-making. A weighting row is created, with 5 being the most important.

TABLE 8.5 Step 4 for purchasing a car

Car	Age of car (newer is better)	Km (lower is better)	Price (lower is better)	Safety (higher ANCAP rating is better)	Total
Weighting	3	4	5	2	
Option 1	1	2	4	4	
Option 2	2	3	2	5	
Option 3	4	4	3	5	

Each weighting is then multiplied by the criteria result.

TABLE 8.6 Step 5 for purchasing a car

Car	Age of car (newer is better)	Km (lower is better)	Price (lower is better)	Safety (higher ANCAP rating is better)	Total
Weighting	3	4	5	2	
Option 1	1 × 3 = 3	2 × 4 = 8	4 × 5 = 20	4 × 2 = 8	39
Option 2	2 × 3 = 6	3 × 4 = 12	2 × 5 = 10	5 × 2 = 10	38
Option 3	4 × 3 = 12	4 × 4 = 16	3 × 5 = 15	5 × 2 = 10	53

The matrix is now complete. From the three options, using criteria and weighting, it is clear that the best option for this consumer is Option 3, as it has the highest total result.

The benefits of using a decision-making matrix are that it is fast to create and shows the elements that were taken into consideration before making a decision.

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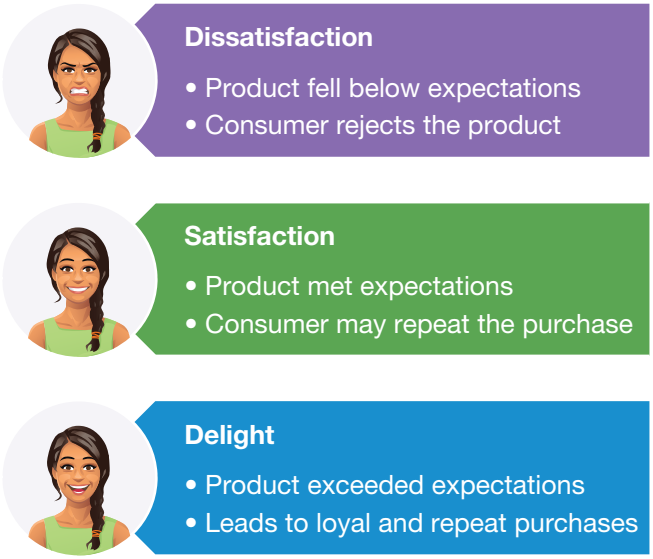
Final evaluation

Once a consumer has gathered their information, evaluated their options and made their choice, they will act and make their purchase. This is generally a positive experience for consumers as it is the culmination of their decision-making experience.

After the purchase has been made, a consumer informally and/or formally reflects on their choice and evaluates their final decision. During this phase, the consumer will consider if the result solved their problem and the extent to which they are satisfied with the result.

testimonial a formal statement from a customer attesting to the character and qualifications of a person or business

After the cycle, there are three potential outcomes. See Figure 8.13.

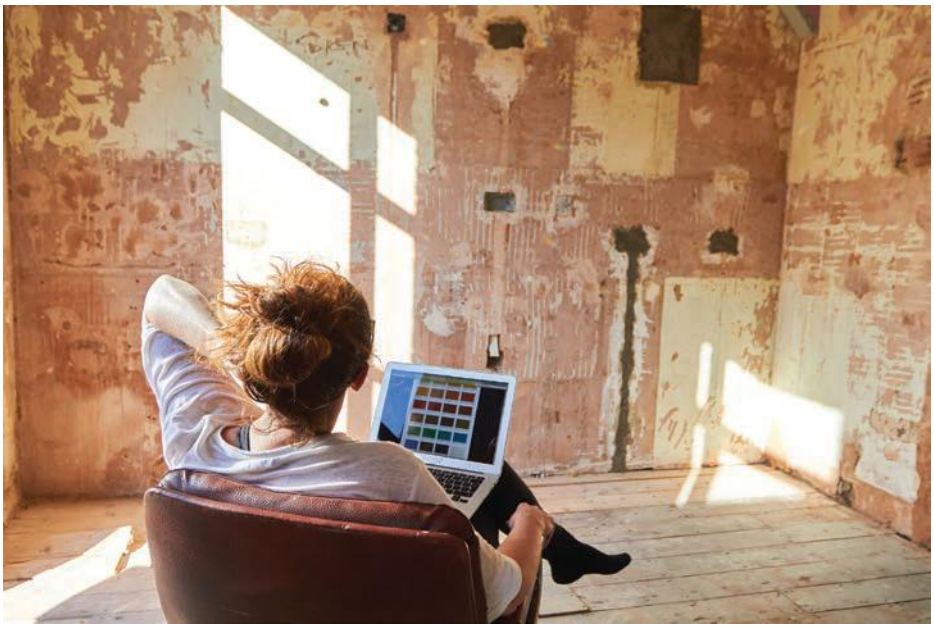


▲ **Figure 8.13** Outcomes of the decision-making cycle

Consumers communicate their evaluation through both informal and formal methods. Informal methods of reflection include considering their overall level of satisfaction with their purchase. If a consumer was satisfied with their purchase, they will often communicate their positive experience to their friends and family through word of mouth. If delighted, they may choose to complete a **testimonial** for the business or person they purchased from and make another purchase in the future. More formal ways of communicating their satisfaction with their final decision may be to complete reviews on social media or respond to surveys from the seller of the product.

FOMO (the state of anxiety caused by the 'Fear of Missing Out') is a form of social anxiety which is becoming increasingly common in society. While satisfying one's FOMO at the time may be enjoyable, it can lead to 'buyer's remorse'. Buyer's remorse is a term used to describe the sense of regret a consumer gets after making a purchase. Buyer's remorse is more frequently associated with major purchases – as a result, many businesses understand that the evaluation period is an important part of the decision-making cycle and try to minimise feelings of buyer's remorse by increasing their after-sales service or sending a gift complimentary to the purchase.

When purchasing a home and using ANZ as the financial institution for financing, ANZ issue complimentary ReturnMe tags to place on the home owner's keys. ReturnMe is a global recovery company whose aim is to return lost items to owners. Each key tag has a unique ID number that is connected to the homeowner and the ANZ logo. If the owner's keys are lost, they can be easily connected back to the owner. These are sent out a few weeks after the settlement of the home and help the owner feel positive about their experience with ANZ, as they feel the company will keep their biggest investment secure.



▲ **Figure 8.14** Receiving their unique ReturnMe ID number via ANZ can make homeowners feel safe.

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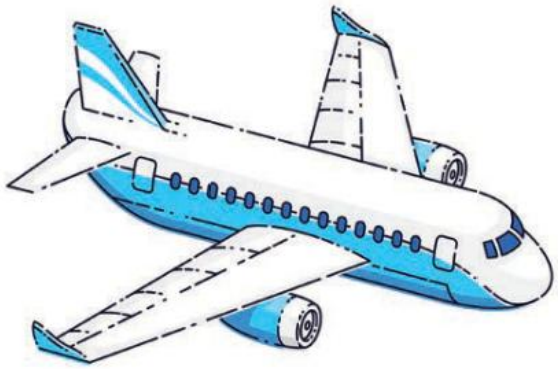
DEVELOPING YOUR UNDERSTANDING 8.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.



Recall

1 **Explain** the evaluation criteria that you would use to evaluate options for an airline for an overseas holiday.

Interpret

2 **Create** a decision-making matrix for a vehicle you would like to purchase in the future. Share this with your classmate and explain your final decision and the criteria used.

3 **Analyse** the costs and benefits of a major purchase you would like to make, such as a car. **Describe** the process of creating a cost-benefit analysis and its benefits in the decision-making process.

Argue

4 'Pros and cons lists are too simple and cannot help make complex decisions.' Do you agree? **Justify** your answer.

8.4 Factors influencing major business decisions for businesses

FOCUS QUESTION

What are business environments and competitive environments, and how do these influence businesses?

CASE STUDY 8.1

Read the article below and then consider the questions that follow.

COVID hits Video Ezy with last two kiosks to close in Logan

Blockbuster franchise owner Jon Harris, who opened his first Blockbuster Video store at Marsden 20 years ago, will shut his Video Ezy kiosks at Marsden Park Shopping Centre and at Crestmead IGA in the next two months.

He shut his last Blockbuster video store in Logan in late 2017 but still retained ownership of 62 kiosks, which hire out videos from shopping centres.

Only a handful of video stores remain open in Queensland including Network Video at Ipswich, Pittsworth, Birkdale and Chinchilla, after the closure of Civic Video stores at Gladstone and Discovery Coast Video at Agnes Waters. Mr Harris' kiosks were strategically placed across Logan in suburbs including Jimboomba, Yarrabilba and Logan Village.

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Long-time staff member and the last Video Ezy manager in Logan Mic Noble, who started work at the Marsden store 15 years ago, said the business was a family affair which attracted many loyal customers over the years.

'Sadly, COVID-19 has affected this industry more than Netflix, Stan or even pirating could do because new movies were not being produced last year, and haven't been for almost 12 months,' Mr Noble said. 'Netflix never worried Blockbuster and later Video Ezy because we got all the new releases two weeks before everyone else so it worked well. When COVID started there were not that many blockbusters coming out of Hollywood on a weekly basis so many people turned to Netflix, Stan, Prime and now Binge. It's a sad time and will seriously affect the older clients who can't upload and download videos on their televisions.'

'The older generations really used this service because videos were part of their lives for 30 years so I expect they will struggle with today's technology. Many have told me that they preferred to be able to hire DVDs and say they miss the video store experience and going and browsing for a video on a Friday night.'

▲ **Source:** 'COVID hits Video Ezy with last two Logan kiosks set to close', *The Courier Mail*, 7 January 2021

▲ **Figure 8.15** A Video Ezy Express rental kiosk in Melbourne, 2013.

Analysis questions

1 **Describe** one factor that led to the decision to close the final kiosks in Logan.
2 **Explain** the role of online streaming as a factor in the owner's decision-making.
3 Mr Noble suggests that older Queenslanders will be affected most by this change. With a classmate, **generate** at least three opportunities that may assist this group and fulfil their needs.

stakeholders people and/or organisations that have an interest in the undertakings of a business

Businesses operate in a complex environment, heavily influenced by internal factors (influences that are within their own business and are therefore under their control) and external factors (influences from outside of their business and beyond their control). The business environment and competitive environment each impact on the decisions that businesses make. When businesses have a problem to solve, they will commence their decision-making cycle. Like consumers, once they have identified a problem, they will commence information-gathering. This information-gathering will come from two areas – the business environment and the competitive environment.

Business environments

The environment for a business consists of three main layers, with each layer consisting of factors that can influence it. The three layers are its internal environment, its external operating environment and its external macro environment.

Internal environment

The first of the environments is the internal environment. This refers to the area over which the business has the most direct control. It includes the first group of **stakeholders**, who are directly involved in the business. Stakeholders are people and/or organisations that have an interest in the undertakings of a business.

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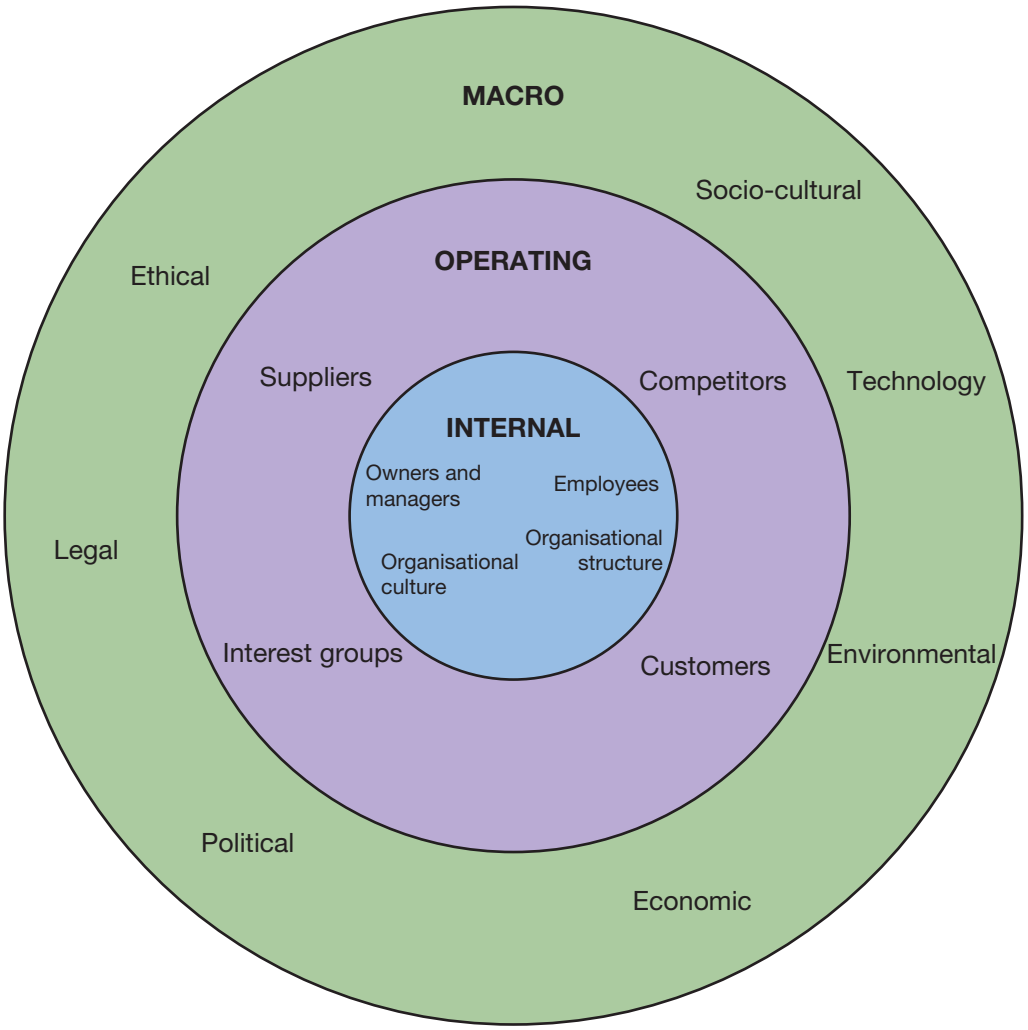

▲ **Figure 8.16** Business environments

In the internal environment, factors or stakeholders that directly influence decision-making are the owners of the business, their managers and employees. As the stakeholders with the most control over what happens in a business, they have a heavy influence on any decision-making.

Two other factors that influence the internal environment of a business are the organisational culture and organisational structure of the business. These are controlled by the stakeholders within a business, but are not people. **Organisational culture** is the shared values, attitudes and beliefs of the internal stakeholders of a business. Owners/employers and/or managers have a direct impact on the culture of a business as they set the standard for acceptable behaviour within a business. Culture also describes the way that employees interact with one another or the 'feeling' of the organisation. A positive organisational culture can positively influence a business, because it means that the employees within a business are more satisfied and will therefore work more productively and be less likely to leave the business.

Organisational structure refers to the decision-making hierarchy that the business is built around. It is a visual representation of the decision-making sequence in an organisation and often resembles the form of a family tree. Depending on the needs of the organisation, the structure can be flat or tall, or based around the functions of the business or the divisions into which the business falls. The structure will be documented using a diagram called an organisational chart. This is often provided to employees when they commence so that they can see the lines of authority in the organisation and where their role fits within the business.

organisational culture shared values, attitudes and beliefs of the internal stakeholders of a business

organisational structure decision-making hierarchy that the business is built around

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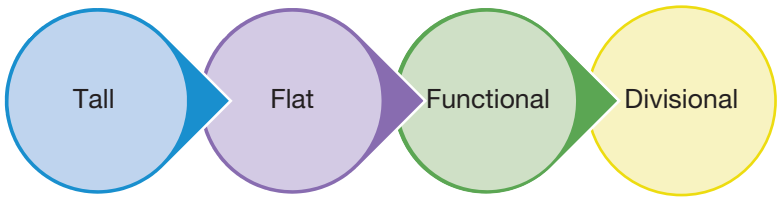


▲ **Figure 8.17** Types of organisational structures

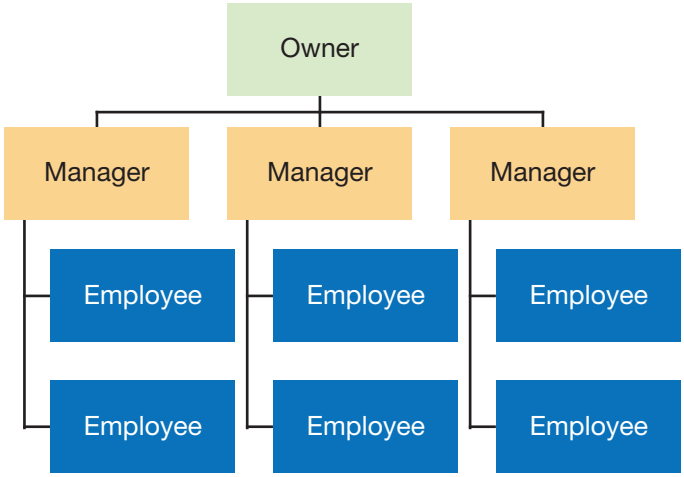
tall structure business structure that has a number of levels of hierarchy

flat structure business structure that has fewer levels of hierarchy. Many workers are autonomous or in autonomous teams.

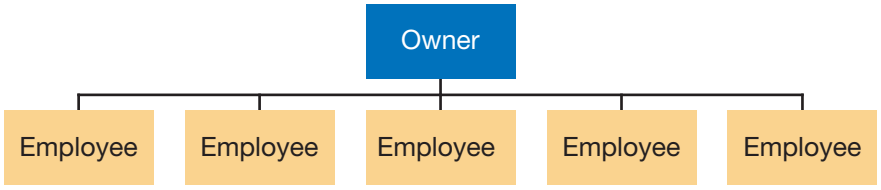
functional structure employees are organised based on their functions (for example, human resources, operations, finance and marketing)

divisional structure employees are organised by a category other than function; for example, by product lines or geographical divisions

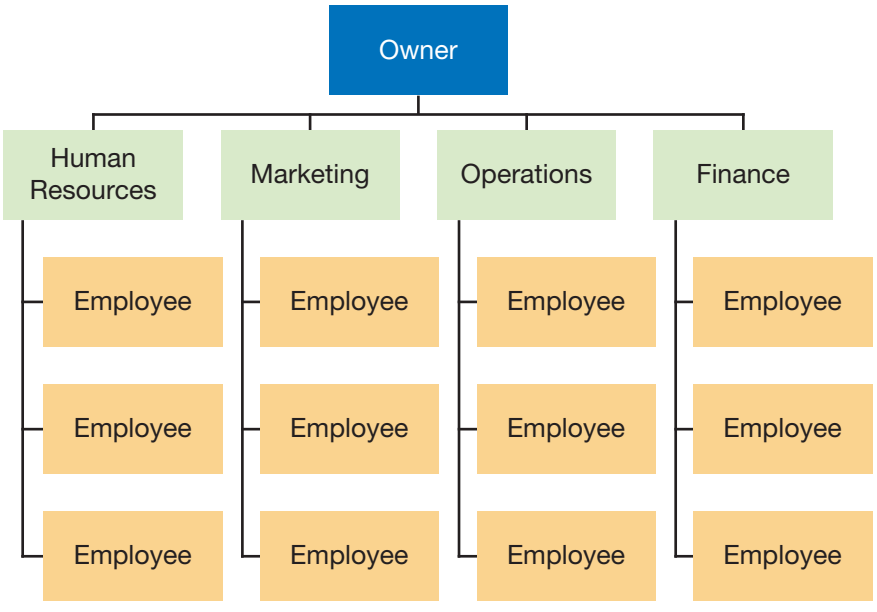
Tall structures usually mean employees have relatively little decision-making power. There is a hierarchy within the organisation, and the structure resembles a family tree, with a leadership team being the top of the structure, middle-level managers reporting to the leadership team and employees reporting to middle leaders. When decisions are made, these are often made at a higher level in the organisation and then filtered down the structure through the middle managers. This can make decision-making a long process, as there are many stakeholders to consider and the potential for messages to be miscommunicated as they filter down.



▲ **Figure 8.18** Example of a tall structure



▲ **Figure 8.19** Example of a flat structure



▲ **Figure 8.20** Example of a functional structure

Flat structures are those that have few higher-level managers and few employees reporting to middle-level managers. The flat structure allows workers to be more autonomous. The flow of decision-making is easier using this structure as there are fewer stakeholders making decisions.

A business with a **functional structure** organises employees based on their functions within the business. The four functions of business are human resources, operations, finance and marketing. Employees are separated into teams with a manager in charge of each function.

Divisional structures have employees organised by a category other than function, perhaps depending on the product line or geography of the company, with each division being allocated a set of people to complete the functions of that division.

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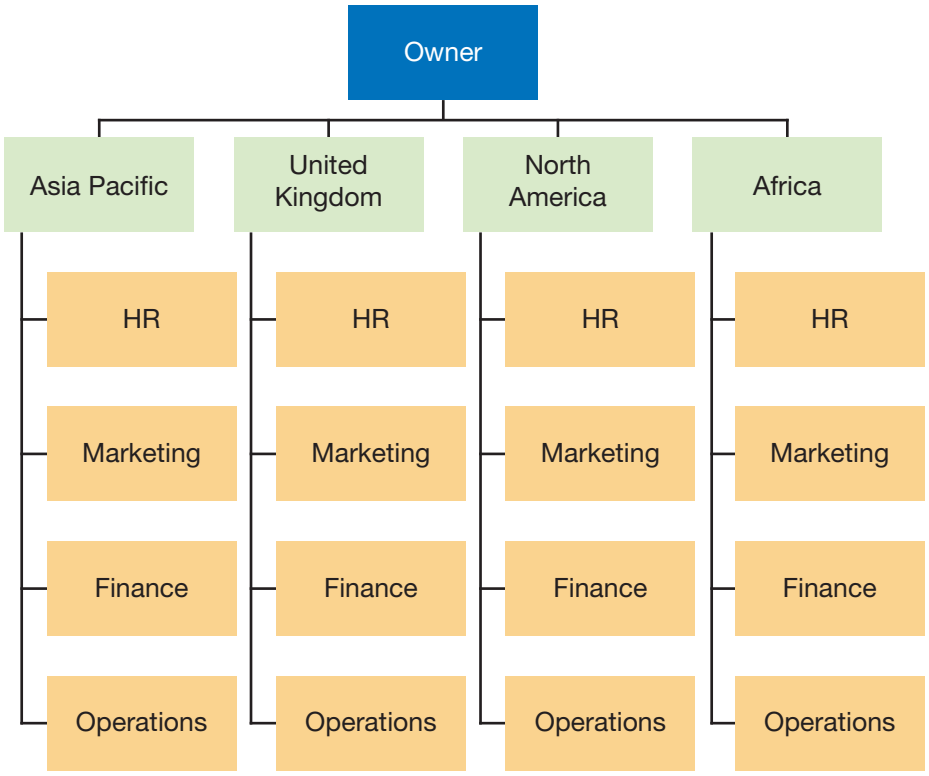

▲ **Figure 8.21** Example of a divisional structure

Interesting fact

When Steve Jobs was the CEO of Apple, the organisational chart for the business was similar to an Apple: it resembled a circle with Steve Jobs at the core of all decision-making.

Operating environment

Beyond the internal environment is the operating environment. This is a layer of the external environment that directly affects the business, but the business is unable to directly control these external stakeholders. Stakeholders include a business's customers (the consumers who purchase their goods/services) and their suppliers (people or businesses who supply goods and services to another business). Any change to the customers who are buying from a business can cause a business to decide to make changes – for example, if customers decide to buy a competitor's product or when consumer trends and preferences change (recall that personal factors heavily influence decision-making). Further, if one of their suppliers is unable to keep supplying the inputs needed to make their product, or if the quality of the supply or quantity able to be supplied change, this may cause a business to decide to seek alternatives.

Two other influences in the operating environment are competitors and interest groups. A **competitor** is a business that is selling similar products or services and/or targeting similar consumers. If a competitor makes a change to their product offering, enters the market or exits the market, this can affect a business's decision-making. Interest groups differ from competitors in that they are not selling a product or service that competes with a business. Rather, they are groups of people who join together based on a shared concern, issue or industry. Interest groups can influence business decision-making and generally fall into three categories: trade unions, professional organisations and cause interest groups.

As an example of a cause interest group, Sea Shepherd is an international, non-profit marine conservation organisation that campaigns to defend, conserve and protect the world's oceans. From the gentle giants of the sea to its smallest creatures, Sea Shepherd's mission is to protect all marine life species living in our oceans. Their campaigns have defended whales, dolphins, seals, sharks, penguins, turtles, fish, krill and aquatic birds from poaching, unsustainable fishing, habitat destruction and exploitative captivity. (Source: Sea Shepherd Australia website)

Macro environment

Finally, there is the macro environment. The macro environment can be broadly represented as a group of seven factors that influence a business: socio-cultural, political, economic, technological, legal, ethical and environmental. Each factor within this environment has the potential to affect business decision-making, depending on the problem being faced. Changes to the external macro environment can have a significant impact on a business's operations. Stakeholders in this group can include the local community or political advocacy groups.

competitor a business that is selling similar products or services and/or targeting similar consumers

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TABLE 8.7 Macro environmental factors influencing business decision-making

Factor	Explanation and examples
Socio-cultural	• Cultural changes that are taking place in the external environment • For example, population lifestyle changes, changes in consumer preferences, attitudes in society and population growth
Technological	• Changes in technology in the industry • For example, the use of robotics, innovation, tap and go payments
Economic	• The economic situation of the state or country a business operates in • For example, exchange rates, levels of unemployment and/or the inflation rate
Environmental	• The positive or negative impact that the business has on the environment • For example, the use of environmentally friendly packaging and waste disposal practices • Also includes relevant legislation in the state or country concerning environmental protection
Political	• Government policies and changes in the political landscape within the state or country • For example, the stability of the government, taxation policies that may affect the business, government grants and incentives for businesses
Legal	• Laws that are relevant to the business • For example, employment law, anti-discrimination law, consumer protection laws, copyright laws
Ethical	• Relates to the ethical standards that the business is expected to uphold in the country, state and locality of operation • For example, confidentiality, corruption, bribery

From September 2021, Queensland has banned single-use plastics. During COVID-19, the use of single-use plastics has been essential in fighting the disease. The state government has reintroduced legislation to parliament to ban plastic straws, plates, cutlery and stirrers. The United Nations has published a statistic that states that if the rate of use of plastics does not change by 2050, the weight of plastic in the oceans will be heavier than the weight of fish. The hospitality industry will prepare for this change during 2021, influenced by this change to the macro-environmental factors of legislation, environment and ethics.

▲ **Figure 8.22** This word cloud touches on the many aspects around the single-use plastic ban.

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MAKING THINKING VISIBLE 8.2

Think, pair, share

Interview an adult and **discuss** the organisational structure of the business in which they work. **Create** a list of questions that will help you to gather information and create an organisation chart. Share this chart with your classmates.

ACTIVITY 8.3

During 2020 and 2021 many businesses were forced to make changes to the way they operated. **Describe** at least three changes to a business in your local area and explain why and how the changes were made.

DEVELOPING YOUR UNDERSTANDING 8.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Define** the following key terms in your own words: stakeholders, internal environment, competitor, macro environment.
2 **Describe** the difference between the internal and macro environment of a business, using an example of a business of your own choice.

Interpret

3 Organisational culture is sometimes simply referred to as: 'The way we do things here'. **Explain** why organisational culture is an important feature of a business's decision-making.

8.5 Competitive environments

FOCUS QUESTION

How do businesses respond to changing economic conditions?

Competition in business occurs when there are two or more businesses that are selling similar products or services and/or targeting similar consumers. Competition from a consumer's point of view is seen as a positive, as it often means that they will receive the benefit of a lower price or a higher level of service from a business that is wanting to make a sale.

From the business's point of view, the competitive environment is a heavy influence on decision-making – being competitive means that it is constantly improving operations and therefore able to stay in business. It can also influence the business to make changes and open it up to new ideas that its competitors have implemented.

Each business in Australia operates in a **competitive environment**, selling similar products and services to other businesses, with each competing for similar consumers to make a **profit**. Each competitive environment is unique and characterised by the type of product or service the business produces, where the company is located, and the level of competition that exists in the **industry** in which it operates.

Consider the airline industry in Australia. The competitive environment for this industry changed dramatically in 2020, with Tiger Air exiting the market and limited domestic and international travel due to the global pandemic. This change means that there are fewer

competitive environment many businesses selling similar products and services in the same area, targeting similar consumers

profit the amount of money left over after a business pays its expenses

industry a group of businesses that produce related goods and services

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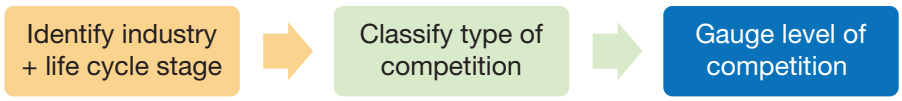
▲ **Figure 8.23** Australia is serviced by a number of domestic and international airlines.

airlines to compete for the consumer's dollar. On the other hand, some industries in Australia are becoming increasingly competitive – for example, clothing retail. This industry has experienced increased competition with several new entrants entering the Australian market in recent years, such as H&M, Zara and Uniqlo.

Because businesses are so affected by their competitive environment, they must examine it closely and keep up to date with changes regularly. Businesses examine their competitive environment using the following three steps:

1 Identify the industry that the business operates in and that industry's stage in the life cycle
2 Classify the type of competition that exists within that market (also known as market structure)
3 Gauge the level of competition in the industry/market.

The information gained from these three steps will combine to provide a preliminary overview of the competitive environment for a business.



▲ **Figure 8.24** Initial steps to examine the competitive environment for a business

Identifying the industry

It is helpful to start an initial examination by identifying in which industry the company operates. We can do this by considering the central/core activities of the company and considering others that provide the same or similar products/services. For example: does the business provide food and beverages? Does it sell products in a retail store? Does it manufacture a specific product? From this, a business can identify its main competitors. Many online sources can assist in identifying a wide range of industries in Australia. One example is the Australian Bureau of Statistics, which publishes a list of Australia's key industries.

Identifying the stage in the industry life cycle

While researching the industry, it is also useful to consider the industry's stage in its life cycle. A key question to consider is: is this industry in growth, maturity or decline? While it may be initially difficult to determine, each of these stages has several indicators that can be observed. See Table 8.8 for a range of general indicators of each stage.

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TABLE 8.8 General indicators of the industry life cycle

Growth	Maturity	Decline
• The products and services produced by this industry are in demand from Australian consumers. • New businesses are entering this market. • Competition between businesses may be increasing. • The businesses that are currently operating are making a profit.	• Demand for products and services in this industry is steady, but not increasing. • Few new businesses are entering this market. • Competition between businesses is increasing. • The industry is stable, but not growing.	• Demand is significantly reducing for the products and services in this industry. • Businesses are starting to reduce their presence or exit the industry altogether. They may change to a different industry or close permanently. • Profits are reducing for businesses in this industry.

Identifying the type of competition

Businesses then consider the type of competition that exists within the industry. To start, they consider the product/service that is produced by the business. Is it the same as other businesses' offerings? Are the products interchangeable? Or are there some points of difference between the products and services each company offers?

In the same way, they consider not only who direct competitors are, but how many competitors there are in the industry. Are there many? Or just one or two? When identifying the type of competition, there is a spectrum of competition within the business environment, from **perfect competition** to **monopoly**. Table 8.9 provides a summary of each type of competition, starting with perfect competition, where there is a wide range of businesses in the market, to monopoly, where there is only one.

perfect competition a market where many businesses offer the same product/service with no differentiation

monopoly a market where one business dominates the industry

TABLE 8.9 Types of competition according to market structure

Perfect competition	Monopolistic competition	Oligopoly	Monopoly
• Many businesses are competing and all companies produce the same product • The only difference in the product may be the packaging; the core product is identical • It is easy to start this type of business	• Many businesses in the market sell similar products with some differences (e.g. price, style, colour) • It is relatively easy to start this type of business	• Several businesses in the market sell similar products with minor differences • These businesses dominate the market • While it is difficult for a new business to start, it can do so with the right resources	• There is only one business in this market • The product is unique and not easily replicated • It is difficult for other businesses to enter this market

Finally, it is crucial to gauge the level of competition that exists in the industry. Is there a low level of competition? Does the business have access to many consumers? Are businesses concerned that they will make sales in the future?

Generally, there will always be a demand for their product if there is a low level of competition. There may be a moderate level of competition, where the business may be competing with other companies for sales, so it may need to use advertising or pricing strategies to attract consumers. Alternatively, there may be too high a level of competition, where businesses are always competing for their consumers (and profit!).

monopolistic competition a market where many businesses compete, selling similar products and services with some differences

oligopoly a competitive market that is shared by only a few businesses

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Once these three points are identified, gauged, and classified, a unique picture forms of the competitive environment for the business. It is essential to know that this competitive environment exists because it provides some reasoning for why companies seek to create a **competitive advantage** in highly competitive industries. It also explains how their decision-making is influenced by the movements of their competitors.

competitive advantage a factor that allows a business to outperform a competitor

Sometimes a business creates a brand-new product that is so unique that there is no existing industry for the business to enter. Consider Netflix. In 1997 the business first entered the home entertainment industry, as a mail-order DVD rental company. Embracing technology, Netflix radically innovated and created a new industry – video streaming services.

Australia Post is an example of a business that operates as a monopoly for its service of mail delivery. Although there are competitors for its courier and parcel delivery services, Australia Post are the only enterprise able to deliver mail to Australian households.

MAKING THINKING VISIBLE 8.3

Think, pair, share

Choose an Australian business and **investigate** the competitive market for the business. **Use** the initial three steps to **examine** the competitive environment to frame your investigation. Present your investigation to your classmates.

DEVELOPING YOUR UNDERSTANDING 8.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Define** the following key terms: industry, competition, competitive environment, monopoly, competitive advantage.
2 **Identify** one Australian industry for each stage of the industry life cycle: growth, maturity, decline. **Justify** your reasoning for each stage.

Interpret

3 **Create** a list of businesses that fall into the following market structures: oligopoly, monopolistic competition.

8.6 Business decision-making

FOCUS QUESTION

How do businesses evaluate their options and make decisions?

Earlier in this chapter, you learned that when consumers make decisions, they apply a range of criteria to make their judgements and use tools such as a cost-benefit analysis and decision-making matrix to make their final choice.

When faced with decisions, businesses also use this same process. When evaluating, there are four criteria businesses use when considering which choice is the most appropriate. These are efficiency, effectiveness, stakeholder satisfaction and competitiveness. Businesses will judge their potential options on whether the result will increase or decrease one or a range of these criteria. Many decisions can increase one criterion while decreasing another – another reason why decision-making can be difficult for businesses.

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▲ **Figure 8.25** Example evaluation criteria for business

Effectiveness

At the start of the decision-making cycle, the business identified that there was a problem that needed to be solved. This became their goal throughout the entire process. When a business makes an effective choice, the result of its decision-making solves its original problem. Effectiveness measures the extent to which the business has used its resources completely and solved the original problem. If the business has solved its problem and optimised the use of its resources (time, money, people) during the process, the result or final evaluation of the process is said to be highly effective.

Efficiency

When a business chooses with efficiency in mind, it is considering if the decision will lead it to use its resources in a way that minimises waste, expense or effort. This could relate to financial efficiency (being cautious with their spending), using its time wisely and minimising the time spent on tasks or on minimising waste of its resources. Efficiency measures the extent to which the business is maximising the use of its resources and minimising waste while working in a way that is organised and competent. If so, the business has made a decision that leads to high efficiency.

Stakeholder satisfaction

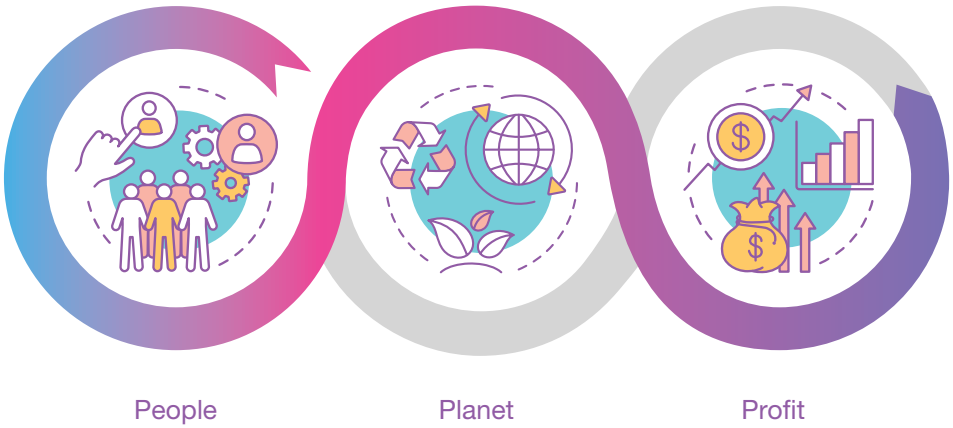
A business interacts with a wide range of stakeholders from the internal, operating and macro environment. When a business makes a choice, a wide range of stakeholders will be affected. Stakeholder satisfaction considers the extent to which stakeholders are or will be satisfied with the result of the decision-making process, along with considering to what extent the views of stakeholders were considered when making the choice. When using this evaluation criteria, if a business has considered and managed stakeholder expectations to an extent that stakeholders are pleased with the result, the business experiences high stakeholder satisfaction.

Competitiveness

As you know, most businesses operate in competitive markets. Competitiveness measures to what extent the business has made a choice that allows it to provide a product that meets or exceeds the product offered by competitors, or the standard that consumers expect of the product. If the choice leads to a higher standard of the product when compared to others in the market, it is said to have made a highly competitive choice.

Triple bottom line

As well as these four evaluation criteria, businesses are increasingly under pressure to ensure that their decision-making, and evaluation, considers factors beyond only making a profit and meeting their goals. The triple bottom line is a framework that states that businesses should consider not only profits, but people and the planet in their decision-making. When a business considers all three in their decision-making, this ensures that the business will be sustainable into the future, and not make profits at the expense of its internal and external stakeholders and the environment. Businesses that preference this triple bottom line may also be more competitive, as this triple bottom line also influences consumer decision-making.



▲ **Figure 8.26** The triple bottom line refers to the idea that a company's performance must be measured not only in relation to profits, but also to its effect on the environment (planet) and society as a whole (people).

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CASE STUDY 8.2

Meat at Billy's is an independent butcher in Brisbane, with stores in Rosalie and Ashgrove. In October of 2020, Meat at Billy's at Ashgrove completed a major renovation of their store. The store increased the space in the store, added a bigger meat fridge, purchased a new meat cabinet and added a 'grab and go' section to the store. The changes allowed the store to have more customers in the store at one time and add more retail lines for sale to customers. Due to the global pandemic, online demand for Meat at Billy's increased, leading the owner, Billy Gibney, to open a distribution centre at Stafford. His goal is to expand the distribution centre and reduce his customer's long waiting time in the Rosalie and Ashgrove stores.

▲ **Figure 8.27** Billy Gibney, owner of Meat at Billy's
Source: 'Meat at Billy's butcher plans to expand Stafford facilities', *The Courier Mail*, 6 October 2020

Analysis questions

1 Complete some additional research as a class, then **analyse** the current business situation and environment of Meat at Billy's
2 **Analyse** the potential costs and benefits of the major renovation.
3 **Propose** two recommendations for the owner to maximise the competitiveness of the business, based on both analyses.

DEVELOPING YOUR UNDERSTANDING 8.6

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Define** triple bottom line.
2 **Identify** the four evaluation criteria that a business would use in its decision-making.
3 **Explain** how a company's competitiveness is measured.
4 **Explain** why stakeholder satisfaction is important.

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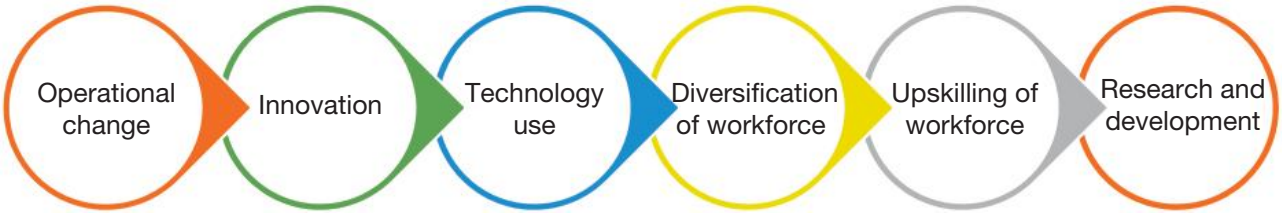
8.7 Business responses to changing economic conditions

FOCUS QUESTION

How do businesses respond to changing economic conditions?

You now know that businesses operate in a complex range of environments. The business environment includes its internal, operating and macro environments, and the competitive environment relates directly to the industry that they are competing in. Changes to any factor within these environments will require a business to make changes to the way that it does business. **Change** is defined as any alteration to the internal or external environment of a business. When faced with pressures to change, businesses must be proactive – they must actively initiate the change process, acknowledging that there is a problem to be solved and starting the decision-making cycle. Being reactive (waiting for changes to occur and then responding) leads to businesses being left behind by their competitors. Potential responses to changing economic conditions include making structural changes to the business, use of more efficient or new technology, diversifying product offerings and its workforce, upskilling staff and investing in research and development.

change alterations to the internal or external environment of a business



▲ **Figure 8.28** Example responses by businesses to changes in the environment/economic conditions

Operational change

Making changes to the operations of a business (the physical process of creating the product/service) is a common strategy used by a business when responding to change in the external environment. Embracing new technology can often lead to increased efficiencies in a business. Similarly, finding a cheaper supplier for the inputs to a good/service can also generate savings, which can lead to a lower end-price to the customer. Some businesses have even stopped creating a physical store that customers can walk into and opted instead for online sales to save money and increase efficiencies. A more efficient business leads to a higher ability to compete in the market. Another operational response to changes in the environment is to adjust the organisational structure of the business. Moving from a tall structure to a flat structure can lead to operational efficiencies by reducing the amount of time needed for decision-making. Reorganising teams, adjusting role descriptions or removing roles that are no longer required due to becoming redundant are ways that businesses respond.

In 2020, for the second time only since its creation, the Royal National Agricultural and Industrial Association of Queensland (RNA) decided to cancel the 2020 Royal Queensland Show (Ekka). This was due to the COVID-19 pandemic, with increasing social distancing measures and public gathering restrictions being implemented. The RNA responded to this change by changing its model – it created a pop-up drive-through experience where consumers could stay in their cars and purchase iconic products such as a strawberry sundae and dagwood dogs. The RNA expanded its website to include online experiences such as 'meet a farmer'. Showbags were available online and also through IGA supermarkets. The RNA would have needed to carefully consider the roles required in this new model, and adjust staffing due to changes in the product that was being offered.

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▲ **Figure 8.29** Operational changes had to be made to ensure that Ekka supporters still had access to the famous strawberry sundaes.

Innovation

Many businesses create a competitive advantage through innovation. Innovation is when a new process, product or idea is developed. This can involve taking a process, product or idea that already exists and improving it (for example, when Apple improves its already existing iPhone product) or creating something entirely new and offering it to the market. Many businesses use innovation to attract new customers and compete with other companies when conditions change.

Technology use

Embracing new technology can often lead to increased efficiencies in a business. Technology is rapidly evolving and is a key strategy to combat changes in the external environment. The use of emerging techniques such as robotics, 3D printing, drones and electric vehicles, to name just a few, creates efficiencies for businesses, allowing more products to be created in a shorter time, resulting in a lower unit cost for customers, and thereby increasing competitiveness.

CES (formerly an initialism for Consumer Electronics Show) is an annual trade show organised by the Consumer Technology Association (CTA). Each year, companies launch products, showcasing new technology and building awareness for their brands. In 2021, this event was held digitally due to COVID-19. In 2021, LG launched (among other new technologies) a wearable air purifier and an expandable mobile phone.

Diversification of workforce

Diversifying the human resources of a business can also be a response to changes in the external environment. Changing hours of work, location of work, reviewing remuneration and providing rewards leads to increased employee motivation and efficiency. Offering benefits such as flexible work, where a worker can work at hours that suit their circumstances, providing training and development so that workers can be promoted and fostering a positive organisational culture are all key strategies when faced with pressures to change.

Specialisterne Australia is an organisation that helps employers in Australia understand the unique skills and capabilities of people on the autism spectrum. They work with businesses to diversify their workforce and help to match talented autistic staff members looking for careers in a wide range of industries.

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▲ **Figure 8.30** Having a diverse workforce leads to increased employee satisfaction.

Upskilling of workforce

Upskilling is the process of training and developing employees to extend their skill set. When faced with changes in the external environment, it is essential to invest in upskilling the current employees in the business so that they can be proactive rather than reactive to the change. Upskilling a current employee is often less costly than hiring a new employee and will make the business more well-rounded and increase employee satisfaction and productivity. Upskilling can be facilitated in several ways, from making training opportunities available to creating professional development plans for employees based on business goals, to allowing employees to nominate their training goals. Businesses may choose to fund the upskilling by paying for the training, may provide employees with time to complete training during workdays or may provide other forms of support such as mentoring.

Research and development

In a rapidly changing world, all businesses need to invest in research and development. This process is closely related to innovation and involves a company researching its industry and customers to be able to develop new products and improve existing products. It is the process which leads to the innovation occurring. Businesses that invest in research and development are more likely to respond efficiently to changes in the macro environment.

DEVELOPING YOUR UNDERSTANDING 8.7

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Define** the following key terms: upskilling, diversification.
2 **Explain** the benefits of upskilling employees instead of recruiting new staff.
3 **Describe** how new technology can benefit a business.

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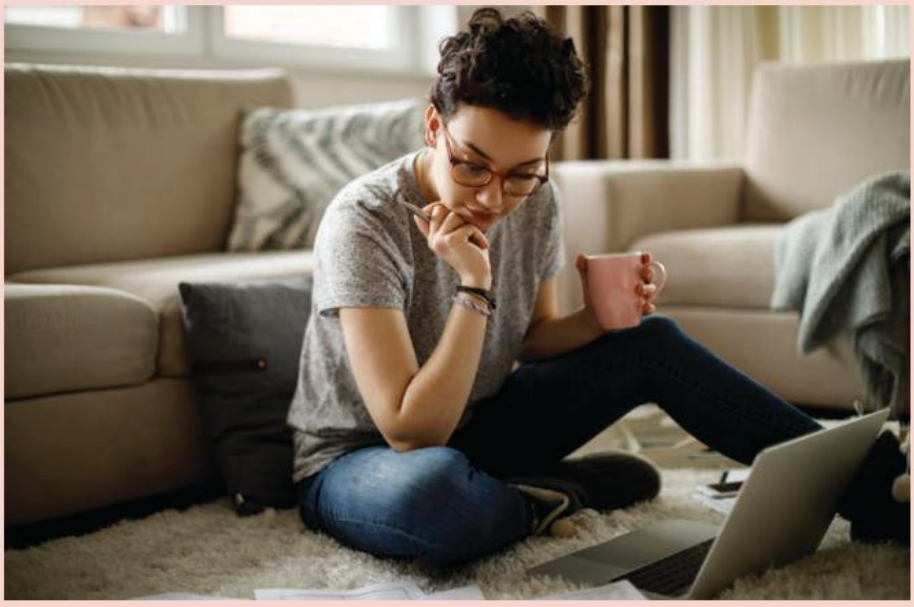
End-of-chapter assessment 8

Short-answer questions

1 **Describe** the concept of decision fatigue. **Suggest** three strategies a consumer could use to overcome this.
2 **Explain** the difference between a major and minor decision for a consumer, using examples.
3 **Differentiate** between primary and secondary research.
4 **Explain** the term 'total product concept', including an explanation of tangible and intangible attributes and service offerings.
5 **Differentiate** between personal influences and product influences for consumer decision-making.
6 **Explain** why the price of a product is a major influence on consumers.
7 **Explain** debt financing, using examples to demonstrate your understanding.
8 **Explain** evaluation criteria and why these are used in consumer decision-making.
9 **Create** a flow chart that orders the steps of completing a weighted decision-making matrix.
10 **Describe** the three potential outcomes during a consumer's final evaluation of their choice.
11 **Explain** why a business may select a tall organisational structure over a flat structure.
12 **Assess** the potential benefits of a divisional structure to the decision-making process for a business which has divisions in many countries.
13 **Explain** monopolistic competition, providing three examples of Australian businesses that operate in this market structure.
14 **Differentiate** between efficiency and effectiveness as evaluation criteria for businesses.
15 **Explain** the evaluation criteria of competitiveness. Suggest an example of a decision that would lead to high competitiveness for a business in your local area.



Extended tasks

1 **Investigate** a mobile phone you wish to purchase and complete a cost-benefit analysis for the phone. **Decide** if you should go ahead with this purchase, and **explain** the reasoning behind your decision-making.
2 **Create** a mind map of the decision-making process for a consumer, extending your map to include influences, decision-making tools and evaluation criteria.
3 Research trade unions in Queensland. **Identify** one trade union and explain its purpose and who its members are.
4 Research the CES trade show held in 2021. **Identify** three new products launched at this event, explaining the features and benefits of each product and the company each was developed by.

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Classroom activity

Read the text and then answer the questions.

Drone delivery service Wing touches down in Logan

In August 2020, a world-first drone delivery service officially launched in Logan, south of Brisbane. Delivering groceries and coffee to pharmaceuticals and hardware, the Google-owned company Wing has taken off in Marsden and Crestmead after the COVID-19 pandemic sparked a surge in demand for contactless delivery of goods.

Slacks Creek business Extraction Artisan Coffee has teamed up with Wing. The company set up a coffee machine at the drone warehouse and can make coffees to order, that can be delivered within several minutes to a customer at their home or place of work. Although the drones can travel more than 100 km an hour (carrying items of up to 1.5 kg including anything including food and hardware), they are also incredibly stable, which allows for the successful delivery of fragile products such as coffees.

Grocers in Crestmead have also trialled the world-first service delivering bread and even hot chickens to their customers.

Wing is now also looking to team-up with courier company Fed-Ex to deliver mail, which would be another significant development for consumers.

▲ **Figure 8.31** Drone delivery service in Logan

Discuss the following:

1. What is the total product concept for Wing?
2. Are there any other businesses providing this service in Queensland?
3. Is there a current demand for this service in your local area? **Justify** your answer.
4. Using the decision-making cycle, **explain** the process a customer would undertake to decide to use Wing.
5. Complete a class poll: Do you think that the drone delivery service industry will grow in the future?
6. **Predict**: Are there any additional features/products/services that could be added to this business in the future? As a class, generate a list of three alternatives. Using a decision-making matrix, decide on which would be the most suitable option for Wing.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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Part 4

Civics and Citizenship

What is Civics and Citizenship?

Australia is a democratic country that operates with the guidance of government decided upon by eligible citizens in elections. In this way, citizens can have input into the way the country is run, what the laws are, who makes the laws and what rights are protected by those laws. When governments operate in a way that the people do not agree with, a powerful form of disapproval occurs through the ballot box by citizens choosing among different elected representatives.

In Civics and Citizenship, you will look at how the Australian form of democracy developed and how it can be compared to the governments of near neighbours. The way Australia interacts in the global community is also an important consideration, which is exemplified in a strong culture of 'mateship'.

Citizens also need to understand the legal hierarchy of Australia and the important role that the High Court of Australia has, not only as the final umpire in disputes, but also as the court that interprets the rule book that the Australian Government plays by – the Australian Constitution.

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Unit 1

The Australian political system

Overview

In this unit we will look at the way Australian democracy was formed and how it compares to the way other countries in our region operate. Australian democracy is based on ideas that come from both the Westminster system of government and also from the United States' idea of democracy.

We are not the only democracy in our region, nor is democracy the only form of government found in the Asian region. Understanding how our government works and how it compares to the governments of the countries that surround us is an important element of playing our role in the global community. We will consider the responsibilities that Australia has as a politically strong, economically wealthy, liberal democracy to assist on the global scale. Recognising how our neighbours operate also gives us insight into how we fulfil our responsibilities to the international community. Australia is also bound by international law, thanks to its ratification of United Nations' conventions and declarations.

It is also important that citizens understand the structure of the court system. Nationally, it is important that citizens recognise the role of the highest court in Australia, the High Court of Australia, and its role and function as part of the separation of powers.

Finally, as Australians we all have a duty to cooperate. Visitors often talk about how Aussies do things differently. We get on with each other and we help one another out. This doesn't mean we always agree, but it is important that when we don't agree with each other, we still understand how to sort out our differences in ways that demonstrate respect for one another. Australia can only to be a socially cohesive and resilient democracy by respecting the rights of its citizens to disagree in respectful and constructive ways.

Learning goals

After completing this unit, you should be able to answer the following questions:

- How do the key features of Australian democracy compare to our Asian neighbours?
- What are the roles and responsibilities of Australia in the international community?
- What is the role of the High Court of Australia?
- How does international law impact on the government of Australia?
- How does Australia work to build a cohesive society and resilient democracy?

▲ **Figure A** A polling staff member stands next to ballot boxes at the Lilly Pilly polling booth during the Australian general election in Sydney on 18 May 2019

▲ **Video**
Unit overview

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CHAPTER 9

Government and democracy

Setting the scene: creating Australia

In 1883, the Australian colonies met with representatives from Fiji and New Zealand. They were there to discuss concerns about other colonial powers that were active in colonising other areas of South-East Asia. The representatives were all colonies of Great Britain, and were concerned about incursions from France and Germany into waters surrounding their territory.

At the meeting, the separate colonial legislatures began discussions of issues that were important to all of them and to consider the advantages to be gained from cooperation.

▲ **Figure 9.1** Final meeting of the Federal Council of Australasia in Sydney, 1899

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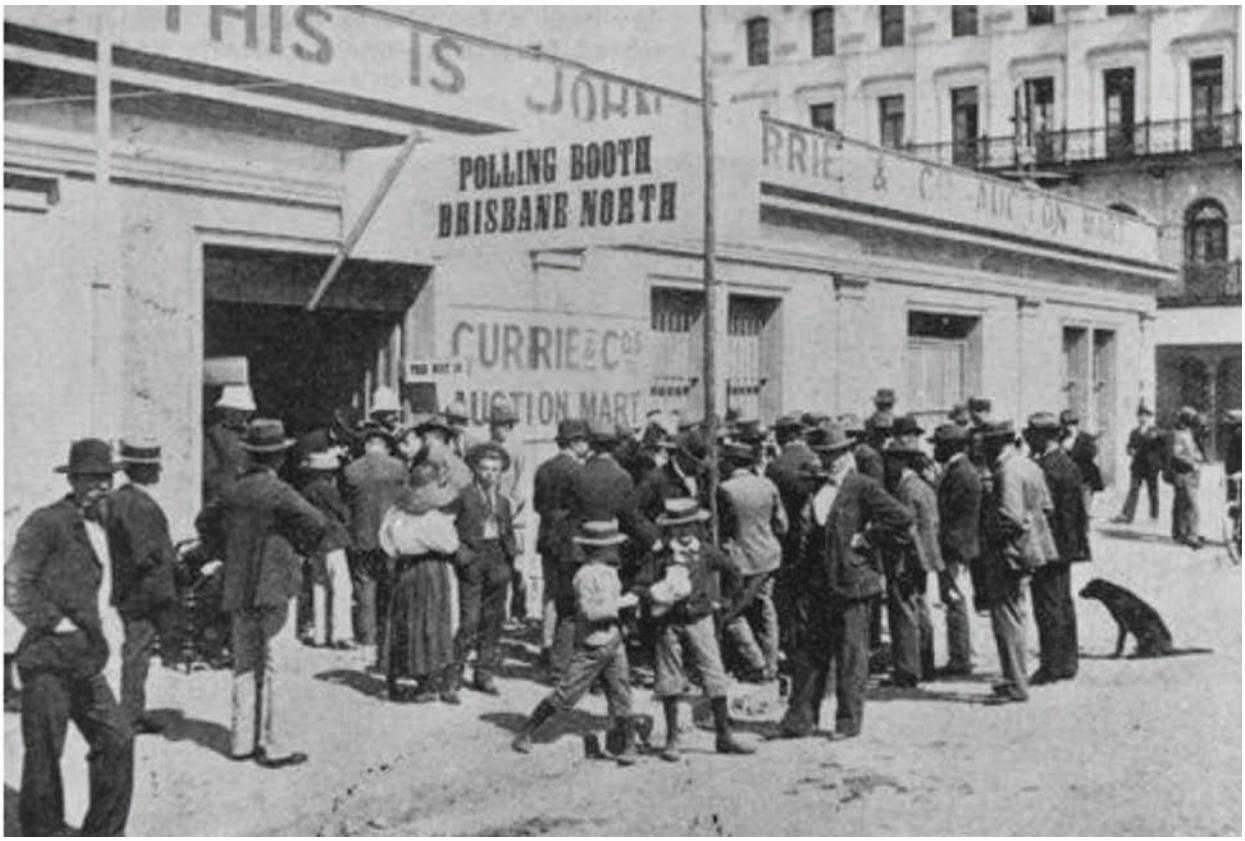
At separate meetings between 1883 and 1889, the foundations of the Australian Constitution were laid as the Australian colonies saw that there were significant gains to be made by collaborating on issues such as defence, taxation, trade and immigration.

In 1899, referendums in four states (Victoria, South Australia, New South Wales and Tasmania) were in favour of federation. This cleared the way for federation in 1901.



▲ **Figure 9.2** People line up outside a polling station on referendum day, Brisbane, 1899
Source: State Library of Queensland

ACTIVITY 9.1

1 Sir Samuel Griffith was involved in the founding of the Federal Council of Australasia. **Explain** why he was important in Queensland. **Describe** what role he later played in the founding of the Federation.

2 **Analyse** the different points of view that were held by those who wished colonies to retain their powers and those who saw a federated Australia as being important.

► **Figure 9.3** Sir Samuel Griffith

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9.1 Australian democracy

FOCUS QUESTION

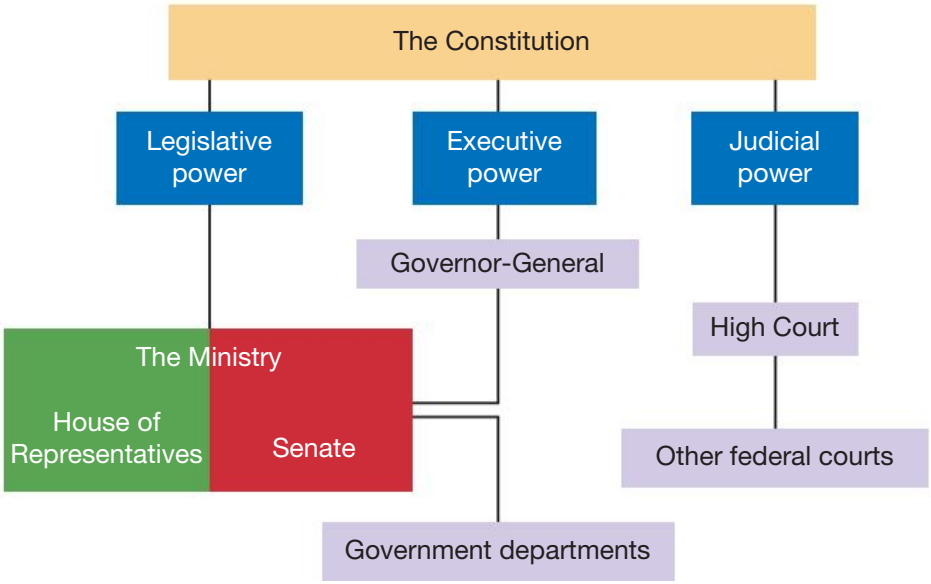
How do the key features of Australian democracy compare to our other Asian neighbours?

When the serious business of writing the Australian Constitution began, each of the colonies (including New Zealand) sent delegates. A series of conventions were held where all manner of issues were discussed, and some fairly serious arguments were had. Ultimately, 10 men became responsible for drafting the written document that would become the Australian Constitution. All had both political backgrounds and legal training. They also had the benefit of a certain degree of hindsight. Not only was Australia establishing a democracy relatively late, it was also doing so at a time of peace. This meant that the writers had time to debate and decide on the words that they would use. They were able to look at the constitutions already enacted in other countries and see the problems they had had. They also had to consider whether a constitution was even necessary.

The Australian form of democracy is based loosely on the British system, and is called a Westminster system of parliament, but the United Kingdom does not have a constitution to govern how it is run. On the other hand, the writers did look at the way the United States of America had dealt with its Constitution. Created in 1787, it reflected ideas that had been fermenting in the colonies that would become the United States of America, as they chafed under oppressive British rule. By the time the Australian writers gathered on a steam ship on the Murray River, the United States Constitution had been amended 15 times, and a war had been fought over the legality of one of the amendments. All of these factors allowed the Australian writers time and space to consider the important elements that they wished to include to frame the way democracy would be enacted in Australia. This means that the Australian Constitution instituted a 'Washminster' system, taking the best parts of both the United States (Washington) system, and the United Kingdom's Westminster system.

Some of the fundamental considerations that make up Australian democracy include:

- The separation of powers: dividing power between the executive, the legislature and the judiciary
- The division of powers with states remaining in control of certain elements of law
- A bicameral house of Parliament (modelling the Westminster system) with electorates electing representatives to the House of Representatives, but states electing representatives to the Senate
- Freedom of electors to choose who they wish to represent them in parliament, with elections held regularly
- A system of courts that will uphold the rule of the land
- Methods for altering the Constitution that involve the participation of electors.



▲ **Figure 9.4** The Australian democracy

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While Australia's method of governance may not seem that different to many other countries, it is interesting to look at the way our neighbours organise the governance of their countries. It might seem that some (such as New Zealand or Fiji) are very similar because of our shared colonial heritage, yet there are sometimes interesting differences. For example, New Zealand does not have a singular defining document as a constitution, and it also has an unusual method of determining which members' bills are debated in the house (look up the 'biscuit tin of democracy' for more information).

Some of Australia's neighbours have started out as democracies, but have struggled to maintain the key benchmarks of citizen participation, or have had power seized by the military or by dominant leaders who override the rule of law. Other countries have chosen entirely different methods of governance, such as China and North Korea's adherence to communism.

DEVELOPING YOUR UNDERSTANDING 9.1

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Choose a country in the Asian region and research its current system of governance. Use the table below to help **organise** your research.

Citizen participation	Freedom of speech	Free and fair elections	Safety of opposition	Separation of powers

2 **Explain** the advantages of the system of government as well as the disadvantages.

Interpret

3 Using *The Economist* Intelligence Unit's Democracy Index, find the current score for the country you have analysed and **investigate** whether it is improving or declining. (Wikipedia has a good summary.) **Justify** your findings.

Argue

4 **Analyse** the viewpoints of citizens of the country you have chosen. How do they feel about their system of government? What areas are proving contentious?

9.2 Australia's foreign responsibilities

FOCUS QUESTION

What are the roles and responsibilities of Australia in the international community?

While Australia is an island nation, adopting an **isolationist** policy when it comes to involvement in world affairs is a dangerous position to be in. Being a member of the British Commonwealth has meant that Australia has had a seat at the table at some very important negotiations. One of the earliest examples of this was when Prime Minister William (Billy) Hughes travelled to Europe in the aftermath of World War I to be present at the negotiations of the Treaty of Versailles. As a colony of Great Britain, it could have been expected that Australia would be represented as part of the British delegation, but instead Hughes took an active role at the negotiations, and along with Canada, New Zealand and South Africa, signed the Treaty on Australia's own terms, earning it admission to the forerunner of the United Nations, the League of Nations.

▲ **Figure 9.5** Prime Minister Billy Hughes in 1919

isolationist referring to the political principle or practice of showing interest only in your own country and not being involved in international activities

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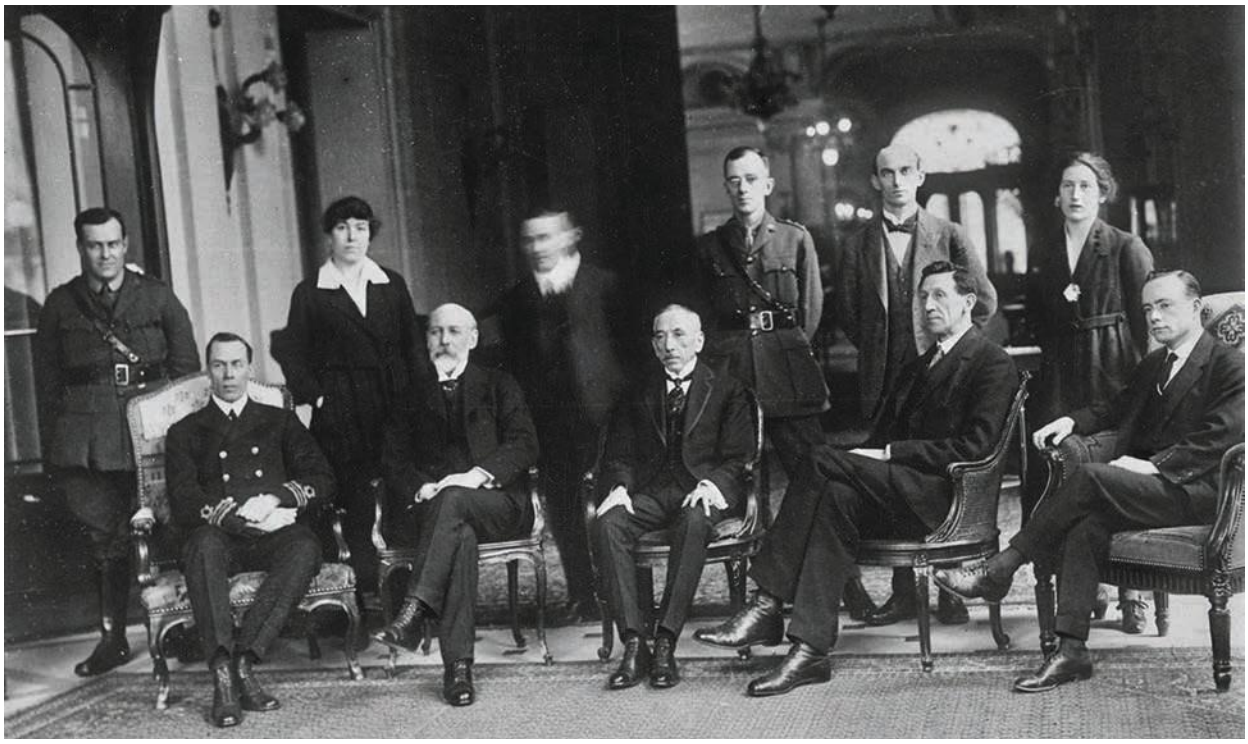

▲ **Figure 9.6** The Australian delegation to the Paris Peace Conference, with Billy Hughes (front, third from left), Sir Joseph Cook (front, fourth from left) and Solicitor-General Robert Garran (front, second from left)

Even before Federation, Australia had not been shy about participating in international matters. More recently, this has involved active participation in the United Nations, where Australia has a seat in the General Assembly. Australia also contributes approximately US$61 million to the United Nations each year, which is a significant contribution considering the size of Australia. This money helps to support United Nations' programs supporting peace and security (including a role on the Security Council between 2013–14) as well as to countries' aid and development.

At times, the Australian Defence Forces are also called on to assist in promoting peace and good governance, including deployments to East Timor and Tonga in 2006. Australia also takes seriously its role to send election observers to assist in the administration of elections in the Asian region, and also further afield. While in some cases we could consider journalists 'election observers', those that are sent by the government of Australia are specially trained, often acting at the invitation of the host nation, and reporting at times to multiple international organisations.

▼ **Figure 9.7** Julie Bishop, Minister for Foreign Affairs of Australia at the time, attends the 68th session of the United Nations General Assembly in September 2013

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CASE STUDY 9.1

The country Georgia, in eastern Europe, has often been praised as a democratic frontrunner in its region. However, it was only in 2020 that it held its first election based on a proportional electoral system, rather than the the previous mixed and far less representative system. This was a landmark event, and to monitor and approve its validity there was a lot of internal and external scrutiny.

Read the article and then answer the questions.

Australia sends representatives to scrutinise the Georgia elections

Australian senators Mark Furner (Qld) and John Williams (NSW) were sent on a trip to Georgia, in Europe, to scrutinise the elections on 1 October 2020. Over 5000 other international and domestic observers were part of the voting process.

Senator Furner reflected, 'it's a level of scrutiny we certainly don't have here in Australia.' Voters have more checks than within Australia before they receive their ballots, including photographic identification, and also have their hands inked so that they can't go and vote elsewhere.

While the Senators observed processes in the capital city of Tbilisi, it was observed that there were very significant queues, with voters waiting up to 1.5 hours to vote. Additionally, there was no allowance for pre-poll voting, or postal or absentee ballots (despite these being extended to Georgian soldiers serving in Afghanistan). Senator Williams observed, 'If you're wheel-chair bound, or sick in hospital, how do you vote? I believe many could not have their say on the day, so there's room for improvement there and Senator Furner and I will be recommending that absentee voting afforded the military be extended to the rest of the population.'

Despite other concerns relating to the equity of the electoral boundaries, the two Senators were confident that the outcome in Georgia had been fair, and this was evidenced by the outcome the next day, with no rioting in the streets, and the losing party accepting the outcome.

▲ **Figure 9.8** 'Australian senators scrutinise Georgian elections', Parliament of Australia website (n.d.)

Analysis questions

1 **Explain** why the two Australian Senators were sent to observe the elections in Georgia.
2 List the problems they identified.
3 **Analyse** the views of different stakeholders in this situation. State whether international observation of elections is helpful to Australian democracy or not and **justify** your answer.

The Australian Government also recognises that it has an important role to play when disaster strikes in our local region. In the same way that nations in the Pacific like Vanuatu and Papua New Guinea offered aid and soldiers to help fight the bushfires that ravaged New South Wales and Victoria in the summer of 2019, Australia has also played a key role in coordinating relief to our neighbours in times of disaster.

TABLE 9.1 Australia's assistance to its Asian neighbours

1999 **East Timor reconstruction** 	In 1975, Indonesia invaded East Timor, annexing what had been a colony of Portugal. The international community did not recognise the action by Indonesia as being legal, but a solution was difficult to find. The occupation of East Timor was brutal, causing much destruction as East Timorese factions sought to overthrow the Indonesian military. In 1999, the UN sponsored a vote that allowed the East Timorese to choose whether they wanted to remain as part of Indonesia or return to self-governance. The vote was clearly in favour of independence, but some East Timorese responded violently in favour of Indonesia. International peacekeepers, including a large number of the Australian armed forces, were deployed to help stabilise the country. The force was led by Major General Peter Cosgrove, and was responsible for maintaining peace and facilitating humanitarian assistance (providing food, assisting with community development and developing agricultural projects).

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2002 **Bali bombing** 	In October 2002, 202 people were killed when a nightclub in Kuta, Indonesia exploded. A terrorist group would later take credit for the attack. Australia offered assistance including allowing medical evacuation of burns victims to Darwin and Perth. After the attack, Australian police lent forensic assistance to Indonesia with approximately 400 police from Australia deployed in Indonesia.
2004 **Boxing Day tsunami** 	An earthquake off the coast of Sumatra, Indonesia, triggered a series of tsunami waves up to 30 metres high, killing 227 898 people. Countries including Indonesia, Sri Lanka, India and Thailand were affected. Australia launched its largest peace-time disaster relief operation, providing monetary contributions to a significant number of countries as well as dispatching aid staff, and military personnel to coordinate relief drops, assist in treating the injured and re-establish vital local services.
2011 **Great East Japan earthquake and tsunami** 	On 11 March 2011, a magnitude 9.0 earthquake struck Japan off the coast of the city of Sendai. The earthquake triggered a tsunami measuring around 10 metres high, which flooded the region up to 10 km inland, causing enormous destruction and over 18 000 deaths, and triggering a nuclear disaster at the Fukushima Power Plant. In response, Australia donated $10 million, deployed special search and rescue teams as well as sending 500 tonnes of relief stores to Japan (including food and water).
2018 **Tham Luang cave rescue** 	In June 2018, the members of a Thai soccer team entered a cave to explore. The group included 12 team members aged between 11 and 16 years old and their assistant coach. Sudden rainfall left them trapped in the cave system deep underground. After members of the Thai defence force located the boys, Australian Defence Force specialists in dive planning and disaster recovery were sent in. Additionally, members of the Australian Medical Assistance Team, including Dr Richard Harris and his diving partner, gave assistance to the successful recovering of the whole team.

ACTIVITY 9.2

1 Research one other way that Australians have provided assistance to the global community. Share your example with the class.

2 **Analyse** two contrasting viewpoints about Australia providing aid and assistance to other countries. **Evaluate** whether this is an effective way to use Australian taxpayers' money.

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Australia has also sought opportunities to create close connections with neighbours by establishing exchange programs. These include educational visits from students in different countries to Australia, and visits from foreign government officials, scientists or doctors to allow them to receive specialist training in Australia.

On one hand, it could be suggested that these are things that the Australian Government does because of the ongoing spirit of 'mateship'; that within Australia we believe in helping out our neighbours, and that we should do this on a broader scale. But there are also significant strategic benefits to Australia's interactions within the Asian region. By supporting neighbours, we increase the chances that in times of trouble they will support us; in much the same way that the initial Federal Council of Australasia sought to establish close ties to ward off external threats, so do modern-day treaties with our close neighbours.

MAKING THINKING VISIBLE 9.1

Think, pair, share

Return to the example of global assistance that you researched in Activity 9.2. **Consider** how the particular situation could have evolved if Australia did not become involved. How would the local people have been affected? How would the Australian taxpayers have been affected? Find a partner and share your thoughts with each other.

DEVELOPING YOUR UNDERSTANDING 9.2

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

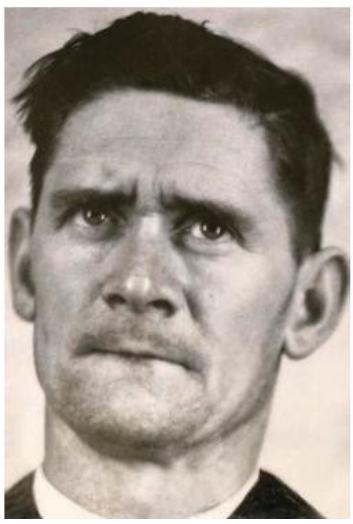
1 **Identify** two advantages and two disadvantages of Australia potentially following an isolationist policy.
2 **Define** the term 'edu-tourism'. **Explain** how Australia benefits from edu-tourism.

9.3 Laws and citizens

FOCUS QUESTION

What is the role of the High Court of Australia?

The High Court of Australia has not always been Australia's highest court. When the Australian Constitution was written, the writers recognised the significant links between Australia and Great Britain. Therefore, Section 74 included the reference to matters that might lead to an appeal to 'Her Majesty in Council'. This referred to the highest court in the United Kingdom, the Privy Council. This is a formal body of advisers to the Queen (or King) of Great Britain. While **constitutional** matters could not be appealed to the Privy Council, other matters could be; for example, Australia's final death penalty case was appealed to the Privy Council in 1967. The execution was carried out before the dismissal was made public. In 1975, the power to appeal was limited, by the *Privy Council (Appeals from the High Court) Act 1975* (Cth). While still technically possible, in order to appeal to the Privy Council, a certificate from the High Court of Australia was required. This has never occurred in the time since the Act was assented to.



▲ **Figure 9.9** Ronald Ryan was the last man to be executed in Australia, in 1967.

constitution document setting out the structure of a nation's political and legal systems

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▲ **Figure 9.10** HRH, Queen Elizabeth II, and her privy council (top). The High Court of Australia, Canberra, Australian Capital Territory (bottom)

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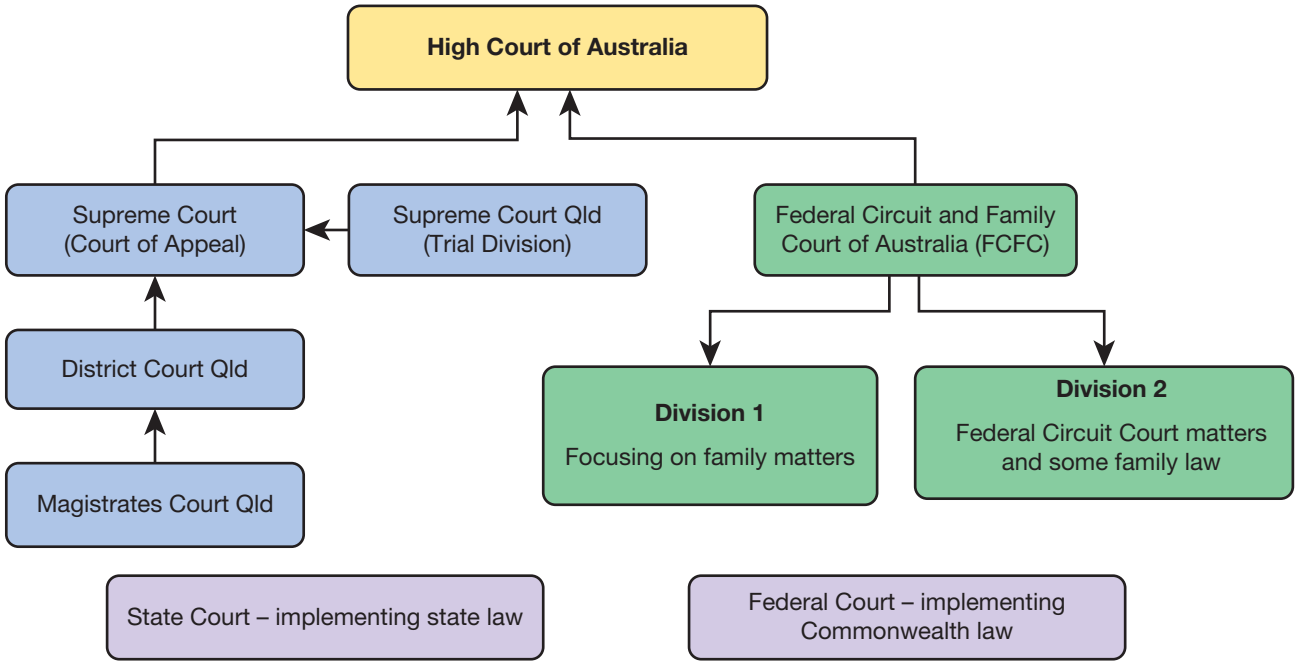
ACTIVITY 9.3

The High Court

1 Research the case of Ronald Ryan, and the crime for which he was executed. What were the grounds that were used for the appeal to the Privy Council?

2 **Analyse** and **evaluate** the reasons that Australians had for wanting to make the High Court of Australia the final court of appeal.

The jurisdiction of the High Court of Australia



▲ **Figure 9.11** The Australian court system

The High Court of Australia operates a little bit differently to courts in other jurisdictions. Broadly, the role of the High Court is the same as other courts: it is to interpret and apply the law of Australia. However, there are only certain types of cases that the High Court will hear. The Court has **original jurisdiction** over matters involving the interpretation of the Constitution of Australia. This means that the High Court is the only court that can make determinations in these cases. They are either referred to the High Court by the parliament for an opinion (as occurred in the *Re Canavan* (2017) HCA 45 series of cases), or cases might be brought by parties who believe that perhaps a state has created a law in an area of the Constitution that falls into the exclusive powers of the Commonwealth (as occurred in the Tasmania Dam case *Commonwealth v Tasmania* (1983) HCA 21). Additionally, the High Court hears original matters that concern the implementation of a **treaty**, or that involve another country or disputes between the states of the Commonwealth.

The High Court also has **appellate jurisdiction** over cases that come from the Appeal courts of the states of Australia. Before being heard in the High Court, parties must seek leave to appeal to the High Court of Australia, and the court then considers whether it will hear the case.

original jurisdiction cases that originate in the High Court

treaty binding agreement reached between two or more countries

appellate jurisdiction appeals that are made to the High Court from other courts

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The Justices of the High Court of Australia can sit independently, in groups or as a Full Bench. The Full Bench of the High Court of Australia is made up of the seven Justices, led by the Chief Justice. The Justices do not always agree in their decisions on cases, and so it is not unusual to find a decision that includes a 'dissenting opinion'. This might be a Justice disagreeing with the judgment, or with a single point of law in the judgement. In very important cases, the Justices might all agree, but might still write up their own decisions. Generally, decisions in the High Court are not given immediately after a case has been heard, but are presented as written judgements at a later date.

▲ **Figure 9.12** The Full Bench of the High Court of Australia

A particularly important High Court case that originated in Queensland is the *Mabo* case (*Mabo v Queensland (No 2)* [1992] 175 CLR 1). This was a case brought by residents of the Torres Strait; the first plaintiff named was Eddie Koiki Mabo and so the case took his name. The case challenged the idea that Indigenous Australians had no concept of land ownership, and that the arrival of the British settlers had removed any rights to land that Aboriginal and Torres Strait Islander Peoples might have had prior to settlement. When Captain Cook claimed Australia in 1788, he did so using the doctrine of *terra nullius*. When the High Court handed down its decision in 1992 it determined that the lands of Australia were not *terra nullius*, and that therefore Indigenous people in Australia (including those in the Murray Islands where Mr Mabo and his group were from) did have legal rights to the land today.

► **Figure 9.13** A painting showing James Cook claiming Australia in 1788 under the doctrine of *terra nullius*. The High Court's landmark 1992 decision in the Mabo case effectively ended the idea of *terra nullius* and enabled Indigenous land rights claims to be made across Australia.

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ACTIVITY 9.4

The Mabo case

1 Search for the Mabo case on the AIATSIS website and **create** a timeline of the events that led to the decision in 1992.
2 **Define** the term *terra nullius*.

DEVELOPING YOUR UNDERSTANDING 9.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the main role of the courts.
2 The judiciary, made up of the courts, is one branch of the Australian political system. List the other two branches.
3 **Explain** what is meant by a court's jurisdiction.
4 **Explain** why each state or territory and the Commonwealth has its own court hierarchies.

Interpret

5 **Discuss** the importance of the Mabo case for all Australians, not only the Aboriginal and Torres Strait Islander Peoples.

9.4 Australia's international legal obligations

FOCUS QUESTION

How does international law impact on the government of Australia?

When Australia joined the United Nations (UN) it joined a global community of nations. As a founding member of the United Nations, the principles of the United Nations Charter are important when federal and state or territory governments consider legislation in Australia. The Charter of the United Nations was signed in 1945, setting up the key responsibilities of the organisation, as well as establishing the International Court of Justice. While the UN can be seen as the successor of the League of Nations, its powers and many of its early mandates were a direct response to the atrocities committed in World War II.

In 1948, the United Nations ratified the Universal Declaration of Human Rights, which articulated key ideas about how governments and citizens should treat one another.

Gradually, the United Nations has come to see other areas where goals need to be set in order to address inequalities. Specific groups have therefore been the focus of the different declarations and conventions that are outlined in Table 9.2.

▲ **Figure 9.14** The Universal Declaration of Human Rights cannot be reproduced here. You will find a number of abridged versions, written in accessible language, online.

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TABLE 9.2 United Nations declarations and conventions addressing specific inequalities

International Convention on the Elimination of All Forms of Racial Discrimination	Entered into force in 1969, aims to remove all forms of racial discrimination and segregation, criminalises racial hatred and promotes understanding and tolerance. In Australian law it is found in the *Racial Discrimination Act 1975* (Cth).
Convention on the Rights of the Child	Entered into force in 1990. Provides a definition of children, and sets out specific rights of children (including right to be raised by parents within family or cultural groups, and to have a relationship with both parents, even if separated). Australia has no specific laws relating to this Convention.
Declaration on the Rights of Indigenous Peoples	Adopted in 2007, although at the time Australia voted against its adoption. The UNDRIP establishes minimum standards for Indigenous peoples and recognises the significant contribution that Indigenous cultures have to make to society and their need for protection. Australia has used the declaration as a framework to better recognise and protect the rights of Aboriginal and Torres Islander Peoples.

▲ **Figure 9.15** Several steps are to be completed before an international treaty can be ratified and implemented by the Australian Government.
Source: https://www.ruleoflaw.org.au/wp-content/uploads/Steps-to-Implement-an-International-Treaty-1-1.pdf

While Australia is a member of the United Nations, and has had a role in the formation of all of these documents, they do not automatically apply in Australia once they are adopted by the United Nations. In fact, there is a significant process that has to occur between the publication of a UN document and its acceptance as law in Australia. The process is broadly outlined in Figure 9.15.

The important elements here are the difference between 'signing' an agreement and '**ratifying**' it. The signature is a symbolic gesture that means Australia is intending to follow the obligations imposed in the document. But there is nothing in Australian law that says this is the case. After an agreement is signed, further steps must then be taken at federal and sometimes state level to enact legislation that will 'ratify' the agreement, and bind Australia and Australians to act in accordance with the agreement.

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

Once this has occurred, governments will then look at their own laws and ways of acting to ensure that they are in line with the obligations imposed. For example, Australia entered the World Heritage Convention in 1974, agreeing to protect and preserve specific natural and cultural sites identified by the convention. It is under this convention that sites such as Fraser Island, the Great Barrier Reef and the Riversleigh Fossil Mammal Sites are protected. The Government of Australia (and the State of Queensland) then has an international obligation to ensure that they act in ways that protect these areas, conducting research, rehabilitating areas that have suffered damage and preventing deliberate destruction.

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ACTIVITY 9.5

World Heritage Convention

1 **Explain** three key ways that the State of Queensland is ensuring the protection of the World Heritage Areas listed above.
2 **Analyse** the perspectives of different stakeholders concerning the protection of World Heritage areas.
3 **Evaluate** this process for its effectiveness and efficiency. Make recommendations about how it might be improved or why it should continue to operate as it currently stands.

Once an agreement or treaty has been signed and ratified, Australia has a duty to follow the terms of what they have agreed to. If it does not, there can be legal ramifications within Australia, or it may have action taken against it in the International Court of Justice, which decides cases between sovereign states. It may also face action such as sanctions by other members of the United Nations.

At times the Australian Government has faced criticism from the United Nations, from watchdog groups (such as Amnesty International) and from other world nations about its handling of issues. For example, in 2017 Australia was called out for not meeting human rights obligations relating to the overwhelming incarceration of Indigenous Australians. In 2018 and again in 2019, there was also criticism of the Australian detention of asylum seekers, which was identified as a breach of the UN UDHR.

ACTIVITY 9.6

Australia is failing to meet its basic human rights obligations, report finds

A report in 2020 from the Human Rights Measurement Initiative has compared Australia's human rights performance to other countries worldwide. The shocking findings place Australia as only fourth from the bottom of 25 wealthy countries for 'quality of life', which includes measures around right to education, food, health, housing and work.

While most Australians might find this hard to believe, Australia's ranking is significantly impacted by the treatment of Aboriginal and Torres Strait Islander Peoples and asylum seekers, with more than 70 per cent of people in these groups identifying that their basic needs are not being met.

In addition, First Nations Peoples also face significantly higher rates of arbitrary arrest and incarceration, with activists calling for an inquiry into the treatment of Indigenous Australians by police.

Coronavirus has also impacted on citizens' quality of life, with those who have difficulty finding accommodation at significant risk during the pandemic.

Human rights campaigners hope that by drawing attention to these issues, it might create a 'race to the top' as governments attempt to create the best possible circumstances for their citizens to live free, happy and healthy lives.

1 **Explain** the basic human rights obligations that Australia is not meeting.
2 **Describe** the actions being taken by Australians to point out to the government that they are unhappy with the Australian performance on human rights.
3 **Evaluate** Australia's human rights record and make a decision about how it could be improved in the future.

DEVELOPING YOUR UNDERSTANDING 9.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** two countries where Australia sends asylum seekers for offshore processing.
2 **Describe** the steps needed before an international treaty can be ratified and implemented by the Australian Government.

Argue

3 **Discuss** the reasons why an international treaty that the government had agreed to would not be ratified by parliament.

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9.5 Sustaining a resilient democracy and a cohesive society

FOCUS QUESTION

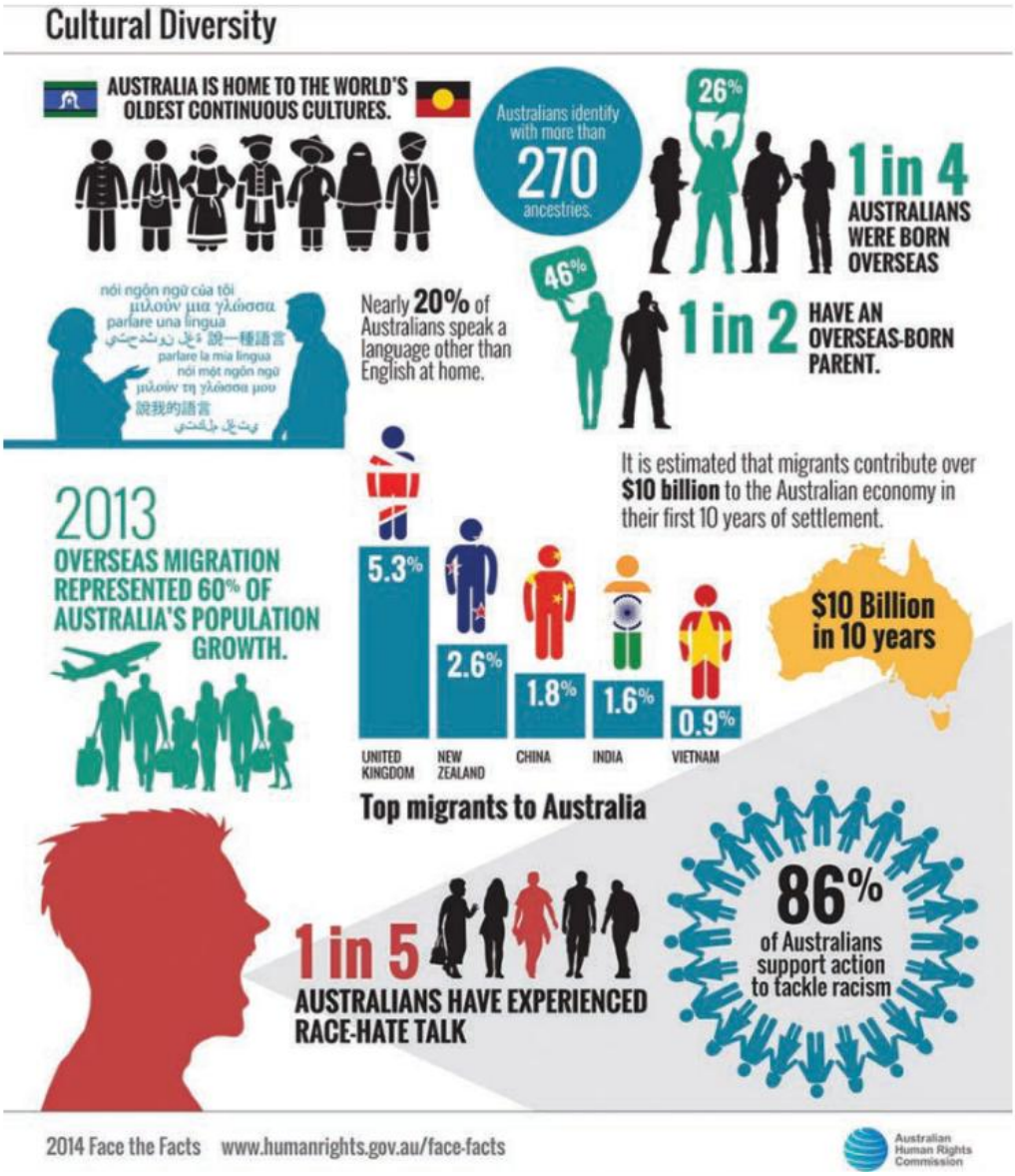
How does Australia work to build a cohesive society and resilient democracy?

In 1987, iconic Australian music group, The Seekers, released 'I am Australian' – a song that has been used in many different ways to demonstrate the inclusive ideal of being Australian.

MAKING THINKING VISIBLE 9.2

Think, pair, share

Find the lyrics of 'I am Australian' online. **Decide** whether you agree or disagree with The Seekers on what being an Australian entails. Find a partner and share your thoughts.



▲ **Figure 9.16** Cultural diversity in Australia

Source: Australian Human Rights Commission

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The population of Australia has always been diverse: initially made up of different groupings of Aboriginal and Torres Strait Islander Peoples, the arrival of the First Fleet added to the mix. This group was not **homogeneous** either; while the settlers may have had similar coloured skin, they came from a variety of backgrounds and experiences. At different points in Australia's history, different racial groups have arrived, bringing their own cultures, religions and languages, and adding them to the melting pot that is Australian culture. Our modern society seeks to be a cohesive society, one that has as an important consideration for the wellbeing of all members, creating a sense of belonging, promoting trust and opportunity for all and actively fighting marginalisation and exclusion.

homogeneous consisting of people (or parts) that are similar to one another or belong to the same type or culture

ACTIVITY 9.7

1 **Identify** your cultural background and find out about three other people in your class who come from different backgrounds
2 **Explain** how your school encourages a cohesive school community and helps new members of the community to feel a sense of belonging.

Australia has also identified the shared values that are important to our democracy. These are part of the documents that travellers to Australia sign, and clearly outline what is important to citizens of Australia.

Australian values

Australian values based on freedom, respect, fairness and equality of opportunity are central to our community remaining a secure, prosperous and peaceful place to live. Our values define and shape our country and they are a reason why so many people want to become Australian citizens. Our democratic institutions and shared Australian values have created our peaceful and stable society.

Australian values include:

- Respect for the freedom and dignity of the individual
- Freedom of religion (including the freedom not to follow a particular religion), freedom of speech, and freedom of association
- Commitment to the rule of law, which means that all people are subject to the law and should obey it
- Parliamentary democracy whereby our laws are determined by parliaments elected by the people, those laws being paramount and overriding any other inconsistent religious or secular 'laws'
- Equality of opportunity for all people, regardless of their gender, sexual orientation, age, disability, race, or national or ethnic origin
- A 'fair go' for all that embraces:
  - Mutual respect
  - Tolerance
  - Compassion for those in need
  - Equality of opportunity for all
- Recognising the English language as the national language, and as an important unifying element of Australian society.

▲ **Figure 9.17** 'Australian Values', Australian Department of Home Affairs website

While the shared values outline key elements of the Australian system, they do not mean that all Australians agree on everything all the time. However, our values suggest that if we do disagree, we should still be tolerant of others with different viewpoints, and that freedom of speech means that in most instances they have the right to express those views.

Within the law, Australians also have the right to disagree with the decisions that parliament makes, but in a cohesive society there are acceptable ways to indicate our disagreement, ranging from contacting parliamentarians to indicate our dissent, to organising peaceful protests and voting in elections.

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ACTIVITY 9.8

1 **Identify** an issue that has recently caused some dissent in the community. **Describe** ways in which you saw people indicating their displeasure.
2 **Develop** a strategy to contact a local parliamentarian to indicate your concern relating to an issue.
3 **Investigate** the processes of mediation and reconciliation and how they might help individuals and groups with differing opinions to coexist peacefully.

misinformation incorrect information that is spread without malicious intent

disinformation incorrect information that is spread in an effort to cause harm

Despite our best efforts to live peacefully in Australia, there are elements within the community that threaten our fairness and democracy. It is important that citizens are mindful of this, and work together to ensure that fairness and rule of law overcome these issues. Recently, significant concern has been raised among citizens about the information that is spread on social media. Sometimes called 'Fake News', social media has made it much easier to spread **misinformation** and **disinformation** quickly around the world. Sometimes the information that is being reported is not overly serious (in 2009, a news article claimed that actor Jeff Goldblum had died while filming in New Zealand. The actor later clarified that he wasn't dead). In other cases, particularly when it relates to our health, incorrect information being spread can be very serious.

ACTIVITY 9.9

Fake news

Read the article below (Figure 9.18) and answer the following questions.

"The spread of COVID-19 is linked to 5G mobile networks." "Place a halved onion in the corner of your room to catch the COVID-19 germs." "Sunny weather protects you from COVID-19."

These fake news stories and others like them spread rapidly on social media during the early stages of the pandemic. The wave of misinformation was so great that the authorities coined a word for it: "infodemic".

Fake news isn't new. But interest in it has increased sharply in recent years, corresponding with the rise of social media. Attention spiked in 2016, amid concerns that the Brexit referendum and the US presidential election may have been influenced by misinformation spread by other countries.

It's assumed that fake news has a negative effect on people's behaviour. For example, it has been claimed that fake news might affect people's willingness to wear a mask, get a vaccine or comply with other public health guidelines. Yet, surprisingly, virtually no research has directly tested this assumption, so my colleagues and I took on the challenge of measuring what effect fake news actually has on people's behaviour.

In May 2020, we recruited over 4,500 participants to an online study via an article on the Irish news website TheJournal.ie. Participants were told that the purpose of the study was to "investigate reactions to a range of public health messages and news stories relating to the novel coronavirus outbreak".

Each person was shown four true news stories about the pandemic and two fake news stories (selected from a list of four fake stories). These fake articles were designed to be very similar to those circulating at the time. They stated that drinking coffee might protect against the coronavirus, that eating chilli peppers might reduce COVID-19 symptoms, that pharmaceutical companies were hiding harmful side-effects of a vaccine then in development, and that the forthcoming contact-tracing app to be released by Ireland's public health service had been developed by people with ties to Cambridge Analytica.

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After reading the stories, the participants indicated how likely they were to act on the information over the next several months, such as drinking more coffee or downloading the contact-tracing app.

We found that fake stories did seem to change people's behaviour, but not dramatically so.

For example, people who were shown the fake story about privacy concerns with the contact-tracing app were 5% less willing to download the contact-tracing app than those who hadn't read this story.

Some participants even developed false memories about the fake stories they had read (which we had also seen happen in some of our previous research). "Remembering" previously hearing a fake COVID-19 story seemed to make some people in our study more like to act in a certain way. For example, people who falsely remembered hearing about the contact-tracing app's privacy issues were 7% less likely to download the contact-tracing app than those who read the story but didn't "remember" it. …

▲ **Figure 9.18** Extract from Ciara Greene, 'COVID-19: the first study to look at whether fake news actually changes people's behaviour', *The Conversation*, 29 June 2021. Read the full article on *The Conversation* at https://theconversation.com/covid-19-the-first-study-to-look-at-whether-fake-news-actually-changes-peoples-behaviour-144819

1 **Explain** what they were trying to find out in the news article.
2 Give an example of a time in your life where you have encountered fake news or misinformation. **Explain** how you dealt with it.
3 **Explain** the dangers of fake information being spread in a community.
4 **Evaluate** the inclusion of 'fact check' information on social media posts and decide whether this is an effective way to combat the spread of misinformation.

The spread of information isn't the only area where individuals in society do not get along. In Queensland in 1987, the government had to launch an inquiry into the conduct of the Queensland Police Force, after the media revealed high-level corruption including the acceptance of bribes, protection of those conducting illegal activities, drug dealing and misuse of police resources. The exposure of this led to the Fitzgerald Inquiry, and resulted in the establishment of the Criminal Justice Commission (now the Crime and Corruption Commission) to conduct independent reviews into major crime and review integrity within the public sector.

More recently, the government of Queensland sought to take action against organised crime in Queensland, enacting legislation specially to deal with this and targeting the groups that were seen to be most responsible.

Despite these problems, the majority of Australians live peacefully in communities that include significant supports, recognising the rights of their neighbours to be different, but also allowing times to come together as a community.

Not only do they exist peacefully together, Australians are also very good at helping one another out in times of trouble. During the aftermath of the Brisbane floods of 2011, people from unaffected areas turned up to help residents in areas that had been devastated. This group famously became known as the 'Mud Army'.

ACTIVITY 9.10

Celebrating diversity

1 In Brisbane city, each year the local Greek community host the Paniyiri Festival. **Investigate** activities in your local community that encourage groups to come together to understand different perspectives.
2 **Design** an activity that celebrates diversity in your local community.

During the bushfire crisis of 2019, groups of crafters around Australia gathered wool and material to make thousands of pouches for orphaned joeys and gloves for koalas that had burned hands.

A smaller example is the way the community of the country town of Biloela have thrown their support behind a refugee family facing deportation, raising money to support their legal fight and protesting outside the offices of politicians who have the power to resolve the situation. Priya and Nades Murugappan had been living in Biolela since 2014. They were contributing members of the community and had two children before a dawn raid in 2018 removed them to immigration detention in Melbourne. Eventually, they were transferred to Christmas Island at the beginning of 2020 as part of moves by the Australian

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Government to deport them. The stay on Christmas Island costs around $1.4 million per year. With all of these factors, the local community in Biloela continued to support the family, holding protests and funding their ongoing legal fight, as well as sending presents to the little girls and organising visits to them on Christmas Island. In the most recent twist to the saga, the family is now living in home detention in Perth, after the youngest daughter, Tharnicaa, was hospitalised in mid-2021.

These are a handful of examples; large events representative of the smaller ways that Australians help each other out every day.

▲ **Figure 9.19** Volunteers push mud into storm drains as they clean up flood debris from damaged houses in the Brisbane suburb of Fairfield on 16 January 2011.

▲ **Figure 9.20** Supporters of Biloela Tamil family Priya and Nades Murugappan, and their Australian-born children Kopika and Tharnicaa, protest in support of the family after the Federal Court extended the injunction preventing the Australian Government from deporting them back to Sri Lanka, in Melbourne, 4 September 2019.

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◄ **Figure 9.21** An orphaned joey in a knitted pouch at a kangaroo rescue centre

Recognising the way Australians support each other, in 2021 the Prime Minister Scott Morrison announced a small but powerful change to the lyrics of the Australian national anthem. At the time he said, 'Our anthem is about us – who we are and who we hope to be … We live in a timeless land of ancient First Nations Peoples. And we draw together the stories of more than 300 national ancestries and language groups.' The change also recognises the fact that the country is no longer 'young', having celebrated its 100th birthday in 2001. While some have criticised the change as being tokenistic, as Mr Morrison suggests, the anthem is about what we hope to be like one day.

TABLE 9.3 The first three lines of 'Advance Australia Fair'

1984 version	2021 amendment
Australians all let us rejoice,	Australians all let us rejoice,
For we are young and free;	For we are one and free;
We've golden soil and wealth for toil;	We've golden soil and wealth for toil;

Source: Australian Government

ACTIVITY 9.11

Building a cohesive society

1 **Explain** another area of change that could be made within society to demonstrate better cohesion and recognise diversity (e.g. changing the date of Australia Day).
2 **Analyse** the different viewpoints of stakeholders with regard to this change.
3 **Evaluate** whether it is representative of all viewpoints and make a decision about whether this change should occur.

DEVELOPING YOUR UNDERSTANDING 9.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Was Australia ever a homogeneous society? **Explain** your answer.

Argue

2 When foreign citizens apply for work visas, they have to sign the list of Australian values and agree to them. **Evaluate** whether this is a good or bad thing. **Justify** your decision.
3 Suggest three ways in which citizens can prevent the spread of disinformation.

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End-of-chapter assessment 9

Short-answer questions

1 **Explain** the process that was followed in writing the Australian Constitution.
2 **Explain** one of the other constitutions that the writers in Australia used as inspiration.
3 **Describe** the fundamental considerations of Australian democracy.
4 **Draw** a diagram that explains the court hierarchy in Australia.
5 **Explain** the difference between original jurisdiction and appellate jurisdiction.
6 **Explain** Australia's interaction with the United Nations.
7 **Describe** one of the declarations or conventions of the United Nations that Australia is a signatory to, and **evaluate** how successful we have been at implementing it.
8 **Explain** ways that the community in your local area demonstrates their understanding for people who come from different areas.

Extended tasks

1 **Select** one of our neighbours in the Asia–Pacific Region and **analyse** the ways that Australia has been involved in supporting that country.
2 **Research** one of the current Justices of the High Court of Australia. **Prepare** a presentation that explains how this person came to sit on the High Court and what their legal background includes.
3 **Select** a recent case that has been heard by the High Court of Australia. **Provide** a summary of the different viewpoints that were presented as part of the case.

Classroom activity

Who owns my data?

Your teacher will provide you with an article providing background information for this question.

Using this article as a stimulus, **conduct** further research on this matter. On the appointed day, you will take part in a classroom Socratic Circle, exploring the issue.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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Glossary

History

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander Peoples of Australia in government

Aborigines Advancement League the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander Peoples' rights

Aborigines Protection Act 1909 law that claimed to 'provide for the protection and care of Aborigines' that, in reality, legalised the forced removal of Aboriginal and Torres Strait Islander children from their families

America First Committee a US isolationist pressure group against American entry into World War II

anti-Semitism prejudice towards, even hatred against, Jewish people and their cultural and religious practices

apartheid ('separateness') a system of laws in South Africa that legally separated non-white people from white society

appeasement a policy of agreeing to an opponent's actions, even if unlawful, for fear of even more unpleasant consequences otherwise

Arnhem Land largest area of land owned by Aboriginal people in Australia, located in the north-eastern corner of the Northern Territory

asylum when a country gives protection to someone who has been forced to leave their home country

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the German Government

bicentenary 200-year anniversary

Blitzkrieg ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

Brown vs the Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

caricature an image in which striking characteristics are exaggerated in order to create a comic or grotesque effect. In older political cartoons, the elements exaggerated were often based upon racial differences

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander Peoples with respect to life expectancy, child mortality and access to early childhood education

Cold War period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and military conflicts around the globe

Communism political system in which all property is owned collectively and all resources are shared equally. Most communist governments do not achieve this and instead form dictatorships (a form of government in which one person or a small group possesses absolute power without effective constitutional limitations), where wealth and power are consolidated amongst the elite, while the vast majority of the populace are expected to comply with Party directives and are severely punished if they speak out

concentration camp originally created to hold ('concentrate') opposition soldiers and civilians, under the Nazis these mostly became 'death camps' for the elimination of Nazi state enemies, such as Jews, Roma, communists, homosexuals and others

conscript to compulsorily make a person join the armed services

Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

crusade war of religious significance

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

Cummeragunja Mission religious mission for Aboriginal and Torres Strait Islander Peoples, located on Yorta Yorta land in southern NSW

death march forced march of prisoners of war in which those who die are left to lie where they fall

detention centre facility where people who have arrived in a country without a valid visa are held while their claims for asylum or refugee status are assessed by the government

Dictation Test test that migrants entering Australia could be asked to take, under the Immigration Act. In order to pass the test, they needed to write 50 words in any European language, as dictated by an immigration officer

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displaced person person who has been forced to leave their home country because of war, conflict or persecution

displaced persons camps temporary camps set up across Europe after World War II to house people who had been forced to leave their homes during the war

Dreaming stories Aboriginal beliefs about how the universe came to be, how human beings were created and how people should function within the world

economic bubble (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

Einsatzgruppen Nazi death squads, who followed the advancing German armies, capturing and murdering Jews, communists and other perceived 'enemies of the state' in the newly gained Nazi territories in the east

embargo when a nation bans trade with another nation

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Aboriginal and Torres Strait Islander Peoples

federate act of joining a group of states or colonies together to form a unified nation – each state or colony still retains some power, but is overseen by a national government

feminism the advocacy of women's rights on the ground of the equality of the sexes

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

Frontier Wars violent conflict between European settlers and Indigenous peoples after the arrival of the First Fleet in 1788

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

hyperinflation when the prices of goods and services rise by more than 50 per cent every month

imperialist the attitude of those who seek to establish an empire. Imperialism is defined by one nation seeking to use military force, often coupled with colonisation, to seize political and economic control of another nation.

inertia lack of activity or interest, or unwillingness to make an effort to do anything

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

International Refugee Organization organisation created by the United Nations after World War II to help resettle refugees created by the war – more than 26 countries became members

internment camp prison camps for detaining people from foreign nations during times of war, based on the fear that they will help their home nations carry out acts of war

Jim Crow derogatory term for African-American men that also served as the nickname for a set of laws that enforced segregation in the US

Joseph Goebbels Propaganda Minister of National Socialist Germany. Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media.

Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African-American people

Lebensraum ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory Governments'

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of non-violence

manifesto public declaration of political ideas and aims

Menindee Mission Aboriginal peoples' mission located in western NSW

migration zone area defined by the Australian Government in which Australian visa law applies – people who are apprehended by Australian authorities outside this zone have very limited access to legal appeals or protection using Australia's legal system

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Mischling a pejorative legal term used in Nazi Germany for persons of both Aryan and non-Aryan, such as Jewish, ancestry

Molotov–Ribbentrop Pact controversial treaty between Germany and the Soviet Union to refrain from attacking one another

mutually assured destruction (MAD) doctrine in which a full-scale use of nuclear weapons by two or more opposing sides would cause the complete annihilation of both the attacker and the defender

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African-American people

National Guard a reserve military force made up of ordinary US citizens

nationalism belief in the importance of strongly identifying with your own nation and vigorously supporting its interests

Ngaanyatjarra language group that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

Night of the Long Knives the massacre of members and leaders of the paramilitary *Sturmabteilung* (SA) forces, ordered by Adolf Hitler on 30 June 1934 as a way to cement his control over the National Socialist Party

Nuremberg Laws anti-Semitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

offshore processing immigration policy that requires people seeking asylum to be moved to processing facilities or detention centres in a country other than the one those people arrived in

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

passive resistance non-violent opposition to authority, especially a refusal to cooperate

post-traumatic stress disorder (PTSD) a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

Rats of Tobruk in World War II, soldiers of the Australian-led Allied garrison that held the Libyan port of Tobruk against the Afrika Korps, during the siege of Tobruk

reconciliation the process of restoring peaceful or friendly relationships after a period of conflict or trouble

Reich ('realm' or 'empire') the Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war.

reparations payment or other assistance given by those who have done wrong to those whom they have wronged

Returned and Services League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

sabotage to deliberately destroy or damage things for political or military advantage

sacred sites physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander Peoples

***Schutzstaffel* (SS)** ('protective echelon') the elite and fanatical soldiers of the National Socialist Party, the SS were an independent political and military group controlled directly by Heinrich Himmler and Adolf Hitler

signals military communication using tools like radio and telephone

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

social Darwinism the practice of misapplying the biological evolutionary language of Charles Darwin (natural selection, survival of the fittest, etc.) to sociology, economics and politics

Sorry Day national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander Peoples

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent, who were removed from their families by Australian federal and state government agencies and church missions between 1910 and 1970

***Sturmabteilung* (SA)** ('storm division') unofficial and (due to the Treaty of Versailles) unarmed militia force of the National Socialist Party, notorious for their violence and intimidation of their political opponents

suffragette member of a political group of women seeking the right to vote through protest

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'susso' a colloquialism for the 'sustenance payments' given to struggling families during the Great Depression. The supplies were very limited and barely enough to live on.

synagogue Jewish place of worship

terra nullius legal term for land that is unoccupied or uninhabited

The Intervention set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

the stab in the back many Germans believed that the new government had failed Germany from the outset by capitulating to the terms of the Treaty of Versailles. These 'November Criminals' had 'stabbed Germany in the back'.

theatre of war the entire area of land, sea and air area that is – or may become – directly involved in a war

Universal Declaration of Human Rights (UDHR) an internationally recognised document that outlines the fundamental rights and freedoms of all people

White Australia Policy the general name given to the laws and attitudes which shaped Australian views towards immigration throughout the nineteenth and twentieth centuries. As the name suggests, the White Australia policy had a goal of maintaining white, British cultural dominance in Australia

wolf whistle whistling at someone to show interest in them, often directed by men at women they find attractive

Wurundjeri Indigenous nation in Victoria, whose territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

Yolngu inhabiting north-eastern Arnhem Land

Yorta Yorta Indigenous group inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

Geography

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)

abundance the amount of a particular species within an environment

acidity measure of the amount of acid in water, measured using the pH scale

adult literacy rate (ALR) proportion of adults in a population who can read and write

afforestation planting vegetation in an area to establish a forest

ageing population population in which the proportion of people 65 years old or older is growing

anomaly something that is different to the normal or expected pattern. When something is unusual compared to similar things around it.

Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

anthropogenic caused by human activity

arable land that is suitable for growing crops

artificial something produced by people, as opposed to something that occurs naturally

asylum seeker person who flees their home country and enters another country to apply for protection as a refugee

atmosphere the mixture of gases that surround the Earth

berm long, narrow ridge of sand or gravel running parallel to the shoreline

biodiversity the variety of living things within an environment, including plants, animals and microorganisms – the more living things in an environment, the higher its biodiversity

biosphere all living things on the Earth that rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

brackish water that is slightly salty

broadacre cropping the production of cereals, oilseeds, lupins, sugar cane, legumes, cotton and other crops on a very large scale

bycatch fish and other marine animals that are unintentionally caught in commercial fishing operations

canopy uppermost layer of a forest at the top of mature trees

carrying capacity maximum number of people a region can support without damaging the environment

cartogram type of map in which the sizes of countries are manipulated to represent the variable being mapped

catchment an area where water collects when it rains

census official count or survey of a country's population, usually occurring at regular intervals

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

climate long-term trends in the weather conditions of a place; for example, average rainfall and temperature

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commercial agriculture large-scale production of crops for sale on the wholesale or retail market

composite statistic measure that combines several other measures or variables into one value

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

coral bleaching when water is too warm, corals will expel the algae living in their tissues, causing the coral to turn completely white

correlation relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

cost of living amount of money needed to afford basic necessities such as housing, food, clothing and health care

daylighting to bring the flow of a waterway out of an underground pipe by replacing the pipe with an open channel

deforestation process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

demographic relating to the structure or characteristics of a population

demographic dividend potential economic growth that can occur when the largest proportion of the population is of working age

dependent variable variable that depends on the value of an independent variable

desertification the process by which land changes into desert; for example, because there has been too much farming activity on it or because many trees have been cut down

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

developing country country with a low GDP per capita and a low level of industrialisation

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

drainage basin area of land in which all precipitation collects and drains into a river system

drylands dry regions that experience very low and very irregular rainfall

ecological relating to the environment

economic inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven

ecosystem community of living organisms that interact with the non-living components within an environment

elevation the height of a place above sea level

emigrant person leaving their country of origin

endemic species that are only found in a particular place and nowhere else on Earth

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

estuaries environments in which the mouth of a freshwater river meets the open sea

evaporation process of a liquid becoming a gas when it is heated

excreta faecal matter, urine and other waste material discharged from the body

exotic species non-indigenous plant species that have been introduced to an area

family planning services that help women to gain greater control over the number of children they have, and the timing between births

fire regime pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fires

flow regulation controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

fodder food such as hay or straw for cattle and other livestock

food security measure of people's access to enough food to meet their dietary needs

food web links between what each organism eats, and what it is eaten by, within an ecosystem

fossil fuels resources such as coal and gas that are formed from the buried and decaying remains of organisms

fuel load amount of flammable material within an area

geographic characteristics physical and human characteristics of a place

Geographic Information System (GIS) digital tool used to collect and analyse spatial data using layers on an interactive map

geotagged photo photo that contains information about where it was taken, such as latitude, longitude and elevation

global green leaf area measure of vegetation coverage that includes forests, plantations and agriculture

grafting stock a plant that is grown so that other plants can be grafted (joined) onto it to assist with growth

green space area of vegetation reserved for recreational or aesthetic purposes within an urban environment

greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

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Gross Domestic Product measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year

Gross Regional Product measure of a region's economic activity based on the total value of goods produced and services provided in a region in one year

ground truthing information gained from direct observation in the field as opposed to remote sensing

groundwater water located below the Earth's surface in porous soils and rocks

habitat area of an environment in which an organism lives

health literacy the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health

herbicide a substance that is toxic to plants and used to destroy unwanted vegetation such as invasive weeds

high-intensity bushfire fire that generates very high heat, burning both the ground surface and trees, and eliminating all fauna

Human Development Index (HDI) a summary measure of a country's human development, which measures life expectancy, education and income. Countries are rated from 0–1, 1 being the highest.

human wellbeing overall measure of the health and quality of life of a group of people

human-induced changes caused by human activities (in contrast to natural changes)

humanitarian aid short-term assistance to people who need help recovering from natural or human-made disasters

hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

hyper-arid extremely dry and barren region receiving less than 100 mm of precipitation each year

immigrant person moving to a foreign country

independent variable variable whose changes in value are not thought to be determined by other values under consideration

indicators measures used to assess and track changes in progress and performance

indigenous species a species that occurs naturally within an environment

industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

infant mortality rate (IMR) measure of the number of children per 1000 children born who die aged under one year of age

infill development development of an area of vacant urban land within an already existing city

infiltrate when water above the ground soaks into the soil

internal migration migration of people between different places within a country

land clearing the reduction or complete removal of native forest and bushland

land cover the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil

Landsat satellite imagery coming from the eight satellites as part of the United States Geological Survey

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

latrine communal toilet or a simple form of sanitation; for example, an open trench

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

liveability an assessment of what a place is like to live in, using particular criteria: for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities

local extinction when a species no longer exists in a particular place or region

Local Government Area (LGA) an area managed by a local council

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

lot a parcel of land

low-intensity bushfire fire that burns mainly grasses and low-lying vegetation rather than trees

macroalgae large marine algae, such as seaweed and seagrass, that typically grow in shallow water

maim to wound or injure a person or animal so that a part of their body is permanently damaged

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

migration temporary or permanent movement of people from one place to another

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

monoculture when only one plant species is grown in an area – monoculture is the opposite of biodiversity

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national a citizen of a country

native species species that are from a particular country, but not necessarily indigenous to the local region

nature strip area of public land between private residences and the footpath or road

not-for-profit organisation organisation that does not operate for the profit or personal gain of its members

objective result or judgement that is not influenced by the personal feelings or opinions of an individual

Organisation for Economic Co-operation and Development (OECD) international intergovernmental organisation that facilitates economic progress and trade between its 38 member nations including Australia, Italy, Finland and Japan

overfishing the taking of fish at a rate such that the species cannot replenish itself

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

phenomena facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

philanthropist a person who donates their personal time and money to helping others

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

physician medical practitioner, such as a doctor, nurse or surgeon

policy course of action proposed and carried out by a governing body

population density number of people per square km

precipitation any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

primary data information collected in the field by the person undertaking research

process series of natural steps or human actions that lead to change

propagate to use existing plants to grow more specimens of the same plant

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

qualitative data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

quantitative data based on numerical quantities that can be counted or measured

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

regional disparity differences between regions in terms of economic performance and other areas of wellbeing

rehabilitate restoring an area of land back to its original state after it has been damaged

relative wealth how a person's wealth compares with the other people around them

remittances money that an international migrant earns and sends back to an individual or family in their home country

remnant areas of vegetation that have been left in relatively original condition without being disturbed by human activities

remote sensing detecting and monitoring the physical characteristics of an area using sensors on satellites or aircraft

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have for the population of a country to remain stable (this does not take into account population changes due to migration)

respiration inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

revegetation process of replanting vegetation on land that was previously degraded

riparian relating to the banks of a river or lake

runoff water that flows over the surface of the land rather than being absorbed

rural region located outside of cities, towns or other urban areas

salinity measure of the amount of salt in water or soil

same language subtitles television or movie subtitles that are in the same language as the audio

satellite imagery images taken by satellites orbiting the Earth

scabies skin condition caused by microscopic mites burrowing under the skin

secondary data information collected from research such as studies, statistics and satellite imagery

sediment solid material such as rocks and minerals that moves from one place to another when eroded

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

soil erosion the wearing away and removal of the topsoil layer, usually by wind or water

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soil fertility ability of soil to grow plants, especially in agriculture

spatial association degree to which the spatial distribution of two phenomena are similar

spatial scale referring to various sizes in space; for example, local, regional, national or global scales

stakeholder a person, business company, government or other who has an interest in a particular issue

state of equilibrium a balance between all of the components within an ecosystem

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

subregion smaller area of an environment that combines with other, smaller areas to make up a larger region

sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert

subsistence agriculture farming crops that are used to feed the farmer's family and for local trade

subsistence fishing fishing that is done primarily to provide food for the people doing the fishing (and their families)

suburb smaller region of a larger city, usually dominated by housing

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

temporal scale measurement of periods of time; for example, weeks, months, years or millennia

terrestrial relating to dry land

terrestrial fauna land-based animals in a particular area

thermal expansion increase in the volume of a material due to an increase in temperature

topography relief, or shape, of the surface of a landscape

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

treaty written agreement between two or more political authorities bound by international law

tributary river that flows into a larger river or lake

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

UNESCO the United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

unification merging different independent states into a single country

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

urban area with at least 1000 residents and a population density of more than 200 people per square km

urban renewal redevelopment of an area within a large city that had been previously run-down and underutilised

urban sprawl growth of cities outwards into surrounding rural and bushland areas

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

variable characteristic, factor or quantity that increases or decreases over time

vegetation all the types of plants found in a place; for example, grasses, shrubs and trees

water quality condition of water in terms of its chemical, physical and biological properties

water table the level below the surface of the ground at which you start to find water

wetland place where stagnant or flowing water covers the soil at various times throughout a year

zooxanthellae algae tiny plantlike organisms that live in the tissue of corals

Economics and Business

actual growth measuring the annual percentage change in a country's real national output (GDP)

change alterations to the internal or external environment of a business

competitive advantage a factor that allows a business to outperform a competitor

competitive environment many businesses selling similar products and services; competing

competitor a business that is selling similar products or services and/or targeting similar consumers

consumer person who buys goods and services for their personal use

cost–benefit analysis analytical tool where the anticipated/estimated costs and benefits of the product are identified and itemised

debt financing the consumer seeks financing from a financial intermediary (e.g. a bank) and pays this finance back over some time, with interest

depreciation the amount by which something, such as a piece of equipment, is reduced in value over the period of time it has been in use

divisional structure employees are organised by a category other than function; for example, by product lines or geographical divisions

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economic growth an increase in the production of goods and services in an economy

equity financing funds contributed by the consumer to finance a major purchase

evaluating the process of weighing up each option – looking for the strengths and weaknesses of each option and making judgements about the implications of each

evaluation criteria properties or characteristics against which an option is appraised

externality a cost or benefit from an economic activity affecting a third party

fiscal policy policies that aim to influence the performance of an economy through changes in government spending or taxes

flat structure business structure that has fewer levels of hierarchy. Many workers are autonomous or in autonomous teams.

free rider an individual who receives a benefit from a common resource or collective good without paying for it

functional structure employees are organised based on their functions (for example, human resources, operations, finance and marketing)

Gini Coefficient a single number aimed at measuring the degree of inequality in a distribution

good a physical, tangible item that can be seen and touched

Gross Domestic Product (GDP) growth per capita an economy's economic output per person

indicators a pointer that provides an indication of something

industry a group of businesses that produce related goods and services

inflation an increase in the level of prices of the goods and services that households buy

inflation rate the gradual devaluation of value of money over time

intangible attributes features of a product that cannot be observed

Lorenz Curve a graphical representation of income inequality or wealth inequality

major decision a choice that has a substantial impact on a consumer's finances, time, relationships and/or social responsibilities, requiring a significant decision-making process before the best choice can be made

minor decision a choice that has negligible impact on a consumer's finances, future time commitments, relationships and social responsibilities

mixed economy a mixture of public and private enterprise, free markets with some intervention from the government

monetary policy how a government influences interest rates and manages the total amount of money in a country

monopolistic competition a market where many businesses compete, selling similar products and services with some differences

monopoly a market where one business dominates the industry

negative externality a cost suffered by a third party as a consequence of an economic activity

oligopoly a competitive market that is shared by only a few businesses

organisational culture shared values, attitudes and beliefs of the internal stakeholders of a business

organisational structure decision-making hierarchy that the business is built around

pension income paid to eligible Australians by the Australian Government

perfect competition a market where many businesses offer the same product/service with no differentiation

policy action taken by a government to influence or control an economy

positive externality a benefit from economic activity affecting a third party

potential growth indicating how much the GDP would be if all resources in the economy were used as efficiently as possible

prestige pricing a product's price is deliberately set at a price higher than that of competitors and is aimed at communicating a message that the product is of a higher value than the competitor's

price the amount a consumer is willing to pay to purchase the product

primary research collected by the consumer from sources to solve a specific problem

product a good, service or idea that is offered for sale to meet the needs and wants of consumers

productivity measures how efficiently inputs are transformed into outputs

profit the amount of money left over after a business pays its expenses

secondary research using information that already exists, was created by another person and may have been collected or created for a different purpose

service something that cannot be seen or touched (intangible) and is generally an action that is performed either on you or for you

service offerings commitments to service that come with the purchase of an item

stakeholders people and/or organisations that have an interest in the undertakings of a business

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standard of living the level of wealth, comforts and services available to citizens in a country

tall structure business structure that has a number of levels of hierarchy

tangible attributes features of a product that you can see and touch

tax compulsory financial contribution to the government

testimonial a formal statement from a customer attesting to the character and qualifications of a person or business.

total product concept the tangible and intangible features of a product that are used by consumers to compare and evaluate similar options

unemployment rate the number or proportion of unemployed people in an economy

workforce people who are employed or able to be employed in an economy

Civics and Citizenship

appellate jurisdiction appeals that are made to the High Court from other courts

constitution document setting out the structure of a nation's political and legal systems

disinformation incorrect information that is spread in an effort to cause harm

homogeneous consisting of people (or parts) that are similar to one another or belong to the same type or culture

isolationist referring to the political principle or practice of showing interest only in your own country and not being involved in international activities

misinformation incorrect information that is spread without malicious intent

original jurisdiction cases that originate in the High Court

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

treaty binding agreement reached between two or more countries

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DIGITAL-ONLY CHAPTERS

CAMBRIDGE HUMANITIES & SOCIAL SCIENCES FOR QUEENSLAND 10

ALISON BEDFORD EMMA KANN NINA HOLLAND
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Depth study 3

The globalising world, popular culture and migration experiences (1945 – present)

Overview

For some centuries before 1945, the world was organised around the 'nation state', a government (such as the federal government in Canberra) that passed laws, ruled its territory and frontiers (the coastline for Australia) and controlled what entered and left its borders. After 1945, this absolute control was challenged and weakened by globalisation – that is, transnational forces that could affect a country without being controlled by its government. These forces are numerous.

One of the most immediate and obvious ways in which ideas and cultures moved around the world was through the increase in the migration of peoples, triggered by the displacement and disadvantage that was the outcome for many in post-World War II Europe. Australian migration policy gradually shifted from a view that only British migrants were welcome to first accepting European migrants and later migrants from Asia and then around the world.

Another global force is popular culture, which spread with increasing ease as transnational radio and then television dominated the media landscape. Australia got its first taste of pop culture with the stationing of American soldiers in Australia during World War II. They brought with them American foods and music. British pop culture continued to hold sway even as we became more diverse. In the 1960s, Beatlemania (the hysteria associated with fans of pop group The Beatles) transformed a generation of young people, inspiring an enthusiasm that their parents could neither approve of nor prevent. Since that time, Australia has both been shaped by and contributed to successive waves of music, including rock, grunge and hip hop. Pop culture carries with it not only musical styles but ideas and identities and this contributed to Australia's emerging cultural landscape.

With the increasing diversity within Australian society, challenges to the social norms of Anglo-Australian culture, which had been entrenched in the White Australia Policy era, began to emerge. Influenced by a wide range of pop culture styles, Australian activists and artists took up a variety of issues and explored them through music. Women's rights, First Nations' representation and the environment became popular topics in contemporary Australian culture.

The chapters in this depth study will explore the migrant experience in Australia, the impact of popular culture in connecting Australia in an increasingly globalised world and the ways in which Australian culture reflects our society's particular concerns.

Learning goals

After completing this depth study, you should be able to answer the following key inquiry and sub-inquiry questions. See Chapter 1's 'Checking the inquiry questions' for more about the colour coding.

Key inquiry question

How significant were globalising forces such as migration and popular culture in reshaping Australian society in the latter half of the twentieth century?

Sub-inquiry questions

- How has Australian migration policy changed over time and what impact has this had on Australian society and attitudes?
- How significant was Australian engagement with global pop culture in contributing to changes in Australian identity?
- How have Australian artists used pop culture as a form of activism on local and global issues?

Please note: Because this inquiry spans more than one chapter, unlike the others in this book, each chapter will take a unit sub-inquiry question as its key inquiry question, with a series of further sub-questions to guide the investigation. By the end of the chapters, you will have thoroughly explored each unit sub-inquiry question and be able to respond to the unit key inquiry question in the end-of-unit activities.

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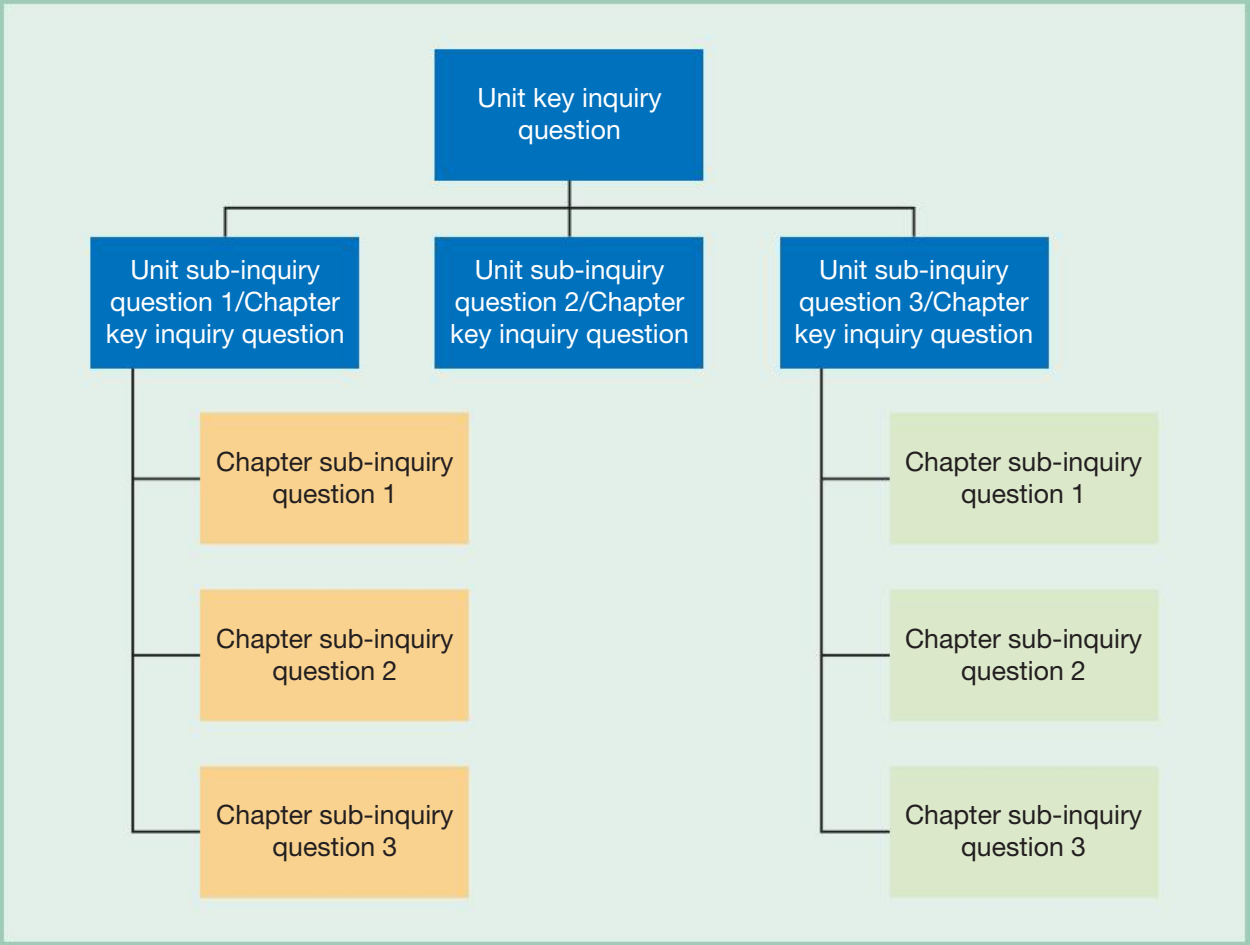

Introducing historical concepts and skills: *change and continuity* and *significance*

The latter half of the twentieth century was a period of significant global change. In the wake of World War II, the world began to globalise and the movements of people increased. At the same time, increasing hostility and ideological conflict between the communist USSR and the capitalist USA and its Western allies defined international relationships for almost 50 years. Civil rights and environmental movements challenged entrenched social practices and beliefs and the reach of the media continued to increase. Yet despite these dramatic changes, a great deal stayed the same. As an example, in Australia the influx of people from nations other than Britain was a significant **change**, but there was a degree of **continuity** in the attitudes that had underpinned the White Australia Policy, and many new migrants faced racism and discrimination. By considering both what changed and what stayed the same (i.e. continued), historians can better understand how various events, groups and people shaped the historical record.

Once we understand the nature of change, historians can make judgements about **significance**. That is, we can measure how big the change was or how important it was that something stayed the same. Historians try to approach this methodically by using time frames, including the immediate effects felt by people at the time of the event, the short-term effects over several years or the long-term effects over decades, centuries and even up to the present day. The scale and nature of the effect can also be considered: did it effect a small group or everyone? Was it a positive or negative outcome? Who benefited and who was left worse off? To make judgements about significance, historians need to carefully consider the evidence found in historical sources to support their arguments.

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CHAPTER 3

How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?

Setting the scene: Anh Do – Australia's happiest refugee

Australia is a nation that was built on immigration. From the end of World War II, migrants came to Australia in large numbers. This was an effort spearheaded by the Australian Government to increase the nation's population from the relatively small seven million people in 1945.

As a result, more than 28 per cent of Australia's population were born overseas. Most of us would know someone who made a journey to Australia to start a new life. People arrived in many different ways and had varying experiences when they made Australia home. Famous comedian, author, actor and artist Anh Do tells his family's story of migration in his memoir *The Happiest Refugee* and the children's picture book *The Little Refugee*, which he wrote with his wife, Suzanne Do. Do's family fled Vietnam and spent five days on a tiny fishing boat. They were attacked twice by pirates and they were nearly out of drinking water when they were rescued by a German ship and taken to a refugee camp in Malaysia.

Below is an extract from Do's memoir, in which he recounts his family's early experiences in Australia:

'What a great country!' Almost every day we discovered something else that made Mum and Dad shake their heads at how lucky we'd been. If you got sick, you could go to the doctor for free. If you couldn't get a job straight away, the government gave you some money to help you get by. 'You listen to us, kids. As you grow up, you make sure you do as much as you can to give back to this country that gave us a second chance.'

It hadn't taken my father long to find a job in a factory, and then we were able to move out of the East Hills Migrant Hostel where we had been staying since we arrived in Sydney. Dad rented a two-bedroom flat in Marrickville. (Two bedrooms! Hah! What a great country!)

We lived above an old lady who watered the flowers in the block's common grounds, and after Dad helped her carry a bag of potting mix one day, she became our friend. Miss Buk is what we called her (I suspect her name might have been Burke, lucky for her it wasn't Furke), and she was instrumental in helping us find our feet in this exciting new world. Mum would knock on her door with a delicious plate of spring rolls, and offer them to Miss Buk along with a handful of forms which we needed help to fill in – Anh's primary school application, Dad's work forms and Mum's hospital documents when she was pregnant again.

After my little sister was born Miss Buk gave Mum a tiny white dress made of lace for the christening. She had spent several months making it and it was the most beautiful thing my Mum had ever seen. Mum and Dad turned to each other again: 'What a great country!'

▲ **Source 3.1** Excerpt from Do, Anh, *The Happiest Refugee*, 2010

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These people would be taking Australian jobs, there's no question about that. For many of them that would be unemployed, they would languish in unemployment queues and on Medicare and the rest of it, so there would be huge cost and there's no sense in sugar-coating that, that's the scenario.

▲ **Source 3.2** Peter Dutton in Paul Karp, 'Peter Dutton says "illiterate" refugees would be taking Australian jobs', *The Guardian*, 18 May 2016

RESPONDING TO THE SOURCES – 3.1

Comprehension

1 In the first paragraph of Source 3.1, Anh mentions 'going to the doctor for free' and the government giving you 'some money to help you get by' if you were having trouble finding a job. What government social services is he referring to?

Perspectives

2 What attitude do Anh's parents convey in Source 3.1 when they say, 'As you grow up, you make sure you do as much as you can to give back to this country that gave us a second chance'?

3 How does Anh's parents' statement contest the view put forward by (then) Australian Immigration Minister Peter Dutton in Source 3.2?

4 Why might it be important to **consider** Peter Dutton's role (*origin*) when analysing this source? What does this suggest about the general perspective towards immigration held by the government at the time?

5 When Anh says, 'Two bedrooms! Ha! What a great country!', what can we **infer** about how he lived in Vietnam?

6 What does Anh's account of their family befriending the neighbour 'Miss Buk' **infer** about ordinary Australians' attitudes to migrants? **Use** evidence from the source to support your answer.

KEY CONCEPT

Explicit and implicit meaning

When working with sources, we can find evidence in both what we read and see, and also what the author suggests or implies. That is, we can **infer** (make an informed interpretation of or prediction about) things that aren't said explicitly in the text.

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Chapter overview

Introduction

Four waves of migration

Since British colonisation, there had been migrants coming to Australia from places like China, Japan, Afghanistan and Pakistan, as well as Pacific Islanders who had been 'black-birded' and enslaved as farm workers. Despite the presence of these fledgling migrant communities, our modern nation was built upon the concept of achieving a '*White Australia*'. The first act of the newly federated government in 1901 was to pass the *Immigration Restriction Act*, which placed severe limitations on who could come to Australia. This meant that many migrant peoples already in Australia were no longer able to stay and that the only people really welcomed were those from Britain. The attitudes that informed the White Australia Policy also account for the way in which First Nations peoples were treated at this time, as we explored in Chapter 2.

The White Australia Policy dominated immigration law for the next 50 years. The devastation of World War II in Europe and the recognition of Asian nations as expansive military powers meant that Australian attitudes towards immigration began to shift. Initially, we opened our doors to Western European nations, which we had previously excluded as they were non-English-speaking or were not familiar with British culture. This period of growth was driven by the doctrine of '*Populate or Perish*' as we faced the reality of having been attacked by Japan during World War II and the growing threat of a powerful communist China during the latter half of the twentieth century. British migration remained a policy, with the '10-pound Pom' scheme that offered subsidised fares for British migrants. Regardless of their origin, all arrivals were expected to *assimilate* and embrace the 'Australian way of life', which was a mirroring of British values.

Australia slowly accepted its place as an Asia–Pacific nation, joining the South-East Asian Treaty Organisation (SEATO) in 1955, with a view to preventing the further spread of communism in Asia. The Colombo Plan was established in 1950 to promote engagement with Asian nations and developed into an education exchange program that saw students from a number of Asian nations study in Australia. The goal of the Colombo Plan was not migration, but for the students to return to their home nation with an education and an appreciation for the Australian way of life.

The election of the Whitlam Government in 1973 was the death knell for the remnants of the White Australia Policy. Whitlam not only removed barriers based on race from legislation but made it illegal to discriminate with the introduction of the *Racial Discrimination Act* in 1975. This coincided with the end of the Vietnam War, which triggered a wave of migration to Australia as people fled the communist regime that now held power. Australia was slowly coming to see itself in a new light, as a diverse and increasingly multicultural community. This change continued as peoples from conflict zones such as Cambodia, Afghanistan, Iraq, Lebanon, Syria and South Sudan (to name a few) sought refugee status and safety in Australia.

The road to *multiculturalism* has not been a smooth one as many of the values that underpinned the White Australia Policy still persist today, embodied in politicians like Pauline Hanson, who claimed in 1997 that Australia was 'in danger of being swamped by Asians' and, in 2018 upon her return to federal politics, that we 'are in danger of being swamped by Muslims, who bear a culture and ideology that is incompatible with our own'. Like all communities, there are differences in attitudes and beliefs and we still struggle with issues of race and equality. In broad terms, Australia's multicultural story is a successful one: we are a nation made up of people from all over the globe who have found a way to live together peaceably.

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Learning goals

After completing this unit, you should be able to answer the following key inquiry and sub-inquiry questions.

Unit/Key inquiry question

How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?

Chapter/Sub-inquiry questions

- What were the dominant attitudes that underpinned early Australian immigration legislation?
- What changes to Australian society are evident in the 'Populate or Perish' era?
- What impact did the Vietnam War era have on Australian society and attitudes towards immigration?
- To what extent has Australian society embraced or challenged the concept of multiculturalism?
- How do differing perspectives on multiculturalism continue to impact Australian immigration policy and society?

Historical skills

After completing this chapter, you should be able to:

- Identify and locate relevant sources as you respond to the unit inquiry questions
- Identify the origin, context and purpose of both primary and secondary sources
- Identify and analyse the perspectives in sources
- Evaluate the reliability and usefulness of these sources
- Synthesise evidence from sources to develop historical arguments
- Communicate your understanding and arguments in a range of ways

Please note: This chapter focuses on the historical concept of *change and continuity*. While changes tend to be the focus of historical accounts, it is also important to consider what stayed the same. This is particularly relevant to this study of migration to Australia, as social changes occurred more rapidly, while the attitudes to immigration remained much more static (i.e. continued).

When assessing change and continuity, there will be a range of *perspectives* which need to be considered. Some groups may be supportive of change, while other groups are of the view that life should continue as it was. Historians will also have differing perspectives about the degree or importance of changes and their causes. By analysing these perspectives, we can make decisions about how various changes and continuities shaped the historical record.

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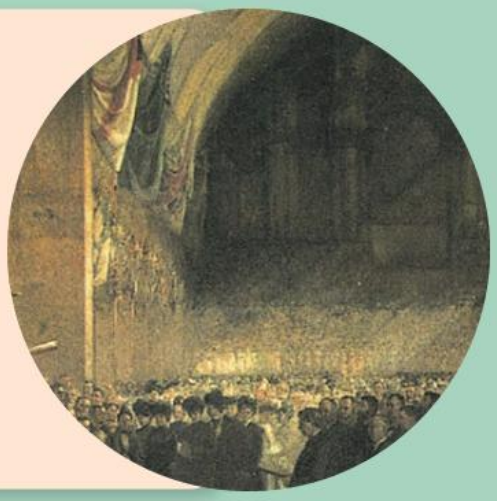
Timeline of key events

What came before this topic?

Australia began as a land that was lived in and managed by the various First Australian nations for tens of thousands of years. With the establishment of the British colonies came waves of immigration, much of it responding to economic incentives such as the gold rush or the workers' paradise that immigrants had been promised.

federate act of joining a group of states or colonies together to form a unified nation – each state or colony still retains some power, but is overseen by a national government

These immigrants began a long tradition of people travelling to Australia to make it their home, hoping to build new lives and find prosperity here.



The Big Picture, by Australian artist Tom Roberts

1901
Australia is **federated** on 1 January when the six separate British self-governing colonies of Victoria, New South Wales, Queensland, Tasmania, South Australia and Western Australia agreed to unite and form the Commonwealth of Australia

1901
The *Immigration Restriction Act* and the *Pacific Islander Labourers Act* are both passed by the new Australian Government; this legislation has collectively become known as the White Australia Policy

1942
Darwin is bombed by Japanese planes, leading to a fear in Australia that the country is at risk of invasion

1945
Arthur Calwell becomes Australia's very first Minister for Immigration and introduces a new policy 'Populate or Perish'

1945
Australia introduces the first of many assisted passage schemes to help people from Britain migrate to Australia

1948
The 'beautiful Balts' arrive in Australia

1951
Asian students arrive to study at Australian universities under the Colombo Plan

1958
Dictation Test abolished and *Migration Act* introduced

1973
A series of amendments by Australian Prime Minister Gough Whitlam ends the White Australia Policy

1975
Racial Discrimination Act introduced

Japanese air attack on Port Darwin during World War II

Immigration Minister Arthur Calwell

Australian Prime Minister Gough Whitlam

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What came after this topic?

Since 1975, Australia has welcomed hundreds of thousands of new migrants to Australian shores. We have become one of the most multicultural countries in the world. More than 300 languages are spoken in Australia and we have one of the highest rates of intermarriage between people of different cultural backgrounds. Multiculturalism has been an overwhelmingly positive experience in Australia. However, despite its success, tensions occasionally flare up, and racial intolerance and hostility still remain at some level in Australian society today.

Cronulla riots

Responding to the timeline

1 How long did the White Australia Policy last?

2 How did world events help shape Australia's immigration policies?

One Nation Senator Pauline Hanson

1975
70 000 refugees flee the Vietnam War; many arrive by boat and settle in Australia

1992
The Australian Government introduces mandatory detention for all overseas arrivals seeking asylum

1996
One Nation Senator Pauline Hanson's maiden speech to Parliament uses racist rhetoric against Asian immigrants

2001
The Australian Government passes the *Migration Amendment Act 2001* and sets up offshore processing for asylum claims

2001
The *Tampa* affair sees the Howard Government refuse to allow a Norwegian ship carrying 433 rescued refugees to enter Australian territory

2005
Cronulla race riots in Sydney

2016
Pauline Hanson returns to the Senate, this time speaking about the 'danger' of Middle Eastern Muslim migration

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3.1 What were the dominant attitudes that underpinned early Australian immigration legislation?

FOCUS QUESTION

The first wave: what happened during the White Australia Policy era?

White Australia Policy the general name given to the laws and attitudes which shaped Australian views towards immigration throughout the nineteenth and twentieth centuries. As the name suggests, the White Australia policy had a goal of maintaining white, British cultural dominance in Australia

To understand how attitudes to immigration have changed over time (our inquiry question) we first need to understand what colonial Australia's original view on immigration was. In 1901, one of the first Acts passed by Australia's new federal government was the *Immigration Restriction Act*.

This Act, along with other acts like the *Pacific Island Labourers Act*, became known colloquially as the **White Australia Policy**. The aim of these Acts and others like them was to keep out 'undesirable' migrants and maintain Australia as a 'working man's paradise'.

During the parliamentary debates that took place when these Acts were introduced, Australia's first Prime Minister, Edmund Barton, declared that:

> I do not think either that doctrine of the equality of man was ever really intended to include racial equality. There is no racial equality. There is that basic inequality. These races are, in comparison with white races – I think no-one wants convincing of this fact – unequal and inferior … Nothing we can do by cultivation, by refinement, or by anything else will make some races equal to others.

▲ **Source 3.3** Edmund Barton, from the debate on the Immigration Restriction Bill, 1901

RESPONDING TO THE SOURCE – 3.2

1. What does Edmund Barton mean when he says, in Source 3.3, 'Nothing we can do by cultivation, by refinement, or by anything else will make some races equal to others'?
2. Why might it be important to consider Edmund Barton's role (*origin*) when analysing this source? What does this suggest about the general perspective towards immigration held by the government at the time?
3. **Compare** your responses to questions 1 and 2 here to the answers you gave to question 4 about Source 3.2. Have government attitudes changed or stayed the same over time? (*change and continuity*)

Barton's words were not presenting new concepts. Since the arrival of miners from China on Australian goldfields in the 1850s, Australians had been preoccupied with what they saw as a threat posed by migrants from Asia.

There was a common fear in the nineteenth century that migrants from countries like China and Japan would overwhelm European nations and their colonies and challenge or change their cultures.

► **Source 3.4** 'The Mongolian Octopus – his Grip on Australia', a cartoon by Phillip May in *The Bulletin*, 1886, National Museum of Australia

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RESPONDING TO THE SOURCE – 3.3

Explicit and implicit

1 What does Source 3.4 depict? (**Describe** what you see.)
2 What threats does the source suggest a Chinese presence in Australia poses?
3 How does the source create a negative representation of Chinese people? (**Describe** specific features.)
4 How are the Australian figures represented (be specific)?
5 What perspective is the cartoonist conveying to the audience?

Symbols and stereotypes

Cartoonists often draw on stereotypes to emphasise key features or create **caricatures**. They also use various symbols to represent larger ideas and concepts.

◄ **Source 3.5** 'Outside Sir! Outside!', *Punch*, 2 June 1888. Caption reads: Mrs Australia (to John Chinaman): I've had quite enough of you! 'No admittance', not even 'on business'!

caricature an image in which striking characteristics are exaggerated in order to create a comic or grotesque effect. In older political cartoons, the elements exaggerated were often based upon racial differences

RESPONDING TO THE SOURCE – 3.4

1 What is happening in the cartoon in Source 3.5? (*explicit*)
2 How is the Chinese character caricatured in the source (i.e. which elements of their appearance are exaggerated)?
3 What two elements in the image make clear that it is Australia keeping Chinese people out?
4 What might 'Mrs Australia's' classical dress (commonly found in European art) suggest about Australians?
5 What is in the background of the image? Why might Mrs Australia and the kangaroo want to protect this and keep Chinese people away?

> The Asiatic wave which has threatened to engulf us is only suspended for a short time, but if the colonies do not federate our comparatively trifling white population will be swept before it like a feather.

▲ **Source 3.6** Alfred Deakin, Chief Secretary for Victoria

RESPONDING TO THE SOURCE – 3.5

1 What is Alfred Deakin's motive in describing the 'Asiatic wave' in Source 3.6?
2 What does Deakin's linking of the threat of Asian immigration and the need to federate imply about the attitudes held by those who formed our first federal government?

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The cornerstone of the *Immigration Restriction Act* was the **Dictation Test**. This was a 50-word test that could be given in any language, regardless of whether a person could understand that language or not. Migrants had to correctly write down the entire passage that was dictated to them. People who wanted to migrate to Australia had to pass this test before they were allowed to enter Australia. The Dictation Test was designed to keep people out. After 1909, no one ever passed the test.

Dictation Test test that migrants entering Australia could be asked to take, under the *Immigration Act*. In order to pass the test, they needed to write 50 words in any European language, as dictated by an immigration officer

The Dictation Test was a key tool of the White Australia Policy. It allowed the Australian Government to claim that it was not discriminating against people on the basis of race. By using the Dictation Test, it could claim that people were being rejected based on their education.

The *Immigration Restriction Act* was a very effective piece of legislation. By 1945, nearly 99 per cent of people in Australia were from white backgrounds.

The Australian Government further tried to ensure the arrival of the type of migrants it wanted by investing in assisted passage schemes. Between 1920 and 1929 more than 220 000 migrants from Britain received subsidised or free passage to Australia as a result of laws like the *Empire Settlement Act 1922*. These agreements with the British Government helped Australia to increase its white migrant intake.

> All aboriginal inhabitants of Africa, Asia and Polynesia should be subjected to the test … in the case of white races, the test will be applied only under special circumstances … if in your opinion the immigrant would, for reasons which you would be prepared to state, be an undesirable immigrant, it may be better to substitute for the English test a passage from some other language.

▲ **Source 3.7** Instructions to Customs Officials regarding the Dictation Test, 1902
Source: National Archives of Australia

RESPONDING TO THE SOURCE – 3.6

1. In Source 3.7, who are the 'undesirable immigrants'? (**Use** a quote.)
2. What power does this instruction give to Customs officers?
3. Is this a fair process for **determining** someone's eligibility to migrate?

ACTIVITY 3.1

Take the test

With a partner or in small groups, have one person read one of the passages from Source 3.8 aloud while the others write down what is said. Swap and try another passage so everyone gets to take the test.

Rules: The person reading may read as quickly as they like. They can also make you do the test again. The person writing may not ask questions, ask for the passage to be repeated or complain.

From 1 to 15 July 1932 (No. 32/13)

> The tiger is sleeker, and so lithe and graceful that he does not show to the same appalling advantage as his cousin, the lion, with the roar that shakes the earth. Both are cats, cousins of our amiable purring friend of the hearthrug, but the tiger is king of the family.

From 16 to 31 July 1932 (No. 32/14)

> Ice and snow cover the Poles, which are not farther from the sun than we are, but the sun's rays reach them slantwise, and are stopped by such a thickness of air that not enough of them reaches the surface of the earth at the Poles to keep them warm.

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From 1 to 15 August 1932 (No. 32/15)

> The hairy adornment of the lion renders him more formidable in appearance. But the plain fact is that the tiger's head and jaws are more solid, heavy and powerful than the lion's. We can only tell the difference when examining the skeletons of the two animals with a skilled anatomist.

From 16 to 31 August 1932 (No. 32/16)

> We have no reason to suppose that the ice-caps will alter in our favour. On the contrary, the sun and the earth are slowly cooling. In ages to come the course of things would apparently have to be that the ice-caps slowly extended from either Pole, and crowded towards the tropics.

From 1 to 15 September 1932 (No. 32/17)

> We have absolute evidence that the ice-caps around our Poles once extended farther than now. On mountain heights today we may see the marks and scratches on exposed rocks and the student of the rocks will tell us that over them an ice-river slid, and made its marks as it went.

From 16 to 30 September 1932 (No. 32/18)

> Perhaps the native will one day show fight, and endeavour to deprive his terrible enemy of its prey. Then the tiger, in rage or self-defence, attacks him, and the spell is broken. The flesh-eater finds that there is no magic protecting the guardian of the cattle, and thenceforth becomes a man-slayer.

From 1 to 15 October 1932 (No. 32/19)

> Tigers have been known to depopulate villages. One was known to exist in this way for several years, taking eighty human lives a year before it was hunted down and slain. When matters become too terrible to be borne, the natives pack up and moved to another part of the country.

▲ **Source 3.8** Dictation Test passages used from 1 July to 15 October 1932

1. How did taking the test make you feel?
2. Do you think someone with a basic education and ability in English could be successful?
3. Do you think the test was fair?
4. How does the difficulty of the text make clear the government's motives in regard to immigration?

REFLECTING ON YOUR LEARNING 3.1

1. What was the dominant attitude towards immigration prior to and at the time of Australian Federation?
2. **Explain** what the 'White Australia Policy' was and describe its overarching intention.
3. What similarities can you **observe** between the dominant Australian attitude towards migrants at this time and the attitudes expressed towards First Nations Peoples, discussed in Chapter 2?
   - Why might British settlers have held these views (*context*)?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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3.2 What changes to Australian society are evident in the 'Populate or Perish' era?

FOCUS QUESTION

The second wave: what happened in the 'Populate or Perish' era?

World War II marked a significant shift in global migration patterns and in Australia's immigration policies, although attitudes were slower to change. In considering the inquiry question, 'How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?', understanding the 'Populate or Perish' era establishes the slow shift away from the White Australia era, yet also demonstrates that many of the beliefs that underpinned the policy persisted.

> There was a time just four years ago when Australia faced its gravest peril. Armies recruited from the teeming millions of Japan threatened to overrun our cities and broad hinterland. They were so many. We were so few. Today we are at peace. But, while all of us must work to perpetuate that peace, let us not forget that armed conflict remains a grim possibility, both in the New World and in the Old – a possibility against which we must guard with all the intelligence, all the realism, and all the energy that we can muster.

▲ **Source 3.9** Extract from Arthur Calwell's speech in the Parliamentary Debates, 22 November 1946

RESPONDING TO THE SOURCE – 3.7

Read the extract from Immigration Minister Arthur Calwell's speech to parliament, delivered on 22 November 1946.

What is the main message of Arthur Calwell's speech?

Despite the efforts of the Australian Government to encourage and support British migration, Australia's population remained relatively low. In 1901, Australia's population was around 3.7 million. By 1945 it had only grown to around seven million.

During World War II, Australia's vulnerable position was made very clear when the Japanese Air Force bombed Darwin in February 1942. This was the first attack on mainland Australia since Europeans had arrived in 1788. It caused huge panic across Australia. It demonstrated to the Australian Government that Australia's huge area and small population put it at risk from its more populated neighbours in Asia.

The rise of communism across Asia also fuelled fears that eventually another country would invade Australia. This was not a new fear – fear of invasion had been one of the things that had led to the federation of Australia in the first place – but in the aftermath of World War II, the Australian Government established the Department of Immigration in order to oversee a huge expansion in Australia's population.

Encouraging the British

Australian Prime Minister Ben Chifley appointed Arthur Calwell as Australia's first Minister for Immigration. Even before he had been given this portfolio, he had used his previous role as Minister for Information to begin negotiating with Britain to set up post-war assisted migration schemes after World War II to try and boost Australia's population. Both Calwell and Chifley firmly believed that the White Australia Policy should remain in place. Their first call for new migrants was to Britain, Scandinavian countries like Sweden and Norway, and Switzerland.

> Australia was lucky that the Japanese attacked Pearl Harbor instead of coming south to Australia, for had they done so, Australia would now be a Japanese colony. I have no illusion as to the future of Australia in the South-West Pacific Area. Seven million people will not be allowed to hold 3 000 000 square miles [7.8 million square km] of territory while there are hundreds of millions of people in the islands adjoining us demanding living room. Only by filling this land can we establish a title to hold it, and we cannot attract immigrants, nor perform the works essential for the support of a large population, unless a reorientation of powers takes place.

▲ **Source 3.10** Arthur Calwell on the need for migrants
Source: House of Representatives, Debates, 1944, vol. HR177, p. 935

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▲ **Source 3.11** The 100 000th British migrant to Australia with Minister for Immigration Arthur Calwell, 1949

> If Australians have learned one lesson from the Pacific War … it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers. We are 7 000 000 people and we hold 3 000 000 square miles of this earth's surface …
>
> Australia wants, and will welcome, new healthy citizens who are determined to become good Australians …
>
> Apart from … British migration, the door is always open within the limits of our existing legislation to people from the various dominions, the United States of America and from European continental countries … The Australian people must welcome newcomers to be assimilated.

▲ **Source 3.12** Arthur Calwell, the Minister for Immigration

Source: Commonwealth Parliamentary Debates, House of Representatives, 2 August 1945, Vol. 184

In 1946, Calwell signed agreements with the British Government that provided ex-servicemen and their wives and children with free passage to Australia. Calwell also agreed that the Australian Government would subsidise the cost of passages for other people from Britain who wished to emigrate. It would be possible for adults to emigrate for only £10 (10 pounds). Their children would travel free. The aim was to receive about 70 000 migrants every year. However, Calwell soon realised that, given the Australian birth rate and the relatively small number of migrants coming from Britain, this amount was not going to be enough for Australia to hit the ambitious target of 2 per cent population growth per year.

Calwell and Chifley began to look to other sources for their migrants. They popularised the slogan 'Populate or Perish!' as a way to encourage the public to accept mass migration from overseas.

RESPONDING TO THE SOURCES – 3.8

1. Source 3.11 depicts Calwell with a young British migrant. Who might have been the intended audience of this photograph?
2. How does the photo suggest Calwell feels positively towards British migration? **Use** specific examples from the image to support your answer.
3. What might have been the motive of Calwell in having this photograph taken?
4. Read Source 3.10. What is Calwell's *motive* for wanting more people to relocate to Australia?
5. What does Calwell imply may happen if Australia doesn't increase its population?
6. Read Source 3.12. What limits does Calwell place on his call to expand migration?
7. In Source 3.12, what does the use of the word 'assimilate' **suggest** about Calwell's perspective on broader migration?
8. What can be **inferred** about Calwell's statement that Australia will welcome 'new, healthy citizens who are determined to become good Australians' (Source 3.12)?
9. What would Calwell's motive be for wanting migrants to assimilate?

Calwell's secret mission

When the first ship of post-war migrants from Europe arrived in Australia on 28 April 1947, it was not welcomed. Politicians and local media criticised Chifley and Calwell's scheme. Although there were more than 600 migrants from 26 countries on board, the media focused on those who were from Europe and the Middle East. The media called on Calwell and Chifley to ensure that future migration would be of the 'right sort'. This meant people from Britain or the Scandinavian countries.

Both Chifley and Calwell knew that the Australian population – and their own political party – would not support a push to allow migrants from other

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displaced persons camps temporary camps set up across Europe after World War II to house people who had been forced to leave their homes during the war

International Refugee Organization organisation created by the United Nations after World War II to help resettle refugees created by the war – more than 26 countries became members

displaced person person who has been forced to leave their home country because of war, conflict or persecution

European nations. However, in 1947 Arthur Calwell travelled secretly to Europe. His official duties were claimed to be sourcing migrants to bring to Australia. However, while in Europe Calwell also visited **displaced persons camps** to begin the process of recruiting desirable migrants. During his visit, Calwell received permission from Chifley to sign an agreement with the **International Refugee Organization**. Both men kept this decision a secret from the Australian public and from their own political party.

Propaganda mission: the 'beautiful Balts'

After the public relations failure of their first attempt to resettle European migrants in Australia, Calwell knew he needed to sway the opinion of the Australian public in order to get the support he needed to begin large-scale European migration. He embarked on an ambitious and risky propaganda campaign, designed to ensure that the Australian people saw these so-called New Australians in a positive light.

▲ **Source 3.13** A group of Baltic women migrants in Melbourne, 1948

RESPONDING TO THE SOURCE – 3.9

1 What was Calwell's motive in using images like Source 3.13 to promote European migration from nations Australia had not previously accepted?
2 How would this image appeal to a 1948 Australian audience?

Criticism of earlier post-war migrants to Australia had focused on their appearance, so Calwell decided to recruit a ship full of migrants who would appeal to the Australian public. He focused on people who had come from Lithuania, Estonia and Latvia, places known as the Baltic States because they all have coastlines on the Baltic Sea. The migrants from these nations came to be known as the 'beautiful Balts'. These migrants were used as a propaganda tool. If they were accepted by the Australian public, the migration scheme could begin properly.

Assurances to the public

Calwell emphasised that this shift towards migrants from Europe did not signal the end of the White Australia Policy. In a speech in 1946, he emphasised that:

> ... the Government's immigration policy is based on the principle that migrants from the United Kingdom shall be given every encouragement and assistance. It is my hope that for every foreign migrant there will be 10 people from the United Kingdom.

▲ **Source 3.14** Australia's first Immigration Minister, Arthur Calwell, in 1946

RESPONDING TO THE SOURCE – 3.10

1 Why would Calwell make this assertion in Source 3.14?
2 How might have non-British migrants felt upon hearing this?

In reality, however, between 1947 and 1953 the Australian Government resettled more than 170 000 **displaced persons**, which changed the face of Australia forever. These new migrants came from countries across Europe, including places like Germany, Italy, Romania, Bulgaria, Hungary, Latvia, Lithuania and Estonia.

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Australia's population changed slowly over time as the Australian Government began to look outside Britain in hopes of increasing its population in a short period of time. Australia's population was also influenced by political situations in Asia, which inspired a fear of communism, and various conflicts like the Vietnam War.

At the end of World War II, Australia had an estimated 250 000 jobs that needed to be filled. This labour shortage helped lead to changes in the kinds of people who were migrating to Australia.

Assisted passage and assisted migration

In order to come to Australia, displaced persons were required to sign two-year work contracts in exchange for their travel to Australia, including food and board during travel. The Australian Government was worried that the Australian public would react negatively if these 'New Australians' were seen to be taking their jobs. Because of this, all migrants, regardless of their education and experience or the jobs they had had in Europe, were required to work as labourers.

Some people who migrated to Australia got jobs working in factories or doing difficult labouring jobs like working in brick kilns. The work of these labourers was integral to Australia's growth in the post-war period. One of the largest projects that was completed using the labour of these migrants was the Snowy Mountains Hydro-Electric Scheme. More than 100 000 people worked on this project, most of them assisted migrants from Poland, Germany, Greece, Italy and Yugoslavia.

In an effort to maintain the White Australia Policy, the Australian Government also created a range of programs to encourage migration from Britain. The most well-known of these is the Assisted Passage Scheme, which was set up immediately after World War II to help British people to migrate to Australia. As mentioned earlier, this was popularly known as the '10-pound Pom' scheme. Between 1945 and 1982, more than one million British migrants participated in this program.

The 'Bring out a Briton' scheme came about in part to address concerns about the number of people migrating from Europe in the 1950s and 1960s. This scheme ran from 1957 until 1982. It encouraged individuals and community groups in Australia to sponsor a British family and help them to find housing and employment in Australia. The Australian Government also subsidised the passage of these families to Australia.

ACTIVITY 3.2

Promoting 'Populate or Perish'

▲ **Source 3.15** A poster from 1928 encouraging British migration as part of Australia's migration assistance program

▲ **Source 3.16** An ad from a 1940s English magazine

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1 Who is the audience for Source 3.15?
2 What appeals does the poster make to present Australia as an attractive location?
3 What do these appeals suggest about British perspectives towards Australia?
4 Who is the audience for Source 3.16?
5 What appeals does the poster make to present Australia as an attractive location?
6 What do these appeals suggest about British perspectives towards Australia?

▲ **Source 3.17** Poster: *Make it easier help build Australia*
Source: National Archives of Australia: SP545/3, 58/61

7 Who is the audience for Source 3.17?
8 How does Source 3.17 depict British migrants?
9 How might this depiction encourage the poster's audience to 'get in touch with their local "Bring Out a Briton" Committee'?
10 What does the existence of 'Bring Out a Briton Committees' suggest about how significant the 'Populate or Perish' policy was to the Australian Government? Does evidence from the other sources support this interpretation?
11 How does the Bring Out a Briton campaign and the assisted passage program show Australia's ongoing commitment to the White Australia Policy, despite allowing migrants from a wider range of European nations?

Assimilation

When Australia first began accepting refugees from Europe after World War II there was a concern that they would change the culture of Australia. Between 1945 and 1965 more than two million migrants arrived in Australia from Europe. In order to deal with public concerns, the Australian Government pursued a careful policy of assimilation.

The Australian Government set up a series of migrant reception and training centres across Australia. These were places that European migrants would live while they waited to be assigned jobs. These centres served an important role in ensuring that the new arrivals assimilated into Australian society. All migrants at these centres were required to learn English and to participate in lessons designed to introduce them to Australian culture and teach them about life in Australia.

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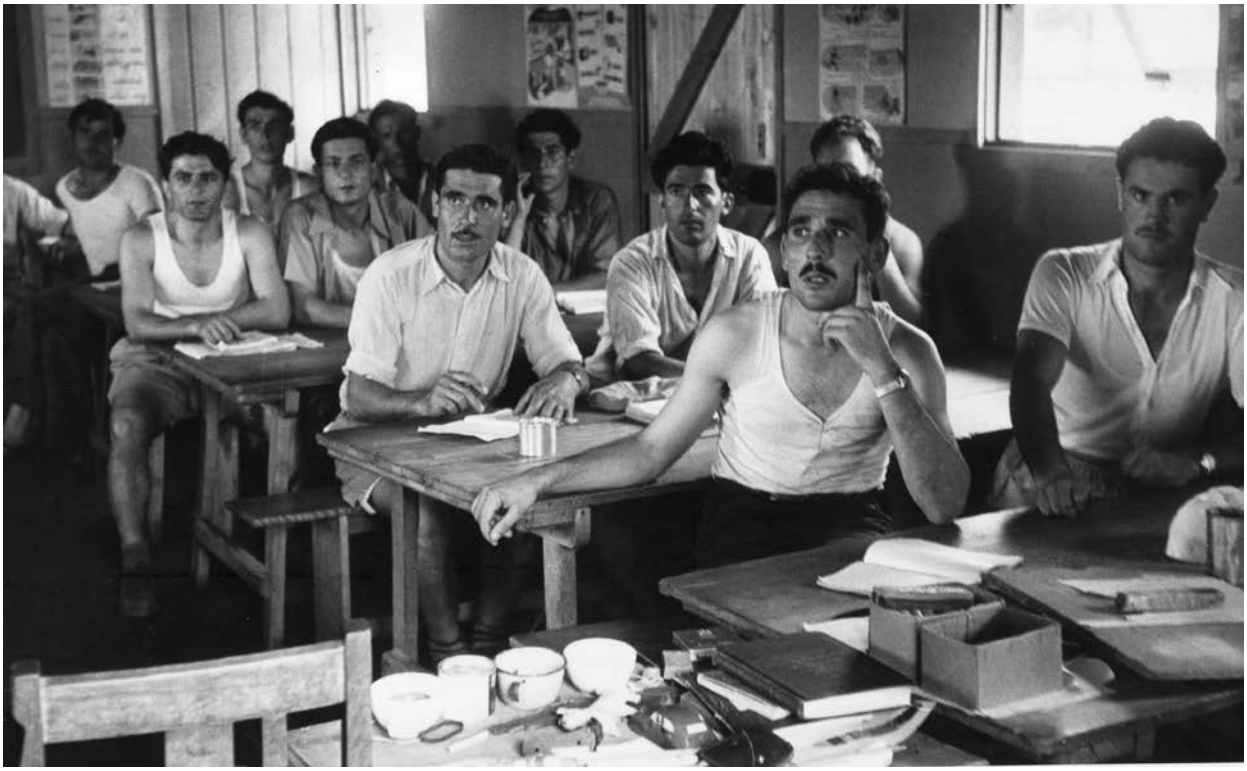
Once people could speak some English and once they understood how they were expected to act, new migrants were found jobs and sent off to integrate into the community. These jobs usually involved physical labour or factory work.

By 1958, so many people had migrated to Australia from Europe that Australia was starting to change. This influx of people from different cultures had influenced people's attitudes – they were becoming more accepting of the 'New Australians'. The *Migration Act 1958* was introduced to replace the *Immigration Restriction Act 1901*. One of the key things this new act did was to abolish the Dictation Test. More changes followed, and soon immigration officials were starting to consider people's education, profession and ability to integrate into society, rather than simply focusing on nationality.



▲ **Source 3.18** 1954: Migrants at Bonegilla Migrant Reception Centre attend English lessons

Australia in the 50's was a difficult place for a migrant Italian. As I grew up I faced a climate of suspicion and disrespect from Anglo-Australians. My frizzy hair made me ugly, my dark skin marked me out as a 'dago' and the olive oil and garlic I ate made me smell. These were things I learnt at school …

It was a difficult time for my mother because by this time she had given birth to my second brother and, with three young children in a strange country, she still could not speak English. Facing her own issues of being discriminated against she had no time to deal with ours … As a child in the fifties, there was a certain shame attached to being ethnic. Italians in my world at this time tended to create their own little sub-communities and stick together, always speaking in their native tongue, so it was imperative that I learn English quickly and act as translator for my parent.

▲ **Source 3.19** Recollections of Elvira Ubaldi in *Australia Donna*

RESPONDING TO THE SOURCES – 3.11

1. In Source 3.18, which approach to migration is suggested by these men being expected to learn English?
2. Does the image provide any indication of the nature of the work or the level of education that was expected for migrants?
3. In Source 3.19, what challenges did Elvira and her mother face as 'new Australians'?
4. What was their solution to the challenges?
5. How do Source 3.18 and Source 3.19 corroborate in showing us what White Australia expected from new migrants?

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▲ **Source 3.20** Members of Sydney's Italian community play bocce in the early 1970s

The *Migration Act 1966* was a new law passed in Parliament that ensured that all potential migrants, regardless of their country of origin, were subject to the same rules and had the same rights. It was clear that the government could not expect people to abandon their cultures and language, so they started to consider different approaches to immigration.

REFLECTING ON YOUR LEARNING 3.2

Extended response

Write a paragraph in which you outline both global acts and Australian experiences that contributed to the development of the 'Populate or Perish' policy.

Discuss

Does the implementation of the 'Populate or Perish' policy indicate an end to the White Australia Policy or no genuine change to Australian attitudes to immigration?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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3.3 What impact did the Vietnam War era have on Australian society and attitudes towards immigration?

FOCUS QUESTION

The third wave: how did Asian migration following the end of the Vietnam War help end the White Australia Policy?

In considering 'How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?', the third wave of migration marks a significant change. Global events like the Vietnam War meant that we welcomed migrants from Asia in large numbers for the first time since the 1850s. The introduction of the *Racial Discrimination Act* was both a significant change in immigration policy and marked a shift in Australia's attitudes, ending the White Australia Policy entirely.

The rise of communism

After China became a communist state in 1949, countries like Australia began to fear that other nations would soon convert to **communism** as well. The fear was that communism would spread across the world. This fear was known as 'the domino theory' – the idea was that once one country converted to communism, other neighbouring nations would inevitably follow. Australia's involvement in the Korean War, in which the Australian Army joined the US Army in fighting the communist armies of China and [North] Korea, had only served to strengthen this belief.

The Colombo Plan was developed in 1951 to create stronger ties between countries like Australia, New Zealand and Canada, and Asian nations like Malaysia and Sri Lanka.

The program provided aid in the form of loans, equipment, food and scholarships. The Australian Government believed that participation in the Colombo Plan would help to increase living standards in supported nations, creating stability that would ensure these nations were protected from the spread of communism. It was thought that the Asian countries involved in the Colombo Plan would effectively become a shield between communist countries and non-communist countries.

In Australia, the biggest change the Colombo Plan created was that it led to the arrival of students from Asia, who wished to study at Australian universities. By 1985, more than 20 000 students had come to Australia from countries in Asia. These students had completed their university education thanks to scholarships provided by the Australian Government. Students participating in the Colombo Plan were only allowed to stay in Australia for the duration of their studies before going back to their home countries to work.

The arrival of these students from across Asia helped to lead a shift in attitudes – as Australians began to interact with and befriend these students, they began to question the values of the White Australia Policy.

The Vietnam War

After the fall of Saigon in 1975, Vietnamese citizens who were thought to have supported the South Vietnamese Government were sent by the occupying North Vietnamese Government to 're-education camps' or moved to work on construction projects. Many people fled the persecution of the new regime, usually travelling by boat to neighbouring Asian countries.

communism political system in which all property is owned collectively and all resources are shared equally. Most communist governments do not achieve this and instead form dictatorships (a form of government in which one person or a small group possesses absolute power without effective constitutional limitations), where wealth and power are consolidated amongst the elite, while the vast majority of the populace are expected to comply with Party directives and are severely punished if they speak out.

Hundreds of thousands of refugees were created by this exodus. The neighbouring countries could not provide for them all. In desperation, many people resorted to sailing for places like Australia instead. The first group of refugees from the Vietnam War to arrive in Australia landed in April 1976. The four young men in the boat had travelled 3500 km, using a school atlas to find Australia. They were the first Vietnamese refugees to claim refuge in Australia.

In an attempt to discourage people from taking this dangerous sea journey, the Australian Government sent immigration officials to Malaysia to set up refugee camps, so that they could begin processing Vietnamese refugees for resettlement in Australia.

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In July 1979, Australian Prime Minister Malcolm Fraser decided to grant visas to 14 000 Vietnamese refugees and let them come to Australia to stay. By 1982, more than 70 000 refugees from Vietnam had been resettled permanently in Australia. These events are seen by many to mark the end of the White Australia Policy.

▲ **Source 3.21** Sydney Airport, 1975: Newly arrived Vietnamese refugees wait to be processed by Immigration officials.

RESPONDING TO THE SOURCE – 3.12

1. How would you **describe** the mood of the new arrivals in Source 3.21?
2. **Compare** this to Source 3.13 (beautiful Balts). What may account for the differing moods of the people depicted?
3. Why is *context* important in understanding this image?

By 1972 many of the laws that had been part of the White Australia Policy had been abolished. Australian Prime Minister Gough Whitlam promised to 'remove methodically from Australia's laws and practices all racially discriminatory provisions … that seek to differentiate peoples on the basis of their skin'. To achieve this, a series of amendments to laws were created to ensure that any remaining racially discriminatory elements of laws were removed.

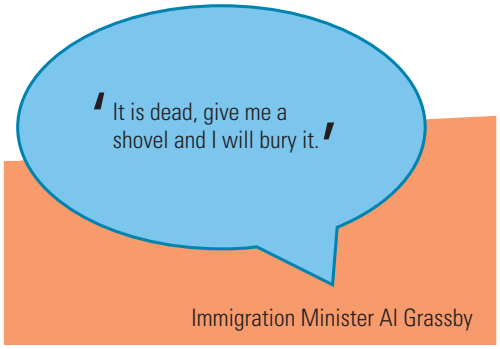
In place of the White Australia Policy, Whitlam officially announced a policy of multiculturalism. Rather than seeking to create a culturally homogeneous society, Australians began to recognise and celebrate cultural diversity.

This new acceptance of multiculturalism in Australia was strengthened by the *Racial Discrimination Act 1975*, which aimed to protect everyone in Australia from discrimination based on race, descent, nationality or ethnic origin.

This ensured that everyone was treated equally and offered the same opportunities.

This policy of multiculturalism has helped Australia to develop into one of the most diverse nations on Earth. It is estimated that more than 28 per cent of Australians were born overseas, and that there are more than 300 different languages spoken. Australia's policy of multiculturalism and the *Racial Discrimination Act* have helped encourage migrants from all across the world to make Australia their home.

At the time the *Racial Discrimination Act* was introduced, Immigration Minister Al Grassby said the following of the White Australia Policy:



▲ **Source 3.22** Quote from Immigration Minister Al Grassby

Source: 'Race lesson for leaders in policy's slow demise', *The Sydney Morning Herald*, 4 May 2005

RESPONDING TO THE SOURCE – 3.13

Was the introduction of the *Racial Discrimination Act* the 'death' of the White Australia Policy, as Grassby states in Source 3.22?

◄ **Source 3.23** Al Grassby, Immigration Minister under Gough Whitlam in the 1970s

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REFLECTING ON YOUR LEARNING 3.3

1 How significant was Gough Whitlam's introduction of the *Racial Discrimination Act 1975* in ending the discriminatory policies of previous governments?
2 Did the *Racial Discrimination Act* change Australian attitudes towards immigration?
3 How was Australian involvement in the Vietnam War a contributing factor in changing Australian immigration policy?

Complete the 'Reflecting on your learning' activities and the Quiz in the Interactive Textbook.

3.4 To what extent has Australian society embraced or challenged the concept of multiculturalism?

FOCUS QUESTION

The fourth wave: what happened in making multicultural Australia?

So far, we have seen the ways in which the White Australia Policy was slowly eroded. This shift, which saw a greater diversity of peoples migrate to Australia, slowly began to reshape Australian society. This final section explores the extent to which perspectives on immigration have changed (or continued) since Federation, as we seek to answer the inquiry question, 'How has Australian immigration policy changed over time and what impact has this had on Australian society and attitudes?'

1975 – today

A poll conducted in 1975, after the end of the Vietnam War, suggested that 54 per cent of Australians believed that refugees from Indochina [Vietnam] should be welcomed into the country.

When Malcolm Fraser became Prime Minister in 1975, the Australian Government began a process that would eventually see more than 70 000 refugees resettled in Australia. Though less than 2500 of the more than 70 000 refugees resettled in Australia arrived in Australia on boats, the arrival of these refugees helped to galvanise political support for a solution to these dangerous voyages.

At this time, both major political parties were committed to helping refugees settle in Australia. The government helped set up refugee camps in Asia and increased the number of refugees they accepted from camps across Asia in the 1970s.

From the late 1980s onwards, Australia's immigration policies began to change. The Hawke and Keating governments oversaw a shift to a more multicultural policy approach.

The National Agenda for a Multicultural Australia (1989) defined multiculturalism as:

> The right to cultural identity (expressing and sharing one's individual cultural heritage, including their language and religion); social justice (equality of treatments and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth); and economic efficiency (the need to maintain, develop and utilise effectively the skills and talents of all Australians).
>
> The obligation to have an overriding and unifying commitment to Australia, to its interests and future first and foremost; to accept the basic structures and principles of Australia; and to accept that the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

▲ **Source 3.24** Australian Government (Office of Multicultural Affairs), *National Agenda for a Multicultural Australia*, Australian Government Publishing Service, July 1989

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RESPONDING TO THE SOURCE – 3.14

1 Using Source 3.24, what rights and obligations does multiculturalism entail?
2 How do the perspectives in this source show a change in attitude towards immigration compared to Sources 3.18 and 3.19?

asylum when a country gives protection to someone who has been forced to leave their home country

offshore processing immigration policy that requires people seeking asylum to be moved to processing facilities or detention centres in a country other than the one those people arrived in

detention centre facility where people who have arrived in a country without a valid visa are held while their claims for asylum or refugee status are assessed by the government

migration zone area defined by the Australian Government in which Australian visa law applies – people who are apprehended by Australian authorities outside this zone have very limited access to legal appeals or protection using Australia's legal system

One of the ways in which the policy of multiculturalism impacted Australian society was the establishment of the Special Broadcasting Service (SBS) in 1980, which today continues to broadcast news in a wide range of languages and programming from around the world. We will revisit SBS in another chapter when we look at popular culture. The cultural diversity celebrated by multiculturalism was seen as a concern for some conservative Australians, including those within the Liberal Party. They argued that diversity meant migrants would remain strongly tied to their home nation instead of being loyal to Australia, and they also worried that immigration would weaken our ties with Britain and our traditional (white) Australian identity.

Challenges to multiculturalism

In 1992, Australia introduced mandatory detention for people who arrived in Australia seeking asylum. People who came to Australia as asylum seekers via air or sea would be held in detention centres while the Australian Government conducted background checks and decided whether or not to grant them **asylum**. When first introduced, people could be detained for 273 days. In 1994, the Keating Government removed this limit so that people held in detention could be held there for an unlimited amount of time.

In 2001, the Australian Government set up a system of **offshore processing** for asylum seekers. This meant that people seeking asylum who came to Australia by boat could be placed in **detention centres** based in places like Christmas Island (an Australian territory outside the Australian mainland) or other countries entirely, like Nauru.

In late 2001 the Australian Government passed the *Migration Amendment (Excision from Migration Zone) Act 2001*, which legally excluded some Australian territories, like Christmas Island, from its **migration zone**. This meant that asylum seekers who arrived at places like Christmas Island were not legally entitled to have their claims for asylum or refugee status processed in Australia, despite coming to an Australian-owned territory.

REFLECTING ON YOUR LEARNING 3.4

1 Have Australian attitudes to immigration changed at the same rate as the societal shift towards multiculturalism? **Explain** your answer.
2 Have Australian responses to refugees and asylum seekers embraced or challenged multiculturalism?
3 How might multiculturalism itself contribute to the diversity of attitudes and opinions on the topic of immigration?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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3.5 How do differing perspectives on multiculturalism continue to impact Australian immigration policy and society?

FOCUS QUESTION

What are the differing perspectives on immigration in Australia?

In recent years, there have been many controversial incidents in Australia relating to immigration. These incidents have been hotly debated by Australians, who by no means have a single opinion on how immigration should be managed by the Australian Government.

The rise of Pauline Hanson and One Nation

In 1996 Liberal Party candidate Pauline Hanson was disendorsed and prevented from running as a Liberal candidate during her campaign for the federal seat of Oxley in Queensland, after making offensive comments about Aboriginal and Torres Strait Islander Peoples. Hanson continued to run as an independent candidate and, despite the controversy, was elected to Australia's Federal Parliament. In 1997 Hanson formed the Pauline Hanson's One Nation political party, more commonly known simply as One Nation.

ACTIVITY 3.3

Using historical sources as evidence

> I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettoes and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country.

▲ **Source 3.25** Pauline Hanson, from her 1996 maiden speech to Parliament

> In my first speech in 1996 I said we were in danger of being swamped by Asians. This was not said out of disrespect for Asians, but was meant as a slap in the face to both the Liberal and Labor governments who opened the floodgates to immigration, targeting cultures purely for the vote, as expressed by former Labor minister Barry Jones – to such an extent that society changed too rapidly due to migrants coming in the front door but also the back door, via New Zealand. Now we are in danger of being swamped by Muslims, who bear a culture and ideology that is incompatible with our own … Tolerance has to be shown by those who come to this country for a new way of life. If you are not prepared to become Australian and give this country your undivided loyalty, obey our laws, respect our culture and way of life, then I suggest you go back where you came from.

▲ **Source 3.26** Pauline Hanson, from her 2016 return speech to Parliament

1. What is Hanson's main idea or argument in each source?
2. How do her word choices help to convey her messages?
3. Can you **identify** any biased or prejudiced perspectives in these speeches?
4. How do Pauline Hanson's speeches reflect the change or continuity in Australian attitudes to immigration?

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One Nation's platform of policies promised to drastically reduce immigration and abolish multicultural policies. Hanson claimed that the 'culture, values and shared identity' of Australians were threatened by immigration. The divisive rhetoric of Hanson and One Nation plays into old fears that have existed in Australia since before Federation. However, these controversial topics pose a real threat – not only to the unity of Australian society, but to the safety of many members of that society as well.

Islamophobia

Islamophobia is not a new phenomenon, but it worsened in the wake of the 9/11 attacks in September 2001, when Islamic terrorists flew planes into the World Trade Centre in New York City. This sparked a global backlash, including the War on Terror in Afghanistan. In recent years there has been a growing number of Islamophobic incidents reported in Australia. A study from Charles Sturt University found that the people most at risk of abuse were women wearing a hijab, or headscarf. Between 2016 and 2017, 72 per cent of all reported Islamophobic incidents involved women. According to researchers, these incidents are often linked to the anti-Islam rhetoric of politicians or media reporting.

The Cronulla riots

In 2005, on a beach in the Sydney suburb of Cronulla, an altercation took place between two groups of young men. One group of young men were of Middle-Eastern appearance and the others were white. The fight between the two groups became very violent, and the police had to be called.

The media reported on the incident, which continued to be widely reported on in the following weeks. At the same time, text messages were being sent around, encouraging people to 'rally' in Cronulla the following weekend. One well-known radio personality even mentioned the 'rally' on their show. On the following weekend more than 5000 people showed up at Cronulla Beach wearing Australian flags and singing racist chants.

Some members of the crowd that had gathered started attacking anyone they thought was 'of Middle-Eastern appearance'. Many people were injured in these attacks, which took large numbers of police to contain.

▲ **Source 3.27** Photograph from the Cronulla riots

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▲ **Source 3.28** Violence on the day of the riots – a mob beating and punching a young man

RESPONDING TO THE SOURCE – 3.15

1 **Describe** the age and gender of the rioters in both images in Sources 3.27 and 3.28.
2 Who is presenting the bigger danger in Source 3.28? Does this **justify** or undermine the actions of the rioters?
3 What nationality are the rioters? **Use** evidence from Source 3.27 to support your answer.

Nationalism

The rioters in Cronulla and the One Nation voters who support Pauline Hanson argue that they are working in defence of 'the Australian way of life'. This desire to strongly defend a single unified ideal of what a nation is underpins the ideology of **nationalism**.

Nationalism, particularly a belief that Australia was a land of white, conservative values, underpinned the White Australia Policy. This was reinforced by the policy of assimilation, which required migrants to learn English and adopt an 'Australian' way of life. Support for assimilation waned, and we actively sought to welcome migrants, respect their differences, and develop a genuinely multicultural Australia during the 1970s and 1980s. However, increasing concern about migrants' 'loyalty to Australia' saw a backlash against immigration, typified by people like Pauline Hanson. As we saw in Chapter 2, nationalism is one of the driving ideologies of Donald Trump's supporters.

The 'Pacific Solution'

As a part of the attempt to stem the tide of illegal immigration by boat, and its high death toll, the Howard Government introduced the 'Pacific Solution' in 2001, with Howard declaring 'we will decide who comes to this country and the circumstances in which they come'. The Pacific Solution proposed that anyone arriving by boat without a visa would be relocated outside of Australian territory in detention centres. The trigger for the Pacific Solution was the *Tampa* crisis.

nationalism belief in the importance of strongly identifying with your own nation and vigorously supporting its interests

The *Tampa* Crisis

In August 2001, an Australian border aerial control identified a vessel they believed to be drifting off the coast. Overnight, a severe storm worsened conditions, so the Australian Coastguard requested any nearby vessels to assist the ship they had identified. A Norwegian freighter, the *Tampa*, located the vessel and rescued the 438 asylum seekers who were on board.

The Australian Government directed the *Tampa* to take the asylum seekers to Indonesia, but the captain refused, as a number of asylum seekers were very ill and the group were demanding to be taken to Australia. The captain travelled to Christmas Island, an Australian territory, but was denied permission to land.

After the captain refused to leave, Prime Minister John Howard negotiated with the nearby island nation of Nauru to take the asylum seekers and the *Tampa* later delivered the asylum seekers there.

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The *Tampa* crisis threw Australian immigration policy into the international spotlight, after the Norwegian government condemned Australia's response as inhumane and contravening international law. Our neighbours New Zealand provided 208 places for the asylum seekers and others were given refuge in Sweden, Canada and Norway. Ultimately, only 28 of the people who were rescued by the *Tampa* were given asylum in Australia. Many of the asylum seekers were returned to a Taliban-controlled Afghanistan.

Offshore detention continues to strain Australia's international relationships. As recently as 2017, when Australia was pressured to shut down the detention facility on Manus Island, New Zealand offered to take some of the remaining refugees, but Prime Minister Malcom Turnbull refused the offer, as the Liberal Party believed this would send a message that would encourage illegal immigration attempts. New Zealand Prime Minister Jacinda Ardern said the following at the time:

▲ **Source 3.29** PM Jacinda Ardern, on New Zealand's longstanding offer

RESPONDING TO THE SOURCE – 3.16

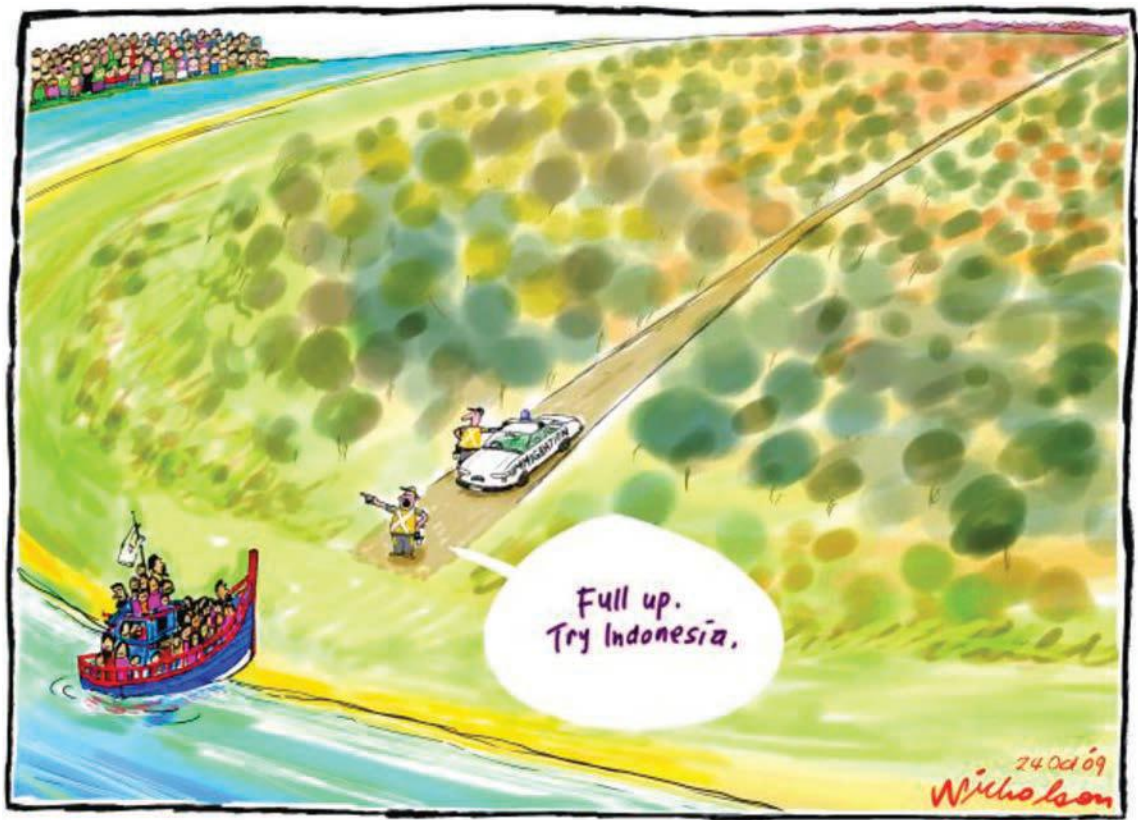
How does PM Ardern's comment demonstrate the international community's view on Australian immigration policy?

'Stop the Boats'

The subsequent Labor Government (2007–13) in Australia, in response to community concerns about the perceived arrival of 'boat people', introduced a policy that those in offshore detention could not be granted permanent residency in Australia, even if asylum or refugee status were granted.

Liberal Party Prime Minister Tony Abbot then strengthened Howard's policy when he came to power in 2013, instigating Operation Sovereign Borders, which turned boats back to their port of origin. This greatly angered our neighbour Indonesia, as most boats headed for Australia set off from Indonesian waters.

These policies were effective in reducing illegal immigration by boat, but have also raised human rights concerns both in turning people away and in their treatment in detention centres. Our policy has also strained our relationship with our immediate neighbours, who will bear the burden of both housing and supporting these refugees.



▲ **Source 3.30** 'Full up.' A cartoon by Peter Nicholson from *The Australian*, 24 October 2009

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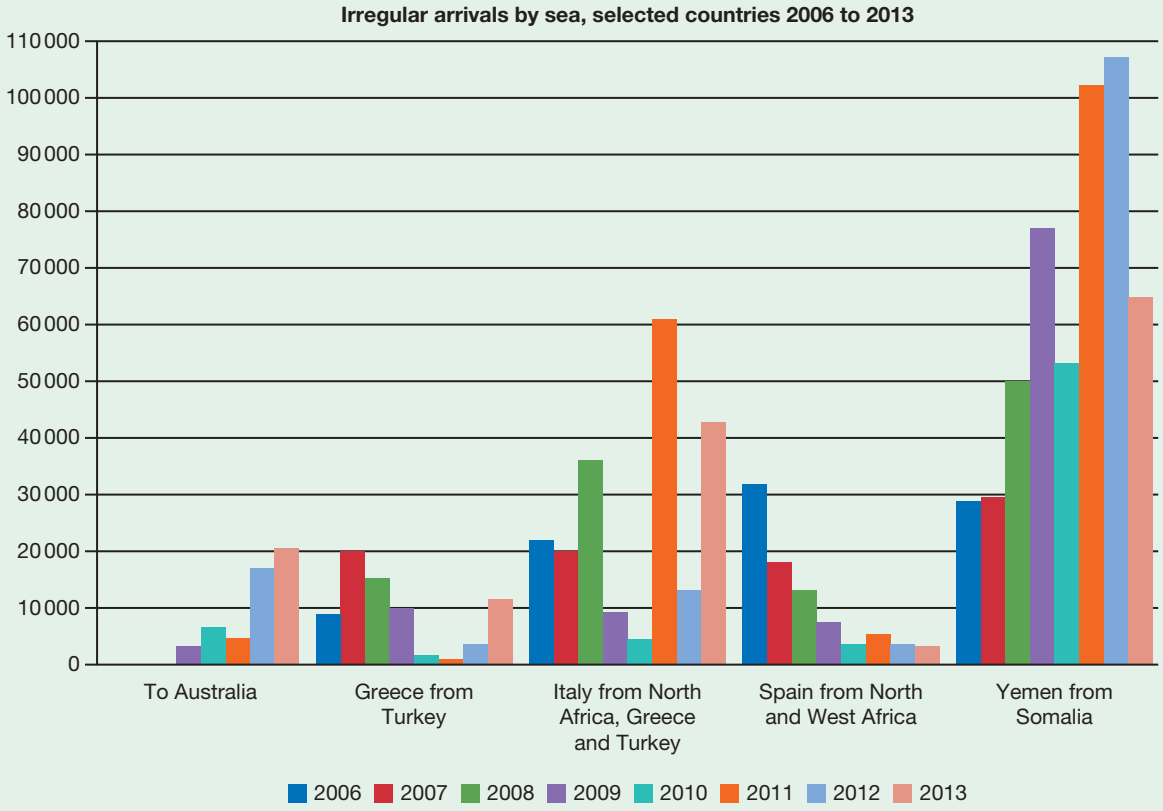
RESPONDING TO THE SOURCE – 3.17

1 What does the cartoon in Source 3.30 explicitly depict?
2 What is the message or critique implied in the cartoon?



▲ **Source 3.31** Irregular arrivals by sea, from 2006 to 2013, per countries (note: Australia only from 2009)
Source: Parliamentary Library, data source: UNHCR, 'All in the same boat: the challenges of mixed migration'

RESPONDING TO THE SOURCE – 3.18

1 Using the data displayed in Source 3.31, how many irregular arrivals by sea came to Australia in 2010?
2 How many arrivals came in 2012 and 2013?
3 What is the trend you observe in arrivals to Australia over time?
4 How might this trend have motivated government policy makers?
5 Does the other data in the table support the claim that Australia was facing a major 'boat people' crisis?

ACTIVITY 3.4

1 What major global event occurred only a few days later in September 2001, which overshadowed Australia's refugee 'crisis' and also shifted public attitudes towards people of Middle Eastern and particularly Islamic origins?
2 How may have this event contributed to further strengthening of Howard's immigration policies?

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▲ **Source 3.32** 'The queue jumper', showing Prime Minister John Howard

RESPONDING TO THE SOURCE – 3.19

1. What is the *context* of the image in Source 3.32? Note the date (1 September 2001) and the words of the main figure.
2. Which organisation is John Howard complaining to?
3. How does the cartoonist's depiction of those waiting in line juxtapose Howard's frantic demand? Is this implication about the scale of the problem corroborated or contested by Source 3.31?

Making connections

Australia as a land has been owned and cared for by the various Aboriginal and Torres Strait Islander nations for tens of thousands of years. With the establishment of the British colonies came waves of immigration. Much of this immigration was caused by economic incentives, such as the gold rush, or from Australia being advertised as a workers' paradise. These early immigrants began a long tradition of foreigners travelling to Australia to make it their home, build new lives and find prosperity here. The social and economic growth that resulted from these waves of immigration has helped to make Australia the successful and multicultural society it is today. Debates about immigration and diversity will continue to be held in Australia well into the future as our approach to immigration and migrants remains an issue of debate in contemporary Australian society.

REFLECTING ON YOUR LEARNING 3.5

1. How do ideas of nationalism (the belief in a single unifying national identity) impact Australia's immigration policies?
2. How do these debates about cultural homogeneity (uniformity) continue to shape events and policies in Australia?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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End-of-chapter assessment 3

1 **Create** a table like the one below and add information about each key scheme, plan or law discussed in this chapter. We have done one for you as an example.

Scheme/plan/ legislation	Year it was introduced	Key impacts
Pre-Federation	–	
Immigration Restriction Act	1901	Set limits on migration to Australia – anyone who was not European was barred from entering Australia Any migrant could be forced to sit a 50-word dictation test – if they failed, they would be denied entry to the country
'Populate or Perish'	1945	
Racial Discrimination Act	1975	
Mandatory detention legislation	1992	

2 **Class discussion: ongoing debates**

The debate about Australia's immigration policies continues today. As an example, the Murugappan family is currently (as of 2021) in Perth home detention, after being detained on Christmas Island for several years.

Priya and Nades Murugappan travelled to Australia separately from Sri Lanka on people-smuggling boats, both claiming refugee status. They met and married in Australia and have two daughters. In 2018, the Department of Immigration found that their claim for asylum was unfounded, and so attempted to deport the family. However, the case is being challenged in the courts as the visa status of the younger child Tharnicaa is not clear.

On one hand, the government believes that allowing the Murugappan family to stay will encourage other people to attempt to reach Australia by boat, while others argue that keeping the family on Christmas Island for more than 18 months violates their rights.

Undertake some research and, with your teacher's support, have a conversation about what you believe the evidence suggests the best course of action for the Murugappan family would be. Remember, history is about perspectives, so while you may not agree, if an idea is supported by evidence, you must treat the idea respectfully. Please access the Interactive Textbook for a link to an article which may be a helpful starting point.

3 **Written response: a longstanding practice**

The plight of the Murugappan family cannot be attributed to the 'stop the boats' era policies alone. The deportation of children had garnered media attention much earlier.

Read these sources about the experience of Nancy Prasad in 1965 and then answer the questions that follow.

> In 1965 five-year-old Nancy Prasad was to be deported from Australia. As an Indian Fijian she was not welcome in a country that still supported the White Australia Policy. A daring stunt was planned to prevent her deportation. Aboriginal leader Charles Perkins staged a kidnap to draw attention to the injustice of Australia's immigration policies. But the following day the government made sure she left.
>
> In the 1970s, a new Immigration Minister, Al Grassby, responded to a call on live television and teenager Nancy was finally allowed to return to Australia.

▲ **Source 3.33** Extract from the interactive documentary *Immigration Nation* on SBS

a Using Sources 3.33–3.35, **describe** how Nancy Prasad's experience exemplifies Australia's changing attitudes to immigration.

b How does the Murugappan family's experience mirror that of Nancy? How does it differ? What does this suggest about the Australian Government's policies over time?

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'We couldn't really comprehend that the Australian government was going to that extent to remove a little child from her family that loved her.'

Nancy's brother Sam

'Although I was only a little girl I will never regret that it happened because it highlights the bravery of the family against all odds to keep together, it's in the human nature to fight for what we believe is right.'

Nancy

'If she's still as nice as she was when we deported her when she was five, I'll be delighted to welcome her back.'

Immigration minister Al Grassby

'They just got on with it and had a life. They settled here and to all extents and purposes they were a success. The father bought a house after just two years.'

Dr Gwenda Tavan, politics lecturer at La Trobe University in Melbourne

'There have been many hurdles of my life journey both personally and as a family, but we all work hard for our achievements and we are grateful for the opportunities to do so because it's all worth it in the end.'

Nancy

'It makes me so proud of our children, to see them all grow up to be so tolerant and caring towards others because of their parents' backgrounds. This is and should be the Australian way.'

Nancy

'Maybe immigration and asylum seeker policy makers should remember that they are dealing with human beings that are desperate, so desperate that they risk so much to travel here in the hope of a better life for their children.'

Nancy

'Perhaps if they made it a little easier to apply through the right channels they may not risk their lives so flippantly. It took my family many years pleading with immigration before a positive outcome was achieved. As a result our contribution to our adopted land has been most rewarding for both ourselves and our country.'

Nancy

'I am so very happy here, this is my land, my country, my Australia. I have travelled to many places and I would not live anywhere else in the world.'

Nancy

▲ **Source 3.34** Extracts from 'Deported: Nancy Prasad was the little girl who helped bring down the White Australia policy', Matthew Benns, *The Daily Telegraph*

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THE AUSTRALIAN

WHISKED OFF BY STUDENT... RETURNED SAFELY 2 HOURS LATER

NANCY 'KIDNAPPED'

Deportation plane leaves without her

'This was a lawless act' –Opperman

BITTER CLASH ON STATE AID AT A.L.P. CONFERENCE

One day in history...

SEE PAGE 9

TEACHER EXAM OFF: LEAKAGE

Bomber explodes in street

Rain, rain, rain

Peace envoy to see LBJ

WEATHER

◄ **Source 3.35** *The Australian*, Saturday 7 August 1965, page 1 (you can zoom in on this newspaper image in the digital versions of this textbook)

4 Short essay

Consider Table 3.1. **Use** this and other sources from throughout the chapter or your own further research to write a short essay answering the following question: 'Do Australian attitudes reflect our multicultural society today?'

TABLE 3.1 Australia's population by country of birth in 2019 (top 10 countries of birth for overseas-born)

Country of birth	Population in Australia in 2019 ('000)	Proportion of the total population of Australia
England	986	3.9%
China	677	2.7%
India	660	2.6%
New Zealand	570	2.2%
Philippines	294	1.2%
Vietnam	263	1.0%
South Africa	194	0.8%
Italy	183	0.7%
Malaysia	176	0.7%
Sri Lanka	140	0.6%
All overseas-born	7530	29.7%
Australian-born	17836	70.3%

Source: Australian Bureau of Statistics

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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CHAPTER 4

How significant was Australian engagement with global pop culture in contributing to changes in Australian identity?

Setting the scene: Woodstock – a demonstration of pop music's power

One of the most iconic pop culture events that captured the anti-war counterculture of the 1960s was Woodstock. The three-day festival was held in August of 1969 on a farm in New York State. The event drew over 400 000 people. It originally garnered media criticism for the management of the event; however, a documentary released about the Woodstock Festival in 1970 cemented its status as one of the greatest musical events of the twentieth century. Some of the most iconic performers of the era played at Woodstock, including The Who, Jefferson Airplane, Creedence Clearwater Revival, the Grateful Dead, Janis Joplin and Jimi Hendrix.

▲ **Source 4.1** 1969: A large crowd of young people sit on top of cars and buses during the Woodstock Music and Art Fair

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▲ **Source 4.2** August 1969, Bethel, New York: Attendees dance to flute music at the iconic Woodstock Music and Art Fair

▲ **Source 4.3** Vintage 7-Up advertisement, 1949

▲ **Source 4.4** Vintage 1960s holiday magazine advertisement

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RESPONDING TO THE SOURCES – 4.1

1. What do Sources 4.3 and 4.4 imply about family life in the 1950s and 1960s?
2. How do Sources 4.1 and 4.2 challenge these expectations?
3. Do you think the mother in Source 4.3 would be pleased to see her daughter behaving like the young woman dancing in Source 4.2? Why or why not? **Use** evidence from the sources to support your answer.
4. How do these sources show the ways in which popular youth culture can be a force for social change?

Australia's Woodstock

Queensland hosts one of Australia's largest music festivals: the Woodford Folk Festival is a six-day event that culminates with a bonfire celebration, 'The Fire Event', on New Year's Eve each year. Across the six days, over 130 000 people visit the site, which is a former dairy farm. Stars from Australia and the international folk and alternative music scene perform, with a temporary village of market and food stalls being built for each event.

▲ **Source 4.5** Attendees enjoying the Woodford Folk Festival, 2016

RESPONDING TO THE SOURCES – 4.2

1. **Compare** and **contrast** this image with Source 4.2. What does this suggest about the role of popular culture in young people's lives over time?
2. **Consider** the age of the women in Sources 4.2 and 4.5. The woman from 1969 would be old enough to be the younger woman's mother. Do you think it is likely she would approve of her daughter's activity? What does your answer suggest about the process of ageing and our attitudes?

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Chapter overview

Introduction

In previous decades, popular culture was defined by and limited to the technology available and the social norms of the time. After World War II ended in 1945, young people were told that a happy life meant work, marriage, children and ownership of material items. However, the rise of rock 'n' roll, anti-establishment ideas, and the emergence of a unique 'Australian' identity were all enabled by young people finding their way in a post-war, rapidly globalising world of music, film and television. Young people in Australia were drawn to ideas that matched their view of the world around them, not the one imposed upon them by earlier generations.

Learning goals

Unit/Key inquiry questions

- How significant was Australian engagement with global pop culture in contributing to changes in Australian identity?
- How have Australian artists used pop culture as a form of activism on local and global issues? (The historical concept of change is implied here as activism is a call for change.)

Chapter/Sub-inquiry questions

- How did the critical events of the 1960s shape Australian popular culture?
- How have popular music genres changed over time?
- How significant was the development of the Australian television industry in connecting Australia to an increasingly global world?
- How have the attitudes that underpin Australian sporting culture changed over time?
- How has popular music influenced movements for social change?

Historical skills

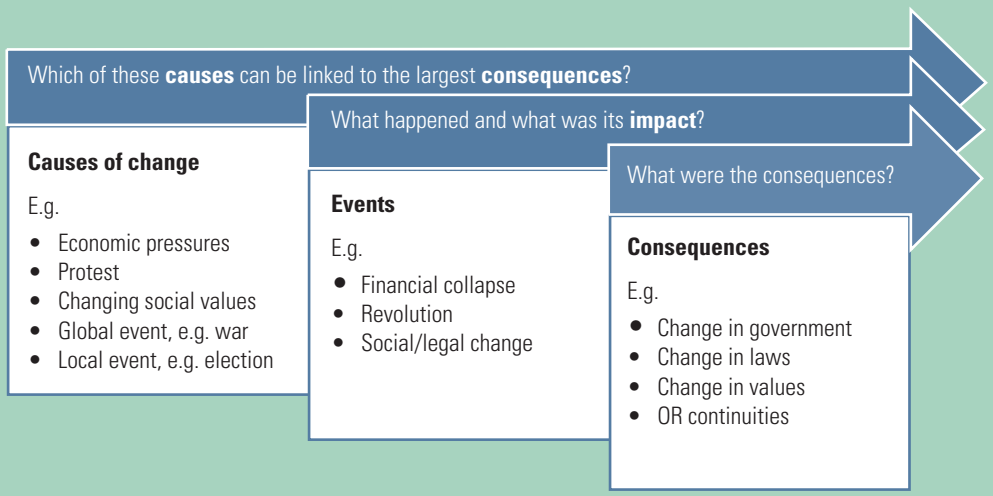
After completing this chapter, you should be able to:

- Identify and locate relevant sources as you respond to the unit inquiry questions
- Identify the origin, context and purpose of both primary and secondary sources
- Identify and analyse the perspectives in sources
- Evaluate the reliability and usefulness of these sources
- Synthesise evidence from sources to develop historical arguments
- Communicate your understanding and arguments in a range of ways

Please note: This chapter focuses on the historical concept of *significance*. To assess how significant or important a historical event or figure was, we need to draw on the full range of historical skills. Significance is also closely related to *change and continuity*, which was the focus of the last chapter, and *causes and consequences*, as by understanding how and why something changed, we can make an assessment of how significant different causes or outcomes of that change were for various groups.

In the diagram below, we can make judgements about *significance* by looking at the relationships between the various causes and consequences. The causes that resulted in a large-scale change for a nation or group are significant, while other causes that only made a small contribution to the event or its outcome are less significant. We can also assess whether the change itself is significant – was it a big change that affected a large number of people or a relatively small change?

To make these decisions, we need to use historical evidence that has been analysed, evaluated and synthesised. Sources can provide us with reliable accounts of, or discussions about, events or a range of perspectives (which may or may not be reliable) that are useful in deciding how significant an event was. In this chapter, you will use sources to make decisions about how significant popular culture is in both contributing to and reflecting social change in Australia.



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Timeline of key events

What came before this topic?

Prior to the 1950s, the world had been consumed by war. From World War I at the start of the century, the Great Depression of the 1920s and '30s, and to the domination of the first half of the 1940s by World War II, the world had been consumed by conflict and economic turmoil for almost 50 years. Millions of people had died and been displaced. In many cases, entire nations had to rebuild themselves from the ground up. With the conclusion of World War II in 1945, the victorious Western democracies, including the UK, the USA and Australia, saw the opportunity to create a new world in which democratic freedoms promised limitless opportunities. It was the youth of this era who saw the opportunity to challenge the ideas that had held society together through the Great Depression and the war. It gave birth to a time of expression and rebellion.

German surrender, end of World War I

The Beatles in Australia

1945
World War II concludes

1955
Bill Haley releases the song 'Rock Around the Clock'

1956
Television is introduced to Australia as Melbourne hosts the Olympic Games

1964
The Beatles tour Australia

1966
Australian band The Easybeats release 'Friday On My Mind'

1966
Play School is screened on Australian television for the first time

1969
The Woodstock Music and Art Fair is held on a farm in New York State, 'celebrating peace and love'

1969
The first crewed spacecraft lands on the Moon

1970
Increasing opposition to the Vietnam War sparks global protests

1970
A dispute between American recording companies and Australian radio stations results in a radio ban on overseas music, leading to a boom in Australian popular music

1973
Australian band AC/DC forms

US servicemen in Paris holding 'Peace' placards join celebrating locals after the Japanese surrender to end World War II

AC/DC in their early days

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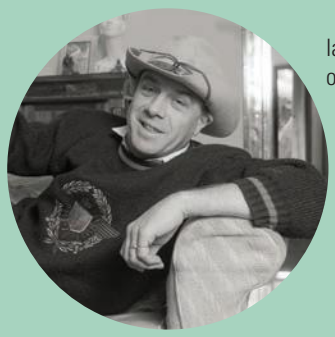
What came after this topic?

The internet age exploded in 2006 when broadband connections meant people could access the World Wide Web to download and upload content with ease. The birth of websites like YouTube, Facebook, Twitter and Wikipedia have dramatically changed the way popular culture is shared, understood and defined.



Ian 'Molly' Meldrum, host of *Countdown*

Cathy Freeman after her gold medal run in the 400 metre race, Sydney Olympics

1974
Australian music television program *Countdown* airs

1974
World Series Cricket begins, challenging the traditions of Australian sport

1979
SBS goes to air for the first time

1983
The Eurovision Song Contest is aired on SBS for the first time

1983
Australia wins the America's Cup sailing race

1989
Radio station Triple J first goes to air

1992
The first Big Day Out festival is staged

1996
The internet arrives in Australian homes

2000
Cathy Freeman wins gold at the Sydney Olympics

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4.1 How did the critical events of the 1960s shape Australian popular culture?

FOCUS QUESTION

How did Western pop culture in the 1960s influence Australian popular culture?

The 1950s was a period of relative social stability as the world worked to 'get back on its feet' after the devastation of World War II. However, as the babies born during the late 1940s and early 1950s became teens in the 1960s, world events, most notably the tensions of the Cold War, shaped the lives of young people as they listened to music that challenged the values of their parents and participated in counter-culture resistance to more traditional ways of life. Technology like television helped accelerate this widening generational gap. To understand how popular culture was both influenced by global events and contributed to changing global attitudes, undertake this research activity in small groups.

ACTIVITY 4.1

Research task

In pairs or small groups, choose one of the events in the table below and **develop** a one-page 'quick reference' resource for the class. It should cover:

- What happened
- A primary source that shows the reactions at the time
- What changed as a result
- A secondary source that comments on how the event was significant.

Note, when working with sources, you need to **select** the most relevant section of the source to include and ensure it is correctly referenced.

TABLE 4.1 Events of the 1960s

Year	Event	Details
1960	John F. Kennedy elected as US president	US voters elect John F. Kennedy, the youngest elected president in the country's history, based on his platform of progressive policies
1961	Construction of the Berlin Wall begins	Cold War tensions reach a new high as Germany is separated into (communist) East and (capitalist) West by a wall running through the city of Berlin. While the country was already divided, the wall was a powerful and tangible reinforcement of this, designed to stop people moving from East to West.
1962	The Cuban Missile Crisis	The world comes back from the brink of destruction as the USA and USSR back down at the last minute from using nuclear weapons against each other

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Year	Event	Details
1963	Australia becomes first nation to endorse the Nuclear Test Ban Treaty	The nuclear arms race was a defining feature of the Cold War, as nations raced to develop weapons and defences. Nuclear tests were undertaken in a number of locations (including Australia).
1964	The Gulf of Tonkin Incident	The US steps up its involvement in the Vietnam War
1965	Australian conscription begins for the Vietnam War	The Australian Government begins the 'birthday ballot' to **conscript** Australian men into the army, to eventually fight in Vietnam
1965	Protests over the South African Springbok rugby union tour to Australia	Opposition to the Springbok tour as a result of the South African Government's racist apartheid legislation
1967	The 1967 Referendum	After a long civil rights campaign, 90 per cent of Australians vote to include Aboriginal and Torres Strait Islander Peoples within the national census and to allow them to be subject to federal law
1968	The Vietnam War Tet Offensive	In the televised Tet Offensive, anti-American forces launched massive raids against the cities of Saigon and Hué, held by American and South Vietnamese forces – despite its strategic failure, the televised battles shocked American audiences watching at home and those who saw the footage around the world
1968	Assassination of Dr Martin Luther King Jr	African-American civil rights activist Luther King Jr is murdered by James Earl Ray. King's death is seen as a major blow to the many civil rights movements he inspired around the world.
1969	The Moon landing	Millions of people watch on television as the first crewed spacecraft lands on the Moon
1969	The 'summer of love'	The culmination of the hippie movement takes place at the Woodstock Festival
1970	Australian anti-war protests	Over 200 000 people protested Australia's involvement in the Vietnam War in every major capital city. These were the largest protests held in Australia to that point.

conscript to compulsorily make a person join the armed services

World events after World War II

For over a decade before World War II, the Great Depression had impacted negatively on the lives of Australians. The end of World War II meant that a new era of prosperity could begin. This was not without its challenges, though. Thousands of men who had returned from fighting the war overseas needed work and housing. At the same time, working women were expected to leave the jobs they had worked while men were away fighting and return to the family home to raise children.

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As we learned in Chapter 3, the arrival in Australia of migrants escaping the devastation of the war in Europe meant that Australia's population rapidly grew by 1.2 million over the 10 years between 1945 and 1955. Many British migrants came to Australia to start a new life away from a country ravaged by war. The need for new housing grew beyond the city limits of capital cities, and so the suburbs were born. These suburbs began to fill up with new families and their young children. A dramatic post-war increase in childbirth across the world saw this generation of children earn the nickname 'baby boomers'.

Owing to their larger than usual representation in Australia's demographics, the baby boomers and their parents are and have been a major influence on Australian popular culture through the decades. As teenagers they were major consumers of music and fashion. Their parents became consumers of the cars, furniture, televisions and luxury goods that defined the post-war era. Through their adulthood and old age, baby boomers have remained a dominant social, political and economic force in Australia.

Despite the shadow of the Cold War, post-war Australians looked to the future with optimism. The suburbs provided homes, space and a chance to take part in the developing Australian way of life. A significant contribution to the creation of this way of life began with the establishment of the 40-hour working week in 1948. From that time on, it became law that anyone who worked for more than 40 hours each week would be paid extra for the additional time they worked. This put a limit on how many hours people had to work from Monday to Friday. It also established the weekend as a time of leisure.

For the majority, the Australian way of life was characterised by hard work, conservative Christian values and a notion of egalitarianism. Everyone in Australia would be given a fair go. This idea was not always applied to migrants and Indigenous Peoples, however.

The rapid growth of post-war technology brought television into the homes of Australians. For years the Australian Government had been undecided about the introduction of television into Australia. By the middle of the 1950s, however, it was decided that television could be a great tool to provide entertainment and encourage good citizenship.

Whole families would travel to big cities to see these new devices in store windows. Women's magazines advised mothers how to rearrange their living rooms to make a television the centrepiece. People invited their neighbours around for 'TV parties', and marvelled at the ability of this new technology to bring families and community together. After its introduction to Australian homes in 1956, around 90 per cent of Sydney and Melbourne homes had a television by 1965.

One of the first and most important television broadcasters in Australia was the Australian Broadcasting Corporation (ABC). The ABC began by telling Australian stories to local television audiences. It created documentaries about the outback and reported on Australian news and current events. In this way, Australian audiences were able to develop an understanding of who they were. However, the majority of television broadcasters were commercial stations that specialised in American shows like *I Love Lucy* and *Father Knows Best*.

For manufacturers of products like cars, washing machines and fridges, television was a means to put their advertising right inside the homes of the very people they were trying to sell to. During commercial breaks the latest model Holden could be promoted to the father of the house, or white goods to the mother of the house (as per the prevailing gender stereotypes at the time). Companies soon found out that television audiences had a range of tastes. The kind of television show a father liked might not be what a mother liked, and it was easy to assume their teenaged children didn't like either parent's preferences. In response to this, audience-specific programming was born so that the tastes of individual family members could be matched by both TV shows and the commercials that accompanied them.

REFLECTING ON YOUR LEARNING 4.1

Discuss

After completing this section, **discuss** with your class: how does popular culture respond to significant events or social changes? **Justify** your argument using evidence from sources in this section and your wider knowledge.

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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4.2 Forces for change: music

FOCUS QUESTION

How have popular music genres changed over time?

Rock 'n' roll

A combination of American blues, jazz and country music, rock 'n' roll is a style of music that seemed custom-designed to reflect the energy and rebelliousness of young people from the post-war era. Performers like Elvis Presley danced provocatively and sang about controversial issues.

It was feared that rock 'n' roll would ruin the moral fibre of the youth. Australian music historian Bob Rogers wrote:

> It was not merely a case of Roll over Beethoven, more the almost entire rejection of an inheritance of style, taste, manners, behaviour and ethics in the pursuit of change.

▲ **Source 4.6** Bob Rogers with Denis O'Brien, *Rock 'n' Roll Australia – the Australian Pop Scene 1954–64* (Cassell Australia, 1975)

The 'public danger' of rock 'n' roll came under closer scrutiny. An article in the homemakers' magazine *Woman's Day* reflected parents' fear of rock 'n' roll when referring to Bill Haley.

> Rampaging youngsters of both sexes, aroused to uncontrollable frenzy, have rioted in nearly every city and each instance the cause … has been the same – exposure to the beat of rock 'n' roll music.

▲ **Source 4.7** 'The Comets are coming', *Woman's Day*, 14 January 1957, p. 7

◄ **Source 4.8** Popular American actor and singer Elvis Presley in a promotional portrait for *Jailhouse Rock*, a movie he starred in. Presley was a cultural icon and many Australian teenagers copied his hairstyle and fashion.

RESPONDING TO THE SOURCES – 4.3

1. What perspective do Sources 4.6 and 4.7 hold on rock 'n' roll?
2. Which age group is seen to be most 'at risk' from rock 'n' roll?
3. How does Source 4.8 suggest rock 'n' roll culture may have presented a challenge to Australian conservative values? You may like to **consider** Sources 4.3 and 4.4 in your response.

Surf culture

Prior to 1956, surfing at Australian beaches had been a relatively small subculture. The arrival of the Californian life-saving team, as part of the Melbourne Olympic ceremonies, introduced surf culture to a wider group of Australians. Surfing's popularity would boom throughout the following decade until it became a culture that was – and still is – deeply connected to Australian identity. Young men and women flocked to Australian beaches with surfboards and rode waves around the nation. Yet surfing was seen as antithetical to Australian values of conservatism and hard work; surfers developed a reputation as 'beach bums' who spent their days half-dressed and avoiding responsibility. While not as 'dangerous' as rock 'n' roll, surf culture presented another threat to the conservative Australian way of life.

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The Beach Boys

In the early 1960s Australian surf culture was on the brink of a huge boom. The sport had become a fully fledged lifestyle that was backed by its own soundtrack. Chief among the surf bands was The Beach Boys. Their hit song, 'Surfin' USA', drove a new attitude that solidified surfers as a standalone subculture that rejected conservative values. Pitted against the wholesome image of Surf Life Saving clubs, the hedonistic and carefree lifestyles of surfers were epitomised in the lyrics of 'Surfin' USA'.

The Beach Boys would be a global phenomenon well into the 1960s, inspiring countless Australian bands and musicians to create their own Australian surf sound. Little Pattie's hit song 'He's My Blond Headed Stompie Wompie Real Gone Surfer Boy', recorded when she was just 14 years old, was one of Australia's shortest hit songs in history, with one of the longest titles! The Stomp was a popular dance specific to the surf culture – a culture dominated by The Beach Boys sound that attracted 40 000 fans to a 'Stomp' festival in Sydney in 1964.

▲ **Source 4.9** The Beach Boys at the beach, Los Angeles, 1962

ACTIVITY 4.2

1. Look up the lyrics to 'Surfin' USA' online. **Examine** verse two, which talks about their planned 'surfari'. What do these lyrics suggest about the band's values?
2. How could this be of concern to Australian parents?
3. How do The Beach Boys differ from Elvis in Source 4.8?
4. Why might The Beach Boys have held such appeal for many young Australians? **Use** Source 4.9 in your response.

The Beatles

The Beatles were the ultimate symbol of 1960s music. A global phenomenon to this day, these four young men from Liverpool, England, created a sound that would revolutionise rock 'n' roll and dominate popular music for at least the next decade.

Teenage music fans idolised the band to the point of hysteria, giving rise to the term Beatlemania. Their popularity grew so much that in 1966 lead singer John Lennon controversially stated that they had become 'more popular than Jesus'. Representing a softer, more approachable version of rock 'n' roll, The Beatles' early hits were about fun and teenage romance. These songs helped to bring rock 'n' roll into mainstream popular culture.

The Beatles were the first British act to dominate the American music scene. They were also far and away the most popular band in Australia to date. There are few people alive who do not know who they are.

Its 1964 tour of Australia brought Beatlemania to the streets of Melbourne. Over 50 000 screaming fans surrounded their hotel on Exhibition Street in Melbourne, singing, chanting and screaming in the hope of a glimpse of their heroes. The hysteria was so extensive that over 300 people were treated in the hotel foyer and another 40 were taken to hospital.

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▲ **Source 4.10** The Beatles at the Granville Studio performing on *Shindig* – left to right are George Harrison, John Lennon, Ringo Starr and Paul McCartney

▲ **Source 4.11** Melbourne, 9 June 1964: Huge crowds surrounding The Beatles on their Australian tour

RESPONDING TO THE SOURCES – 4.4

1 Why might The Beatles and The Beach Boys have been popular in Australian mainstream culture? **Use** evidence from Sources 4.9 and 4.10.

2 How does Source 4.11 **demonstrate** the role new media like TV may have played in the spread of popular culture in Australia in the 1960s?

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The Easybeats

The Beatles' tour in 1964 was a transformative moment for Australian music. They brought a sound, style and attitude for others to follow. It also inspired one of Australia's first and greatest musical exports, The Easybeats.

Topping the Australian charts with songs like 'She's So Fine' in 1965, the band relocated to London in 1966 to record the song 'Friday On My Mind'. Hailed at the time as an anthem for working-class people, the lyrics of 'Friday On My Mind' resonated with people of all ages. The song became an enormous success in Australia, owing in part to patriotic pride that one of Australia's own had been a success overseas, but mostly to its catchy lyrics.

ACTIVITY 4.3

Research task

1 Search online to find and listen to The Easybeats' 'Friday On My Mind', paying attention to its catchy chorus. What does the song make you think about or feel? Do you have anything in common with the lyrics?

2 **Consider** what you have learned about the Australian way of life. What do these lyrics have in common with working people in Australia in the 1960s?

Disco

Another major musical export at this time was the brothers Gibb, or the Bee Gees. Their career began in the 1960s with a number of ballads. However, they became globally famous as a disco band with hits from their soundtrack for the John Travolta film *Saturday Night Fever* rocketing them to fame. 'Night Fever' and 'Stayin' Alive' were two of the biggest songs.

Another band who shaped the Australian disco scene was Swedish pop group ABBA. Having won the Eurovision Song Contest in 1974 with their song 'Waterloo', ABBA's music found an eager audience in Australia. ABBA toured Australia in 1977, with huge crowds in attendance. 'Dancing Queen' remains a dance-floor anthem.

▲ **Source 4.12** The Bee Gees during the disco era

▲ **Source 4.13** ABBA performing in Stockholm, Sweden, 1974

RESPONDING TO THE SOURCES – 4.5

How would you **describe** the costuming and lighting in each of these sources? What tone or mood do you think this establishes?

ACTIVITY 4.4

Research task

1 Search online to find and read the lyrics of the Bee Gees' 'Stayin' Alive' (1977) and ABBA's 'Dancing Queen' (1976). What do both songs suggest will make them winners or bring them happiness? **Use** quotes to support your answer.

2 Do the lyrics of the songs reflect the mood or tone you identified in the images of Sources 4.12 and 4.13?

3 What major conflict was playing out at the same time disco was popular? How might disco be seen as a reaction to this?

4 Overall, what can you conclude about the disco era as a key trend in pop culture?

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Australian rock

In contrast to the bright lights and big pants of the disco scene, during the 1970s Australia developed its own signature sound.

Australian music received a helping hand in 1970 when a dispute between music recording companies and Australian radio stations led to a ban on broadcasting music by British and American bands signed to major labels. As a result of this radio ban, radio stations began to focus more on Australian music and the sounds that were coming out of Australian venues.

In 1971, the Australian band Daddy Cool released 'Eagle Rock', a song that would stay at number one on the Australian music charts for seven weeks. A new, confident and brash style of music was here to stay.

▲ **Source 4.14** Brian Johnson and Angus Young of AC/DC perform on stage at Wembley Arena on January 17th, 1986 in London, United Kingdom.

▲ **Source 4.15** Cold Chisel perform in Sydney in 1981.

RESPONDING TO THE SOURCES – 4.6

1 How do Sources 4.14 and 4.15 differ from Sources 4.12 and 4.13?

2 What would you **describe** as the dominant mood depicted in these images?

ACTIVITY 4.5

Research task

1 Search online to find and read the lyrics of AC/DC's 'Highway to Hell' (1979) and Jimmy Barnes' 'Working Class Man' (1985). How do the lyrics to 'Highway to Hell' and 'Working Class Man' capture a different view of the world to disco?

2 What do these lyrics suggest about how people are living their lives post-Vietnam?

AC/DC – Australia's greatest musical export

Bon Scott, the original lead singer of AC/DC, had prowled stages in pubs and clubs all though Australia in the 1970s. His menacing lyrics rang out over the top of blues-inspired heavy rock 'n' roll that created anthems about Australian life and enshrined 'pub rock' as a unique genre in Australian music.

Before the decade was out, AC/DC would be the best-selling band in Australia and would end up as one of the most influential bands of all time. In the songs 'Dirty Deeds, Done Dirt Cheap', 'Jailbreak' and 'Let There Be Rock', Bon Scott did not hide his accent, creating a sound that was identifiably Australian.

Formed in Sydney in 1973, AC/DC played their first show at a Bondi Beach nightclub. After a string of popular albums, the band released the song 'It's a Long Way to the Top', which was supported by a new trend in music production: the music video. In the video for the song, the band played on the back of a flatbed truck as they drove through the streets of Melbourne. AC/DC's music was a little too heavy for radio stations in Australia, but the band's reputation was earned in pub shows as they relentlessly toured around the country. Scott was known for his onstage antics and the band were determined to 'give rock music a kick in the guts'.

The band's hard-living reputation caught up with them in 1980 when singer Bon Scott was found dead in a car after a night of heavy drinking. The band went on to release the album they had been working on. It was a huge success and Scott's place was taken by a new singer, Brian Johnson.

AC/DC went on to record 18 albums and sell 200 million copies around the world. They were one of the key instigators of the heavy metal genre of the 1980s. Their global popularity is still rivalled only by The Beatles and Michael Jackson.

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▲ **Source 4.16** Bon Scott and Angus Young in a promotional photo shot in London in 1976.

▲ **Source 4.17** Bob Hawke (later Prime Minister) sculling a yard glass of beer in 1974. Hawke held the Guinness *Book of Records* title for the fastest drinking of a yard of beer – in 11 seconds (1.4 litres or approximately 5.5 standard drinks).

RESPONDING TO THE SOURCES – 4.7

1. How is the image in Source 4.16 relevant to the cause of Bon Scott's death?
2. What can you **infer** about the place drinking held in Australian culture during the 1970s and 1980s from both Sources 4.16 and 4.17?
3. Why is Bob Hawke's role as a member of government useful in understanding how pervasive drinking culture was?

Australian music in the 1980s

The ABC television show *Countdown* provided a platform for Australian audiences to watch music videos and see Australian musicians and overseas performers play.

In the 1980s, bands had begun to create promotional music videos so they could get their music played on television. In America, a 24-hour music channel, MTV, began broadcasting in 1981 with the song 'Video Killed the Radio Star' by English pop group The Buggles. *Countdown*, which first aired in 1974, was quick to pick up on this music video trend, making the program a 6 p.m. Sunday night ritual for music lovers all over Australia. The show combined live (usually mimed) performances with music videos, interviews and reviews.

The golden age of Australian music

During the 1980s, Australian bands shared their music with the world in ways that not only reflected popular trends, but began to establish them as well.

Australian society also had begun to forge its own path. As US culture pursued middle-class wealth and consumerism and the UK embarked upon a decade of conservatism and turmoil under Prime Minister Margaret Thatcher, Australia opened its economy and identity to the world under the leadership of Prime Minister Bob Hawke.

ACTIVITY 4.6

Research task

Hard rock was strongly associated with heavy drinking and pub culture. 'Working Class Men' like those Jimmy Barnes describes would meet in pubs to watch football and drink beer after work.

In the1980s, beer advertisements often positively depicted groups of adult men taking part in outdoor recreational activities (such as fishing) or working hard all day, before enjoying some drinks with their mates afterwards. However, as we now understand more fully, heavy alcohol consumption has negative societal effects.

»

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Research undertaken in this area does suggest a strong association between crimes of violence and alcohol consumption. For example, the 1977 Senate Standing Committee on Social Welfare reported that, in a study of 644 violent assaults, 73 per cent of offenders had consumed alcohol before committing the offence …

The New South Wales Bureau of Crime Statistics and Research (1986) has found alcohol to be prevalent in 42.3 per cent of homicide incidents, while in 46 per cent of spouse killings alcohol had been consumed by one or both parties prior to the offence …

The West Australian Task Force on Domestic Violence found that 42 per cent of domestic violence incidents involved alcohol, and victims of domestic violence have suggested that they are more likely to be the subject of a violent attack when their husband or partner is drunk …

Serious assault in New South Wales is particularly common on Fridays and Saturdays, and between 10 p.m. and 2 a.m. – hours that correlate with hotel and club closing times (New South Wales Bureau of Crime Statistics and Research 1988). Of the assaults studied, 19 per cent occurred in a venue serving alcohol and 27 per cent occurred in the street, with many street assaults spilling over from the drinking venues.

▲ **Source 4.18** Extracts from Mason, G. and Wilson, P.R. (1989), 'No. 18 Alcohol and Crime', *Trends and Issues in Crime and Criminal Justice*, Australian Institute of Criminology

1. Who do you think was the audience for beer advertisements in the 1980s? Who seems to be excluded or underrepresented in these ads?
2. What is the perspective on beer drinking offered by this type of advertisement?
3. How might have ads like these contributed to the development of the 'Aussie bloke' stereotype?
4. What relationship between alcohol and harm does Source 4.18 suggest?
5. How does this source differ from the depiction of alcohol consumption in beer ads in the 1980s?
6. Overall, were Australian attitudes and behaviours around alcohol consumption having a positive or negative impact in our society in the 1980s?

Rage

Rage was a 6–8-hour video music program on the ABC that played music videos back-to-back with no breaks in between. For music fans, it brought the excitement of discovery that drove music lovers to uncover something new and exciting.

Rage was broadcast overnight on weekends, starting late and going through until the next morning. Music fans would wait up until the early hours of morning to watch new music by old and new favourite artists. The invention of the video cassette recorder (VCR) meant that songs could be recorded from the TV and watched again and again until the tape wore out.

Music trends in the 1990s

The Cold War finally began to come to an end in 1989 when the Berlin Wall came down. The Soviet Union collapsed two years later in 1991. The end of the Cold War meant that teenagers in the 1990s were the first generation of teenagers who did not have an 'enemy' that they were taught to fear by their governments and schools.

In the wake of the collapse of communism, popular culture of the 1990s reflected a teenage culture that didn't seem to care. This new culture was a reaction to and a rejection of the bright colours and consumer excesses of the 1980s. This lack of interest led to the birth of slacker culture.

Grunge and alternative music

A new subculture and sound emerged in the 1990s called grunge. Drawing on darker ideas and a jaded view of authority, grunge grew out of a music scene in Seattle, USA. The band that represented grunge most succinctly was Nirvana.

Nirvana were at the vanguard of a movement of bands like Soundgarden, Pearl Jam, the Red Hot Chili Peppers and Radiohead, who made up a broader genre of music called alternative. Popular music up to this point had very much been dominated by style over substance. Alternative music could be found in an ever-expanding section of music stores that focused on new sounds and ideas.

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Defiance for authority and disinterest in conforming were hallmarks of the grunge scene. Women also took a greater role in grunge culture, with bands like Bikini Kill, Hole and L7 gaining popularity.

▲ **Source 4.19** A skater girl in typical '90s fashion.

▲ **Source 4.20** Soundgarden (in the 1990s) is not impressed with the anti-grunge sentiment ebbing into the mainstream.

RESPONDING TO THE SOURCES – 4.8

1. How do both Source 4.19 and 4.20 show a disregard for authority?
2. Using evidence from the sources, **describe** 1990s grunge fashion.

With alternative and grunge in the 1990s, the previously relatively safe 'mosh pits', which had existed in front of the stage from the punk era of the 1970s and even earlier at British mod concerts in the 1960s, took on a more dangerous form. The new style of 'moshing' saw fans crush close together, jumping up and down, smashing into one another and climbing on stage to stage-dive back into the crowd. Naturally, parents and concerned authorities worried about the dangers this trend posed for young people.

▲ **Source 4.21** Mosh pits

RESPONDING TO THE SOURCES – 4.9

1. How does moshing differ from earlier forms of dance?
2. How would you **describe** what is happening in the two images in Source 4.21? Does it seem safe?
3. How might moshing be seen as a reflection of the disaffection of the 1990s grunge movement?
4. What might be the appeal to young people, who have been told by Nirvana's Kurt Cobain that 'with the lights out, it's less dangerous' ('Smells Like Teen Spirit') to mosh?

Triple J and the Big Day Out

Triple J had been launched as a national radio station in 1989. It began life in the 1970s as Sydney radio station Double J, but had been limited to broadcasting in Australia's major cities. However, it had provided an important voice for young Australians.

> Once Double Jay came along, you could hear the music you liked, you could hear people talking about the issues that mattered to you and you could feel like you were part of a community that shared these common views.

▲ **Source 4.22** Keri Phillips, Double J presenter and DJ

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RESPONDING TO THE SOURCE – 4.10

Based on Source 4.22, what impact do you think a youth-focused radio station had?

In the early 1990s, Triple J introduced national institution The Hottest 100 by asking listeners to vote for their favourite songs of the year. The Hottest 100 countdown has now become a cornerstone event on the Australian summer calendar. The Hottest 100 has been so instrumental in the development and promotion of Australian music that between 1996 and 2003 there was at least one Australian song in the Top 5 each year.

In 1992, music enthusiasts Vivian Lees and Ken West hosted the first ever Big Day Out festival, a live concert featuring the best alternative acts of the time. At the very first Big Day Out, Nirvana played as part of their only visit to Australia. Along with the large festival crowd came another moral panic, however, as the phenomenon of moshing became better known to the broader Australian public.

In 2001, the Sydney Big Day Out was shrouded in controversy when 16-year-old music fan Jessica Michalik died from a heart attack in a particularly aggressive mosh pit during a set by controversial US band Limp Bizkit. As a result, the Big Day Out pioneered a new series of safety barriers and procedures to protect the safety of fans at future events.

Australian music in the 1990s

Comfortable that they had an established place on the world music scene, in the 1990s Australian musicians strengthened their identity and confidently made their contribution to local and international popular culture. As a wave of grunge music overtook the airwaves, a group of teenagers from Newcastle won a music video competition run by the SBS television station.

Shooting quickly to stardom, Silverchair became one of Australia's greatest ever musical exports. Initially, the three-piece band could only tour during school holidays because they had not finished secondary school. However, their growing popularity and their relationship with grunge culture allowed them to become the global success that they remain to this day. Another popular 1990s band was the Living End, an alt-rock act.

ACTIVITY 4.7

Research task

1. Search online to find and read the lyrics of Nirvana's 'Smells Like Teen Spirit' (1991), The Living End's 'Prisoner of Society' (1997), Silverchair's 'Freak' (1997) and Radiohead's 'Creep' (1993). For each song, **identify** the mood or feelings the lyrics reference.
2. What is the dominant theme in each song?
3. What attitude to authority do 'Smells Like Teen Spirit' and 'Prisoner of Society' convey?
4. What major concern do 'Freak' and 'Creep' explore?
5. Overall, how would you summarise how teens of the 1990s felt about themselves and the world in which they lived?

It wasn't all bad

Grunge and alternative rock were not the only genres in the 1990s. Kylie Minogue continued on from her success in the 1980s to become one of the greatest chameleons of international music. Like David Bowie and Madonna, Kylie became a master of reinvention. Her music reflected an identity that had 'grown up' from its manicured pop roots in the 1980s. Kylie's collaboration (her surname had been dropped by the 1990s) with fellow Australian artist Nick Cave, and her performance at the 1998 Sydney Gay and Lesbian Mardi Gras, cemented her place as an Australian music icon. Australian bands Savage Garden and the Whitlams offered Australians ballads and a softer sound, for those not into the angry grunge scene. New Zealand imports Crowded House also proved hugely popular with Australian audiences.

▲ **Source 4.23** Nick Cave and Kylie Minogue in the mid 1990s

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▲ **Source 4.24** Darren Hayes and Daniel Jones of Australian pop duo Savage Garden in 1997

RESPONDING TO THE SOURCES – 4.11

1 How do the artists in Sources 4.23 to 4.25 present themselves differently to the grunge performers of the 1990s?

2 Do you think the age of these performers plays a role in their attitude, as reflected in their musical style and appearance?

Music has reflected important social changes and the differing attitudes throughout the decades. Think about your own musical tastes – what concerns and ideas does the music of the 2020s explore?

▲ **Source 4.25** Crowded House's lead singer, Neil Finn, pictured in 1986

REFLECTING ON YOUR LEARNING 4.2

1 What do the development of Australian radio stations such as Triple J and the emergence of Australian bands like ACDC, Cold Chisel, Midnight Oil and Silverchair suggest about the relationship between pop culture and national identity?

2 What were some of the significant social values and ideas that bands of different eras engaged with?

Class discussion

3 How significant is popular culture in understanding social change?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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4.3 Forces for change: television

FOCUS QUESTION

How significant was the development of the Australian television industry in connecting Australia to an increasingly global world?

Global influences on Australian television

The 1960s were a defining period for television. After its introduction to Australia in 1956, television production gradually increased and local programs began to stake a claim on the airwaves. Researchers and governments had become increasingly aware of the capacity for television to influence audiences. An influx of American content was considered a danger to Australia's national identity, so the government mandated that at least 50 per cent of an Australian television station's content had to be made locally.

Homicide – 1964

The arrival of the television police drama *Homicide* in 1964 justified this decision. The characters in this show were shown solving crimes on Melbourne streets and speaking in broad Australian accents. Until that point, the majority of presenters on Australian television had been British, and most of the actors that Australians watched were those in American shows. The chance to see genuine local content thrilled audiences and *Homicide* ran for 11 years. This laid the groundwork for other Australian crime dramas including *Prisoner* (1979–86) and the much more wholesome small town drama *Blue Heelers* (1994–2006).

Play School – 1966

Australia's favourite television program began in 1966. Designed to educate, entertain and inspire preschoolers, *Play School* has been the cornerstone of Australian television ever since. Its simple format and popular characters like Big Ted and Jemima made it an easy choice for the Logie Hall of Fame in 2006. *Play School* has also served as a training ground for some of Australia's best acting talent. Today, hosting *Play School* is still one of the most sought-after jobs in Australian television.

ACTIVITY 4.8

Play School as a social barometer

Having run for more than 50 years, *Play School* has reinvented itself to reflect changes in Australian society and attitudes.

◄ **Source 4.26** The flower clock used in the Australian television series *Play School* from 1966 to 1999. Displayed at the National Museum of Australia.

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▲ **Source 4.27** ABC celebrated 40 years of *Play School* at its Ultimo studios with past and present presenters on hand for the cake, 20 April 2006.

▲ **Source 4.28** For NAIDOC week in 2009, a First Nations character, the doll Kiya, was introduced to the show. Kiya is pictured here with First Nations *Play School* presenter (and well-known actress) Miranda Tapsell.

▲ **Source 4.29** Current *Play School* presenters include the First Nations man Hunter Page-Lochard (pictured here); actress and dancer Kiruna Stamell, who has dwarfism; and Kaeng Chan, who is an Australian of Taiwanese decent.

Extended response

Using the evidence in Sources 4.26–4.29, write a response to the following question 'Can children's television be seen as a reflection of social and attitudinal change over time?'

The Moon landing – 1969

Television reached a high point when billions of people around the world sat together to see a person land on the Moon on 20 July 1969. Uttering the words, 'That's one small step for man, one giant leap for mankind,' astronaut Neil Armstrong took his first step onto the Moon as a global audience shared his experience. Australia played a critical role in the Moon landing, as staff at Parkes Radio-telescope Observatory were a vital part of the network receiving images from the space shuttle as it landed on the moon. The role of the team in Parkes has been dramatised in the film *The Dish* (2000). Another receiver at Honeysuckle Creek near Canberra also assisted in replaying the images.

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Vietnam – the TV war

The Vietnam War (1954–75) became known as the first 'television war'. American and Australian forces were sent to Vietnam to fight in this Cold War conflict and, for the first time in history, a small army of journalists and television news cameras reported from the battlefield to families watching the news while eating dinner.

Constant news reports of wounded American and Australian soldiers and distressed Vietnamese civilians caused many people to oppose the war. Historians have long debated the role of television in turning the American and Australian public against the Vietnam War. What is not in question, however, is that television played a vital role in giving Australians a balanced, no-holds-barred view of the war. Millions of people were free to form their own opinions based on what they saw with their own eyes.

Two of the most famous images of the Vietnam War appear in Sources 4.30 and 4.31.

▲ **Source 4.30** *The Terror of War*, Nick Ut, 1972

Context statement for Source 4.30

The faces of collateral damage and friendly fire are generally not seen. This was not the case with nine-year-old Phan Thi Kim Phuc. On 8 June 1972, Associated Press photographer Nick Ut was outside Trang Bang, about 25 miles north-west of Saigon, when the South Vietnamese air force mistakenly dropped a load of napalm on the village. As the Vietnamese photographer took pictures of the carnage, he saw a group of children and soldiers along with a screaming naked girl running up the highway towards him. Ut wondered, 'Why doesn't she have clothes?' He then realised that she had been hit by napalm. 'I took a lot of water and poured it on her body. She was screaming, "Too hot! Too hot!"' Ut took Kim Phuc to a hospital, where he learned that she might not survive the third-degree burns covering 30 per cent of her body. So, with the help of colleagues he got her transferred to an American facility for treatment that saved her life.

▲ **Source 4.31** Nguyen Ngoc Loan, the national police chief of South Vietnam, executing a Vietcong fighter, Nguyen Van Lem, in Saigon on 1 February 1968

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▲ **Source 4.32** Moratorium protests against the Vietnam War in Melbourne, 1972

RESPONDING TO THE SOURCES – 4.12

Using Sources 4.30, 4.31 and 4.32 as evidence, write a paragraph response to the questions:

1 How might the broadcasting of images such as Sources 4.30 and 4.31 have played a role in the motives for the event depicted in Source 4.32?
2 What does this reveal about the role the media can play in social attitudes and change?

Australian television in the 1980s

Australian television became a national obsession in the 1980s. *Prisoner* began in 1979 and would continue for 692 episodes. This gritty tale of life inside an Australian women's prison was compulsory viewing as it unpacked the unique trials and tribulations of the cutthroat world of the fictional Wentworth Detention Centre. An instant hit in Australia, *Prisoner* set a new trend for Australian television, soon becoming an even bigger success in England, where it was known as *Prisoner: Cell Block H*.

Neighbours and *Home and Away*

Australia's most successful television show began on 18 March 1985. *Neighbours* is set on Ramsay Street, a fictional Melbourne street. It follows the adventures of families and characters that inhabited the fictitious suburb of Erinsborough. Such was the success of *Neighbours* that not only is it still running in 2021, it is screened in over 60 countries around the world.

Neighbours became a proving ground for some of Australia's best television writers and producers. It launched the careers of many actors and performers, including Kylie Minogue, Margot Robbie, Chris and Liam Hemsworth, Russell Crowe and Guy Pearce.

Not to be outdone, *Home and Away*, another long-running Australian soap opera, first aired in 1988. Like *Neighbours*, it continues to this day. Set on the warm Northern Beaches area of Sydney, *Home and Away* centres around the lives of families and friends in the fictional Summer Bay. Known for edgier and darker themes than its Melbourne-based counterpart, *Home and Away* launched the careers of Isla Fisher, Heath Ledger, Melissa George, Simon Baker and Naomi Watts.

A stalwart of the Australian television landscape, *Home and Away* boasts some of the longest-performing actors on local screens. Ray Meagher, better known as Alf Stewart, first appeared on the show in 1988 and is still appearing in 2021.

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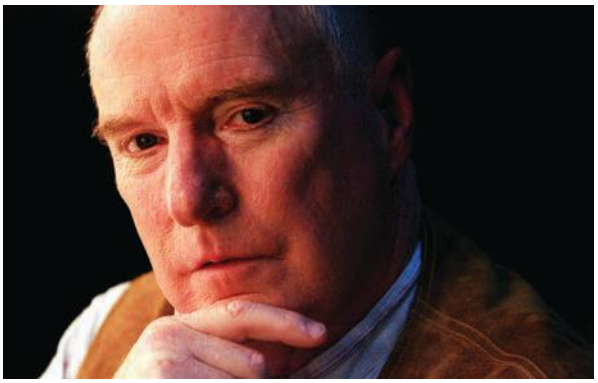

▲ **Source 4.33** Ray Meagher, playing Alf Stewart on *Home and Away*. Stewart's character is credited with familiarising audiences with a number of Australian colloquialisms such as 'stone the flamin' crows', 'flamin' galah' and 'strewth!'.

RESPONDING TO THE SOURCE – 4.13

How do characters like Alf Stewart contribute to a construction of Australian identity?

Four Corners – 'The Moonlight State'

Away from comedy and drama, the ABC's investigative journalism program *Four Corners* has been digging under the surface of Australian life since 1961. In 1987, it broke one of the biggest stories in Australian history when it ran a story titled 'The Moonlight State'.

The investigation, led by journalist Chris Masters, uncovered a web of corruption in the state of Queensland that drew in police and politicians who were abusing their power, including the then Premier of Queensland, Sir Joh Bjelke-Petersen. Bjelke-Petersen was a controversial figure even before the investigation, and a much greater one after the *Four Corners* story went to air.

Bjelke-Petersen had often been criticised for his authoritarian policies. The claims of the investigation linked the police force with the embezzling of public money. It also claimed that politicians had been using police to carry out illegal activities against their political opponents.

The day after the story aired, the federal government launched an investigation into the Queensland State Government. This led to the imprisonment of several politicians and the end of Bjelke-Petersen's time in office.

The Courier-Mail

Brothels had green light: Lewis

Commissioner cites Joh, five Ministers

Two banks cut mortgage rates

A day of silkless silks, journalists and police

Convicted killer Maher to go free after 15 years of his life sentence

Channel 7 might take Expo rights

Has your collie got the wobbles?

As distinctive as the woman who wears it.

You'll never know, Aborigine tells race-riots inquiry — Page 3

▲ **Source 4.34** Front page of the *Courier Mail*, 28 July 1987, shortly after the *Four Corners* special aired

The [Fitzgerald] inquiry was instigated by Queensland's police minister and deputy premier, Bill Gunn, in May 1987. Gunn was prompted to act following media reports of barely restrained criminal activity in Brisbane 'vice dens', under the protection of police officers. …

Gunn wanted an inquiry to root out the problem of corruption in police ranks, but expected the task to last only a matter of weeks. Premier Joh Bjelke-Petersen warned his deputy that 'you've got a tiger by the tail, and it's going to bite you'. Undeterred, Gunn eventually appointed little-known barrister and judge Gerald 'Tony' Fitzgerald QC to head a Commission of Inquiry, established by Order in Council while Bjelke-Petersen was absent on a US trade mission.

The inquiry's hearings lasted almost two years, with startling evidence from 339 witnesses broadcast regularly to an incredulous public. Several senior police figures – including disgraced Police Commissioner Terry Lewis – and three state government ministers were found to have engaged in corrupt conduct and were later jailed.

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'Minister for Everything' Russ Hinze was also identified as corrupt, but died before facing court. At the very top, Bjelke-Petersen was charged with perjuring himself before the inquiry, but his 1991 trial was abandoned with a hung jury. …

As Queensland political scientist Rae Wear eloquently put it: '… denial [of corruption] of the kind practised by Bjelke-Petersen and Russ Hinze was no longer a viable option. Nor was the acceptance of cash in brown paper bags.'

The CJC and its successor, the Crime and Misconduct Commission (now the Crime and Corruption Commission) – as well as New South Wales' ICAC, established in 1988 – are held up as models for corruption watchdog agencies, potentially including a future federal ICAC.

The inquiry's report has become something of an article of faith within Queensland's civic life. Noted Queensland historian Raymond Evans described it as the product of 'the most remarkable Commission of Inquiry in Australia's history'.

▲ **Source 4.35** Extract from Chris Salisbury, 'Thirty years on, the Fitzgerald Inquiry still looms large over Queensland politics', *The Conversation*, 1 July 2019. Read the full article on *The Conversation* at https://theconversation.com/thirty-years-on-the-fitzgerald-inquiry-still-looms-large-over-queensland-politics-119167.

▲ **Source 4.36** Tony Fitzgerald QC, appointed in 1987 to lead the Commission of Inquiry into Possible Illegal Activities and Associated Police Misconduct, known as the Fitzgerald Inquiry.

RESPONDING TO THE SOURCES – 4.14

1 Using Sources 4.34, 4.35 and 4.36, what role did the media play in revealing the corruption in Queensland in the 1980s?

2 **Explain** how significant the Fitzgerald Inquiry, and the media's reporting, was to reforming the police and political practices of the time.

Australian television in the 1990s

Comedy had always owned a small corner of Australian television schedules. It began to develop and diversify in the 1990s, along with Australia's changing national identity. Much of what Australians saw on screens before the 1990s reflected a white, British identity, despite Australia's growing multiculturalism.

SBS and Eurovision

SBS had been established in the 1980s, offering news and entertainment in a number of languages to cater to Australia's increasingly diverse population. Initially a radio service designed to explain the introduction of what is now the Medicare scheme to Australians who spoke a language other than English, the service was expanded and began to include television broadcasts. SBS catered to the interests of migrant communities who still followed one of the most popular European sports, football (soccer), by securing the broadcast rights to the FIFA World Cup from 1990 onwards and more recently the coverage of the Tour de France.

One of the most iconic figures on SBS was news anchor Lee Lin Chin. She moved to Australia in 1980, working on translating Chinese language films, and in 1987 began presenting on SBS World News, retiring in 2018. Lin is recognised not only for her strong delivery style, but her cutting-edge fashion.

▲ **Source 4.37** SBS news anchor Lee Lin Chin

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Research the SBS' Mission Statement online

▲ **Source 4.38** The SBS Mission Statement is available online

RESPONDING TO THE SOURCES – 4.15

1 How does Lee Lin Chin's role as the news anchor of World News for over 30 years embody SBS's mission statement (Source 4.38)?

2 How does Chin's role and personal style reflect Australia's changing attitudes towards migrants?

Another popular part of the SBS line-up is the annual broadcast of the Eurovision Song Contest. Initially offered as way for European migrants to connect with their cultures, Eurovision is now watched in homes around Australia each year, and Eurovision parties (that inevitably involve fancy dress) are popular.

Such is Australia's love of Eurovision that we are the only non-European country invited to compete regularly. This is in part because SBS is a member of the European Broadcasting Union. After an invited performance in 2014 by Jessica Mauboy and 2015 by Guy Sebastian, Australia has had an entry in Eurovision each year. Our most successful contestants have been Dami Im in 2016 and Kate Miller-Heike in 2019 with her acrobatic performance of 'Zero Gravity'.

▲ **Source 4.39** Dami Im representing Australia at Eurovision in 2016

▲ **Source 4.40** Kate Miller-Heidke performing at the 2019 Eurovision Song Contest

Australia's European connection

Australians of English and other European descent make up the majority of Australia's population, estimated at around 70 per cent. It makes sense, then, that European communities throughout Australia would be interested in catching their home countries celebrated on an international stage.

We earned our inclusion.

Sure, it's a little strange that Australia, a non-European country, is allowed to participate in the Eurovision Song Contest. But it didn't happen overnight.

From 1983 until 2000, Australia didn't have its own commentators for the event, instead broadcasting the UK's commentary. This changed in 2001 with actress and comedian Mary Coustas providing Australian commentary as her comedic character Effie.

From 2010 to 2014, SBS began inviting Australian viewers to participate in their own Eurovision televote. While these votes didn't actually count, it marked Australia dipping their toes into the competition, with Australia's commentators receiving a booth at the contest for the first time. Then came Jessica Mauboy's half-time performance in 2014 – Australia's first time performing at the event.

▲ **Source 4.41** Extract from Leighton-Dore, S. (15 May 2020), 'Why is Australia so obsessed with Eurovision?', SBS

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RESPONDING TO THE SOURCES – 4.16

1 If you are unfamiliar with the Eurovision Song Contest, what might you conclude about the competition based on Sources 4.39 and 4.40?

2 What reasons does Source 4.41 suggest for Australia's strong ties to Eurovision?

Satire on Australian television

1980s to 1990s

Shows portraying, and at times satirising, Australia's migrant communities became popular during the 1980s. While many of these depictions would now be viewed as inappropriate or offensive, in the context of the time they were seen as a positive. Shows like *Acropolis Now* depicted the lives of Greek-Australians, and the Greek-Australian stereotype was also represented in **satires** by Mark Mitchell with his character Con the Fruiterer and Mary Coustas' Effie.

satire the exaggeration of stereotypical features and behaviours for comedic or critical effect

blackface the wearing of makeup or costume to imitate a person of colour. Considered highly offensive.

'Con was an archetype of the new Australian who did well, made a successful life for himself and made suburban Australia better for his personality and family and joie de vivre,' Mark said. He explained his character Con received 'enormously high approval' ratings among Greek Australians, according to a Greek newspaper's poll at the time.

▲ **Source 4.42** Mark Mitchell's recent comments in response to criticism of satire based on ethnicity

▲ **Source 4.43** Con the Fruiterer

Other popular comedy and satire programs were developed at this time, reflecting a uniquely Australian sense of humour. Making fun of anyone in a position of power, *Full Frontal* featured a number of recurring characters like Milo Kerrigan, the boxer who had been hit too many times, and Poida, a stereotypical Australian bogan who drinks, smokes and swears too much. Poida, an early role for internationally famous Australian actor Eric Bana, became a significant cultural icon for Australian audiences of the 1990s.

Another popular satire was *The Late Show*. The success of *The Late Show* led to the show's cast forming a production company called Working Dog, which would go on to make the popular films *The Castle* and *The Dish*. Before this, however, they also created a string of hugely successful and influential Australian comedy shows.

Working Dog's parody of Australian current affairs, *Frontline* (1994–97), ruthlessly tore into the sensationalist nature of Australia's growing current affairs television culture. Featuring unscrupulous journalists, morally corrupt producers and a vain, narcissistic host, *Frontline* based many of its stories on real events and tactics used by Australia's two biggest 'foot-in-the-door' news programs, *Today Tonight* and *A Current Affair*, which highlighted how unethical some of their practices were.

2000s satire

Australians have learned to laugh at themselves and no cultural corner has been spared. *Kath and Kim* mocked the middle-class suburban life of mother Kath Day, her boyfriend Kel Knight, and her adult daughter, Kim. Kim's best friend, unlucky in love netball fan Sharon Strezlecki, has become a fan favourite.

More controversially, comedian Chris Lilley's series *We Can Be Heroes* and its spin-off *Summer Heights High* mocked Australians from all walks of life. Lilley faced controversy over his depiction of the Polynesian character Jonah, with complaints the show reinforced negative cultural stereotypes and that Lilley's performance amounted to '**blackface**'. This was only worsened by the actor's portrayal of African-American rapper S-Mouse. The reaction to Lilley's performance highlights the differing perspectives on what can be construed as humour or as offensive.

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◄ **Source 4.44** The Kerrigans, Australia's icons of the 'Aussie battler' identity. The film *The Castle* has the family fighting to keep their home when it is under threat from developers seeking to build an airport.

▲ **Source 4.45** Suburban 'foxes' looking 'noice': Kim and Kath from Fountain Lakes (Gina Riley and Jane Turner)

▲ **Source 4.46** Chris Lilley, the actor who created and played the three main characters, drama queen drama teacher Mr G, privileged private school transfer Ja'mie, and class clown Jonah in Summer Heights High

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Watching *Summer Heights High* more than a decade ago, I felt sick with disgust that a white man was commissioned to depict a specific diasporic Tongan identity of a young disadvantaged boy of low economic status and challenging circumstance. I couldn't believe that any funding body thought that this was a good idea. I wondered – who were the human beings behind making these decisions? What might their motives be?

I was particularly mortified that the other Pacific diasporic actors who played alongside the Jonah character, were co-opted into the brownface act and became publicly complicit in aiding overt racism that ultimately damages their own personal identities.

▲ **Source 4.47** Extract from Taumoepeau, S. (12 June 2020), 'Chris Lilley's Jonah is not from Tonga, I am. It's time to dismantle racist brownface stereotypes', *The Guardian*

RESPONDING TO THE SOURCES – 4.17

1 Why is satire helpful in understanding how stereotypes are constructed?
2 **Select** one of the images in Sources 4.43 to 4.46 and explain which features satirise the lifestyles of various Australian communities. (Note: you may need to look up Chris Lilley's characters online).
3 What does Source 4.47 point out as the negative impacts of satire that becomes offensive or goes too far?
4 How does the emergence of Australian satire reflect our changing attitudes towards our diverse communities?

REFLECTING ON YOUR LEARNING 4.3

1 How does Australian television programming reflect the increasing diversity of Australian culture over time?
2 How does television differ from music in allowing people to **understand** local and international issues?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

4.4 Forces for change (or continuity?): sport

FOCUS QUESTION

Have the attitudes that underpin the Australian sporting culture changed over time?

Sport in Australia

In the early years after Federation, sport was a way for a small nation like Australia to prove itself as a worthy underdog, not only by competing (and sometimes winning) against Britain ('the Mother Country'), but against the rest of the world too.

Before World War II, Australian sport had been dominated by the Australian men's cricket team, led by legendary cricketer Donald 'the Don' Bradman.

The Australian cricket team defeated its opponents so often that it became universally known as The Invincibles. After Bradman's retirement as captain in 1948, the Australian cricket team struggled to win its matches for the next two decades, but the period marked the introduction of what has become one of the most important dates in Australia's cultural calendar, the Boxing Day test. Held at the Melbourne Cricket Ground from the 26–30 December every year, this cricket match is seen as the sporting event of

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the summer, as many families have holidays over the Christmas and New Year period, and so can watch the game at home. The first Boxing Day test was held in 1950 and continues to be a major sporting event.

While our cricket team struggled through the 1950s and 1960s, Australia was dominating world tennis with players like Rod Laver, who was ranked number one in the world seven years in a row. Laver's victories helped to create a legacy of talented Australian players. The Australian Open, a Grand Slam event, began in 1969, growing out of the Australian Tennis Championships. Held in January, this is another popular summer holiday sporting event.

If cricket and tennis aren't to your taste, 26 December is also the date for the start of the Sydney to Hobart Yacht Race. This open-water 1170-km ocean race from Sydney across Bass Strait to Hobart began in 1945 and is recognised as one of the world's greatest sailing races.

Individual sportspeople were seen as respectable and socially responsible, as shown by athletes like Rod Laver and Don Bradman. Sport, whether playing or barracking for your favourite team, remains a key feature of Australian culture.

The 1956 Olympics

Australians' love for sport found a global platform at the 1956 Melbourne Olympics, which were the first Olympic Games ever to be televised.

Australian national pride and identity was formed by the exploits of Australian athletes like Dawn Fraser, Betty Cuthbert, Shirley Strickland and Murray Rose. Australian athletes shone on the world stage, with most major events taking place at the Melbourne Cricket Ground. The 1956 Olympics took place in the middle of global Cold War tensions, tensions that were in danger of spilling over into the games when Soviet and Hungarian water polo players punched and kicked one another throughout their match. However, the recent introduction of television meant that most Australians could stay at home and watch their sporting heroes perform for the first time. The excitement of this new technology overshadowed any greater political fears.

The 1956 Olympics coupled with Australia's love of sport saw television sales skyrocket, and this new medium rapidly surpassed radio as how Australians followed trends in news, music and consumer culture.

▲ **Source 4.48** Betty Cuthbert wins gold in the 1956 Melbourne Olympic Games. She won three gold medals in total.

RESPONDING TO THE SOURCES – 4.18

How might an Australian winning several medals at an Olympic Games have contributed to the development of an 'Australian identity'? You may like to think about how our global relationships had been reshaped by the events of World War II, as we explored in Chapter 1.

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In the late 19th and early 20th century the term 'golden girl' referred to a woman who was rich, successful, or beautiful. By the time of the 1956 Melbourne Olympic Games, golden girl was used to refer to Australian female recipients of the gold medal. Most prominent was sprinter Betty Cuthbert who won three gold medals in the 100m, 200m, and 4 x 100m relay event. Also prominent at these Games were sprinter and hurdler Shirley Strickland, swimmer Lorraine Crapp, and up-and-coming swimming great Dawn Fraser.

Australian women have won a disproportionate number of gold medals relative to the historically higher participation of their male counterparts. The Sydney Games of 2000 celebrated women's Olympic participation when golden girls past and present brought the Olympic torch through the stadium in the opening ceremony: Betty Cuthbert, Raelene Boyle, Dawn Fraser, Shirley Strickland, Shane Gould, and Debbie Flintoff-King, with soon-to-be golden girl Cathy Freeman lighting the cauldron.

▲ **Source 4.49** Extract from Gwynn, Mark (25 July 2021), 'Australia's Golden Girls', *Ozwords*

▲ **Source 4.50** Prince Philip waves to the crowd at the 1956 Olympics Games in Melbourne

RESPONDING TO THE SOURCES – 4.19

What does the presence of the royal family at the 1956 Olympics suggest about the significance of the Games?

Sport in the 1960s

In the 1960s, Australia's domestic sports, Australian Rules football and rugby league, were still only semi-professional, which meant some of the biggest and best players in both codes worked normal jobs during the week. All of that changed when Ron Barassi, one of the biggest names in Australian Rules, defected from the Melbourne Demons to play for Carlton, their hated rival. Barassi's wage was to be 10 times the normal salary of an Australian Rules player at the time. Melbourne fans burned their jumpers in protest. Nevertheless, television coverage only increased Australian Rules and rugby's popularity, despite the fact that black-and-white broadcasts and players caked in mud made it almost impossible to tell who was playing for who.

While men's sport became increasingly high-paid and professional, women continued to play in amateur leagues.

▲ **Source 4.51** 12 August 1929; female footballers at Adelaide Oval during an exhibition match which attracted 41 000 spectators. Photo originally published in the *Adelaide Advertiser*.

▲ **Source 4.52** Jessica Wuetschner of the Lions celebrates a goal during the 2021 AFLW Grand Final match between the Adelaide Crows and the Brisbane Lions, at Adelaide Oval on 17 April 2021 in Adelaide

RESPONDING TO THE SOURCES – 4.20

1 How are Sources 4.51 and 4.52 both similar and different?

2 What is the major difference (not visible in the images) between the playing experiences for these two groups of women? What does this suggest about Australian attitudes to women's sport over time?

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The 1964 Olympics

Australia still sought to assert itself on the world stage through sport. At the 1964 Tokyo Olympics, Australian swimmer Dawn Fraser won gold in the 100m freestyle for the third time in a row. She also became the first female athlete to swim the distance in less than a minute.

Fraser's desire to challenge Olympic conventions, however, led to controversy. She marched in the opening ceremony despite the Australian Olympic team being ordered not to. During the games, Fraser also stole the Olympic flag from a pole outside the Japanese Emperor's palace. She was banned from competing for life as a result, which ended her swimming career. However, her sporting success still meant she was allowed to carry the Australian flag at the closing ceremony, which was seen on television by millions of people across the world.

At the same time, although Aboriginal and Torres Strait Islander Peoples were being denied a place in Australian society, they were riding a civil rights wave and were also excelling in sport. Aboriginal boxer Lionel Rose became the world bantamweight champion on 26 February 1968, after he defeated Masahiko 'Fighting' Harada in Japan. More than 250 000 people came to welcome him home in Melbourne after this victory.

Rose's victory was noteworthy because he was the first Australian boxer to win a world title. He had grown up on an Aboriginal mission near Warragul in Victoria, with no running water or electricity. In 1968, he was named Australian of the Year, the first Aboriginal Australian to receive the honour.

> My family and I screamed and yelled and danced around the room. An aboriginal had become the undisputed world champion … [We] were on top of the world for days, for months, for years … an aboriginal boy from a shanty town called Jackson's Track on the other side of the world being glorified … he had won the world championship. If he could do it, then why not me?

▲ **Source 4.53** Aboriginal politician Warren Mundine remembers watching Rose win on television

RESPONDING TO THE SOURCES – 4.21

1. How does Mundine's response to seeing Rose win the world title highlight the discrimination faced by First Nations Peoples?
2. Why is it important for people to see role models similar to themselves? Reference Mundine in your response. You may also like to think back to your work on the changes depicted on *Play School* earlier in the chapter.

Australian sport in the 1970s

In the 1970s, Australian sport was quick to benefit from the switch to colour television. Football clubs from both the rugby and Australian Rules codes had begun to reap the rewards of sponsorship and television rights.

World Series Cricket

Australian cricket was slow to react to the cultural and technological changes of the 1970s. Audiences for the traditional five-day test cricket format were still strong, but cricket did not adopt the same commercial and sponsorship changes as the football codes. Enter Australian billionaire and entrepreneur Kerry Packer and his World Series Cricket competition.

Players were often paid double and triple what they could have earned by playing the longer form of the game. The crowds at World Series Cricket games were louder, drunker and more involved in the games. World Series even had its own jingle. 'C'mon Aussie, C'mon' became the soundtrack of summer cricket.

World Series Cricket brought a more flamboyant style to the traditional gentleman's game. Gone were the sensible haircuts, the white uniforms and the on-field courtesies. In its place came gold chains, long moustaches and an aggressive style of play that fostered a new attitude in Australian cricket. Australian fast bowler Dennis Lillee was a physical representation of this new style. Australia's national sporting icons had become the figures that would inspire beer ads.

One-day games are still played today. Despite the disruption, Packer is now credited with bringing cricket into the modern world.

▲ **Source 4.54** Australia's GOAT (Greatest Of All Time), Don Bradman played during the 1930 and 1940s.

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▲ **Source 4.55** Dennis Lillee at a World Series Cricket match

RESPONDING TO THE SOURCES – 4.22

Compare and contrast Sources 4.54 and 4.55. How has the 'personality' of the Australian cricket icon changed over time?

Evonne Goolagong Cawley

Australian tennis player Evonne Goolagong dominated women's tennis in the 1970s, playing in 17 Grand Slam finals across the decade and winning seven. Goolagong won her final Grand Slam title at Wimbledon in 1980, eventually retiring in 1983. A reluctant hero to Aboriginal and Torres Strait Islander Peoples, Goolagong grew tired of constantly hearing 'Aboriginal girl' placed immediately before her name in news reports. She went on to marry British tennis player Roger Cawley and moved to the United States, where she would live for the next two decades.

The Munich and Montreal Olympics

The 1972 Olympics held in Munich, Germany, better known for the massacre of 11 Israeli athletes at the hands of a Palestinian terrorist group, were dominated by Australian swimmer Shane Gould, who took home three gold medals. Australian runner Raylene Boyle also shone, winning two silver medals in the athletics. It was a successful Olympics for Australia, with a total tally of eight gold and seven silver medals. Australia finished sixth in the medal tally, renewing the national pride Australians had always enjoyed by playing sport on the world stage.

This winning streak came to a halt at the 1976 Olympics in Montreal, Canada. Crashing down the medal tally, Australian athletes were unable to win a single gold medal. The disaster of Montreal led to significant soul-searching among Australia's Olympic organisations and eventually inspired the formation of the Australian Institute of Sport (AIS) in 1981.

Based in Canberra, the AIS fostered Australia's best Olympic talent and gave them a place to train, which let Australia begin a slow march back up the medal tally.

Australian sport in the 1980s

The America's Cup

Australia's booming patriotism hit a high point in 1983 when an Australian sailing team won a race that few had paid attention to before (or since). The America's Cup was a famed international yacht race that the US had won for 132 years in a row. This was the longest winning streak in world sport.

Australian boat *Australia II* was competing in the 1983 race. Its crew kept their craft's revolutionary new design secret until the event began. Financed by larrikin Australian businessman Alan Bond and using the secret keel designed by Australian Ben Lexcen, *Australia II* won the event, breaking the US stranglehold on the event.

Interestingly, few Australians paid attention to the event until it was known that *Australia II* had a place in the final. The opportunity to see Australian ingenuity take on the world was one few Australians would miss, and the victory sparked enormous celebrations around the nation.

Such was the euphoria around the victory, that Prime Minister Bob Hawke was seen celebrating on television wearing a jacket covered in the word 'Australia'.

▲ **Source 4.56** Hawke comments: 'Any boss who sacks anyone for not turning up today is a bum. It's a day for Australians, it brings us all together.'

In one champagne-soaked moment, the Australian Prime Minister had summed up the mood of the

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RESPONDING TO THE SOURCES – 4.23

1 How does Hawke's jacket in Source 4.56 display his sense of pride?
2 How might his comment that 'any boss who sacks anyone for not turning up today is a bum' reflect the importance of sport in Australian culture?
3 How do Hawke's further comments speak to the broader role sport plays in Australian cultural life?

nation. The winning team was given a parade on their return to Australia as the opportunity to knock a bigger nation off its perch was celebrated across the country.

Australian sport in the 1990s

In 1993, Essendon player Gavin Wanganeen was the first Aboriginal footballer to win the coveted Brownlow Medal awarded to the AFL's best player of the year. Yet Nicky Winmar highlighted the ongoing racism in Australian sport, pointing to his skin colour during a game after racial taunts were shouted from the crowd.

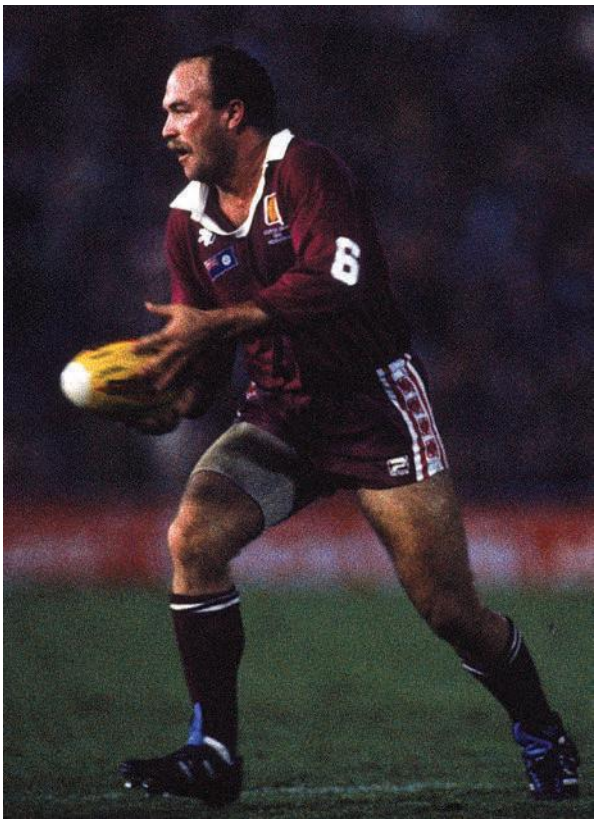
▲ **Source 4.57** Nicky Winmar challenges racist hecklers, 1993

▲ **Source 4.58** Adam Goodes faced racial vilification after celebrating a goal by miming the throwing of a spear, May 2015.

RESPONDING TO THE SOURCES – 4.24

How do the experiences of Nicky Winmar and Adam Goodes highlight the ongoing legacies of the attitudes upon which Australia was built?

Rugby League remained popular, and one of Australia's greatest sporting rivalries developed. The State of Origin series had been introduced in 1980, and had surged in popularity, along with the career of 'The King' Wally Lewis. Often marked by players 'going the biff' when tensions reached breaking point, League was seen as a rougher, more masculine form of football.



▲ **Source 4.59** Wally Lewis in a State of Origin game

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▲ **Source 4.60** The New South Wales State of Origin team celebrate winning in 2018

RESPONDING TO THE SOURCES – 4.25

1. How do the two images in Sources 4.59 and 4.60 contest one another in terms of the value of sport in Australian culture?
2. How do images like these contribute to the development of a negative perspective of Australian sport and its relationship with alcohol consumption?

Australian sport in the 2000s

The Sydney Olympics

The Australian Olympic team saw their fortunes improve throughout the 1990s. In 2000, the team had the chance to show Australia what it could do at the Sydney Olympic Games.

Combined with Australia's more 'grown-up' international identity thanks to successes in areas of popular culture, the 2000 Olympics were a crowning moment in the history of the nation.

A lot of pressure fell upon the Australian athletes. Decades of work at the AIS towards restoring the nation's Olympic identity would need to be realised. The Australian athletes easily met the challenge. With 16 Gold medals and 58 medals in total, the medal tally from the Sydney Olympics remains Australia's greatest ever.

The highest point of the Sydney Olympics, however, involved just one athlete and one moment.

Australian sprinter Cathy Freeman had long been a world-record beater in athletics. Her chosen event, the 400-m dash, was her opportunity to win her first Olympic gold, and the first gold medal for an individual Aboriginal athlete.

Pressure was placed on Freeman from the beginning. She carried the torch to light the Olympic flame and her face was emblazoned across billboards. One image of her even took up the side of a single Sydney skyscraper.

On 25 September 2000, Freeman won gold in the 400-m in convincing fashion. A packed Sydney Olympic stadium roared her home and the exhausted Freeman collapsed in tears after she crossed the finish line. A proud Aboriginal Australian, Freeman celebrated with the crowd by carrying both the Australian and Aboriginal flags during her victory lap.

Freeman's win was the high point of the Olympics for both the team and the Australian public. The closing ceremony found Australia, its culture and its identity, standing on a world stage celebrating its success and cementing its place as a world leader.

▲ **Source 4.61** Cathy Freeman completes a victory lap after winning gold, carrying both the Aboriginal and Australian flags

▲ **Source 4.62** Cathy Freeman lights the Olympic flame at the Opening Ceremony of the Sydney 2000 Olympics

RESPONDING TO THE SOURCES – 4.26

1. Why is the choice of Cathy Freeman as the flame bearer significant?
2. Why is Freeman's choice to carry both flags significant?
3. How do both of these moments reflect change in Australian society?

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▲ **Source 4.63** The 'golden girls' of Australian sport at the 2000 Sydney Olympics

RESPONDING TO THE SOURCE – 4.27

How is Source 4.63 significant in showing a shift in Australian attitudes to women?

Cathy Freeman's victory marked the beginning of a significant shift in Australian sports culture. Since 2000, a number of sports have created professional leagues for women, including cricket (Women's Big Bash League – WBBL) and Australian Football League – Women (AFLW). Women are not yet paid equally in all sports, but Cricket Australia announced that from 2020, all cricketers will be paid equally regardless of gender. The Australian women's soccer team, the Matildas, also secured equal pay in 2019. Some argue that women cannot expect equal pay when the women's leagues generate less income than the men's leagues; however, this idea only perpetuates inequality. Perhaps the reason women's leagues generate less income is because the players have to have part-time jobs, as they aren't paid equally and so can't devote themselves to training and playing as fully as their male counterparts. Equal pay would help solve this problem.

Sport is a defining feature of Australia's culture and, like music and television, reflects our changing attitudes and social values. Today, the blokey, beer-drinking footy culture is being challenged, racism is being recognised and challenged, and sports women are working towards parity with their male counterparts. In many ways, these changes in Australia's sporting landscape mirror the changes in Australian society at large.

REFLECTING ON YOUR LEARNING 4.4

1 Which sporting events suggest that some Australian attitudes to various issues have been slow to change? **Explain** your answer.
2 Is there evidence to suggest Australian sporting culture is becoming more inclusive and reflecting the growing diversity in Australian society?

Class discussion

3 How can Australian sport be constructed as a microcosm of Australian society?

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

4.5 Movements and music

FOCUS QUESTION

How has popular music influenced movements for social change?

The relationship between society's values and beliefs and its culture is two-way. Music, art and literature both reflect and reshape the societies in which they originate. One clear example of this is in protest songs, where musicians respond to social issues in their music. These songs can become anthems for change and in turn contribute to a shifting of our society's attitudes. In this section, we consider the final sub-inquiry question: how have Australian artists used pop culture as a form of activism on local and global issues?

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1960s and 1970s counterculture

After the relative calm of the post-war era, the 1960s were a decade marked by counterculture movements as young people 'tuned in and dropped out', rejecting the social conformity of their parents' generation. The hippy movement gained popularity as young people stuck it to 'The Man', meaning those in traditional roles of authority, including law enforcement and the government. In their rejection of mainstream culture, these young people experimented with drugs and created new types of music that reflected their rejection of tradition. As we saw earlier in the chapter, one of the most significant counterculture events was the Woodstock Festival. Many of the artists who performed at Woodstock wrote songs which expressed the values of the hippy counterculture movement.

▲ **Source 4.64** Jimi Hendrix performing at Woodstock

RESPONDING TO THE SOURCES – 4.28

What elements of the image in Source 4.64 present Hendrix as part of the counterculture movement?

ACTIVITY 4.9

Research task

Select, from the list below, three of the songs performed at Woodstock. Listen to or look up their lyrics and answer the questions that follow.

- The Who – 'My Generation'
- Jimi Hendrix – 'Purple Haze'
- Jefferson Airplane – 'Uncle Sam's Blues'
- Creedence Clearwater Revival – 'Fortunate Son'
- The Grateful Dead – 'Dark Star'
- Janis Joplin – 'Piece of My Heart'
- Country Joe and the Fish – 'I Feel Like I'm Fixing to Die'

Bonus: Joni Mitchell's 'Woodstock', which she wrote after the event, as she didn't end up performing at the festival.

1. How do the songs challenge or reject traditional values and beliefs?
2. What do the young people believe and value? **Use** quotes to support your response.
3. Are they asking for any type of change? If so, what do they want to change?
4. Overall, how would you **describe** the mood or tone of each song? What do you think this implies about young people's attitudes at the time?

The anti-war movement

The second half of the 1960s took a much more revolutionary turn. Student movements around the globe were inspired by new ideas. Young people were moving away from the fawning hysteria of Beatlemania towards a more political, open-minded and radical worldview. One of the most important flash-points for protest during the late 1960s was the Vietnam War.

In France, students and workers rioted against police for much of the month of May in 1968. They were protesting against the stagnation of French culture. Students were yearning for progress and were angered at the French Government's acceptance of the American war in Vietnam. The riots were so damaging, the French economy came to a standstill.

The Rolling Stones were at the vanguard of this new cultural era. The total opposite of the clean-cut image

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of The Beatles, the Rolling Stones were a harder, grittier and more aggressive band. Their song 'Street Fighting Man' was written in response to the violence the band were seeing in France and elsewhere around the world. Guitarist Keith Richards explained why the band wrote the song:

> That was the year that all that stuff was going on in Paris and in London. There were all these riots that the generation that I belonged to, for better or worse, was starting to get antsy.

▲ **Source 4.65** Guitarist Keith Richards on 'Street Fighting Man'

▲ **Source 4.66** Anti-Vietnam War protests in the streets of Paris, 1967. This demonstration took place at the place de la Bastille – a historically significant location.

The song openly spoke of revolution in the street. It was subsequently banned by a number of US radio stations. The Rolling Stones were notorious for their provocative shows and adversarial attitude. Their contribution to popular culture is undeniable – they brought a sense of fear and danger to rock 'n' roll music.

In the US, public support for the war in Vietnam had taken a sharp turn towards the negative. During 26–29 August 1968, thousands of students fought with police in Chicago outside the Democratic National Convention. This conflict represented the division between those who supported the war and those who did not. Thousands of students across the world were joining protests against the Vietnam War and rebelling against any form of authority that attempted to assert control over young people. In Australia, the conscription of young men to fight in Vietnam had created similar cultural divisions.

The growing influence of US culture on students in Australia meant that many students were attempting to avoid being conscripted. The mothers of Australian servicemen began a protest they called 'SOS: Save our Sons'. The anti-war movement was seen as a young people's issue, as it was young men who were to be conscripted for service. Many musicians explored the concerns surrounding the toll of the Vietnam War, both at the time and later, reflecting on its cost.

RESPONDING TO THE SOURCES – 4.29

1 How does Richards' comment reflect the change in attitude from the 1950s among young people?
2 What does Source 4.66 suggest about the scale of dissatisfaction among French young people at the time?
3 Do these sources suggest a change or continuity in French society?
4 Do Sources 4.65 and 4.66 corroborate or contest one another? **Explain** your response.

TABLE 4.2 Songs about the Vietnam War

Australian artists	International Artists
Redgum – 'I Was Only 19'	Barry McGuire – 'Eve of Destruction'
Cold Chisel – 'Khe Sanh'	Buffalo Springfield – 'For What It's Worth'
	Crosby Stills Nash & Young – 'Ohio'
	Bob Dylan – 'The Times They Are A-Changin' – 'Blowin' in the Wind' – 'Masters of War'

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ACTIVITY 4.10

Research task

1 Listen to or read the lyrics of the Australian songs.
   - **a** How do the songs represent the experience of war?
   - **b** What challenges did each character face on returning home to Australia after the war?
   - **c** Who do the songs suggest can best understand the experiences of Vietnam veterans?
   - **d** How might have songs like this changed people's attitude to war? Give specific examples.

2 Read the lyrics or listen to Dylan's 'Masters of War'. Who is he angry at and why? Does his attitude corroborate or contest the experiences of Australian soldiers in 'I Was Only 19' and 'Khe Sanh'?

3 How do Barry McGuire's and Buffalo Springfield's lyrics represent the broader social concerns of the 1960s?
   - **a** What issues or events do the songs allude to?
   - **b** What are the musicians' attitudes to these events and issues?
   - **c** Who do they blame for their nations' negative experiences?
   - **d** What major global conflict underpins each of these songs? What evidence can you see of this in the lyrics?

4 Do some brief research on the Kent State shootings in 1970.
   - **a** How does the song 'Ohio' capture the anger and fear of student protesters?
   - **b** Why was the Kent State massacre and the student strike that followed a historically significant moment in the anti-war movement?

The environmental movement

Another area of concern that grew in the 1960s was the recognition that human activity was causing significant harm to the natural environment. While older generations had built twentieth-century society on fossil fuels and increasing demand for natural resources, by the 1960s calls for greater environmental protection gained momentum. Concerns about pollution, chemicals used in farming and construction, and deforestation were all raised, and continue to be areas of concern today, as we grapple with the effects of the global warming caused by human activity.

American musicians bemoaned the rapid pace of urbanisation and the resultant loss of natural spaces.

ACTIVITY 4.11

Research task

Listen to the Eagles' 'The Last Resort' and Joni Mitchell's 'Big Yellow Taxi'.

> 'The Last Resort', on *Hotel California*, is still one of my favorite songs ... That's because I care more about the environment than about writing songs about drugs or love affairs or excesses of any kind. The gist of the song was that when we find something good, we destroy it by our presence – by the very fact that man is the only animal on earth that is capable of destroying his environment. The environment is the reason I got into politics: to try to do something about what I saw as the complete destruction of most of the resources that we have left. We have mortgaged our future for gain and greed.

▲ **Source 4.67** Don Henley of the Eagles

Source: Quoted in Andy Greene, 'Readers Poll: The Ten Best Eagles Songs', *Rolling Stone*, 29 July 2015

1 How do the lyrics of 'The Last Resort' reflect Henley's values? **Use** Source 4.67 to support your response.

2 In addition to environmental harm, what other negative cultural practice does Henley describe in the song?

3 What does Joni Mitchell suggest are two major concerns for the environment? **Use** quotes to support your response.

4 How do both songs reflect concerns about the long-term consequences of environmental destruction?

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In Australia, the environment debate took centre stage when in 1978 plans were announced to build a major hydroelectric dam on the Franklin River in Tasmania. This announcement sparked outrage as the location was considered of great environmental significance and value. In 1982, future Greens Party leader Bob Brown announced a blockade of the dam site would take place, with people arriving from around Australia and internationally to join the protest. On the same day as Brown's announcement, UNESCO declared the area a World Heritage site. The blockade went ahead, with many protestors jailed, including a British botanist, which drew international media attention. Australian musicians joined the protest with the bands Redgum and Goanna performing 'Let the Franklin Flow' at the blockade site.

▲ **Source 4.68** Rallies were held across Australia at the time against the proposed Franklin Dam in Tasmania. No dam rally at Chifley Square, Sydney, NSW, December 14, 1982.

▲ **Source 4.69** Protestors being arrested by police

RESPONDING TO THE SOURCES – 4.30

1 Using evidence from Sources 4.68 and 4.69, how would you **describe** the protests?
2 What might the motives of the protestors be in forming a blockade?

ACTIVITY 4.12

Research task

Listen to or read the lyrics of the following songs:

- Goanna – 'Let the Franklin Flow'
- John Williamson – 'Rip Rip Woodchip'
- Midnight Oil – 'Beds Are Burning'
- The Vines – 'Killin' the Planet'
- Tim Minchin – 'Canvas Bags'

1 How do Goanna's and Williamson's songs **describe** the Australian environment and the damage being done to it?
2 Which people or groups may have disagreed with the ideas in these songs?
3 What do Midnight Oil mean when they say 'to pay the rent now to pay our share'?
4 How do Midnight Oil challenge their listeners to take responsibility for the environment?
5 Does The Vines' song suggest much had improved between the protests of the 1980s and the 2010s?
6 How might Tim Minchin's 'Canvas Bags' be seen as a critique of the lack of action taken to prevent environmental degradation? What is he suggesting about the likelihood of dramatic change to existing environmental policy?

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Civil rights anthems

In 1990, Australian music started where it had left off in the 1980s: political and angry. Australian band Yothu Yindi had the first hit song to be sung in English and an Aboriginal language. 'Treaty' brought the culture, identity and political activism of the Yolngu people to the world.

The song reflected the broken promises of successive Australian governments with respect to Aboriginal and Torres Strait Islanders. Yothu Yindi was fronted by Dr Mandawuy Yunupingu, a school principal and community leader. An international hit, 'Treaty' led to Dr Yunupingu being named Australian of the Year in 1992.

Midnight Oil had recognised the ancestral stewardship of the Australian environment by First Nations Peoples in 'Beds are Burning' with the lines 'the time has come, a fact's a fact, it belongs to them, let's give it back'. First Nations artists reiterated this call.

ACTIVITY 4.13

Research task

Listen to or read the lyrics of the following songs:

- Warumpi Band – 'Black Fella/White Fella'
- Archie Roach – 'Took the Children Away'
- Yothu Yindi – 'Treaty'
- Paul Kelly – 'From Little Things Big Things Grow'
- Goanna – 'Solid Rock'

Drawing on your knowledge of the Indigenous civil and land rights movements and the experiences of First Nations Peoples since colonisation, outline how each song addresses these issues. Divide the songs among small groups.

You may like to **consider**:

- What issues the song explores
- What perspectives are conveyed
- What calls for change or challenges are presented in the lyrics.

Share your responses with your class.

Women's rights movement

As you will have realised, the latter half of the twentieth century was a period of significant social change. Anti-war sentiment, concern for the environment and calls for racial equality reshaped Australia and the world. Another very important movement for change was the women's movement. While first wave **feminists** had advocated for womens' right to vote and greater legal control over their own lives, it was the second wave feminists of the 1970s who really challenged the patriarchal systems that limited women's rights. Women called for equality in all aspects of life. Ending laws that discriminated based on gender, equal opportunity and pay in the workplace, support for childcare, reproductive rights (such as access to the contraceptive pill), sexuality and freedom from sexual abuse were all key issues for the movement, which sought to change how women were perceived as a whole.

feminism the advocacy of women's rights on the ground of the equality of the sexes

▲ **Source 4.70** Feminist icon Germaine Greer at the Women's Liberation March in Hyde Park Sydney on the 11th of March 1972

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▲ **Source 4.71** Women protest for equal rights outside the ACTU (Australian Council of Trade Unions) Annual Conference on September 26, 1989.

▲ **Source 4.72** Merle Thornton and Rosalie Bognor chained themselves to the bar in the Regatta Hotel, Brisbane, after being refused service in 1965. Laws at the time did not permit women to be present in public bars.

▲ **Source 4.73** Protestors march against violence against women near the Town Hall, Sydney, March 2021

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RESPONDING TO THE SOURCES – 4.31

1 Which issues are being protested against in each image in Sources 4.70, 4.71 and 4.72?
2 Collectively, what does this suggest about the social freedoms available to women during the 1960s and 1970s?
3 **Consider** recent events such as the Women's March on Parliament House in Source 4.73. What do events like this suggest about the degree of change that has been achieved in Australian society for women?

While the women's rights movement was vitally important, it is important to note that it was not truly inclusive, as it predominantly involved middle class or wealthy white women. Later feminist movements would be more inclusive of both LGBT women and women of colour, with bell hooks' *Feminist Theory: From Margin to Center* redefining feminist thought. In addition to feminist classics like Germaine Greer's *The Female Eunuch* and Betty Freidan's *The Feminine Mystique*, female musicians joined the feminist chorus.

ACTIVITY 4.14

Research task

Listen to or read the lyrics of the following songs:

- Helen Reddy – 'I Am Woman'
- Aretha Franklin – 'Respect'
- Loretta Lynn – 'The Pill'
- Maria Muldaur – 'I'm A Woman'

1 What are Helen Reddy and Aretha Franklin asking for?
2 Who do they want these things from?
3 Based on the lyrics to Loretta Lynn's 'The Pill', how did being able to access the contraceptive pill change women's lives? **Use** quotes to support your answer.
4 How do both Maria Muldaur and Loretta Lynn **describe** the work and lives of women? Do you think the lives of women have changed significantly since these songs were written?
5 Think about your own favourite artists. Are there any current songs that could be considered feminist messages? How do these songs characterise the current experiences of women?

REFLECTING ON YOUR LEARNING 4.5

Extended writing task

Choose one movement for social change, research its popular 'anthems' and **argue** how this song contributed to the effectiveness of the movement's goals or messages.

Complete the 'Developing your understanding' activities and the Quiz in the Interactive Textbook.

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End-of-chapter assessment 4

Unit key inquiry question

How significant were globalising forces such as migration and popular culture in reshaping Australian society in the latter half of the twentieth century?

Timeline task

1 **Develop** a timeline of how migration to Australia changed over time.
2 Add to this timeline the major changes in media, sport and pop culture that occurred in each decade.
3 What relationships can you see between these elements? You could **consider**:
   - **a** How did increasing European migration contribute to changes in Australian media?
   - **b** How was the Vietnam War reflected in popular culture?
   - **c** How do long-running programs like *Play School* reflect Australia's changing values?

Creative task

1 **Select** a song from Chapter 4, or another you locate through research, with your teacher's approval.
   - **a** **Devise** a poster that displays the lyrics of the song, with images related to the song's subject.
   - **b** Include a timeline that shows what was happening when the song was written and what it might have been in response to.
   - **c** Undertake some research and find one secondary source that reflects on the impact or importance of the song. Include a quote from this source on your poster.
   - **d** Share your posters as a class – you could group them by topic or chronologically.

Writing task

Write a short reflection on: to what extent does popular culture reflect changes in Australian society over time? You can cite the materials included on each poster as your sources.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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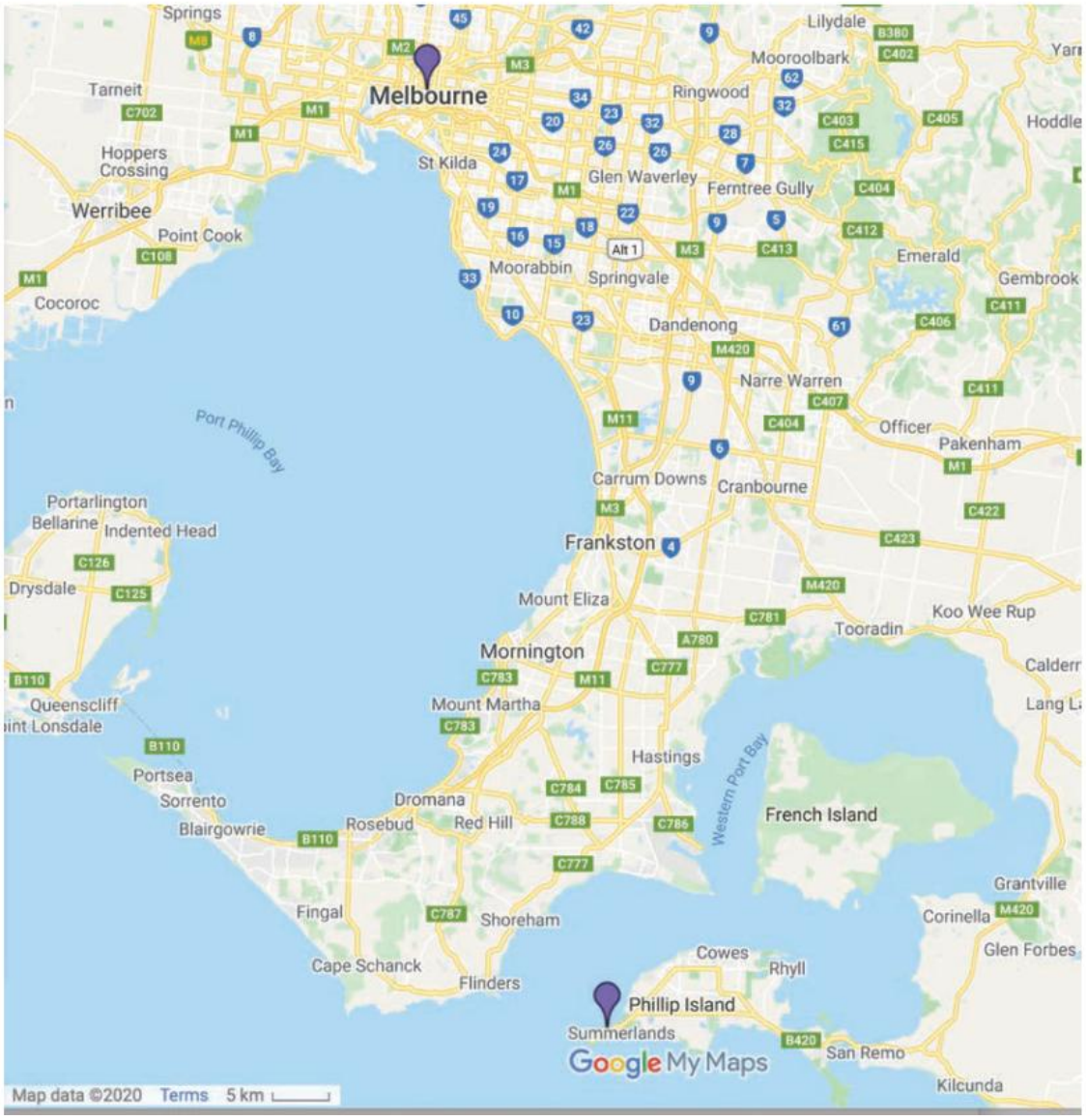
5.7 Case study: restoring penguin habitat on the Summerland Peninsula, Victoria

FOCUS QUESTION

How effective are responses to environmental management?

> *'A community dismantled for a bird.'*
>
> —From 'Penguins impossible to hate', *Off Track with Ann Jones,* ABC Radio, 7 April 2019

Phillip Island is located in Victoria's Western Port Bay, approximately 80 km south-south-east of Melbourne. About 90 per cent of the island's 100 square km has been cleared and is currently used for urban and agricultural uses. The remainder of the island is made up of woodlands, wetlands and coastal areas. The Summerland Peninsula is located on the western tip of the island near the internationally recognised Penguin Parade (see Figure 5.56a).



▲ **Figure 5.56a** Location of Phillip Island relative to Melbourne

ACTIVITY 5.15

Describing location

1 Search for Summerland Peninsula on Google Maps.

a **Describe** the location of the Summerland Peninsula within Phillip Island.

b Turn on satellite view by clicking on the box in the bottom left corner. Using the satellite image, **describe** the natural and human geographic characteristics of the Summerland Peninsula.

Environmental change: Summerlands Estate

Unlike the rest of Phillip Island, the Summerland Peninsula has little agricultural value and therefore has been left relatively unchanged since the 1920s. This means that it still has natural features that support a healthy penguin colony. All other penguin colonies on the island have been destroyed.

As described in the excerpt in Figure 5.56b, these natural characteristics sparked the interest of property developers and in 1927 the Summerlands Estate was established, subdividing the region into 986 residential housing blocks. By 1985 the estate contained 183 houses, one motel, one shop, a nine-hole golf course and a network of roads throughout the estate.

IF you, in your day-dreaming, have looked forward longingly to a seaside residence in a perfect setting — with a protected privacy that would endure through the years; with your own house, built on lines designed by yourself, on your own land and facing your own bit of the sunny, southern sea — this can be yours. For here, on fair Phillip Island — far from the fret and turmoil of city life, yet actually only three hours from Melbourne, has been founded *a new seaside resort* which will enable you to make your ideal summer home not merely something which you can enjoy in your imagination, but an actual, practical and living reality.

At the western end of the island is a promontory which has been named SUMMERLAND, and here will be found everything dear to the heart of the seaside home-seeker; from sheltered bays and ocean beaches to rugged cliffs where thousands of mutton-birds, penguins and seagulls make their homes.

Here, every form of outdoor pleasure awaits you — surfing and swimming, boating and yachting, fishing, camping, sight-seeing and "exploring," as well as golf and all other open-air sports — these are but a few of the many delights of SUMMERLAND.

▲ **Figure 5.56b** Excerpt from a 1927 Phillip Island Holidays Development brochure

The impacts of change: penguin deaths

During the 1950s, the Department of Fisheries and Wildlife began to realise that the size of the Little Penguin population in the region was falling rapidly. The local penguin habitat had been reduced in size, degraded by vegetation removal and weed infestation, and fragmented by the construction of roads. Hundreds of penguins were killed each year by residents' dogs, wild foxes and road accidents.

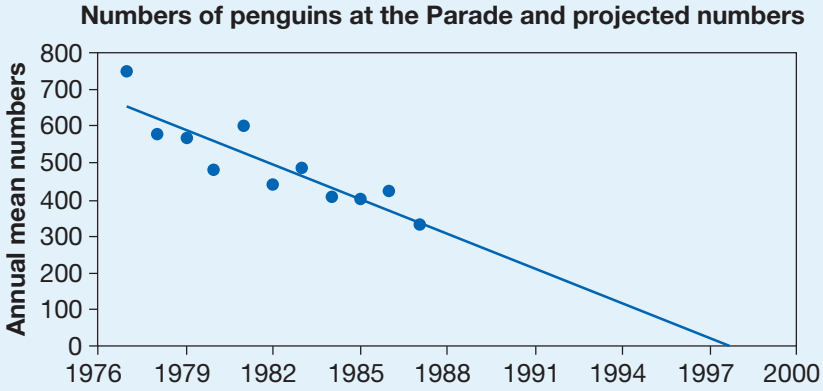
With a further 2000 residents expected to move into the remaining vacant blocks, a 1984 study by Phillip Island Nature Parks projected that the penguin colony would become extinct by 1997 (see Figure 5.56c). In addition to environmental concerns, the economic sustainability of the region was also at risk. The closure of the Penguin Parade would have been a disaster for the local tourism industry and the local economy.

Environmental management: Penguin Protection Plan

In 1985, John Cain, Premier of Victoria, announced the establishment of the Penguin Protection Plan. His decision was based on lobbying from conservation groups and consultation with local residents and the local tourism industry. Cain justified his decision based on sustainability, stating that:

> You have an obligation as the custodians of the land or people responsible for the time being to see the long term and not just the immediate past and the immediate future.[1]

1 https://www.abc.net.au/news/2018-04-08/phillip-island-when-penguins-won-and-land-owners-lost/9464698



▲ **Figure 5.56c** In 1984, Dr Peter Dann from Phillip Island Nature Parks projected that the local penguin colony would be extinct by 1997 if land uses at the time continued.

▲ **Figure 5.56d** Dr Peter Dann investigated the declining penguin population at Summerlands in the 1980s.

▲ **Figure 5.56e** Houses were removed from the Summerlands Estate and replaced with thousands of indigenous plants and penguin boxes.

▲ **Figure 5.56f** Houses on the Summerland Estate were replaced with over 2000 penguin boxes.

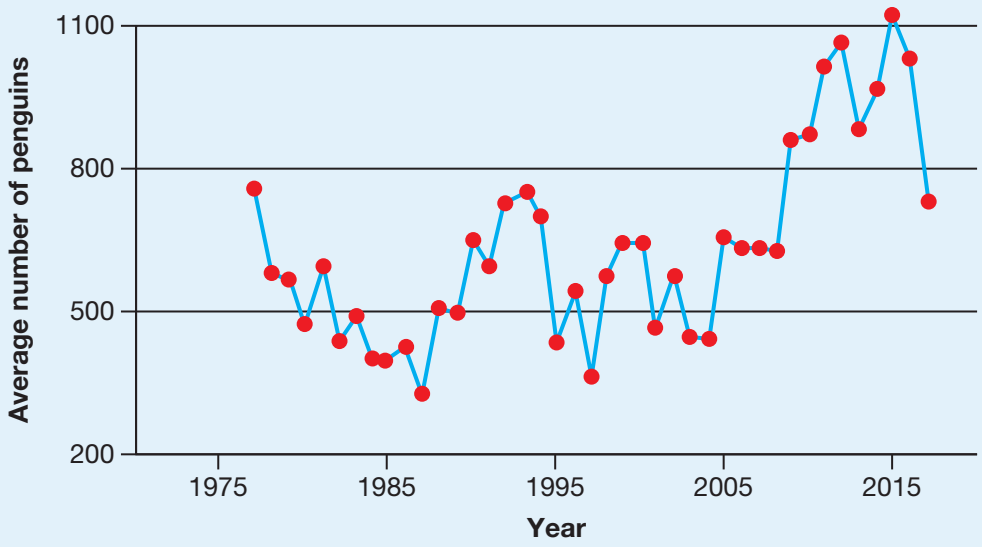
This conservation strategy was focused around a land buyback. The Victorian Government would buy properties within the Summerlands Estate and then remove houses and other urban infrastructure like power lines. Foxes and weeds were also to be removed, and the penguin habitat was to be revegetated and turned into a wildlife reserve. In 2011 the final houses were removed from the estate. All that remains today are a few scattered power poles and some underground cables. Revegetation and rehabilitation of the penguin habitat is ongoing and is now managed as part of the Phillip Island Nature Park.

Was the Penguin Protection Plan effective?

In terms of environmental targets, the Penguin Protection Plan was an overwhelming success. According to Dr Peter Dann, the population of the local penguin colony grew from 12 000 breeding birds in 1984 to a stable population of more than 32 000 in 2019. Rangers have counted the number of penguins crossing the beach at the Penguin Parade each night since 1977 (see Figure 5.56h). Variation in their population is based on changes in the number of penguins, the distribution of suitable habitat and the availability of food sources. An average of 771 penguins crossed the beach each night during the 2018–19 season. Although this was a reduction from 940 penguins in the 2017–18 season, it was still far above the long-term average of 647.

The increase in the size and quality of the penguin habitat, along with the construction of 2000 penguin boxes (Figure 5.56f), has meant that the distribution of the population has also increased. Weeds have also been managed over 400 hectares, and 120 000 grasses, shrubs and trees have been planted. This has benefited other species, such as the short-tailed shearwater. Fox eradication was also completely successful, leading to the reintroduction of the critically endangered eastern barred bandicoot into the park.

▲ **Figure 5.56g** From top to bottom, left to right; a Phillip Island penguin, short-tailed shearwater, fox and eastern barred bandicoot



▲ **Figure 5.56h** Number of penguins crossing the beach at the Penguin Parade from 1977 to 2019

ACTIVITY 5.16

Analysing a line graph

Analyse the trend in the number of penguins crossing the beach between 1977 and 2019 and **explain** why this trend is significant.

▲ **Figure 5.56i** Aerial photos show the success of the house buyback and land rehabilitation.

The growth in the number of penguins in the region is a positive for the local economy. The Penguin Parade is Phillip Island's primary attraction, contributing the largest share of the A$400 million that Phillip Island Nature Parks contributes to Victoria's economy each year.

During the 2018–19 season, 719 617 people visited the Penguin Parade, a slight reduction from a record 740 899 people in the previous year. Approximately half of these visitors were international tourists who, together with domestic tourists, spend over A$300 million annually on local accommodation, restaurants and other tourism activities. This in turn supports over 3000 jobs on the island and contributes nearly 40 per cent of the region's **Gross Regional Product**. The Penguin Parade suffered a large reduction in visitors in 2020 due to the travel restrictions associated with COVID-19. However, Phillip Island Nature Parks adapted by presenting a live stream of the event every evening, allowing its message of conservation and environmental management to reach a global audience.

The recent growth in tourism numbers has enabled the movement and upgrade of the Penguin Parade Visitors Centre. This will allow the rehabilitation of the wetland habitat where the old visitors centre was located, as well as the realignment of roads and car parks. This realignment will reconnect areas of divided habitat and reduce habitat fragmentation.

Gross Regional Product
measure of a region's economic activity based on the total value of goods produced and services provided in a region in one year

Despite its successes, not all aspects of this strategy were successful. The property buyback was expected to take 15 years and was budgeted at A$1 million per year. This eventually grew to 25 years due to a lack of funding. During this time, landowners could not develop vacant blocks and homeowners could not make any improvements or modifications to their houses. Many residents described these circumstances as living in a state of limbo. Others felt guilty about their unintentional impact on the penguin colony.

Although properties were initially sold to the government on a voluntary basis, many residents did not want to leave and 42 properties had to be compulsorily acquired. Ms Verwey, a local resident, stated that:

> …we were horrified and deeply shocked and incredibly saddened that all of this was going to come to an end.[2]

Despite these negative impacts, the long-term social impacts are expected to be positive in terms of recreation, local jobs and environmental conservation.

▲ **Figure 5.56j** Hundreds of thousands of tourists visit Phillip Island's Penguin Parade each year.

[2]https://www.abc.net.au/news/2018-04-08/phillip-island-when-penguins-won-and-land-owners-lost/9464698

MAKING THINKING VISIBLE 5.4

Circle of viewpoints

Brainstorm a list of perspectives prior to the decision to undertake a land buyback and during the buyback process. **Use** the following script skeleton to explore one of those perspectives.

1 **I am thinking of** (the topic you have chosen) **from the point of view of** (the viewpoint you've chosen).
2 **I think** … (describe the topic from your viewpoint by taking on the character of your viewpoint).
3 **A question I have from this viewpoint is** … (ask a question from this viewpoint).

Share your chosen viewpoint with a classmate with a contrasting view. What new ideas do you have about this case study that you didn't have before? What new questions do you have?

DEVELOPING YOUR UNDERSTANDING 5.7

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** and **describe** two ways in which the Summerlands Estate could have been described as unsustainable.
2 **Explain** what the 1984 study by Phillip Island Nature Parks revealed about the projected future of the Summerland Peninsula's penguin colony.
3 **Identify** the name of the environmental management strategy introduced by John Cain in 1984.

Interpret

4 Refer to Figure 5.56b. **Describe** the features that were advertised to attract people to the Summerlands Peninsula in 1927.
5 **Explain** how the views of different groups of people might have caused conflict during the implementation of the Summerlands land buyback.

Argue

6 **Explain** how Phillip Island's environment and economy are interconnected.
7 **Evaluate** the success of the Penguin Protection Plan in terms of its environmental, economic and social sustainability.

Extension

1 Visit the website of the World Wide Fund for Nature (WWF). Read about some of the wildlife conservation initiatives that are currently taking place around the world. Choose one of these initiatives and prepare a short summary, highlighting:
   - The location of the case study
   - The species being protected
   - Some of the specific ways it is being managed.

Cognitive verbs glossary

Knowledge utilisation

Conduct direct an action or course

Create produce or evolve from your own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole

Decide examine alternatives to choose an option; reach a resolution as a result of consideration

Determine demonstrates understanding of knowledge using varying levels of skills; establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution

Evaluate make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

Generate produce; create; bring into existence

Investigate carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information

Justify give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Predict give an expected result of an upcoming action or event; suggest what may happen based on available information

Propose put forward a point of view (or an idea, an argument or a suggestion), for consideration or action

Research study in detail, especially in order to discover new information or reach a new understanding

Synthesise combine different parts or elements (such as information, ideas or components) into a whole, in order to create new understanding

Analysis

Analyse consider in detail, for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

Apply use or employ in a particular situation

Compare estimate, measure or note how things are similar or dissimilar

Consider think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on

Distinguish recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items

Examine determine the nature or condition of something

Generalise to make a statement that relates to many people, things, or conditions, based on limited facts

Infer reach a conclusion on the basis of evidence or reasoning

Interpret explain the meaning of information or actions

Judge form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination

Reflect on think about deeply and carefully

Suggest communicate or show an idea to consider

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Comprehension

Communicate convey knowledge and/or understandings to others; make known; transmit

Describe give an account of characteristics or features

Explain provide additional information that demonstrates understanding of reasoning and/or application

Illustrate show the meaning or truth of something more clearly, especially by giving examples

Organise arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action

Represent use words, images, symbols or signs to convey meaning

Sequence place in a continuous or connected series; arrange in a particular order

Retrieval

Demonstrate prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition

Identify establish or indicate who or what someone or something is

Recognise identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge

Select make a choice between options

Use operate or put into effect; apply knowledge or rules to put theory into practice

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