CAMBRIDGE
HUMANITIES & SOCIAL SCIENCES
FOR QUEENSLAND

9

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About the cover
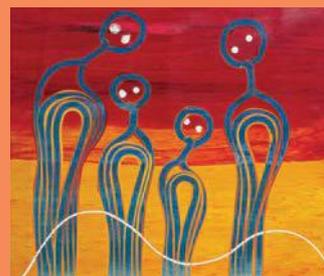
Fiona Omeenyo
Connect on Country
Acrylic on canvas, 89x94cm

This painting by Fiona Omeenyo is titled *Connect on Country* (2020). It represents the spiritual connection with Country. This is particularly explored in the Civics and Citizenship subject within the Humanities and Social Sciences for Queensland series.

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About the authors

Kate Buchanan (*lead author: Geography*) is a Geography and Humanities teacher at her current school. She has worked in Queensland schools for six years and has experience teaching Geography, History and Religion across Years 7–12. Prior to teaching, Kate was an urban planner and demographer. She has experience as a QCAA endorser and confirmer for Geography and as a committee member of the GTAQ. Kate is passionate about the importance of Geography as a discipline to help students understand the world and their place in it.

Kathleen Collin (*contributing author: History*) has over 25 years of History teaching experience at independent and Catholic high schools in New South Wales and Queensland. She has held a range of roles including Head of Faculty, Dean of Curriculum, Director of Learning and Teaching and Head of Secondary. She was a member of the writing team for the NSW Ancient History HSC Examination, an assessor for the NSW HSC Extension History paper, and is a confirmer and external marker in Senior History for the QCE. Kathleen is now the Assistant Principal – Strategy and School Operations at her current school. She is also an executive member of the Queensland History Teachers' Association. Kathleen has always had a love of History that she gained from her father and grandfather who inspired her passion for politics and the past. It has been a delight for her to be able to nurture her three children and numerous students' interest in the discipline as well.

Jarod Costantini (*lead author: Economics and Business*) is the Director of Staff Development at his current school. He has worked in Queensland schools for over 15 years and has experience in several different areas of leadership alongside teaching classes in Years 9–10 Economics and Business and Year 11 and 12 Economics. Jarod is also an accredited assessor for the Highly Accomplished and Lead Teacher Certification that is recognised across Australia. He has a keen interest in developing an understanding of Economics and Business for the future leaders of our nation.
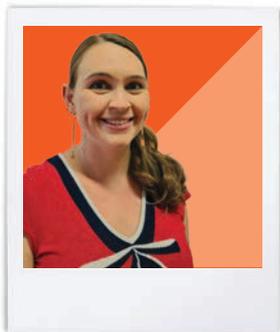
Kimberley Diehm (*lead author: Civics and Citizenship*) has developed a broad understanding of Humanities curriculum over her 10-year teaching career. She is passionate about delivering engaging Economics and Business and Civics and Citizenship courses from Years 7 to 12, with a specific focus on student-centred learning, authentic case studies and examining contemporary issues. Kimberley is currently undertaking a Master of Business (Management) to continue to cultivate her curriculum and leadership capabilities. She is invested in helping students develop real-world knowledge and skills necessary for rapidly evolving societal, organisational and political landscapes.

Jessica Hegerty (*contributing author: History*) is a History and English teacher who has spent 11 years teaching at her current school in Brisbane. She has presented at workshops and conferences on educational technology and pedagogical approaches. Jessica is passionate about girls' education and empowering girls to make a difference in the world.

Ryan Slavin (*lead author: History*) has been teaching in the Humanities for over a decade. He has headed Humanities departments and led eLearning and literacy, among other teaching and learning positions, at numerous schools in which he has taught. Ryan has taught History, Geography, English, Legal Studies and Study of Religion to Queensland students from Years 7–12, and English as a second language to adults overseas. He has been a member of the Executive for the Queensland History Teachers' Association for many years and is the editor of the Association's eJournal publication. Ryan has written for Cambridge University Press a number of times, including for *Senior Modern History for Queensland* published in 2019. Ryan also has over 20 years of martial arts teaching experience, and manages a traditional Japanese martial arts dojo (school) where he lives on Queensland's Sunshine Coast.

About the cover artist

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).

Source: Photo by Mick Richards

About the illustrator

Jean-Michel Girard is an illustrator based in Québec City, Canada, who has 30 years' of professional experience in 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.

How to use this resource

Book structure

- All chapters have been closely aligned to the Queensland Curriculum for Humanities and Social Sciences for Year 9
- 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 covers 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. The History chapters also have 'Reflecting on your learning' questions, and their 'Developing your understanding' questions are sometimes available in the digital-only content (where noted in this book). At the end of each chapter are 'End-of-chapter assessment' activities.

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 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 in the Interactive Textbook.

This brain icon with bracketed text indicates a deeper thinking question, or questions, to help you dive deeper into an idea within the History chapters.

The speech balloons convey some good points for class discussion.

Part 1

History

What is History?

Simply put, History is often defined as a record of the past. But does this adequately reflect the following historians' descriptions?

- The Roman historian Tacitus (56–120 CE) wrote in his *Annals* (Book XV) that the purpose of History is 'to prevent virtuous actions from being forgotten, and that evil words and deeds should fear an infamous reputation with posterity'.
- French historian M. Bloch wrote in his 1949 book *The Historian's Craft that*, 'history is neither watchmaking nor cabinet construction. It is an endeavour toward better understanding … [It] is, in its essentials, the science of change. It knows and it teaches that it is impossible to find two events that are ever exactly alike, because the conditions from which they spring are never identical.'
- British historian E. H. Carr wrote in his 1961 book *What is History?* that the 'facts… are like fish on the fishmonger's slab. The historian collects them, takes them home and cooks and serves them.'

As the preceding experts suggest, history is a complex and scientific study of the past and an academic pursuit for truth. Interestingly, we study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from. It can also give us a sense of where we are headed.

The concept of history is common to all people. It exists in all societies. The simple act of keeping records about ourselves, our families and the nation in which we live, and thinking deeply and critically about these records, makes all of us historians in one way or another.

History opens a window on the past. It shows how our own society has changed over time. It also helps us understand how other nations and societies have changed over time.

History, or more importantly historical inquiry, is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation with a hypothesis to prove, then gathering evidence that will answer that question or prove/disprove the hypothesis.

One kind of evidence historians seek out is primary sources. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records or interpretations about the past made at a time after the event being investigated. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened to identify the extent to which the author's views may have impacted on the reliability and usefulness of the source.

When you think about it, history could be thought of as 'the thinking person's guide to the future'.

Introducing historical concepts and skills

Throughout the following history units, you will engage with the array of historical concepts outlined by the Australian Curriculum for Year 9 History. The concepts of **change** and **continuity**, **cause** and **effect**, **significance**, **perspective**, **empathy** and **contestability** are intertwined with the subject matter.

As you explore the subject matter through historical inquiry, you will be engaging with historical concepts to develop your historical knowledge and, all the while, further developing your historical skills. The historical skills you will develop as a result of your studies across these units are as follows:

- Understanding and using chronology, terms and concepts
- Creating historical questions to guide research
- Analysing, interpreting and using sources as evidence
- Identifying and comparing perspectives and interpretations
- Explaining and communicating a historical argument.

Using historical sources as evidence

Throughout these history units, you will come across a variety of historical **sources**. You will be asked to examine these sources and to interpret what they show. You will be asked to consider who created these sources, and why. You will decide how **reliable** these sources are, often by comparing them with other sources. Historians are sometimes called 'time detectives' because, like detectives, they are constantly investigating and interrogating the stories that people tell. You will be asked to read historians' points of view, to make decisions about their interpretations and to conclude how accurate their view is.
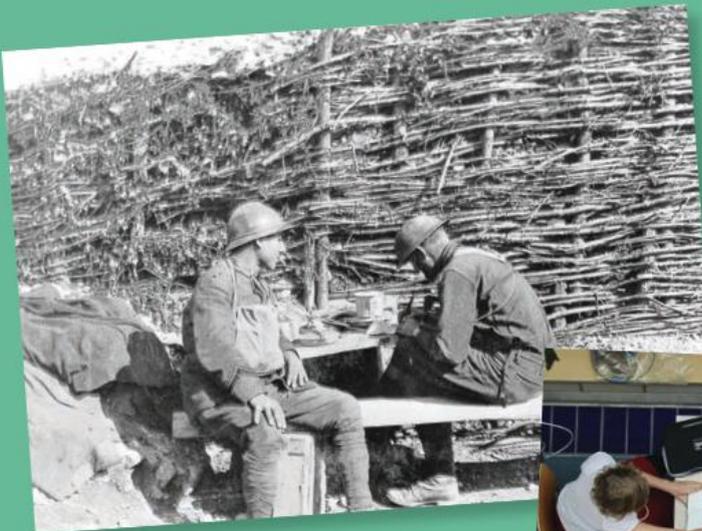
◄ **Source A** This photograph shows a soldier writing a letter home from the trenches. Because he was there at the time, and saw the trench warfare, his letter automatically becomes a valuable **primary source**.

▶ **Source B** Students research events from the past using books and information on the internet. Historical sources that were created after the event are called **secondary sources**.

The Industrial Revolution

The world we live in today can be directly attributed to what happened during the Industrial Revolution.

Globalisation, the easy movement of peoples around the world, and access to materials like iron and steel are just some of the ways the world has been impacted by the Industrial Revolution. As you will see from Chapter 1, the Industrial Revolution was a period characterised by new inventions, new technologies, and rapid change and growth. This period of history is an important part in the story of humanity and of how human beings got to be where they are today. It shaped our world in ways never seen before and changed it forever.

globalisation the process of the world becoming increasingly interconnected, especially in terms of ideas, trade and economies
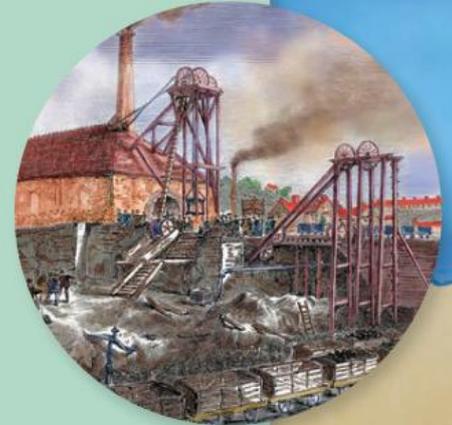
A mine during the Industrial Revolution

Nature of the Industrial Revolution
Key industries of the Industrial Revolution included cotton and steel production, and the development of steam engines revolutionised factories and railways. In the late nineteenth century, the development of the internal combustion engine led to the first cars and aeroplanes, as well as advances in industrial chemicals.

FRANCE
ITALY
SPAIN
PORTUGAL

CHINESE EMPIRE

JAPANESE EMPIRE

ARABIA
INDIA

PHILIPPINES

AFRICA

EAST INDIES

▲ **Video**
The Industrial Revolution

INDIAN OCEAN

Living and working conditions
Workers in the mines and factories faced unhealthy living conditions and unsafe working conditions. This led to the formation of trade unions and Factory Acts to regulate wages and conditions. In Australia the Conciliation and Arbitration Commission was established in 1904 to resolve problems between unions and employers.

AUSTRALIA

This overview is designed to help you to understand:

the important features of the modern period (1750–1918), including technological change, imperialism and nationalism.

You should read all the text closely, watch the videos (through the QR codes or in the Interactive Textbook), and then complete the activities that follow.

Convicts
Convicts were transported to penal colonies, such as the British colonies in eastern and western Australia.

Division of the world into colonies and colonisers circa 1900

▮ British	▮ French	▮ Portuguese
▮ United States	▮ Dutch	▮ Italian
▮ German	▮ Japanese	▮ Belgian
▮ Russian	▮ Spanish	▮ Ottoman

▲ **Source C** Division of the world into colonies and colonisers in 1900

Movement of peoples

Between the eighteenth and twentieth centuries, millions of people moved from Europe, Asia and Africa to North and South America, Australia, New Zealand and South Africa.
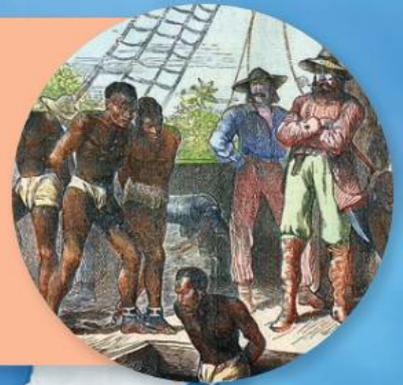
A transatlantic slave ship

▲ **Video**
The movement of peoples

NORTH AMERICA

Population
The United States' population increased by 28 million between 1850 and 1930, while Australia's population grew from approximately 400 000 in 1850 to over 3.5 million in 1901.

ATLANTIC OCEAN

Slavery
The trade in slaves from Africa brought wealth to the countries controlling slavery. Over 12 million slaves were transported between the fifteenth and nineteenth centuries. Abolition movements saw the end of slavery throughout the nineteenth century.

Settlers
Other people chose to emigrate to escape poverty or religious persecution in many European countries.

MEXICO

WEST INDIES

PACIFIC OCEAN

European imperialism

Portugal, Spain, the Netherlands, Belgium, France, Britain and Germany established empires which carved up Asia, the Americas, Africa and the Pacific between the fifteenth and nineteenth centuries. The Ottoman (Turkish), Austro-Hungarian and Russian empires dominated central and eastern Europe and much of the Middle East.

The Anglo–Zulu war of 1879

Social Darwinism
In the late nineteenth century changing ideas about race, brought about by Social Darwinism, led most imperial powers to believe they had a duty to educate and 'civilise' races they believed to be inferior.

Independence
Leaders such as Gandhi in India challenged the assumption of European superiority and the colonial system as part of their independence struggles in the first half of the twentieth century.

Modernisation
Japan modernised rapidly during this period and pushed for a greater role as an imperial power.

▲ **Video**
European imperialism

New ideas

This period saw new ideas develop about human society that challenged traditional beliefs. Some of these new ideas were political in nature, such as liberalism, modernism and egalitarianism. Others were economic in their nature, such as capitalism and socialism. These ideas helped shape major movements and events through the eighteenth to the early twentieth century, including the revolution of industries, emancipation of slavery in some parts of the world, and the spread of greater voting rights. However, it was also still a time of great nationalism (one of the most powerful political forces shaping the modern world) and imperialism. Both forces helped set the stage for World War I.
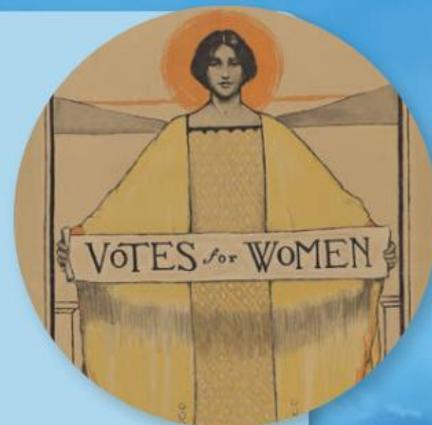
English suffragette poster, 1913

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.

1825
First steam engine railroad built

1848
Publication of *The Communist Manifesto*, London, UK

▲ Video
New ideas

1905/06
The launch of the first Dreadnought battleship

1778
British Government begins the transportation of convicts to Botany Bay, NSW

1863
End of slavery in the USA

1765
Invention of the Spinning Jenny, Lancashire, England

1901
Federation of Australian colonies as one country

1871
The unification of Germany

1807
Slave trade outlawed in Britain

1858
Queen Victoria of the United Kingdom proclaimed 'Empress of India'

1902
Australia gives women the right to vote and to stand for election

1844
First messages sent by Morse code

Socialism
From the mid-nineteenth century the desire of ordinary working people for improved conditions and greater involvement in industry and government reflected the socialist ideas that inspired the Communist movement.

Nationalism
Finally, a desire for national self-determination threatened the imperialism that was the central feature of the world at the start of the twentieth century. Nationalism was particularly strong among European nations that fought in World War I, such as Serbia.

The uses of technology

Global conflict: a depiction of a battle in August 1916 between Italian and Austro-Hungarian armies in World War I

The combination of the technological advancements and wealth generated by the Industrial Revolution with the development of European empires, alliances, nationalism and political tensions meant that any warfare would now be fought on a larger scale than any fought previously, and with deadly new mechanised weapons. The result was World War I.

Australian involvement in World War I had a transformative effect on our young nation. Loyal to the British Empire, over 400 000 Australian men enlisted in the Australian Imperial Force (AIF) and fought in campaigns in Turkey, the Middle East and Europe. The horrific experiences they endured gave birth to the Anzac legend, while the high casualty rate suffered by Australian forces and the devastating impact of the conscription debate at home transformed Australian society forever.

▲ Video
The interwar years

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.

1906
First Moroccan Crisis

1912/13
Balkan Wars

July–August 1914
European countries mobilise and declare war on each other

November 1914
The 1st Australian Imperial Force, initially raised in August, is sent to Egypt to train

late November 1914
Stalemate on the Western Front

December 1915
Allied forces evacuated from the Gallipoli Peninsula

25 April 1916
First Anzac Day commemorations held

July to November 1916
Australian forces take part in the Somme Offensive, particularly the battles of Pozières and Fromelles

1919
Treaty of Versailles

1911
Second Moroccan Crisis

28 June 1914
Archduke Franz Ferdinand assassinated in Sarajevo

25 April 1915
Australian and New Zealand (Anzac) forces land on the Gallipoli Peninsula

March 1916
Anzac forces transferred to the Western Front in France

1918–1920
Spanish flu pandemic kills millions worldwide

Responding to the timeline

1   **Identify** two continents where Britain gained colonies during this period.
2   **Outline** the changes to people's daily lives brought about by the Industrial Revolution.
3   **Explain** the positive and negative impacts of imperial expansion.
4   Why might World War I be considered the most significant event in shaping the modern world?

The Industrial Revolution (1750–1914)

Overview

The creation of the modern world in which we now live began with a quantum leap in humankind's command of energy, power and technology, known as the Industrial Revolution. This occurred in Britain during the eighteenth century, then across Europe in the nineteenth century. New technologies (such as steam engines), new processes (such as for making iron and steel), and the use of railways and canals, gave humans unprecedented power.

These technologies enabled humans to explore and conquer the world. This assisted the formation of empires, by which powerful nations such as Britain, Germany and France acquired colonies. This transformed life in the UK and Europe, and had an increasing impact on other societies, including the First Peoples of Australia.

Learning goals

After completing this unit, you should be able to answer these questions:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What were the origin, development, significance and long-term impact of imperialism in this period?
- How did these consequences shape the modern world?

Historical concepts and skills: *chronology,* and *continuity and change*

In this unit, there will be a particular focus on the historical concepts of **chronology** as well as **continuity and change**.

A **chronology** is essentially a linear list of key events: at very least, it will provide a sequence of dates, with the name of a key event beside it. An **annotated chronology** will more usefully include a brief description of an event. An **analytical chronology** will contain some comment on the **significance** of one event to the overall situation being studied.

In this respect, the historian is very much like a prosecuting lawyer making a case in court: to prove that a person is guilty, it is necessary to establish which events occurred, and in what order. Events and dates are actually being used as a form of evidence. In good historical writing, a historian like you does more than simply tell the story of what happened. You will need to use the sequence of events to actually make an argument as to why something happened.

Another important concept is **continuity**. Even in times of great **change** – such as the Industrial Revolution in Britain – some things remain unchanged, and continue as they did before. For example, while the Industrial Revolution made massive changes to the way industry and agriculture were carried out, the government of Britain remained very much as it had been before, with a king or queen ruling in conjunction with a parliament.

▶ **Source D** An 1887 engraving depicting the pollution from the copper factories in Cornwall, England
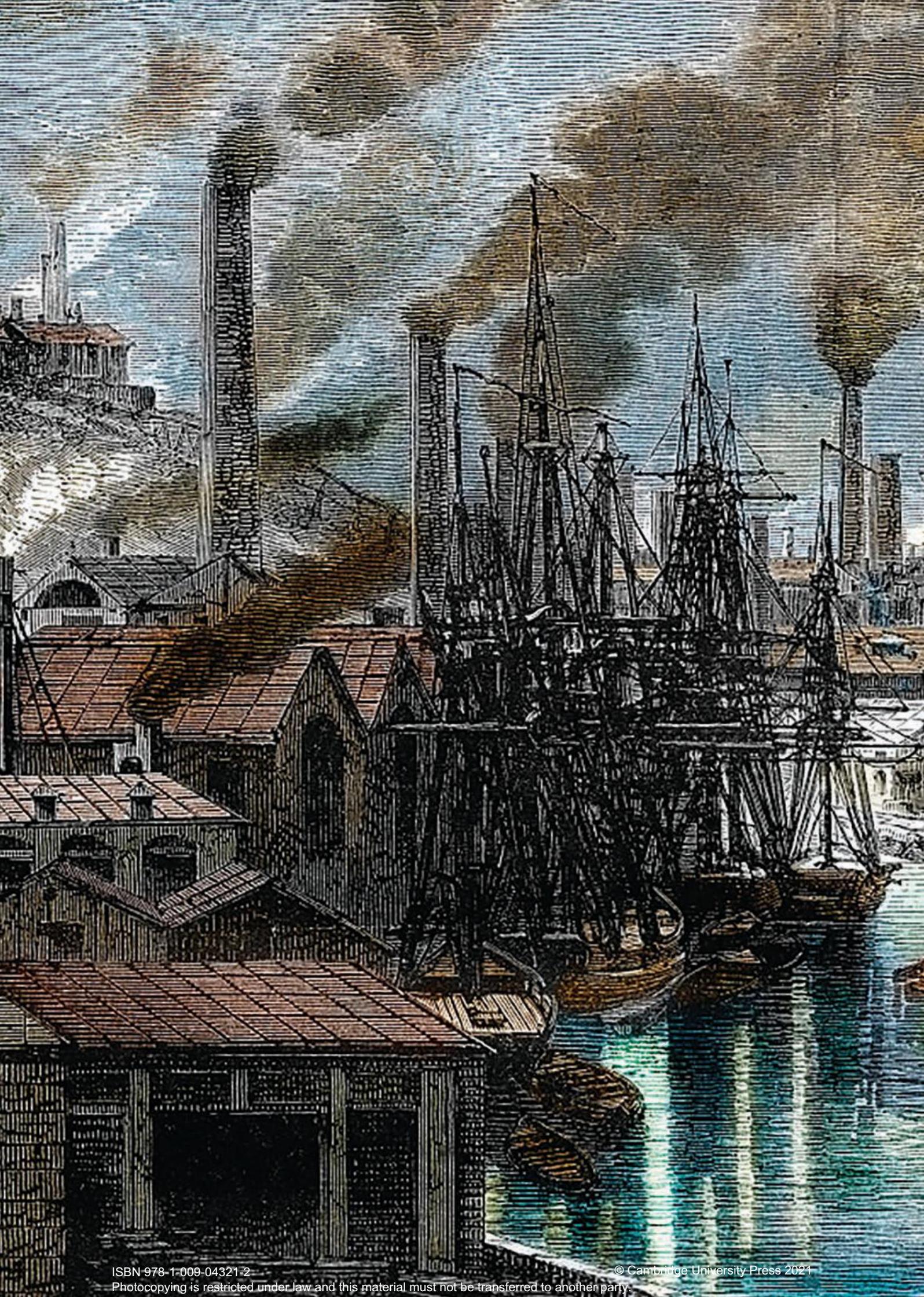
Did the Industrial Revolution make life better for people in Britain at the time?

A revolution is a drastic change to the way things were before. The Industrial Revolution was, as the name suggests, a **revolution** in the way **industry** operated. But it was much more than this, too. As you progress through this chapter, you may notice that some changes that took place made life easier, while others made life more complicated. After examining the sources in this chapter, and completing this inquiry, it will be up to you to decide whether you think the Industrial Revolution made life better for people in Britain at the time.

Setting the scene: child labour and working conditions during the Industrial Revolution

revolution a radical change to the way things were before (e.g. political revolution, technological revolution, social revolution)

industry the manufacturing of goods using raw materials

The Industrial Revolution brought about changes the world had never seen. The way people had lived for centuries began to change around the mid 1700s, and society took on a different shape. Take this account from a parliamentary report on child labour written in the 1840s, nicknamed 'Mr Horne's Report'. This report describes working conditions in a factory that produced nails, called Hemingsley and Co. Nail and Tip Manufactory. As you read, consider the way working conditions of children are described. Can you imagine what it must have been like for young children working in places like these?

On Friday evening, March 19th, a part of the upper floor of Hemingsley's manufactory fell, and killed one little boy on the spot by the descent of a heap of iron tips upon him, and another boy had both his thighs broke and one arm. Three other boys were also injured … The ordinary run of accidents occur to children and young persons, of whom there are as many as 60 to 70 employed under 18 years of age; their ages are from 9 upwards.

The rooms are all crowded with dangerous machinery; so close that you can hardly pass; indeed, some operations have to be stopped in order that you may pass at all, so that there shall be room for the body to effect its passage, a safe distance being out of the question. Not any of this machinery is boxed off, or guarded in any way.

It is a frightful place, turn which way you will. There is a constant hammering roar of wheels, so that you could not possibly hear any warning voice. You have but once to stumble on your passage from one place to another; or to be thinking of something else, and you are certain to be punished with the loss of a limb.

Little boys and girls are here seen at work at the tip-punching machines (all acting by steam power) with their fingers in constant danger of being punched off once in every second, while at the same time they have their heads between the whirling wheels a few inches distant from each ear. 'They seldom lose the hand,' said one of the proprietors to me, in explanation; 'it only takes off a finger at the first or second joint. Sheer carelessness – looking about them – sheer carelessness!'

▲ **Source 1.1** *Report of the Children's Employment Commission* from 1842 (Mr Horne's Report)

Now, consider some of the following illustrations of the children working in the mines in Britain from Mr Horne's Report. What do the illustrations make you wonder?
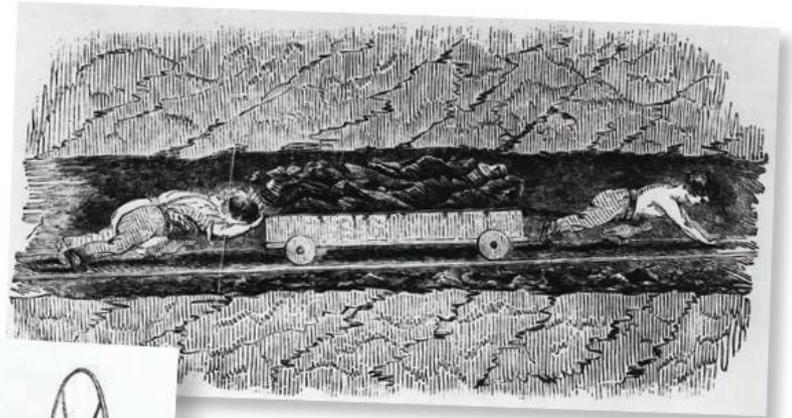
▲ **Source 1.2** Illustration of children working in the mines from the *Report of the Children's Employment Commission*, 1842

◄ **Source 1.3** Illustration from the *Report of the Children's Employment Commission*, 1842. The image shows a woman turning a pulley which is winding two children up a mine shaft.

MAKING THINKING VISIBLE 1.1

See, think, wonder

See

1 **Identify** – what is the origin of the Sources 1.1–1.3? (Who created them? When were they created? Why were they created?)
2 What do you see in the illustrations?

Think

3 What do you think working conditions were like for children during the Industrial Revolution?
4 Why do you think children were employed regularly in factories and in mines during the Industrial Revolution?

Wonder

5 What do these sources make you wonder?

Think further

6 What have you learned about the Industrial Revolution from these sources?
7 What questions do you have about the Industrial Revolution after examining these sources?
8 How might these sources be used to answer the inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

Chapter overview

Introduction

During the eighteenth and the nineteenth centuries, new inventions, technologies and industries gave human beings the control of power and energy on a scale that they had never before enjoyed. Existing industries, such as coal mining and iron production, grew massively in size and sophistication. New technologies, such as the steam engine, freed ships from depending on the wind, mills from depending on waterwheels, and vehicles from depending on animal power. Humble village workshops were replaced by enormous factories in industrial cities and in the countryside. The invention of railways and steamships gave human beings unprecedented freedom of movement across the entire surface of the planet and allowed the building of colonies and great empires.

During this chapter, you will investigate the inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?* You will answer sub-questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Key inquiry question

Did the Industrial Revolution make life better for people in Britain at the time?

Every key inquiry question should have:

▲ **Video**
Five interesting facts about the Industrial Revolution

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

So, let's dissect this key inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub- inquiry questions.

Sub-inquiry questions

- What was life like in Britain before the Industrial Revolution?
- Why did the Industrial Revolution begin in Britain?
- How did changes in farming practices contribute to and change life for people living during the Industrial Revolution?
- How did technological innovations change life for people in industrial Britain?
- How did transport and architecture change life for people during the Industrial Revolution?
- What were the impacts of population movements on cities during the Industrial Revolution?
- How did life change for men, women and children during the Industrial Revolution?
- What responses did people have to the changes in working conditions as a result of the Industrial Revolution?
- What were the short- and long-term impacts of the Industrial Revolution?

Historical skills

After completing this chapter, you should be able to:

- Explain what 'analysis' and 'use of sources' mean in the study of history
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in a historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Develop historical empathy with people from the past
- Identify and analyse the perspectives of people from the past
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

RESPONDING TO THE SOURCE – 1.1

Examine the painting *Coalbrookdale by Night* (Source 1.4) and suggest some of the positives and negatives which came about from the Industrial Revolution.

Timeline of key events

What came before this topic?

- **The Middle Ages (tenth to fifteenth centuries):** a steady growth in scientific knowledge, much of it coming from the Arab world.
- **The Renaissance in Italy (fifteenth to sixteenth centuries):** continued growth in scientific knowledge. Leonardo da Vinci investigates the natural world and understands the human body by dissecting corpses.
- **The European 'Scientific Revolution' (seventeenth century):** European thinkers, such as Isaac Newton, make further discoveries of the essential laws of science.

▲ 1936 The 'iron horse': A Great Western Railway engine named *King Edward VIII* speeding through Old Oak Common in north-west London in 1936. The steam train was one of the great inventions of the Industrial Revolution.

► 1779 World's first iron bridge

▲ 1701 Illustration of inventor Jethro Tull's seed drill

1701 Jethro Tull invents an efficient machine to sow seeds

1750 Approximately 15% of the population in Britain live in towns

1779 Thomas Pritchard designs the world's first iron bridge, and it is built at Coalbrookdale by Abraham Darby

1785 James Watt's steam engine is first used to replace water power in a cotton mill

1796 Edward Jenner demonstrates vaccination against smallpox

1698 Thomas Savery invents the first commercial steam engine

1712 Thomas Newcomen improves the steam engine and designs the first steam-driven beam engine

1764 James Hargreaves invents the Spinning Jenny

1784 Edmund Cartwright designs the first powered loom for weaving cloth

1789 A canal is built to link the Thames and the Severn Rivers, creating an expanded waterway

1804 Richard Trevithick designs the first steam locomotive

What came after this topic?

- **1870–1914:** The 'Second' Industrial Revolution transforms the world again, with the emergence of oil, electricity and steel technologies.
- **1969 to present day:** The 'Third' Industrial Revolution, new communication technologies (i.e. the digital revolution and the internet) and energy sources (i.e. renewable electricity) create millions of new jobs.
- **2000s (right now):** The 'Fourth' Industrial Revolution is the age we now live in. Our lives are being changed by extraordinary new technologies, such as artificial intelligence, virtual reality and rapidly advancing robotics.

Responding to the timeline

1 Sequence the following dates and events in chronological order.

1876
Alexander Graham Bell patented the telephone
1889
The Eiffel Tower is finished
1764
James Hargreaves invents the Spinning Jenny

1712
Thomas Newcomen designs the first steam-driven beam engine
1804
Richard Trevithick designs the first steam locomotive

2 Explain why someone born in the year 1750 might have trouble relating to someone born in the year 1850. Refer to the timeline in your answer.

3 The Eiffel Tower was finished in the year 1889. **Identify** two events from the timeline that would have made it possible to build a structure like this.

4 Examine the timeline and find examples of a significant event which occurred for each of the following categories. Copy out the table below. For each event, suggest how it might have influenced the world you live in today.

Categories	Example of a significant event	Influence on the world today
Population		
Technology		
Medicine		
Communication		
Transport		

5 What questions do you have about the Industrial Revolution after examining the events on the timeline?

1810
The invention of canned food, after years of research, massively helping the provisioning of armies in the field

◄ 1833 A tunnel for the world's first intercity railway, the Liverpool to Manchester railway line. Constructed under the guidance of chief engineer George Stephenson (1781–1848), the building of the railway was a major civil engineering project.

1833
The British government passes the *Factory Act*, making it compulsory for children working in factories to get two hours of education a day

1850
In the years since 1700, farming output in Britain has almost doubled

1876
Alexander Graham Bell patents the telephone

1889
The Eiffel Tower is finished and stands at the entrance of the World Fair, Paris. Made of a latticework of wrought iron, it is a symbol of industrialisation and human achievement

1811–13
In the Luddite riots, workers smash many new factory machines, fearing that they would put people out of work

1844
Samuel Morse opens the world's first telegraph line

1851
The Great Exhibition is held in London. It is the 'shopfront' displaying the wonderful new products of the Industrial Revolution, and some six million people visit it

1880
Better transport improves travel times. In 1700, it took four days to get from London to Manchester, now it takes four hours

1900
Approximately 85 per cent of the population live in towns

► A woman using the telegraph to send Morse code

1.1   What was life like in Britain before the Industrial Revolution?

FOCUS QUESTIONS

- What was rural life like in pre-industrial Britain?
- What was a cottage industry?

Many changes had already begun to take place in pre-industrial Britain. The way people lived in medieval Britain was very different to life in an industrial town. For a long time, the majority of the population lived in **rural** areas and very small villages. Most people were peasants who lived in small cottages and spent their days farming. Other people worked as merchants or produced goods like clothing, but on a very small scale. People were tied to their local lord who probably lived in the manor house nearby. This is a very simple explanation of a system known as feudalism.

Centuries prior to the Industrial Revolution, the feudal system had been declining in Britain and the way society was organised was changing. Population had changed after the Black Death, peasants gained more freedom, trade was increasing, technology was improving and, slowly and surely, free trade (the

freedom of buying and selling of goods with the purpose of making money) was becoming common. People were gradually developing a more **capitalist** view of the world, which had come to the fore by the time of the Industrial Revolution.

rural country areas with a low population density

capitalist a person who is involved in trade and money-making activities and uses it to invest to further increase their wealth

cottage industry small-scale industry, such as spinning wool, which occurred in the home (as opposed to large factories)

▲ **Source 1.5** In the seventeenth century, European scientists like Isaac Newton made key discoveries in their fields

What was rural life like in pre-industrial Britain?

Daily life for people changed very little in Britain during the years 1300–1750. Most people lived in rural villages and made their living through farming. People were tied to a feudal lord and manor, and lived very simple, isolated lives. Travel was difficult and time-consuming, so most people did not travel far, if at all.

What was a cottage industry?

Before the Industrial Revolution, most goods – from cloth to metal tools to furniture – were produced in small workshops by several workers. Some goods, such as cotton, were even made in people's homes. These types of small-scale industries were called '**cottage industries**'.

◄ **Source 1.6** *An Old English Village Scene*, circa eighteenth century, painted by Thomas Rowlandson. Note the small church in the background and the sparsely populated street.

▲ **Source 1.7** A view of a traditional farming family before the changes of the Industrial Revolution. Working the land meant manual physical labour with the assistance of animals such as oxen.

▲ **Source 1.8** This engraving depicts linen manufacture in 1782. This workplace is in a dwelling where four women are using traditional methods of spinning, reeling and boiling yarn.

Source: Hand-coloured engraving depicting Irish linen making, William Hincks, 1791, Victoria and Albert Museum, London

ACTIVITY 1.1

1 What was cottage industry?
2 **Explain** what you can learn about life for a family living in Britain before the Industrial Revolution from Sources 1.6 and 1.7.
3 **Explain** what you can learn about cottage industry from Source 1.8.

MAKING THINKING VISIBLE 1.2

Colour, symbol, image

Copy and complete the table below by considering a colour, symbol and image which best represents what you have learned about life in pre-industrial Britain. Make sure you make the boxes big enough to include the examples. Then, justify the reason for your choices. This will help you to synthesise information and present it in a new way!

Colour What colour best represents life in pre-industrial Britain? (place in the box below)	Symbol What symbol best represents life in pre-industrial Britain? (place in the box below)	Image What image best represents life in pre-industrial Britain? (place in the box below)
Justify Why did you choose this colour?	Justify Why did you choose this symbol?	Justify Why did you choose this image?

REFLECTING ON YOUR LEARNING 1.1

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

1 Does the information on the timeline and in this section suggest that life got better or worse for people living at the time?
2 Find three examples from the timeline and this section to help support your answer.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.2 Why did the Industrial Revolution begin in Britain?

FOCUS QUESTIONS

- How did a growing population contribute to industrialisation?
- How did the Enlightenment contribute to the Industrial Revolution?

Why did the Industrial Revolution take off in Britain first? And what factors led to this huge change to the way people lived and worked? In order to answer the inquiry question: *Did the Industrial Revolution make life better for people living at the time*, you will need to explore what life was like before this time.

Was Britain politically stable?

Britain's political system made the country quite stable. Britain's monarch ruled together with a parliament. The parliament did contain political parties, but the opposition party was generally loyal to the existing order. This meant that local issues were dealt with by government quickly and industrialists felt confident in pursuing new ideas. This helped create the conditions for the Industrial Revolution to take place.

How did a growing population contribute to industrialisation?

Britain's population was increasing at a very fast rate. In 1750, the population was 7.8 million; this had increased to 20.7 million by 1850. The birth rate increased, while the death rate decreased. This was partly because health care was improving and partly because the food supply was increasing as a result of the Agricultural Revolution. Also, the average age people were getting married went down and the number of marriages went up – both factors contributed to a rise in population as more young couples were having children.

In general, peoples' wages were rising, and they could afford more fresh meat and vegetables. Overall, there was an increase in the standard of living – the quality of houses, clothing and food – even for some working-class people. This in turn increased the demand for consumer goods and services, and financed more economic growth.

▲ **Source 1.9** A painting of the interior of the House of Commons (St Stephen's Chapel, destroyed by fire 1834). William Pitt (Prime Minister of the United Kingdom) is addressing the Government and the Opposition.

Source: *The House of Commons 1793–94* by Karl Anton Hickel
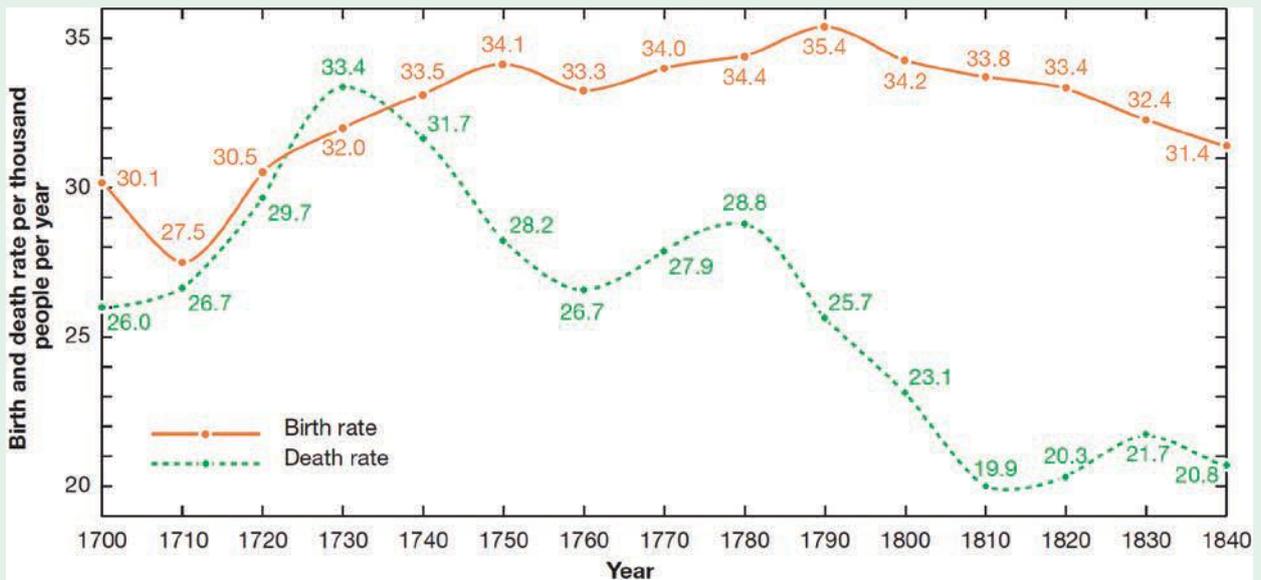
▲ **Source 1.10** This graph shows birth and death rates in Britain between 1700 and 1840. The birth rate (number of children born per 1000 people per year) steadily increased until 1790. At the same time, the death rate steadily decreased from a high of 33.4 deaths per 1000 people per year in 1730 to a low of 19.9 in 1810. The total population grew greatly during that time.

Could Britain's financial system be trusted?

Britain enjoyed a very stable, reliable financial system. The Bank of England was trusted all over the world, and Britain's credit system was solid. Anybody wishing to invest in Britain saw it as a very safe option.

Did Britain have much raw materials?

Britain had good supplies of important raw materials, such as coal and iron ore. You can see the location of these supplies in Source 1.12.

▼ **Source 1.11** This sign sits out the front of the Bank of England building

How did the Enlightenment contribute to the Industrial Revolution?

Another reason for rapid progress in Britain was the intellectual movement known as the Enlightenment. This Europe-wide movement was especially strong in both England and Scotland, where people flocked to discussion groups (such as the Lunar Societies) to learn about the latest scientific theories and the most recent developments in industrial technology. Industrialists were passionate to learn about inventions that could be applied to manufacturing in order to increase production and to improve the quality of goods.

The Enlightenment placed a strong emphasis on empirical knowledge: that is, information based on direct observation and on scientific experimentation.
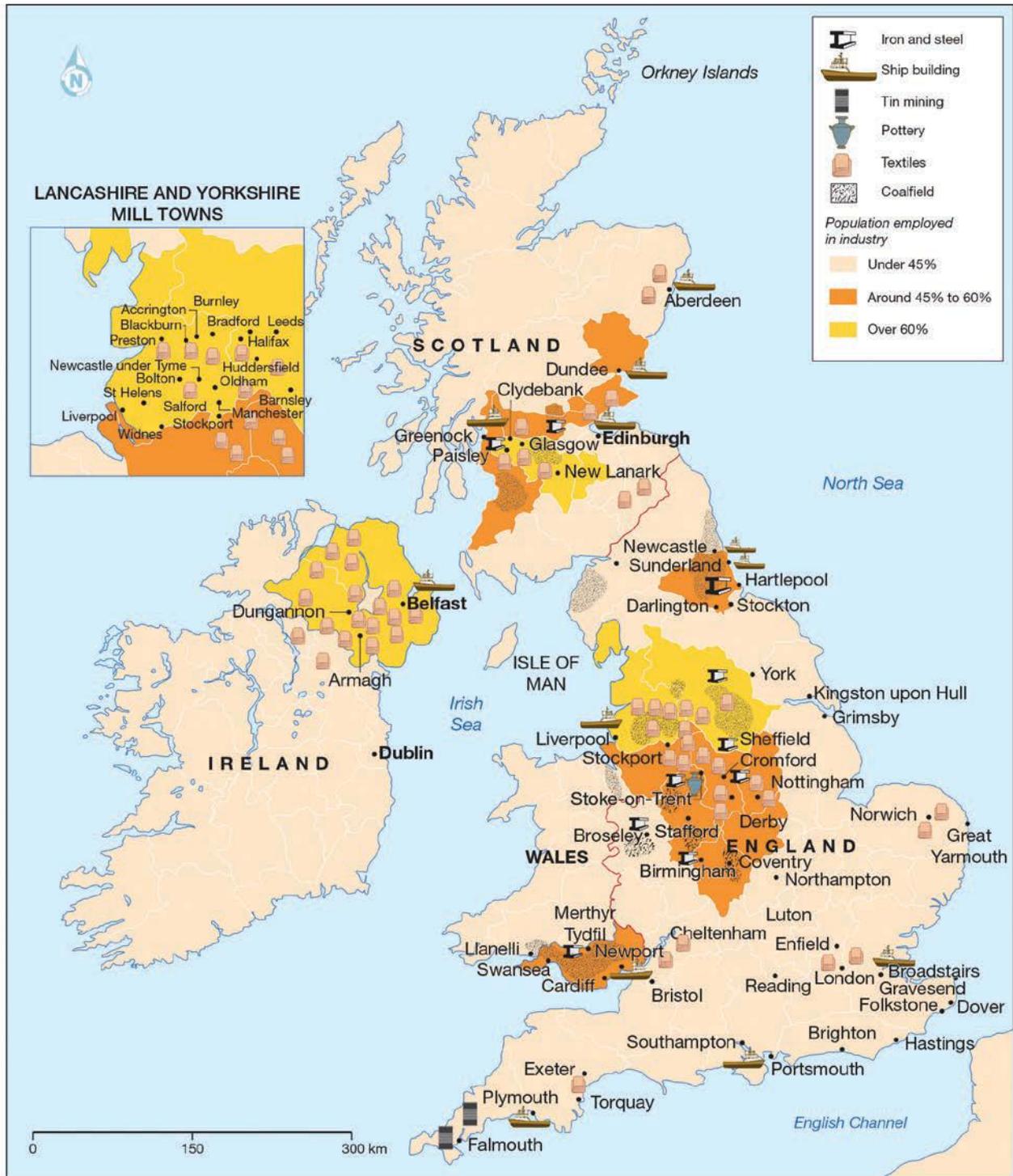
▲ **Source 1.12** This map of Britain's industrial economy circa 1800 shows that factories were built in areas where there were good supplies of coal and iron, and good ports. These allowed raw materials to be brought in by ships and completed goods to be sent to foreign markets.

◄ **Source 1.13** This painting was inspired by the Lunar Society in Birmingham, England – a society where leading industrialists, scientists and philosophers met and discussed new ideas. Here a philosopher can be seen demonstrating the movements of planets around the sun.

Source: *A Philosopher Lecturing on the Orrery*, a 1766 painting by Joseph Wright of Derby

ACTIVITY 1.2

1 **Explain** why having a reliable financial system would have been important for Britain in the 1700s.

2 **Examine** the map showing Britain's industrial economy.

    a **Identify** three places where textiles were manufactured.

    b Suggest why the north of Ireland had over 60 per cent of the population employed in industry.

3 **Examine** the graph showing the birth and death rates in Britain. What happened to the birth and death rates in Britain between 1730 and 1810? Suggest why this may have contributed to the Industrial Revolution.

4 **Sequence** each factor in the order which you think best shows the impact it had on the onset of the Industrial Revolution. You can create this visually like the reference diagram here. **Justify** your answer.
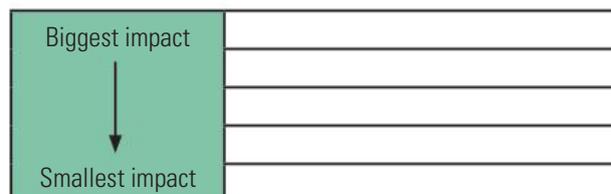
- Political stability
- Growing population
- Reliable financial system
- Plentiful raw materials
- Enlightenment

Biggest impact	
↓	
Smallest impact	

5 Why might the Industrial Revolution have begun in Britain? (Answer this question in a well-structured paragraph. State a **hypothesis**. Refer to two sources in your answer.)

sequence place in a continuous or connected series; arrange in a particular order

hypothesis tentative answer to a question based on available evidence. It is usually one sentence long.
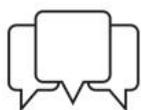
Did people have different opinions about which factor had the biggest impact on the outcome of the Industrial Revolution? If so, what were some of the reasons for these other opinions?

MAKING THINKING VISIBLE 1.3

Generate, sort, connect, elaborate

Review and **reflect on** what you have learned about the conditions that influenced the industrialisation of Britain in Section 1.2. **Create** a concept map to help you make connections between your ideas.

- Generate a list of ideas on the topic you have explored.
- Sort your ideas onto a blank page, placing central ideas in the centre of the page and more loosely related ideas towards the outside of your page.
- Connect your ideas together with lines to show which concepts have something in common, or connect in some way. Write a short explanation along the line to **explain** how the ideas are connected.
- Elaborate on your concept map by adding new ideas and concepts that come to mind.

REFLECTING ON YOUR LEARNING 1.2

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

- How might this section help you answer the overall inquiry question?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.3   How did changes in farming practices contribute to and change life for people living during the Industrial Revolution?

FOCUS QUESTION

How did the Agricultural Revolution lead to the Industrial Revolution?

How did the Agricultural Revolution lead to the Industrial Revolution?

We usually think of the Industrial Revolution as being driven by improvements in industry and located in big cities. At the time, there was a second, less obvious revolution happening out in the countryside that would also help the Industrial Revolution. Put simply, better farming techniques resulted in a large increase in the amount of food available in Britain. This helped fuel population growth, which also contributed to industrial developments.

Technological innovations

During the 1700s, new innovations in agricultural practices meant the land became much more productive. In general, the land was better used and the production of food greatly increased. Influential farmers of the time published books, sharing the science behind their new successes. British farmers eagerly read the works of Thomas Coke and 'Turnip' Townsend, explaining how to enrich soil and produce better crops.

Farmers also bought new inventions, such as Jethro Tull's machine for planting seeds. Tull realised that the traditional way of sowing seeds by hand was slow and wasteful: the seeds fell thick in some places, thin in others, resulting in low growth rates. His machine was simple and brilliant. The cart was drawn by a horse and held a container full of seeds, which dropped down a chute to feed through a funnel down to the ground. They fell evenly into a furrow created by a plough at the front of the vehicle. Farmers could plant three rows of seeds at a time, and these grew in perfectly straight lines, evenly spaced; as a result, food yields increased dramatically. Ideas were being turned into reality, and the countryside was booming.

Enclosure Acts

You might remember from Year 8 History that during the Middle Ages (a period of time from about the tenth to the fifteenth century), England operated under a social system known as feudalism. This kept workers tied to particular sections of land in return for safety and protection by the owners of the land, the nobility.

▲ **Source 1.14** In this print from 1780, Jethro Tull's seed drill can be seen as farmers sow seeds in the fields

Source: From Diderot's *Encyclopédie* (Paris, 1751–80)

At the time, England was made up of farms varying from many small strips of land worked by poorer farmers to some larger properties owned by richer farmers. For years, though, wealthy farmers had been buying up the small strips from the poorer farmers.

During the eighteenth century, this process sped up, as rich men created much bigger farms. They bought out the small farmers and also bought up land that was 'common' (belonging to the whole community). This was called the Enclosure Movement and was completed between about 1750 and 1850. In this time, some seven million acres (nearly three million hectares), or one-sixth of England, were enclosed.

This was all legal: under Prime Minister William Pitt, and his agriculture adviser Arthur Young, 4000 Acts of Parliament allowed the virtual 'theft' of land from poor people who had a traditional right to use it. By the mid-nineteenth century, England was a country of wealthy owners of large farms which were, admittedly, more efficient and produced much more food.

Prior to enclosure, available farm land was often divided into small, narrow strips. Each strip was worked upon by an individual farmer. After enclosure, these strips of land were combined into large estates. This often left no choice for the poor farmers who previously worked their small strip of land but to move to the city to work in factories.
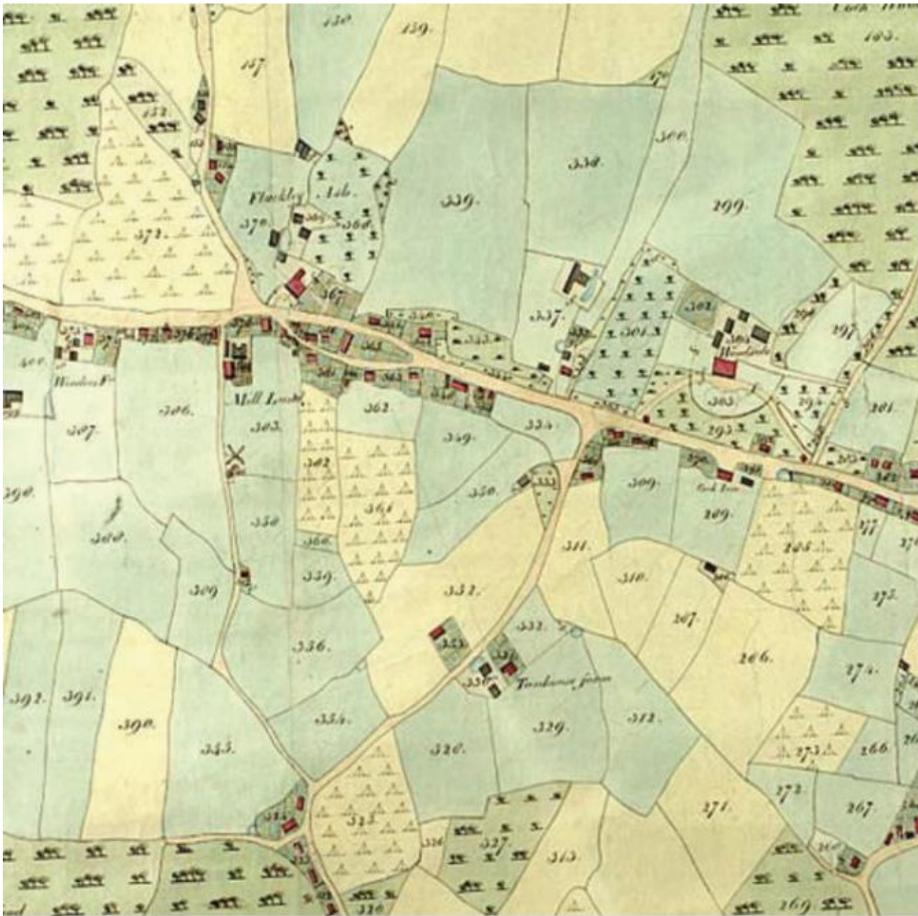
◄ **Source 1.15** A section of the tithe map for Barnham in Sussex, dated 1846. The numbers refer to information about landowners as a result of the Enclosure Acts.

Source: National Archives

Before the enclosure movement (1700)

After the enclosure movement (1800)
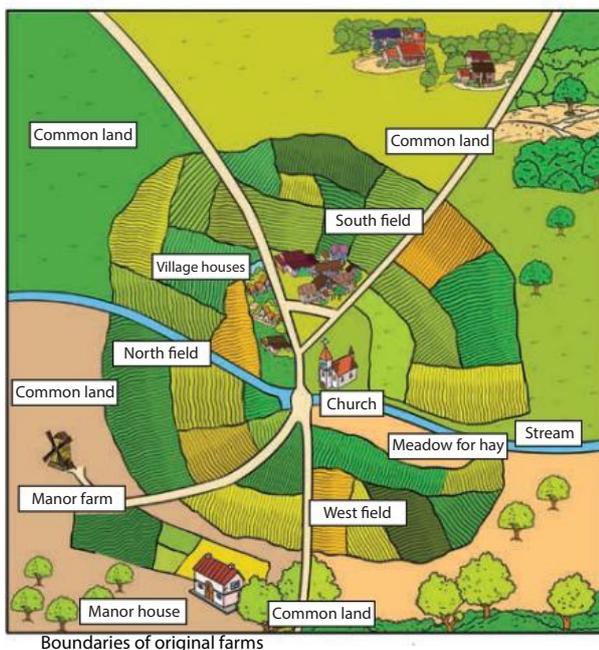
Boundaries of original farms
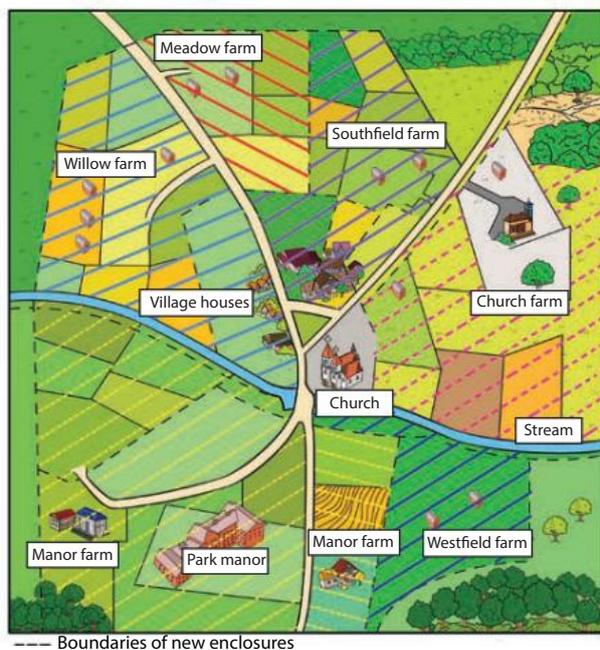
––– Boundaries of new enclosures

▲ **Source 1.16** The map on the left shows how farming land was organised in a typical village in Britain in 1700. The area surrounding the village and divided into small plots was farmed by peasants. Beyond that was common land where animals often grazed. The second map shows the same area of land, but by 1800 it has been enclosed and divided into fewer, larger blocks of farmland that are owned only by wealthy.

▲ **Source 1.17** Meadow fields in Swaledale in the North Yorkshire Dales, with walls and hay barns built during the period of the Enclosure Acts

In passing through a village near Swaffham in the country of Norfolk a few years ago … I beheld the houses tumbling into ruins, and the common fields all enclosed; … I was informed that a gentleman of Lynn had bought that village and the next adjoining to it; … before the enclosure [there] were … about twenty farms; and upon my further enquiring what was becoming of the farmers who were turned out, the answer was that some of them were dead and the rest were become labourers.

▲ **Source 1.18** Excerpt from F. Moore, *Considerations of the Exorbitant Price of Proprietors*, 1773

The labourers seem miserably poor. Their dwellings are little better than pig-beds, and their looks indicate that their food is not nearly equal to that of a pig. Their wretched hovels are stuck upon little bits of ground on the road side, where the space has been wider than the road demanded. In many places they have not two rods to a hovel. It seems as if they had been swept off the fields by a hurricane, and had dropped and found shelter under the banks on the roadside!

Yesterday morning was a sharp frost; and this had set the poor creatures to digging up their little plots of potatoes. In my whole life I never saw human wretchedness equal to this ... And this is 'prosperity,' is it? These, Oh, Pitt! are the fruits of thy hellish system! However, this Wiltshire is a horrible county.

▲ **Source 1.19** Excerpt from the writings of William Cobbett (1763–1835), a politician and writer who was very concerned about the condition of poor people in the country

… for a dubious economic benefit, an amazing number of people have been reduced from a comfortable state of partial independence to the precarious condition of mere hirelings …

▲ **Source 1.20** From D. Davies, *The Case of the Labourers in Husbandry*, published in 1795

RESPONDING TO THE SOURCES – 1.2

What do the primary sources (Sources 1.18–1.20) reveal about the Enclosure Acts?

1 **Identify** – how have the common people (sometimes referred to as farmers or labourers) been described?
2 **Analyse** – what do the sources reveal about the impact the Enclosure Acts had on commoners?
3 **Evaluate** – do you think these sources are useful in helping to answer your overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?* **Explain** your answer.

Did the Agricultural Revolution spark the Industrial Revolution?

The Agricultural Revolution increased food production, meaning most people were better fed and the population was able to continue to grow. Likewise, a need for better farming technology meant that new inventions from industrial thinkers contributed to better agricultural practices. No one factor can be attributed to the changes that took place during the Agricultural and Industrial Revolutions, but both events were very interconnected.

ACTIVITY 1.3

1 **Identify** two ways that changes in farming practices contributed to the Industrial Revolution.
2 **Explain** why the Enclosure Acts were significant.
3 Who was Jethro Tull? Why was his invention significant?
4 Copy out and then complete the table below by considering the positives and negatives of the Enclosure Acts on society.

Impact of enclosing common land	
Positives	**Negatives**

5 **Examine** Sources 1.16, 1.18, 1.19 and 1.20. What impact do you think enclosing the land would have had on the rich and the poor? Write a paragraph and **use** the sources in your answer.

REFLECTING ON YOUR LEARNING 1.3

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

Making thinking visible: think, pair, share – Did the Agricultural Revolution make life better for people living in Britain at the time?

1 *Think* about this question. What is your answer to it?
2 With a partner, *share* your ideas and **discuss**.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.4   How did technological innovations change life for people in industrial Britain?

FOCUS QUESTIONS

- How did the invention of the steam engine change the world?
- How did coal mining affect people's lives in the Industrial Revolution?
- How did the textile industries change during the Industrial Revolution?

Human beings have always tried to improve their technologies by invention, but in some periods of history this process of invention leaps ahead. Between about 1750 and 1850, a number of interlinked inventions took industrial production to new heights. These inventions were especially strong in the metal and textile industries.

There were four main types of change.

1   The first great change was to **power**. Human and animal labour, waterwheels and windmills started to be replaced by steam power.
2   The second great change was to machinery and **industry**. There was an explosion of new inventions and new techniques that transformed the way important things such as cloth, iron and steel were made.
3   The third great change was to the increase in the scale of **production**. There were some large factories before 1750. As early as the 1600s, Ambrose Crowley built a large ironmaking factory at Winlaton. In the 1700s, however, many more industries changed from small workshops to large factories employing hundreds of people.
4   The fourth great change was to **transport**. First came the invention of canals. These allowed the transportation of heavy raw materials to factories across Britain. The next great change would be created by the construction of good-quality modern roads in the 1820s. A later revolution in transport would occur with the construction of a system of railways during the 1830s.

▲ **Source 1.21** Eighteenth-century diagram of Newcomen's steam pump

How did the invention of the steam engine change the world?

A revolutionary change to the way humans generated power came with the invention of the steam engine. Traditionally, people had used water and wind to power machinery, but steam power was more reliable and could be used almost anywhere. (Water,

in contrast, could sometimes dry up in times of drought.) While he did not actually invent the steam engine, James Watt is credited with having made it much more efficient, with the effect that it burned less coal and produced a lot more energy. Steam engines transformed the manufacturing, transport and agricultural industries and greatly impacted people's everyday lives.

Cause and effect

The steam engine did much more than increase human activity and production: it caused a massive shift of population from one place to another.

▲ **Source 1.22** Before the steam engine, a flour mill (like the one shown here) had to be powered by strongly flowing water. This meant that mills were often placed in a remote valley where there was a strong stream, far away from cities that were on flat ground.

Source: Engraving by John June in the eighteenth century, showing a man carrying a sack of corn over a bridge, by a water mill

▲ **Source 1.23** Once the steam engine was invented, a mill could be placed anywhere, even on flat ground and close to other mills or to cities. This caused large shifts in population. Many workers now lived in cities and lived closer to each other. This had the effect that they could meet and talk more often. This in turn allowed workers to discuss their problems and grievances and, finally, to form trade unions to campaign for better conditions. Thus, the labour movement was born.

Source: Detail from an English painting from 1820 (Liverpool, National Museums Liverpool)

ACTIVITY 1.4

1   **Examine** Source 1.22 and Source 1.23 and **explain** the impact that steam had on the way goods were produced.
2   Suggest one way people would have been impacted by this change. Refer to the sources in your answer.

Changes to production

After about 1750, England's great industrialists realised that they could massively increase production, sales and profits if they planned on a bigger scale.

First, they built much larger multi-storey buildings of brick, providing enormous spaces for hundreds of workers. Later, they discovered how to build even more massive structures with the new, strong iron beams. These buildings came to be known as factories or sometimes as **mills**.

Second, they adapted the power of the steam engine to drive great machines to produce far more than a few workers ever could.

Third, they made sure that there was transport – canals first and then railways – to bring in many tonnes of raw materials, such as coal, and to carry out the many tonnes of goods they had made.

The importance of strategic location

These new industrialists quickly learned that a careful choice of a site for a new mill gave them another great advantage that would help their business: access to raw materials. Textile mills, for example, were placed close to a port like Liverpool, so they could quickly buy the bales of raw cotton coming by ship from farms in America. Iron-making factories were best located in areas where both iron ore and coal were mined. All factories using steam engines also had to make sure that they were near to a coalmine, because their machines required plenty of coal for fuel.

mill a mill was generally like a factory but where grinding was an essential part of the machine process, such as a flour mill
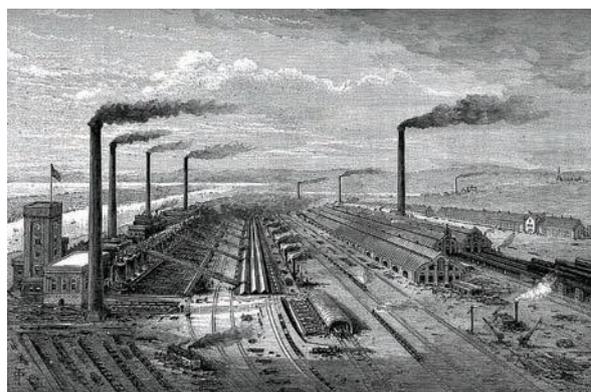
▲ **Source 1.24** The iron and steel works at Barrow, circa 1880. Note the large-scale factories. This was a drastic change from the cottage industries that had been used for centuries in Britain.

Source: A print from *Great Industries of Great Britain*, Volume I, circa 1880

ACTIVITY 1.5

Research activity

1   Research Newcomen's steam pump (Source 1.21) and find out how it worked.

2   Find a partner and **explain**:
   a   How it worked
   b   Why it was a significant invention.
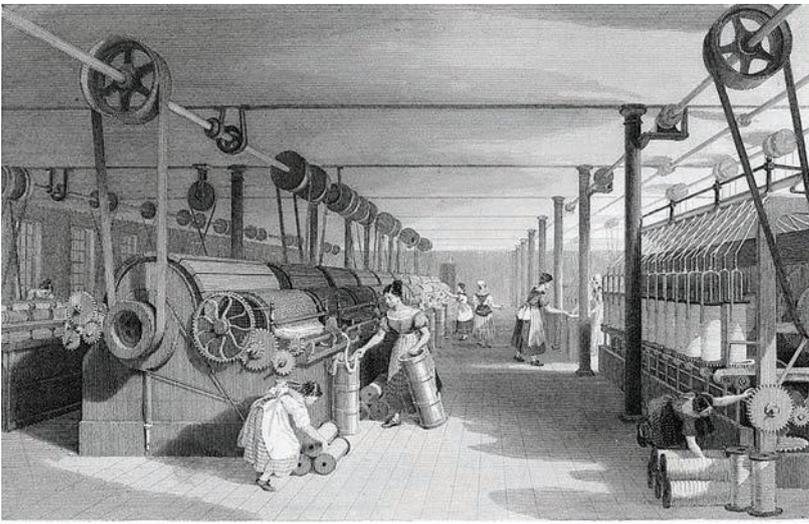
▲ **Source 1.25** Scene in an English textiles factory with looms powered by steam

Source: J. Carter, *Carding, Drawing, and Roving*, created in the nineteenth century

What was the impact of factories?

With large-scale production came air pollution. Steam engines needed coal to fuel them, and the emissions caused from this can be seen in paintings of factories and written accounts from the time. Life in cities was already crowded and difficult, but the smog made things worse, and as early as 1850 there are accounts of death rates increasing due to air pollution.

Reactions to this change in environment can be seen in literature of the time, such as stories by Charles Dickens, or in the works of the Romantic poets.

Jerusalem

And did those feet in ancient time
Walk upon England's mountains green:
And was the holy Lamb of God,
On England's pleasant pastures seen!

And did the Countenance Divine,
Shine forth upon our clouded hills?
And was Jerusalem builded here,
Among these dark Satanic Mills?

Bring me my Bow of burning gold:
Bring me my arrows of desire:
Bring me my Spear: O clouds unfold!
Bring me my Chariot of fire!

I will not cease from Mental Fight,
Nor shall my sword sleep in my hand:
Till we have built Jerusalem,
In England's green & pleasant Land.

▲ **Source 1.26** 'Jerusalem' from the larger poem *Milton* by William Blake, 1810

Context statement for Source 1.26

The Romantic poets wrote about natural scenes and were advocates for a strong imagination. In the early 1800s, William Blake (a prominent poet of the Romantic period) became increasingly hostile to industrialisation. The focus on natural scenes in his poetry can be seen as a stark contrast, and in some ways a critique, to the densely urban cities and skylines marred by factory towers and smoke. Blake lived during the height of the Industrial Revolution. It is interesting to note his reaction to the changes in the world in which he lived. In the poem, 'Jerusalem', Blake contrasts the natural English countryside with the 'dark satanic mills', referring to the factories and textile mills that were increasingly marking the landscape. By examining poems like this one, historians can consider some of the different *perspectives* people had about the world around them.

RESPONDING TO THE SOURCES – 1.3

1 **Analyse** – What can you learn about the perspective of William Blake on the Industrial Revolution from Source 1.26?

2 Blake describes the mills in Britain as being 'dark' and 'satanic'. Why might he have felt this way? Do you think others would have felt the same way?

3 **Evaluate** – Would you consider a poem to be a **reliable** source on people's attitudes towards the Industrial Revolution? Explain.

4 **Evaluate** – How can literature be a useful historical source?

5 **Argue** – Use the sources in this section to answer the following question: Did all people support industrialisation?

reliability the quality of being trustworthy

How did coal mining affect people's lives in the Industrial Revolution?

New technologies increase the demand for coal

Between 1700 and 1800, two things caused a massive increase in demand for coal. One was the steady growth of Britain's population, which needed coal for heating the home. The other was the enormous increase in the use of steam engines in all sorts of factories. This meant that it was now urgent for miners to be able to dig deeper, which then caused problems with poor ventilation and drainage of water. Until these problems were solved, Britain's industrial growth was held back.

With new inventions such as the steam engine and steam-powered pumps, coal was able to be acquired much more easily and effectively. This caused enormous excitement among industrialists: coal could finally be dug more quickly, more safely and more cheaply. Hundreds of steam pumps were sold and installed in coal mines and metal mines across England. During the eighteenth century, the production of coal rose greatly to meet the needs of a bigger population and the machines that needed coal to power them.

With increased coal production came increased employment opportunities for labourers, but also, in some cases, terrible working conditions. Many young children were also employed in mines as they were better sized to fit into tight spaces. There were a number of terrible mining accidents during the Industrial Revolution from collapsed mines or from underground gases (called firedamp) coming into contact with candles or sparks and causing explosions.

Despite these dangerous conditions, the production of coal continued to rise greatly during this century. In time, acts of parliament were passed to help make employment in the mines safer.

Examine the following sources to explore this topic further.
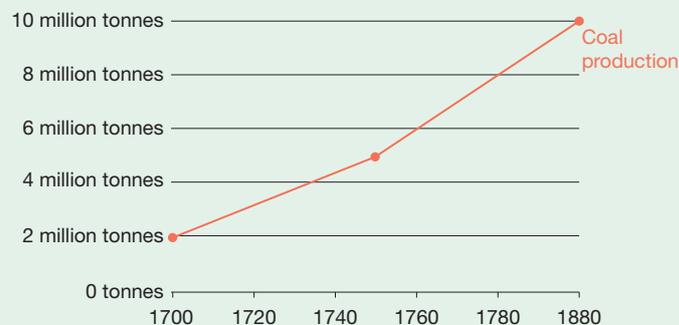
▲ **Source 1.27** Coal production in the United Kingdom, 1700–1800

Source: UK Department for Energy and Climate (DECC), 2019

▲ **Source 1.28** 'The Collier' – an English miner (**collier**) from Yorkshire and a very early representation of a steam train which was used to transport coal once it had been mined. This source was printed in a book titled *The Costumes of Yorkshire*, which was about different social customs and the clothing worn by people from different groups in society.

Source: George Walker, 'The Collier', from *The Costumes of Yorkshire*, 1814

collier a coal miner

Written accounts of coal mining:

> The average duration of a collier's life is considerably less than of other workmen ... because of the frequency of fatal accidents … As age advances, they suffer from chronic bronchial problems.

▲ **Source 1.29** Edward Davies, a doctor at Cyfarthfa, in an interview by a Parliamentary Commission in 1841

> The conditions in the mines and ironworks in the early days are stunning in the brutal disregard they show for the safety of human beings … Compensation for accidents was an unknown thing in those days, and as the deaths of their employees did not affect the finances of the capitalists, from their point of view it was not necessary to spend money in protecting the lives of the workers. There were plenty more to fill the places of the dead and injured.

▲ **Source 1.30** Ness Edwards, *The Industrial Revolution in South Wales* (1924)

The mineral fuel which constitutes so great a source of our national wealth is not extracted from the earth without a fearful sacrifice of life; either cut off suddenly, or slowly, but as surely, destroyed by inhaling the poisonous gases of the mines. Scarcely a week passes without fatal explosions, of which little notice is taken beyond the immediate scenes of the calamities; nor is it till some thirty or forty human beings have been killed at one flash that public attention is aroused; whilst the thousands who are sent to premature graves by the daily operating effects of the insidious atmospheric poison are altogether unminded. The 'safety-lamp,' which in its day was hailed as an important boon conferred by science on the miner, has in practice proved a fatal gift. It has enabled the proprietors of mines to obtain coal in workings that were too 'fiery' to be approached with unprotected flame, and the miner is compelled to breathe an atmosphere which the wire-gauze of his lamp alone prevents from exploding.

▲ **Source 1.31** *The Spectator*, 3 November 1849

ACTIVITY 1.7

1   **Explain** why there was an increase in coal mining during the Industrial Revolution.
2   **Examine** Source 1.27 and **identify** how coal production changed between 1700 and 1800.
3   What can historians learn about coal mining and miners from the source 'The Collier' by George Walker (Source 1.28)?
4   What can you learn about the life of a coal miner from Source 1.29?
5   **Identify** the origin of Source 1.30 and whether you think it is a primary or secondary source. What reason does the author give for why employers did not spend money improving the safety standards for their workers?
6   According to *The Spectator* in 1849 (Source 1.31), did the 'safety lamp' make things better or worse for miners?
7   What were the positives and negatives of coal mining? Review your notes and copy and complete the table below.

Positives of coal mining	Negatives of coal mining

How did the textile industries change during the Industrial Revolution?

Before the Industrial Revolution, the production of **textiles** was a very slow process.

textile cloth or fabric

Cloth was made in the cottage industry – that is, hundreds of private homes. Merchants first delivered raw material, such as wool or cotton, to individual spinners who worked at home, spinning the material into thread on spinning wheels. The merchants then had to pick up the thread and take it to the workshop of a weaver, who used a loom to weave the actual cloth. This did not produce very much cloth, and it was expensive and often of poor quality.

Previously, wool was the fabric of choice in Britain, but during the Industrial Revolution cotton rose dramatically in popularity. With a growing population and increasing demand for cotton during the eighteenth century, the textile industry experienced rapid growth and something had to be done to speed up the process of making cotton. A series of inventions changed the way fabric was made. Examine the timeline to see the way textile production changed during this period.

The growth of the industry brought the growth of the factory system and mills were being built all over Britain. Manchester became a huge centre for the cotton industry and many mills were built in the surrounding area – by 1850 the Manchester area was responsible for 40 per cent of the world's cotton production.

1733
The Flying Shuttle – invented by John Kay, allowed just one weaver to produce almost double the amount of cloth

1763
The Spinning Jenny – invented by James Hargreaves, could turn over a hundred threads at once. A far cry from traditional spinning wheels.

1785
The power loom – invented by Edmund Cartwright, sped up the weaving process

1760
Manchester's population was 17 000

1769
The water frame – invented by Richard Arkwright, used water to power and turn the spinning machines, rather than relying on human power

1830
Manchester's population was 180 000

▲ **Source 1.31A** Timeline of major events relating to the development of the textile industry

The textile industry became one of the greatest sources of employment during the Industrial Revolution as all the new factories needed workers. Women and children were widely employed in the mills, as they were seen to have smaller fingers and able to do the finicky work required to run the machines. Unfortunately, there were many cases of workers being made to work under extremely oppressive conditions. Over time, new laws had to be made to support the rights of workers, and slowly, for some people, conditions improved. This will be explored in more detail later in the chapter.

Examine the following sources to explore this topic further.

▲ **Source 1.33** Engraving of workers at a large cotton mill, England, 1833. The foreman can be seen observing one of the female workers.

Source: *Workers at a Cotton Mill*, 1833

▲ **Source 1.32** Machine used to spin cotton, made by Richard Arkwright. The machine was powered by water.

Consider Richard Arkwright's machine (Source 1.32). How do you think it may have worked?
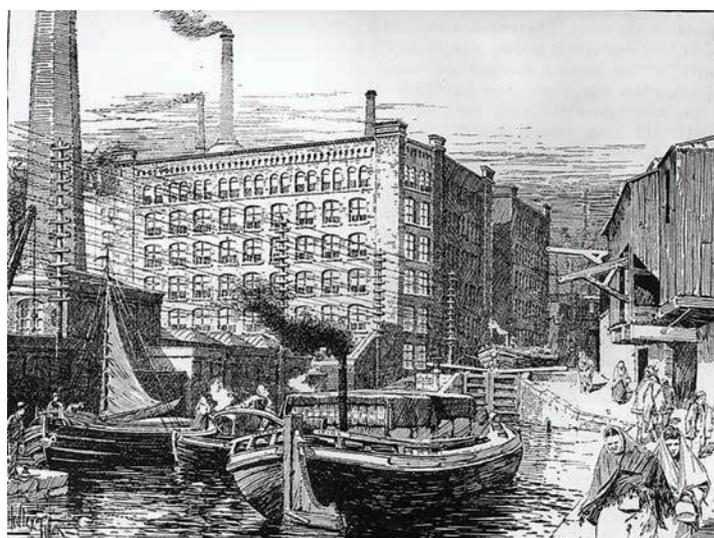
▲ **Source 1.34** A cotton mill in Manchester, circa 1870. Note its placement next to a canal, making transport easier. The illustration also highlights the large size of textile factories.

Source: Hedley Fitton, *Manchester Mill*, 1870

Leeds woollen workers petition, 1786:

Men of common sense must know, that so many machines in use, take the work from the hands employed in Scribbling, – and who did that business before machines were invented.

How are those men, thus thrown out of employ to provide for their families; – and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness?

… But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions; for our parts, though we may be thought illiterate men, our conceptions are, that bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

▲ **Source 1.35** This petition was made by workers from Leeds and appeared in a local newspaper in 1786. Previously, Leeds was an important location for the manufacture of wool. These workers were upset by the impact the new textile machines were having on the previously well-paid skilled workers.

ACTIVITY 1.8

1 **Explain** how the textile industry changed during the Industrial Revolution.
2 Why did Manchester's population rise so much during this period?
3 *Empathy* – if you were a textile worker who made textiles on a small scale in a cottage, how do you think you would have felt if you saw Richard Arkwright's invention? (Source 1.32)
4 **Compare** Source 1.33 to Source 1.8. What differences does this show in comparison to the cottage industry? Complete a Venn diagram to compare them both.

Cottage industry   Cotton mill
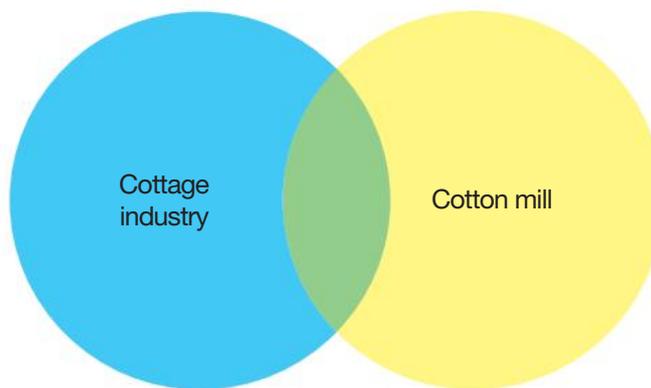
5 **Examine** Source 1.34. Why was the placement of a mill next to a canal important?
6 **Examine** Source 1.35.
   a What was the complaint of this author?
   b What was the purpose of this source? (Why was it written?)
   c What is the author's perspective on the new textile mills being built around Britain?
   d What arguments do you think an industrialist would give to this person to support the mills being made?
7 After **examining** the sources, write down three observations about the textile industry.

KEY CONCEPT

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

REFLECTING ON YOUR LEARNING 1.4

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

Chalk talk

1   Distribute whiteboard markers around the room and work in silence.

2   Review the content and sources from this section. **Consider** what you've learned. How does it help answer the overall inquiry question? What other questions do you have that are unanswered? What are you confused about?

3   When you are ready, write some notes on the board. This could be a summary of the content, a question, or you may answer another person's question.

4   Continue in silence, sharing the markers around the room and see how long it takes until everyone has finished writing on the board.

5   Using your notes from the Chalk talk activity, complete this question, Do these changes in industry and technology suggest life got better for people in Britain at the time?

6   **Consider** the question for each of the three categories and complete the table.

Did changes to factories make life better?	Did changes to the coal industry make life better?	Did changes to the textile industry make life better?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.5   How did transport and architecture change life for people during the Industrial Revolution?

FOCUS QUESTIONS

- How did the railway and the steamship change transport during the Industrial Revolution?
- How did metal industries change during the Industrial Revolution?

How did transport change?

The invention of new machines allowed massive increases in the scale of production in England. This created two new problems: it was now necessary to transport greater amounts of raw materials (coal, wood, iron ore, cotton) to the factories, and once production was completed, to then transport the manufactured goods. For industry to make profits, both processes had to happen as quickly and as cheaply as possible.

Canals: people built their own rivers

The new industrialists first used existing rivers, widening them and deepening their channels. This meant, however, that areas with no rivers, or no deep rivers, were useless for industry.

In 1753, a group of business people in Liverpool made an important advance: if there was not a river where needed, you created one. They employed the engineer Henry Berry to build a canal from the coalmines at St Helens to the town of Warrington. The Sankey Brook Navigation was opened for business by 1757 and quickly proved that creating a canal where there wasn't a waterway could provide the transport that factories needed.

▲ **Source 1.36** A traditional English stage wagon, pulled by multiple horses. This was the transport option available to people before advancements were made in transport.

▲ **Source 1.37** The Ainscough Flour Mill, which was built alongside the Leeds and Liverpool Canal, Burscough

Introduction of rail

The second great revolution in transport occurred in the eighteenth and nineteenth centuries, when inventors moved away from boats on canals and imagined a steam-driven machine pulling carriages along iron rails instead. While other new machines were located inside factories, the train was seen by everybody across Britain. It completely changed the way most industries worked. It also allowed people to travel at speeds and over distances far greater than ever before.

▼ **Source 1.38** This primary source shows a railway being built. Note that they were built by hand with wheelbarrows and shovels.

Source: The Railway Works at Balaclava, *Illustrated London News*, 10 March 1855, Balaclava

▶ **Source 1.39** Richard Trevithick was a locomotive pioneer and was notable for building the world's first steam train to operate on rails. In this watercolour, his 'steam circus' is shown in Euston Square, London. The ride was very popular but could only travel at speeds of up to 12 miles per hour (about 19 km per hour).

Source: Thomas Rowlandson, *Richard Trevithick's Railroad, Euston Square 1809*, 1809

Mr Trevithick's extraordinary inventions (1801–05)

One of the most significant inventions occurred when Richard Trevithick wondered whether the newly invented steam engine could be placed on a vehicle to carry heavy loads. Trevithick was successful. His first attempt was a steam-driven vehicle called a 'Puffer' or 'Puffing Devil' (1801), but it was only designed to ride on roads, not tracks.

In 1804, he was challenged by ironmaker Samuel Homfray to design a vehicle that would run on tracks and be strong enough to carry five wagons, a coach, 10 tonnes of iron and 70 passengers about 16 km from his Penydaren Ironworks in Wales to the Glamorganshire Canal.

In 1808, Trevithick set up a circular railway track in Euston Square in London, to demonstrate the possibilities of steam trains. People had to pay a shilling for a ride – as much money as a working man earned in one day – to ride on the train, *Catch Me Who Can*.

The triumph of *Rocket* (1829)

In 1829, George Stephenson demonstrated the power of his locomotive *Rocket* at Rainhill. He beat two other engines by completing the journey at a record speed of 42 km/hr. In 1830, the important Liverpool-to-Manchester Railway was opened, joining two of Britain's greatest industrial cities.

Railway mania

Trevithick's and Stephenson's inventions caused a virtual explosion of plans for new railways. People at the time referred to it as 'railway mania'. All these developments proved that the modern railway train – a steam-driven engine running on strong metal rails – was the key to massive increased industrial production. New railway lines were planned across Britain. Clever businessmen saw the enormous possibilities of rail transport.

How did people react to the railway?

Like all innovations, the arrival of the railway was met with mixed opinions.

▲ **Source 1.40** View of the Liverpool and Manchester Railway where it crosses the canal below. This was the world's first intercity railway. Note the open carriages and the people standing by watching.

Source: *View of the Liverpool & Manchester Railway*, 1831

What can be more palpably absurd than the prospect held out of locomotives travelling twice as fast as stagecoaches! We trust that Parliament will, in all railways it may sanction, limit the speed to eight or nine miles an hour.

▲ **Source 1.41** *Quarterly Review* (magazine), March 1825

We denounce the railway mania as destructive to our country ... huge mounds are to intersect our beautiful valleys; the noise and stench of locomotive steam-engines are to disturb the quiet of the countryside.

▲ **Source 1.42** *John Bull Magazine*, 1825

Nothing can be more comfortable than the vehicle in which I was put, a sort of chariot with two places, and there is nothing disagreeable about it but the occasional whiffs of stinking air which it is impossible to exclude altogether. The first sensation is a slight degree of nervousness and a feeling of being run away with, but a sense of security soon supervenes and the velocity is delightful. Town after town, one park and chateau after another are left behind with the rapid variety of a moving panorama, and the continual bustle and animation of the changes and stoppages make the journey very entertaining.

▲ **Source 1.43** Charles Grenville, diary entry (18 July 1837)

I took a train to Rochdale ... We were put into a truck worse and more exposed than cattle trucks. There were seats, or forms to sit on, but they were swimming with rain.

▲ **Source 1.44** Thomas Wood describing a train journey in 1845

▲ **Source 1.45** This painting is Abraham Solomons' *Seat for Five Persons, Third Class on a Train*, created in 1850. Note the title of the painting and compare it to how many people are sitting on the seat.

RESPONDING TO THE SOURCES – 1.4

Perspectives

perspective points of view of people, groups or institutions

Examine and analyse the Sources 1.41–1.45 to determine what some of these **perspectives** on the advent of the railway were.

1 Copy and complete the table below by considering the perspectives of each source.

	What is the author's perspective on the introduction of the railway?	What can you learn about the introduction of the railway from this source?
Source 1.41 – *Quarterly Review*, 1825		
Source 1.42 – *John Bull Magazine*, 1825		
Source 1.43 – Charles Grenville, diary entry, 1837		
Source 1.44 – Thomas Wood, 1845		
Source 1.45 – Abraham Solomons, *Seat for Five Persons*, 1850		

2 What do these sources suggest about people's reactions to the introduction of the railway?

3 What were their most common concerns?

4 **Evaluate** – do you think these sources are **useful** in helping to answer your overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?* **Explain** your answer.

ACTIVITY 1.9

Questions about the railway

1 Why was the development of the railway so important? **Explain**.

2 How did the development of the railway change society?

3 Activity – **Create** a protest poster to oppose the building of the railways. Your poster must include:

   a an attention-grabbing title

   b at least five reasons why you oppose the building of the railways

   c a relevant image.

You may like to use canva.com to **design** your poster.

The steamship

Europeans had already explored much of the world from the fifteenth century onwards, but they did so in sailing ships, which depended entirely upon the wind for energy. This meant that long voyages were slow, and ships were at the mercy of insufficient winds or too much wind and the danger of shipwreck in storms.

Two aspects of the Industrial Revolution – the harnessing of steam power and the improvement of iron production – allowed another revolution to take place. Engineers now discovered that ships could be made of iron and powered by a steam engine. New ships were designed and built in both Britain and America. At first, they were only powerful enough for river and coastal traffic, but in a short time people were building steamships made of iron which could cross the Atlantic Ocean. The advent of steamships significantly reduced travel time (for most trade routes), and greatly increased global trade. This, in turn, increased the demand for the products being made in factories and the need for the raw materials to make them. All in all, the invention of the steamship and increase in international trade helped to fuel the Industrial Revolution further.
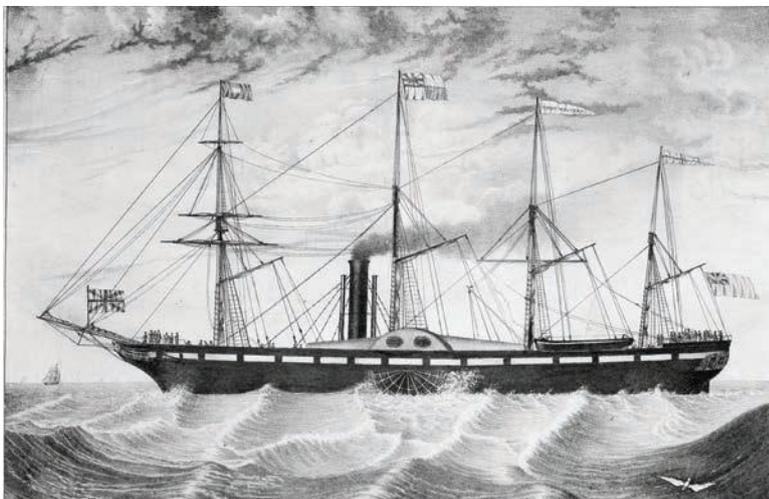
◄ **Source 1.46** Designed by Isambard Kingdom Brunel and launched in Bristol in 1837, the SS *Great Western* was the first purpose-built transatlantic steamship. This lithograph of the ship was created in 1838.

ACTIVITY 1.10

1 Why was the creation of the canal system so crucial to ensuring the success of the early Industrial Revolution?

2 Do you think the great industrialists would have been very keen to see the development of the railway? **Explain** your answer by referring to evidence from the chapter.

3 **Consider** how the following types of people may have reacted to transport innovations:

   a a wealthy politician living in London

   b an industrialist

   c a labourer who had recently moved from the countryside to the city of Manchester.

4 List three ways you think the innovations in transport would have contributed to the Industrial Revolution.

How did metal industries change during the Industrial Revolution?

Another major innovation of the Industrial Revolution was the advancement in metal industries. The iron industry existed well before the Industrial Revolution, but it was much smaller in scale and its techniques were less developed. Iron was weak and brittle due to impurities acquired in the production process, and was not strong enough to make large items. Britain needed iron to meet the demands of its rapidly industrialising economy, but in 1700 it relied mainly on imports.

During the eighteenth century, a series of inventions and new techniques greatly improved the quality of iron produced in Britain. One notable advancement came from Abraham Darby in 1709, who invented a way to smelt iron with coke (a fuel made by heating coal without air) which formed a much stronger iron and with far less impurities. As iron became stronger, it was used to span rivers, and to build large structures, such as the first iron ships. The ever-growing railway was also made possible due to strong iron available to build locomotives and tracks. In 1779, the world's first iron bridge was made in Coalbrookdale – a huge achievement for the time. Iron was now able to be produced in much larger quantities and, by 1800, it was a major export product for Britain.

With strong and readily available iron came a number of architectural achievements. Noteworthy buildings and structures of the nineteenth and early twentieth centuries are Crystal Palace, built for the Great Exhibition of 1851, the Eiffel Tower, and the Statue of Liberty. Closer to home, the Royal Exhibition Building in Melbourne was completed in 1880. The construction was entrusted to the architects Reed and Barnes, who made extensive use of the new material, steel. These buildings drew the eyes of people from far and wide, as buildings like these had never existed before.

▲ **Source 1.47** The Iron Bridge at Coalbrookdale, today. It was built in 1777–79. To modern eyes, this is merely a metal bridge. To people at the time, it must have been an amazing sight, like a spider's web of iron. People travelled to Coalbrookdale just to stand there and marvel at the sight. Apart from the stone approaches, the entire semi-circular span of the bridge was made of iron. It had five ribs, made up of two 70-foot (21-metre) metal spans bolted together at the top. The ribs were held together by lateral bars of metal.

The Crystal Palace Exhibition, Hyde Park, London, 1851

Once strong iron was available, it was possible to build not only factories, but vast pavilions for displays of goods. Probably the most famous was England's so-called Crystal Palace, built for the Great Exhibition of 1851.

The idea of a great exhibition of a nation's products was not new – the French had held one in 1840 – but the enormous scale of England's equivalent was impressive. The idea was suggested by a civil servant, Henry Cole. He saw the Paris exhibition and decided that industrial Britain should also display its achievements to the world. He argued that it would make British businesses world-famous and increase their sales and trade. Given the massive final success of his plan, it seems amazing that many contemporaries tried to stop the project. Fortunately, Queen Victoria's husband, Prince Albert, firmly backed the project all the way to completion.

The Crystal Palace was new because it took an existing technique using iron and glass – usually used on smaller buildings, such as greenhouses – and translated it onto a massive scale never seen before.

Examine the following sources to learn more about this topic.

▲ **Source 1.48** An image of the exterior of the Crystal Palace building, London, 1851, taken from a magic-lantern (a type of early projector) picture popular at the time

▲ **Source 1.49** The interior of the Crystal Palace, filled with exhibitions of the greatest inventions of the day from around the world

Source: 'The Transept' [a transept is a transverse part of a building, which lies across its main body], a coloured lithograph of the transept of the Crystal Palace, Hyde Park, London, from *Dickinsons' Comprehensive Pictures of the Great Exhibition of 1851*, published in 1854

Yesterday I went for the second time to the Crystal Palace. We remained in it about three hours, and I must say I was more struck with it on this occasion than at my first visit. It is a wonderful place – vast, strange, new and impossible to describe. Its grandeur does not consist in one thing, but in the unique assemblage of all things. Whatever human industry has created you find there, from the great compartments filled with railway engines and boilers, with mill machinery in full work, with splendid carriages of all kinds, with harness of every description, to the glass-covered and velvet-spread stands loaded with the most gorgeous work of the goldsmith and silversmith, and the carefully guarded caskets full of real diamonds and pearls worth hundreds of thousands of pounds.

▲ **Source 1.50** From a letter by Charlotte Bronte, author of the novel *Jane Eyre*, who visited the Great Exhibition in 1851

▲ **Source 1.51** This photo, from circa 1884, shows the Statue of Liberty under construction in Paris, France. The statue is enclosed by scaffolding.

▲ **Source 1.52** Photograph of the Eiffel Tower under construction in 1888

▲ **Source 1.53** Lithograph of the Exhibition Buildings, Carlton, built for the Melbourne International Exhibition, 1880

ACTIVITY 1.11

1 Review and **explain** – How did changes in iron result in improvements to transport? What other benefits did this bring?

2 **Argue** – **Evaluate** the overall importance of the iron industry to transport and trade during the Industrial Revolution. Write a paragraph and **use** sources to support your ideas.

3 Think, pair, share – With a partner, **discuss** the following question and then be prepared to share with the class. Why might the Eiffel Tower be considered a significant building and why can it be seen as a symbol of the Industrial Revolution?

4 Empathy – Imagine you were a visitor at the Great Exhibition in London in 1851. Write a letter home to your family describing what you saw there.

REFLECTING ON YOUR LEARNING 1.5

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

Making thinking visible: I used to think … now I think …

1 Review and **reflect on** your notes about the changes to transport and architecture during the Industrial Revolution.

2 Write a response for each of the following sentence starters.

- I used to think that transport and architecture …
- Now I think that transport and architecture …

3 Using your notes from the Activity 1.11, answer the question, Did innovations in transport and iron production make life better? **Explain**.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.6 What were the impacts of population movements on cities during the Industrial Revolution?

FOCUS QUESTIONS

- How did the population shift during the Industrial Revolution?
- What impact did the Industrial Revolution have on towns and cities?

Before the Industrial Revolution, the majority of the population were still living in country areas. Most people worked as farmers, and families would often work side by side on a farm. It was also common for families to work in a small shop, or perhaps they would perform domestic jobs, such as weaving. Transport was limited, so people did not travel far – it was easier to stay local and many communities were largely self-sufficient.

By 1900, 85 per cent of the population were now living in cities. In general, employment was found outside the house and family unit, and life for the average person had changed dramatically. Life in an industrial town varied depending on whether you were wealthy, middle class or poor. But one

thing that all industrial towns and cities had in common was that their general make-up, the way they looked and operated, had changed greatly.

▲ **Source 1.54** Percentage of total population living in towns in Britain in 1750 and 1900

- Percentage of population living in towns
- Percentage of population living in rural areas
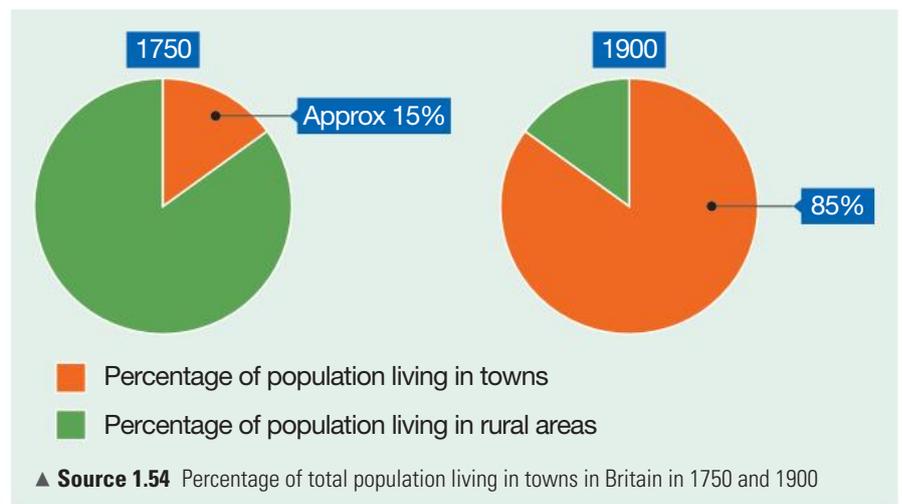
What did a typical industrial city look like? Sheffield, England

The monumental Town Hall is an expression of city pride

Factories and furnaces of the Sheffield steel works

The massive iron and glass railway station was built in 1870

The city has numerous churches. Many denominations preached the idea of social conscience.

In this suburb, a large number of smaller mills have been established

A steam train pulls seven passenger carriages and a guard van

These rows of houses have been built to house workers who have to live near the mills

Workers relax in a yard where stone mill wheels are made

Despite the use of steam engines to pull heavy loads, horse power was still extensively used for local deliveries

Britain's growing population, concentrated in industrial cities, created a massive increase in demand for coal for domestic heating

A woman labours to wash clothing in a tub

Well-to-do people, perhaps a mill owner and his family, enjoy a view over the city from a hilltop

▲ **Source 1.55** View of Sheffield, the great steel-making town, circa 1870

RESPONDING TO THE SOURCE – 1.5

Compare the two pie graphs in Source 1.54. What has changed in Britain between 1750 and 1900? Suggest why this change occurred.

MAKING THINKING VISIBLE 1.4

What makes you say that?

Step 1: What is going on in the image in Source 1.55?

1   Look carefully at every single detail of this painting showing the industrial town of Sheffield. Based on the details you have noticed, how would you judge living conditions in Sheffield during the Industrial Revolution?

Step 2: What makes you say that?

2   What particular details in the image support your position? Do you think the image is a positive or a negative portrayal of life in Sheffield at the time?

With all these new people living in urban areas, new dwellings needed to be built for them to live in. Urban areas were often cramped and dirty, and many families were squished into tiny living spaces. In cities like London, Manchester and Liverpool, parts of them became very overcrowded and slum areas developed.

Not everyone was poor, though; cities were made up of a complex medley of rich, poor and middle-class people, and their living areas were often located very close together.

Sources 1.56–1.57 are two photographs taken in central London in the 1890s – both were taken just down the road from each other. Consider the differences in the housing conditions. What class of people do you think may have lived in each?

RESPONDING TO THE SOURCES – 1.6

▲ **Source 1.56** Photograph of Caroline Cottage, Conduit Place, London

1   Examine Source 1.56 and answer the questions below.

    a   Are these homes of wealthy or poor people? How can you tell?

    b   How many families do you think lived here? (Consider how many front doors there are.)

    c   How large do you think these homes would be? How many rooms?

    d   Where do you think the children would play?

▲ **Source 1.57** Photo of Eagle House, just down the road from Conduit Place, London

2   Examine Source 1.57 and answer the questions below.

    a   Is this a home of wealthy or poor people? How can you tell?

    b   How many families do you think lived here?

    c   How large do you think this home would be? How many rooms? How many floors does it have?

    d   Where do you think the children would play?

Another feature of industrial towns and cities was the pollution which came from factories. Air quality was so poor that many sources describe the daylight hours as being in a constant state of twilight. Records from the time also reveal that water was often polluted due to inadequate sewerage systems, as well as factories dumping their waste into rivers, which provided the town's drinking water.

Examine the following sources to explore what life was like in towns and cities during the Industrial Revolution.

What do the primary sources reveal about living conditions in an industrial city?

Manchester

Alexis de Tocqueville, a French aristocrat, diplomat, historian, political scientist and philosopher, visited the city in 1835.

A sort of black smoke covers the city. The sun seen through it is a disc without rays. Under this half daylight 300 000 human beings are ceaselessly at work … From this foul drain the greatest stream of human industry flows out to fertilize the whole world. From this filthy sewer pure gold flows. Here humanity attains its most complete development and its most brutish; here civilisation works its miracles, and civilised man is turned back almost into a savage.

▲ **Source 1.58** Alexis de Tocqueville, *Journeys to England and Ireland*, 1835

A description of a river in Manchester was given by Friedrich Engels, who was a German philosopher and revolutionary socialist. He states:

In dry weather, a long string of the most disgusting, blackish-green, slime pools are left standing on this bank, from the depths of which bubbles of miasmatic gas constantly arise and give forth a stench unendurable even on the bridge forty or fifty feet above the surface of the stream.

▲ **Source 1.59** Friedrich Engels, *The Condition of the Working Class in England*, 1845

Frequently, the inspectors found two or more families crowded into one small house and often one family lived in a damp cellar where twelve or sixteen persons were crowded. Children are ill-fed, dirty, ill-clothed, exposed to cold and neglect; and in consequence, more than one-half of the off-spring die before they have completed their fifth year. The strongest survive; but the same causes which destroy the weakest, impair the vigour of the more robust; and hence the children of our manufacturing population are proverbially pale and sallow.

▲ **Source 1.60** Dr James P. Kay-Shuttleworth, *The Moral and Physical Condition of the Working Classes in Manchester*, 1832

London

This description of a London workhouse was given by Charles Dickens in 1850.

Groves of babies in arms; groves of mothers and other sick women in bed; groves of lunatics; jungles of men in stone-paved down-stairs day-rooms, waiting for their dinners; longer and longer groves of old people, in up-stairs Infirmary wards, wearing out life, God knows how — this was the scenery through which the walk lay, for two hours.

▲ **Source 1.61** Charles Dickens, from a short story titled 'A Walk in a Workhouse' in *Household Words*, published 25 May 1850

We live in muck and filth. We ain't got no privies, no dustbins, no drains, no water supplies, and no sewers in the whole place … We are living like pigs, and it ain't fair … We hope you will let us have our complaints put into your influential paper, and make the landlords … make our houses decent for Christians to live in.

▲ **Source 1.62** A letter written by people living in Carrier Street, London, which was published in *The Times*, 1849

Edinburgh

These streets are often so narrow that a person can step from the window of one house into that of its opposite neighbour, while the houses are piled so high, storey upon storey, that the light can scarcely penetrate into the court or alley that lies between. There are neither sewers or drains, nor even privies belonging to the houses. In consequence, all refuse, garbage, and excrements of at least 50 000 persons are thrown into the gutters every night, so that, in spite of all the street sweeping, a mass of dried filth and foul vapours are created, which not only offend the sight and smell, but endanger the health of the inhabitants in the highest degree.

▲ **Source 1.63** *The Artisan Magazine*, October 1843

RESPONDING TO THE SOURCES – 1.7

Read through Sources 1.58–1.63.

1   What problem does Alexis de Tocqueville **describe** happening in Manchester in 1835?
2   What is the perspective of the people who wrote the letter while living on Carrier Street on their living conditions (Source 1.62)? How do they **describe** the way they live?
3   List three problems *The Artisan Magazine* (Source 1.63) **describes** as happening in Edinburgh in 1843.
4   How useful are these sources if you wanted to learn about the living conditions of the middle class in the Industrial Revolution?
5   *Empathy* – Imagine you are a poor person living in Edinburgh in the 1840s. Write your own letter of complaint to the local authorities, describing your living conditions.
6   **Argue** – use the sources in this section to answer the following question: Would the working class and poor have been satisfied with their living conditions?

London through the eyes of Gustave Doré

Gustave Doré was a French printmaker, and one of the most prolific and successful book illustrators of the late nineteenth century. The following three illustrations were made by Doré from his observations of London. Doré collaborated with writer Blanchard Jerrold, and the two decided to produce a book about London with Doré creating the illustrations. While these illustrations were made from his own experiences from walking through the city, most historians use his work with some hesitation. He was known to dislike sketching in public, so his drawings have many errors in detail.
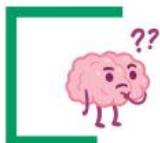
Examine Sources 1.64–1.66 and consider how life in cities varied depending on a person's social class.

▲ **Source 1.64** This is an illustration of a slum area in the City of Westminster, London. Note the smog in the air, the close proximity of the houses and the poverty-stricken people on the street. You may also notice that the buildings continue in cellars below ground.

Source: 'Dudley Street, Seven Dials', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré

▲ **Source 1.65** A busy London street with a chaotic traffic jam.

A police officer is attempting to get vehicles moving again.

Source: 'A City Thoroughfare', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré

▲ **Source 1.66** The audience are seated at the Covent Garden Opera House

Source: 'The Stalls-Covent Garden Opera', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré

RESPONDING TO THE SOURCES – 1.8

With a partner, answer the following questions about Sources 1.64–1.66.

1   What do you see in each source?

2   What do they make you think?

3   What do they make you wonder?

Now, meet up with another pair in the class and share your ideas.

4   What observations can you make about life for:

   a   a poor person

   b   a middle-class person

   c   a wealthy person.

5   How useful are these sources for getting an accurate image of what life was like at the time?

6   Based on these sources, do you think life in cities during the Industrial Revolution was the same for everyone? **Explain** your answer.

Crime and the birth of the police

A result of a bigger population and an increase in the number of people living in poverty meant that there was also an increase in crime. If a person got injured at work in a factory, they lost their job and were given no compensation, so often turned to crime in order to support their families. It was also much easier to be anonymous and harder to get caught in a city. People living in small, rural areas knew each other, whereas in a city people could hide much more readily, which made it easier to get away with crime.

Here is a notice calling a meeting in 1790 in Salford to deal with rising crime. The meeting was held to discuss setting up a local police force.

The very great and truly alarming increase of robberies of every kind in different parts of this hundred, being such, that persons cannot now travel the roads, or sleep in their houses, or turn their cattle into the fields, without the most imminent danger of thieves, who have added (in many instances) cruelty and barbarity to robbery.

▲ **Source 1.67** Notice calling a meeting to deal with rising crime, 18 March 1790, Salford. Note the word 'hundred' here means an area of land bigger than a village but smaller than a shire.

The first police force in Britain was established in 1829 with the *Metropolitan Police Act*. Sir Robert Peel is considered to be the father of modern policing and police were often nicknamed 'Bobbies' or 'Peelers' in reference to his name. These men wore uniforms and patrolled the streets. They worked under the provision that they were to prevent crime, rather than just dealing with it after it had occurred.

▲ **Source 1.68** Here are two members of the police force known as 'Peelers' keeping the peace. It says, 'Meeting with good support'.

Source: *Drunk and Disorderly*, circa 1835

We do have records of crime data collected from the time, but factors such as changing population, changing laws and the varying levels of diligence of the police force make it difficult to develop an accurate picture of the true extent of crime that was occurring. Nevertheless, the sources available provide historians with some degree of insight into the types of crimes that were occurring and how frequently they were occurring.

Table 1.1 shows sets of data compiled by the Home Office, comparing the crime statistics from 1880 to the data collected from 1875 to 1879. Does this source suggest crime was increasing or decreasing over time?

TABLE 1.1   Home Office figures comparing the amounts of various crimes in 1880 with the annual averages for 1875 to 1879

Crimes	Annual average for 1875–79	Numbers for 1880	Increase or decrease %
1 Murder	68	61	−10.2
2 Shooting at, stabbing, wounding with intent to maim, etc.	154	123	−20.10
3 Burglary	330	*425	28.70
4 Robbery, robbery with violence, assaults to rob	270	236	−12.50
5 Larceny from the person	1256	1116	−11.10
6 Larceny, simple	6123	5011	−18.10
7 Receiving stolen goods	452	414	−8.40
8 Assaults and inflicting bodily harm	902	740	−17.90
9 Other offences	6333	6644	4.90
Total	15 888	14 770	−7.00

* Note. In reference to burglaries, it is necessary to state that, the large increase shown in 1880, over the average of the previous five years occurs principally in the Metropolitan Police District, and this, it is stated by the Chief Commissioner in his Return for 1878, is partly owing to an increase in this class of Crime in the Metropolis, and partly to an altered classification of offences.

Source: The National Archives, UK

ACTIVITY 1.12

1 What might be some reasons that crime went up during the Industrial Revolution?
2 **Examine** Source 1.67 (Notice calling a meeting). What problems does the author suggest were occurring in the local area in 1790?
3 **Examine** Source 1.68.
   a **Explain** what the source depicts.
   b Suggest why this painting might have been made.
   c How does this painting present the police force?
4 **Examine** the crime statistics from 1875–80 (Table 1.1).
   a Name three types of crime that decreased by 1880.
   b What type of crime increased over time?
   c Does the data suggest crime was increasing or decreasing by the end of the 1800s?
5 Can you **use** the sources on crime (Source 1.67, Source 1.68 and Table 1.1) to support the claim that crime increased during the Industrial Revolution? Or do you need more evidence? **Explain**.

Was it all bad?

While life in industrial towns was hard for a lot of people, statistically, people were living longer and were, on average, making a lot more money during the Industrial Revolution. Additionally, many people saw cities as being a place of opportunity, and this contributed to the migration of peoples from rural to urban areas.

Over time, Acts of Parliament required new buildings to meet better building codes and, slowly, areas improved for poor housing.

If a person was wealthy, or part of the burgeoning middle class, they often lived comfortable lives.

Town planning

An interesting side-effect to the Industrial Revolution was the beginning of town planning, and during this time we see the birth of public parks. In reaction to the lack of green space available to people, the first public park ever was designed and opened in 1847 in Liverpool. This paved the way for more parks to be built around the world, and even inspired the design of Central Park in New York.

A plea for public walks and parks

During the last half century a very great increase has taken place in the population of large Towns, more especially as regards those classes who are, with many of their children, almost continually engaged in Manufacturing and Mechanical employments. During the same period, from the increased value of Property and extension of Buildings, many inclosures of open spaces in the vicinity of Towns have taken place and little or no provision has been made for Public Walks or Open Spaces, fitted to afford means of exercise or amusement to the middle or humbler classes …

Your Committee feel convinced that some Open Places reserved for the amusement (under due regulations to preserve order) of the humbler classes, would assist to wean them from low and debasing pleasures.

▲ **Source 1.69** *Report from the Select Committee on Public Walks*, 1833

▲ **Source 1.70** The world's first public park in Liverpool was opened in 1847. The park was designed by the industrialists William Jackson, Macgregor Laird and Thomas Brassey, who all had a vision for a 'City of the Future'. The park was built in response to the conditions arising from the changes in the city.

MAKING THINKING VISIBLE 1.5

Headlines

This thinking routine gets you to review and synthesise the information you have learned in Section 1.6 and to summarise the key ideas in a newspaper-style format.

Imagine you are a journalist from the time, living in an industrial city, and your task is to write an article on the most important issue facing the city in which you live.

Write a headline which captures this pressing issue of the day.

Extension

You may like to take this activity further and design the front page of the article with:

a   The headline

b   A relevant image

c   Three points which support your headline.

REFLECTING ON YOUR LEARNING 1.6

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

• Do the changes to towns and cities during this period suggest that life got better?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.7   How did life change for men, women and children during the Industrial Revolution?

FOCUS QUESTION

How did the Industrial Revolution affect gender roles and family life?

If we look back to the condition of the mass of the people as it existed in this country, even so recently as the beginning of the present century, and then look around us at the indications of greater comfort and respectability that meet us on every side, it is hardly possible to doubt that here, in England at least, the elements of social improvement have been successfully at work, and that they have been and are producing an increased amount of comfort to the great bulk of the people …

In nothing is the improvement more apparent than in the condition of the dwellings of the middle class … but it has not extended in an equal degree to those of the working classes. These, especially in large towns, are for the most part comfortless, and even unwholesome, ill-furnished and ill kept, betraying a lamentable want of self-respect in their inmates, with a degree of recklessness that speaks unfavourably for their moral progress …

▲ **Source 1.71** G.R. Porter, *The Progress of the Nation*, 1847

RESPONDING TO THE SOURCE – 1.9

How does Source 1.71 **describe** the experience of people during the Industrial Revolution? What comments does the author make about how life changed for the middle class as opposed to the working classes? Copy and complete the following table to **analyse** this source in more detail.

	Middle class	Working class
Describe the living conditions of each class based on the source		
Analyse – what do these living conditions suggest life was like for this class?		
Based on this source, does it seem like life improved for this class of people?		

The new middle class

Throughout the nineteenth century, the middle classes grew greatly. As a result of the Industrial Revolution, people could now make a lot of money in the manufacturing business. People who had moved up the social ladder had to learn new codes of behaviour in order to be accepted in society. Books were published to help men learn gentlemen-like behaviour, and to teach women how to 'keep house'. Women of this class very rarely worked and had servants to help them with domestic duties. This class of people experienced more leisure time than previous generations, and more wealth. Consumerism went up during this period too, as goods were cheaper and more readily available. The notion of social mobility (moving up the social ladder) was a commonly understood concept.

The poor

Unfortunately, living conditions did not improve for everyone, as you have already seen in this chapter. For the working classes and the poor, many people lived in squalid conditions and life was difficult. Every city had large numbers of people who were unemployed, injured or sick, or simply unable to

▲ **Source 1.72** Middle-class women of the Victorian era

▲ **Source 1.73** Augustus Mulready, *Uncared for*, 1871

look after themselves. The poor were a common sight, often begging for money or selling flowers. However, poverty did not begin during the Industrial Revolution. For centuries, poor people made up part of society and there were laws in place to help people living in poverty.

What measures had been taken to care for the poor in the past?

Queen Elizabeth I in 1601 recognised people's right to work and food, and set up poorhouses to help them.

Each parish set up a home to take in beggars, the sick, the elderly and the unemployed. The managers of poorhouses were to provide food and small sums of money.

By the 1700s, this system showed serious weaknesses. By 1776, there were 2000 poorhouses in England and Wales, holding 100 000 inmates. The managers used these people as cheap labour, to do dreadful tasks such as smashing up animal bones into powder to create fertiliser. The managers often stole the money and gave people small serves of poor-quality food called gruel.

Consider Source 1.74 to learn more about this topic.

MAKING THINKING VISIBLE 1.6

See, think, wonder, evaluate

◄ **Source 1.74** This drawing is entitled *A View of the Poor House of Datchworth in Herts addressed to the Overseers of England* and was created by Philip Thicknesse in 1769. This source comes from a pamphlet from 1769 detailing a family who starved to death in a workhouse. James Eaves, his wife and two of his three children were found dead, with only their 11-year-old son barely alive. They had not been provided with enough money to sustain themselves.

Source: You can learn more about this incident on the British Library website under 'collection items'

1   *See:* What is shown in Source 1.74?
2   *Think:* How has this tragedy probably occurred?
3   *Wonder:* How accurate is this visual source as a record of the experience of the poorhouses?
4   **Evaluate:** Investigate the author of the report, Captain Philip Thicknesse (1719–1792). From what you discover, evaluate the reliability of his report and drawing as a historical source.

The *Poor Law* of 1834

In 1834, the government passed the *Poor Law Amendment Act*, which set up much stricter conditions for the poor in England. Historian Tony Taylor explains that the politicians who drafted the law were not guided by humane intentions, but by a fear that people might seek poor relief simply because they were too lazy to work. To prevent this, the lawmakers decided to create a new system of poorhouses so strict, so mean and so unpleasant that nobody would want to go to them unless they really had to.

Once a family went to the poorhouse (or workhouse), they were given uniforms and housed like prisoners in a large barracks-like building.

They had to work hard, and were subjected to discipline that was harsh and brutal. Children were separated from their parents, and could only see them once a week. The officials were meant to provide basic meals, but they simply offered bread and gruel, and kept the rest of the money. People starved. The people were so hungry that they often tore off rotten meat from the bones. Sometimes, dreadful fights broke out over a scrap of meat.

James Greenwood visits a workhouse

While the poor on the streets were always highly visible, those in workhouses were not. Theirs was a lonely misery, and many preferred to commit suicide than go there. Fortunately, there were many thinkers, writers and painters who were aware of this poverty. They felt ashamed that poverty could exist in such a wealthy society. They felt genuine pity for the human suffering it caused. They were also determined to shock the public into being aware of the real nature of poverty.

Using historical sources as evidence

Journalist James Greenwood (1832–1927), for example, actually dressed himself up in filthy clothes like a beggar, to gain admission to a poorhouse and to write a report of conditions inside. He argued that people heard much about the poor, but never actually met them.

Speaking of his tattered, filthy figure as 'he', Greenwood wrote:

He was bound for the Lambeth workhouse, there to learn by actual experience how casual paupers are lodged and fed, and what the 'casual' is like, and what the porter who admits him and the master who rules over him; and how the night passes with the outcasts whom we have all seen crowding about workhouse doors on cold and rainy evenings … No language with which I am acquainted is capable of conveying an accurate [idea] of the [sight] I then encountered. This far too airy shed was paved with stone, the [floor] so thickly encrusted with filth that I mistook it at first for natural earth … My bedfellows lay … distributed over the flagstones in a double row on narrow bags scantily stuffed with straw. My appalled vision took in thirty of them, thirty men and boys which put only six inches of comfortable hay between them and the stony floor.

▲ **Source 1.75** James Greenwood, *A Night in a Workhouse*, 1866, quoted in Peter Keating, *Into Unknown England*, 1976, pp. 34, 37

RESPONDING TO THE SOURCE – 1.10

1 **Describe** Source 1.75. Who created it, and when was it created?
2 From what you have been told about James Greenwood, what aspects of his writing make this document a primary source about the Industrial Revolution?
3 What was Greenwood's rationale (reason) for putting himself through such a horrible experience?
4 What evidence is there, from his description, that the authorities in this poorhouse might not have spent the government money allocated to them to provide decent lodging conditions for the poor?

Women of the educated classes

Many of the great inventions of the Industrial Revolution were made by architects, engineers, inventors and chemists – all professions heavily dominated by men. Any woman who wished to enter these fields faced enormous obstacles, far greater than those they still face today.

Nonetheless, some women did manage to enter the race for invention and production, and their achievements were remarkable.

► **Source 1.76** This painting by Margaret Carpenter depicts Ada Lovelace (Countess Augusta Ada King of Lovelace, 1815–1852), English mathematician and writer

Research activity

Choose one of the women listed below and explain why they are notable today. Research their lives and find historical sources.

Argue whether or not you think they made life better for people living at the time.

- Lady Mary Wortley Montagu (1689–1762)
- Eleanor Coade (1733–1821)
- Annie Besant (1847–1933)
- Henrietta Vansittart (1833–1883)
- Ada Lovelace (1815–1852).

Working women

For working women, as for men, the Industrial Revolution did offer an escape from the hard labour of farm work and a chance to earn a wage rather than simply grow crops. They might have worked long shifts of 12–14 hours, but this was still less than the unending work on the land.

Young women could earn a significant wage. It is true that they earned less than men, but this meant that factory owners were keen to recruit women and children as a way of economising on wages. In Manchester in 1850, the lowest paid man earned 13 to 15 shillings, whereas the highest paid woman earned between 7 and 11 shillings.

The Industrial Revolution also made luxury items, including clothing, jewellery and ceramics, much more affordable. For the first time, working women had a disposable income that they could spend on such luxuries.

Examine Source 1.77 to learn more about this topic.

On women's rights:

I have often heard the 'sarcastic' remark applied to the factory worker oh she is only a factory girl; thus giving the impression to the World that we have no right to aspire to any other society but our own. I am sorry to say that we are not fully awakened to the facts that we contribute largely to the nation's wealth, and therefore demand respect, and not insult. For in many a Lancashire home are to be found heroines whose names will never be handed down to posterity; yet it is consoling to know that we as a class contribute to the world.

▲ **Source 1.77** This is an abstract from an article titled 'The Lancashire Factory Girl' by Selina Cooper, 1891. Selina Cooper was a suffragist who advocated for equal rights for women.

Textile work:

Samuel Courtauld built a silk mill in 1825 in Halstead, Essex (south-east England).

TABLE 1.2 The Courtauld Silk Mill Workforce (1s is 1 shilling and 20s = £1)

Number	Weekly wages	Men
1	£1000 per year	Mill manager (also got 3% of the profits)
26	15s–32s	Overseers and clerks
6	17s–25s	Mechanics and engine drivers
3	14s–21s	Carpenters and blacksmiths
1	15s	Lodgekeeper
16	14s–15s	Power loom machinery attendants and steamers
18	10s–15s	Mill machinery attendants and loom cleaners
5	5s–12s	Spindle cleaners, bobbin stampers and packers, messengers, sweepers
–	7s–10s	Watchmen
–	5s–10s	Coachmen, grooms and van driver
38	2s–4s	Winders
114		**Total males**

»

»

Number	Weekly wages	Women
4	10s–11s	Gauze examiners
4	9s–10s	Female assistant overseers
16	7s–10s	Warpers
9	7s–10s	Twisters
4	6s–9s	Wasters
589	5s–8s	Weavers
2	6s–7s	Plugwinders
83	4s–6s	Drawers and doublers
188	2s–4s	Winders
899		**Total females**
1013		**Grand total workforce**

I work at Mr. Wilson's mill. I think the youngest child is about 7. I daresay there are 20 under 9 years. It is about half past five by our clock at home when we go in … We come out at seven by the mill. We never stop to take our meals, except at dinner.

William Crookes is overlooker in our room. He is cross-tempered sometimes. He does not beat me; he beats the little children if they do not do their work right … I have sometimes seen the little children drop asleep or so, but not lately. If they are catched asleep they get the strap. They are always very tired at night … I can read a little; I can't write. I used to go to school before I went to the mill; I have since I am sixteen.

▲ **Source 1.78** Hannah Goode from Wilson's Mill, Nottingham, in the *The Factory Inquiry Commission in Great Britain*, 1833

Coal miner:

Isabel Wilson, 38 years old.

I have been married 19 years and have had 10 bairns [children] … My last child was born on Saturday morning, and I was at work on the Friday night … None of the children read, as the work is no regular … When I go below my lassie 10 years of age keeps house …

▲ **Source 1.79** Testimony from Isabel Wilson from a South Wales mine

▲ **Source 1.80** Work-girls at a nineteenth century coal mine in Wigan

Betty Harris, 37 years old.

I was married at 23, and went into a colliery when I was married. I used to weave when about 12 years old; can neither read nor write. I work for Andrew Knowles, of Little Bolton (Lancs), and make sometimes 7s a week, sometimes not so much. I am a drawer, and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. I have two children, but they are too young to work. I worked at drawing when I was in the family way. I know a woman who has gone home and washed herself, taken to her bed, delivered of a child, and gone to work again under the week.

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I never was ill in my life, but when I was lying in.

▲ **Source 1.81** Betty Harris, from *Great Britain, Parliamentary Papers*, 1842

Although factory work undoubtedly offered work at much better wages than women could command elsewhere, very few women continued this work after marriage … Thirty-five autobiographers spent at least some part of their childhood working in a factory or mill. A few mentioned that their mother had worked at the mill *before* her marriage, yet only one indicated that his mother worked there *after* his birth.

▲ **Source 1.82** Excerpt from Emma Griffin, *Liberty's Dawn: A People's History of the Industrial Revolution*, 2013

RESPONDING TO THE SOURCES – 1.11

1 What do you notice about the female workers compared to the male workers at the Courtland Silk Mill in 1825 (Table 1.2)?
2 How does Hannah Goode **describe** factory life in 1833 (Source 1.78)?
3 According to Isabel Wilson, who looks after the house (and we can assume there were younger children) while she is at work (Source 1.79)?
4 Choose two sources and use them to **explain** what life was like for working women. Aim to **corroborate** the sources.
5 What does Emma Griffin say happened to many women after they got married (Source 1.82)?
6 What is your overall impression of the lives of working women from these sources?

corroborate to confirm an idea or conclusion by providing new evidence that supports earlier evidence

ACTIVITY 1.14

Research activity

Research the experiences of working women during the Industrial Revolution. Find a primary source on the topic to share with the class.

• Can you **identify** the origin of the source?
• What is the experience of working women according to the source?

The contestability of evidence

As historians, we are always looking for reliable evidence that will show us what the Industrial Revolution was really like. One type of evidence is the primary source – that is, a record made by somebody alive at the time. But this alone does not guarantee that the information is completely accurate. All human beings have their own point of view, and some have very strong reasons for giving a particular view of a historical event.

Consider the painting by the artist Eyre Crowe *The Lunch Hour at Wigan* (Source 1.83). He actually went to the English industrial city of Wigan to study the women factory workers and made careful sketches of them. This scene is accurate in so far as it shows known buildings such as the Victoria Mills – at the left of the scene – owned by the industrialist Thomas Taylor.

▲ **Source 1.83** *The Lunch Hour at Wigan* by Eyre Crowe, 1874

Moreover, this painting was bought by the factory owner, and it is unlikely that he would have accepted it if it did not show his buildings very accurately. For these reasons, this picture is a good record of a factory late in the nineteenth century.

But this evidence can also be challenged. Although Crowe actually went to Wigan and really observed this scene, his painting still has some limitations as a primary source for an historian. Artists also knew that the industrialists were very proud of their factories and would dislike any painting showing bad aspects of the factory. For example, the picture only shows the factory girls resting, not working. They are taking a meal break, and seem happy and relaxed. They are well-dressed – only one is barefoot – and clean and healthy. A policeman patrols the street behind them, suggesting that everything is orderly. The lunch 'hour' was actually quite a short break in very long working shifts of 12 hours or more.

The painter might have found a very different scene if he had actually gone inside the factory. In most factories, people worked exhausting shifts and received low pay. If workers demanded better wages, the owners dismissed them and took on other desperately poor workers instead. Finally, the factory you see in the background probably lacked safety equipment. The industrialists argued that safety equipment cost money but made no profits, so there was no point buying it. In the cotton mills, for example, young women like the ones you see in the painting worked for years in a factory where the air was full of fine cotton dust. When they breathed it in, it filled their lungs, sometimes causing lung disease and finally death. It was possible to buy large extractor fans to remove the cotton dust, but many industrialists argued that it was cheaper just to hire new workers when the first ones died.

RESPONDING TO THE SOURCE – 1.12

1   Does Source 1.83 provide a reliable representation of working women during the Industrial Revolution? **Explain**.
2   What factors influence the reliability of the source?

The problem of child labour

The use of child labour was a serious problem. The new industrialists knew that they could cut costs – and maximise profits – if they hired children to do minor tasks, avoiding hiring an adult, whose wages were higher. Child labour was not a new concept by the time of the Industrial Revolution, but prior to this time, there was far less work available to children, so fewer of them were employed.

In our own times, there are strict laws controlling the employment of young people. During the Industrial Revolution, there were no such laws for some time. Young people could be employed to do heavy, exhausting and dangerous work. On top of this, they were often beaten or abused.
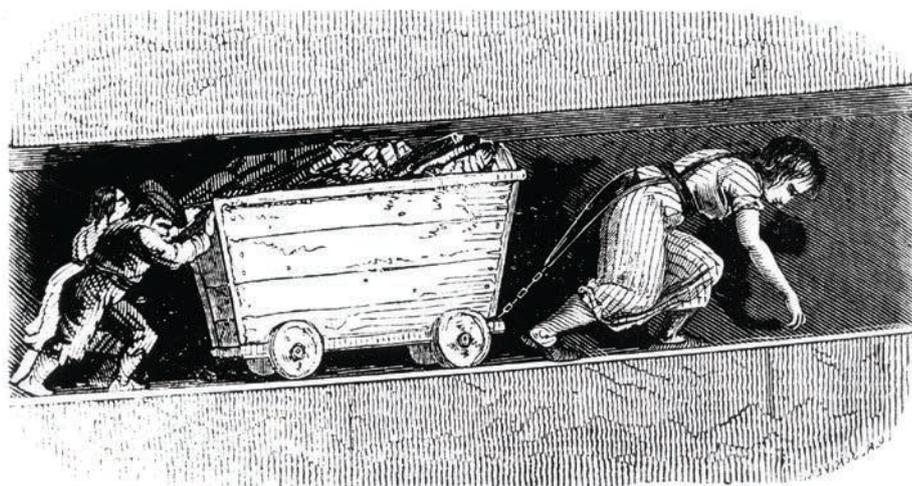
◄ **Source 1.84** Woman and children coal 'putters', Scotland, circa 1848. The woman is wearing a harness to pull the coal and two children help push it from behind.

What was the experience of children who worked in factories?

I do hereby certify that I have attended the apprentice house of Ainsworth, Catterall & Co. of Backbarrow, upwards of six years, and that during that time the children have been particularly healthy, and the number of deaths very few. I consider the treatment of the children very good in all respects.

▲ **Source 1.85** John Redhead, surgeon, Cartmel, Backbarrow Cotton Mills, 25 May 1816

… cruelties the most heart-rending were practised upon the unoffending and friendless creatures who were thus consigned to the charge of master-manufacturers; that they were harassed to the brink of death by excess of labour, that they were flogged, fettered, and tortured in the most exquisite refinement of cruelty; that they were, in many cases, starved to the bone while flogged to their work, and that even in some instances, they were driven to commit suicide to evade the cruelties of a world, in which, though born to it so recently, their happiest moments had been passed in the garb and coercion of a workhouse.

▲ **Source 1.86** John Fielden, *The Curse of the Factory System*, 1836

RESPONDING TO THE SOURCES – 1.13

1 What is John Redhead's perspective on child labour at Backbarrow in Source 1.85?

2 What is John Fielden's perspective on child labour in Source 1.86?

3 What do the two sources suggest about child labour during the Industrial Revolution? Was it all bad? **Explain**.

Michael Armstrong, the fictional factory boy

The following illustrations were published in a book titled *The Life and Adventures of Michael Armstrong, the Factory Boy* by the novelist, Frances Trollope. In 1832, Trollope visited the textile mills in Manchester and witnessed, first-hand, the working conditions of the children employed there. She also met with people campaigning for factory reform who were able to provide her with an insight into the experiences of the children working in the textile industry. The book was published in monthly instalments, beginning in 1840, and tells the story of a factory boy working in the mills.

The first illustration shows the conditions inside a textile mill, and the second presents malnourished children in a wretched state.
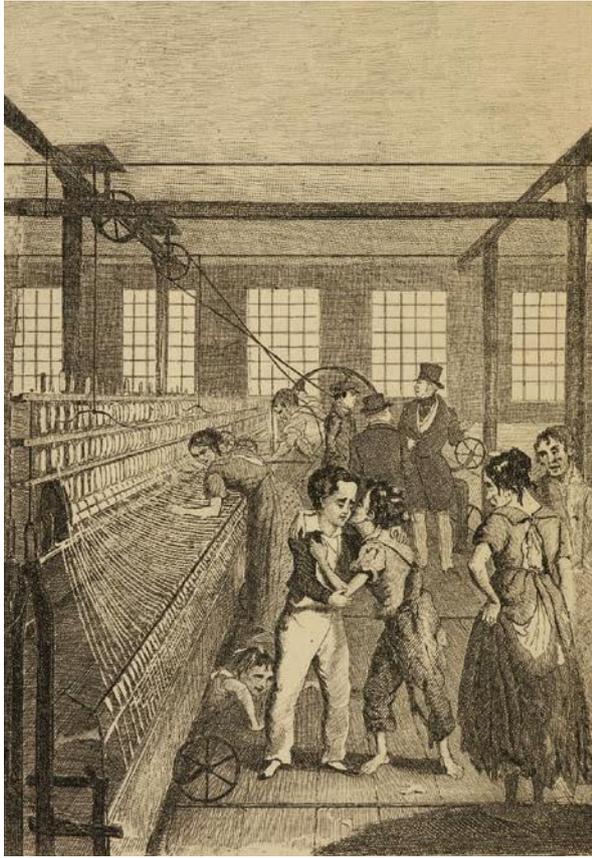
▲ **Source 1.87** Captioned 'Love conquered Fear', this illustration shows Michael Armstrong hugging his brother, Edward. The textile mill is full of child workers in ragged clothing. One child is crawling out from under the mule. It was common for children to have to sweep under the mules to keep them free of dust to prevent fires.

Source: Frances Trollope, Auguste Hervieu [illustrator], *The Life and Adventures of Michael Armstrong, the Factory Boy*, 1876
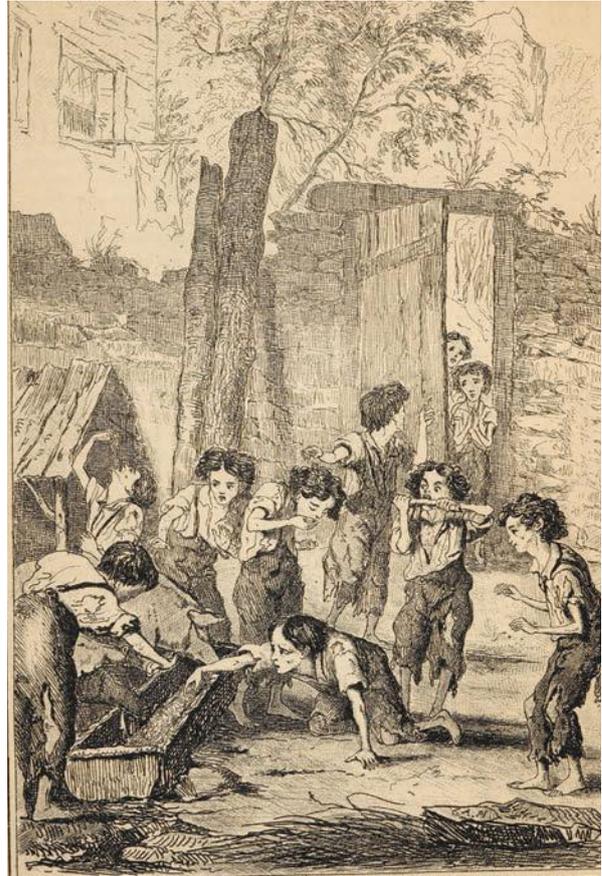
▲ **Source 1.88** The text beneath this illustration reads, 'Make haste young un' or they won't leave a turnip paring for us'. It shows several destitute children (scrawny, ragged, dirty) breaking into a farm yard to eat pig food.

Source: Frances Trollope, Auguste Hervieu [illustrator], *The Life and Adventures of Michael Armstrong, the Factory Boy*, 1876

RESPONDING TO THE SOURCES – 1.14

1   **Identify** – How are the children presented in Source 1.87 and Source 1.88?
2   From Source 1.87, how do Trollope and Hervieu present life in a textile mill?
3   What are the children doing in Source 1.88?
4   Who created these sources and why?
5   Do you think Source 1.87 can be used to support the claim that children were mistreated by factory owners during the Industrial Revolution? **Explain**.

Justifications for child labour

In the early 1800s, there were attempts made by some to improve the working conditions for children working in factories, particularly textile mills. Sir Robert Peel was approached by a man called Robert Owen, a textile owner who also believed in social welfare and had gone to great efforts to build factories that were good for the people who worked in them. The two worked together to approach Parliament in the hope that a Bill could be passed to improve child labour laws. A number of inquiries took place and Sources 1.89–1.90 are a couple of excerpts from people who were interviewed. It is interesting to note how factory owners justified the child labour occurring in their factories.

While it is reassuring to know that they succeeded in improving working conditions for children, overall, things did not get better for a long time.

→

Learn more about Robert Owen and the Factory Acts in the next section of this chapter

Too busy for crime:

'**Then you admit that the employment of children in cotton manufactories is productive of benefit to their morals, in preventing the commission of crime?**'

'Certainly; they have not the opportunity of committing overt acts as those have who are about the streets; in such a cotton mill as I saw [at Emscot, near Warwick] they could not commit any crime whatever that was of the nature of stealing …'

'**You were understood to say, that the occupation of so many hours had a favourable influence on morals, in preventing the commission of crimes?**'

'Most assuredly; a person constantly under the eye of his master for twelve hours together, and not suffered to go out at night, cannot commit a crime of that nature; they may be bad in heart, but they cannot commit those acts.'

▲ **Source 1.89** This extract is from an interview with Theodore Price in 1816. Here he argues that child labour is a good thing, as it means the children are too busy for crime.

Healthy 'exercise':

'**Is not these children being kept in a state of motion, but walking backwards and forwards, likely to be less prejudicial to health than if they were in a sedentary state?**'

'Most assuredly; that exercise called loco-motive exercise is peculiarly salutary to young people.'

▲ **Source 1.90** This extract is from an interview with Sir Gilbert Blane, 1816. Here, he argues that all the 'exercise' children are forced to do during work hours is good for their overall health.

RESPONDING TO THE SOURCES – 1.15

1   What is Theodore Price's perspective on child labour and its impact on crime (Source 1.89)?
2   How does Sir Gilbert Blane try to **justify** the use of child labour (Source 1.90)?

MAKING THINKING VISIBLE 1.7

Role play! Perspective and empathy

Imagine you are Sir Robert Peel and involved in organising an inquiry into child labour and trying to improve working conditions. In small groups, act out the inquiry process and use Sources 1.89–1.90. Carefully consider the *perspective* of each person. Think about what each of you wants and what evidence you will use to **justify** your opinion.

Steps:

1   Reread Sources 1.89 and 1.90. As you read, have one student take on the role of the interviewer and another student take on the role of the person being interviewed.
2   Brainstorm who else might have been present at the time of the interview and where might it have occurred.
3   As a group, decide if you are going to give any other students a role to play. Perhaps a narrator could help set the scene?
4   Practise your role play and then perform it to the class.

MAKING THINKING VISIBLE 1.8

I used to think … now I think …

1   Review and **reflect on** your notes about the experiences of people during the Industrial Revolution.

2   Write a response for each of the following sentence starters:

- • I used to think that the experience of children was …
- • Now I think that the experience of children was …

REFLECTING ON YOUR LEARNING 1.7

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

How do these sources on child labour, women and the poor help you decide whether life got better for people at the time?

You may like to use the following headers to **organise** your ideas. Did life improve for the poor? Did life improve for women? Did life improve for children?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.8   What responses did people have to the changes in working conditions as a result of the Industrial Revolution?

FOCUS QUESTION

How did workers respond to the Industrial Revolution?

The changes that came as a result of the Industrial Revolution brought about mixed responses from people. Some people praised the new machines that had been built and the more efficient manufacturing of goods. They noted the increase in income many people were receiving, and other advancements that made life easier.

Others reacted negatively and showed hesitation, fear or even anger. Some feared the machines would replace all their jobs and they would be without work (which, initially, was the case for some people).

The lack of rights and poor working conditions of people led to the birth of *trade unions* – groups established to help workers achieve better rights.

Some notable people of the day sought to make a difference and show other industrialists that there was a better way of doing things. While it was very rare, there are some examples of industrialists (for example, Robert Owen and Titus Salt) building model factories, where conditions were far improved from those of their counterparts. Children were given time away from work so that they were also able to receive an education, working hours were shorter and factories and housing were built with improved safety standards.

Social reformers

Robert Owen was a Welsh industrialist who believed that he had a responsibility to run his factories well, to treat his workers fairly and to use his wealth to help improve their lives. His New Lanark Mills in Scotland showed that it was possible to provide good housing and education for workers. In his 'model' village, he provided a shop that sold goods at fair prices, and he also employed hundreds of poor children from orphanages.

▲ **Source 1.91** Painting of Robert Owen by William Henry Brooke in 1834
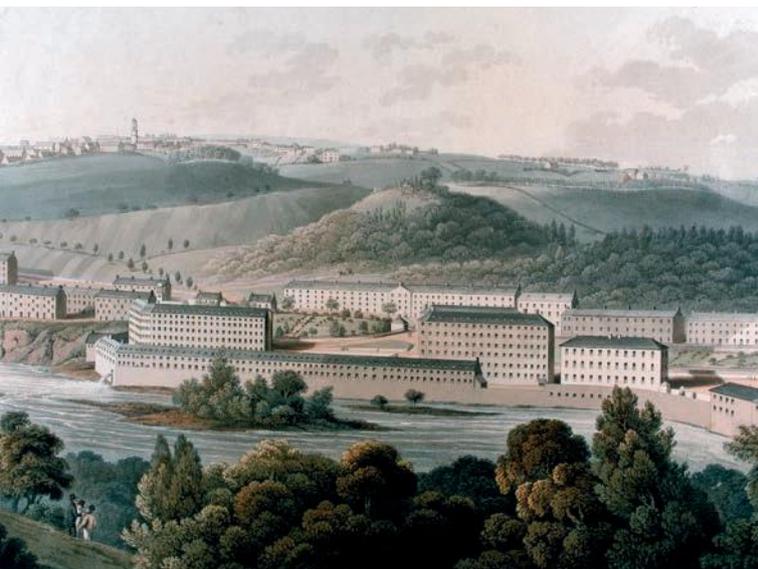
▲ **Source 1.92** This image shows how much could be done when an industrialist improved his workers' lives. Robert Owen designed his mill at New Lanark to be clean and healthy. Large windows gave air and light. There was good sanitation. He even built a little school so that his workers' children could be taught to read and write.

Source: Coloured aquatint and etching taken from a drawing by L. Clark. Plate taken from Smith and Elder, *View of Scotland*, London, 1824.

▲ **Source 1.93** This image shows the inside of the facilities at New Lanark Mills in Scotland, circa 1825. Visitors watch as workers' daughters are taught to dance in a clean, airy schoolroom. Notice the colourful educational pictures on the walls.

Source: Illustration by George Hunt from the book *Airy Nothings*, published in 1825

New Lanark mills are particularly clean and carefully kept … A most extraordinary degree of attention is devoted to the education of the children of the workers here, candidates for admission to employment in the mills. They are taught reading, writing, with the elements of geography, music, dancing, natural history etc., in fine spacious rooms. I witnessed considerable proficiency in some of these branches, and saw eight young persons, from ten to thirteen, dance a quadrille in the very best style, under their dancing-master. Employment in the mill is looked forward to by these children … It is quite clear that Mr Walker, the managing resident partner, devotes the kindest attention to his people: he is beloved by them all.

▲ **Source 1.94** Sir David Barry's medical report, Factories Commission, *2nd Report*, 1833

RESPONDING TO THE SOURCES – 1.16

1 **Examine** Source 1.92, Source 1.93 and Source 1.94. List three challenges to living and working conditions that Robert Owen identified and explain how he attempted to solve these.

2 **Identify** what words the author of Source 1.94 uses to suggest that New Lanark Mills were unusual for the time.

ACTIVITY 1.15

Research activity

1 Research Sir Titus Salt and make notes on the factory and adjoining village he had built at Saltaire.

2 **Compare** Saltaire to New Lanark. You may like to use a table or a Venn diagram for this.

3 What were their similarities and differences?

Trade unions

The Industrial Revolution prompted the birth of the trade union movement. Sometimes, in order to fight for better pay and conditions, trade unions would instruct their members to go on strike.

Workers tried to force their employers to listen to them by temporarily not performing their jobs, which caused enormous stresses on workers and their families.

One danger was that the factory owners could employ other workers, or import workers from distant districts, and employ them in their factory. This left the striking workers permanently unemployed, in danger of going to the poorhouse or becoming beggars. The workers hated the people who replaced them and referred to them as 'blackleg labour'. Their anger often erupted into violence, as the unemployed workers attacked the newly arrived workers.

Punch cartoons on the strike

Sources 1.95 and 1.96 are political cartoons which appeared in a weekly magazine called *Punch, or the London Charivari*. They highlight some of the difficulties faced by a person who became involved in a union.

RESPONDING TO THE SOURCES – 1.17

Consider:

1   What are the cartoons in Sources 1.95–1.96?
2   What do you think is the perspective of the person who made these cartoons? Do you think they believed trade unions were a good thing or a bad thing?
3   What is the purpose of these cartoons? Why do you think they were made?
4   Are these reliable sources for learning about the impact of trade unions?

PUNCH, OR THE LONDON CHARIVARI.—April 20, 1861.

THE BRITISH SLAVE.

Disinterested Delegate. "WANT TO GO TO WORK, DO YER? GOIN' TO GIVE IN, ARE YER? NOT IF I KNOW IT."
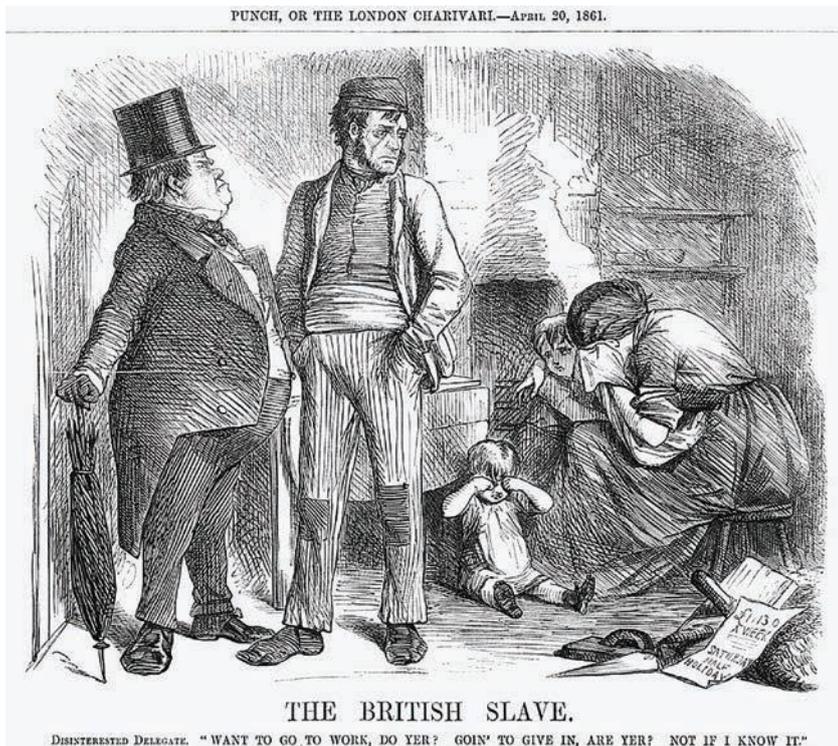
▲ **Source 1.95** The cartoon, 'The British Slave', was published in the weekly magazine *Punch, or the London Charivari* in 1861. This illustration shows a worker who is a member of a trade union standing next to his weeping wife and children. There is no food on the table and no fire in the hearth. His demands for better workers' rights lie on the ground. Standing next to him is a union representative. The text below the image reads: Disinterested Delegate: 'Want to go to work, do yer? Goin' to give in, are yer? Not if I know it.'

PUNCH, OR THE LONDON CHARIVARI.—June 22, 1861.

THE STRIKE.—HITTING HIM HARD.

Non-Unionist. "AH, BILL! I WAS AFRAID WHAT YOUR UNION WOULD END IN."

▲ **Source 1.96** 'The Strike – hitting him hard', was published in the weekly magazine *Punch, or the London Charivari* in 1861. This illustration shows a union man (left) looking destitute. Having been involved in a strike, he has lost his job and is now homeless, dirty and hungry. To his right stands the non-union man who is placing a coin in his hand. This man is well-dressed and looks healthy. The text beneath the cartoon reads: Non-unionist: 'Ah, Bill! I was afraid what *your* union would end in.'

Context statement: about *Punch* magazine

The British weekly magazine, *Punch, or the London Charivari* was created in the 1840s and was filled with humour and satire. It helped to coin the term 'cartoon' as meaning an amusing illustration. The magazine made fun of topical issues of the day. Keeping this in mind, does this change your opinion of the cartoons above?

▲ **Source 1.97** *The Strike* was painted by Robert Koehler in 1886 in Munich. It shows a confrontation between workers and their employers.

MAKING THINKING VISIBLE 1.9

Role play!

Imagine a scenario of confrontation like Koehler's *The Strike* (see Source 1.97). In this case, the highly skilled loom workers have gathered to protest to the factory owner regarding his introduction of the new power looms.

Write a dramatic dialogue, containing the following elements:

1 The workers explain the nature of their request.
2 The workers outline their concerns for their future and their families.
3 The factory owner gives his reply, explaining why he has no choice but to buy power looms.
4 A trade union leader asks the factory owner to compromise or provide for his workers.
5 The factory owner refuses to give any assistance, explaining that the only purpose of business is to make profits.
6 The owner cites town locations and numbers of the new power looms installed recently.
7 The crowd threatens violent action against the factory and its new power looms.
8 If possible, do an enactment of this scene in the classroom.

Fear of machines

The invention of powerful new machines delighted the mill owners, but they caused fear among some workers.

Consider the different perspectives of the people who wrote the two letters from Leeds. Both letters were written only five years apart. Why do you think they would have had such conflicting views?

Criticism of industry

SHEWETH, That the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

▲ **Source 1.98** Leeds woollen workers petition, 1786

Praise for industry

In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its-first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them.

▲ **Source 1.99** Letter from Leeds cloth merchants, 1791

The Luddite movement

While responses to the new industrial inventions differed, one group of people had a particularly violent reaction.

When, for example, Richard Arkwright invented his powered loom to weave thread into cloth at high speed, some working people feared that this machine would take away their jobs. In a panic, these workers formed protest groups, and first threatened, then attacked mills that were using the new machines. This came to be known as the **Luddite movement**. Arkwright's own mill at Chorley was one of the first victims. It was burned to the ground in 1779. Source 1.101 provides a description of an attack by a Luddite group in 1812.

Luddite movement based on the semi-legendary worker, Ned Ludd, in the early 1800s the Luddites protested against unemployment and the loss of their skilled trades by various tactics, including smashing machines

A large body, not less than 2,000, commenced an attack, on the discharge of a pistol, which appeared to have been the signal; vollies of stones were thrown, and the windows smashed to atoms; the internal part of the building being guarded, a musket was discharged in the hope of intimidating and dispersing the assailants. In a very short time, the effects were too shockingly seen in the death of three, and it is said, about ten wounded.

▲ **Source 1.101** A description of an attack by a Luddite group, *Manchester Gazette*, 2 May 1812

ACTIVITY 1.16

1 What were the Luddites and what did they believe?
2 Do you think people would have feared the Luddites?
3 Do you think unionists and Luddites would have believed that life had gotten better as a result of the Industrial Revolution? **Explain**.

MAKING THINKING VISIBLE 1.10

Developing empathy

Imagine you are a textile worker who works in your cottage – the same as your family has done for generations. How would you feel about the new machines replacing your work? How would you feel about unskilled labourers taking the jobs of people who had worked hard to become a skilled textile manufacturer? Do you think you would be angry? Write a letter to the local authorities sharing your concerns about these new changes.

▲ **Source 1.100** Painting titled, *The Leader of the Luddites*, created in 1812 by an anonymous artist. Behind the main figure a factory can be seen burning.

Factory Acts

As factories did not exist prior to the Industrial Revolution, there were no regulations in place to protect the safety and wellbeing of workers. Many early industrialists sought to abuse their workers and put the profits of their businesses first. Over time, a number of inquiries were made into the working conditions of people in factories and the government tried to intervene.

A number of Factory Acts were implemented during the nineteenth and early twentieth century to help improve working conditions. However, even with these changes, the working conditions of factory workers were a far cry from the conditions of workers in places like Australia today. Also, you may wonder whether any real change actually occurred. The laws were in place, but did the industrialists actually follow them?

Examine the following sources to learn more. Listed in Table 1.3 are details of the legislation (laws) that were introduced to improve working conditions in factories.

TABLE 1.3 The National Archives Education Service, *Factory Act 1833*

Date	Industry	Details of law
1833	Textiles	• No child workers under nine years • Reduced hours for children 9–13 years • Two hours schooling each day for children • Four factory inspectors appointed
1844	Textiles	• Children 8–13 years could work six half-hours a day • Reduced hours for women (12) and no night work
1847	Textiles	• Women and children under 18 years of age could not work more than 10 hours a day
1867	All industries	• Previous rules applied to workhouses if more than five workers employed
1901	All industries	• Minimum age raised to 12 years

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr Rayner, the certificating surgeon of Bastile, was with me at the time.

▲ **Source 1.102** Extract from a Factory Inspector's report, *British Parliamentary Papers* (1836), No 353

ACTIVITY 1.17

1 **Examine** Table 1.3. Over how many years did the Factory Acts occur? What does this suggest about working conditions in factories?

2 Do you think the laws that were implemented would have resulted in better living and working conditions for people?

3 **Examine** Source 1.102 (extract from a Factory Inspector's report).

    a **Identify** who gave the evidence to the factory inspector?

    b **Use** the source to **identify** how many hours the boys claim to have worked.

    c **Compare** the source to Table 1.3. What parts of the law have been broken?

    d Does this report suggest that the Factory Acts did not improve working conditions?

4 **Use** both sources to **argue** to what extent did the Factory Acts bring about better working conditions for people?

REFLECTING ON YOUR LEARNING 1.8

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

1   How did people react to the Industrial Revolution?

2   Does this suggest life got better or worse for people?

3   How might this section help you answer the overall inquiry question?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.9   What were the short- and long-term impacts of the Industrial Revolution?

FOCUS QUESTIONS

- How were the living conditions and everyday work environment impacted by the Industrial Revolution?
- Did the Industrial Revolution contribute to global warming?

Short-term impacts

As you have worked through the chapter, you have now seen that there were positive and negative impacts of the Industrial Revolution. To make some generalisations, the average person's wealth rose during this period, people were living longer, and technological advancements made life easier in a lot of ways. On the other hand, the huge population growth in cities and industrial centres resulted in large groups of poor people struggling to survive. The rich often abused the poor, and took advantage of those with less power than them. It was a time of rapid change and the impacts were diverse.

ACTIVITY 1.18

Review activity

After working through this chapter, make a list of all the short-term impacts from the Industrial Revolution. Separate them into positive and negative impacts. **Use** as many rows as you need!

Short-term impact	Was it a positive impact?	Was it a negative impact?

Long-term impacts

In this final section of the chapter, let's consider some of the long-term impacts the Industrial Revolution had on the world.

What were the impacts of the Industrial Revolution on the population?

What happened to global populations from circa 1750? And, more specifically, what happened to the population of Britain? For most of human history,

the population grew very slowly (by approximately 0.04% per year), but this increased significantly from the mid 1700s. In particular, the population of Britain skyrocketed. Between 1750 and 1850, the population of England nearly tripled.

Examine the graphs in Source 1.103–1.105 and consider how the population in England, and throughout the world, changed during this period and beyond.
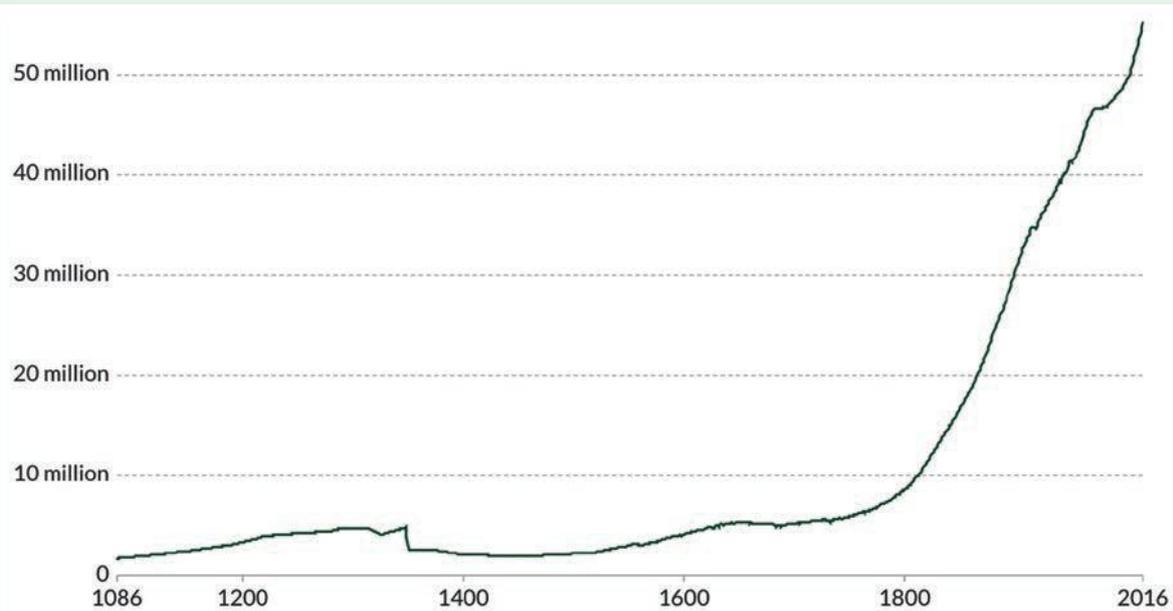
▲ **Source 1.103** The population of England 1086–2016

Source: Our World in Data, 2020
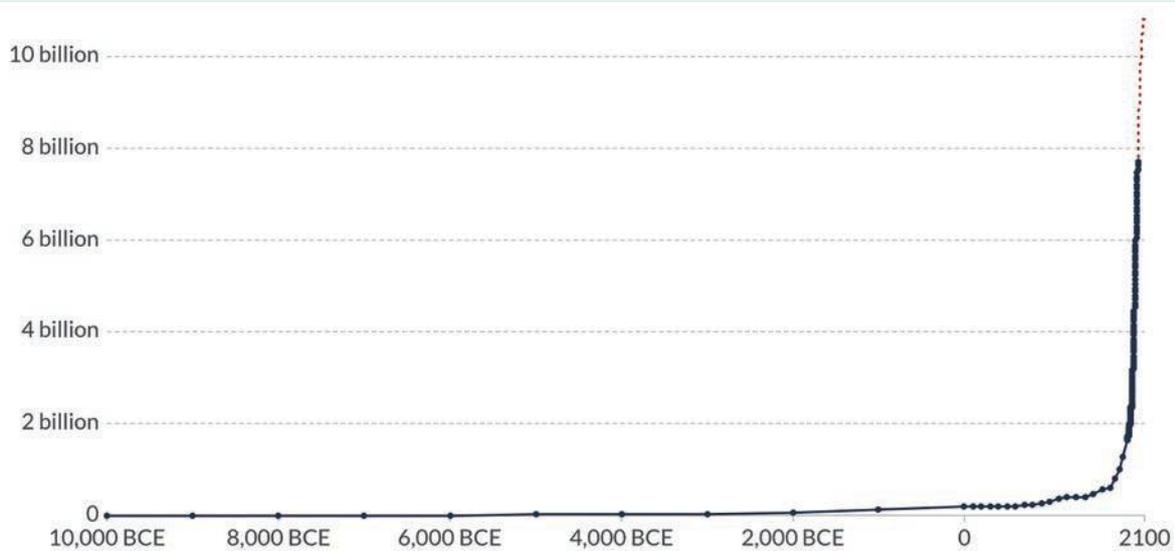
▲ **Source 1.104** The size of the world population over the last 12 000 years, based on estimates by the History Database of the Global Environment and the United Nations

Source: Our World in Data, 2020
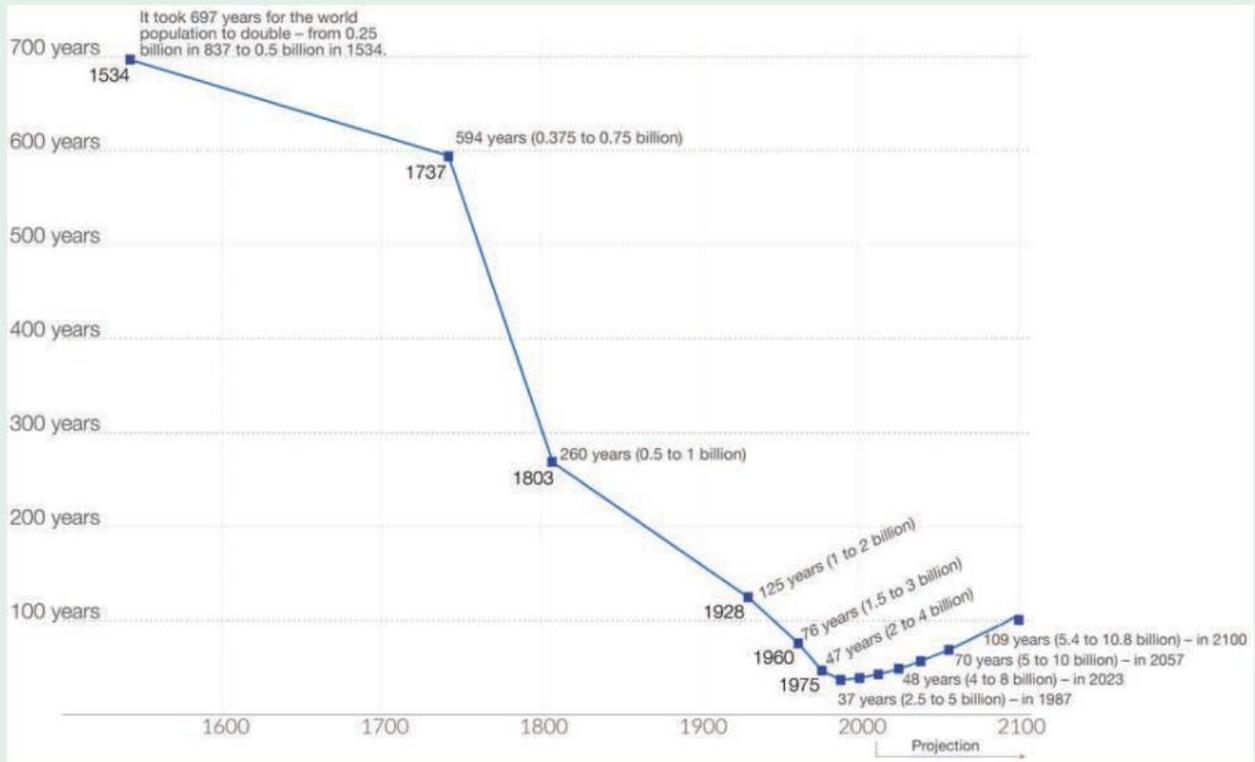
▲ **Source 1.105** Time for the world population to double, based on data from the History Database of the Global Environment and the United Nations

Source: Our World in Data, 2020
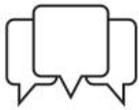
What do you predict will happen to global populations during the next 100 years?

ACTIVITY 1.19

1   **Analyse** the graphs in Source 1.103–1.105 and write three interesting observations you can make about population change during the Industrial Revolution.

2   **Examine** Source 1.105 (the graph showing how long it took for the world population to double). How long did it take for the global population to double from 0.5 billion people to 1.0 billion people?

3   **Propose** three reasons why the global population increased so significantly.

4   Do these graphs suggest life got better for people in the long-term? **Explain**.

Have factory conditions improved?

Since the introduction of factories in industrial Britain, much of the way goods are produced has not changed. The technology in factories might be more advanced, but there are still large factories all around the world where people work to manufacture products.

During this chapter, you learned that, in some cases, conditions in factories slowly got better for people in Britain. Examine Sources 1.106–1.108 and consider the long-term impacts of the factory system on the world. Are factories good places to work today?

The modern-day textile industry

Do you know where your clothes are made? Have a look at the tag. Most likely, they will have been made in a factory in Bangladesh, Pakistan, China or somewhere in South-East Asia. Read through some of the experiences of workers in modern-day textile factories.

After reviewing the sources on modern textile factories, does anything sound familiar? Why do you think there are continuities after so much time has passed?

Waheed, 38

Role: Sewing bedsheets and curtains at a textile mill

Where: Pakistan

Waheed, who is being identified only by his first name, has been in the textile industry for 20 years and works seven days a week to support his wife and two young sons. They share a house with his parents, his sisters and his brothers.

'Most factories place a lot of restrictions on garment workers. Once they come in for their shift around 8 in the morning, there's no knowing when supervisors will let them out. It may be 8 p.m. or 10 p.m. by the time they are allowed to leave for the day.

Workers at my factory don't have it as bad. That's why I've been here for the past 10 years. It's a nice place to work. But some of the resources that workers really need aren't provided, such as first-aid kits or pension cards.

It's pretty common to get your fingers injured – sometimes needles break and get stuck in your bone if your hand gets in the way of the machine. Then you have to go to the hospital and get X-rays yourself.'

▲ **Source 1.106** Sanam Yar, 'Who made your clothes?', *The New York Times*, 19 December 2019

Seak Hong, 36

Role: Sews outdoor apparel and bags at Horizon Outdoor

Where: Khum Longvek, Kampong Chhnang, Cambodia

Six days a week, Ms. Hong wakes up at 4:35 a.m. to catch the truck to work from her village. Her workday begins at 7 and usually lasts nine hours, with a lunch break. During the peak season, which lasts two to three months, she works until 8:30 p.m.

▲ **Source 1.107** Sanam Yar, 'Who made your clothes?', *The New York Times*, 19 December 2019

▼ **Source 1.108** In 2013, a textile (garment) factory in Bangladesh collapsed due to poor construction and safety standards, and 1100 people were killed
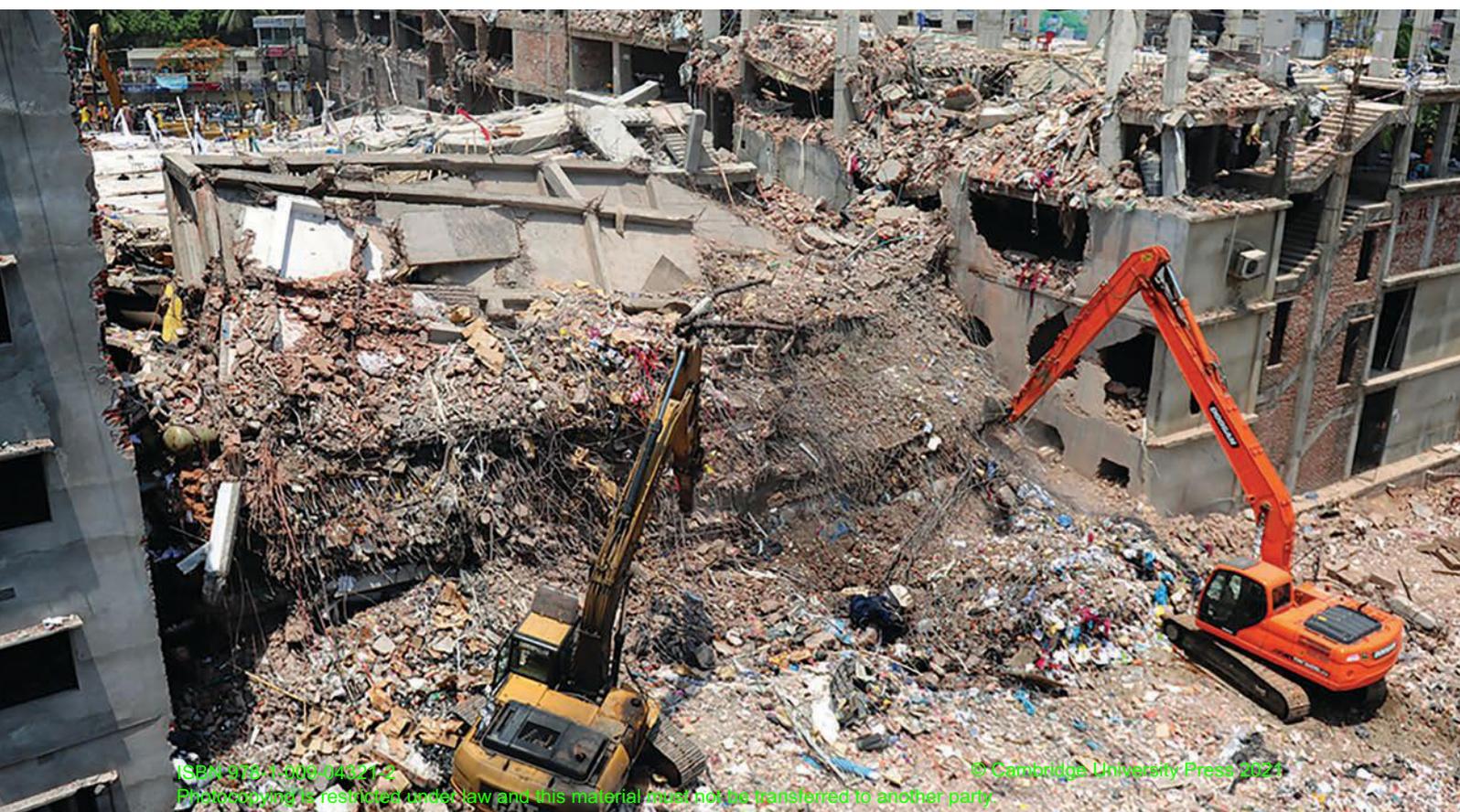
ACTIVITY 1.20

1   What are some of the problems that Waheed (38) **describes** as happening to factory workers (Source 1.106)?

2   Use a Venn diagram to **compare** Seak Hong's experience of working in a textile factory in Cambodia in 2019 (Source 1.107) to the experience of Hannah Goode in Wilson's Mill in 1833 (Source 1.78). What similarities and differences can you **identify**?

3   **Conduct** an inquiry into the factory collapse in Bangladesh in 2013. Aim to find out:

   a   Why did it happen?

   b   What were the positive and negative impacts of the collapse?

Seak Hong

Hannah Goode
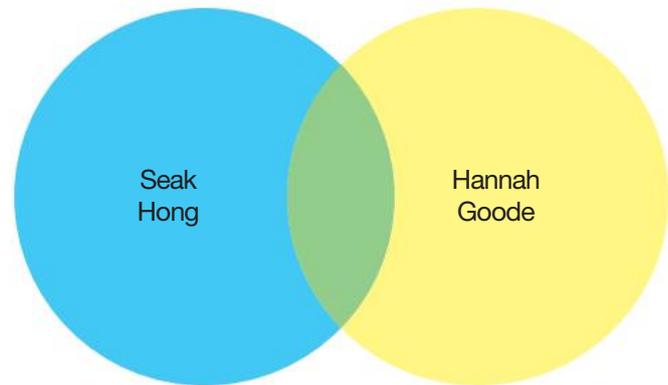
Did the Industrial Revolution contribute to global warming?

You have already learned about the air pollution that occurred in cities during the Industrial Revolution, but how has industry affected the environment in the long term? CO_2 and methane are two of the most potent and damaging greenhouse gases.

Consider the following sources to learn more about this topic.

▲ **Source 1.109** A steel mill in Baotou, China. Note the air pollution pumping from the factory.
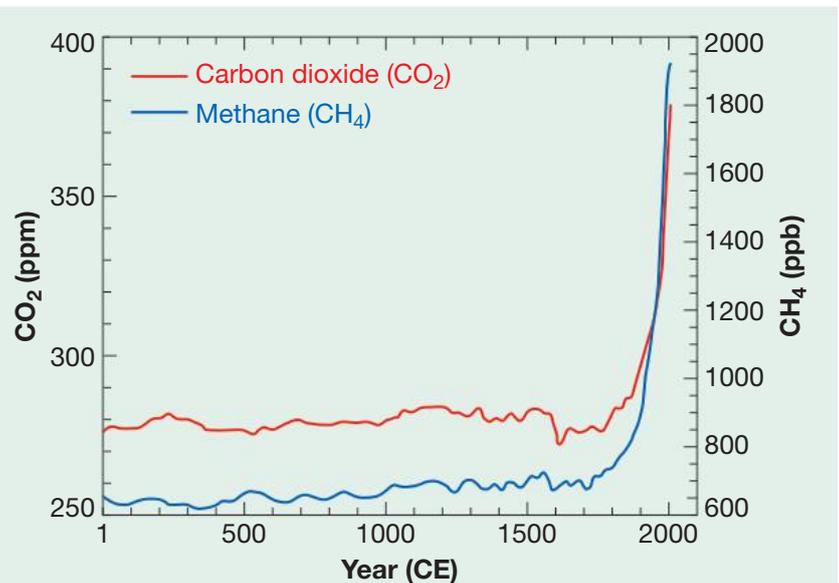
▲ **Source 1.110** Graph showing the changing levels of carbon dioxide and methane in the atmosphere since year 1 CE. What do you notice happened around the year 1800?

ACTIVITY 1.21

Based on Source 1.109 and Source 1.110, can it be argued that the Industrial Revolution brought about global warming? **Justify** your answer.

MAKING THINKING VISIBLE 1.11

This is a whole-class activity.

1   Having worked through Section 1.9, individually write down key points you can take away from the text. What have you learned about the long-term impacts of the Industrial Revolution? Try to do this without rereading the text.

2   Now, pass your notes to the right. The person next to you needs to take 1–2 minutes to read through your notes and then to add one new note to the page. This can be new information, an elaboration on another note, or a connection between ideas.

3   Continue to pass notes around the room two more times.

4   Return all notes to the original owners.

5   Now, you may read and **reflect on** the additional notes made on your page and add ideas you may have picked up from reading other students' work.

Where to from here?

If the Industrial Revolution had a fatal weakness, it was that it devoted all of its energy to using natural resources and producing goods, but very little to controlling and disposing of waste. It is only now that we are playing the catch-up game, but it may be too little, too late.

Are we seeing the final stage of the Industrial Revolution? The Industrial Revolution had significant environmental impacts, and we, who are living through its later stages today, are witnessing them.

As a young person who has inherited the problems of those who came before you, how do you feel about the environmental problems the world is facing today? And what do you think you can do about them?

ACTIVITY 1.22

With a partner, brainstorm ways you can help the world deal with the complex environmental problems it is facing.

Create a short presentation sharing your ideas. Make sure you include:

a   ideas on how you can look after the environment in your day-to-day life

b   ideas on how to influence others to care about the environment (hint – you might like to research Greta Thunberg)

c   ideas on ways big business (factories) can improve their environmental footprint.

ACTIVITY 1.23

End-of-chapter reflection: reflect on your sub-questions

At the end of each section in this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

Write a brief response (approximately two to three sentences) to respond to the following questions. Do you feel that you have a good understanding of each section?

Sub-questions

1   What was life like in Britain before the Industrial Revolution?

2   Why did the Industrial Revolution begin in Britain?

»

≫

3 How did changes in farming practices contribute to and change life for people living during the Industrial Revolution?

4 How did technological innovations change life for people in industrial Britain?

5 How did transport and architecture change life for people during the Industrial Revolution?

6 What were the impacts of population movements on cities during the Industrial Revolution?

7 How did life change for men, women and children during the Industrial Revolution?

8 What responses did people have to the changes in working conditions as a result of the Industrial Revolution?

9 What were the short- and long-term impacts of the Industrial Revolution?

(If you prefer a visual approach, you could to do this as a mind map instead.)

REFLECTING ON YOUR LEARNING 1.9

Overall inquiry question: *Did the Industrial Revolution make life better for people in Britain at the time?*

1 Based on the short- and long-term impacts of the Industrial Revolution, do you think life got better? **Explain**.

2 Which sources from this chapter best help you answer the overall inquiry question?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

🏺 End-of-chapter assessment 1

Question: *Did the Industrial Revolution make life better for people living in Britain at the time?*

Task

Using the following sources, and the knowledge you have learned from working through the chapter, write an essay responding to the question. Write a hypothesis and choose three supporting points. **Use** the sources to support your ideas.

Conditions

- Follow the essay structure.
- State a clear hypothesis and three supporting points in your introduction.
- Corroborate! Choose two sources for each body paragraph to support your main points.
- Write clearly and succinctly, and use your best written expression.

Historical sources

Source A:

> Many things combine to make the Hand Spinning of Wool, the most desirable work for the cottager's wife and children … But from the establishment of the Spinning Machines in many Counties where I was last Summer, no Hand Work could be had, the consequence of which is the whole maintenance of the family devolves on the father, and instead of six or seven shillings a week, which a wife and four children could add by their wheels, *his* weekly pay is *all* they have to depend upon …

▲ **Source 1.111** Excerpt from *Observations … on the Loss of Woollen Spinning*, circa 1794

Source B:

The engraving shows a woman in her home (a cottage) spinning and carding wool, with some of her family in the background. Before the Industrial Revolution, the textile industry took place in cottages on a much smaller scale.

◄ **Source 1.112** 'Spinning and Carding Wool' from the book titled *The Costumes of Yorkshire*, published in 1814, London

Source C:

On my recent tour through the manufacturing districts, I have seen tens of thousands of old, young and middle-aged women earning abundant food, raiment, and domestic accommodation, without perspiring at a single pore, screened meanwhile from the summer's sun and the winter's frost, in apartments more airy and salubrious than those of the metropolis in which our legislature and fashionable aristocracies assemble … At Quarry Bank, near Wilmslow in Cheshire, is situated the great firm of Greg and Son. At a little distance from the factory, on a sunny bank, stands a handsome house, two stories high, built for the accommodation of the female apprentices. They are well fed, clothed and educated. The apprentices have milk-porridge for breakfast, potatoes and bacon for dinner and meat on Sundays.

▲ **Source 1.113** This is an excerpt from Andrew Ure's *The Philosophy of Manufactures*, 1835. Ure was a supporter of the new industries.

Source D:
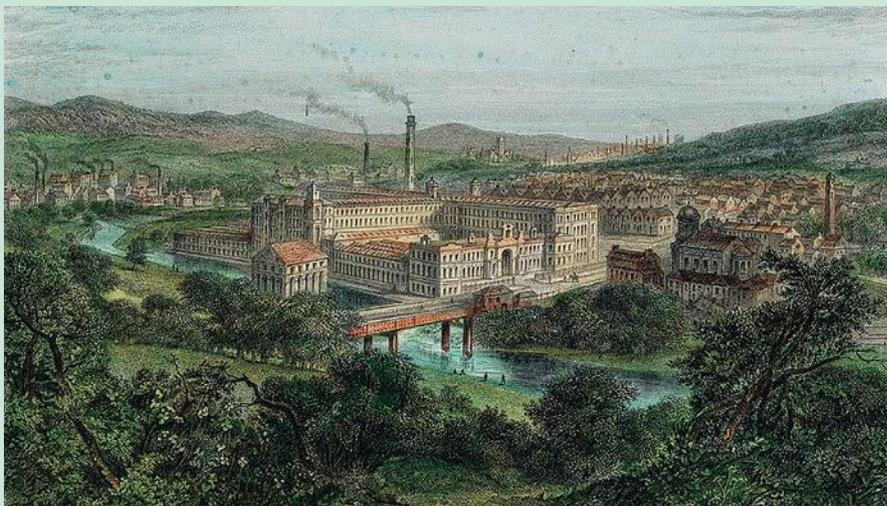
▲ **Source 1.114** This painting depicts a textile factory that was built by Titus Salt (1803–1876) in Saltaire, Yorkshire, in the nineteenth century. The workers had access to shops, a hospital and a library, and the town was built along the canal to allow for easy transportation of goods. Saltaire provided a comfortable, self-contained village for its workers.

Source E:

The total quantity of goods passing between Liverpool and Manchester is estimated to be 1,000 tons per day … The average length of time taken (by canal) is 36 hours … The average charge … has been 15s a ton … By the projected railroad, the transit of goods between Liverpool and Manchester will be 4 or 5 hours, and the charge to the merchant reduced by at least one-third.

▲ **Source 1.115** Excerpt from the *Liverpool and Manchester Railroad Company Prospectus*, 1824

Source F:

… the industrial revolution began the transformation that has led to extraordinarily high (compared with the rest of human history) living standards for ordinary people throughout the market industrial economies.

▲ **Source 1.116** Excerpt from Clark Nardinelli, 'Industrial Revolution and the Standard of Living', *The Library of Economics and Liberty* (n.d.)

Source G:

So, while the Industrial Revolution ultimately led to big increases in wealth, progress was unsteady. For much of the period, the average person was not reaping the benefits of economic change.

▲ **Source 1.117** Excerpt from 'Did Living Standards Improve during the Industrial Revolution?, *The Economist*, London, 13 September 2013

Source H:

▶ **Source 1.118** This graph shows the life expectancy of people in four cities in Britain. Note how low the average life expectancy was for a person living in Liverpool in the 1860s. What may have contributed to this figure? Also note how life expectancy rises during the latter half of the nineteenth century.

Source: 'Did Living Standards Improve during the Industrial Revolution?, *The Economist*, London, 13 September 2013
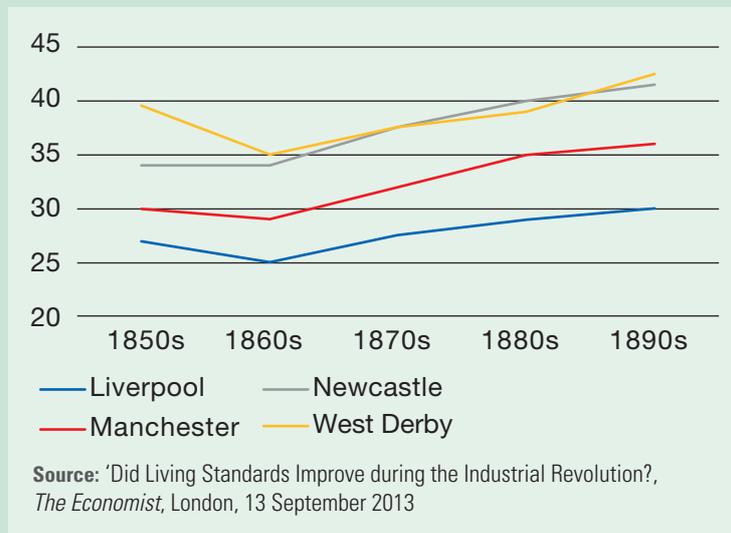
Source I:

They reached the mill at about half-past five in the morning. The moment he entered the doors, the noise appalled him and the smell seemed unbearable. His first task was to pick up the loose cotton that fell upon the floor. He set to it eagerly although he was much terrified by the noise of the machinery and half-suffocated with the dust. Unused to the smell, he soon felt sick by the constant bending (down). He therefore sat down but found out that this was strictly forbidden. His overseer used his whip to prove this point. He stayed on his legs until 12 o'clock. Blincoe suffered greatly with thirst and hunger.

▲ **Source 1.119** This is an excerpt from *The Memoir of Robert Blincoe,* published in 1828. This book was written by John Brown based on stories told to him by Robert Blincoe. This extract describes his first day at work as a child.

Source J:

A woman drawer with two children 'thrusters' pulling a wagon of coal in an underground tunnel.
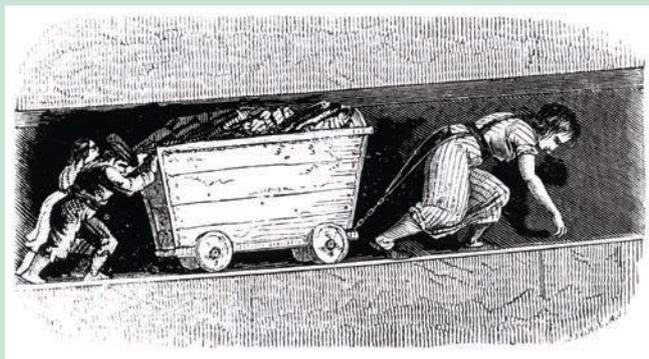
▶ **Source 1.120** An illustration from *The White Slaves of England* by J. Cobden, published in 1853

Source K:

> The … cottages are in bad order, never repaired, filthy, with damp, unclean cellar dwellings; the lanes are neither paved nor supplied with sewers, but harbour numerous colonies of swine … The mud in the streets is so deep that there is never a chance, except in the driest weather, of walking without sinking into it ankle deep at every step.

▲ **Source 1.121** An excerpt from Friedrich Engels, *The Condition of the Working Class in England*, published in 1845. Here he describes an area in the city of Manchester called 'New Town'.

Source L:

You can see the smog and densely packed housing. Some historians have argued that Gustave Doré's illustrations were somewhat exaggerated.

▶ **Source 1.122** Illustration titled 'Over London by Rail' by Gustave Doré, which was printed in the book, *London, a Pilgrimage* by William Blanchard Jerrold

Source M:

Middle-class men and women inside the carriage of a horse-drawn omnibus in London. Working-class people would rarely travel via an omnibus as it was too expensive. Note the standard of dress of the passengers and that some appear to be travelling at leisure. Also note the advertisements along the top of the carriage, highlighting the range of consumer goods now available to the middle and upper classes.

▶ **Source 1.123** *The Bayswater Omnibus*, 1895, painted by George William Joy

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.

Depth study 2

Australia and Asia

This depth study is available in the digital versions of this textbook.

▲ **Image:** The Cooktown orchid, *Dendrobium phalaenopsis,* is the state flower of Queensland

CHAPTER 2

Making of a state: Queensland to 1914

This chapter is available in the digital versions of this textbook.

Powered by
Edjin

▲ **Image:** Aboriginal rock art from the Carnarvon National Park in the Central Queensland outback

Depth study 3

World War I (1914–18)

Overview

In 1914, as part of the British Empire, Australia responded immediately to World War I by supporting the Allied war effort. It was assumed that this was the 'war to end all wars', and that it would be over in months; neither assumption was correct. Australia involved itself in a modern war – based on the heavy industries developed by the Industrial Revolution – that changed the nature of fighting, and profoundly affected the countries that participated. This was a second important stage in the formation of the modern world we know today.

In this depth study, you will explore the combination of short- and long-term causes that created this massive global conflict. You will investigate the changing nature of warfare leading up to and throughout World War I, and probe the impact new weapons had in this new industrial age. You will develop the skill of empathy to understand the experiences and feelings of the thousands of men brutally slaughtered in the trenches, and of the nurses serving in battlefront hospitals. You will reconstruct the often-forgotten contribution of women at home, whose work in growing food and making ammunition was crucial to the war effort.

Additionally, you will wrestle with the question of how and why Australia might best commemorate World War I, while navigating the danger of glorification of war. You will also decide how the war affected Australia in the long term, and whether the war was a defining moment in Australian history where our country came of age and 'grew up' to nationhood. Or had it already done that in the 1890s and at Federation in 1901? Finally, you'll explore the Anzac myth and its relevance to our nation's collective consciousness.

▲ **Video**
Depth study overview

Learning goals

After completing this unit, you should be able to answer the Key inquiry question: **Why do Australians still care about World War I after a century has passed?**, while addressing the supporting sub-inquiry questions in the Chapter overview.

Historical concepts: *cause and effect, evidence, continuity and change, perspectives, empathy, contestability* and *historical significance*

In this depth study, there will be quite a focus on the concept of **cause and effect** (and the subsequent **historical change** that often results), especially in the first three sub-questions of the chapter. This means you will be developing your ability to explain why things happened in the past and what the result of these events were. There are many different types of causes and effects. They could be political, economic or social. There is also usually more than one cause or effect for an event, so don't fall into the trap of thinking an event may have only one cause or one effect.

This unit will also focus heavily on **historical significance** when you wrestle with the sub-questions 'How significant was Australia's involvement in World War I?' and 'How should we commemorate World War I?'. Determining historical significance is crucial, as in studying History there is so much that happened in the past that you need to be able to identify what is important and what is not. These key historical concepts, in conjunction with others such as **evidence**, **empathy** and **contestability**, will feature heavily throughout this historical inquiry. Look for opportunities to develop your understanding of all of these key concepts throughout this depth study.

▶ **Source A** In 2012, an Australian, wearing a World War I uniform, walks past graves at the Australian War Memorial in the northern French village of Villers-Bretonneux, as part of the Australian and New Zealand Army Corps (Anzac) Day ceremony

CHAPTER 3

The significance of World War I (1914–18): why do Australians still care about the Great War?

Setting the scene: an eyewitness account of the humanity and the horror of the trenches

We begin this chapter with a dramatic experience as recalled by a 19-year-old soldier during a ghastly trench raid during World War I. As you read along, try to imagine how you might feel if this was you just one year after you graduate from high school!

The enemy artillery has sacrificed the front line and is hammering the terrain between their lines and ours. Green rockets sail into the black sky. It is the German call for help. The whole front wakes up. Guns bark, yelp, snarl, roar on all sides of us. I run down the trench looking for prisoners. Each man is for himself. I am alone. I turn the corner of a bay. My bayonet points forward – on guard. I proceed cautiously.

Something moves in the corner of the bay. It is a German. I recognise the pot-shaped helmet. In that second he twists and reaches for his revolver. I lunge forward, aiming at his stomach. It is a lightning, instinctive movement. The thrust jerks my body. Something heavy collides with the point of my weapon. I become insane. I want to strike again and again. But I cannot. My bayonet does not come clear. I pull, tug, jerk. It does not come out. I have caught him between his ribs. The bones grip my blade. I cannot withdraw. Of a sudden I hear him shriek. It sounds far-off as though heard in the moment of waking from a dream. I have a man at the end of my bayonet, I say to myself. His shrieks become louder and louder. We are facing each other – four feet of space separates us. His eyes are distended; they seem all whites, and look as though they will leap out of their sockets. There is froth in the corners of his mouth which opens and shuts like that of a fish out of water. His hands grasp the barrel of my rifle and he joins me in the effort to withdraw. I do not know what to do. He looks at me piteously. I put my foot up against his body and try to kick him off. He shrieks into my face. He will not come off. I kick him again and again. No use. His howling unnerves me. I feel I will go insane if I stay in this hole much longer ...

It is too much for me. Suddenly I drop the butt of my rifle. He collapses into the corner of the bay. His hands still grip the barrel. I start to run down the bay. A few steps and I turn the corner. I am in the next bay. I am glad I cannot see him. I am bewildered. Out of the roar of the bombardment I think I hear voices. In a flash I remember that I am unarmed. My rifle – it stands between me and death – and it is in the body of him who lies there trying to pull it out. I am terrified. If they come here and find me they will stab me just as I stabbed him – and maybe in the ribs, too. I run back a few paces but I cannot bring myself to turn the corner of the bay in which he lies. I hear his calls for help. The other voices sound nearer.

I am back in the bay. He is propped up against [the trench wall]. The rifle is in such a position that he cannot move. His neck is limp and he rolls his head over his chest until he sees me. Behind our lines the guns light the sky with monster dull red flashes. In this flickering light this German and I enact our tragedy. I move to seize the butt of my rifle. Once more we are face to face. I pull again. My tugging and pulling works the blade in his insides. Again those horrible shrieks! ... Suddenly I remember what I must do. I turn around and pull my breech-lock back. The click sounds sharp and clear. He stops his screaming. He looks at me, silently now. He knows what I am going to do ... I see his boyish face. I pull my trigger. There is a loud report [explosion]. The blade at the end of my rifle snaps in two. He falls into the corner of the bay and rolls over. He lies still. I am free.

▲ **Source 3.1** Charles Yale Harrison, *Generals Die in Bed*, 1928

This moving description was written by a Canadian soldier, Charles Yale Harrison, in his book, *Generals Die in Bed* (1928). His great quality is that he tells us of the most terrible things, but writes in a simple, clear, factual style. Nonetheless, he was very honest in describing his emotions during this terrifying experience.

Now consider Source 3.2. The poster was designed late in the war by British artist Frank Brangwyn. The purpose of the poster was to persuade people to buy **government war bonds** to support the war effort. You might be interested to know that initially the British Government refused to use the poster, and the German emperor allegedly put a price on the artist's head to have him killed. Later, the British Government realised that the image was in fact very powerful, and it actually drew in many more recruits for the British army.

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government war bond a debt instrument issued by a government as a means of borrowing money to finance its defence initiatives and military efforts during times of war. A war bond is essentially a loan to a government, by having the public buy the bonds which the government would intend to buy back after the war.
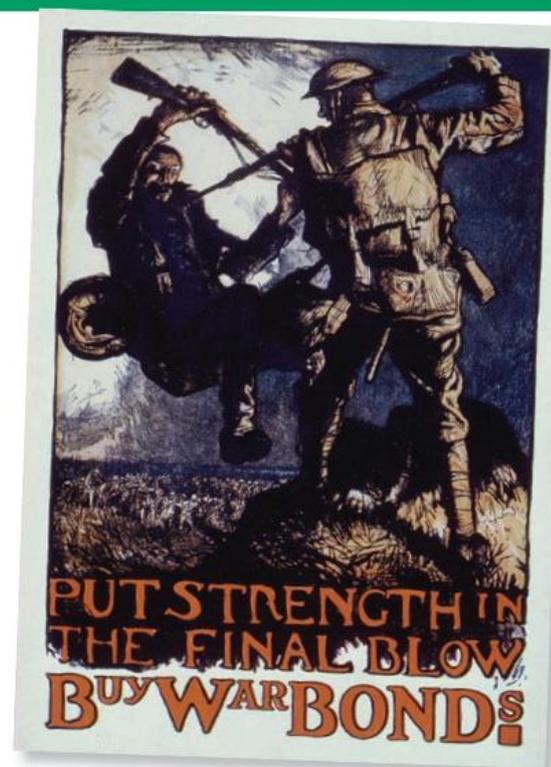
▲ **Source 3.2** British government poster

RESPONDING TO THE SOURCE – 3.1

1 What might it be about the poster in Source 3.2 that caused the British Government to initially refuse its use and make the German emperor want to kill its artist?
2 Why do you think it was in fact very effective in attracting more recruits for the British army?

MAKING THINKING VISIBLE 3.1

Think, pair, share

Reflect on the earlier story and the poster together.

What do you think?

1 Think about whether any parts of the poster (Source 3.2) are reflected in the story (Source 3.1).
2 Given the first-hand description offered in the story (Source 3.1), **evaluate** to what degree you think the artist has accurately depicted a soldier's possible experience in World War I – is it a reliable description?
3 Share your thoughts with a partner. What does this description tell you about World War I that you did not already know?
4 What would you predict would be the long-term effects of such an experience upon this young man?
5 Share your thinking in a class discussion.

Nearly every Australian has some mental image of the horror of the trenches of World War I – if only from popular war films – and yet even these vivid impressions fall far short of the terrible reality. It is only when we look into original written records of the war by those who were actually there that we really understand its true savagery. In this chapter, we will try to get a clearer picture of what the actual experience of war was like in 1914–18. To do so, we will study written descriptions of people's experiences. We will also pay attention to some remarkable visual records made by artists and photographers who went to the front, determined to create accurate images of the conflict. Finally, we will investigate how this totally new form of war forced historians to develop completely new forms of history in order to be able to write meaningfully about it.

Chapter overview

Introduction

The year 2018 marked the 100-year anniversary of the Armistice that ended World War I. Despite being more than a century old, this conflict still haunts our imaginations, mainly because of the sufferings of the tragic generation that was born to fight and die in their thousands in the trenches.

And yet this memory does not fade with time – as most memories naturally do – but grows ever sharper and more intense. Wars continue to threaten nations, giving us a renewed urgency to study and to understand conflict, in the hope of being able to better prevent it.

MAKING THINKING VISIBLE 3.2

Analysing the features of a source

Before you view

In 2018, film-maker Peter Jackson released his documentary *They Shall Not Grow Old*, based on original black-and-white film footage from the Imperial War Museum. He restored and colourised the original film footage using modern techniques. Take a look at the promotional poster (Source 3.3).

1   The dominant image is a single soldier looking back at the camera (and you the audience) before he and other soldiers head down the trench. Do you think this image was well chosen for this promotional poster? **Explain.** What expectations would you **develop** about the point of view expressed in the documentary after seeing this marketing poster?

As you view

2   Search for and watch the trailer of Peter Jackson's documentary on YouTube.

3   Look for evidence in the documentary footage of:
   - how it brings you as the audience close to the humanity – and the horror – of the trenches
   - how it invites you as the audience to simply imagine yourself caught up in this murderous conflict
   - how it allows you as the audience to better understand what a generation of young men and women just like you went through.

▲ **Source 3.3** Marketing poster for *They Shall Not Grow Old*

After you view

4   **Discuss** what evidence you observed and the thinking you have undertaken in a class discussion.

You may also choose to watch the documentary in its entirety on a streaming platform such as ClickView, Netflix or Enhance TV. If you do, consider what makes this documentary memorable for you, and where possibly you might **identify** Peter Jackson's point of view in the documentary.

▲ **Video**
Five interesting facts about World War I

Inquiry questions

During this chapter, you will investigate the inquiry question: *Why do Australians still care about World War I after more than a century has passed?* You will answer sub-inquiry questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Key inquiry question

Why do Australians still care about World War I after more than a century has passed?

Sub-inquiry questions

The following sub-inquiry questions will guide and focus our historical inquiry into World War I:

Why did Europe go to war in 1914?

- What were the causes of World War I?
- How could a single assassination of a statesman escalate into a conflict between all the major powers of Europe?

Why did Australian men become involved in the Great War?

- What motivated Australian men to enlist to fight in the war?
- Did all Australian men enlist for the same reasons? Even First Nations Peoples?

How was fighting conducted in World War I?

- Why was World War I quite different from the 'traditional' wars of previous centuries?
- How rapidly did fighting begin?
- What were conditions like on the battlefields of World War I?
- What new concepts were developed in this modern warfare?
- In what ways did new weapons change the nature of fighting in this war?

How significant was Australia's involvement in World War I?

- What were some of the significant places where Australian men and women served during World War I?
- What do Australian experiences reveal about the significance of Australia's involvement in World War I?

What were the broader impacts of World War I?

- How did British and Australian women contribute to the war effort?
- How did modern warfare produce the idea of the 'home front'?
- Did World War I bring irreversible changes to Australian society?

How should we commemorate World War I?

- Why do we commemorate wars? *Should* we commemorate wars? And does commemoration mean the same thing as glorification of war?
- What is the 'Anzac legend' and what values have been associated with it?
- What is the most appropriate way of remembering those who have served?

Historical skills

Throughout this chapter you will engage in the following skill development relating to World War I:

- **Use** chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- **Use** historical terms and concepts
- **Identify** and select different kinds of questions about the past to inform historical inquiry
- **Identify** the origin, purpose and context of primary and secondary sources
- Process and **synthesise** information from a range of sources for use as evidence in an historical argument
- **Evaluate** the reliability and usefulness of primary and secondary sources
- **Identify** and **analyse** the perspectives of people from the past
- **Identify** and **analyse** different historical interpretations (including their own)
- **Develop** texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- **Use** a range of communication forms (oral, graphic, written) and digital technologies.

Timeline of key events

Timeline for World War I

August
Germany invades Belgium, then enters France. Britain declares war on Germany

October–November
First Battle of Ypres in Belgium

February–September
Major German campaign of submarine attacks on merchant shipping

April–May
Second Battle of Ypres

December 1915–January 1916
The Allies withdraw from Gallipoli

1914
28 June
Assassination of Austrian Archduke Franz Ferdinand triggers a chain reaction of responses by European powers

6–12 September
The French throw back advancing German forces in the Battle of the Marne. Both sides dig in using trenches – trench warfare begins on the Western Front.

1915
January
Germans use gas for the first time

April
The Allies (including the Anzacs) commence hostilities at Gallipoli in Turkey

May
Italy declares war on Austria-Hungary

A French soldier searches the muddy battlefields in the first Battle of Ypres, October 1914

Australian infantry with small box respirators at the Battle of Ypres in 1915

Responding to the timeline

1 After reading the section 'What came before this topic?', what predictions can you make about the impact of the Industrial Revolution's modern technology on the nature of warfare in World War I?
2 What can you tell from the information in the timeline about the difficulty of achieving victory during World War I?
3 From the battles listed here, where might you predict most of the fighting took place? And, which country would you predict experienced shocking destruction throughout World War I?
4 After reading the section 'What came after this topic?', can you see how World War I and World War II might be linked? How might the concept of **cause and effect** be evident here?

What came after this topic?

1918, 11 November: Armistice ends fighting between Germany and the Allies.

1919 January: The Allied powers meet at Versailles, France, to discuss peace treaties to formally end the war. Germany and its allies are excluded.

June: The Treaty of Versailles is signed. When published, it provokes shock and rage in Germany.

August: The Weimar Republic is established, and immediately faces massive political, social and economic problems.

1920 January: The League of Nations (precursor of the United Nations) is founded. Germany is excluded from membership.

1920 February: Hitler publishes 'The Twenty-Five Point Program of the Nazi Party'.

1921 May: Germany is forced to accept massive reparations (payments for damage) to the Allies.

1920s: The 'Roaring Twenties' was a period of economic prosperity with a distinctive cultural edge in the United States and Europe– e.g. jazz music, swing dancing and the cinema became popular.

1929 Wall Street Crash: A major American stock market crash in New York that triggered other stock markets to crash, such as the London Stock Exchange. What followed was the Great Depression – a worldwide economic depression that lasted into the 1930s.

1933: Hitler is appointed Chancellor of Germany.

1939 September: Outbreak of World War II. The 'war to end all wars' has not done so.

Men of the 8th Battalion, East Yorkshire Regiment, going up to the line near Frezenberg during the Third Battle of Ypres, 5 October 1917

Crowds celebrating the signing of the Armistice at the end of World War I in London, 11 November 1918

March
AIF joins the fight against Germany on the Western Front

July–November
The British and French launch a big offensive in the Somme Valley, France, on the Western Front

6 April
United States enters the war

November
Revolution in Russia leads to Russian withdrawal from the war, allowing more German troops to attack the Western Front

July
Australian forces lead the first successful large Allied attack in France

1916 February– December
Battle of Verdun in France

May
German and British fleets clash in the Battle of Jutland

1917 February
Germans start policy of unrestricted submarine warfare

July–November
Third Battle of Ypres (Passchendaele) launched by the Germans in Belgium

1918 March
The last German offensive on the Western Front is launched

November
The Armistice is signed on 11 November and fighting ends

Eight-inch British howitzers fire an artillery barrage during the Battle of the Somme in August 1916

3.1   Contextual study: why did Europe go to war in 1914?

FOCUS QUESTIONS

- What were the long-term causes of World War I?
- How did a single assassination of a statesman escalate into a conflict between major European powers?

The European powers on the eve of war

imperialism a country's pursuit of an empire; often by taking over other countries and colonising them to amass economic and strategic geo-military advantage over other nations

nationalism the belief by a country's people in their superiority over other nations and the desire for their country to be politically independent

Imperialism and **nationalism** had caused international tensions and conflicts long before 1914. European powers were engaged in a race to expand their empires by taking over less-developed countries throughout the world. In doing this, they formed colonies throughout the world (Australia was just one of these for the British Empire)

that were under their imperial rule and brought economic wealth as well as nationalistic prestige to the European power. However, this competition for colonies led to fear and suspicion among European powers and, as a result, they sought security through making alliances with other nations. European leaders believed that their countries would be safer through developing security relationships with other powers in Europe. These alliance relationships between European nations in turn made allies come to their aid if they were ever threatened. On the other hand, alliances such as these also meant nations could be dragged into conflicts in which they didn't really want to get involved. All that would be needed for conflict would be a spark!

▲ **Source 3.4** The two European rival armed camps pre-1914

How would you describe the way in which European powers allied (had and made relationships) by 1914? According to this map, how might the geographical location of each alliance group benefit or hinder their ability to wage war?

A historical narrative – the 'spark': Gavrilo Princip and the assassination at Sarajevo

Gavrilo Princip was a Bosnian with Serbian nationality. He was a nationalist who hated the way his country had been forced into the vast Austro-Hungarian Empire. He belonged to a revolutionary group called Young Bosnia. He wanted to fight for a free, independent Bosnia, ruled by Bosnians, not by foreigners. He joined a group called the Black Hand, and recruited young men with similar nationalist feelings. The aim of such groups was to carry out a violent act of political protest – such as a bombing or a shooting – against the Austrian authorities.

His opportunity came when the Austrian Archduke Franz Ferdinand, the heir to the throne, announced that he would make an official visit to the Bosnian town of Sarajevo. He was to drive through the town in an open car, and the route was published in advance. Princip hastily bought pistols, a hand grenade, as well as some cyanide pills for suicide if needed. He carefully posted

▲ **Source 3.5** This illustration appeared in a French magazine shortly after the event depicted. The caption read 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo.'

*Do you think the assassin might have guessed at the time that his actions here in this illustration might spark a world war? What does this suggest about the nature of global politics in Europe at the time? How might you **investigate** further to verify the accuracy of this French illustration?*

his men along the main road, Appel Quay, each one hiding a weapon in his coat. The royal couple arrived at Sarajevo at 10 a.m. on 28 June 1914, and were driven in a car with the hood down, so that the people could see them properly. Princip and his friends waited nervously. But from there, everything went horribly wrong. One young man, Cabrinovic, was to roll a hand grenade under the car, but he was so inexperienced that he forgot that the grenade had a 10-second delay, and that the official car would drive quickly over it and miss the blast; officials in a following car were injured instead. The cars now speeded up, the police closed in, and the conspirators could not act. The attack now descended into farce. One conspirator hastily swallowed a cyanide pill, but it was too old to work, and just made him vomit. He then threw himself off the bridge into the river, but it was summer, and the river only had a few centimetres of water in it. He was arrested. Meanwhile, Princip, stunned and confused, wandered the streets wondering what to do next. He had no backup plan. The attack appeared to have failed.

Then, in one of the most tragic coincidences in history, Princip turned a corner and unexpectedly walked straight into the Archduke's official car. Ferdinand had already recovered from the shock and had ordered his driver to take him to the hospital to visit the people who had been wounded by the grenade blast. The driver took a wrong turn and drove the car down the very street in which the dazed Princip was wandering, still holding his pistol. Princip simply raised his weapon, shooting Ferdinand and his wife, Duchess Sophie Chotek of Austria. Since she was pregnant, Princip had in fact taken three lives. He was duly arrested. The members of his group who were of adult age were tried and condemned to death. Princip, being under 20, was sent to prison, where he became ill with tuberculosis and died in 1918.

Cause and effect: the 'domino effect' to disaster

The assassination at Sarajevo is so commonly described as the catalyst (cause, 'spark' or 'trigger') for World War I that it is tempting to accept this as the cause without questioning it. The problem is that political assassinations were quite common at that time, and other attempts had been made without triggering a war. The assassination of two people is tragic, but it does not explain how the major powers of Europe suddenly started the most destructive war ever.

After this dramatic event, each country in the alliances system had to choose in 1914 whether to stand by the alliance or to step back. Why did each choose to go the way it did? This can be best explored by looking at the sequence of events leading up to war. The TV show *Horrible Histories* provides a comical representation of the complexity of this 'domino effect' in 'The Start of WW1, Frightful First World War'. Locate and watch online (for example, on YouTube) and then (after you have a good sense of the timeline) you can assess how accurately this complexity was depicted by *Horrible Histories*.

Timeline of the escalation or chain reaction of events that led to war

28 June 1914

Austria states that Princip was linked to the Serbian nationalist movement.

23 July 1914

Austria, with strong backing from Germany, sends an impossibly strict ultimatum (set of demands made under threat). Serbia agrees to discussions, but also mobilises its army. (Mobilisation of an army is not an actual attack, merely the process of getting an army ready to attack.)

25 July 1914

Austria breaks official links with Serbia, and starts to mobilise its own army.

26 July 1914

Britain calls for international peace talks, and France, Italy and Russia agree. Germany refuses to attend.

28 July 1914

Austria-Hungary suddenly declares war on Serbia.

29 July 1914

Britain again calls for international peace talks, and Russia encourages Germany to participate. However, at the same time Russia starts to mobilise its own troops. In response, the Germans start to mobilise their armies.

30 July 1914

The Austrians start to bombard the Serbian capital of Belgrade.

31 July 1914

Russia moves into full mobilisation of its army. Germany warns that this must not continue.

1 August 1914

Germany declares war on Russia. France and Belgium move into full mobilisation of their armies.

3 August 1914

Germany declares war on France. The German army invades Belgium, which is a neutral country. Britain delivers an ultimatum for German forces to leave Belgium, to which Germany does not even reply.

4 August 1914

Britain (the British Empire) declares war on Germany.

6 August 1914

Austria-Hungary declares war on Russia.

7 August 1914

The British Expeditionary Army lands in France. War has begun.

▶ **Source 3.6** The assassination of Archduke Ferdinand and the ramifications of this event

RESPONDING TO THE SOURCE – 3.2

In your notes or as a group at your table, **create** a two-column table, like the example below, digitally or on a separate piece of paper. In the left column, add the information from the timeline (Source 3.6). In the right column, **explain** (i) how you think each entry might have contributed to an eventual world war, and (ii) what you think could have been done at each stage to de-escalate tensions and avoid eventual war.

CAUSES: Event or development	EFFECTS: Why it might contribute to eventual world war *and* possible actions that could have been taken to avoid escalation

Now let's look at the geo-political interests, or main goals of the five European powers by interrogating Source 3.7.

RUSSIA'S MAIN GOALS
On the home front, the tsarist government was facing labour unrest (after Minister Witte's industrial development plan) as well as revolutionary socialist ideas and violent subversive action. Some ministers hoped that a war might unite the country behind its rulers.
On the diplomatic front, Russia was keen to establish a strong influence in the nearby region of the Balkans by very visibly helping a nationalistic Serbia in its struggle against the Austro-Hungarian Empire.

BRITAIN'S MAIN GOALS
Britain aimed to maintain the supremacy of the Royal Navy and to preserve the existing global balance of power. Its specific goal was to maintain its naval dominance of the North Sea and to allow the French navy to exert dominance over the Mediterranean area. Britain also had a defensive commitment to Belgium dating back to the 1830s.

GERMANY'S MAIN GOALS
Germany's behaviour is guided by Kaiser Wilhelm II's desire to play *weltpolitik* ('world politics'), which was the policy aimed at making Germany a major player in world events. This included a defensive concern that Germany might be encircled by hostile powers on a number of borders. Another goal was to honour its agreement to Austro-Hungary if that empire attacked Serbia and was in return attacked. Germany also calculated that a sudden escalation of the process of conflict might catch Britain unprepared as it struggled with domestic problems such as conflict over Irish independence.

FRANCE'S MAIN GOALS
France placed high priority on honouring and maintaining its important alliance with its powerful ally Russia. Its overall aim was to counterbalance the growing power of the emergent new nation of Germany. Popular nationalistic feeling focused on the return of Alsace-Lorraine to France.

AUSTRO-HUNGARY'S MAIN GOALS
Austro-Hungary was anxious to repress the Pan Slav Movement, which posed a real and present threat to its authority in the region and to its internal security. Serbia was the most important and dangerous challenge to be overcome because of the force and the radicalism of its nationalist movement. In economic terms, the Austro-Hungarian Empire hoped to dominate the Balkans so that it could control the trade routes to the Aegean Sea.

▲ **Source 3.7** Main reasons why the five major European powers went to war in 1914 (please note that you can zoom in on this map in the digital versions of the textbook)

RESPONDING TO THE SOURCE – 3.3

1 List information from the goals in the map in Source 3.7 that are in contrast and, as a result, might lead to conflict between one or more of the five European powers.

2 From your list, place them in order of severity and probability, with the first being the most severe and probable reason for conflict and the last being the least.

Source 3.8 comes from Colonel E.M. House, chief adviser to US President Woodrow Wilson. House was sent by the President in the spring (May/June) of 1914 to evaluate the situation in Europe. This is a portion of his report.

militarism the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote its national interests/goals

cataclysm a large-scale and violent event

The situation is extraordinary. It is **militarism** run stark mad. Unless someone acting for you can bring about a different understanding, there is some day to be an awful **cataclysm**. No one in Europe can do it. There is too much hatred, too many jealousies. Whenever England consents, France and Russia will close in on Germany and Austria. England does not want Germany wholly crushed, for she would then have to reckon alone with her ancient enemy, Russia; but if Germany insists upon an ever-increasing navy, then England will have no choice. The best chance for peace is an understanding between England and Germany in regard to naval armaments ...

▲ **Source 3.8** Extract from a report to the US President (Woodrow Wilson), 1914

RESPONDING TO THE SOURCES – 3.4

1   What do you think Colonel E.M. House meant by the phrase, 'No one in Europe can do it. There is too much hatred, too many jealousies in Source 3.8'? When responding, also **consider** what conclusions you drew from Source 3.7.

2   What similarities exist between this assessment by the colonel and the timeline of events in Source 3.6?

3   Does the fact that this source was written by a US colonel, and not a European, make this source more or less reliable for understanding the true nature of relationships, goals and fears in Europe in 1914?

4   According to House, what action by Germany might cause England to declare war on them?

Not long after Colonel E.M. House sent his report to the US president, a telegram from Germany's Imperial Chancellor (the political leader of Germany) was sent to his ambassador in Austria-Hungary in July 1914.

Tschirschky, July 6, 1914

Berlin, July 6, 1914

Confidential. For Your Excellency's personal information and guidance

Finally, as far as concerns Serbia, ... rest assured that His Majesty will faithfully stand by Austria-Hungary, as is required by the obligations of his alliance and of his ancient friendship.

▲ **Source 3.9** Telegram from the Imperial Chancellor von Bethmann-Hollweg to the German Ambassador at Vienna

RESPONDING TO THE SOURCES – 3.5

1   What might the chancellor be referring to in Source 3.9 when he says, 'as far as concerns Serbia'?

2   Does this confirm or contradict your understanding of the alliances as shown in Source 3.7? **Explain**.

The cause of anxiety now in public opinion here as regards Germany arises entirely from the question of the German naval expenditure ... if she had a fleet bigger than the British fleet, obviously she could not only defeat us at sea, but could be in London in a very short time with her army.

▲ **Source 3.10** Extract from a statement in 1914 by Sir Edward Grey, who was Britain's foreign minister from 1905 to 1916

RESPONDING TO THE SOURCES – 3.6

1   What is Britain's fear, as outlined in Source 3.10, that may be interpreted as a cause/reason for going to war in 1914?

2   What evidence can you find in Sources 3.7 to 3.9 that corroborates the conclusion you have drawn in Question 1? Explain.

MAKING THINKING VISIBLE 3.3

Developing historical skills: cause and effect

Group activity: the courtroom of history

As a historian, you must review what happened and draw your own conclusions. That is, **decide** for yourself which country or which ruler was most responsible for the events that led to war. The historian is very much like the lawyer, who must strongly state her or his case, then convince the judge and jury by gathering firm evidence to prove her or his point beyond reasonable doubt. And like the lawyer, the historian must respond to cross-questioning and maintain her or his argument.

Divide your class into six groups, each of which must make a case for the guilt of one of the players in this drama.

Your presentation must contain a clear *contention* (statement) about the guilt of your chosen country and must be strongly backed up by *evidence*, such as correct chronology (dates and sequence of events) and information from *primary sources* (Sources 3.5, 3.8, 3.9, 3.10) and *secondary sources* (historian's opinions; maps such as Sources 3.4 and 3.7; timelines, such as Source 3.6, and narrative text).

Upon the conclusion of your presentation, your group will need to take questions and criticisms from the other research groups. Be ready to respond to the challenge!

- **Prosecution case 1:** Serbia was to blame because it did not clearly pass on a warning about the assassination plan to the Austrians, and because some officials backed nationalist movements.
- **Prosecution case 2:** Austria-Hungary was to blame because it imposed an impossibly strict set of conditions on Serbia, virtually entrapping it into war.
- **Prosecution case 3:** Germany was to blame because its Kaiser and military leaders encouraged Austria to strike quickly at Bosnia, in the hope of encouraging a European war.
- **Prosecution case 4:** Russia was to blame because it rushed in to mobilise its troops even before Germany had done so.
- **Prosecution case 5:** Britain was to blame because it did not do enough to bring the nations to the debating table.
- **Prosecution case 6:** All the major European nations were to blame, because they were all making alliances, building up their armed forces and competing for colonies.

REFLECTING ON YOUR LEARNING 3.1

While investigating this section's key inquiry question – *Why did Europe go to war in 1914?* – you have learned that the rising tensions between European imperial powers at the end of the nineteenth century were fuelled by sentiments of nationalism and militarism. You have also seen that this caused an arms race and led powers to strategically form alliances with other nations in the event of war. Furthermore, from your analysis and interpretation of historical sources in this section, you have learned that it was the assassination of Austrian Archduke Franz Ferdinand that 'sparked the powder keg' that was Europe, providing the explosive short-term cause for conflict in Europe and subsequently thrusting much of the world, including Australia, into war.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.2   Source-based inquiry 1: why did Australian men become involved in the Great War?

FOCUS QUESTIONS

- What motivated Australian men to enlist to fight in the war?
- Did all Australian men enlist for the same reasons? Even First Nations Peoples?

We begin this section with a poster commissioned by the Australian Government and drawn in January 1914 by Australian artist Norman Lindsay.

The poster offers insight into the allure of duty, honour and patriotism. But World War I was fought in Europe, far from the shores of Australia. And war was declared by Britain, not by Australia. However, Australia was clearly linked to Britain in 1914, so much so that it was simply assumed to be at war as a part of the British Empire. Once the war started, there was at first no need to **conscript** people to join the army as there were plenty of volunteers. So what motivated Australians to enlist and volunteer to serve on the other side of the world?

conscription involuntary calling-up of civilians to fight as soldiers in a war

▶ **Source 3.11** Propaganda poster by Australian artist Norman Lindsay, 1914

RESPONDING TO THE SOURCE – 3.7

1 Who do you think was the intended audience for the poster in Source 3.11?
2 How might the poster's author, publication date and intended audience add to the poster's usefulness for answering our focus questions?
3 Look at the group of men in the background of the poster. What do you notice about them? Why might the artist have included men with such a variety of interests, occupations or backgrounds?
4 How would you **describe** the Australian men in the foreground?
5 What do you think is the message and purpose of the poster?
6 How might this source help you understand what motivated Australians to enlist? And, what more do you need to know to better answer this question? What types of sources might help you do this?

Defending the British Empire
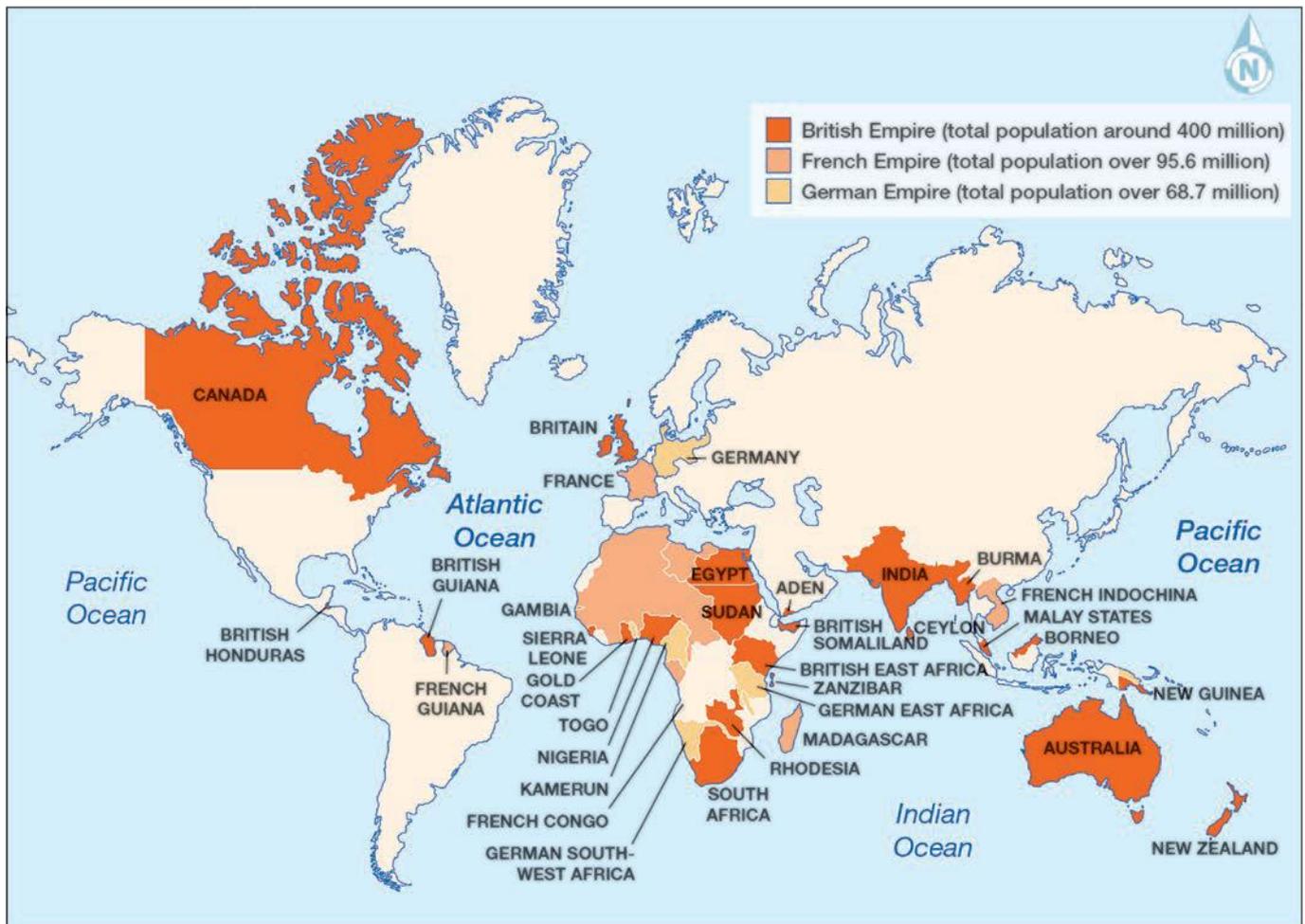
▲ **Source 3.12** World empires of Britain, France and Germany in 1914

*Which nation would you say has the largest empire according to this source? Which nation has the smallest empire according to this source? When considering what you have learned in Section 3.1 earlier, do you think this might have motivated the smaller empire to wage war? Would this map have been useful in your earlier courtroom activity? **Explain**.*

Defending 'civilisation' as we knew it

To investigate the focus questions further, we need to analyse evidence from sources that offer a range of **perspectives** from various Australians and groups within Australian society. The following extract is from *Deeds That Won the Empire*, a school textbook, written by an Australian educator and widely used in Australian primary schools between 1897 and the war years.

The tales here told are written, not to glorify war, but to nourish patriotism. They represent an effort to renew in popular memory the great traditions of the Imperial race. To which we belong.

The history of the Empire of which we are subjects – the story of the struggles and sufferings by which it has been built up – is the best legacy which the past has bequeathed [given] us. ...

War belongs, no doubt, to an imperfect stage of society; it has a side of pure brutality. But it is not all brutal. ... What examples are to found in the tales here retold, not merely of heroic daring, but of even finer qualities – of heroic fortitude which dreads dishonour more than it fears death; of the patriotism which makes love of the fatherland a passion. These are the elements of robust citizenship.

▲ **Source 3.13** Attitudes towards war, 1897

Source: W.H. Fitchett, *Deeds That Won the Empire*, 1897

RESPONDING TO THE SOURCE – 3.8

1   Considering that Source 3.13 is an educational text:
    a   Who might be most influenced by this book?
    b   What do you think the purpose of this book might be?
2   What are the values outlined in the book, and how might they influence attitudes towards war?
3   Do you think the source reflects the same values as depicted in the poster in Source 3.11? **Explain**.

... The Mayor of Brisbane, who appeared in his official robes, delivered a patriotic speech, his remarks being punctuated by applause. ... 'The mother country had been drawn into the conflict now raging through no fault of her own, ... but when her honour, as well as her very national existence, was at stake, Great Britain, with all her traditions, could not do otherwise than fulfil her treaty obligations. She was in honour bound to stand by those nations with which she has treaties.' (Applause from the crowd.) ... 'For some years Germany has been ruled by a military caste [level of society], and had become the "bully of Europe". She had coerced and cajoled weaker nations, and by a course of quiet, determined antagonism, accompanied by occasional rattling of the sabre [sword], had taught Great Britain to distrust her. The German navy was unmistakably a challenge to one Power only, and threatened the very existence of the British Empire. In this crisis Britain's sons and daughters had worthily upheld the traditions of the race by rallying round her standard [flag representing the country]. ... but all could help – every man, woman, and child could do their portion ... Australia would place her last man and last shilling [equivalent to 20 cents] at the service of King and country.' (Applause from the crowd.)

▲ **Source 3.14** Public reactions to war – a meeting in Brisbane, 1914

Source: *Brisbane Courier*, 10 August 1914, p. 7

RESPONDING TO THE SOURCE – 3.9

1   What is the attitude of the speaker in Source 3.14 to the war?
2   How does the speaker use language to:
    a   put Britain in a good light?
    b   put Germany in a bad light?
3   What does this suggest about Queenslanders' general attitude towards the war in 1914?

As you have seen from Sources 3.13 and 3.14, many Australians felt strongly that they were a part of the British Empire and were proud of it. Indeed, at that time – and as recently as the 1950s – Australians still referred to a trip to England as 'going home'.

Another reason evident in the previous sources for why Australians enlisted is the 'moral obligation', the feeling that it was important to fight German militarism and aggression. Many Australians firmly believed that Germany's military aims had to be resisted. One such Australian was Captain R. Mulvey. As you read Mulvey's account in Source 3.15, think about how it might connect to the very first source you saw in this section, the poster by artist Norman Lindsay (Source 3.11).

In this struggle which will determine whether spiritual principles or a military despotism will control this world of ours, I feel [it would be] better to die in fighting for such a cause than to live in lifelong [shame] for having failed to respond to the Call.

▲ **Source 3.15** Captain R. Mulvey, cited in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1974, p. 15

Defending Australia

Next you will interrogate another poster designed by Australian artist Norman Lindsay for the Australian Government. Unlike the earlier poster you examined (Source 3.11), this one was designed in 1918. Let's see what clues it holds on why Australians may have enlisted.
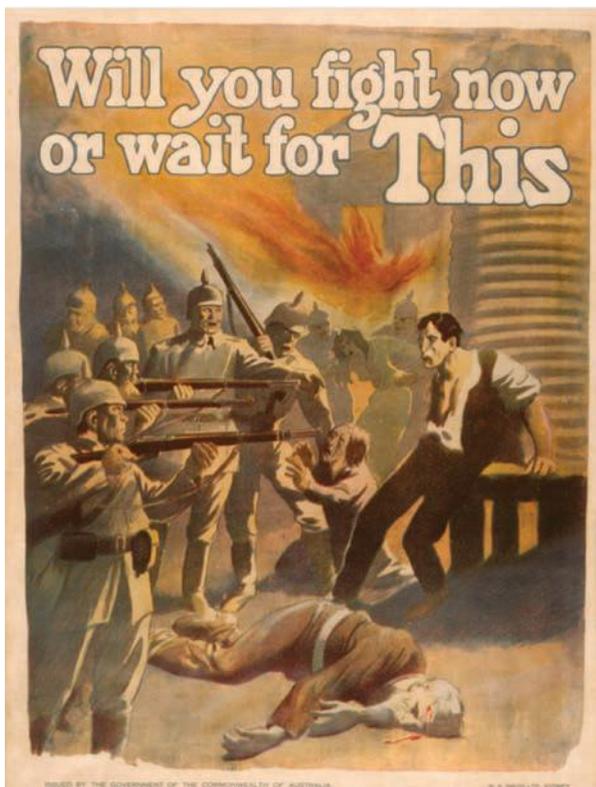
▲ **Source 3.16** Propaganda poster by Australian artist Norman Lindsay, 1918

Many Australians felt that they must also resist Germany's aims because they thought that one day they might have to defend their own country. Government **propaganda** like Source 3.16 helped to increase this fear in the Australian public by showing how Australian farms might one day be under attack from brutal German soldiers, who may rape Australian women and slaughter their husbands and children.

A golden opportunity for travel abroad

Unlike today, international travel was still massively expensive at the beginning of the twentieth century, a luxury only for the wealthiest classes. A working-class family would find it expensive even to travel within Australia, least of all to 'the Old Country', Britain. However, not unlike today, Australians still had the thirst for journey and adventure. Let's now interrogate another Australian recruiting poster to see if the Australian thirst for journey and adventure in 1915 might have been motivation for enlisting.

You might be interested to know that there were actually fights among men at the time lining up to enlist. Because people thought the war would be over by Christmas 1914, some men were 'pushing in' to get to the front of the line, fearful of missing the opportunity to see the world for free.

propaganda the art of persuasion. In war, propaganda is designed to hide any problems, to discourage any criticism, to keep morale high, to persuade men and women to volunteer for service and to encourage civilians to work hard to support the war effort. Propaganda is often commissioned by the government, so it is really the government speaking to its people about the war.

RESPONDING TO THE SOURCE – 3.10

1   What features of the poster in Source 3.16 indicate that this was created for an Australian audience?
2   **Examine** the half-naked young woman in the background, the unconscious or perhaps dead older man on the ground, the pleading older lady, the distraught young man held at gunpoint, and the farm in the rear up in flames. What do you think is the message of this poster?
3   If you were to write the narrative (story) of the scene depicted in this poster, how would it read?
4   This poster's late date reminds us that by 1918 the Australian Government was intent on recruiting thousands more men, and yet had twice been defeated in its attempt to introduce conscription. As you saw in the timeline at the beginning of this chapter, the Germans had successfully made a final push that same year and seemed very close to victory. How does this poster convey a sense of desperation to recruit on the part of the Australian Government?

ALL ELIGIBLE MEN Will be Given

FREE

CLOTHING, FOOD, MONEY, STEAMER AND TRAIN ACCOMMODATION, AND A

TRIP

FULL OF ADVENTURE AND INTEREST, FORMING THE GREATEST EVENT OF THEIR LIVES,

TO

DO THEIR DUTY AT THE PLACE WHERE EVERY FIT AUSTRALIAN SHOULD BE—STANDING SHOULDER TO SHOULDER WITH HIS PRESENT DEFENDERS IN

EUROPE;
INVITATIONS

(IN THEMSELVES DIPLOMAS OF HONOUR FOR EVER) WILL BE

ISSUED

AND COMRADESHIP ESTABLISHED

TO·DAY

ON APPLICATION TO ANY RECRUITING OFFICER.

J. NEWLAND, Chairman State Recruiting Committee.

▲ **Source 3.17** Propaganda poster, 1915

▲ **Source 3.18** It seems for many Australian men going overseas to war offered the thought of a great adventure. But there were others who were disappointed when their ship took them first to Egypt and not to Britain. Here, Australian soldiers ride horses and camels near the pyramids in Egypt.

> Why do you think the Australian Government didn't put pictures like this in its recruitment posters in 1914? However, would a picture such as this entice you to travel today? If so, what has changed?

RESPONDING TO THE SOURCE – 3.11

1   What is the poster in Source 3.17 offering and how might it appeal to young Australian men at the time?
2   How does the poster cleverly use language to make this offer?
3   What does the small print explain?
4   Think back to your study of Source 3.13 and the values that the source displayed. How might this poster appeal to young Australians who had studied texts in the early 1900s at school, such as *Deeds that Won the Empire*?

The Dinkums

▲ **Source 3.19** Fritz Erler, 'Boys, come over here, you're wanted' poster, circa 1917

> How has this poster cleverly appealed to an Australian sense of duty and patriotism? If a poster like this was produced today, how might young Australian women feel about the message?

A later reason for volunteering arose when, after the first few years of the war, people in Australia realised that the war was going badly, and that it was urgent to send more help. Military historian Peter Pederson wrote:

> Recruitment soared in Australia. News of the [Gallipoli] Landing, the constant lengthy casualty lists and anger at the sinking of the liner 'Lusitania' by a German submarine in May 1915 all stimulated it. Those who responded called themselves the 'Dinkums' because they joined out of conviction rather than out of a love of adventure like the 'Tourists'.

▲ **Source 3.20** Peter Pederson, *The Anzacs: Gallipoli to the Western Front*, 2007, p. 109

Do you think Peter Pederson's interpretation in Source 3.20 makes sense in light of the evidence you have investigated so far, or is it different and challenges it? **Explain.**

Why did First Australians volunteer for the war?

In 1914, First Australians were not allowed to volunteer to join the army. Later, as the casualties mounted, and volunteering decreased, some First Nations People were allowed to enlist under special conditions introduced in October 1917. Look now at a historical interpretation (secondary source) from the historians at the Australian War Memorial on First Nations enlistment.

It is not known what motivated Indigenous Australians to join the Australian Imperial Force (AIF), but loyalty and patriotism doubtless played a part. There was also the incentive of receiving a wage. Indigenous soldiers were paid the same rate as non-Indigenous soldiers. In general, Indigenous soldiers served under the same conditions of service as other members of the AIF, with many experiencing in the army equal treatment for the first time in their lives. There may have also been the hope that having served would deliver greater equality after the war. In reality, however, upon their return to civilian life they were treated with the same prejudice and discrimination as before.

▲ **Source 3.21** Interpretation from historians at the Australian War Memorial, 2019

RESPONDING TO THE SOURCE – 3.12

1 According to the historians in Source 3.21, do we actually know what motivated First Nations Peoples to enlist?
2 Do the historians believe that First Nations Peoples enlisted for the same reasons as non-Indigenous Australians?
3 What are the reasons assumed here by historians why First Nations Australians were motivated to join the AIF?

By this stage the range of evidence you have investigated suggests it was likely that many Australians were willing to become involved in the war in 1914. See the Interactive Textbook to engage in an activity that explores the 'voices' of some Australian soldiers who enlisted to see if this was in fact the case.

REFLECTING ON YOUR LEARNING 3.2

While investigating this section's key inquiry question – *Why did Australian men become involved in the Great War?* – your inquiry has led you to **analyse**, **evaluate** and **develop** your historical interpretation of what motivated Australian men to go to war. You have seen that Australians were motivated by a sense of patriotic duty as part of the Empire, and you have considered why First Nations Peoples also volunteered to enlist. You've also interrogated sources that revealed how many Australians believed they were fighting in the defence of civilisation. However, some simply saw it as an opportunity to travel the world on an 'all expenses paid adventure'. Little did they know what they were actually getting themselves into. The next section will **explore** the nature of fighting in World War I and uncover some of the horrors that our eager Aussie soldiers didn't expect to confront.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.3   Source-based inquiry 2: how was fighting conducted in World War I?

FOCUS QUESTIONS

- Why was World War I quite different from the 'traditional' wars of previous centuries?
- How did war begin?
- What were conditions like on the battlefields of World War I?
- What new concepts were developed in this modern warfare?
- In what ways did new weapons change the nature of fighting in this war?

Why was World War I quite different from the 'traditional' wars of previous centuries?

We begin this section with a painting (Source 3.22) in order to explore a generation's expectations of war prior to World War I.

As your analysis of Lady Butler's painting might suggest, the generation that entered World War I could have had no idea of the terrible nature of modern warfare. They assumed that war would be like the famous nineteenth-century battles, as shown in popular military paintings. In Australia and elsewhere, people thought that once the war began, battles would be fought on battlefields and then the conflict would be over in a few months. This couldn't have been further from the reality that awaited them.

War is always, by its nature, violent and destructive. World War I was especially tragic because of the large numbers of people involved, and because of the invention of new and terrible weapons. Some of these weapons, such as artillery and machine guns, already existed, but were now developed to be even more murderous. Human beings' ability to kill each other was multiplied a thousandfold. Then, under the

RESPONDING TO THE SOURCE – 3.13

1   How would you **describe** British Lady Elizabeth Butler's depiction of war in her painting from 1881 (Source 3.22)? You may answer using a list of words.
2   If families admired works like this in public art galleries and schoolchildren gazed at black-and-white reproductions of them on classroom walls, how might this influence the social perception of what war was like?

▼ **Source 3.22** Lady Elizabeth Butler, *Scotland Forever!* – a painting of war prior to World War I, 1881

pressure of a desperate war that dragged on without victory, new and terrible weapons – such as poisonous gas and flame-throwers – were invented. These weapons created even more cruel and horrific forms of death on the battlefield. You may even question whether the world had gone mad!

How rapidly did fighting begin?

The war got off to a fast start.
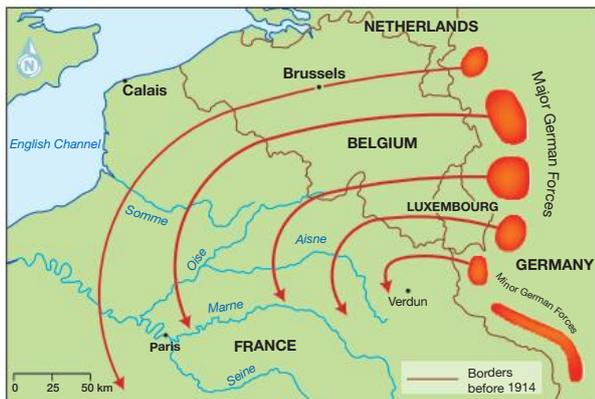
▲ **Source 3.23** Germany used the Schlieffen-Moltke Plan pictured here. It was a detailed strategy to invade France and quickly defeat it before Russia could organise itself to enter the conflict from the other side of Germany.

> Which two neutral countries would be most heavily affected by Germany's rapid invasion strategy? Calling on your knowledge of the alliance system, how might this plan bring Britain (and Australia by extension) into the war?

As early as 1905, Count Alfred von Schlieffen had drawn up a plan in case Germany went to war with both France and Russia. To avoid dividing his army to fight on two fronts, von Schlieffen aimed to attack France first and defeat it quickly. He would then focus on defeating Russia, as Russia would take longer to mobilise its army. To avoid heavy French defences on its border with Germany, the German army would need to invade France by passing through neutral countries.

The plan succeeded. Germany's army invaded neutral Belgium (Britain's ally), overcame its brave resistance, then invaded France, rapidly approaching Paris. But the French army met the threat and defeated the Germans at the Battle of the Marne (6–12 September 1914). The German army retreated in chaos and dug defensive trenches. The later Battle of the Aisne marked the beginning of trench warfare.

What were conditions like on the battlefields of World War I?

Stalemate and trench warfare

By late 1914, the 'war of movement' was replaced by a 'war of entrenchment', when opposing armies dug defensive positions called trenches, and settled down to a long fight. The nature of war had changed forever. With some exceptions, the dashing cavalry played no role in these conditions.
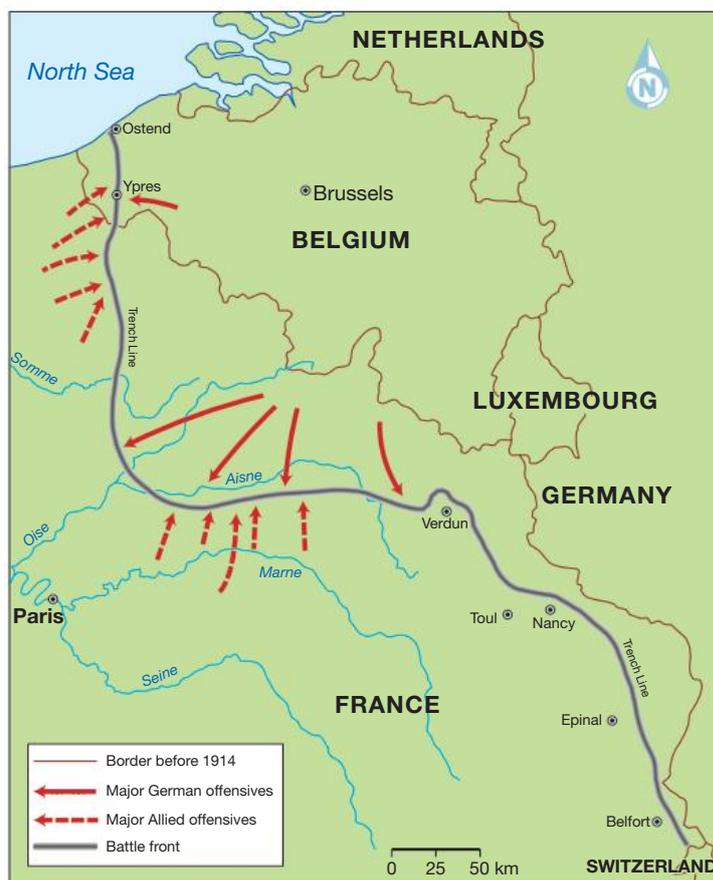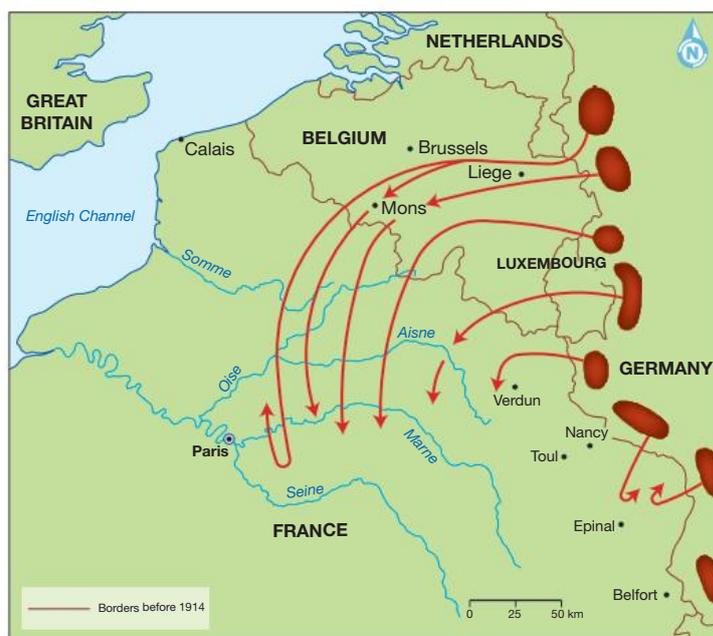
▲ **Source 3.24** Germany's Schlieffen-Moltke Plan in action (top) and the development of the stalemate, 1914 (bottom)

> What geographical features do you notice about this part of northern France that might make German advancement difficult? Why might fighting a war across such a wide span of land and across multiple countries as this lead to 'stalemate' (where neither side can win a decisive battle and continue to move forward, and therefore settles into defensive positions such as trenches)?

You might like to delve deeper into the Battle of the Marne and the beginning of trench warfare by viewing The MacAuthur Memorial's YouTube clip *Stalemate* (2015).

THE LANDSCAPE OF DEATH: TRENCH WARFARE IN WORLD WAR I

The development of trench warfare forced all the powers into a deadly process of trying to defeat the enemy by killing as many soldiers as possible, using as many existing and new weapons as possible; this was called a War of Attrition. The landscape of death, shown here by a modern artist, was often referred to as 'Hell on Earth'.

The rapid development of artillery – especially the increasing range of shells and the size of their explosions – meant that artillery barrages could continue for days, pulverising the enemy's trenches and the troops within them.

Women played important roles on the Western Front. This included being nurses at medical posts or as drivers of lorries. They were often dangerously close to the firing line.

▲ **Source 3.25** An artist's representation of trench warfare in World War I

The deep, sticky mud of the Western Front was not just dirty but dangerous. It was so deep that soldiers could partly sink into it, making it extremely difficult to cross no man's land quickly.

No man's land

The lack of laundry and bathing facilities meant that soldiers' uniforms were always infested with biting lice, causing constant misery and discomfort.

The armies lost almost as many men to illness as to fighting: the trenches were infested with rats, which carried diseases and also fed off the dead bodies lying out in no man's land.

MAKING THINKING VISIBLE 3.4

What do you see?

1   What does the image (Source 3.25) show you about the main dangers of going out into 'no man's land' (the space between enemy trenches)?

2   How does this image help you understand the role of the aeroplane in this type of fighting?

What do you think?

3   What might have been some of the main dangers involved in digging tunnels under no man's land?

4   How might the invention of tanks have finally made it possible for soldiers to go out into no man's land with some degree of protection?

5   What do you notice about the effect war had on the landscape/environment?

6   Why do you think this muddy landscape became even more dangerous for soldiers during the winter?

What do you wonder?

7   Given the improvement of existing weapons and the invention of deadly new ones, why do you think the war dragged on for so many years?

8   What might have been some of the physical and psychological effects on soldiers who were involved in this savage fighting?

9   How might men and women have coped with the constant fear of injury and death?

10 How accurate and reliable might this artist's impression be as a historical source? Make a list of the features drawn in the source (e.g. barbed wire in no man's land, or the zig-zag nature of the rear trenches, etc.). Then **conduct** research online to find primary photographic evidence to corroborate (support) the source's accuracy or question its inaccuracy.

11 By 1916 more than 40 per cent of casualties in the war were experiencing physical symptoms like insomnia (unable to sleep), damage to the central nervous system (which caused symptoms like tremors), as well as damaged hearing and sight. It was believed to be a condition termed 'shell shock'. Do you know what this is? **Conduct** research online at the Imperial War Museum's website. Read the first-hand accounts from people in the trenches about shell shock to find out:

   a   What were some of the ways it was caused?

   b   What were some of the ways it effected soldiers according to these accounts? **Use** quotation marks in your notes to record word-for-word direct quotes from these voices.

   c   How do you think other soldiers felt about those suffering with shell shock?

   d   What would happen to the men who suffered severe shell shock?

   e   Do you think this condition still occurs in wars and conflicts today? If so, do we still call it shell shock? (Perhaps you'll need to conduct further research beyond this site to respond to this.)
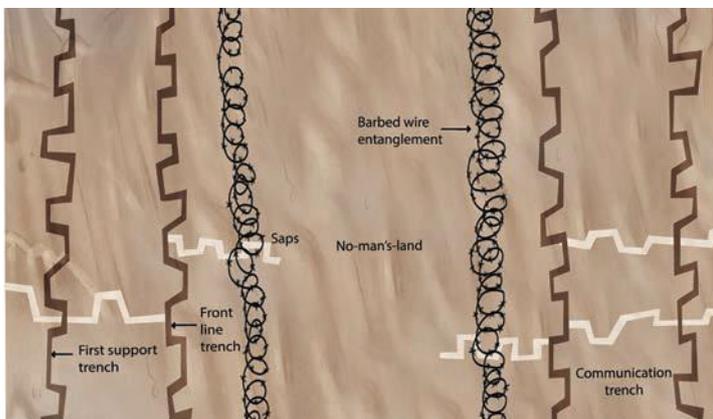
▲ **Source 3.26A** An aerial view of a trench system showing two opposing sides. The trenches stretched some 750 km from the Channel coast in Belgium to the French border.
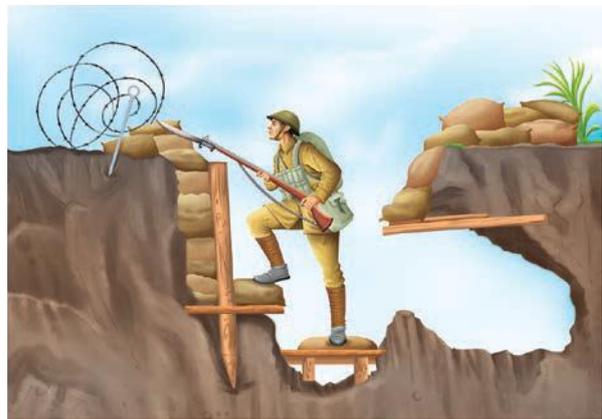
▲ **Source 3.26B** Cross-section of a trench

RESPONDING TO THE SOURCE – 3.14

1 What do the diagrams in Source 3.26A–3.26B tell you about the way trenches were constructed?

2 Look at Source 3.26A.

    a What might the zig-zag design provide soldier(s) if an enemy soldier found his way into your trench with a gun?

    b How might the communication and support trenches be useful in battle?

3 Look at Source 3.26B and also **consider** what you have learned so far. How effective do you think this design was for the following:

    a fighting?

    b safety?

You may want to complete a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to **explore** these.

MAKING THINKING VISIBLE 3.5

Developing historical skills: evaluating the risk associated with trench warfare in World War I (using virtual reality and Google Expeditions)

In this activity you will delve deeper into your study of World War I trenches through immersion using virtual reality. You will **explore** the dangers of trench life and how some of these dangers could be mitigated. You will present your findings and **demonstrate** your understanding by creating a risk assessment of the trenches.

Before the expedition (preparation)

1 **Discuss** as a class what you already know about the nature of World War I trenches on the Western Front.

2 On Google Expeditions, download the VR expedition titled 'The Great War'.

During the expedition

Goal: To find out what life was like in the trenches and **create** a risk table listing all the possible dangers associated with living in this type of area.

3 Your teacher will guide you to the scene: *Trench Warfare*. **Explore** the scene while considering the fact that there was a plan in the construction of trenches, as you've studied in Source 3.26.

4 Your teacher will guide you to the scene: *Life in the Trenches*. As you visit all the points of interest in this scene, **use** your prior knowledge while looking for examples in the scene of:

    a the methods for protecting a trench

    b the dangers that result from the trench being outside and exposed to the weather (often wet with a lack of sanitation).

5 **VR break and class discussion**. Your teacher will write the following list on the board:

- washing
- hot food
- rain
- clean clothes.

As a class, **discuss** what might be the consequences of not having access to any of these?

6 Your teacher will guide you to the scene: *Barbed Wire* and *Weaponry*. As you look around these two scenes take note of the following:

    a what technologies were developed to try and attack the enemy

    b how each side tried to protect themselves.

7 You might be interested to know that a trench rotation system existed – a soldier would only spend 3–5 days on the frontline trench before being rotated back so that they could have access to hot food and clean clothes.

Now, divide into pairs. Review in discussion with your partner all that you have learned about trench life and frontline technologies.

»

≫

8 With your partner, write a risk assessment for serving in a frontline trench. For each risk you should **identify** its consequence(s), its likelihood of occurring, and ways in which it could be mitigated (lessen the effect). Copy and complete the table below to help you **structure** it – examples have been added to the first row as a guide:

Risk	Effect	Likelihood	Mitigation
Rain	*Wet clothes* *Mud*	*High* *High*	*Makeshift shelters*
Wet clothes			
Barbed wire (in no man's land)			
Mud			
Barbed wire at the top of the enemy trench			
Physical attack from the enemy			
Other?			

After the expedition

9 The British army was constantly issuing guidance through orders to help improve the frontline trench system.

In your pairs **create** a 'guide to surviving life in the trenches' for new solders to the front. It is to be written in the form of a formal order. When complete, present your risk assessment and order to the class. Your classmates will provide feedback to you on whether you have adequately addressed:

a newest technologies being used and the dangers associated with them

b the vigilance required for each threat to mitigate the danger.

The 'stalemate' of trench warfare made it urgent to find new ways of defeating the enemy quickly. The most savage of these was underground warfare. Soldiers in one trench dug a tunnel forward under no man's land until they reached a point below the enemy's trenches. They filled the tunnel with large amounts of explosives, retreated, and detonated a massive explosion, killing many enemy troops and destroying their trenches. Historian Stephen Bull reminds us in his book *World War I Trench Warfare* that in May 1916 the Germans dug a tunnel under the Allied lines, and packed it with 50 000 kg of explosives, creating a deadly explosion that left a crater 80 metres deep.

It was crucial to listen for sounds of digging. Soldiers started their own tunnel, and dug towards where the enemy was burrowing, staying slightly above or below them. When they reached the enemy tunnel
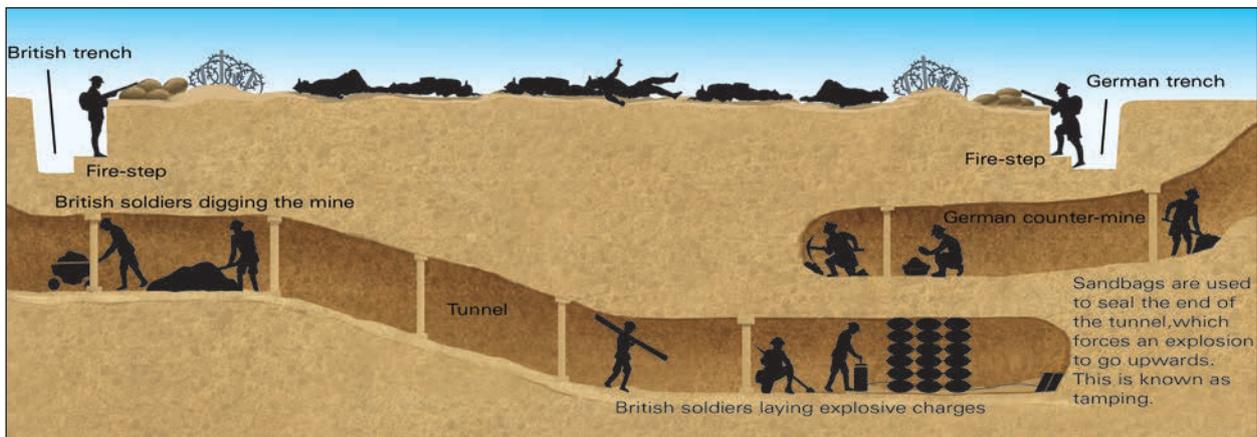
▲ **Source 3.27** Diagram of how miners worked to undermine the trenches of their enemy during World War I. The tunnels were typically dug about 25 metres below no man's land. Skilled miners known as sappers were able to navigate underground so that the tunnel went straight to the enemy's trench, often so close that they could hear the enemy talking in the trenches above them.

How well-ventilated and easy to breathe do you think it would have been that far underground? How might this work affect the physical and mental wellbeing of soldiers? You'll notice in the source that counter-mines were dug; what might have been the benefit of these, and do you think they would be any more or less dangerous for the soldiers digging them?

in progress, they broke into it and killed the enemy miners. This resulted in nightmarish and murderous battles in the dark tunnels, with men using pistols or bayonets to kill each other. It took tough men to undertake this dangerous work, and the underground fighting was often judged worse than that in the trenches above.

There are thousands of letters, diaries and memoirs surviving from the battlefields of World War I. Among the many memoirs by Australian troops, one of the most detailed, convincing and terrifying accounts is Walter Hubert Downing's *To the Last Ridge*. Next you will explore extracts from Downing's memoir to see what they reveal about the nature of fighting in Western Front trenches.

Extract A:

The 60th [regiment] climbed on the parapet [front wall of the trench], heavily laden, dragging with them scaling ladders, light bridges, picks, shovels and bags of bombs. There was wire to go through, and sinking ground, a creek to cross, more marsh and wire; then the German line. Scores of stammering German machine-guns spluttered violently, drowning the work of the cannonade [shelling]. The air was thick with bullets, swishing in a flat lattice of death. There were gaps in the lines of men – wide ones, small ones. The survivors spread across the front, keeping the line straight. There was no hesitation, no recoil, no dropping of the unwounded into shell holes. The bullets skimmed low, from knee to groin, riddling the tumbling bodies before they touched the ground. Still the line went on. Hundreds were mown down in the flicker of an eyelid, but still the line went on, thinning and stretching. Wounded wriggled into shell holes or were hit again. Men were cut in two by streams of bullets. Fifty-six remained of a full thousand. It was over in minutes ... The dead lay everywhere. The deeper one dug, the more bodies one exhumed [dug up]. Hands and faces protruded from the slimy, toppling walls of trenches. Knees, shoulders and buttocks poked from the foul morass. Here had been a heavy slaughter of English lads four days before ... There were also German dead, but it was hard to tell them from the rest, for khaki is grey when soaked and muddy ... Australia has forgotten us, and so has God. I wouldn't wish my worst enemy to have to put up with this life.

▲ **Source 3.28A** Walter Downing, *To the Last Ridge*, 1998, pp. 8, 17

Extract B:

In a few seconds we were through the remnants of the [barbed] wire ... There were cries of 'Share that among you', as a shower of bombs fell in the trench. The appeal of 'Mercy kamarad' [friend, comrade] was dismissed with a curt 'No kamarad of mine, son!' or the sardonic 'You're just two years late'. Knobkerries [clubs] and bayonets were hard at work. A cry was heard, 'No, no Englander, I haf seven kinder.' [children] 'That's to make sure you don't have seven more.' Crash went a bomb [hand grenade] and vmm-m-m went the fragments ... No living thing was left behind us in that trench.

▲ **Source 3.28B** Walter Downing, *To the Last Ridge*, 1998, p. 34

RESPONDING TO THE SOURCES – 3.15

1 Which aspects of Sources 3.25, 3.26A and Source 3.26B does Downing horribly 'bring to life' in the first extract of his memoir in Source 3.28A.

2 List emotive words to **describe** what Downing would have experienced from his depiction in this extract.

3 What does the phrase 'Hundreds were mown down in the flicker of an eyelid, but still the line went on ...' in the first extract reveal about the character of the soldiers in the trenches around Downing?

4 What do the last two sentences of the first extract, 'Australia has forgotten us, and so has God. I wouldn't wish my worst enemy to have to put up with this life' suggest about the sense of purpose for the war felt by Downing?

5 In the second extract, Downing records his experience taking part in a smaller attack called a 'trench raid'. How would you **describe** the emotion or sentiment expressed in the extract by Anzac soldiers taking part in this particular trench raid? How does the extract depict the German soldiers?

6 Choose phrases from the source that best reveal the nature of fighting in the trenches of the Western Front.

What new concepts were developed in this modern warfare?

Static warfare

World War I involved 'static warfare', in which the opposing forces settled into defensive positions, unable to make significant advances. In some battles, thousands of men died, without capturing 1 metre of enemy territory.

Some key battles of 1916–17

As the war settled down into **stalemate**, the armies threw their troops into desperate attacks to try to achieve a decisive victory. The Battle of Verdun (21 February – 18 December 1916), for example, was a massive German attack on the French fortress town of Verdun. The French army lost 550 000 men

stalemate a situation in which armies have attacked each other but failed to achieve a definite victory for either side, and have settled down into defensive positions such as trenches

as casualties (that is, killed, wounded or missing). It was also traumatised by a mass mutiny in which many troops were tried and executed for refusing to fight anymore. The German army had 430 000 casualties.

?? **What does this suggest about the nature of the fighting or the conditions at the Front?**

In the Battle of the Somme (1 July–18 November 1916), the British and the French combined to try a mass attack on German lines. Over the next five months, the battle caused nearly one million casualties in total, on all sides. This was the British army's greatest tragedy in history: 57 000 casualties on just the first day of the attack, with 19 240 killed. The Third Battle of Ypres (31 July–10 November 1917) was a British attack on the German defences in Flanders (Belgium). Heavy winter rain turned the land into a death trap of mud, and the attack broke down into exhausting, pointless fighting in impossible conditions. It was a battle that soldiers on all sides remembered with absolute horror.

▲ **Source 3.29A** A Canadian soldier at the village of Passchendaele, Third Battle of Ypres, 1917

▲ **Source 3.29B** Soldiers of an Australian 4th Division field artillery brigade on a duckboard track passing through Chateau Wood, near Hooge in the Ypres salient, 29 October 1917

war of attrition after the development of stalemate, enemy armies stop trying to win a decisive victory, and just attempt to wear down their opponents by killing as many as possible, hoping that the casualty rate and the psychological effect might cause an enemy's war effort to collapse

?? **How do these photos reflect what you have read so far? To what might you equate this type of environment? How might continued exposure to such an environment affect soldiers mentally and physically?**

A war of attrition

World War I became a **war of attrition**, a conflict in which neither side could win a definite victory to end the war. This forced both opponents to try to 'wear down' their enemy by killing as many soldiers as possible.

The idea of 'total war'

World War I became a **total war**, a conflict that went beyond the battlefield to target civilian populations in cities. With new, more powerful weapons, however, the enemy made devastating attacks on undefended civilians. German battleships fired shells onto English coastal cities and the German invention of the Zeppelin (a powered hot-air balloon) flew over inland English towns and bombed them.
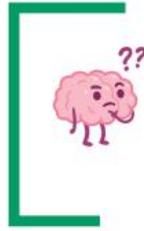
- Do you think this is an effective method for conducting warfare?
- What does this show about the value of human life from governments on both sides of the war?

total war a war that is no longer limited to the traditional battlefield, but extends to attacks on civilians in cities, and involves civilians in the making of ammunition

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MAKING THINKING VISIBLE 3.6

Sketch-to-stretch and PowerWrite summary

1   Read the following text once without doing anything. Just keep a conscious mind on what you think throughout your reading. (Or, alternatively, have someone – teacher or student – read the text aloud for the whole class.)

2   Now read the text a second time. This time, as you read sketch what you're reading, using *images*, *symbols*, *diagrams*, *single words* or *phrases*. But you *must not write in sentences*.

3   Next, find someone in your class and sit with them. Each person in the pair has 1 minute to **explain** their sketch. After the explaining is done, return to your seat and use what you have seen and heard from your partner to edit your sketch for 1 minute.

4   Now read (or listen to) the text for a third time while you add to or **revise** your sketch.

5   Lastly, you will now have 5 minutes (no more or less) to write a summary of what you have read (or heard) using your sketch as the stimulus. Note: you are *writing for learning* here, not writing to reflect learning. So be free and don't worry too much about grammar, punctuation and spelling. You are the only audience for your writing here!

Zeppelin raids on British cities

It was the German Navy that first adopted the technology of the Zeppelin to create its Airship Division to conduct the first air raids on Allied towns behind the front line. The first attack in history occurred on 9 January 1915 at Great Yarmouth on England's east coast, just across the English Channel from Belgium and the Netherlands. There, the citizens awoke to see an enormous 250-metre motor-driven balloon hovering right over their rooftops; yes, it was the size of two and a half football fields. Then, once the astonishment of the size of the Zeppelin would have registered with the citizens, they all at once suffered a storm of high-explosive bombs raining down on the town, causing massive destruction to houses and killing people in the streets.

More attacks followed, and during 1915–16 there was little protection available to stop these bombing raids. By May 1915, German commanders were able to steer their huge craft the vast distance of 900 km from Germany all the way to London. On 8 September, the commanders were given permission to set the centre of London alight with bombs. One Zeppelin attacked London from a height of 4000 metres, dropping 15 bombs that first created massive explosions, and then scattered small incendiary bombs to cause horrific fires in buildings. London was completely defenceless. The anti-aircraft guns could not reach the Zeppelin at that height. Some RAF planes did attempt to shoot down the Zeppelin, but its commander simply took it higher, to 6600 metres, where the planes could not follow. Some 300 kg (660 pounds) of bombs had been dropped on the city, setting whole suburbs alight, killing 22 defenceless civilians and wounding 87 others.

In all, more than 500 people in Britain were killed in these air raids. One entire busload of people, unaware of what was coming, was killed by one bomb. For Londoners, the psychological impact of these Zeppelins was truly terrible. They felt completely vulnerable, always fearful, never safe and some even felt that the end of the world was coming. Many Londoners lived in the dark through this period in fear of being a Zeppelin target. World War I had moved the battle from the battlefield to the city streets; it put civilian non-combatants directly into the firing line.

- Do you think this is a humane method to conduct warfare?
- Do you think there should be a distinction between combatants and non-combatants during war?
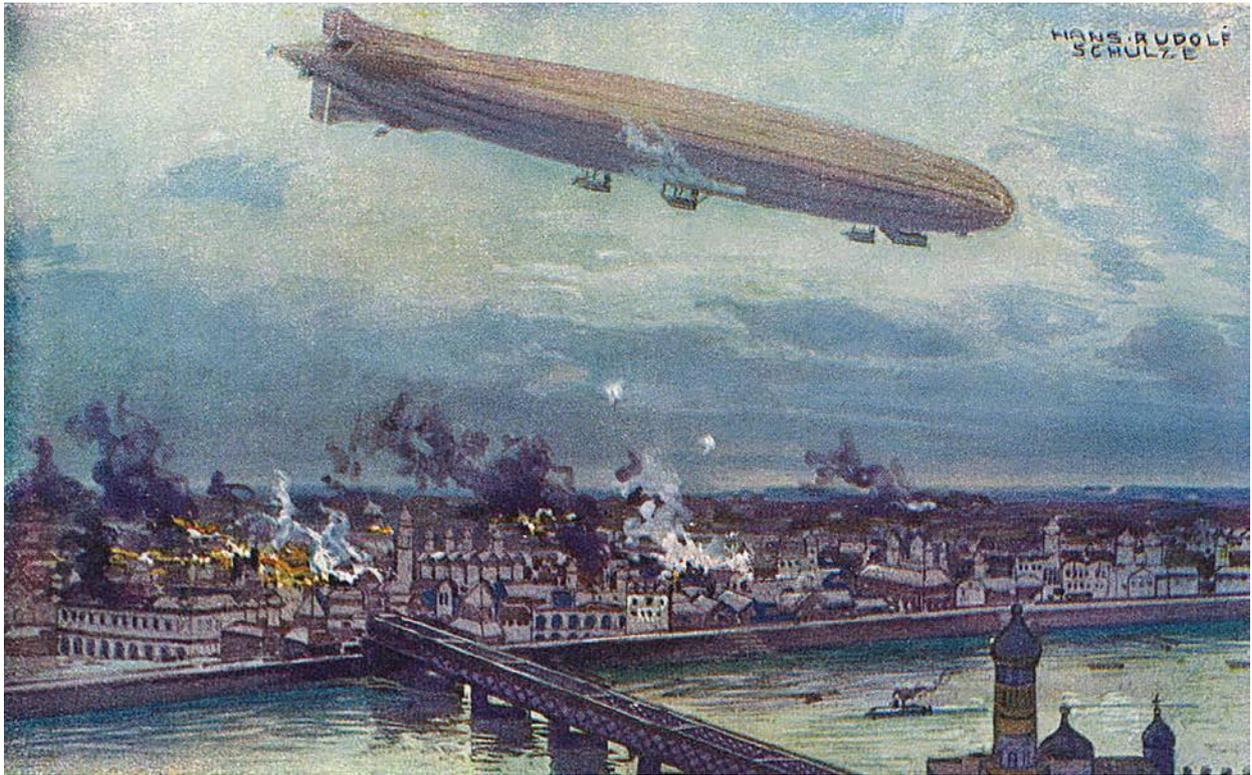
▲ **Source 3.30** This watercolour painting by German artist Willy Stöwer in 1916 depicts Zeppelins bombing London

How might this method of warfare strike fear in the enemy? Do you think this tactic could be defined as a form of terrorism? The artist is German, but if a British artist was to paint this same representation, do you think it would differ in any way?

▲ **Source 3.31** 1915 poster by British artist Frank Brangwyn

How does the artist express the anger and helplessness of British people subjected to the war coming to them at home? How would you expect civilians in British cities to feel once they realised that they were no longer safe on their island nation?

The expanding conflict: multiple 'fronts'

World War I expanded from one major site (the Western Front in Belgium and northern France) to several 'theatres' (locations) of war.

Italy sided with the Allies in May 1915, and its armies attacked the Austro-Hungarian Empire to the north, forming the Italian Front. In the Battle of Vittorio Veneto (October–November 1918), the Italians defeated Austria's forces.

Russia, then named the Russian Empire, also sided with the Allies, and attacked Germany, forming the Eastern Front. This war proved disastrous for the Russians. Although the vast Russian army fought very bravely, it suffered from poor leadership and from lack of supplies. Its losses were catastrophic. In due course, this experience virtually destroyed all of Russia's existing professional army, forcing it to fight with an untrained army of new recruits.

The Allies attacked Germany's ally, Turkey (then known as the Ottoman Empire), creating the Dardanelles Front, of which Gallipoli was just one part. The aim was to capture the city of Constantinople (today known as Istanbul) to allow the Allies to transport supplies to their partner Russia. The British, French and Australians suffered heavy casualties in this poorly planned campaign. The Turkish forces suffered even greater losses in a struggle that modern Turkish people see as the birth of their own modern nation.

The conflict spilled over to the Middle Eastern front. In the Sinai and Palestine Campaign, Britain's expeditionary force challenged the combined Turkish and German forces and their defensive line from Gaza to Beersheba. This line had been formed to defend the oil resources of the Middle East – which the Royal Navy relied on – from capture. Australian forces, including the Light Horse (foot soldiers who rode into battle on horses), served in this theatre of war.

The War in the Balkans was also a savage conflict. In August 1914, Austria-Hungary invaded Serbia, but the fighting settled down into trench warfare. The British and the French attempted to help the Serbians, while Bulgaria joined the Central Powers (October 1915). Romania joined the Allied side in August 1916. The ancient political, ethnic and religious rivalries of this troubled region became a part of the broader world war. The loss of life in this murderous conflict was, proportionally to the numbers involved, even higher than the Western Front.

Beyond these basic facts, it is almost impossible for the modern reader to imagine the conditions of this new, brutal warfare. We understand trenches and mud and barbed wire, but we cannot feel what soldiers experienced under the massive bombardment of heavy artillery, which often rained down hundreds of high-explosive shells in an hour. The explosive forces involved were so great that soldiers felt as if they were trapped in some mighty killing machine, or perhaps caught in something elemental like an earthquake or volcanic eruption. Trenches and forests were simply wiped off the face of the Earth, men were shredded, while others became insane or ran away in sheer terror.

Reread the section 'The expanding conflict: multiple "fronts"' while looking at a map of Europe and the Middle East. Trace the progression of the war to understand the significance (in terms of gravity and scale) to which this conflict escalated.

'Technologies of death': in what ways did new weapons change the nature of fighting in this war?

World War I was very destructive because it was fought with new and terrible weapons developed during the century before the war, when industry produced much more powerful versions of traditional weapons, such as rifles and cannon. Human invention and its technologies always move forwards, but in times of war the urgent need to win the conflict pushes technological change at a much faster rate, and World War I was no exception. Existing military weapons were developed to their most deadly form.

Can you think of an example today where 'human invention and its technologies in times of war have pushed technological change at a much faster rate'?

MAKING THINKING VISIBLE 3.7

Change and continuity

In the next section, you will read about and **investigate** evidence relating to the different ways new weapons technology during World War I changed the nature of fighting.

1   Your teacher will allocate a particular technology from the list of technological advances in World War I weaponry below to a group of students in your class.
2   Your 'expert' group **investigates** the narrative text and interrogates the evidence in the next section (and perhaps even **conducts** further research online if needed).
3   After your investigation, prepare to report back to the class in the form of a seminar. (See the criteria for success on the next page.)
4   The audience in each seminar will **use** the information delivered to fill out a retrieval chart developed and given to you by your teacher.

List of seminar topics:

- Heavy artillery (and shell shock)
- Machine guns
- Snipers
- Poisonous gas and gas masks
- Flame throwers
- Tanks
- Aeroplanes
- Battleships (and submarines).

»

Criteria to assess the success of your group's seminar:

- Takes no more than 3–6 minutes.
- Informs other students in the class about your World War I technological advancement by addressing the 5xW questions (What, When, Where, Who, Why – plus How).
- Includes the analysis and interpretation of *at least one* historical source (and includes any problems associated with reliability/accuracy and usefulness of the source).
- **Uses** diagrams, graphics and/or images where appropriate, in addition to written text to communicate historical information.
- Provides an opportunity (or opportunities) for other students participate or to do something throughout the seminar (e.g. respond to review questions; or share analysis and interpretation of a historical source; complete a brief Kahoot quiz, etc.).
- Provides a take-away summary resource for students to review their learning after your seminar.

Heavy artillery and shell shock

Heavy artillery had existed for centuries, but in 1914–18 it was developed to maximum destructive power.

▲ **Source 3.32** Photograph of a typical German howitzer cannon, nicknamed Big Bertha

RESPONDING TO THE SOURCE – 3.16

1   This type of massive gun shown in Source 3.32 could fire a large high-explosive shell 43 cm wide, to a maximum range of 9000 metres. From what you know of the nature of warfare on the Western Front, why or for what particular purpose might these have been brought into the war?

2   What might be some of the weaknesses or problems associated with using artillery such as this in warfare?

3   How would you expect artillery like this might affect soldiers physically and mentally?

The arc of the artillery barrage can be seen in this diagram, creeping along towards the enemy trenches, with troops following close behind

Position of troops advancing at a first stage, leaving their trenches

Position of troops advancing at a second stage across no man's land

Position of troops advancing at a third stage across no man's land

Support of the advance by fighters and bomber aircraft

Position of troops advancing at a fifth stage near the enemy trenches

Position of troops advancing at a fourth stage towards the enemy trenches

▲ **Source 3.33** A diagram showing how soldiers would advance into no man's land under the cover of an artillery barrage

How important does accuracy from the artillery become when employing this strategy? Why might the role of aeroplanes become even more strategically important now? What are the strengths and weaknesses of using artillery in this way?

As you might have worked out, heavy artillery was used to overcome the problems of static trench warfare. Some 75 per cent of deaths and injuries in World War I were caused by cannon shells. It had devastating effects. To probe some of these effects you'll now investigate two voices from the conflict.

In source 3.34A, Bert Facey, an Australian soldier at Gallipoli, Turkey, describes the terrible moment when his brother Roy was hit by a shell. Also, Australian soldier William Downing offers further insight, where he describes the artillery bombardments on the Western Front in Source 3.34B.

I helped to bury Roy ... Roy was in pieces when we found him. We put him together as best we could – I can remember carrying a leg – it was terrible.

▲ **Source 3.34A** A.B. Facey, *A Fortunate Life*, 1981, p. 339

Men dragged their bodies from under the tossing waves of earth. That most awful sound, the muffled voice of a man buried under three feet of dirt, was [often] heard like a ventriloquist, far away – 'Dig me out, dig me out!' They were almost invariably dead by the time they were [dug out].

▲ **Source 3.34B** Australian soldiers describe the effects of heavy artillery
Source: W.H. Downing, *To the Last Ridge*, 1998, p. 82

RESPONDING TO THE SOURCES – 3.17

1   Read Source 3.34A. What did Facey have to do before he was able to bury his brother respectfully?
2   How might this affect Bert at the time and long after the war?
3   When a high-powered shell hit a man directly, he was blown to pieces as described in Source 3.34A, meaning that his body was never returned to his family. How might this affect Roy's family members' ability to grieve for their loss?
4   How do Sources 3.34A and B differ in the way the soldiers were killed by heavy artillery?
5   The author of Source 3.34B, William Downing, went on to describe his experience of artillery as being 'so heavy that they shook the earth, numbed the brain and caused men to become temporarily like frightened animals, clinging together in blind terror. When the bombardment stopped, the first task was to find those who were buried alive'. How might this corroborate what you have already learned about 'shell shock'? Explain.
6   Do these sources support the idea mentioned earlier that the purpose of heavy artillery use was to overcome the problems of static trench warfare?

As you read in Source 3.34B, when the shell did not hit a soldier directly, it threw up so much dirt that he was buried alive, and often never found. In the case of the Trench of the Bayonets episode on the 12 June 1916, two entire battalions of the French 137th Infantry Regiment were buried alive by a heavy German bombardment, and only the line of tips of their bayonets marked where they had died. Some were not found until after the war, still standing to attention in their trenches, where they had been awaiting the signal to attack. (You may want to look into the 'Trench of the Bayonets' further by exploring its memorial online.)

For seven weeks from the end of July 1916, Australian soldiers were blown apart or buried alive under a German artillery bombardment as they fought to hold the French town of Pozières. The Germans pounded Pozières into a wasteland of rubble. Australian Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, had this say about the conditions on the Western Front.

... God knows what we went through, was Hell itself. We just had to grit our teeth and go ahead and do our job. I am not going to tell a lie and say I wasn't afraid because I was and who wouldn't be with Death grinning at you from all round and hellish 5.9 shells shrieking through the air and shrapnel dealing death all round. I don't know how I stood it for so long without breaking.

▲ **Source 3.35** Australian soldier describes his experience at Pozières
Source: Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, quoted in Bill Gammage, *The Broken Years*, 1974, p. 164

RESPONDING TO THE SOURCE – 3.18

1   What information in Major Claridge's description in Source 3.35 suggests he (and other soldiers) withstood such hard conditions out of a sense of duty?

2   What evidence can you **identify** that corroborates earlier sources about the conditions experienced by soldiers because of the new military technology?

3   Does Major Claridge's description make you think that soldiers knew that they were vulnerable to shell shock? **Explain** with reference to information in the source.

As Major Claridge reveals in Source 3.35, exploding artillery shells also sent out showers of shrapnel (flying pieces of sharp metal) that could cut off half a man's face. Artists after the war have left us artwork to examine as evidence depicting these horrific effects of heavy artillery. One such piece is from German artist Otto Dix, who witnessed this first-hand and depicted it in his image *Wounded Veteran*, released in 1922.

▲ **Source 3.36** Otto Dix, artwork titled *Wounded Veteran*, 1922

RESPONDING TO THE SOURCE – 3.19

1   **Analyse** Source 3.36 and its tone (nature and/or manner). **Explain** how you think the artist is trying to make you feel as the audience of this painting, using descriptive language and examples from the source.

2   **Analyse** the painting to find evidence that offers clues about the devastating effects of the shrapnel from exploding shells. What is this soldier experiencing?

3   **Investigate** how much experience the artist Otto Dix actually had of the Western Front by checking his war service online. From what you discover, evaluate the reliability of this particular piece of art as a source for understanding the effects of heavy artillery during World War I.

4   Generally, how accurate do you think visual sources such as paintings can be as a reflection of the past? **Evaluate** the strengths and weaknesses?

Shell shock

These high-explosive shells had another, even more deadly effect: their repeated explosions put so much pressure on the human brain that a soldier's nervous system collapsed completely. As you would have found out in your earlier investigation of shell shock, the symptoms varied: one soldier might collapse and quiver uncontrollably, another might become insane. Tragically, some soldiers, not knowing what they were doing, walked away from the trenches. Since officers did not yet understand shell shock as an illness, such men were often accused of cowardice and desertion, and were executed by firing squad.
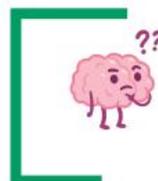
?? Do you think the consequence of execution by firing squad would be an effective deterrent for a mental illness such as this?

*As mentioned previously, some men suffered shell shock, and walked away from the trenches, not even knowing what they were doing. Others, such as these French soldiers, could stand no more, and banded together in mutiny (refusing to fight or obey orders). Why do you think soldiers suffering from shell shock might choose to mutiny instead of fight? How has the artist captured this sense of collective defiance? It is reported that in the case of mutinies such as the one depicted here, the soldiers were accused of deserting their post, were tried by a military court, and executed by a firing squad of their own comrades. It is also reported that the artist, Leon Ruffe, was deeply moved by the French mutinies of 1916, and by the executions that followed. But what further information might you need to find out about the artist in order to **evaluate** the accuracy of his depiction in Source 3.37?*

▲ **Source 3.37** Engraving by Leon Ruffe, *La Grogne* (The Discontent), 1917

TABLE 3.1 Table of death sentences and executions

Nation	Number of death sentences	Number executed	% of death sentences executed
Italy	4028	750	19
Great Britain	3118	361	12
France	2500	650	26
Austria-Hungary	1175	1148	98
Canada	222	25	11
Belgium	200	12	6
Germany	150	48	32
USA	145	35	24
Australia	121	0	0
New Zealand	28	5	18
South Africa	11	1	9
Russia	unknown		
Japan		0	

Source: Steven R. Welch, 'Military Justice', *International Encyclopedia of the First World War* website, 2014

RESPONDING TO THE SOURCE – 3.20

1   According to Table 3.1, which country had the highest number of death sentences and actual executions? Does this surprise you?

2   Are there any other statistics relating to a particular country within Table 3.1 that you wouldn't expect?

3   How do German death sentences and executions compare to British or French? What might this suggest about the German experience compared to the British or French?

4   Australia recorded no executions at all. What might this suggest about Australian soldiers' character, mental fortitude or resilience to shell shock? What other information would be useful to verify these assumptions?

5   Research online the total mobilised forces figure for the countries whose statistics intrigued you (search for the 'Killed, wounded, and missing' part of the World War I article on the Britannica website). **Use** Table 3.1 to calculate the percentage of executions relative to the total mobilised number for the country/countries. Do any of these percentages surprise you or challenge your earlier thoughts?

By this stage you have interrogated a range of historical sources relating to heavy artillery (and shell shock) to form your interpretation of the devastating nature of this technology. Now let's look at some primary footage of the artillery barrage at Somme in 1916 from the ABC website: 'Days in Conflict 1916 – Fromelles and Pozières'. While viewing this source you will focus on the historical skill of *corroboration*. Corroboration is a key skill that historians (and lawyers, judges, police to name a few) rely on in their investigation of the past. It helps to determine the accuracy of the evidence they have already investigated by finding the same meaning/messages/information/ideas/trends in other sources.

RESPONDING TO THE SOURCE – 3.21

▲ **Video Source 3.38** Primary footage from Fromelles and Pozières
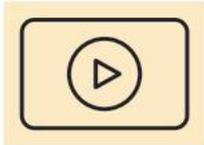
▲ **Source 3.38** Primary footage from Fromelles and Pozières (please see the Interactive Textbook to access this video)

1 Explore online the two-minute primary footage of the artillery barrage at the Somme in 1916 at the ABC website: 'Days in Conflict 1916 – Fromelles and Pozières' (Source 3.38).

2 As you watch, make a list of information you have read or seen in your investigations of the sources in this chapter so far relating to the use of heavy artillery that are reflected in the video footage.

3 **Compare** your corroboration with classmates and **discuss** as a class any differences you may have.

The machine gun

The machine gun was invented in 1861 by Dr Gatling and was formally adopted by the US Navy. By 1914, these weapons had been developed so that they could deliver a devastating rain of bullets. By the end of the war, they had been developed to the point they could spit out 1000 bullets per minute.
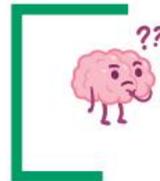
?? How and why might this technological innovation effectively meant that they could determine the outcome of a battle in World War I?

▼ **Source 3.39** German machine-gun crew

What are the gunners wearing on their faces that suggests that this is not a regular battle with traditional weapons? Do you think all World War I machine gunners worked in crews like this? If you wonder why, conduct 5 minutes of online research to locate other images or written explanations that reveal why.

Snipers

One of the most feared – and hated – soldiers of the war was the sniper, a highly trained soldier with a powerful rifle with telescopic sights who was able to shoot enemy troops from a distance and from a hidden firing place. He patiently observed enemy lines and shot any soldier whose head appeared above the trench. In his 1929 book *Goodbye to All That*, British soldier Robert Graves revealed the following about the role of snipers.

The Germans had the advantage of having many times more telescopic sights than we did, and bullet-proof steel loop-holes. Also a system by which snipers were kept for months in the same sector until they knew all the loopholes and shallow places in our trenches, and the tracks that our ration parties used above-ground by night, and where our traverses occurred and so on, better than most of us did ourselves. British snipers changed their trenches, with their battalions, every week or two, and never had time to study the German trench-geography. But at least we counted on getting rid of the unprofessional sniper. Later we secured an elephant-gun that could send a bullet through enemy loopholes and if we failed to locate the loop-hole of a persistent sniper, we tried to dislodge him with a volley of rifle-grenades, or even by ringing up the artillery.

▲ **Source 3.40** Soldier's testimony on the use of snipers
Source: Robert Graves, quoted in J. Simkin, *Snipers in the First World War*, 1997

RESPONDING TO THE SOURCE – 3.22

1 **Explain** the significance, according to Graves in Source 3.40, of the German superiority in terms of sights and loopholes.
2 Why did the German system of keeping snipers in one place help them to do their job more effectively than the British?
3 How did the British learn to deal with German snipers who avoided their bullets?
4 The psychological impact on the enemy from the use of snipers was enormous. Why do you think this might have been the case?
5 What type of people, with what type of skill-set in peacetime, do you think were recruited for this job? Why?

Poisonous gas and gas masks

The use of poisonous gas was one of the most devastating new weapons of this war. While the *idea* of using deadly gas on the battlefield dates right back to Leonardo da Vinci in the sixteenth century, it was in the early twentieth century that the idea became possible. In Source 3.41, you will read about the use of gas in World War I through poetry from war poet Wilfred Owen. Owen drafted this famous poem at Craiglockhart War Hospital near Edinburgh in 1917, where he had been admitted to the hospital after suffering from shell shock after a period of fighting in the Battle of the Somme. Let's see what it reveals.

Gas! GAS! Quick, boys!—An ecstasy of fumbling

Fitting the clumsy helmets just in time,

But someone still was yelling out and stumbling

And flound'ring like a man in fire or lime.—

Dim through the misty panes and thick green light,

As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,

He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace

Behind the wagon that we flung him in,

And watch the white eyes writhing in his face,

His hanging face, like a devil's sick of sin;

If you could hear, at every jolt, the blood

Come gargling from the froth-corrupted lungs,

Obscene as cancer, bitter as the cud

Of vile, incurable sores on innocent tongues,—

My friend, you would not tell with such high zest

To children ardent for some desperate glory,

The old Lie: *Dulce et decorum est*

*Pro patria mori.**

▲ **Source 3.41** Extract from the war poem '*Dulce et decorum est*' (translating to, 'It is sweet and fitting to die for one's country')
Source: Wilfred Owen, 1920. Located at the British Library website.

RESPONDING TO THE SOURCE – 3.23

1   What do you think Owen meant by the phrase, 'Fitting the clumsy helmets just in time' in Source 3.41?

2   What does this reveal about the usefulness of gas masks in World War I on the Western Front?

3   How does Owen describe what the gas looked like?

4   How does Owen describe the effects of gas on the human body?

5   Do you think the poet is serious or believes what he is writing with the phrase, '*Dulce et decorum est, Pro patria mori*'? **Explain**.

6   Would you regard the view conveyed here by Owen as reliable? **Explain** your evaluation.

You might be interested to know that prior to World War I in 1907, the European nations signed the Hague Convention banning the use of gas as being barbaric. On 22 April 1915, however, Germany broke that agreement and introduced gas, with devastating effect.

??
- Why do you think that the Hague Convention banned the use of gas as being immoral, when so many other deadly weapons were allowed?
- What considerations might have led the Germans to decide to use gas in battle, despite the ban?

For the first time in history, troops in the Second Battle of Ypres (21 April–25 May) were puzzled to see a yellow-green cloud drifting silently towards them, and to then see thousands of men drop in agony from the gas. The Germans launched 5700 canisters of chlorine gas towards the French troops and watched in amazement as some 6000 out of 10 000 soldiers collapsed as if by an invisible killer. For a time, the Germans believed that they had found a simple, modern solution to the stalemate of the war, for they had cut a 7-km-long opening in the Allied lines, through which they could attack. This burning chemical, phosgene, was then quickly adopted by all forces by late 1915.

▲ **Source 3.42** Aerial photograph of a battlefield in Flanders, Belgium, under poison gas attack (for one of the first times) in April 1915

How might the weather play a role in the effectiveness of poisonous gas use? Do you think the safety of one's own troops when using gas can ever be 100 per cent assured?

?? If you were an Allied commander, would you have followed the Germans and adopted the use of gas? Give reasons for your decision for or against.

▲ **Source 3.43A** This painting by John Singer Sargent in 1919 shows a line of men who have been blinded by gas

Does the date of this painting increase or decrease its reliability and usefulness in understanding the effects of poisonous gas during World War I? Note the man leaning over: what might he be doing and what does this reveal about the effects? What does the number of soldiers wearing bandages here reveal about the impact of the gas? Who might the man without a blindfold at the front of the line be? In the distance, several soldiers are playing a game of soccer or football. Why might the painter have chosen to include this in the painting?

◄ **Source 3.43B** British 55th (West Lancashire) Division troops blinded by tear gas await treatment at an Advanced Dressing Station near Bethune during the Battle of Estaires, 10 April 1918, which was part of the German offensive in Flanders

Why might this photo be particularly useful after analysing the painting in Source 3.43A?

What were the main types of gas, and their effects?

In Source 3.44, the Science History Institute describes three of the substances that were responsible for most chemical-weapons injuries and deaths during World War I.

Chlorine gas, used on the infamous day of 22 April 1915, produces a greenish-yellow cloud that smells of bleach and immediately irritates the eyes, nose, lungs, and throat of those exposed to it. At high enough doses it kills by asphyxiation.

Phosgene, which smells like mouldy hay, is also an irritant but six times more deadly than chlorine gas. Phosgene is also a much stealthier weapon: it's colourless, and soldiers did not at first know they had received a fatal dose. After a day or two, victims' lungs would fill with fluid, and they would slowly suffocate in an agonising death. Although the Germans were the first to use phosgene on the battlefield, it became the primary chemical weapon of the Allies. Phosgene was responsible for 85 per cent of chemical-weapons fatalities during World War I.

Mustard gas, a potent blistering agent, was dubbed King of the Battle Gases. Like phosgene, its effects are not immediate. It has a potent smell; some say it reeks of garlic, gasoline, rubber, or dead horses. Hours after exposure a victim's eyes become bloodshot, begin to water, and become increasingly painful, with some victims suffering temporary blindness. Worse, the skin begins to blister, particularly in moist areas, such as the armpits and genitals. As the blisters pop, they often become infected. Mustard gas could also contaminate land where it had been deployed. Exposure sensitised victims; further exposure even at lower doses produced symptoms. Mustard gas caused the highest number of casualties from chemical weapons – upward of 120 000 by some estimates – but it caused few direct deaths because the open air of the battlefield kept concentrations below the lethal threshold.

▲ **Source 3.44** The effects of gas weapons used in World War I, the Science History Institute online (2021)

RESPONDING TO THE SOURCES – 3.24

After reading these descriptions from Source 3.44 do you now think Sargent's painting (Source 3.43A) is an accurate depiction of the effects of poisonous gas use in World War I?

MAKING THINKING VISIBLE 3.8

Attitudinal scale in a moral dilemma

You may choose to use information from discussions here in your seminar.

You have now read that prior to World War I in 1907, the European nations signed the Hague Convention banning the use of gas as being barbaric, but both sides adopted its use anyway. After World War I, in 1928 the League of Nations (precursor to the United Nations) entered into force the Geneva Protocol which prohibited the 'Use in War of Asphyxiating, Poisonous or Other Gases, and of Bacteriological Methods of Warfare' (UN, 2020). However, just 15 years later in World War II Germany again employed the use of gas, but this time to kill millions of non-combatants – innocent people, including Jews, Roma (previously called 'gypsies'), homosexuals, the disabled, and the elderly – during what is now called 'The Holocaust'.

1   In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

[left side] In war there should be no rules. The use of gas or any other weapon on the enemy and non-combatants from enemy countries is permittable.

[right side] In war there should always be rules, including the prohibiting of certain weapons that are inhumane. And, non-combatants should not be targeted at all costs.

2   Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.

3   You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

Gas masks

When gas was first introduced, the only protection was for soldiers to soak their handkerchiefs in their own urine and to hold them to the nose to counteract the gas. Later, the 'Hypo' gas masks were invented, and then replaced by the more effective Small-Box Respirator. Soldiers kept masks by their side, but there were only seconds to get the mask on once a gas attack began. From then on, gas was used simply to force soldiers to put on their masks just before an infantry attack. Why might this strategy have evolved? To probe this let's examine a photo from the time.

By the end of the war, gas had caused more than 1 250 000 casualties.

▲ **Source 3.45** Two German soldiers and a mule wearing gas masks

RESPONDING TO THE SOURCE – 3.25

1   **Examine** the gas masks shown in Source 3.45. Estimate to what degree, in percentage terms, they might have reduced a soldier's ability to see properly and reduced his ability to fight.

2   How might these early gas masks have been improved to allow better visibility? **Consider** how modern safety equipment is designed.

3   **Consider** again your response to Question 1. What does this photo now reveal to you about the changing strategy relating to the use of poisonous gas? That is, why might gas have been used to simply make the enemy put on their masks? How might this benefit one side in battle when the enemy are made to wear masks?

Flame throwers: the use of 'liquid fire'

While fire had been used in war for centuries, the modern flamethrower turned it into a murderous weapon. The first model was invented in Germany by Richard Fiedler in 1901, who submitted his 'Flammenwerfer' to the German Army. Another version was invented by the Hungarian Gábor Szakáts, and was adopted during World War I.

▲ **Source 3.46A** Flamethrowers being tested by German troops

> Why might the flamethrower be a dangerous weapon for the soldiers here who are using it? How might the flamethrower function as a psychological weapon of terror?
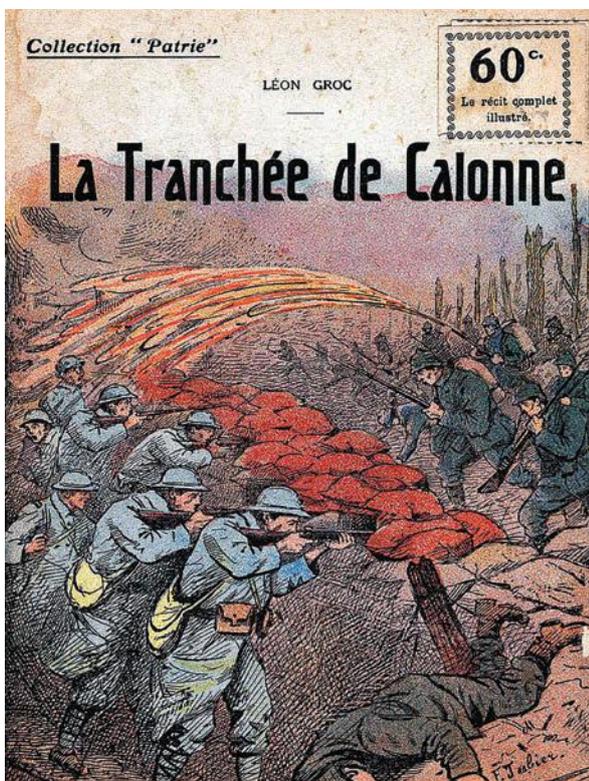
▲ **Source 3.46B** The illustrated cover of an issue of a French publication on the theme of World War I published between 1917 and 1920. La Tranchée was a forest road in France that experienced fierce fighting in September 1914.

> Look both behind and in front of the German soldiers. What does the illustration suggest were the roles of the flamethrower in this battle? Does this source support the idea that the flamethrower is also a dangerous weapon for the soldiers on the side using it?

The armoured tank

The tank was the invention of a British designer, Lieutenant-Colonel Swinton, who simply observed the moving metal tracks of bulldozers, and applied the technique to an armoured vehicle that could advance across no man's land in the face of machine-gun fire. He believed that this mighty weapon might solve the problem of trench warfare and mass slaughters. His project almost failed. The old-fashioned British Army could not see the point of a metal attack vehicle, and rejected it. It was only a certain Winston Churchill – later Prime Minister of Britain during World War II – who saw its potential, and insisted that the War Office adopt the weapon. He spent 10 million pounds developing it. The British introduced the tank to the battlefield in 1916, followed by the French.

The first name for a tank, when it was being invented, was to be a 'landship'. Because this would sound like some new weapon, it would attract the attention of German spies watching British factories and ports. When the tanks were being boxed for shipment to the front, they were instead labelled simply 'water-tanks', and the story was put out that they were just tankers designed to carry water to troops in desert areas. The German spies assumed these were just water tanks, and did not even report the shipment. When these machines first rumbled across no man's land in the Battle of the Somme (September 1916), the Germans had never heard of or seen a machine that could advance against heavy machine-gun fire. Just imagine how German soldiers may have felt at that moment as these great machines thundered across no man's land towards them for the first time!

▲ **Source 3.47** Frank Brangwyn, *A Tank in Action*, National Museum of Wales, Cardiff, 1924

RESPONDING TO THE SOURCE – 3.26

1 **Analyse** artist Frank Brangwyn's visual interpretation in the painting (Source 3.47). Then respond to the following questions:

   a **Describe** how the painting provides an impression of the impact of armoured tanks on the battlefield and **explain** how it might have looked from the enemy's perspective.

   b **Describe** the role this British tank is taking in the battle here and its relationship with the infantry soldiers (consider its usefulness in trench warfare with barbed wire, machine gun fire, etc.).

2 Brangwyn had been asked to paint this work to hang in the House of Lords, as a tribute to British soldiers who had served in the war. Sadly, he did his work too well: the authorities decided that the painting was too horrific in its realism, and refused to pay for it. Bitterly disappointed after two years of work on it, Brangwyn donated the painting free of charge to the nation, as a memory to Welsh soldiers who served in the trenches. Knowing this, how useful would you say this painting is to an investigation on the role of tanks in World War I? What more would you like to know?

3 It has been reported by historians that the tank's psychological impact on soldiers in World War I was massive. What do you think is meant by this statement? How might it have affected soldiers psychologically? To what degree do you think the use of drones in modern warfare might have a similar effect?

You might be interested to know that in its earliest form, the tank was ineffective because it often broke down or bogged down in the muddy conditions of the trenches. Some tanks even sank into the mud altogether. Their engines were relatively weak – they were only the strength of a bus motor – and could not drive such a heavy vehicle through thick mud. Of the 49 tanks in the first attack in the Battle of the Somme, only 18 reached the German trenches. But those that got through did massive damage. In one instance, just one tank helped capture 2 km of German trenches; the British infantry advancing behind it was sheltered from bullets and lost only five men in the attack.

Later, the Allies put more emphasis on massed attacks by multiple tanks covering infantry advances. This technology was rapidly developed to create more reliable and powerful vehicles. The British Army ordered another 1000 tanks, costing half a million dollars in today's money. By now, six British companies were building tanks, turning out 250 vehicles per month.

While the Germans put more emphasis on the

storm trooper a highly trained and aggressive soldier, equipped to sneak across no man's land and to launch lightning raids on enemy trenches, inflicting as many casualties as possible

use of **storm troopers**, the Allied use of concentrated tank attacks, covered by artillery and supported by infantry, was the tactic mainly responsible for their final victory in 1918.

▲ **Source 3.48** A British Mark IV tank rears up on its tracks

How does evidence from this source compare to the painting by Frank Brangwyn? Does it support your historical thinking or challenge it?

By this stage you are probably wondering what it was like inside a World War I tank in the heat of battle. Investigate the voice of Lieutenant Gordon Hassell, a British tank driver on the Western Front, as he describes the experience in Source 3.49.

[It was] terribly noisy, oily, hot, airless and bumpy! Without any sort of cushion, as we had no springs and thirty tons' weight, any slight bump and crash was magnified and many a burn was caused by a jerk throwing the crew about. Instinctively one caught at a handhold, and got a burn on the hot engine. The crew had very little knowledge of where they were going, only by peeping through slits and weapon apertures could they see anything. In action if the tank was hits slivers of steel began to fly – bullets hitting the armoured plates caused melting and the splash, as in steel factories, was dangerous to the eyes. For protection we used to wear a small face mask.

▲ **Source 3.49** Lieutenant Gordon Hassell, a British tank driver on the Western Front

Source: Lieutenant Gordon Hassell, quoted in Peter Laurence et al., *The Great War, 1914–1919*, 2018, p. 98

RESPONDING TO THE SOURCE – 3.27

1   According to Lt Hassell in Source 3.49, was riding in a tank a pleasurable experience? **Explain**, incorporating a direct quote from the source (with quotation marks) in your response.

2   **Describe** some of the dangers for tank operators according to Lt Hassell.

3   Many soldiers volunteered to be trained to operate a tank. Given the choice and the knowledge of what it was like according to Lt Hassell, would you have preferred to be a tank operator or an infantry soldier on the Western Front? **Explain**.

By this stage you have interrogated a range of historical sources on tanks mostly from a British perspective. Now let's consult further voices on the use of tanks in World War I by way of a 2014 podcast conversation focused on a German tank named *Mephisto*: the story of this tank, its theft by Australian soldiers and its journey to Australia where it now lives in the Queensland Museum.

In this ABC podcast conversation, you will hear interpretations from a range of authoritative figures: Major General John Cantwell, historians Jeff Hopkins-Weise, Stephen Dando Collins and Dr Michael Westaway.
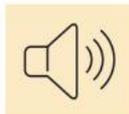
▲ **Source 3.50A**
ABC podcast
conversation

▲ **Source 3.50B** *Mephisto* after its recovery from the battlefield

RESPONDING TO THE SOURCE – 3.28

1   As you listen to the podcast in Source 3.50A, 'The story of a tank named Mephisto' on the ABC website, make a note of any evidence that corroborates information on the use of tanks in World War I by **creating** and completing a table like the one below.

Category of evidence on tanks	Authoritative figure who says it	Corroborating evidence
Conditions on the battlefield and purpose of tanks		
Conditions for operators within tanks		
Effectiveness of tanks in warfare		
German perceptions of British tanks		
Other?		

2   Afterwards, on a scale of 1–10 (1 being unreliable), how reliable or trustworthy would you **evaluate** the information offered in this podcast to be? Explain why.

The aeroplane: the war in the air and the birth of the fighter plane

The technology that developed most dramatically in World War I was the aeroplane. In 1907, inventor Louis Blériot's early monoplanes were simple, but by 1909 he successfully made the first flight across the English Channel to London.

In 1914, military leaders naturally regarded the plane as primitive technology, unsuited to modern warfare. However, as stalemate set in and the war of attrition
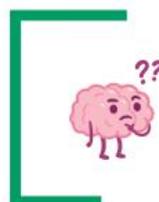
Check this out geographically using Google maps/Earth. Why might this have been such a significant technological advancement (change) at the time?

began, the problem of visibility became serious: standing in a deep trench, a soldier could only see the sky above, but nothing of the enemy. One frustrated French general stated: 'We cannot hit an enemy we cannot see!'

At first, hot-air balloons were used to observe enemy movements, but these could be shot down. Both sides turned to aeroplanes, with the result that their design, performance and speed all improved rapidly in response to the demands of modern warfare. Early basic planes, such as the two-seated British Vickers FB5 and the German Fokker E1, were quickly replaced by bigger and more powerful versions, such as the single-seat British Sopwith Camel biplane and the German Fokker D7 Triplane with its twin machine guns easily accessible to the pilot (the plane flown by the famous 'Red Baron'). Clearly the military need in World War I provided the opportunity for rapid aeroplane technological advancement that still continues today; especially when we consider commercial aeroplane and fighter jet capabilities and now drone technology.

Source 3.51 is an oil painting from 1919 by the British artist George Horace Davis. Let's see what it reveals about the way in which aeroplanes were used in World War I.

?? Can you think of any other historical continuity examples where innovative technology pioneered by the military has gone onto revolutionise our lives today?

▲ **Source 3.51** Painting from 1919 of World War I aeroplane use
Source: G.H. Davis, *Closing Up: A bombing formation of British biplanes (DH9A S) closing up to beat off an enemy formation of Fokker triplanes*, Imperial War Museums

RESPONDING TO THE SOURCE – 3.29

1   How would you **describe** the scene depicted in the painting in Source 3.51?

2   What do you think the purpose of aeroplane use is according to this depiction?

3   To what degree does the painting accurately represent the types of planes used by the British and Germans discussed in the narrative text above? **Explain.**

4   Is there any evidence offered either in the painting or in its title to make you think this might be a reliable depiction of aeroplane use? What more might you like to know, and which types of sources would best provide you with this information?

Inevitably, the use of planes for aerial reconnaissance (observation from the air) led to their use to *prevent* this information gathering, which resulted in fights like those depicted in Source 3.51. Pilots initially carried a gun to defend their plane; later, a new invention allowed a Lewis machine gun to fire from the nose of the plane, without destroying its propeller.

It is said that the air above the trenches buzzed with 'dogfights', where dozens of planes swooped and circled in some of the deadliest fighting in the war. Pilots became super-heroes, idolised by ordinary troops, enjoying celebrity status. Nonetheless, their role was enormously dangerous, because the fast manoeuvring demanded split-second timing. One second's hesitation meant death in a stream of bullets, and a plunge to Earth in a burning plane. The average lifespan of a pilot was seven weeks, or 40–60 hours of flying time, if he was lucky.

My first Englishman

(17 September 1916)

The next morning, September 17th, was a wonderful day. One could count on brisk flight operations from the English. Before we went up, Boelcke gave us a few more precise instructions, and for the first time we flew in the squadron under the leadership of the famous man to whom we blindly confided.

We had just got to the front when we saw an enemy squadron flying towards Cambrai above our lines at the detonation points of our anti-balloon cannons. Boelcke was of course the first to see it, because he saw more than other people. We soon grasped the situation, and everyone strove to stay close behind Boelcke. We all knew we were going to have to pass our first test under the eyes of our revered Leader. We approached the squadron slowly, but could no longer avoid it. We were between the front and the enemy. If he wanted to go back, he had to pass us. We already counted the enemy planes and found that there were seven. We only have five. All the British flew large two-seat bomb planes. Only a few more seconds, then we had to start. Boelcke was already damn close to the first one, but he wasn't shooting yet. I was the second, my comrades right next to me. The Englishman flying closest to me was a large, dark-painted boat. I didn't think twice about it and targeted him. He shot, I shot and I shot past, so did he. A fight began in which for me it was important to get behind the boys, since I could only shoot in my direction of flight. He didn't need to, because his movable machine gun reached in all directions. But he did not seem to be a beginner, for he knew exactly that the moment his last hour had struck when I managed to get behind him ...

So my English turned, turned, often crossing my sheaf. I did not think that there were other Englishmen in the squadron who could come to the aid of their beleaguered comrade. Just one thought: 'It must fall, whatever comes!' There, finally a favorable moment. The opponent has apparently lost me and is flying straight ahead. In a split second, I'll be sitting on his neck with my good machine. A short series from my machine gun. I was so close that I was scared of ramming him. Suddenly, I almost let out a cheer of joy because the opponent's propeller stopped turning. Hooray! Met! The engine was blown and the enemy had to land with us, as it was impossible to reach their lines. I also noticed from the swaying movements of the apparatus that something was no longer quite right with pilot. The observer was also no longer to be seen, his machine gun sticking into the air without being operated.

The Englishman landed somewhere right next to the airport of a squadron I know. I was so excited that I couldn't help but land, and ended up in the strange airport, where I turned my plane upside down, almost eagerly. The two planes, the Englishman and mine, weren't very far apart. I ran over there and already saw a lot of soldiers pouring towards the enemy. Once there, I found that my assumption was correct. The engine was shot through and both occupants were seriously injured. The observer died immediately, the guide on the transport to the nearby hospital. I placed a stone on his beautiful grave in memory of my adversary who had fallen in honor.

When I got home, Boelcke was already having breakfast with the other comrades and was very surprised where I had stayed for so long. For the first time I proudly reported: 'Shot down an Englishman'. Immediately everyone cheered, for I wasn't the only one; except for Boelcke, who, as usual, had his breakfast victory, each of us beginners had won the aerial combat for the first time ...

▲ **Source 3.52** Wartime journal entry of the German pilot Manfred von Richthofen (the Red Baron)

Source: Manfred von Richthofen, *The Red Fighter*, 1917

RESPONDING TO THE SOURCE – 3.30

1 What does the title of this wartime journal entry in Source 3.52 suggest it might be about?

2 A person by the name of Boelcke is mentioned many times in this source. From the context of the source, **describe** the relationship Manfred von Richthofen (the author) has with this person and **explain** who you think this person might be. (Try to use direct quotes as evidence to support your ideas.)

3 **Identify** evidence in the source of the strategy employed by World War I pilots in 'dogfights' such as this.

4 What information is given in the source to suggest that the British had a strategic advantage?

5 How would you **describe** Manfred von Richthofen's emotion at seeing his enemy plane shot down and the relationship he had with his adversary? Is there a particular metaphor you could associate with this?

6 How reliable do you think this journal entry might be as a record of what happened in this event at Cambrai?

7 How useful to your investigation is this source? Is it particularly useful for understanding anything specifically or more generally? If so, list what you think.

8 Reassess your answer to Question 1. Do you still have the same response?

Now take a look at a photograph by Australian photographer Frank Hurley. Here you will explore the relationship between the aeroplane and ground warfare, and at the same time you will investigate the potential problems associated with using visual historical sources.

▲ **Source 3.53** Frank Hurley's 1917 photograph of a wave of infantry going over the top to resist a counter-attack in Zonnebeke, Belgium, on the Western Front

RESPONDING TO THE SOURCE – 3.31

1   **Describe** what is happening in the scene within Source 3.53 with specific reference to soldiers, trenches, aeroplanes and artillery.

2   The accompanying caption from the State Library of NSW reads: '… An episode after the Battle of Zonnebeke in 1917. Australian infantry moving forward to resist a counter attack. On the extreme right a machine brought down in flames is burning fiercely. Our advance is supported by bombing planes, whilst the enemy is supporting his attack with a heavy barrage.' **Analyse** the caption and the photograph and **describe** the role of the aeroplane in this depiction.

3   How reliable do you think this photograph might be for understanding the role of aeroplanes and the danger for pilots in them?

4   You might be interested to know that Frank Hurley combined three photos to make Source 3.53. On the State Library of New South Wales' (2020) website it states, 'Hurley referred to these combination prints as "Photographic Impression Pictures" – pictures made to produce a realistic impression of certain events by the combined use of a number of negatives.' How do you feel now about the reliability of this photo? Do you now think it is any less useful to understand the role of aeroplanes and the danger for pilots in them? **Explain**.

5   When challenged about the accuracy of his photographs, Hurley argued that as war was conducted on a vast scale, it was impossible to capture the essence of it in a single photo. He wrote in *The Australasian Photo-Review* in 1919, 'None but those who have endeavoured can realise the insurmountable difficulties of portraying a modern battle by the camera. To include the event on a single negative, I have tried and tried, but the results are hopeless. […] Now, if negatives are taken of all the separate incidents in the action and combined, some idea may then be gained of what a modern battle looks like.' (State Library of New South Wales, 2020)

Given Hurley's explanation here, does your thinking change in any way about the reliability and usefulness of this photo? **Explain**. Before you answer this question, you may want to read a detailed description written by Hurley of this photo and some other commentary about his work, which is available as additional resources in the Interactive Textbook.

▲ **Source 3.54** Photograph of a German pilot in 1915 evacuating his plane after it was hit

If your plane was hit, the petrol tank would explode. Do you think the pilot here has intentionally jumped out of his plane? Explain. How might this support the earlier point made in the text about the short life span of World War I pilots?

The invention of the modern fighter plane also created new tactics. Unlike land warfare, there were no existing 'rule books' for aerial warfare, and the new generation of pilots had to develop tactics quickly, or die. The great genius in aerial warfare was the German pilot Oswald Boelcke (1891–1916), who you were introduced to in Source 3.52. It was Boelcke who invented the principles of fighter warfare. He insisted that pilots must fly up to a great height, from which they descended at high speed upon their enemy. He taught new pilots that they must be 'invisible' to their enemy. One technique was coming at the enemy with the sun behind them. In response, pilots learned to carry a piece of smoked glass, to allow them to look at the sun and see the attacker. They also wore fine silk scarves to allow them to look around more quickly. Boelcke also insisted that pilots should not fire wildly from a distance: ammunition, in light planes, was too precious. He taught pilots to follow an enemy plane carefully, and to ensure that they had it fully in their sights before they pulled the trigger. Finally, Boelcke and other pilots developed daring new tactics, such as the loop-the-loop, which involved flying in a great vertical circle and swooping down again on the enemy plane.

Swooping down firing upon soldiers in trenches or fighting in dogfights with other planes in the skies were not the only jobs of this new fighting technology. Take a look at the following sources to see what they reveal about another newfound role of the World War I aeroplane.

▲ **Source 3.55A** Painting of German airships (Zeppelins) bombing London, 1916

▲ **Source 3.55B** German Zeppelin, bombed by a British plane, crashing over Saint-Amand, in Belgium, front page of French newspaper *Le Petit Journal*, 27 June 1915

▲ **Source 3.55C** Image of Royal Flying Corp flying over a European city during World War I

- Is there ever a reasonable explanation to target civilians in bombing raids during warfare? **Explain**.
- Should acts of civilian targeting be judged as war crimes or even state terrorism? If so, who is the culprit? Who should be charged?

Commanders realised that the aeroplane, if made more powerful, could be used to drop bombs on the trenches or on enemy cities. The bomber was born. On 13 June 1917, the Germans sent a fleet of 20 bombers to England, where they dropped 72 bombs. The English civilians knew nothing of such attacks and came out into the street to wave to the planes, thinking they were British. Some 162 people were killed in this one raid, and more followed.

RESPONDING TO THE SOURCES – 3.32

1 **Describe** what is being depicted in Sources 3.55A, 3.55B and 3.55C.
2 What advantage(s) might aeroplanes like the one in Source 3.55C offer that Zeppelins such as those in Sources 3.55A and Source 3.55B wouldn't?
3 How do the targets of these bombing raids differ to that which is depicted in Hurley's photograph (Source 3.53)?

»

»

4   As you can see from the sources, early bombing techniques were very simple. The pilots of aeroplanes had to carry live bombs on their laps or between their legs, then lean out to literally drop them on the target below. How accurate do you think this technique would be? What problems might this cause for civilians living in the towns below?

5   Source 3.55C is described as an 'explanatory drawing', where the pilots are superimposed (drawn) upon the photograph to show the type of work the pilots did. How do you think this affects the source's usefulness as a historical source? What other types of sources would you like to interrogate to see how reliably this source reflects bomb dropping throughout World War I?

You may now wonder what were the effects of this newfound purpose for aeroplanes (and airships). Or, do you wonder what it felt like to experience a bombing raid first-hand? Do you wonder whether it was terrifying and horrific? Let's now look at a primary source account of the German bombing raids on London between 8 September and 13 October 1915. This account was recorded on 14 October by boys of Princeton Street Elementary School, London. Let's see what it reveals about what it might have been like.

T. Allen

Second London Air-raid Oct 13th

Last night, London's darkness was intense, when I returned home from Goudhurst, Kent at 7.50 o'clock. I went indoors and ate something then, as I was sitting at my ease in an armchair at 9.25 o'clock, I heard a loud bang and, as we all sprang to our feet, my brother Charlie said excitedly 'They're here again'. In my excitement I forgot any possible danger, and ran out into the street; and happening to glance upwards I caught a glimpse of, what looked like to me, a silver cigar. This, in reality was a Zeppelin with a searchlight focussed on it. Soon after the banging had ceased, I went to Chancery Lane and there saw a sight that fill me with horror. In the Strand and Aldwych a large amount of damage was done and people say that lumps of flesh were found sticking to the walls and posts. The reported casualties are forty-two.

▲ **Source 3.56** 'Impressions of the airship raids over London on 8 September 1915 and 13 October 1915, as recorded the next day by boys of Princeton Street Elementary School, Holborn', manuscript page, British Library. A copy of the original is available in the Interactive Textbook.

RESPONDING TO THE SOURCE – 3.33

1   According to the document in Source 3.56, what did these students actually see and how did they **describe** it?

2   What time of the day/night did this event happen, and do you think that would have been common? **Explain**.

3   How reliable do you think this document might be as a record of what happened in this event?

4   In the later part of the source it reveals evidence of damage and destruction caused by the air raid. **Conduct** a quick image search online using key terms to see how accurate this description is. (Key terms: air raid +London destruction + 8 September and 13 October 1915)

5   Reassess your answer to Question 3 in light of your research in Question 4. Has anything changed?

The war at sea: battleships and submarines

Earlier on in Section 3.1 of this chapter you studied how militarism was one of the causal factors in the outbreak of World War I. We now take this idea further by looking at military (and specifically naval) spending data in the years leading up to World War I to see what it reveals about the significance of the navy for the European powers at the time.

▲ **Source 3.57** Compound line graph on military spending prior to World War I

Source: OurWorldInData.org
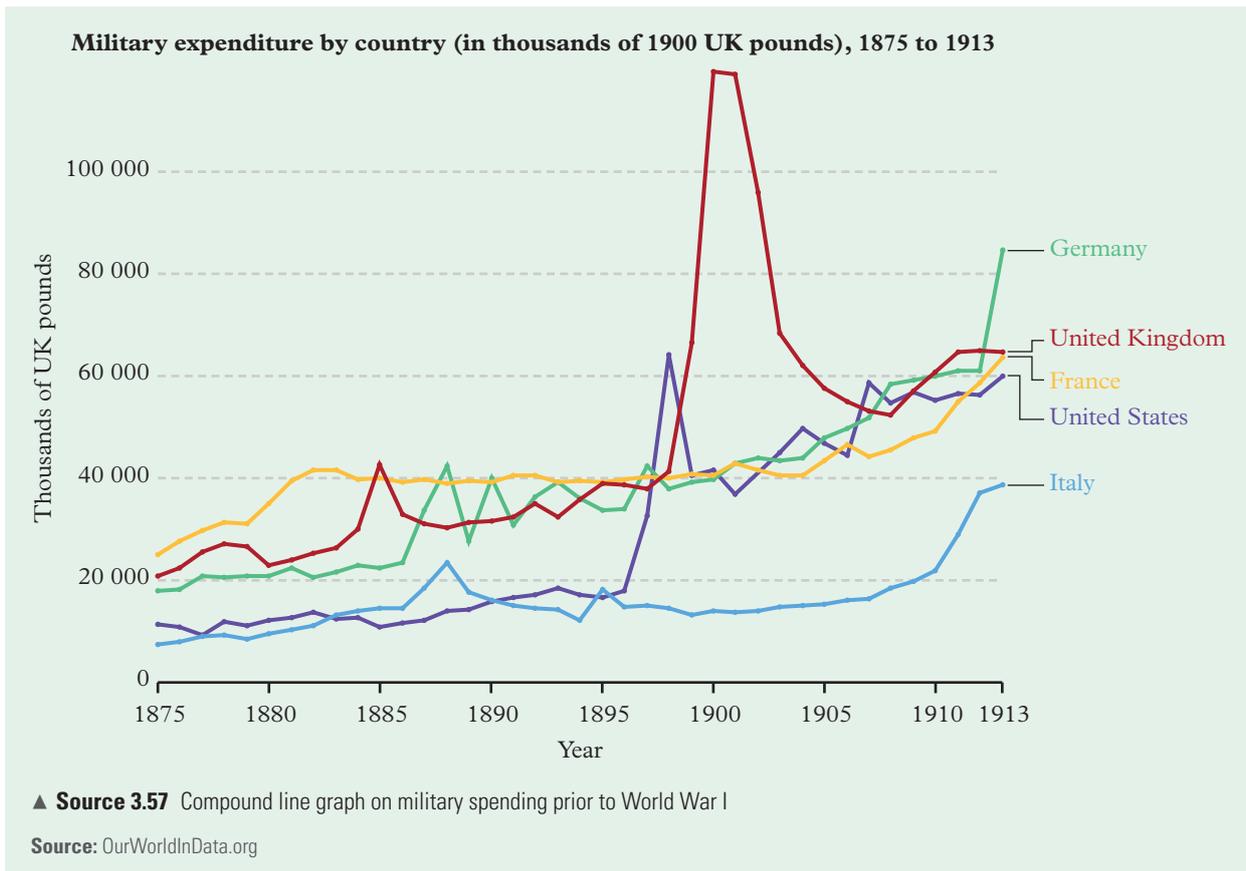
RESPONDING TO THE SOURCE – 3.34

1   What do you notice about the spending of the United Kingdom (Britain) in the early 1900s in Source 3.57, and how would you expect other nations to feel about this?

2   Does the trend of military spending of Germany, France and Italy after 1900 reflect your answer to Question 1?

3   **Use** your answers from Questions 1 and 2 to **hypothesise** about the relationship between the following:
   - UK military spending up to 1900
   - trends in military spending of other countries after 1900
   - whether this data reflects an arms race as a causal factor for World War I.

As you saw in the data in Source 3.57, military spending leading up to World War I pitted European powers Britain and France against Germany in a militaristic arms race, and naval spending made up a large percentage of this. Now let's look at Table 3.2, which provides comparative figures of each country's naval strength and spending on their navy, to investigate pre-war militarism further.

TABLE 3.2 Comparative figures of pre-war spending on navies, *Encyclopedia 1914–1918* online

Country	Dreadnought battleships and battle cruisers (laid down or budgeted in parentheses)	Shipbuilding expenditures in 1913 (millions of pounds sterling, current prices)	Percentage increase in shipbuilding expenditures (1902–04 to 1911–13)
Germany	22 (4)	11.4	131%
Austria-Hungary	3 (5)	4.4	270%
Italy	4 (6)	4.3 (1912)	246%
Britain	34 (3)	17.1	38%
France	4 (12)	7.0	41%
Russia	0 (4)	11.1	105%
Turkey	2	5.5	1100%

RESPONDING TO THE SOURCE – 3.35

1 Examine Table 3.2. Which country has the most battleships and battle cruisers? (Country #1)

2 Which country has the second most? (Country #2)

3 Locate online a percentage difference calculator. **Use** it to calculate the percentage difference between the country with the most and the second-most battleships and battle cruisers. Is the percentage significantly different?

4 How would you expect Country #2 to react to a percentage difference such as this?

5 Do the numbers in parentheses reflect your thinking in Question 4? **Explain.**

6 Now add Austria-Hungary's figures to Germany's (as they were allies). Does this amplify or contradict your early analysis? **Explain.**

7 Now add France's figures to Britain's (as they were allies). Does this amplify or contradict your early analysis? **Explain.**

8 **Summarise** in a paragraph your analysis of naval spending and naval strength leading up to World War I in terms of (i) individual countries, and (ii) collective allied nations.

Britain traditionally possessed the all-powerful Royal Navy. By contrast, Germany, under Kaiser Wilhelm II, had hastily built up its own navy to the point that it was a threat to the supremacy of the British navy. The Kaiser made no secret of his new policy of *Weltpolitik* (a policy of world domination), and openly admitted that his High Seas Fleet was not designed for national defence, but to challenge the navies of Britain, France and Russia. Admiral Alfred von Tirpitz did not expect to defeat the Royal Navy, but he hoped that the German build-up might make Britain more willing to make concessions in diplomatic negotiations. This arms race lasted through the 1890s and up until 1913. Germany responded with the Naval Bill (1908), but rapidly found that it struggled to pay the enormous costs of the program; by 1912, Germany had reduced the building of battleships, and concentrated on its submarine fleet. In 1912, the British Minister of War, Richard Burdon Haldane, even tried – unsuccessfully – to negotiate a treaty of weapons limitation with Germany.

In Britain, the government announced a massive program of shipbuilding, which enjoyed strong public support. In 1906, Britain unveiled the ultimate battleship: the HMS *Dreadnought*. It was estimated that it had the firepower of two or three normal battleships. It carried five gun turrets with twin barrels, shooting massive shells of 30 cm diameter, with a range of 22.5 km, plus a further 24 7.5-cm quick-firing guns and five Maxim machine guns. Additionally, the HMS *Dreadnought* contained four torpedo tubes for fighting off destroyers and torpedo boats. Its mighty engine gave 23 000 horsepower, allowing the ship to travel at 39 km per hour. Its fuel was a revolutionary mix of coal sprayed with oil to give a more intense fire, and it could travel for 12 000 km before needing to refuel.

▲ **Source 3.58** HMS *Dreadnought*

> Given the statistics you've read in Table 3.2, how would you describe the presence of battleships in the water? Furthermore, how might you expect Britain's rival Germany to have responded to a battleship such as this being produced?

◄ **Source 3.59** Smithsonian YouTube Channel video: *How the Battle of Jutland Pushed Britain to the Limit* (please see the Interactive Textbook to access this video)

Needless to say, Germany responded to Britain's production of the HMS *Dreadnought* by building four of the new *Konig* Class battleships. Nobody doubted that these ships meant that a great naval battle would one day occur. That day came on the 31 May 1916 in what has come to be known as the Battle of Jutland.

RESPONDING TO THE SOURCE – 3.36

1 Before viewing the video in Source 3.59, use Google Maps to locate the North Sea. **Discuss** with your group why this sea might be of military strategic importance to both the British and the German navies.

2 Locate and view online the 4-minute account of the naval battle on the Smithsonian's YouTube Channel video titled *How the Battle of Jutland Pushed Britain to the Limit*. **Assess** which country your group thinks won in this battle by using the following from the video:

   a diagrams of battle strategies

   b statistics of battleships and men lost

   c the navy in control of the North Sea.

As you saw from Source 3.59 the British Navy lost 14 ships and 6000 men in contrast to Germany's 11 ships and 2500 men. Many would judge this a military loss and give victory to the German navy.

Yet it was ultimately Germany who pulled its fleet out of the battle, leaving the Royal Navy control of the North Sea. Historians today still debate the victor of this significant naval battle.

MAKING THINKING VISIBLE 3.9

Attitudinal scale in a moral dilemma

You may choose to use information from discussions here in your seminar.

Britain strategically found ways other than naval battle to use its superior navy during World War I: naval blockade. Britain first used the technique of naval blockade – that is, using its warships to stop cargo ships bringing supplies of food and raw materials to Germany. This technique was highly effective, quickly causing German cities to starve.

1 In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

   ⟵──────────────────────────────⟶

Not Britain nor any country is ever within its rights to use its navy for such a purpose.	Britain was quite within its rights to use its navy for such a purpose.

2 Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.

3 You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

The submarine had existed before 1914, but was developed to its full potential during World War I. In response to Britain's blockade strategy, Germany used its fleet of U-boats (submarines) to attack cargo ships crossing the Atlantic, stopping crucial supplies of oil, rubber, metal and food from the United States and Canada to Britain. The German Navy placed fleets of U-boats in the middle of the Atlantic Ocean, where no enemy planes could reach them. They waited until a convoy (group of ships sailing together) approached, came to the surface and picked off ships one by one. In some cases, they did not even use torpedoes, just their deck guns.

This submarine warfare was highly effective, but by 1917 Germany was concerned that the war was dragging on, and that it might not be able to continue the fight. Kaiser Wilhelm II then approved unrestricted submarine warfare, meaning that

submarines would sink any ship sailing into British waters without warning. He hoped that if he could stop supplies completely, Britain would be starved into surrender, leaving France to fight on alone.

This decision had an unexpected, and finally fatal, consequence for Germany. On 7 May 1915, a Captain Kruger of U-boat U-20 made a momentous decision: he chanced upon the great passenger liner, *Lusitania*, and fired one torpedo at it. Until now, nobody had thought of firing on an unarmed passenger ship carrying civilians. To his amazement, his torpedo hit, and was followed by a second, much larger explosion, far bigger than any torpedo could produce. He watched through his periscope as the second explosion ripped a massive hole in the ship, which sank in less than 20 minutes. To this day, there is controversy about what caused the second explosion. Some believe that the Allies were smuggling ammunition inside the

passenger ship, and that this exploded and tore the hull open. Some 1200 passengers died, including many wealthy and important Americans. When news of the atrocity hit the newspaper headlines, American public opinion was outraged, but not enough to convince people that the United States should enter the European war. For a more in-depth analysis of some of the events mentioned here (British blockade and German unrestricted submarine warfare, among other interesting topics), listen to Richard Fidler's (ABC, 2021) podcast interview with Australian historian Paul Ham.

Consider the accusation around the second explosion. Do you think it is morally right for a government to use commercial passenger ships to transport/smuggle military material in a time of war? **Explain.**

In your student-led seminars you've explored the concept of historical change through the ways new weapon technology during World War I changed the nature of fighting.

Now you'll probe the concept of historical change further through the development of the German 'storm trooper'.

Breaking the stalemate – the German storm troopers

We are familiar with the ordinary soldier struggling with the dangers of the trenches. These experiences were very similar for all countries involved. As the war settled into stalemate (neither side advancing or achieving victory), the German army decided that it must develop a deadly new sort of soldier, the *sturmtruppen* or storm troopers. The following activity explores this new deadly development.

▲ **Source 3.60** A German U-21 submarine rescuing passengers from a sinking British cruise ship

This painting was created in 1915 by German artist Willy Stöwer. What does this painting reveal about the possible character of German sailors during 1915? Is this painting enough evidence on which to base this judgement? What other evidence might be useful? The artist Willy Stöwer was a board member of the German Navy League and patron of the Imperial German Navy. How might this information influence his portrayal of the German sailors in this picture? Do you think the artist's allegiances might affect the painting's accuracy as a historical source?

MAKING THINKING VISIBLE 3.10

Sketch-to-stretch and PowerWrite summary

1   Read the following text once without doing anything. Just keep a conscious mind on what you think throughout your reading. (Or, alternatively, have someone – teacher or student – read the text aloud for the whole class.)

2   Now read the text a second time. This time, as you read sketch what you're reading, using *images*, *symbols*, *diagrams*, *single words* or *phrases*. But you *must not write in sentences*.

3   Next, find someone in your class and sit with them. Each person in the pair has 1 minute to **explain** their sketch. After the explaining is done, return to your seat and use what you have seen and heard from your partner to edit your sketch for 1 minute.

4   Now read (or listen to) the text for a third time, while you add to or revise your sketch.

5   Lastly, you will now have 5 minutes (no more or less) to write a summary of what you have read (or heard) using your sketch as the stimulus. *Note:* you are *writing for learning* here, not writing to reflect learning. So be free and don't worry too much about grammar, punctuation and spelling. You are the only audience for your writing here!

The shock troops of World War I: the German storm troopers

As the war settled into stalemate, the German army decided that it must develop a deadly new sort of soldier, the storm troopers. In 1915, the Germans realised that the standard tactic of lines of men charging mindlessly across no man's land in a bayonet charge was ineffective, and they looked for an alternative. The Allies had already learned this lesson but had tried to solve the problem by developing tank warfare, relying on armoured vehicles that could advance into machine-gun fire without being harmed. Germany could not match the industrial production of the Allies, so it did not try. Instead, it turned to the radical new ideas of one General Hutier, who suggested what we now call a shock-and-awe tactic, an attack so savage that the enemy is simply paralysed. This involved using intelligence (military information) to identify weak points in the enemy's defences. Then the German artillery (cannon) would begin a heavy creeping bombardment in which the shells moved like a storm of lightning and thunder steadily forward across no man's land towards the enemy.

They also fired gas shells to force the enemy to put on their gas masks, making it more difficult for them to see. As the shells moved forward across no man's land, special assault troops crept forward like an oncoming virus just behind the explosions, and would not be seen by the enemy until they suddenly emerged from the ground and stormed the trenches like demons appearing from an evening fog.

The first 'Storm Detachment' was formed in 1915 and was improved further by 1916. These men were trained to be shock troops, chosen from the youngest, fittest and most intelligent men of the German army – the German soldier elite! Their training emphasised speed, aggression and determination. Unlike ordinary soldiers, who trained safely with blank ammunition, their training had been done with live ammunition. They were already hardened to the possibility of death, since many trainees died before they even left for the front. This is why the film franchise *Star Wars* called Darth Vader's elite soldiers by the same name – storm troopers!

These shock troops crept across no man's land almost noiselessly, wearing only ordinary light boots and cloth leggings called puttees. They sewed thick leather patches onto the knees and elbows of their uniforms, so that they could hug the rough ground and move quickly. They carried a Carbine 98 (rifle) slung across their back. This was less important than a bag of stick hand grenades, which were thrown as they approached the enemy trenches, and an automatic Luger pistol, which was more useful when it came to deadly fighting at close quarters within the trenches. In some cases, a team of three storm troopers would cooperate like a deadly trinity: one would throw grenade after grenade, another would quickly hand grenades to his mate, while a third would keep up suppressing covering fire with a machine gun to pin down the enemy and make them stay low in their trenches. In the confusion, the enemy would not even see the rain of grenades flying through the air until they started exploding in the trenches, and by then it was too late.

Once they attacked the trenches, the storm troopers overwhelmed the ordinary troops there, then spread out to left and right in an almost unstoppable attack. When they could advance no further, they pulled down sandbags and made a barricade, making it impossible for the enemy to recapture the trench.

These 'super-soldiers' became the 'celebrities' of the German forces. They were considered highly trained specialists and enjoyed the same hero worship as sporting stars in peacetime. They were never given ordinary trench duties but enjoyed special accommodation well back from the front lines, and much better food. They were even driven from their base to the front lines in comfortable buses.

When the storm troopers rose suddenly out of no man's land, they presented a blood-chilling sight: their new Stahhelm helmets, curved over their ears and neck, worn low to the eyebrow and painted with a Death's Head (skull) and two hand grenades, and their faces were dehumanised by their gas masks (much like the unnerving effect of the masks of Darth Vader and his storm troopers on audiences in *Star Wars*). Even troops who had been in the trenches for years, and who had seen fierce fighting, were terrified and paralysed by the savagery of these attacks.

At first, this strategy succeeded, and the storm troopers forged forward, broke through the Allied lines and captured large amounts of territory. But then the weakness of a rapid advance worked against them. They advanced too far, were cut off by Allied forces, and suffered heavy casualties. But General Hutier's clever strategy came very close to winning the war for Germany. It was one of the best strategic responses to the hopeless conditions of trench warfare and would help develop the later idea of *Blitzkrieg* (lightning war) for Hitler in World War II, just two decades on.

REFLECTING ON YOUR LEARNING 3.3

This section's key inquiry question – How was fighting conducted in World War I? – has led you to **analyse**, **evaluate** and **develop** your historical interpretations on the difference between World War I and 'traditional' wars of previous centuries. Furthermore, you have **investigated** how the conditions on the battlefields of World War I instigated new military technology that irreversibly changed the nature of fighting forever.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.4 Source-based inquiry 3: how significant was Australia's involvement in World War I?

FOCUS QUESTIONS

- What were some of the significant places where Australian men and women served during World War I?
- What do Australian experiences reveal about the significance of Australia's involvement in World War I?

Australia's proud record of service

Australia's armed forces have good reason to be proud of their contribution to World War I. Historian Robert Fleming reminds us in *The Australian Army in World War I* (2012, p. 3) that Australia was a 'small' country in terms of population – merely five million people in 1917, compared with Germany's 68 million and Britain's 46 million. Yet Australia sent 331 781 troops overseas, and suffered 210 000 casualties, of whom 61 519 died.
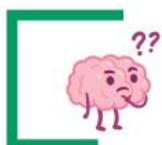
> ?? You might like to work out the percentage of the total population for these figures to see the significance of Australia's contribution.

Australian troops distinguished themselves by fighting very bravely, both in some hopeless and tragic military situations (Battle of Gallipoli, Battle of Fromelles) and also in some actions that proved crucial to the outcome of the war (Battle of Pozières, Battle of Villers-Bretonneux). It is significant that, of our total forces, only 4000 troops were ever captured by the enemy, suggesting that our soldiers had the determination to keep fighting at all costs.

Australia's first shots fired in World War I

Just two days after Britain declared war on Germany, Australia fired its first shots in World War I. However, you might be surprised to find out where and when these shots were fired. Investigate in Source 3.61 an extract from a news article from the Melbourne newspaper *The Age*, published on 6 August 1914, to see what it reveals.

You might be interested to know that the Australian pilot, a Captain Montgomery, who was guiding the ship towards the Heads at the time, had to wrestle with the German captain after the first shot was fired to persuade him that if he did not stop the next shot would hit the ship. Reports show that the Commander of Fort Nepean (Port Phillip Bay, Victoria) at the time was willing to sink the ship if necessary. The captain's decision to turn around that day probably saved him and his crew from the horrors of war, for they served out their time safely in a prison camp in Australia. This important act was commemorated at Portsea on 5 August 2014, when it was confidently described as the very first shot fired on behalf of the entire British Empire in World War I.

MAKING THINKING VISIBLE 3.11

Mapping the scale of Australia's involvement in World War I

1. Locate a blank political world map. (A political map is a map that has country and capital city names and their national borders.)
2. As you travel through this section of the book to address the sub-inquiry question What were some of the significant places where Australian men and women served during World War I?, annotate your map with the information in the dot points below – *where provided in the text* – to see visually the scale and significance of involvement of such a young and small country by population as Australia:
   - Where: the country where Australia was involved
   - When: the chronology of the involvement at each location
   - What: key events that took place
   - Why: reason(s) for Australia's involvement at each location
   - Who: the 'enemy' opposing Australian troops in each location.

Australia's first shot of World War I fired at Point Nepean

The first shot of the war, as far as Australia is concerned, was fired from Point Nepean fort at the Heads shortly after noon yesterday, when the German cargo steamer Pfalz was held up while passing out to sea. When the news reach[ed] Melbourne through an official wire from Queenscliff considerable excitement was aroused, as it was rumoured the vessel had cleared out to sea after being fired upon, and following so soon upon the news of the declaration of war between Great Britain and Germany, proved that Victorian defences in readiness for active warfare.

… it was noon before the vessel arrived off Portsea. Here she was met by the pilot steamer Alvina, from which the naval authorities are conducting the examination of all outgoing shipping. Upon naval officers boarding the Pfalz, her papers were found to be in order and nothing of a suspicious nature apparent to warrant her detention. At the time the naval boarding party was unaware that war had been declared between Great Britain and Germany, while Captain Kuniken and his crew were also oblivious of the grave turn of events since their departure from Melbourne.

… when in a direct line between Point Nepean and Queenscliff, those on board were startled by the report of a big gun fired from the fortress at Nepean. A puff of white smoke suddenly rose over the fortification, and a shell came screeching past, to fall into the water about 50 yards astern of the vessel. Spray was thrown up in all directions, and those on board were thrown into a state of alarm at the sudden attack upon them … Signals were then observed flying from Queenscliff, which soon enlightened the now thoroughly alarmed officers that they were to turn back. No time was lost in responding to this order, and at 1.30 pm Australia's first prize of war commenced her return to Hobson's Bay …

▲ **Source 3.61** Extract of news article, *The Age*, 6 August 1914

RESPONDING TO THE SOURCE – 3.37

1 According to Source 3.61, why and how was the German cargo steamer SS *Pfalz* stopped from leaving Melbourne?
2 According to the source, was the German cargo steamer SS *Pfalz* a threat to Australia's national security?
3 How did those on board react to the firing upon the vessel?
4 Why do you think the author of the article uses the language 'Australia's first prize of war'? What might this reveal about the future of the vessel?

Significant places: German New Guinea (August–September 1914)

Australia's first actual military campaign is less well known to our public, but it proved that Australian forces could complete a task successfully. The campaign in German-controlled New Guinea was close to home. The German Vice-Admiral's fleet of battleships was threatening Allied shipping in the South Pacific Ocean. The British gave the Australian forces the task of destroying the radio stations and supply bases that the Germans had set up to support the German Vice-Admiral's fleet.

Who, or what, do you think these men would expect to have to target with guns such as these? How do you think these men might have felt being asked to fire upon a cargo ship that posed no military threat to them or Australia?

▲ **Source 3.62** The gun at Fort Nepean that fired the warning shot in front of the SS *Pfalz* on 5 August 1914
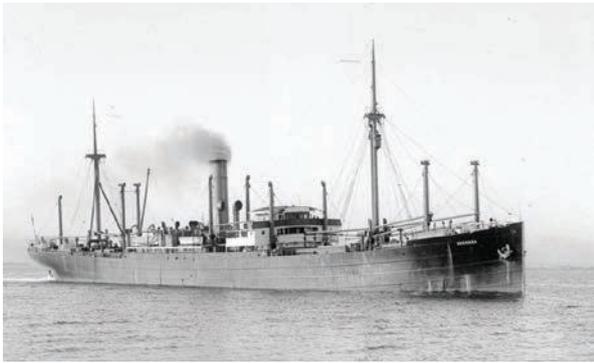
▲ **Source 3.63** The SS *Pfalz* was renamed the HMT *Boorara* (shown here) and was used as a troopship by the Royal Australian Navy

> Does the repurposing of this vessel by the Royal Australian Navy shown in this source justify the language used in the article (Source 3.62) as a 'prize'? How does this source support the idea that military intelligence and quality communication is integral for success in warfare?

Australia captures the first enemy territory in World War I

The Australian Naval and Military Expeditionary Force landed at Rabaul on 11 September 1914, then captured the German radio station at Bita Paka. Australian forces had successfully captured the first enemy territory of World War I and shown that they could play a military role in the Pacific Region.

Significant places: the Middle East

The origin of the acronym 'Anzac'

In October 1914, 20 000 troops of the Australian Imperial Forces joined up with 10 000 New Zealand troops at Albany in Western Australia. Together, they formed a new force known as the Australian and New Zealand Army Corps (Anzac), commanded by the British officer Lt General William Birdwood. The exact origin of the acronym is difficult to attribute but according to one account it was first used in Cairo, Egypt, in early 1915 where they trained before deploying to the front. The soldiers were soon being referred to as 'Anzacs'.

The now famous name of Anzac was invented almost by chance. Everybody was still referring to it as the Australian and New Zealand Army Corps, despite it being quite a mouthful. It was actually a young officer in the Army Stores who got tired of writing the long name on every order form he filled out for supplies, and who begged to be allowed just to write the initials. General Birdwood rather liked the sound of it and adopted it as the formal code name for the army.

Beersheba

In the Middle East, Australian forces fought the Turkish army, which was assisted by German officer-advisers. In 1916, the challenge was to capture the heavily fortified town of Beersheba, to break all the other German defences.

▲ **Source 3.64** An artist's representation of an Anzac recruit

> How would you describe the uniform? Do you think it was designed for the hot climate of the Middle East or the cold climate of Europe through the freezing winters? How well do you think this uniform would perform during long spells of pouring rain? What level of fitness would you expect the average Anzac soldier to need to 'perform' adequately in this uniform?

The Australian commander was concerned that the Turks were heavily dug-in at Beersheba, and backed by heavy artillery and machine guns. A charge over open desert would slaughter his troops. He had a simple but brilliant idea.

Light Horsemen Australian infantry who rode up to the enemy on horseback, dismounted, then attacked on foot. They differed from cavalry, which always attacks on horseback.

He realised that the Germans, expecting the usual attack, would already have set their guns to fire at a certain range – that is, exactly the point at which the **Light Horsemen** usually dismounted. It would not be easy to quickly rewind the guns to change their range. He therefore ordered his troops to charge, galloping at high speed like cavalry, and to use their bayonets like swords. The attack was so quick that the German guns were ineffective, and the Australians captured Beersheba with few casualties.

Significant places: Gallipoli

Of all the places Australians fought, Gallipoli stands large in the public's imagination. Prime ministers travel there on Anzac Day, and thousands of Australians young and old have followed them. In other parts of the world, many people have never heard of Gallipoli, while others ask in amazement why we so enthusiastically celebrate such a tragic, pointless and murderous military defeat – yes, Gallipoli was a failed military campaign and defeat for the Allies! Therefore, you will explore this significant place in great detail.

Through investigating Gallipoli with a strong focus on historical sources, you will be able to make your own evidence-based decision about the extent to which you think it appropriate that Australia celebrates such an event.

The real place of Gallipoli is shrouded with both respectful memory and a certain amount of myth. Historians – keen to represent our national history accurately – work hard to maintain the memory and the respect, but also to correct the myths. Our greatest duty to the men and women who served there is to find out what exactly they *really* went through.

Allied motive for invasion of Turkey

As war approached in 1914, both sides assumed and hoped that Turkey, then known as the Ottoman Empire, would stay neutral, because its military power was weak; the Ottoman Empire was regarded as an empire in decay. It had gradually lost territories in Europe and North Africa. Therefore, we begin to investigate the Gallipoli campaign by studying a map of Europe and the Ottoman Empire (including Gallipoli, Turkey) to investigate the geo-political reasons for invading Turkey.

▲ **Source 3.65** The Ottoman Empire and its European context

RESPONDING TO THE SOURCE – 3.38

1 Locate Istanbul and the Dardanelles on the map in Source 3.65.

2 **Consider** the following context before responding to Question 3:
- One of the Ottoman Empire's main military and political leaders, Enver Pasha, decided not to remain neutral. On 2 August 1914, he made a secret agreement allowing the Germans to sail battleships into the Dardanelles waterway and to anchor near Constantinople (the modern city of Istanbul). The Germans then closed the waterway with mines.

»

»

3 If Russia was an ally to Britain and France (and Australia) and was accustomed to exporting (selling) its products such as wheat or oil to its allies and receiving crucial ammunition it needed for the war, how might the German behaviour here in the Dardanelles be viewed as a cause for conflict with Turkey and a reason for an Allied declaration of war on the Ottoman Empire?

Winston Churchill's plan for a naval attack on the Dardanelles

As you know from your earlier study, by late 1914 World War I had settled down into stalemate. Commanders wondered how to break the deadlock of the trenches. In December, Britain's War Cabinet considered pressuring the enemy by attacking some point in the Mediterranean area. Russia then requested that the Allies attack Turkish forces in the area, to assist Russian troops defending their territory.

Here is how historians working for the Australian Broadcasting Corporation (ABC) describe a young Winston Churchill's bold plan.

Churchill's plan was to attack the city of Constantinople by sea. Constantinople had been the capital of great empires throughout history: Roman, Byzantine, Latin, and now Ottoman. After the founding of the modern Republic of Turkey in 1923, Constantinople was renamed Istanbul.

In order to arrive at Constantinople the plan required heavy bombardment of coastal forts along the Dardanelles, a narrow strait connecting the Aegean to the inland Sea of Marmara. Disabling the forts would allow the main attack force to advance on Constantinople, situated on the far northeast edge of the Marmara.

On 19th February, an Anglo-French fleet attacked the Ottoman forts at the mouth of the Dardanelles with little effect. However, British Naval Command remained convinced that the Ottomans had been weakened and the main attack was launched a month later on the 18th March under Admiral John de Robeck.

The attack strategy required a fleet of ageing battleships, cruisers and destroyers to break open the strait at its narrowest point. But as the ships advanced in formation they encountered mines that remained in place after previous attempts to clear them had failed.

Three ships were sunk, three put out of action and the remaining fleet was hastily withdrawn.

This defeat persuaded British Field Marshall Horatio Herbert Kitchener to redirect ground forces away from the Western Front to support a combined military and naval operation to capture the Ottoman forts along the Dardanelles' western shores. Thus the Mediterranean Expeditionary Force was formed as part of the British Army, under General Sir Ian Hamilton.

The change in strategy was noted by Ottoman Command and gave them time to prepare basic defences against a revised attack front.

▲ **Source 3.66** Extract from ABC website, *Gallipoli: The First Day*

RESPONDING TO THE SOURCE – 3.39

1 From what you've learned in Source 3.66, which city did Churchill plan to attack?

2 According to Churchill, what had to be done by the British in order to achieve victory in this plan?

3 Why was this plan not successful?

4 As a result of this failed plan, what new plan was made by the British high command? And, what evidence is there in this source that suggests that the new plan was also destined to fail?

◄ **Source 3.67** The British battleship HMS *Irresistible*, shown here, was sunk by guns from Turkish shore batteries at Gallipoli

> How useful is this source in assessing the readiness of the Turkish forces?

The plan for a land attack and the Anzac landing (25 April 1915)

The British Navy demanded army support in future attacks. The commander of the Mediterranean Expeditionary Force, General Sir Ian Hamilton, hastily planned a land invasion for 25 April 1915.

MAKING THINKING VISIBLE 3.12

Formulating a landing plan: Google Earth study of the geography of the Gallipoli peninsula

1   Locate Google Earth online.

2   Navigate to a broad map consisting of Turkey, the Dardanelles, Istanbul (Constantinople), the Black Sea, the Aegean Sea, the Mediterranean Sea and the Sea of Marmara.

   • The Allies wanted to sail their warships through the narrow strait from the Aegean Sea into the Sea of Marmara, where they could attack Constantinople (Istanbul) and make Turkey surrender. Once this was achieved, supply ships could sail into the Black Sea and provide Russia with supplies and weapons, and help keep the war going against Austria-Hungary and Germany on the Eastern Front. This would mean that Germany could not send all its troops to the Western Front.

3   Now zoom into the Dardanelles and locate the following places mentioned in this text:

   • The problem was that the Dardanelles Strait was protected on both sides up to *Canakkale* on the Eastern side and *Eceabat* (opposite Canakkale and on the European side) by forts and mobile artillery batteries, and by mines. To enable the Allied warships to sail through the Dardanelles and into the Sea of Marmara these forts and artillery batteries had to be destroyed.

4   Adjust the Google Earth image to show only the peninsula and decide where you might land troops to achieve the objective.

   • The Allies tried to sail warships through, but were forced back. The strait could only be entered if the forts and mobile artillery along the shores were destroyed by a land attack. You might like to know that the Allies had maps, but they did not have the aerial view that you are enjoying using Google Earth.

▲ **Source 3.68** Allied landings at Gallipoli, 1915

5   Take a screenshot of the peninsula and use a word processing program (like Microsoft Word) to mark on it where you would land troops. You might land them in one place, or in several.

6   In class discussion, **explain** why (benefits and potential risks) you have selected your location(s).

»

»

7   Now look at the map of the actual two main places where the Allies did land on 25 April (Source 3.68). One was at various places on the southern tip of the peninsula, in the area called Cape Helles. The other was north-west of Cape Helles, at what is now called Anzac Cove.

8   Return to Google Earth, zoom in and **describe** the terrain at Anzac Cove.

9   List the main advantages and disadvantages for the attackers and the defenders at this site.

10   **Consider** the advantages and disadvantages and **evaluate** whether you would land by day or by night. **Explain**.

11   You'll be interested to know that the invasion campaign failed. The Australian and New Zealand soldiers at Anzac Cove and the British and French at Helles were not able to advance much beyond the areas where they landed, and so were not able to attack the forts and artillery batteries. From what you know so far, suggest reasons why the invasion might have failed.

12   Now go to the ABC's *Gallipoli: The First Day* website and watch each of the episodes (total of approximately 25 minutes viewing) relating to the events of 'Story of the Day'. Test your ideas against the story that unfolds.

General Sir Ian Hamilton assigned the landing places according to the difficulty of each location. Contrary to myth, he did not throw the fresh Australian troops at the hardest point of landing. He assigned his own experienced, hardened troops of the 29th Division to the most difficult landing at Cape Helles. He correctly judged the Anzacs to be less experienced, and gave them the supposedly 'easier' landing at Gaba Tepe Headland. A small French army was assigned another landing. Hamilton expected rapid victory and promised to capture the Turkish capital in three weeks. He therefore only ordered supplies of food and ammunition for a short campaign. Expecting a small casualty rate of about 3000 men only, he ordered few doctors, nurses and medical supplies.

As you would have seen when completing Making thinking visible 3.12, the commander of the Anzac forces, General Birdwood, first landed 4000 men on Gallipoli at dawn, making the Australians the first to land. These 4000 men were to secure the coast as far as the third ridge, and then cover the landing of the rest of the Anzac forces. Small steamboats towed lines of lifeboats from the battleships towards the shore. It is unclear what went wrong. Some believe that the captains mistook a small headland for the larger Gaba Tepe Headland. Others believe that strong currents swept the boats off course. Whatever the cause, they landed 2 km away from the site that Hamilton had carefully chosen. Tragically, this placed them right amid the Sari Bair hills, an impossible landscape of steep cliffs to the sea, then ridges and deep ravines. The terrain was so hostile that the Turks thought that this was the least likely place to land, and therefore had stationed fewer troops there. As the Australians landed, they were met with a hail of bullets, and realised that the plan had gone dreadfully wrong. The second group of Australians then landed on the beach now known to us as Anzac Cove.
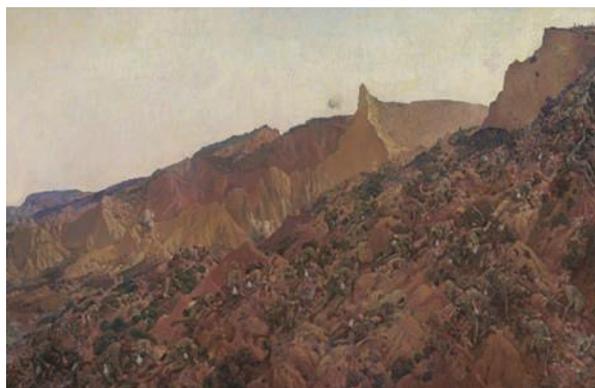
▲ **Source 3.69** Painting of the landing at Gallipoli by George Lambert: *Anzac, the Landing 1915*

RESPONDING TO THE SOURCE – 3.40

1   **Consider** the information in the dot points below and what you've already learned about the terrain at Anzac Cove from earlier study. **Evaluate** how accurate, and therefore reliable, you think Source 3.69 might be as a depiction of the Anzac landing.

   • The artist George Lambert was not personally at the landing at Gallipoli in 1915, and only painted this work some years later, in 1920–22.

   • The artist spent six weeks at Gallipoli after the war, carefully studying the site and the battlefields there, and made many sketches that he then used to do this painting when he came back to Australia.

   • Lambert obtained facts about the landing from the Australian official historian C.E.W. Bean and other members of the Australian Historical Mission during his visit to Gallipoli.

   • Alexander Colquhoun reviewed the painting in the Melbourne *Herald* on 4 May 1922. He wrote: 'This is not a pretty picture, nor a cheerful one, and there is an uncanny lack of anything individual or personal in the scrambling, crawling, khaki figures scarcely discernible against the rocky precipitous ground. It speaks, however, as a declaration of sacrifice and achievement in a way that no other war picture has done.'

   • The painting currently hangs in the Australian War Memorial in Canberra.

2   If you judged this source reliable, **explain** what this source tells you about the conditions at Anzac Cove.

Now let's explore the experiences of two Australian soldiers' reflecting years later on the landing at Gallipoli.

[On the approach to shore the firing] opened out into a terrific chorus. The key was being turned on the lock on the lid of hell. Some men crouched in the crowded boat, some sat up nonchalantly, some laughed, while others cursed with ferocious delight.

▲ **Source 3.70** Extract from an anonymous Gallipoli diary

RESPONDING TO THE SOURCE – 3.41

1 **Identify** the metaphors this Anzac has used in Source 3.70 to describe the nature of the landing he experienced. What do they suggest about his experience?

2 How does the soldier **describe** the reactions of the Anzacs in the landing boats? What does this reveal about the differing ways in which Anzac soldiers reacted to the Gallipoli experience (and soldiers' experiences of war in general)? Why might historians need to consider this when using primary accounts such as this in their investigations of the nature of fighting at the time?

[It was] very, very steep terrain, up steep gullies and it was pretty hard going. We didn't see many Turks at all … It was just a matter of 'go for your life'. And we got mixed up, we were all over the place. There was 5th Battalion, 6th Battalion, 8th Battalion all over the place. Till we got right up. When we got up to the – The higher we got up, the worse it got and then we got heavy fire and the casualties were very, very high. And, er ... we ... After that, we got the orders to dig in.

▲ **Source 3.71** Anzac Frank Parker's account of the landing
Source: ABC, *Gallipoli: The First Day*, 2015

RESPONDING TO THE SOURCE – 3.42

1 **Use** evidence from Source 3.71 to evaluate to what degree the landing was well organised, methodical and ordered.

2 According to Parker, when during the landing did the Anzac soldiers experience the most resistance from the Turks?

3 How does this description **compare** to the depiction of the event in George Lambert's painting (Source 3.69)? And, to what extent do you think this source validates (make something more reliable) the accuracy of George Lambert's painting as a historical source of the landing? **Explain**.

Soldier Bert Facey remembered that landing and offers further insight into the dangers confronted by the Anzacs on that morning.

Our casualties were heavy. We lost many of our chaps from snipers and found that some of these had been shot from behind. This was puzzling, so several of us went back to investigate, and what we found put us wise to one of the Turks' tricks. They were sitting or standing in bushes, dressed all in green – their hands, faces, boots, rifles and bayonets were all the same colour as the bushes and the scrub. You could walk close to them and not know. We had to find a way to flush the snipers out. What we did was fire several shots into every clump that was big enough to hold a man. Many times after we did this the Turks jumped out and surrendered or fell out dead.

▲ **Source 3.72** Anzac Bert Facey's reflection on a problem encountered during the landing
Source: A.B. Facey, *A Fortunate Life*, 1981, p. 325

RESPONDING TO THE SOURCE – 3.43

1   According to Source 3.72, what was the problem Anzac soldiers were faced with here?
2   How did the Anzac soldiers respond to the problem?
3   What level of Turkish preparation or readiness for the Anzac invasion is shown in this source? Which source from this section supports this idea?

A summary of the first day

Historian A.K. Macdougall (2004) contends in his book *Gallipoli and the Middle East* that the first day included some of the most savage fighting in the conflict. The Turks were commanded by the brilliant officer Kemal Ataturk and fought with enormous courage to defend their homeland. Turkish officers quickly moved more troops up to the area. The Australians were caught in a hailstorm of bullets, grenades and shells. Their officers were often killed first, so groups of soldiers struggled forward unguided to try to capture the target of the Third Ridge. Ataturk himself led his own regiment against the Australians – whom he called 'the English' – and threw them right back towards the beachhead. By nightfall, the Anzac forces had lost 3000 casualties (dead or wounded), and the remaining troops were barely clinging to the First Ridge. Instead of commanding 7 km of soil, the Anzacs commanded just 1 km. General Birdwood informed the commander, General Hamilton, that his troops were trapped and might have to be evacuated; Hamilton ordered him to dig in and hold his ground at all cost. After five days, the Australians had lost a staggering total of 8000 casualties (dead and wounded), while the British also lost 5000.

- The casualty toll more than doubled over the space of five days. Do you think a casualty toll such is this is a justifiable reason to declare an invasion campaign such as this a failure?
- How are you going with your decision on whether this historical event is worthy of celebration?

◄ **Source 3.73** Frank Crozier, *The Beach at Anzac*, 1919. Crozier painted this large scene after the war, but he did serve in Gallipoli in 1915, and also on the Western Front in Europe, where he witnessed the Battle of Pozières. Of all the artists of the AIF, he had the greatest direct experience of battle conditions.

The conditions at Gallipoli

The conditions at Gallipoli were some of the harshest any soldiers could experience. One English reporter wrote: 'The Australians are in the most extraordinary position an army has ever found itself, clinging as they are to the face of the cliff' (Ellis Ashmead-Bartlett, quoted in A.K. Macdougall, *Gallipoli and the Middle East*, 2004, p. 15). The area in which the 40 000 troops had to live was very small: less than 6 square kilometres – not much bigger than a modest dairy farm back in Australia.

As you've seen in your investigation so far, the terrain was very steep. The daily act of carrying heavy cans of water and crates of food and ammunition up to the top of the ridge was utterly exhausting, and was harder work than fighting in the trenches. In particular, there was not a single source of natural water at Anzac Cove. It was brought by ship in barrels, then put into metal cans and carried by men or mules up to the troops. Water became as precious as gold, and this made both washing and hydration against extreme heat very difficult. Soldier Jim Meek reflects on the lack of water available:

We were the dirty men who didn't wash at all … practically. Fresh water was too precious to use for washing. A man thought himself lucky if he had enough to drink

Source 3.73A Anzac Jim Meek, as cited on the website Anzacsiteandsound.org

◄ **Source 3.74** Image of Anzacs freshening up in the Mediterranean Ocean. Nowhere was safe at Gallipoli, not even in the water.

What does this photo suggest about the risk men were willing to take to 'freshen up' or clean themselves? How might this corroborate the idea that fresh water was too precious to use for bathing?

How would you describe the general mood of the Anzacs on the beach depicted in this painting? From their appearance, what time of year do you think is depicted in this painting? What evidence is there in the source that the British commanders planned to be at Gallipoli for a long period of time?

The army never mastered the basic skill of building adequate toilets, so soldiers used tin cans instead. Some 50 per cent of Anzac deaths here were not from Turkish bullets, but from disease. As historian David Hastings wrote in a newspaper article titled 'Letters from Hell', one New Zealand soldier in an interview years later went so far as to say, 'nobody looked after us, nobody seemed to care about us … We were short of food and short of water'. Another soldier Lieutenant Colonel Percival wrote in a letter to his father that, 'Every day 300 or 400 men are being sent out to hospital ships, and in most cases suffering from dysentery'. He continued offering insight into the Anzac response where he wrote, 'Captain Sinclair is fixing tubs of disinfectant on the beach for their men to soak their underclothes in'.

Men wounded on the front line at Gallipoli had the terrible job of often having to search for help themselves.

Hastings points out that they often

crawled from the battlefield or were carried by mates and stretcher-bearers down to the beach for preliminary treatment. Surgeons operated on the most urgent cases in the open air. Lesser wounds were dressed and the men had to wait, sometimes for days, to be transferred to hospital ships where doctors worked overtime cutting, stitching and amputating.

▲ **Source 3.75** David Hastings, 'Letters from Hell', *The New Zealand Herald*, 2020

Once treated, the wounded men would be taken to Malta, Egypt and Britain to recover.

Some were returned home and discharged as unfit for service. Hastings adds that, 'the unlucky ones would soon be returned to resume the battle'.

Scots officer Alexander McLachlan, on board the transport ship *Saturnia*, recalled the following in an interview in 1969.

We had an influx of wounded … About 700 men. It was only the doctor on the ship … They were brought onboard and only a blanket was put down on the deck and that's where they laid. One of the soldiers who was very badly wounded in the back … It wasn't a very nice sight because the bandage had come off the wound, and maggots were crawling in … So I got busy and cleaned out the wound and incidentally got him a glass of brandy to cheer him up well. It was a really terrible job to look after these chaps, and the captain got really annoyed about it. He went straight across to the headquarter ship and asked to see Admiral Wims who was in charge of all naval activities at Gallipoli at that time … And he did see him and the admiral couldn't believe that such things could be going on. So he hopped on his barge and came over to our ship, went aboard and had a look around … And when he was coming back down the gangway he had tears coming down his eyes … Within an hour we had 25 doctors and 50 orderlies aboard the *Saturnia*.

▲ **Source 3.76** First-hand account of evacuating wounded from Gallipoli

Source: Anzacsightandsound.org, *Maggots and brandy – evacuating wounded men*, 2020

RESPONDING TO THE SOURCE – 3.44

1   What does Source 3.76 suggest about the nature of the fighting at Gallipoli?
2   What does the source suggest about the facilities for evacuating and treating men wounded on Gallipoli?
3   What does Source 3.76 suggest about the numbers of casualties anticipated by the British military command?
4   Where in the source is there evidence to support the earlier point that many soldiers died from disease or infection?
5   Would you say that this source supports or challenges the earlier comment by the New Zealand Anzac soldier that 'nobody looked after us, nobody seemed to care about us …'?

Some 50 First Australians fought at Gallipoli, and 13 of them died there. You might be surprised to find out that evidence of this emerged long after the campaign; official documents did not record their ethnicity, and no photographs of these men have survived. These men remain among so many unacknowledged Australians.

Gallipoli from a Turkish viewpoint

The situation at Gallipoli met almost every criterion for a military disaster. The Turkish troops were already dug in, commanded high ground, and had cut down all trees to allow for a murderous sweep of machine-gun fire. They were highly trained, and were lucky to have 'short lines of supply' from their base. They also felt that they were defending their own homeland against foreign invaders.

Lieutenant Colonel Cemil Conk, the commander of the 4th Infantry Division on the Gallipoli Front, wrote the following in his memoirs.

Each private was issued with 900 grams of bread daily. The hot meals consisted of chicken soup, meat and bean stew, meat and chickpea stew, cracked wheat pilaf, dry broad beans and dried fruit compote. For snacks, they were issued dried sultanas and roasted hazelnuts. There was a regular distribution of tobacco as well.

▲ **Source 3.77** Turkish memoir on the feeding and provisions regime for Turkish soldiers

RESPONDING TO THE SOURCE – 3.45

1   According to the historians on the Australian War Memorial website Anzac troops lived on a staple diet of bully beef (tinned corned meat), army biscuits and jam. How would you judge the nutritional value of the Turkish soldiers' diet (outlined in Source 3.77) in comparison?

2   Tobacco was a luxury item. What does this reveal about the way the Turkish military treated its soldiers?

3   Why do you think it might have been a priority for the Turkish military to provide such a diet and luxury items such as tobacco to its soldiers at Gallipoli?

The Turkish troops fought bravely and fiercely. Their German allies supplied them with plentiful bullets, artillery shells and hand grenades, so they could exert constant pressure bombarding the Australian trenches. On occasions, hand grenades fell like rain into the Australian trenches; Anzac men who were good cricketers specialised in catching the grenades and 'bowling' them back at the Turks. The Turks then delayed throwing the grenades after pulling the pin, so that they were ready to explode just as the Australians caught them. Many a fine sportsman died trying to defend his fellow soldiers.

In translating more than 2000 pages of Turkish archives, including soldiers' diaries and letters from the Gallipoli campaign, historian Harvey Broadbent offers insight into the Turkish side of the story. In the following extract from his book, Broadbent explores an untold story.

There was one instance where a commander was brought to tears after discovering piles of folded clothes left by Turkish troops in the wake of his soldiers' advance … This is the idea of **martyrdom** for their religion. They had to go to their god clean [or] in as clean as possible a state, so they put their clean clothes on and [went] into battle. It moved Lieutenant-Colonel Sefik because he was a Muslim himself … But he was also the military tactician so it essentially pleased him that his troops were going in to fight with a determination … Of course, when he sees these clothes in the bush, that the men have changed into their clean clothes, he knows they're thinking that they are going to be killed … [For the Turks], following orders was the most important thing … But also you can't ignore the fact that the determination of the Turkish soldiers as shown in the documents was governed a lot by their sense of fighting for their religion as much as for their homeland.

martydom an act by a person of suffering or death for their religious beliefs

▲ **Source 3.78** Extract from Harvey Broadbent, *Defending Gallipoli: The Turkish Story*, Melbourne University Press, 2015

RESPONDING TO THE SOURCE – 3.46

1 What did the commander discover in Source 3.78?

2 Why did this discovery bring the commander to tears? What does this show about the commander's sense of humanity?

3 According to the source, what motivated the Turks to fight with such determination?

It is clear from Broadbent's work in Source 3.78 that the Turkish soldiers and their commanding staff had a great sense of duty and humanity: a benevolent duty to their country and fellow Turks and a strong sense of duty to their god. As the source suggests, this motivated them well in their defence of their homeland against the invading Anzac forces.

In this next activity you will look at another historian's work with Turkish sources, where he challenges the historical record by investigating the Gallipoli campaign from the Turkish perspective.

MAKING THINKING VISIBLE 3.13

Contestability and perspective

Associate Professor Mesut Uyar, UNSW's Ottoman Fellow, a leading expert on Turkey's role in World War I, offers insightful analysis from the perspective of the Ottomans fighting against the Anzacs. Uyar presents an alternative interpretation of some historical points and challenges the historical record – this is called *contestability*. Contestability is where the historical interpretations of historians and commentators differ about the same event; in other words, they contest the historical record and the topic is open to debate.

1 From the contextual information above:

    a Write your own definition of the historical concept 'contestability'

    b Cross-check it with a classmate's definition

    c Review and edit your definition where needed

    d Check it with your teacher if you feel the need for feedback

    e Finalise your definition in response to feedback.

2 From the information offered by Associate Professor Mesut Uyar in the right column, **identify** what he calls 'myths' or the popular account of events in the historical record and write them in the left column.

▲ **Source 3.79A**　Photo of UNSW's Ottoman Fellow, Associate Professor Mesut Uyar

▼ **Source 3.79B**　Associate Professor Mesut Uyar's interpretation of events.

Popular account of events (historical record)	Alternative interpretation offered by Associate Professor Mesut Uyar
	The machine guns at Anzac Cove on that first day are a fiction. In fact, a single platoon of Turkish infantry armed with rifles was in place that morning. In modern terms that would be 20 or 30 soldiers. But an Ottoman platoon had 83 soldiers. That's 83 experienced soldiers, with Mauser rifles, able to fire 10 bullets per minute – if you think about the effect on the Anzacs in their firing line, of course they would think they were facing machine guns.
	Another inaccuracy is the belief that the Turkish army took no prisoners. Because the Allied forces at Gallipoli had this policy themselves, historians automatically assumed the Turks did too. The archives report around 200 Anzac prisoners, but the real figure is likely to be much higher. Many of the heavily wounded prisoners passed away in field hospitals during the initial phases of their capture – often due to bombardment from their own side – so they never made it to the mainland to be listed as prisoners of war. The no-prisoner myth was fuelled by beliefs the Ottomans were an unruly rabble. But the records show their military was organised and well commanded in 1915.

»

3 Write a historical explanation in a well-structured paragraph about how Associate Professor Mesut Uyar is challenging the historical record of Gallipoli from a Turkish perspective. You may like to use the following paragraph structure:

  a Topic sentence introducing the contestability

  b Elaboration or explanation of the differences

  c Evidence from Associate Professor Mesut Uyar to support your earlier point

  d A concluding statement about contestability relating to this point.

4 Follow the same writing cycle process as in Question 1:

  a Write

  b Cross-check with classmate

  c Review and edit

  d Seek feedback from your teacher

  e Finalise in response to feedback ready to publish.

KEY CONCEPT

Contestability is when interpretations about the past are open to debate, as a result of a lack of evidence or different perspectives. For example, when different historians have their own interpretations or perspectives on an event in the past, which causes a clash or contest of opinions. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

Australian resilience and improvisation under fire

At Gallipoli, our troops, like the British and French, showed great resilience. For example, while the Turks had plenty of hand grenades provided by their ally Germany, the Anzacs had fewer. All ammunition came by ship from Australia. Not dismayed, they set up a 'bomb factory', making crude bombs out of tin cans filled with explosives, shrapnel and a fuse threaded through a hole in the top of each can.

The Turks also had expert snipers who could pick off any soldier who carelessly showed himself above the trenches. Australian troops quickly learned to use a periscope to observe the Turkish front line, and to locate possible snipers.

▲ **Source 3.80** Image from the Australian War Memorial of a sniper using a rifle with a periscopic sight while an observer checks the results with a trench periscope

How does this demonstrate Anzac improvisation? What further questions does this image provoke in you?

The great battles at Gallipoli

Gallipoli is also known for the savagery of the battles fought there.

We are well aware of the massive Australian casualty rate at Gallipoli, but we must bear a thought for the Turkish. In the Third attack on Anzac Cove (19 May 1915), for example, some 42 000 Turks attacked en masse, simply charging straight into Australian machine guns. At that time, there were only 1700 Anzacs on duty, but they were dug in and ready for the attack. At first, soldiers reported a fierce delight in mowing down rank after rank of Turkish soldiers. As the battle wore on, and the Turks suffered 10 000 casualties, delight turned to distaste: for professional soldiers, battle is one thing, but mindless slaughter is another. In the end, the Anzacs could not bear hearing the cries of hundreds of wounded Turks dying slowly in the hot sun, and arranged a ceasefire and actually helped the Turks carry away the wounded and dead. This loss must have been a national trauma for Turkey and we can only imagine the heartbreak this must have brought for thousands of families. The Turkish officer Ataturk never repeated this costly attempt to drive the Anzacs from the shore.

▲ **Source 3.81** The battles at Gallipoli

How does this map support the view that the Anzacs campaign was tough and they were fighting at a disadvantage?

The Australian forces had their own turn to attack in the summer offensives of mid 1915. In the Battle of Lone Pine (6–9 August 1915), the Australian First Brigade from New South Wales attacked Turkish positions, and met fierce opposition. They charged late in the afternoon, so the low sun was shining in the eyes of the Turks. The Anzacs quickly gained the front trenches, then spread out through the communication trenches. Both sides struggled in murderous hand-to-hand fighting with bayonets and hand grenades for three days. When the battle ended, the Anzacs had suffered 2000 casualties, the Turks an even more tragic 6000.

The Anzacs captured and held the site. In all, seven Australians received the Victoria Cross for bravery in this savage fighting. The battle took place in the area now occupied by the Lone Pine cemetery. You'll explore this battle in more detail now via an interview with the Head of Military History at the Australian War Memorial Ashley Ekins, where he discusses the ferocity of the Battle of Lone Pine and uses a diorama of the battle to explain its finer points.

RESPONDING TO THE SOURCE – 3.47

1   Watch Source 3.82. What does Ekin say would have come as a terrible shock to the Anzac soldiers in the battle?

2   Why was this unfortunate for the Turks at the same time?

3   According to Ekin, what was the strategy behind the Battle of Lone Pine? Was it successful?

4   Why does Ekin believe Lone Pine holds a special place in Australians' sense of history?

5   As mentioned by Ekin, the site of this savage battle is now a place of commemoration (perhaps conduct a Google search and take a look). There is often debate among Australians over whether military sites and events such as this should be celebrated for fear of glorifying war. What do you think?

   a   Should battles such as this be celebrated on Anzac Day (or any day for that matter)?

   b   Should sites such as this be seen by the Australian public as significant places to which to make pilgrimage?

   c   Considering the fact that the Battle of Lone Pine actually achieved nothing strategically important, is there a possibility of glorifying war or falsely portraying past soldiers with legend status (i.e. the Anzac legend) through commemoration in the manner Australia does?

6   Ashley Ekin argues that the real Anzac achievement at Gallipoli was not the landing or any battle victories, but 'hanging on through terrible conditions', and that this is what should be commemorated and celebrated as the Anzac spirit and the Anzac story. Do you agree?
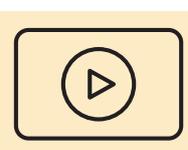
▲ **Source 3.82** The brutality of the Battle of Lone Pine: Ashley Ekins (please see the Interactive Textbook to access this video)

One important success at Gallipoli: the 'silence ruse'

One of the best examples of the Australian spirit was the evacuation of the Anzac sector on 15–19 December 1915, employing the **silence ruse**. All military retreats are dangerous, because a departing army can be suddenly attacked from behind by the enemy, and suffer massive casualties. However, by the inspired orders of General Sir Brudenell White, the Australian army was able to make a retreat without any serious losses.

This had to be managed carefully. First, White ordered that our troops stop using artillery or snipers, to create the impression that action was being reduced in preparation for winter. This was so the Turks would not be suspicious as our troops withdrew. On 15 December, the first of 36 000 Anzac troops were withdrawn, continuing over five nights. Nothing was left behind; all spare ammunition was destroyed. The first to go were the low-level service troops and reserve troops, leaving the battle troops to keep fighting. The fighting troops departed next, leaving only the machine-gunners on duty to come away last. By 19 December, only 10 000 troops were left on Gallipoli, and the Germans and Turks still suspected nothing.

silence ruse a detailed plan to allow Anzac forces to evacuate from Gallipoli in complete silence, and by stages, to avoid the possibility of a Turkish attack on retreating troops

White insisted that the entire retreat must be carried out in complete silence, as the Turkish trenches were so close that the enemy could hear the give-away sounds of an army departing. Thus, the horses were well fed with fodder so that they would not neigh out of hunger. The men were ordered not to speak except in low tones. Even the wheels of carts were greased so they would not make a sound.

General Sir Brudenell White still faced the problem that there were always gunshots from sentries throughout the night, and that the Turks would notice if suddenly the Australian positions fell completely silent. The solution was the ultimate in Australian inventiveness. The Australians set up a number of loaded rifles, held in place by sandbags. They then tied a piece of string to the trigger, and onto it they attached an empty bucket. Above that, they suspended a bucket full of water, with holes in its base. The water in the perforated can above dripped water into the second can below, and, when the second bucket gained enough weight of water, it pulled on the trigger. To make sure that the rifles fired randomly at different times, the Anzacs drilled some buckets with larger holes, so the can filled more quickly and fired earlier, while others were drilled with smaller holes, so that the rifle fired later, during the small hours of the morning.

▲ **Source 3.83** A rifle with a drip bucket attached to the trigger

Why might historians attribute this invention to saving many Australian lives? How do you think the Turkish soldiers felt upon realising the Anzacs had evacuated and these guns were unmanned?
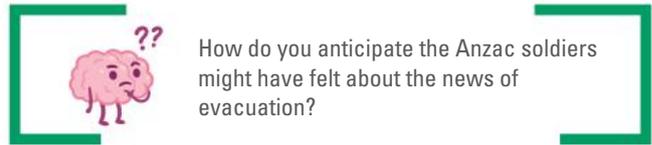
How do you anticipate the Anzac soldiers might have felt about the news of evacuation?

Now that you have the general idea of how the evacuation took place, let's investigate historical sources in an attempt to understand how Anzac soldiers might have felt about the evacuation after fighting for 10 months under such severe conditions. To begin, you will analyse (look at its features), interpret (make decisions on its meaning) and evaluate (judge its usefulness for a particular purpose) a cartoon produced by the Sydney newspaper *The Daily Telegraph* in 1915. The cartoon deals with the evacuation at Gallipoli.
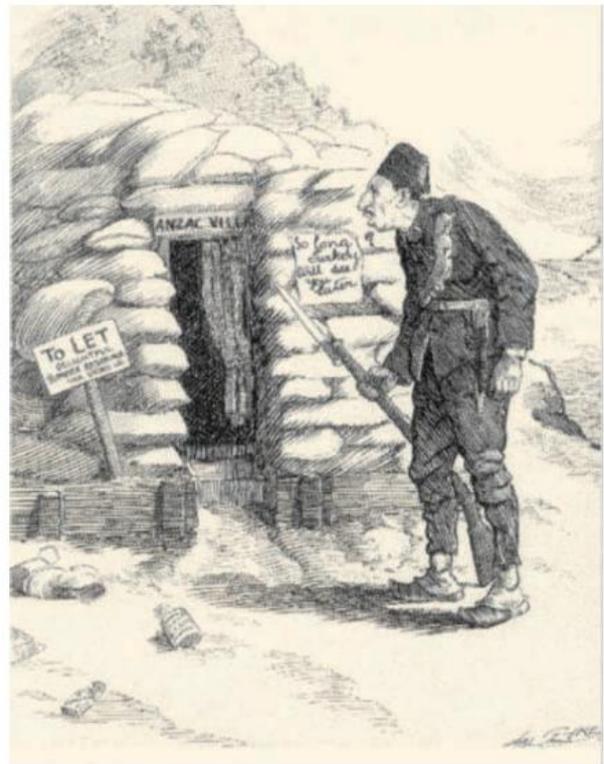
▲ **Source 3.84** Cartoon of the evacuation from Gallipoli

Source: 'So long Turkey, see you later!', Hal Eyre, *Daily Telegraph*, 1915, from the collection of the State Library of New South Wales

RESPONDING TO THE SOURCE – 3.48

1   Who published the cartoon in Source 3.84, when, and for which audience?
2   How accurately do you think the cartoonist depicted the conditions experienced by Anzac soldiers at Gallipoli? **Explain**.
3   What might the three signs and the caption in the cartoon reveal about the Australian public's view of the stereotypical Anzac soldier's character? **Explain**.
4   What does the Turkish soldier's posture and facial expression reveal about the way in which the Australian public might have felt about the Turks at the time?
5   Do you think this is a useful source to understand what the Anzac soldiers thought about the evacuation at the time?

You probably decided that the cartoon in Source 3.84 is perhaps not overly useful for understanding the Anzac soldier's perspective on the evacuation. However, it does give us a view of what the Australian public might have thought at the time.

Don't forget though, news from war zones didn't travel as fast as it does today via fibre-optic cables! Therefore, you'll now examine accounts from soldiers at the front to better understand what the soldiers felt about the evacuation.

I hope our poor pals who lie all around us sleep soundly, and do not stir in discontent as we go filing away from them forever.

▲ **Source 3.85** New Zealand soldier's reaction to the evacuation of Gallipoli

RESPONDING TO THE SOURCE – 3.49

1   Who do you think the Anzac is referring to in Source 3.85 where he says, 'our poor pals who lie all around us sleep soundly'?
2   What do you think he might mean by 'stir in discontent'?
3   Do you think this Anzac soldier is supportive of the evacuation? **Explain**.

The historian and official correspondent to the AIF Charles Bean noticed soldiers in the cemeteries, alone or in groups of two or three, tidying up graves at the time of the evacuation. Bean tells us their reaction to the news of the evacuation in the following source.

For days after the breaking of the news there were never absent from the cemeteries men by themselves, or in twos and threes, erecting new crosses or tenderly 'tidying-up' the grave of a friend. This was by far the deepest regret of the troops. 'I hope,' said one of them to [General] Birdwood on the final day [19 December], pointing to a little cemetery, 'I hope they won't hear us marching down the deres [valleys]'.

▲ **Source 3.86** Charles Bean's account of the evacuation
Source: Charles Bean, *The Story of Anzac*, Vol. II, Sydney, 1924, p. 882

RESPONDING TO THE SOURCE – 3.50

1   In Source 3.86, why do you think soldiers were drawn to the cemeteries upon hearing the news of the evacuation?
2   What do you think is meant by the words, 'I hope they won't hear us marching down the deres [valleys]'?
3   Does this source corroborate the account from the New Zealand soldier in Source 3.85? **Explain**.

As you are probably starting to work out from your interrogation of the sources, Anzac reactions to the evacuation varied, and a common sorrow was the thought of leaving behind their dead comrades. One Anzac sergeant wrote:

Hearts wrung by the sacrifices made and the irreparable loss of many of the brightest and best of our young nationhood, thousands of us said a sad farewell to those lonely graves on rugged Gallipoli.

▲ **Source 3.87** Anzac diary online

The Anzac chaplain Walter Dexter was given the task of mapping the graves of the more than 8000 dead. He wrote:

> I went up the gullies and through the cemeteries, scattering silver wattle seed. If we have to leave here, I intend that a bit of Australia shall be here.

▲ **Source 3.88** Walter Dexter, quoted in Australian Turkish Friendship Memorial Sculpture, *I Went Up the Gullies and Through the Cemeteries*, 2019

While Gallipoli was a defeat in military terms, its ending was a triumph of intelligent management. Some 10 000 Anzac troops had been killed in the fighting, but not a single soldier of the 105 000 surviving troops was lost. In addition, the army saved 300 valuable field cannon for later use on the Western Front.

A critical point of view about commemorating Gallipoli

Australia's involvement in Gallipoli is probably the best known of our nation's actions in World War I. In recent years, Gallipoli has become the most intensely beloved action in World War I in the public's mind, as Kokoda has been for World War II. Each year, thousands of Australians make a pilgrimage (respectful journey) to Gallipoli, and stand in the chill dawn of Turkey, deeply moved by the memory of the Australians who fought bravely here. Gallipoli was a military defeat, and some people grumble that we remember this defeat with such intensity and forget Australian victories such as the Battle of Beersheba. Others argue that this 'defeat' was actually an achievement of extraordinary courage and perseverance under almost impossible conditions, and reflected well on the sheer bravery and tenacity of Australian and other troops.

?? Should military campaigns such as Gallipoli, where Australia was part of an invading force, be commemorated in the same way as military successes or defences of one's own country (such as battles like Beersheba or Kokoda during World War II)?

Significant places: the Western Front

The Australian action at Gallipoli stands larger in our national memory than any other campaign in World War I, and yet Australia's actions on the Western Front in Europe were of greater scale and of larger importance to the war. Military historian Robert Fleming (2012, p. 20), in his book *The Australian Army in World War I*, writes: 'Although Gallipoli is often described as Australia's "baptism of fire", it would pale in comparison to what the Diggers were to experience on the Western Front.' Therefore, like the Gallipoli section, you will investigate the Western Front in great detail through a source-based approach to make your own evidence-based decisions about the significance of Australia's involvement there.

▶ **Source 3.89** The principal battle areas of the Western Front where Australians fought between 1916 and 1918

What do you notice about the proximity of the battles to the trench line?

In which part of Europe did Australians fight predominantly on the Western Front?

The Battle of Pozières (23 July to 3 September 1916)

The French village of Pozières was the scene of a savage battle that completely destroyed the village and killed many of the British and Australian troops holding it against the German counter-attack.

The name Pozières still strikes a chill in our national memory because this place was, as Charles Bean put it, 'more densely sown with Australian sacrifice than any other place on Earth'.

▲ **Source 3.90A** The main street of Pozières in 1914

▲ **Source 3.90B** The main street of Pozières in 1916, after the shelling

RESPONDING TO THE SOURCES – 3.51

1 From examining Sources 3.90A–3.90B, list ways in which the lives of people living in this town would have changed as a result of this battle.

2 To what extent do the photos support the opening paragraph of text above them, including Bean's quote?

3 How might the people of Pozières have felt about both sides of the war after returning to find their town the way it is shown in Source 3.90B? In other words, do you think any part of this battle can be judged as a victory based on these photos?

4 **Use** Google Earth to explore Pozières today. How has it changed? How has it remained the same?

Australians were among the troops sent to capture this village, which was valuable because it was on a high ridge giving a view over the battlefields below. The Australians of the 1st, 2nd and 4th Divisions made a total of 19 attempts over 42 days to capture the site, and suffered a devastating 23 000 casualties (killed, wounded or captured). In just the first day of the attack, the Australian 1st Division suffered 5285 casualties.

The heavy losses were partly due to their early success in capturing the village. Having taken Pozières, they discovered that they were almost completely open to bombardment from German artillery. The German guns began pounding the village to rubble, and there was literally no shelter in which to hide. One Australian officer recalled walking past and seeing a group of five Australian soldiers sitting at a table in the open, calmly playing cards as German shells rained down around them. When the officer returned later, the same men were slumped in their chairs, dead, having played their card game until, inevitably, a German shell finally hit them.

Here is how Australia's first official war correspondent Charles Bean recorded the devastation at Pozières:

> Imagine a gigantic ash heap, a place where dust and rubbish have been cast for years outside some dry, derelict, godforsaken up-country township. Imagine some broken-down creek bed in the driest of our dry central Australian districts, abandoned for a generation to the goats, in which the hens have been scratching as long as men can remember. Then take away the hens and the goats and all traces of any living or moving thing. You must not even leave a spider. Put here, in evidence of some old tumbled roof, a few roof beams and tiles sticking edgeways from the ground, and the low faded ochre stump of the windmill peeping over the top of the hill, and there you have Pozières.

▲ **Source 3.91** Historian Charles Bean describes Pozières
Source: C.E.W. Bean, *Letters from France*, 1917

RESPONDING TO THE SOURCES – 3.52

1   How would you **describe** the scene depicted in words by Charles Bean in Source 3.91?
2   Considering your analysis of Sources 3.90 (A and B) and 3.91, do you think he might be exaggerating?
3   He uses examples of *Australiana* in his description. What does this tell you about who the intended audience of his writing here might be?
4   This account by Bean was written based on what he witnessed first-hand at Pozières. Do you think it would have shocked its audience? What do you think was his reason for being so descriptive in his recording of this part of World War I history?

The website of the Australian War Memorial points out that Charles Bean was 'deeply affected by what he witnessed during the bloody battle of Pozières in 1916' and 'was determined that the sacrifice of Australian soldiers should not be forgotten'. This comes across clearly in his account in Source 3.91.

The battle of Pozières occurred at the same time as the French were facing a massive German attack nearby at Verdun and as the British were also facing attack at the Battle of the Somme. The men who survived this slaughter came away deeply shocked by what they had been through. Here is how Lieutenant John Raws of the 23rd Battalion characterised the experience:

> We are lousy, stinking, ragged, unshaven and sleepless. Even when we're back a bit we can't sleep for our own guns. I have one puttee, a dead man's helmet, another dead man's gas protector, a dead man's bayonet. My tunic is rotten with other men's blood, and partly splattered with a comrade's brains. It is horrible, but why should you people at home not know? Several of my friends are raving mad. I met three officers out in No Man's Land the other night, all rambling and mad. Poor Devils!

▲ **Source 3.92** Australian soldier's experience at Pozières

Source: Lieutenant John Raws, 23rd Battalion, 4 August 1916

RESPONDING TO THE SOURCE – 3.53

1   In Source 3.92, how does Raws describe the condition of the soldiers fighting at Pozieres?
2   What evidence is there in the source that offers insight into why the earlier mentioned men calmly playing cards at Pozières didn't move throughout the shelling?
3   What do you think Raws means where he says, 'but why should you people at home not know?'
4   To what extent does this source support the idea that the Australian soldiers' sacrifice at Pozières was significant? Is Charles Bean justified in his wish to record 'the sacrifice of Australian soldiers so that they should not be forgotten'?
5   Charles Bean also wrote that the Australian soldiers of Pozières 'looked like men who had been in Hell … drawn and haggard and so dazed that they appeared to be walking in a dream and their eyes looked glassy and starey'. Based on Raws' account (Source 3.92), is Charles Bean accurate in his description of the Australian soldiers of Pozières here? What does this mean for the reliability of both these accounts?

Australia's greatest military disaster: the Battle of Fromelles (19–20 July 1916)

For military historians, the name of the Battle of Fromelles is also a chilling one, because it was, for Australia, one of the most tragic and wasteful battles of the Western Front. In just 24 hours, 5533 Australian soldiers would be dead, wounded or missing. In all, 1719 of our troops were killed. Another 470 were taken prisoner. The attack did not achieve any goal whatsoever – apart from briefly confusing the Germans – and no land was captured. The Battle of Fromelles remains the worst one-day disaster, statistically, in Australian military history.

At the time, the British forces were planning their great attack of the Battle of the Somme, which they hoped would finally break through the German lines. They ordered Australian forces to attack nearby, near Fromelles, to create a diversionary attack (fake attack) to confuse the Germans as to where the real attack was. The Australian commanders warned the British generals that this was too dangerous a place to attack, but the orders were given. Three brigades of Australian troops were ordered to attack a heavily defended German position, across open land. The German positions were on the slight rise of Aubers Ridge, some 40 metres high, from which the Germans had a vantage point over all Australian troops. A young corporal named Adolf Hitler was in a concrete blockhouse during this battle.
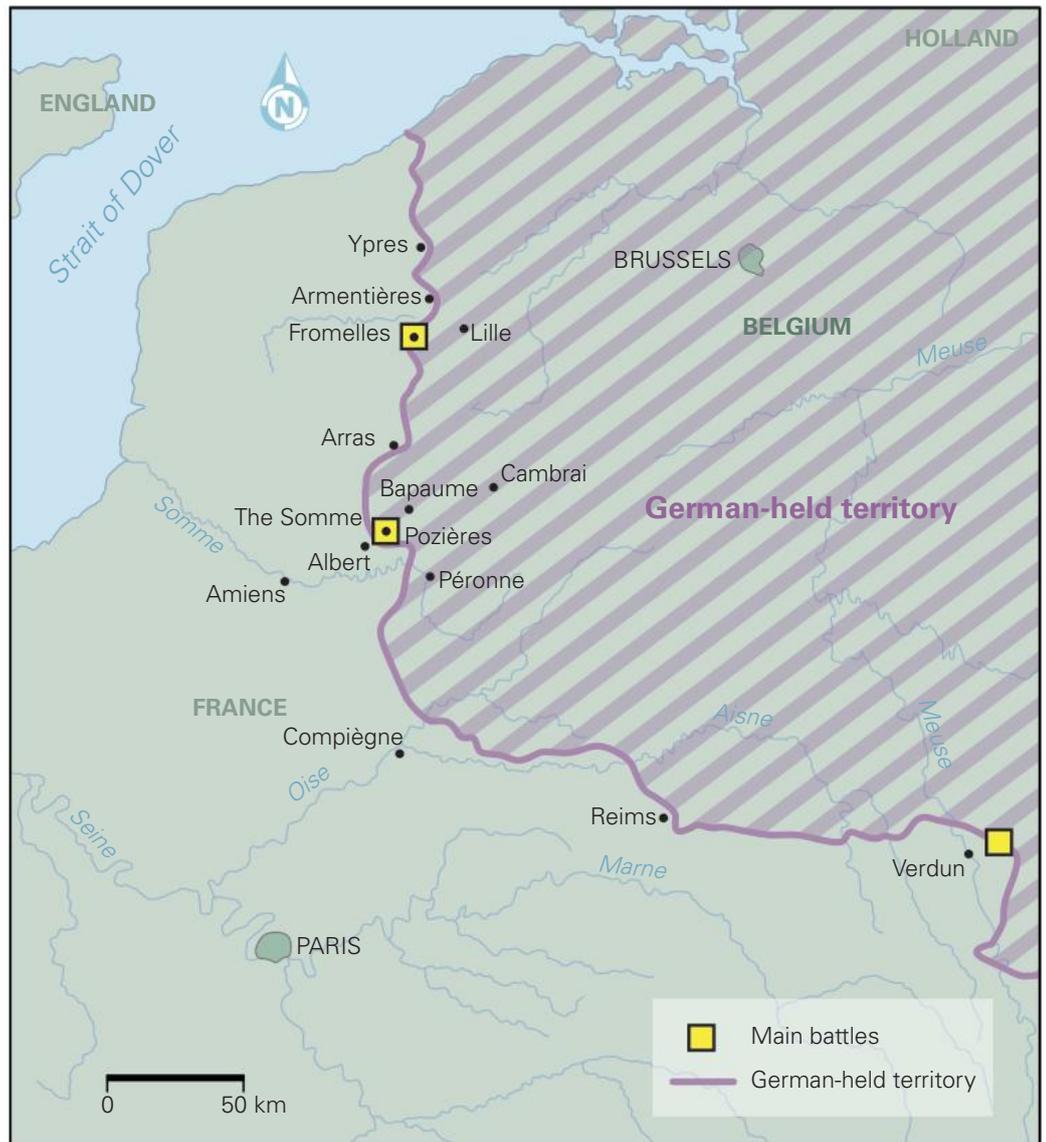
▲ **Source 3.93** Map of Western Front in relation to Fromelles, the Somme, Verdun. How far would you judge the major offensive of the Somme to be from Fromelles?
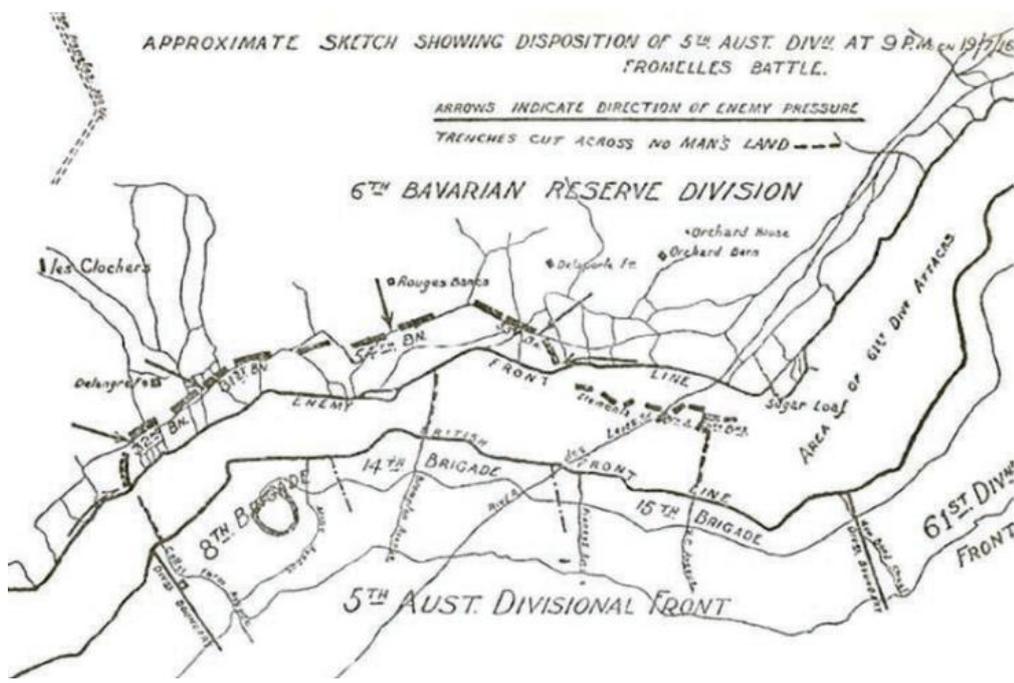
◄ **Source 3.94** Map of the Battle of Fromelles. Notice how close the German (depicted on the map as 'Enemy front line') and Allied (depicted on the map as 'British front line') lines were to each other along this part of the Western Front (Fromelles). Please note that you can zoom in on this map in the digital versions of the book.

What might this reveal about the nature of the fighting to come? What other information can you glean from the map that helps you understand the nature of this battle?

Historian Peter Burness wrote the following description of the battle for the Australian War Memorial in 2008:

The worst night in Australian military history: Fromelles

Just beyond the line held by the Australians … was the shell-damaged village of Fromelles standing on a strategically important ridge behind the German front line. The surrounding battlefield had been fought over by the British during 1915, and now a fresh attack against the ridge was planned. It was hoped that a strong diversionary attack here would prevent the Germans sending troops to reinforce their defences on the Somme. The attack was set for the evening of 19 July and the Australians and another untried British division, the 61st, were chosen to make the effort. The attacking troops were not familiar with Fromelles itself because it was in German hands …

On this battleground the opposing trench lines faced each other across a flat, boggy and overgrown no man's land criss-crossed with drainage ditches and a small stream. Because of the high water table, the trenches were mostly above-ground breastworks … [Machinegun] fire from the 'Sugarloaf' salient [the German held high point] could enfilade [spray] any troops advancing towards the ridge. The enemy held the high ground ...

The attack began at 6 pm on 19 July. The Australians were on the left, the British division on the right. Unfortunately, the preparatory fire from the artillery had failed to do much damage. Worse still, the attempts to quickly capture the Sugarloaf and remove the threat [of the machinegun fire] from there failed. It left the Australians' brigade on the right, the 15th, [to run 80–400 metres across open ground] facing murderous fire and to suffer alarming casualties … The fight went on into the night but the darkness brought little reprieve. The heavy fire from machine-guns and artillery, and the German counter-attacks, took a heavy toll. The Australians were told to hold on to increasingly impossible positions and as midnight approached even more men were poured into the battle …

Early in the morning while Major General McCay was still considering further attacks, he received reports of the overnight disaster and passed the news to the British commander and architect of the whole scheme, General Richard Haking. It was obvious that the idea of any further attacks had to be abandoned. By mid-morning most men who were able had withdrawn to their own starting lines. However, many of the wounded had to be left, while some groups of men became surrounded and had to surrender. … Almost 500 Australian and British troops became prisoners of war … The recovery of wounded went on over the next three days and nights.

▲ **Source 3.95** Historian's description of the Battle of Fromelles

Source: Peter Burness, *The worst night in Australian military history: Fromelles*, The Australian War Memorial, 2008

RESPONDING TO THE SOURCE – 3.54

1. In Source 3.95, what do you think the historian means by the phrase, 'the Australians and another untried British division, the 61st, were chosen to make the effort'?
2. How does the author **describe** the conditions of the battleground? Do they sound favourable conditions on which to fight a battle? **Explain**.
3. What evidence in the source suggests that the Germans had the advantage before the battle even began?
4. According to the source, why were the Australian soldiers so vulnerable in the battle?
5. How might the timing of the battle have added to the risk and ultimate casualty numbers?
6. Australian Sergeant Jimmy Downing recalled: 'Hundreds were mown down in the flicker of an eyelid, like great rows of teeth knocked from a comb. It was all over in five minutes'. Is there evidence in Source 3.95 that would support Downing's recollection, and therefore validate the accuracy of Burness' description?
7. By the end of the battle, what had the Allied soldiers achieved and, as a result, what did General Richard Haking order next?

Most bodies recently found at Fromelles still have pouches full of ammunition, suggesting that they barely lived long enough to fire a shot. Perhaps Private Sidney Donnan's words best sum up the battle where he wrote,

Getting over the parapet we found No-Man's Land a sort of hell on earth mainly through the moans of the wounded who were too numerous to get away, and the barrage was too heavy.

▲ **Source 3.96** Sir John Monash Centre, 'Fromelles: Australia's Worst 24 Hours', 2018

The slaughter that was Fromelles is remembered as the greatest loss by any one division in a 24-hour period during the entire war.

▲ **Source 3.97** Anzac memorial at the war graves in Fromelles

Considering what you know of the battle and the statue here, what do you think are the values that the Anzac soldiers displayed which are being commemorated here still today?

The German Spring Offensive (March 1918) and the Battle of Villers-Bretonneux (24–27 April 1918)

Until now, the armies of Germany and its allies had been divided in two, having to fight on the Western Front in France and on the Eastern Front with Russia. But in October 1917, the Germans had a stroke of luck. The revolutionary Russian leader Vladimir Lenin and his Communist Party (the Bolsheviks) seized power in Russia. The Bolsheviks knew that they could only stay in power if they withdrew Russia from the war. In the Treaty of Brest-Litovsk (3 March 1918), Russia made its own agreement with Germany to exit the war, without consulting with its former allies. Thousands of German troops came flooding back from Russia to the Western Front, bringing overwhelming reinforcements. The German commander, Ludendorff, was aware that the United States would shortly enter the war, and hastily organised a massive attack of 63 German divisions across a vast front of 110 km.

?? How is this development in Russia a good cause and effect example of the relationship between domestic political issues and international military responsibilities?

Let's move forward in time for a moment. On Anzac Day in 2009, the following article appeared in *The Australian* newspaper.

Bound by history, French children honour their debt

'We have not forgotten the Australians.'

That is the simple message of Pauline Lefebore, 10, who beams with pride as she tells how she and her classmates in a French village are keeping a promise made long before they were born.

Pauline and the 130 other children at the school in Villers-Bretonneux are raising money for children affected by Victoria's Black Saturday bushfires.

'You always have to keep your promises,' said Pauline's friend, Cécile Przewrocka.

This promise was made by their grandparents, and it is still written above the blackboard in the class of Chantal Macrez and every other teacher at the school: '*N'oublions jamais l'Australie*' (Let us never forget Australia) …

▲ **Source 3.98** Extract from Peter Wilson and Lauren Wilson, 'Bound by history, French children honour their debt', *The Australian*, 25 April 2009

RESPONDING TO THE SOURCE – 3.55

1 What does the article headline in Source 3.98 suggest?

2 Seeing that the article was published on Anzac Day, can you anticipate what the subject of the article might be about?

3 What are schoolchildren in France raising money for?

4 Does this article extract prompt any questions you'd like to know the answer to?

You probably wondered why the French school was raising money for an Australian natural disaster – the Black Saturday bushfires. Or what the connection between this school in Villers-Bretonneux and Australia is. Why the words of a promise made by the students' grandparents – '*N'oublions jamais l'Australie*' ('Let us never forget Australia') – are still written on the blackboard almost a century later? Well, you'll be interested to know that the article continues with the following sentence,

> A plaque on the front of the school tells how 1200 Australian soldiers died liberating the village from the Germans on April 24, 1918, in a fighting that destroyed the school and left the entire Rue du Pressoir in rubble.

▲ **Source 3.99** Wilson and Wilson, 'Bound by history', 2009

Let's now dig a little deeper into the events that occurred in Villers-Bretonneux almost 100 years prior to this article.

The Australian effort at the Battle of Villers-Bretonneux has received so much praise – especially from the grateful French of that region – that it is easy to miss the true significance of the event. In 1918, the German army had made a final great push for victory, and had smashed through the Allied lines. When the Germans took the town of Villers-Bretonneux, they were close to capturing the major city of Amiens. This city was the centre of the main railway line to Paris, which was the lifeline along which the Allies could move their troops up to the front. If Amiens were captured, the Allies would not be able to move more troops to the front, and the war would be lost. The Allies were, literally, just days from defeat and much hinged on this little French town of Villers-Bretonneux. Allied defeat in The Great War was balanced on a knifepoint at this moment.

Historians from the Sir John Monash Centre Australian National Memorial in France offer the following historical interpretation on the Battle of Villers-Bretonneux (Source 3.100).

> … As the Australians advanced towards their objectives that evening British soldiers of the 23rd Brigade, reforming after their withdrawal from the town, yelled out to them, 'Jerry's coming, Give 'em hell, Aussie, they've knocked us rotten'.
>
> As the Australians advanced they started to receive fire to their flank [edge of the group] from woods they believed to be clear of Germans. The rate of fire though was going to cripple the advance before it began. In an action involving a number of West Australian soldiers, Sergeant Stokes and Lieutenant Sadlier cleared the Germans from the woods using rifle grenades, Lewis guns and even the Germans' own stick grenades. An action that allowed the attack to continue as planned.
>
> According to Charles Bean, Australia's Official War Historian, there was no holding back the attack. Bean reported that, the Australian Officers and N.C.O.'s during the next half hour showed all the capacity that was in them, in guiding and marshalling these men that had thrown off the restraints of civilisation and 'were what the bayonet instructors of all armies aimed at producing by their tuition – primitive, savage men'.
>
> The ferocity of the Australian assault was extremely effective and by early morning on 25 April, the third anniversary of the Anzac landing at Gallipoli, the two Australian Brigades had achieved the majority of their objectives.

▲ **Source 3.100** Historical interpretation on the battle of Villers-Bretonneux, Sir John Monash Centre

RESPONDING TO THE SOURCE – 3.56

1   From Source 3.100, **deduce** whether this battle was fought during the day or night.
2   Historians have chosen to include the primary quote, 'Jerry's coming, Give 'em hell, Aussie, they've knocked us rotten' into their historical description. What does it reveal about the nature of the fighting between the Germans and British prior to the Australian involvement?
3   According to this source, in what type of environment did fighting take place?
4   What is suggested by Charles Bean about the effects of war on Australian soldiers at Villers-Bretonneux where it states, 'men that had thrown off the restraints of civilisation'?
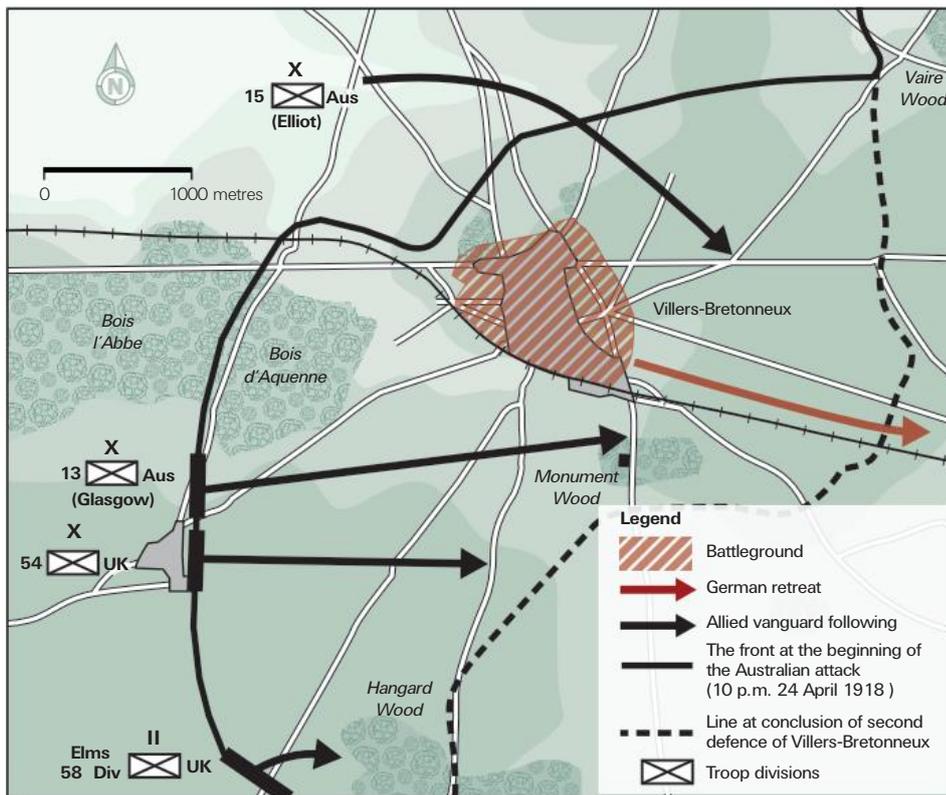
◄ **Source 3.101** Map illustrating the general line of attack of the 15th (top) and 13th (lower) Brigades, encircling the town of Villers Bretonneux

> To what degree does this map reflect the evidence in Source 3.100? Why might this strategy be described as a 'pincer movement' and why do you think it was successful in capturing the town?

▲ **Source 3.102** Painting by Captain Will Longstaff depicting the night counter-attack to Villers-Brettoneux that recaptured the town and checked the German advance on Amiens, 24–25 April 1918

> To what degree does this source support evidence found in Source 3.100? What does the left section of the painting reveal about the nature of the fighting between the Australians and the Germans? How reliable is this depiction with respect to the fact that the artist fought at Gallipoli and in France on the Western Front, but not at this particular battle?

▲ **Source 3.103** The ruined buildings of Villers-Bretonneux from the window of the South Chateaux in the area that was recaptured by the 13th and 15th Brigades

> What does this source suggest about the environment in which this battle was also fought? How does this add to your understanding of the nature of fighting in this battle?

between the two forces in the rubble of houses and in the cellars beneath.'

Recapturing Villers-Bretonneux had significant tactical importance for the Allies. It was largely due to the Australians' capture of Villers-Bretonneux that Amiens was saved, as the Germans needed that high point from which to use artillery against the city. Denied such a facility, the Germans did not have a direct line of sight or of fire, and were further back from Amiens. But above all tactical importance, we should not forget the sacrifice and relationships that resulted from this horrific battle. As Source 3.98 suggests, the significant relationship forged through adversity between the people of this little French town and Australia will endure long after the shell craters have been filled and the destruction rebuilt.

From your study of the sources so far you probably have realised that the battle of Villers-Bretonneux was fought in fields and forests around the village and also later in the village itself.

The Anzac Centenary website points out that this battle was the first time in the war that tanks were employed by both sides. 'The Germans had begun their attack on the village with tanks and the Allies also used tanks to repel them. The Australian attack linked up on the eastern side of the village, surrounding the enemy and expelling the Germans from the village completely. This involved close-quarters fighting

A triumph of Australian strategy: the Battle of Hamel (4–5 July 1918)

The Battle of Hamel was not simply an Allied victory, but a sign that Australian forces were leaders in developing new strategies to bring the stalemate of war to a successful conclusion.

Hamel was important because it was located on a rise near Villers-Bretonneux, providing the Germans with a platform from which to shell that town. From there, they could also threaten the major city and railway line of Amiens. The British handed the task of capturing Hamel to Lieutenant General John Monash. He was very much aware that the Allies desperately needed a success in battle. He would have been aware that troop morale would improve. He was also sharply aware that people on the home front in Australia were dismayed by the massive lists of casualties, which the government still allowed the newspapers to publish without any censorship. In Source 3.104, investigate a comment made by Monash to see what it reveals about his tactical thinking.

> … the true role of infantry [foot soldiers] was not to expend itself upon heroic physical effort, not to wither away under merciless machine-gun fire, not to impale itself on hostile bayonets nor to tear itself to pieces in hostile entanglements – (I am thinking of Pozières and Stormy Trench and Bullecourt, and other bloody fields) – but on the contrary, to advance under the maximum possible protection of the maximum possible array of mechanical resources, in the form of guns, machine-guns, tanks, mortars [cannon] and aeroplanes; to advance with as little impediment as possible; to be relieved as far as possible of the obligation to fight their way forward; to march, resolutely, regardless of the din and tumult of battle, to the appointed goal; and there to hold and defend the territory gained; and to gather in the form of prisoners, guns and stores, the fruits of victory.

Source 3.104 Sir John (General) Monash comments on military strategy

Source: John Monash, *The Australian Victories in France in 1918*, 1920, p. 96

RESPONDING TO THE SOURCE – 3.57

1 How does Monash criticise past strategy during World War I in Source 3.104?
2 What does Monash believe is the most effective strategy to utilise the infantry and achieve victory?
3 What insight does this source offer into how the battle of Hamel might have been fought knowing that Monash was leading the task?

From your interrogation of Monash's comment, you probably gathered that he rejected the traditional, but pointless, tactic of mass infantry attacks, across open ground, against machine-gun fire. This had only led to repeated slaughters and to massive casualties, often without any ground being captured. He developed instead the idea of combined arms, by which most of the heavy work was done by artillery fire, gas attack, aircraft attack and massed machine-gun fire, all coordinated in one attack to cover the advance of the infantry. He believed that, if the infantry was properly supported by covering fire, it could capture the fortified German position at Hamel in 90 minutes. In the event, it took just 93 minutes.

It is said that Monash was a brilliant planner with new ideas and a mastery of fine detail; that he briefed every soldier in detail about the plan of attack. You will now investigate a war diary from 3 Squadron Australian Flying Corps to see what it reveals about Monash's planning, whether concerning the infantry on the ground to the air force in the skies. Was he truly a tactical genius? As you continue through your study of this battle, evaluate to what degree you think John Monash deserves the accolades he received. After all, one of Australia's leading universities is even named after him.

▲ **Source 3.105** John Monash

War Diary July, 1918

Place: Villers Bocage

Date	Summary of Events and Information
01/07/18	July opened with very warm weather causing thick heat haze over the front. This was especially bad over the valley of the SOMME, preventing any observation for destructive shoots. The usual patrols were carried on under difficulties. Enemy aircraft activity was slightly above normal and several formations were seen.
02/07/18	Another hot and dusty day making flying uncomfortable and observation difficult. Only two destructive shoots were got off. At 5.00 p.m. the Squadron received a visit from the Rt.Hon. W.M.HUGHES, Prime Minister of Australia, accompanied by the Rt. Hon. J.COOK, Minister for the Navy, General Sir Wm. BIRDWOOD, and Lieut.–General Sir John Monash, G.O.C. Australian Corps. MR.HUGHES reviewed the Officers and personnel of the Squadron and in a short speech paid a tribute to the good work which the Australian Flying Corps was doing.
03/07/18	Also warm weather and nothing of special interest. Usual patrols carried out. Information having being received of an impending attack by the Australians on the following morning, all energies were devoted to making complete arrangements for a close contact on the morrow. A careful programme was made out which would ensure a thorough observation of enemy movements after the fourth. The Australians with several companies of Americans were to attack on a two miles front.
04/07/18	Day broke fine and the first patrols were over the battle line at daybreak. Two machines called for flares South of the SOMME and one machine North of the SOMME. The approximate position of our forces was dropped at Corps Headquarters on their return and these reports (after confirmation) were found to be exceedingly accurate. Three machines were kept on the line during the whole day watching for any signs of impending counter attack and working in co-operation with the Artillery in silencing many enemy batteries. Our machines engaged with machine gun fire any targets that presented themselves. Bombs were dropped on batter positions and living targets and altogether things were made very unpleasant for the enemy. An experiment was tried on this day of dropping ammunition by parachute from aeroplanes. No. 9 Squadron took this in hand working from this Squadron's aerodrome. About 90 boxes of S.A.A. were dropped just behind our new front line totalling altogether about 11400 rounds of ammunition. This enabled the attacking forces to be well supplied with small arm ammunition and thereby saved much fatigue work and carrying parties Lieut. A.E. Grigson, Pilot, and Lieut. E.H. James, Observer, whilst on patrol at about 9.00am were attacked by two E.A. Scouts which dived on to[sic] our machine. The Observer fired bursts into the E.A. and one scout was seen to fall out of control. The remaining E.A. withdrew. Again at 9.30 a.m. three E.A. Scouts attacked the same machine. One E.A. was brought down out of control and the remaining E.A. withdrew. This was a very fine performance on the part of the Pilot and Observer concerned whom continued on their patrol. Later in the afternoon photographs were taken on the new front line, altogether 108 plates being exposed. During the evening several MONF shoots were got off which finished up a most successful day. The information gained and brought in by out machines was most valuable, especially with regard to the enemy's artillery positions and also the constant presence of our patrols in the air tended to keep the enemy's movements to a minimum. Taken altogether the day was somewhat in the nature of a record, the following being a summary of the days work:

Enemy batteries engaged by Zone call	3
Batteries neutralised	17
Artillery Patrols	20
Contact Patrols	3
Counter attack patrols	11
Plates exposed	108
Bombs dropped	138

▲ **Source 3.106** A war diary from No. 3 Squadron Australian Flying Corps describes the scene at Hamel. Please see the Interactive Textbook for images of these original diary entries.

RESPONDING TO THE SOURCE – 3.58

1   According to Source 3.106, what time was the battle begun on 4 July?

2   According to the source, what were the ways in which aeroplanes were used during the Battle of Hamel?

3   List evidence from the source that might support the idea that the Battle of Hamel was a successful example of Monash's strategy of coordinated attack?

4   Why might this document be a highly reliable and very useful historical source for understanding the nature of the Battle of Hamel?

By now you've probably realised that Monash's plan worked superbly well. On 4 July 1918, the first patrols were over the battle line by daybreak and at 3 a.m. the artillery opened fire as they had done every morning for weeks. As usual, the Germans put on their gas masks, meaning that – as Monash intended – they could not see, communicate or aim their weapons as well. The noise of the exploding shells covered the advance of 60 tanks towards the front line. At the same time, the RAF sent a squadron to pound the German trenches with 350 heavy bombs, forcing the enemy to stay deep in their dugouts. The artillery then began a creeping barrage that moved slowly forward across the battlefield, jumping ahead a set distance every few minutes.

The Australian and American infantry now stood up and began walking across no man's land under cover of the artillery fire. Unfortunately, some shells misfired and fell short of their proper distance, and landed on Australian and American troops, killing a number of them. The troops then reached three strongpoints – the 'Pear' (shaped) Trench, the Hamel Woods and Hamel Village – and began to fight the enemy. At the 'Pear' Trench, the attack was only partially successful, because the covering tanks had failed to arrive, and the Australians had to storm machine-gun nests using just bayonets. By the time their tanks caught up with them, the soldiers had captured the targets and were all having a smoke break. At the Hamel Woods, the tanks did their work properly, but once again victory also depended on some truly brave actions by individual soldiers who captured machine-gun nests alone. At Hamel Village, too, the 27 tanks assigned as support arrived late, and the infantry had to capture the site by a traditional attack on foot. There was heavy fighting in and near the village, but the eventual arrival of the tanks allowed the Australians and the Americans to capture the site.

Monash further confused and divided the Germans by launching a diversionary attack at nearby Ville-sur-Ancre, which made the Germans move some troops there, away from Hamel.

Significance of the battle

The Battle of Hamel was, by any measure, a clear victory for the Allies. All the objectives were finally captured, despite some failures by the covering tanks. It is true that a determined group of German storm troopers counter-attacked the following day, 5 July, but they were finally fought off.

The casualty statistics were very different from those of the great slaughters of 1915 and 1916. Allied losses amounted to around 1400 Allied killed or wounded. There were 1062 Australian casualties (including 800 dead) and 176 American casualties (including between 13 and 26 killed) during the main attack and a further 142 casualties among the 15th Brigade during their diversionary assault around Ville-sur-Ancre. The Germans suffered 3600 casualties, 2000 killed and 1600 captured, along with the loss of much of their equipment.

The Battle of Hamel did not, by itself, secure final victory. What was clear, however, was that the Allies, assisted by Monash, had finally developed a technique to overcome the deadly conditions of trench warfare by careful planning to shelter the infantry from enemy fire and by concentrating suppressing fire upon them.
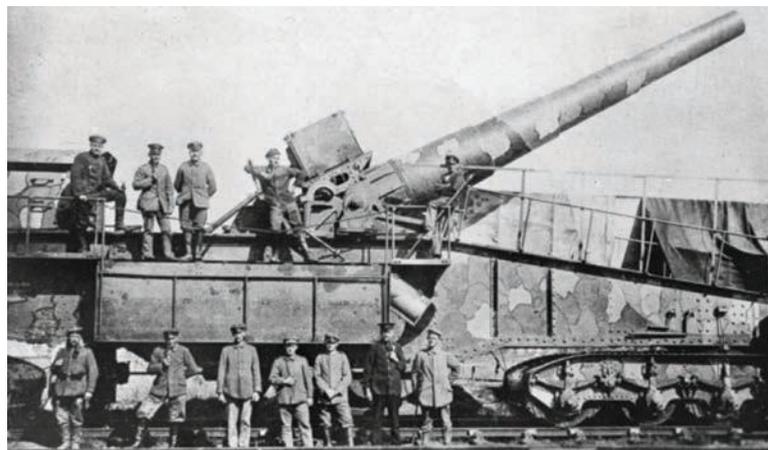
▲ **Source 3.107** As the war dragged on into 1918, both sides became desperate for new, powerful weapons. At Amiens, the Germans took a massive gun from a battleship and mounted it on a heavy railway carriage. It could be moved quickly to a battle scene, and its 28-cm-wide shells created devastating explosions.

How do these powerful weapons, like the one shown in Source 3.107, further the strategic importance of controlling Villers-Bretonneux and Amiens for the Germans?

The Allied Hundred Days Offensive (1918) and Battle of Amiens (8–11 August 1918)

After the Allied success at Hamel, Monash's new theory of war led to further success in the Battle of Amiens. This battle was the first major step in the great Hundred Days Offensive which began on 8 August 1918, and ultimately led to Allied victory in the war. On the previous night of 7 August 1918, Gunner J.R. Armitage lay in readiness for the momentous attack the next day. In his diary, he wrote the following:

It was utterly still. Vehicles made no sound on the marshy ground … The silence played on our nerves a bit. As we got our guns into position you could hear drivers whispering to their horses and men muttering curses under their breath, and still the silence persisted, broken only by the whine of a stray rifle bullet or a long range shell passing high overhead … we could feel that hundreds of groups of men were doing the same thing – preparing for the heaviest barrage ever launched …

▲ **Source 3.108** Gunner J.R. Armitage diary entry from 1918, Australian War Memorial (AWM)

RESPONDING TO THE SOURCE – 3.59

1 In Source 3.108, what does Armitage say made him feel more nervous that night? Why do you think this might have been the case?

2 It is said among historians that Monash organised better communications by giving his officers wirelesses so they could report where they were and what they had captured. Under Monash's careful organisation, the battlefield became more like a well-oiled machine, in which his troops could function efficiently. Where is there evidence implied [not explicitly stated] in the source that this might be the case in the lead-up to the Battle of Amiens?

3 Where is there evidence in the source that even the soldiers knew of the importance and enormity of this battle?

Now examine a map of the battle to further explore the military thinking behind the Allied advancement.
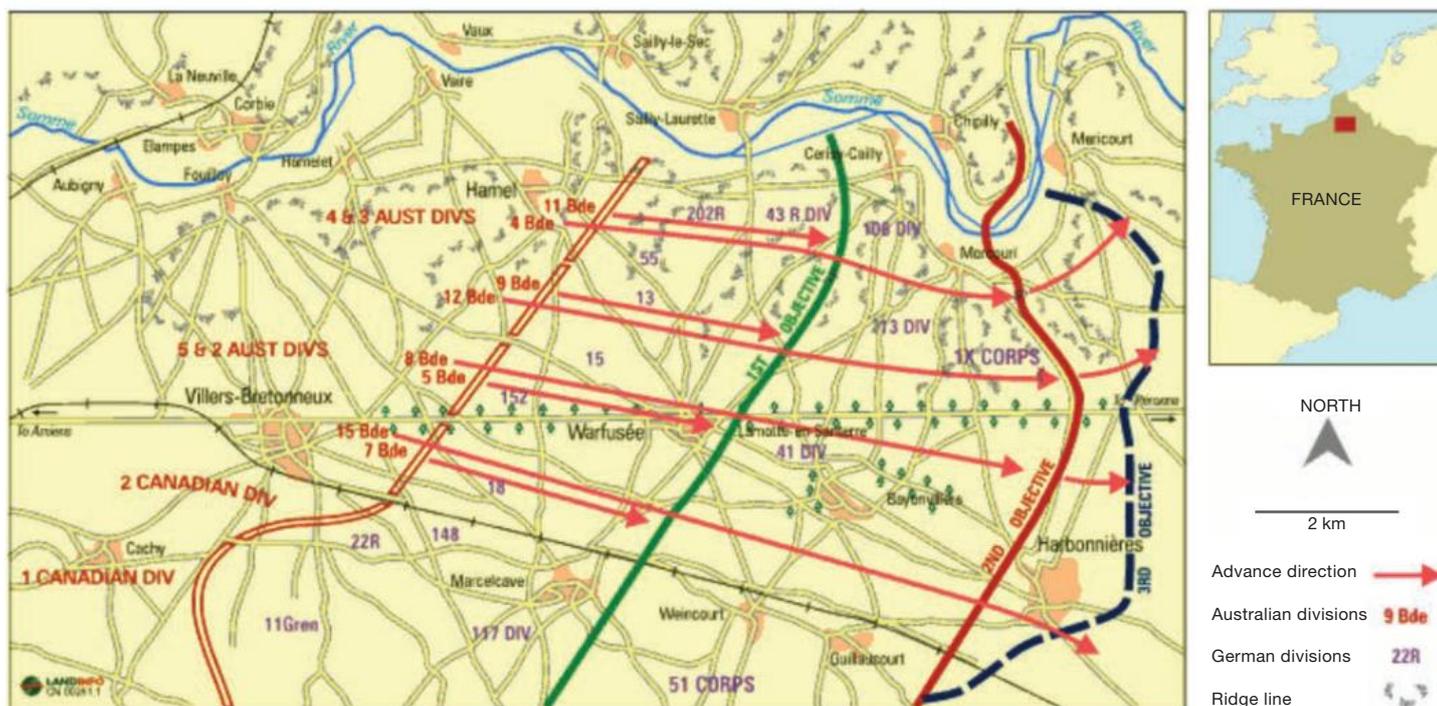
▲ **Source 3.109** Map showing the course taken by Australian, Canadian and French corps in the 8 August offensive

RESPONDING TO THE SOURCE – 3.60

1   Looking at Source 3.109, what role might the geographical feature of the River Somme have played in the battle?

2   Can you find the locations of any other battles studied so far? Does their location help you better understand the advancement tactics of this battle?

3   **Use** the scale on the map to calculate the width of the advancement from the Canadian 1st Division in the south to the Australian 4th and 3rd Division in the north by the river. Would this distance add or detract to the ability to organise and coordinate a 'well-oiled attack'? **Explain**.

4   **Calculate** approximately how far the Allies advanced at their 1st, 2nd and 3rd objectives. **Compare** the Australian and Canadian divisions' advancement according to the ridges faced. Which divisions had the more challenging geographical advancement? Why?

J.R. Armitage writes further that at 4.20 a.m. the next day, 'all hell broke loose and we heard nothing more. The world was enveloped in sound and flame, and our ears just couldn't cope. The ground shook'. Historians writing for the Australian War Memorial website note that 'there was a mist, which helped the element of surprise, and through it moved the joint forces of a line of tanks and infantry. The crucial work of the heavy artillery held off fire from German guns, so that troops could get across the land'. Clearly Monash's coordinated attack was in full swing.

The results were dramatic. After years of stalemate and static warfare, the Allies advanced, capturing an astonishing 11 km of territory. The commander was the British general Henry Rawlinson (British Fourth Army), but almost half of this force was made up of Australian troops commanded by Monash and Canadian troops commanded by General Arthur Currie. This was one of the largest single advances made in the entire war. The Germans were devastated. Their general, Ludendorff, admitted that this was 'the blackest day of the German army'.

The Allied Hundred Days Offensive (1918) and an Australian triumph: the Battle of Mont Saint-Quentin (31 August 1918)

By this stage of the war, the British commanders clearly felt that Australian troops – like their Canadian comrades – were capable of heavy and sustained fighting, and could be given some of the most difficult tasks. In the case of the heavily fortified bare hill

▲ **Source 3.110** Arthur Streeton, *Mount St Quentin* (London, 1919, from the collection of the National Gallery of Victoria). This enormous battle painting shows the Australian attack on Mont Saint-Quentin. Streeton chose his vantage point behind and above the ruined village of Feuillaucourt, looking east for a clear view of the assault on Mont Saint-Quentin. Typically, Streeton shows a vast expanse of countryside bathed in sunlight. The devastated buildings and shredded trees of Feuillaucourt are most visible, and the advancing Australian forces are merely tiny figures in the distance.

How does this painting offer further evidence of the destructive nature of war? How does this painting support the argument that there are often no 'winners' in war despite victory by one side? Why might the artist have painted this scene from such a distance and scale, i.e. zooming out so far from the battle?

Mont Saint-Quentin, the attack was dangerous, almost suicidal. The hill itself was only 100 metres high, but it was heavily fortified by barbed wire, and the German cannon and machine-gunners could see anything that moved on the bare slopes below. This strongpoint was also manned by a crack battalion of German soldiers. It is immediately clear from the scale of Arthur Streeton's painting why this German position – in August 1918 – provided a crucial vantage point for their artillery, and why it was heavily protected with machine guns. Historians from the Sir John Monash Centre Australian National Memorial in France offer the following historical interpretation on the Battle of Mont Saint-Quentin.

The barrage preceding the attack on Mont St. Quentin consisted of field guns and heavy artillery. The field gun batteries employed in the attack were placed [23 metres] apart from each other and fired two rounds per gun per minute, while the howitzers fired one round per minute. The digger's first view of Mont St. Quentin before the attack was at dawn when they saw it being illuminated with the dull flashes and the hazy fumes of the big shell bursts of the Allied artillery barrage.

The infantry commenced their attack during the barrage, subduing pockets of German resistance as they advanced up the Mount, as well as capturing large numbers of German soldiers. The attacking diggers showed great bravery from the very beginning of the battle.

The rapidity in which the attack had achieved its aims stunned the battalion commanders and General Rawlinson who had been called by his chief of staff while getting dressed for the morning, thought it a magnificent performance …

The feat was that much more celebrated because it had been achieved by barely 550 men backed up by another 200 in close support. This small force had taken over 700 prisoners as well as killing many of the German defenders …

Monash the tactician was certainly proud of the victory and in a letter home he informed his wife and daughter of the acclaim the AIF had received after the battle, writing how the English newspapers had described Mont St. Quentin as the greatest single feat of arms in the war.

▲ **Source 3.111**   Description of the Battle of Mont Saint-Quentin, Sir John Monash Centre

RESPONDING TO THE SOURCE – 3.61

1   Where in Source 3.111 does it offer evidence that this was once again a battle utilising Monash's new theory of war?
2   Why was the success of this attack so amazing? List evidence from the source that supports your response.
3   What does the fact that Monash informed his wife of the AIF's increased reputation among the English after this battle show about his character?

Australian troops captured the site in one morning, making this one of the most outstanding achievements of the AIF in World War I. It is true that the Germans counter-attacked and recaptured the hill, but between 1 and 3 September 1918 the Australian forces retook and held the hill for good. Germany had just lost one of the strongest points in the famous Hindenburg Line. The German High Command started to realise that they could not win the war. Here, as elsewhere, the massive rate of surrender was a terrible shock. Soldiers tend to be much quicker than generals in realising when a war is lost, and when all further fighting is pointless.

REFLECTING ON YOUR LEARNING 3.4

By now you have created an informative Google tour of the significant sites of the Western Front where Australian soldiers fought. You have learned about the innovative tactics employed by General John Monash and the significant effects these had on the outcome of the war, many of which are still relevant in military tactics today. But most important of all, you've interrogated historical sources, making evidence-based decisions in order to construct your own understanding about the significance of Australia's involvement in these places under such testing conditions.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.5   Source-based inquiry 4: What were the broader impacts of World War I?

FOCUS QUESTIONS

- How did British and Australian women contribute to the war effort?
- How did modern warfare produce the idea of the 'home front'?
- Did World War I bring irreversible changes to Australian society?

The gender bias of traditional histories

Traditionally, the writing of the history of any major event, such as war, had a serious 'blind spot': the role of women is forgotten or seriously underestimated. This is partly due to a careless assumption that the great public events of any time are driven mainly by men, while women stay at home, in what is known as the 'private sphere', and play no role. Historians now know that we cannot afford to write 'half history': a history of just 50 per cent of the population is no real history at all.

The role of women in World War I is often in the background as much as in the 'blind spot' mentioned earlier. Historians and students of history just need to conduct critical analysis. For example, as voluntary enlistment fell in Australia, enlistment posters including women began to be commissioned by the Australian Government. Let's see what might be revealed about the role of women at the time through interrogating a 1916 recruitment poster.
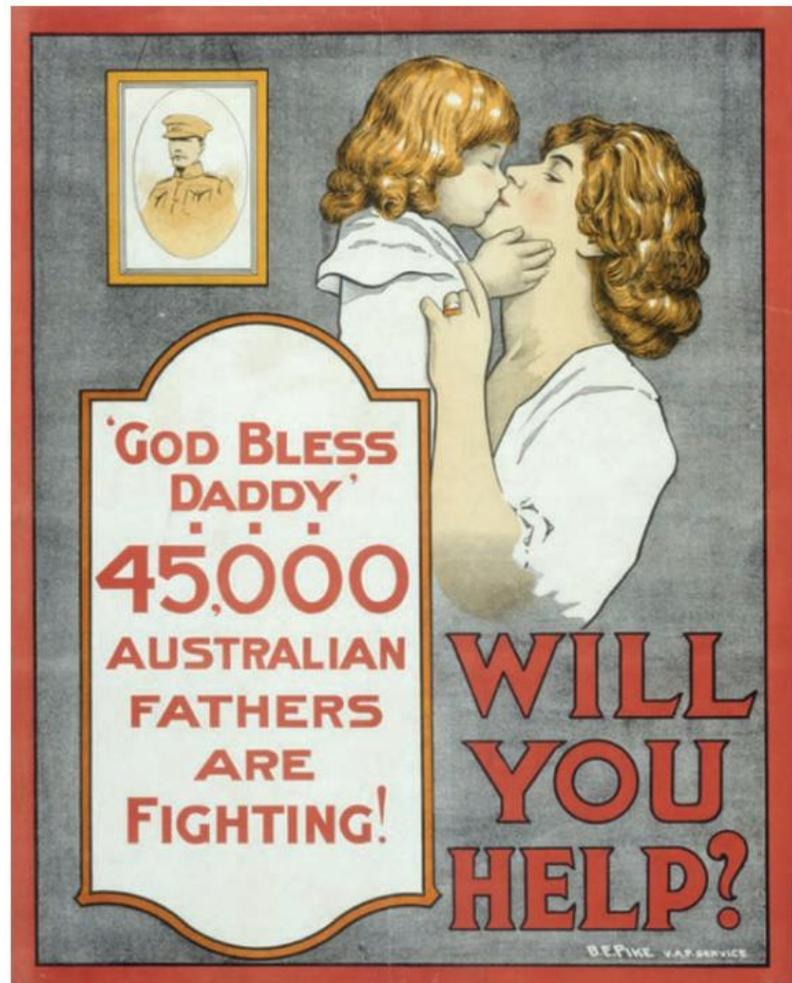
▲ **Source 3.112** Recruitment poster by B.E. Pike, 1916

RESPONDING TO THE SOURCE – 3.62

1   Examine Source 3.112. How is this woman being portrayed and what is her role depicted here?
2   Would you say that this poster places her in the 'private sphere'?
3   How does the poster appeal to people's sense of family and nation?
4   Why do you think the government is using images of children with their mothers in this poster?
5   Why do you think the government used the words, 'God bless daddy'?
6   What is the overall message of the poster?

New histories discover the real roles of women

Women in 1914–18 were often restricted by the societal beliefs from the period about what they were capable of doing. This does not mean that they did nothing. The important discipline of Women's History uncovers stories of what women really experienced and did. Feminist History also analyses the power relationships between men and women. These helped uncover how much women really did in the Great War, despite not being allowed to fight. These new histories do not aim to underplay the role of men. Instead, they want to do justice to the often neglected or forgotten roles of women.

To illustrate this point, let's do some research online.

MAKING THINKING VISIBLE 3.14

Historical research: identifying silences in the historical record (discourse) of World War I

Australian women served as nurses from 1914 to 1918. But …

How many years was it before there was a memorial monument created in Canberra to recognise their service?

1   **Conduct** research online to address this historical question.
2   You may want to use the key words: *Australian Service Nurses National Memorial*
3   You may also want to find out what the inscription on the memorial says.
4   Lastly, answer the historical research question above and, at the same time, **describe** the memorial and **evaluate** what this says about Australia's commemoration of World War I.

Now that you have your answer to the historical question, you probably understand more about the 'silences' of history.

How did women in Britain contribute to the war effort?

It is only when historians start investigating women's roles in war that we realise their enormous contribution to the war effort.
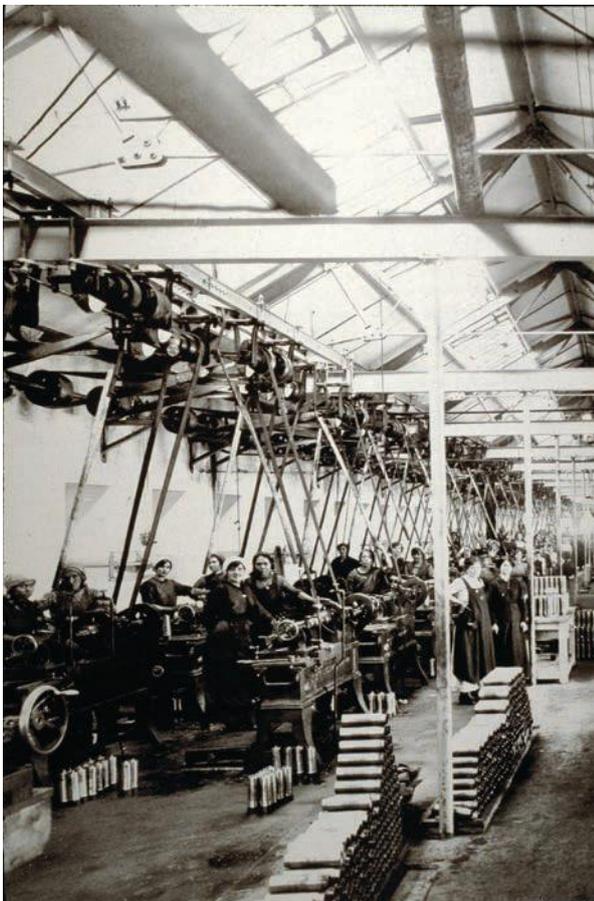
▲ **Source 3.113A** Women working in a munitions factory

▲ **Source 3.113B** British poster on the Women's War Time Fund

RESPONDING TO THE SOURCES – 3.63

1   Traditionally, would women do the work shown in the photo (Source 3.113A) and poster (Source 3.113B)? Why?
2   What do these sources reveal about the nature of work done by women during the war?
3   Why do you think women and not men took part in this work during World War I?
4   Who do you think the target audience of the poster is? Why?
5   What does the heading of the poster suggest about the importance of the work being done by women?

Because many men went to the front, British women's employment dramatically increased. Women's participation in the transport industry alone increased 555 per cent. However, while these women did equal work they were paid only 50 per cent of men's wages. They also worked in weapons factories, and, by 1917, were producing 80 per cent of the weapons being produced for the army. Other women entered the more dangerous shell factories, handling the poisonous explosive TNT without protection. In time, this chemical turned their skin bright yellow. These women were referred to as 'the canary girls'. Handling a live artillery shell required great concentration, because any mistake could cause a massive explosion. At the Chilwell factory, just one mistake caused an explosion that flattened the entire building and killed 134 workers. As a result of women's work, the vital supply of weapons and shells to the soldiers in the field was maintained.

- How might the government have justified paying women 50 per cent less for the same job as men?
- What might happen today if an employer was to pay women in this way? Or provide conditions for work such as those mentioned here?
- What has changed?

By 1915, Germany was trying a new and deadly tactic: using its submarines to sink ships bringing supplies to Britain, hoping to cause the country to starve. By 1917, Britain had only three weeks of food supplies left. Once again, some 200 000 British women stepped in to the new Women's Land Army. Women who were used to a comfortable city life now learned how to milk cows, plough a field (without a tractor) and harvest a crop of wheat.

Another 200 000 women took up positions in the British Government, and proved to be very capable administrators. Women also joined the secret Women's Defence Relief Corps, and learned to march and use firearms. Initially, this was intended to be a sort of Home Guard, but then it was realised that these women were perfectly competent to teach men how to shoot military weapons. These women all discovered that they could do a man's job perfectly well, surprising their male employers and making some of them very uncomfortable.

- Why might historians see this period as a significant time of irreversible social change?
- How would you expect the women empowered by these changes to feel after the war finished?
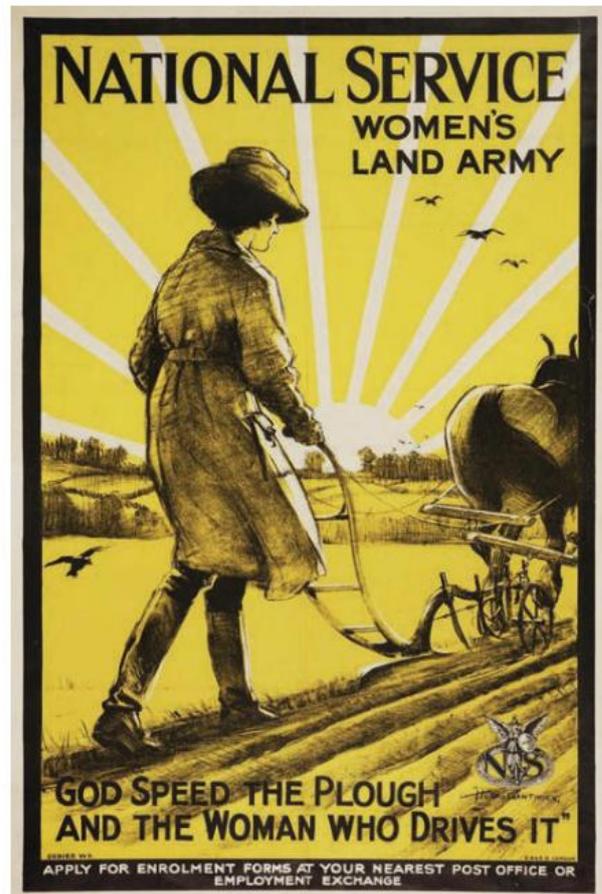
▲ **Source 3.114** Recruitment poster for the Women's Land Army, 1917

How does this source represent a change or departure from women's role being in the 'private sphere'? Why might the artist have included a religious theme to the wording at the bottom? How has the artist presented this as an attractive idea for women?

How did Australian women contribute to the war effort?

The military service of Australian women

In Australia, women made a massive contribution to the war effort. Their most obvious contribution to war was in the active service of nursing. Australian women could enlist as nurses, providing they were not married; once they married, they had to resign. But what motivated them to go? Perhaps the following words from nurse Evelyn Davies offer an answer.

> I feel that now I have the opportunity, I ought to go. Nurses are badly needed, goodness knows, and someone must do it. I want to do the right thing.

▲ **Source 3.115** Australian nurse Evelyn Davies shares why she went to World War I
Source: Department of Veterans' Affairs, *Gallipoli and the Anzacs: A Resource for Secondary Schools*, 2010

RESPONDING TO THE SOURCE – 3.64

1   What do you think Evelyn meant by the phrase, 'I feel that now I have the opportunity' in Source 3.115?
2   How would you describe Davies' motivation to go to war?

How did Australian nurses serve at Gallipoli?

As you may have seen in the Queensland State Library's (2017) digital story on central Queensland World War I nurses, they did not all work safely 'behind the lines', far from the fighting. Here's how nurse Daisy Richmond, on the ship *Neuralia*, recalled serving at the front in Gallipoli.

> We were well under fire, many bullets coming on the decks. I was speaking to one boy, moved away to another patient when a bullet hit him and lodged in his thigh. I just missed it. We have to move a little further away to get patients as the present position is too dangerous for the transport as such.

▲ **Source 3.116** Nurse Daisy Richmond's account of serving at Gallipoli

How appropriate do you think this uniform would have been for the climate of places such as Gallipoli or Palestine in the Middle East?

RESPONDING TO THE SOURCE – 3.65

1   What evidence is there in Source 3.116 that the ship was overcrowded?
2   Would you say that Daisy Richmond was ever in danger?
3   To what extent do you think we could **extrapolate** from this account and generalise to make a statement such as, 'many World War I Australian nurses were close to the fighting and in danger themselves'?

▲ **Source 3.117** An artist's representation of an Australian nurse

As you can see from Richmond's account, Australian nurses at Gallipoli worked so close to the action that they came under direct enemy fire. They continued calmly tending to their patients as enemy shells fell around them. Some of the hospital ships at Gallipoli were so close to shore that they came under Turkish fire.

These nurses realised the real tragedy of Gallipoli that you learned about earlier in this text: there were not enough doctors, nurses or even beds for the hundreds of wounded men brought daily from Anzac Cove to the hospital ships. The most seriously wounded men were lifted aboard in special wooden trays. Once aboard, patients were examined and sorted according to the severity of their injuries. Australian nurses also worked in the Third Australian General Hospital on the Greek island of Lemnos.

Nurses provided psychological help

La Trobe University historian Janet Butler, in her 2013 book *Kitty's War*, has explored more deeply how the nurses assisted their patients. Most obvious was their provision of medical care with a cool, calm, professional attitude. Equally importantly, they offered a particular sort of friendship, both with each other and with their patients. Friendship between nurses helped them deal with the heavy workloads and the distressing scenes of suffering. But the nurses also offered a special friendship to their patients. The men felt free to tell the nurses about their fears, which they could not confide to their mates in the field, and about their sufferings, which they preferred not to share with their families at home.

But further to this information about nurses offering psychological help to their patients, historians have recently uncovered in diaries and letters some startling insights into what these young women, fresh from peaceful homes in Australia, suffered when exposed to the violence of a murderous war. Butler points out that we naturally tend to focus on the trauma, the shell shock and the post-traumatic stress disorder of the soldiers themselves. Nobody checked how the nurses were coping, because they were not the ones wounded. Worse, in 1914–18, nobody even understood the term 'post-traumatic stress disorder', let alone applied it to nurses serving close to the front line.

Women defy the military ban to serve as doctors in the Great War

Equally remarkable is the story of Australian women who went to the Western Front to serve as doctors. Historians Heather Sheard and Ruth Lee, in their book *Women to the Front: The Extraordinary Australian Women Doctors of the Great War* (2019),

franchise the power or ability to vote

have uncovered the story of the 24 female doctors who disobeyed official military policy and went to war as surgeons and medical officers. Typical of them was Dr Helen Sexton, who went to France and opened her own hospital – the Australian Hospital in Paris – in July 1915. The Institute for the study of French–Australian Relations (ISFAR) points out that a 'remarkable feature of this hospital was that it was almost entirely established and run by women'. The French military was rather more encouraging than the Australian military, and gave her an elegant mansion near the Auteuil Racecourse capable of holding 21 beds. She quickly had to accustom herself to the truly terrible wounds caused by the high-powered weapons developed during the war. More importantly, she was able to use her schoolgirl French to question her patients about what had happened to them. Sheard and Lee point out that the very existence of these women, and their brave service, is hardly recognised in any military records.

Women as industrial workers: the munitions girls

The second important role of Australian women was as industrial workers, when they stepped in to fill the jobs in factories when men volunteered for the front. They had to learn manufacturing techniques unfamiliar to them, to work extremely long hours and in dangerous conditions requiring enormous concentration and care.

These women joined an enormous industry that is little known to modern Australians. It was centred in the western Melbourne suburb of Maribyrnong. This was the heart of a great industrial complex, producing vital uniforms, small arms, bullets and artillery shells. It was known as 'the Arsenal of Australia', and functioned from 1910 until the 1980s. The women who worked here were not just 'temporarily helping out until the boys came home', but were the industrial workers who helped establish Australia's national war industry. Some of these buildings have unfortunately disappeared due to a massive fire in February 2018.

How did women influence the national debate on conscription?

Women also contributed their intellect and their voices to the public debate that erupted in Australia regarding the war and, specifically, the government's proposal to introduce conscription. Contrary to common belief, women proved that they could think politically and campaign energetically in the public sphere. As citizens, with a full **franchise**, Australian women were a relatively new force to be reckoned with, and both sides in the conscription debate were acutely aware of it.

▲ **Source 3.118** Propaganda leaflets for the conscription campaign. The left leaflet was for the 'No' campaign, and the right leaflet was for the 'Yes' campaign.

RESPONDING TO THE SOURCE – 3.66

1 Who are both sides of the leaflets in Source 3.118 appealing to? Why do you think both sides chose to target them?

2 How do both sides use emotion to 'sell' their argument? Why do you think both sides chose this tactic?

3 Find out which political party is behind the 'No' vote in this source and which is behind the 'Yes' vote.

4 What do these leaflets suggest about the political power of Australian women in the issue of conscription?

▲ **Source 3.119** A conscription debate poster aimed at women

Which side of the debate is this poster aimed to influence? How do you know? What methods has the artist employed to persuade the women? Do you think there is a moral line that propaganda posters (or media more generally) shouldn't cross before they become offensive and lose their intended effect? If so, what is it?

Some women spoke passionately at public rallies in favour of conscription, only to be shouted down by returned soldiers, who argued that no man should be made to experience what they had experienced in the trenches. Other women spoke forcefully against conscription, only to be shouted down as cowards and traitors who would not allow the government to send men who were desperately needed.

As you've seen from Sources 3.118 and 3.119, women played a central role in the conscription campaigns. Conscription mobilised Australian women politically more than any other issue and they actively participated on both sides.

MAKING THINKING VISIBLE 3.15

Historical debate: debating the merit of conscription

1 *Prepare:* Divide the class into the 'Yes' and 'No' side of the debate. Remember, you are debating this issue *at the time of the event, not today.*

2 *Research:* **Conduct** research as a group to develop your arguments and counter-arguments. You might want to **investigate** the following people and groups on each side of the argument to prepare for your debate. Decide as a group how you will divide the work – look at the following debate format to guide you.

»

»

People and groups for (Yes)	People and groups against (No)
• Mainstream and conservative women's organisations, like the National Council of Women or the Australian Women's National League • Prime Minister Billy Hughes • Protestant church leaders	• Labour women's groups • Socialists • Radical feminists like the Women's Peace Army, formed by Vida Goldstein and Adela Pankhurst • Trade unions • Large segments of the Irish Catholic community

3 *Debate:* **Conduct** the debate according to the following format:

   a Opening statements: Each group will read their opening statements

   b Groups meet to prepare rebuttals: groups spend 5–10 minutes preparing a rebuttal of the other group's opening statement.

   c Rebuttals: Each group will read their rebuttals in response to the opposing opening statement

   d Groups meet to modify closing statements: Each group will take 5–10 minutes to revise their closing statements to account for the other group's rebuttals.

   e Closing statements: Each group delivers their closing statement for the debate.

4 *Referendum on the outcome:* Once the debate is complete, students vote for the group that made the best argument for its position. Remember, it's about which group *made the best argument*, not which group argued the position you individually agree with.

How did modern warfare produce the idea of the 'home front'?

Traditionally, 'military history' focused on battles, commanders, weapons and tactics. The 'front' was simply the battlefield: soldiers left home, went to a distant country to fight, and then returned if they were lucky. Even the game of chess was developed around this idea! Generally, the home country was not usually affected by distant wars. World War I changed that, because it drew entire civilian populations into the vast war effort. It also directly threatened their safety, even in their own homes.

More recently, military history has tried to look more broadly to appreciate the experience of millions of other Australians who did not *go* to war, but who nonetheless were unavoidably *part* of the war. This is known as the 'home front', involving the experiences of civilian men, women and children.

censorship blocking or erasing sensitive information from being published or broadcast

Historian Mark McAndrew explains in his book *The Great War and Its Aftermath, 1914–1921* that, previously, wars were smaller in scale, involving smaller armies. World War I, however, was massive, and forced governments to introduce new controls over their people to be able to win the war. In democratic countries, governments passed laws giving themselves complete power to control politics, information and especially production of food and industrial goods. As the war dragged on, politicians and generals saw victory as worth any sacrifice of rights and freedoms.

Governments in Australia and New Zealand sought to control the flow of information to the public by **censorship** (blocking) of documents on sensitive issues, either by banning their publication or by removing some information. In the trenches, soldiers' letters home were opened, read and censored of any information that could help the enemy.

??

• What would you be willing to sacrifice in terms of rights and freedoms for victory in a war that threatened your country and way of life?

• Would you need to philosophically be in support of your county's involvement in a war to willingly sacrifice your rights and freedoms?
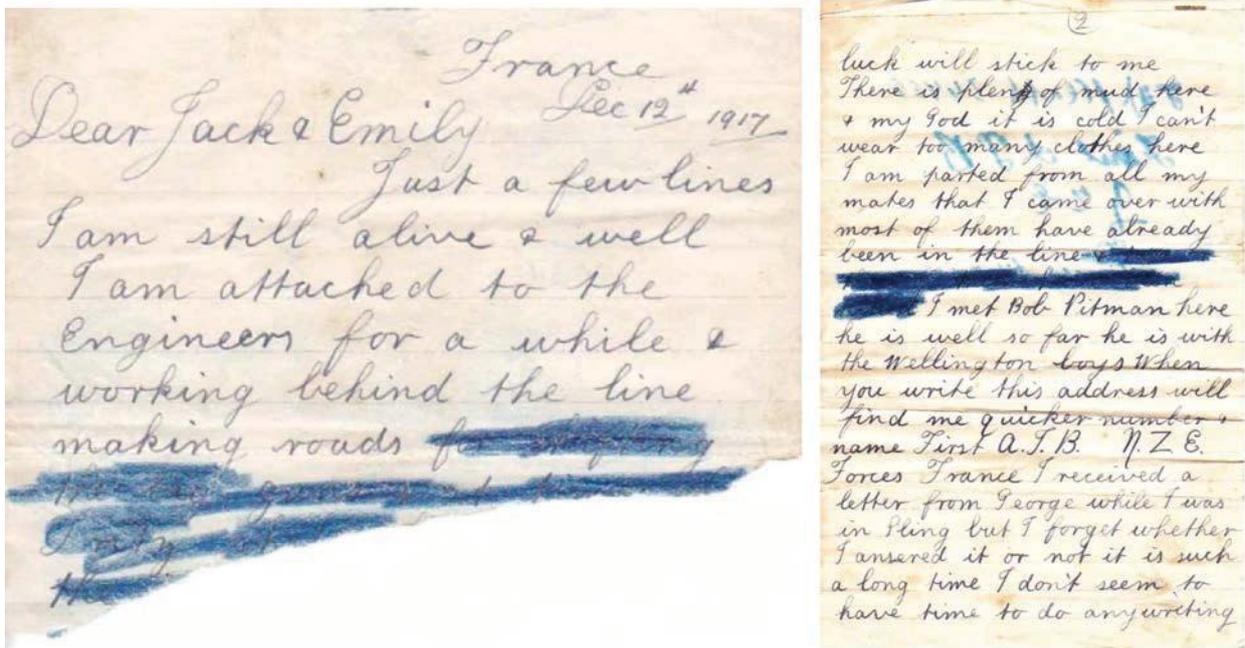
▲ **Source 3.120** A censored New Zealand letter. The first censored section reads, 'or shifting the big guns…' while the second censored section reads, '…and two or three of them have been killed'.

> Why do you think the government would want to censor these statements? Who might they be preventing from ever seeing this information?

Governments also introduced new measures to recruit more troops, and to stamp out expressions of public opinion opposing the war. As you've studied earlier in this inquiry, in 1914, public opinion in Australia, and most countries for that matter, was strongly for the war, either through patriotism or a sense of adventure. But public opinion changed over time. Let's now explore casualty statistics to see what trends are revealed that might shed further light on the changing nature of public opinion in Australia at the time.
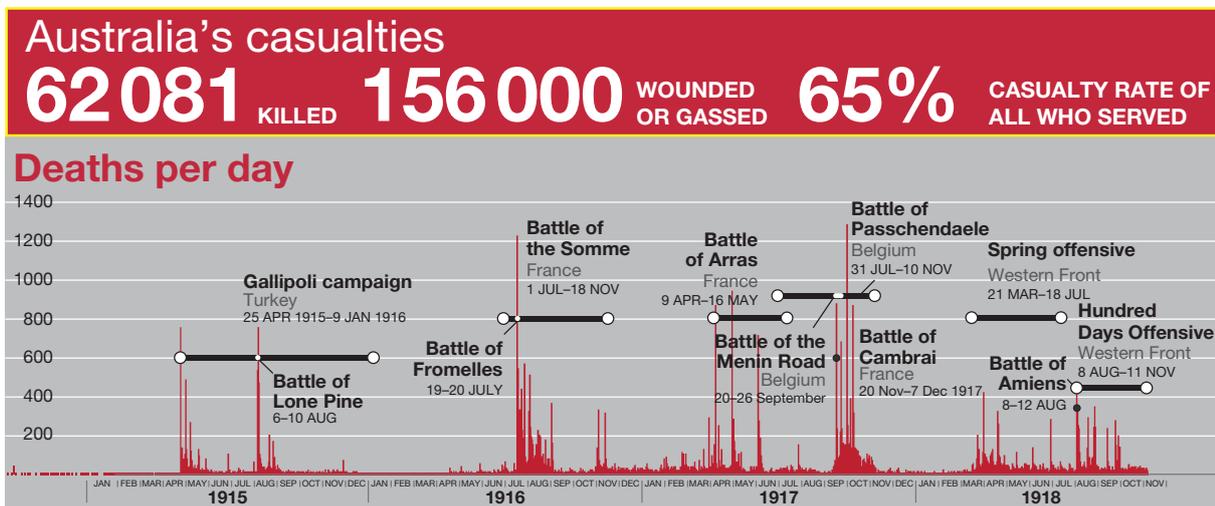
▲ **Source 3.121** Infographic of the casualty rate of Australian soldiers throughout World War I

Source: This data is from the Commonwealth War Graves Commission. The dates of inclusion for the Commonwealth deaths are 4 August 1914–31 August 1921. These figures include deaths casualties from the Merchant Navy.

RESPONDING TO THE SOURCE – 3.67

1 From looking at Source 3.121, when and where did Australia experience its worst daily casualties between 1915 and 1918?

2 Based purely on casualty rates, when would you have expected the Australian public to start questioning the war (support lessening)?

3 Why might the Australian Government have not wanted these statistics to be made public?

4 How might your response to Question 3 help you better understand the motives for government censorship (such as in Source 3.120)?

5 Why is an infographic such as this a useful way of presenting statistics to address this section's key inquiry question? Are there other purposes or questions for which this infographic might be used?

TABLE 3.3 Country comparison of World War I casualties

Country	Total casualties	Total embarkation	% Casualties of embarked
British Isles	2 535 424	5 000 000	50.71
Canada	210 100	422 405	49.74
Australia	215 585	332 781	64.88
New Zealand	58 526	98 950	59.01
India (native)	140 015	1 096 013	12.77

RESPONDING TO THE SOURCE – 3.68

1 **Using** Table 3.3, rank the countries according to the soldiers embarked (sent) in the second column from highest to lowest. Where does Australia sit in terms of troops fighting?

2 Do the same for the total casualties (first column). Where does Australia sit?

3 Now rank the final column of '% Casualties of embarked'. What do you notice?

4 How would you expect the Australian public to respond to news that included running tallies of statistics like this?
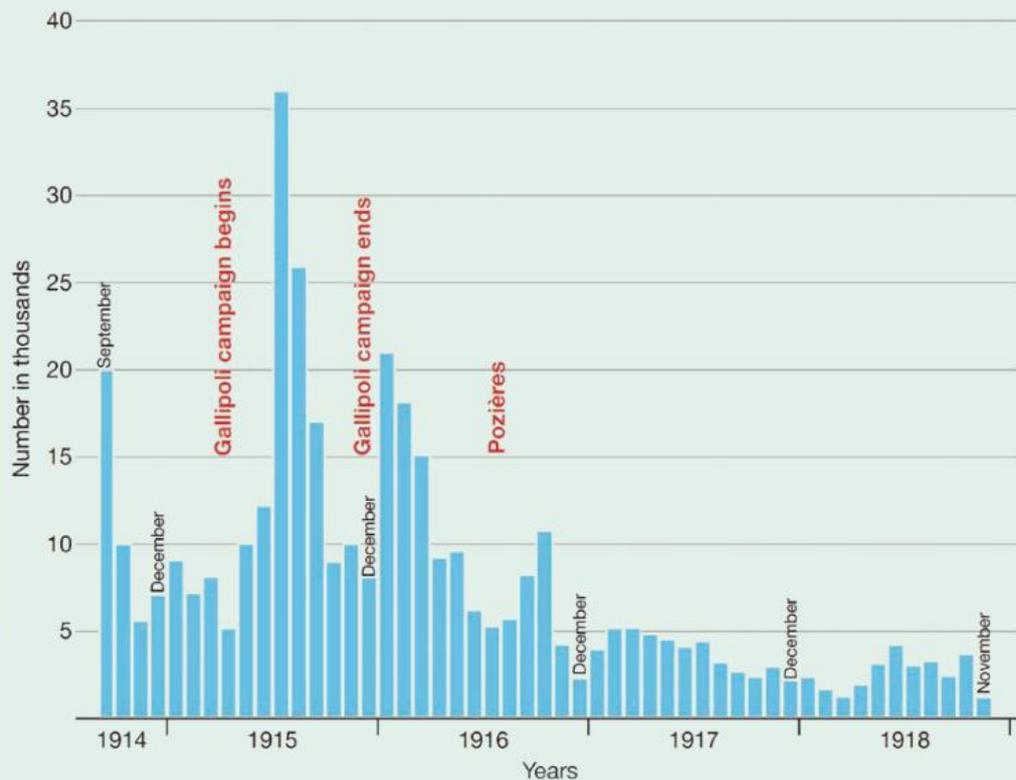
How does this graph compare with the trends and patterns of Source 3.121? Can you identify any relationships? According to both sources, which campaigns inspired the greatest rises and the greatest decrease in enlistments?

▶ **Source 3.122** The monthly total of enlistments during the war from September 1914 to November 1918

By 1916, the endless battles and massive casualty rates had made many Australians more negative about the war. As Sources 3.121 and 3.122 suggest, there is a causal link between increases in casualty rates and increased public negativity towards the war. In this mood, the debate of over the continuation of the war developed; some insisted that the war should be continued, while others criticised it.

??
- How would you feel about rationing food or eating less so that soldiers fighting a war on your behalf would be better fed?
- Do you think this should be decided for you by a government? Or do you think it should be an individual's decision to make? **Explain.**

Governments had to ensure that economic production (production of goods and services) was massively increased. Every man who joined the army ceased work and production on the farm or in the factory, but still needed to be fed and clothed to the standard expected of the army. It was vital to ensure that food production was increased, to ensure that the troops were fed. As you've studied earlier in this chapter, World War I was the world's first 'industrial war', where the fighting was conducted using industrially produced military products on a massive scale – tanks, aeroplanes, battleships, machine guns, gas, etc. Therefore, industry was also placed under massive strain to produce products such as uniforms, guns, ships and, most especially, millions of bullets and shells. The Great War, it was said, would be won or lost on the factory floor.

Governments also limited food consumption by civilians at home to be able to redirect more food to the troops. This involved **rationing** (limiting food per person). This shocked people unused to food shortages and led some people to sell food illegally at high prices on the 'black market'.

Finally, governments took security measures against their own citizens of foreign origin, declaring them enemies. The possibility of spying for military information, or even sabotage (destroying military equipment) was very real. In Britain, the pressures of war created anti-German hysteria, as expressed in this poster by the **British Empire Union**.

▲ **Source 3.123** British Empire Union propaganda poster

RESPONDING TO THE SOURCE – 3.69

1 **Examine** Source 3.123 carefully. Make a list of the hostile acts that Germans were accused of committing. Would you believe them to be a realistic threat?

2 **Examine** the wording at the bottom of the poster. What is the message?

3 If a poster such as this was produced outside of the context of war, do you think the audience would receive it the same way? **Explain**.

4 If a poster such as this was produced in Australia today against Germans or any other nation or race of people, how would you expect the Australian public to react? Why?

In Australia, the home front was scarred by one very cruel and arguably unnecessary injustice: the internment in prison camps of citizens now branded as 'aliens', because their place of birth was now an enemy country. The Labour government of Prime Minister Andrew Fisher passed the *War Precautions Act 1914* giving the authorities unlimited powers for security measures. The Department of Veteran Affairs website states that 'about 7000 people were imprisoned by 1918' – mainly Germans and Austrians. Armed soldiers detained them in rough wooden huts behind barbed wire. Here's how German 'aliens' Otto Wortman and Philipp Wittman described their experience in 1916 when they were held in Holsworthy camp in Liverpool, Sydney.

rationing limiting the amount of food supplied, typically per person per day/week or similar

British Empire Union an organisation formed to warn British people of the danger of German spies

… we had to embark on a 5-mile march to the camp. Liverpool itself hosts an Australian army camp and what we overheard while marching past were diatribes best not repeated. Some of the scoundrels even resorted to physical abuse, but having been briefed quite unequivocally we knew better than getting involved. Sodden with sweat and caked with dust we arrived in our camp, where the band serenaded us and numerous inmates cheered us. Upon inspecting my countrymen a bit closer, however, my spirits rather evaporated … the people are pretty ragtag …

▲ **Source 3.124A** Extract from the diary of German intern Philipp Wittman from 11 February 1916, from the collection of the State Library of New South Wales

Oh misery, oh unfairness, what a dog's life! I'm so unnerved, so cranky and restless, I want to smash everything to smithereens, throw everything upside down; for crying out loud, I don't know what I want! No money, no mail, nothing to do, yet plenty of need for it all! And to top it all, it is raining, and raining; it has been pouring down non-stop since 5 o'clock this morning, so you can't put a foot outside, and have to wrap yourself in your coat just to go to the loo; and it's cold, unbearably damp, and the wind is howling through the window bars, and 500 frustrated and sweaty men are confined to the interior of this damned prison block …

▲ **Source 3.124B** Extract from the the diary of German Otto Wortmann, from 28 March 1916, from the collection of the State Library of New South Wales

RESPONDING TO THE SOURCE – 3.70

1   Read through the extracts in Source 3.124 A–B. How does Philipp Wittman **describe** the way he was brought into camp and the reception by Australian soldiers in Source 3.124A?

2   Would you expect an innocent man who is not an active combatant (soldier) in the war to be treated this way? Why?

3   What evidence is there in Wittman's diary that suggests how the interns felt about each other?

4   What evidence is there in Wortmann's diary (Source 3.124B) that he may have been affected psychologically by his internment?

5   You'll notice two German 'aliens' have been consulted here. Why might it be important for historians to consult more than one account (where possible) when investigating an event? How has it helped you better understand the experience of World War I interns at Holsworthy camp here?

6   Are there lessens here for the Australian Government around internment today? Or is this a completely unique situation? **Consider** those seeking asylum in Australia and held in offshore detention centres. You may need to do some research online in order to respond to this question.

You'll be interested to know that not a single hostile act by a German Australian was ever discovered. So, questions still remain among historians and commentators over whether there was ever the need for detaining 'aliens' in Australia during World War I. As Australians proud of our robust democracy, we must regret the harsh treatment of innocent Australian civilians who became 'aliens' and 'enemies' in their own country.

Why might the recording and memory of stories such as this from our past that we are not proud of be just as important as those that we are proud of?

MAKING THINKING VISIBLE 3.16

Attitudinal scale in a moral dilemma – freedom of speech (and freedom to insult)

1   In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

All democratic and free nations like Australia should legally allow their citizens full freedom of speech, opinion and expression. With this comes the unfortunate freedom to insult and offend (racially, politically, religiously or other).

All democratic and free nations like Australia should never legally allow their citizens the freedom to insult or offend racially, politically, religiously or other. Freedom by nature carries with it the freedom from discrimination.
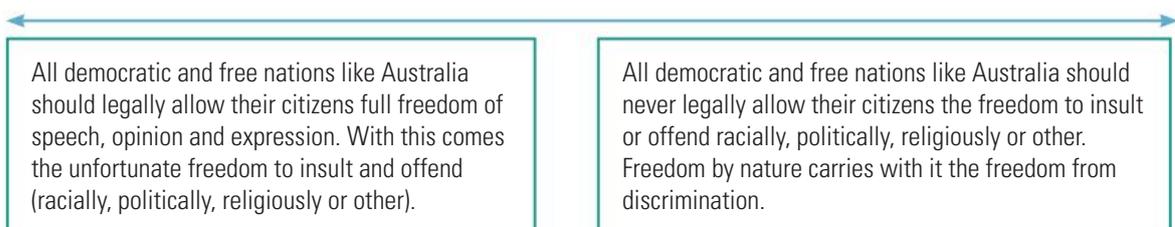
2   Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.

3   You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

* You may choose to conduct research into this debate occurring within Australian society today and the particular legislation relating to it to better inform yourself around matters of civil rights law and political philosophy like this.

Historian Mark McAndrew concludes with an interesting point. He claims that the amount of government control was not equal in every country. Government control was greatest in countries that were close to the battle front (France, Germany), but more relaxed in countries that were far from the fighting (Australia, United States). Between these extremes, Britain certainly took some measures of war control but, being protected by the English Channel, was not as strict about them.

Loss and grief on the Australian home front

The most emotionally intense aspect of life on the home front was, of course, news of the war and of loved ones. A steady flow of letters from a husband, brother or son was reassuring, although these could scarcely describe the full horror of what he experienced. The stopping of letters caused great anxiety among families. Relatives dreaded the arrival of an official telegram, bringing bad news of a man wounded, lost in action, captured or killed.

Many Australian women described the terrible fear of seeing a post-boy approaching the front door. The Australian Government did not hide the losses. Casualty lists were published in the newspapers, revealing the terrible cost of the war in human lives. Historian Bruce Scates gives a sense of this in the following source.

> The Great War cast a shadow across Australia. Of some 330 000 Australians who served overseas, over 60 000 died. Around one in four families suffered the loss of a husband or son. Those who have been called the 'secondary bereaved', those who mourned a cousin, uncle or friend, widened the … grief even further. In Ken Inglis' estimate every second Australian family suffered a loss from the war.

▲ **Source 3.125** Historian's interpretation of Australian losses on the home front
Source: Bruce Scates, 'Bereavement and Mourning (Australia)', *International Encyclopedia of the First World War*, 2016, p. 1

RESPONDING TO THE SOURCE – 3.71

1. Reread the first two sentences of Source 3.125. Then, **calculate** from Scates' statistics in the second sentence the percentage of serving Australians that died.
2. Reread the third sentence. Then, look around your classroom and make sense of this statement by applying it to your class. Does this shock you? Or, do you think this death percentage is acceptable in war? **Discuss** with others in your class.
3. Now reread the last sentence. How might this estimate affect the 'wellbeing' of the community back home in Australia?
4. Do these statistics support World War I being characterised as 'The Great War'? ('Great' or large, referring to the enormous scale of conflict and death toll.)

REFLECTING ON YOUR LEARNING 3.5

While investigating this section's key inquiry question – How did World War I impact more broadly? – you have studied how gender bias has existed traditionally in the historical record. You have also looked at the significant role Australian nurses took in caring for soldiers at war and explored the psychological toll it would have taken on them. Additionally, you've learned about the changing roles of women on the home front and interrogated sources that revealed women's significant role in the political debate around conscription, of which you've formulated your own views within the debate. You have investigated government wartime controls such as censorship and probed the deeper questions around civil rights and freedoms.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.6   Concluding study: how should we commemorate World War I?

FOCUS QUESTIONS

- Why do we commemorate wars? *Should* we commemorate wars? And does commemoration mean the same thing as glorification of war?
- What is the 'Anzac legend' and what values have been associated with it?
- What is the most appropriate way of remembering those who have served?

Why do we commemorate wars? *Should* we commemorate wars? And, does commemoration mean the same thing as glorification of war?

The Australian Curriculum – History (2020) asks you to study *contested 'debates* about the nature and significance of the Anzac legend' and 'how and why World War I is commemorated within Australian society'.

▲ **Source 3.126** Poppies projected onto the Sydney Opera House on Remembrance Day, 11 November 2017

You may wonder *how* Australians could possibly have different views of the commemoration of World War I. For example, there is absolutely no doubt that Australia made a very significant contribution to the Allied war effort, far out of proportion to its relatively small population. There is also no doubt that our troops fought bravely in the same horrific conditions of modern warfare that our other Allies also suffered. Finally, there can be no debate about the quality of their service and their achievement, because Australian forces performed impressively by many accounts in the tasks assigned to them. What then, is there left to debate? It properly falls to us, the present generations, to make ourselves aware of what they experienced, what they suffered, and to acknowledge how much they achieved.

Having survived the war …

How did men and women feel when the guns finally fell silent on 11 November 1918? Was there wild cheering, relief and excitement to be going home?

Perhaps. Curiously, though, many men were actually quite subdued. For example, the veterans interviewed in the film *They Shall Not Grow Old*, which you began this chapter exploring, noted that people were very quiet, almost gloomy.

What does using a site such as the Sydney Opera House to commemorate Remembrance Day show about its value to Australian society? Do you think civilian (non-military) sites like this should be used to commemorate days like Remembrance Day or Anzac Day?

► **Source 3.127** NRL match on Anzac Day, 2020. The title of the accompanying webpage was 'Dragons and Roosters to honour Battle of Lone Pine anniversary'.

Why might a game like rugby league (NRL) be used to commemorate a battle like Lone Pine? How are rugby league players being represented in this image? Do you think it's appropriate that a civilian (non-military) event such as an NRL game should be used to commemorate a day like Anzac Day or a battle like Lone Pine more specifically? Could it be argued that this reflects a certain amount of militarism or glorification of war within Australian society?

One reason for this is that they had actually enjoyed the life in the services. More than one admitted that, despite all the horror and danger, the war had been one vast, exciting adventure.
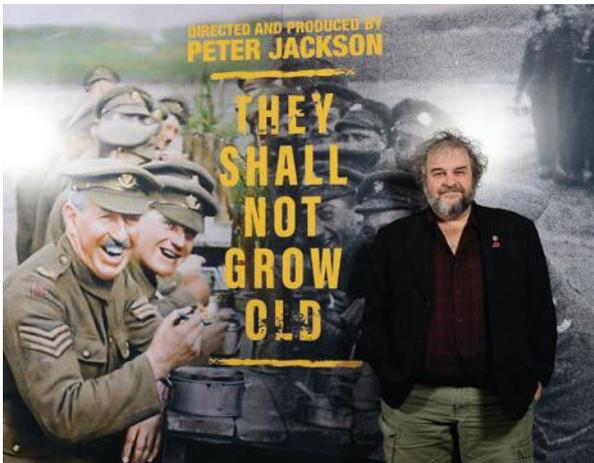
▲ **Source 3.128** Peter Jackson's *They Shall Not Grow Old* (2018)

Revisit your responses in Making thinking visible 3.2. Perhaps even rewatch the trailer. Given what you have learned in your inquiry so far, (i) has your thinking changed in any way? (ii) How objectively (without too much of his own personal bias or glorification) and accurately do you think Peter Jackson depicted World War I events in the documentary?

Another soldier said that it had been like playing a glorious game. Others had enjoyed the mateship of fighting together. Others admitted that they simply wondered what they were going to do in life now. They had nothing planned; the war had seemed set to go on forever.

Going home …

To properly understand what these men and women went through, we need to trace the last part of their story: going home. This should have been a relief and a pleasure, but often it was not. You might be surprised to find out that German soldier and writer Erich Maria Remarque was deeply distressed when he went home, because he found that civilian life had been carrying on much as normal, and that people had absolutely no idea of what he had been through at the front.

The British soldiers interviewed in Peter Jackson's *They Shall Not Grow Old* told heartbreaking stories about how, when they tried to express what they had been through, people just did not want to know. In Britain, there were no jobs available, and businesses put up signs saying 'No veterans need apply'.

For example, British soldier Edgar Woolley showed his disappointment with the treatment he received when he returned to Britain in January 1919 stating,

We were pleased to be home and we were looking forward to the sort of welcome which we'd heard … But, in point of fact, the atmosphere and the reception which greeted us was one of returned jail escapers.

▲ **Source 3.129** Account of Edgar Woolley, Imperial War Museums, 2020
Source: Imperial War Museums, *Voices of the First World War: Homecoming,* 2020

Tom Bromley of the Army Service Corps adds to this sentiment in Source 3.130, when he describes the problems that he confronted on returning home.

They knew, the authorities knew, there would be a sort of difficulty in organising demobilisation [returning soldiers from the front] in an orderly fashion. Instead of it being a free for all, which would have been terrible … It would have been absolute chaos, everybody going home at once and there was rationing … It was very, very difficult. So there was a system of grading devised in the form of groups. And they were run in groups of one to about 40-odd. Group one were miners and agricultural workers: those men who were essential for the satisfactory conduct of the economy, if you can use those words. I was group 40-something, right at the end of the queue! Right at the end: not a chance!

▲ **Source 3.130** British soldier's account on returning home

RESPONDING TO THE SOURCE – 3.72

1 What does Bromley say in Source 3.130 about the expected nature of demobilisation in Britain and the way in which the government authorities dealt with it?

2 From Bromley's tone, do you think he was supportive of the grading system? **Explain** using phrases from the source.

3 Which jobs within the grading system were rated most important? Why do you think this might have been the case, and what does this show about Britain at the end of the war?

4 What does Bromley allude to in his final sentence: 'I was group 40-something, right at the end of the queue! Right at the end: not a chance!'?

The soldiers had assumed that they would at least be recognised for serving their country. They were now devastated to discover that nobody even wanted to talk about the war. Nobody was interested, and everyone just wanted to get on with life. The decade of the 'Roaring Twenties' was, for some, one in which people enjoyed life and forgot the war altogether. These men therefore bottled up their dark memories and lived with them, hauntingly, for the rest of their lives.

?? What might be the lesson about the need for commemoration and acknowledgement that Australian society can take away from this, and perhaps not repeat the errors of the past?

Many Australians are, however, rightly cautious about commemorating a war, because they fear that this could so easily slip over into *glorifying* war. Glorification of war is anything that suggests that war is good, heroic, adventurous or a 'good experience' for a nation to have – as you've learned, many of these things were 'sold' to Australian soldiers in government propaganda to inspire enlistment in World War I. These ideas are indeed potentially dangerous, because they might make a nation more willing to use armed force rather than **diplomacy** and negotiation. In other words, they can lead to a strong sense of militarism, which was a key cause of World War I in the first place.

diplomacy the skill of managing international relations peacefully

More importantly, those who have served would want us to tell the truth about the war. The artist Will Dyson, for example, was a patriotic Australian who greatly admired our soldiers and their achievements. Having exposed himself to danger by sketching at the front line, he was one of the best informed about the truly terrible nature of this war. He wrote to Charles Bean: 'I'll never draw a line to show war except as the filthy business it is'.

??
- You've read about the absolute determination to record the events of the war in the most accurate way they knew how of the artist Will Dyson, the historian Charles Bean and the photographer Frank Hurley. Why might it have been so important to them to depict the events of World War I as accurately as they could?
- How important is it that historians of the future, and students of history like you, continue to challenge the historical record and critique the accuracy of how events of World War I (and other significant moments) have been documented?

What is the 'Anzac legend' and what values have been associated with it?

It is a curious fact that Anzac Day has not always been as intensively celebrated as it is today. During the 1960s, for example, when the anti-war movement reached its peak in response to the Vietnam War, peace activists often stated that Anzac Day commemorations were just a glorification of war and of militarism.
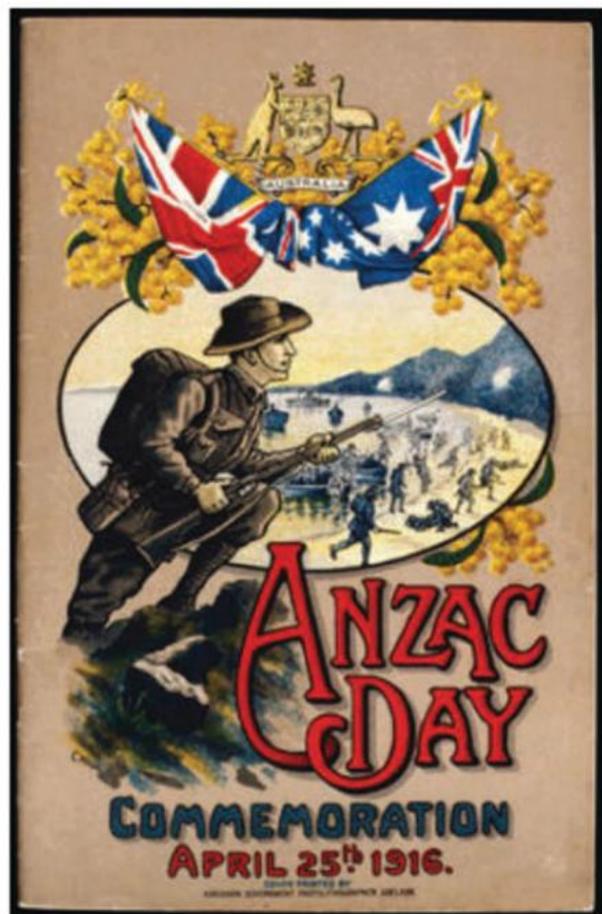
▲ **Source 3.131** Poster of the first Anzac Day, 1916

RESPONDING TO THE SOURCE – 3.73

1. What is the scene being depicted in the centre of Source 3.131?
2. How would you **describe** the soldiers portrayed in this poster?
3. Who commissioned this poster? How do you know?
4. What do you think their message is?
5. Why do you think they commissioned this poster to be made and published to the Australian public on 25 April 1916?
6. The RSL National Headquarters stressed the importance of Anzac values as follows: courage, mateship, fairness, persistence, integrity, humour, initiative, endurance, determination, ingenuity, respect and self-sacrifice (selflessness). Can you **identify** any of these values in the poster?
7. To what extent do you think a poster such as this can ever truly and accurately portray events such as this?
8. From your study of the battle depicted in Source 3.131, how appropriate do you think it is for Australia to establish a legend – the Anzac legend – based on the values mentioned above, from this campaign?

In recent years, however, commemoration of Anzac Day, and of Australia's experience in war, has enjoyed enormous popularity. It is unusual that, the further we get away from the event, the more it has become deeply meaningful to many Australian people. Far from forgetting the event – as human memory tends to do with time – we now feel deeply moved by this commemoration.

Anzac Day is a good moment to pause and reflect on why we commemorate this event, and how we can best do so. More than anything else, we are paying a debt of gratitude to young men and women who voluntarily went to war. This is in no way a glorification of war itself, nor praise of the spirit of militarism. Quite the opposite: we are being asked to look directly at the horror of war and draw lessons from it. Perhaps military historian Peter Dennis best encapsulates the significance of commemoration where he states,

> Anzac Day commemorates the landing at Gallipoli of Australian forces on that day in 1915; it is the day on which Australians remember the nation's war dead and all those who have served and suffered in war; and it is also the day on which Australians remember what it is to be Australian. It is a day of both solemn ritual and boisterous celebration.

▲ **Source 3.132** Peter Dennis, *The Oxford Companion to Australian Military History*, 2008, pp. 32–7

The ritual of commemoration exists for all humans as a means to cultivate community and instil a sense of meaning and significance in our lives. However, commemoration is not the same in all countries. In Australia, Gallipoli is the focus of our national commemoration. Our compatriot Anzacs, the New Zealanders, respect a quite different battle and date.

For them, their great national achievement was the Battle of Chunuk Bair, and their key date is 8 August 1915. In Britain, America and France, people have generally not even heard of the disastrous 1915 campaign of Gallipoli.

What is the most appropriate way of remembering those who have served?

In the case of Australia, our commemoration of World War I actually began while the war was still in progress. This meant that so many important memories, as well as important objects, were saved even before the war ended.

▲ **Source 3.133** Charles Bean after the war

> How would you describe Bean's portrayal here? Does this portrayal add to or subtract from his reputation as Australia's official World War I historian?

We owe this to Captain Charles Bean. While he was still reporting as war correspondent to Australia, he began to imagine the idea of a new type of museum to preserve historical objects and, more broadly, save the memories and experiences of the men and women who had fought and suffered.

The Australian Government also realised the importance of gathering and saving *artefacts* (historical objects). Captain John Treloar was appointed head of the Australian War Records Section, with a responsibility to select and save both documents and objects that could later be used to tell the story of this war.

MAKING THINKING VISIBLE 3.17

The skill of historical empathy

Preparation: Take some time to research Charles Bean, and especially why he came to believe, even when the Great War was still in progress, that it should be commemorated.

Activity: Imagine that you are a newspaper reporter sent to interview Captain Charles Bean about his work during and after the war. Your aim is to write an article about the idea of a national war memorial and its purpose. How might Bean have responded to the questions below? Complete the 'interview' by recording how he would respond if questioned today.

1   Captain Charles Bean, you have become a leading figure in Australia's history of the Great War. To what extent do you believe that you are a reliable witness of this enormous conflict?

2   Given that you held the rank of officer, and did not have to do any actual fighting, are you sure that you are really equipped to understand what the common soldier went through? How much of the real fighting did you see?

3   When, and why, did you conceive the idea of creating a national war memorial?

4   Why do you believe that Australia should spend time and resources on building a memorial to this terrible war? Would we not be better advised to put money into directly helping the wounded veterans who are now coming home?

5   Is it possible that a national war memorial is really going to glorify war instead of showing its horrors and tragedy? How do we know that it will not inspire future generations to think of war as a glorious adventure and a good way of resolving international conflict?

Some of our most eminent historians of Gallipoli, such as Professor Ken Inglis and Dr Martin Ball, show enormous respect (and sympathy) for the men and women who served at Gallipoli, but they are also careful to dispel the many myths that have since gathered around the Gallipoli experience. These historians insist that the greatest respect we can pay these men and women is to clear away the distortions, and to drill down to find out what *really* happened during that fateful campaign. To read more about this issue of myth versus reality, see Ken Inglis' book *Anzac Remember*.

▲ **Source 3.134A** Australians and New Zealanders attend the Anzac Dawn Service at Anzac Cove in commemoration of the 103rd anniversary of Canakkale Land Battles on Gallipoli Peninsula, on 25 April 2018 in Canakkale, Turkey

▲ **Source 3.134B** Australians attend an Anzac Day dawn service and Powderfinger concert at Currumbin Beach, Gold Coast, 2007

RESPONDING TO THE SOURCES – 3.74

1   How are Sources 3.134A and 3.134B examples of the differing ways commemoration has changed, or even evolved, over time in Australia?

2   **Consider** Source 3.134A. Do you think pilgrimage to the site of the Allied invasion of Turkey could in any way be seen as offensive? If so, how might it best be overcome or avoided?

3   In 1934, commander of the Turkish forces Mustafa Kemal 'Ataturk' stated in a moving tribute to the Anzacs killed at Gallipoli that, 'Those heroes that shed their blood and lost their lives … You are now lying in the soil of a friendly country … You, the mothers who sent their sons from faraway countries, wipe away your tears; your sons are now lying in our bosom and are in peace. After having lost their lives on this land they have become our sons as well. Therefore, rest in peace.' Considering this new information, has your response to the earlier question changed?

4   **Consider** Source 3.134B. What might be the arguments for and against commemorating Anzac Day in this way? Which do you support more closely?

Historical debates over the 'Anzac legend'

For most Australians, our nation's achievements in war are a matter of enormous interest and, for many, of national pride. And yet there are other voices – equally credible – who argue that the reality of our war service has been blown up into a myth, one that needs to be questioned and corrected.

In 2010, historians Marilyn Lake and Henry Reynolds published a book with the startling title *What's Wrong with Anzac?* Given the respect we owe to the men and women who have served as Anzacs, it may seem curious to question their contribution. But like all things that unsettle us, it is important here to establish exactly what these critics meant.

The role of war in making the Australian nation

The main issue that has caused great debate is the common idea that Australia's involvement in World War I somehow 'made' our nation. Some would argue that Australians proved themselves in the eyes of the world, and especially of Britain, and finally 'grew up' to a sense of national identity.

Others would disagree, arguing that Australians had already defined themselves, constitutionally, in 1901, with the Federation of the colonies into states. The Anzacs may well have won the respect of their British commanders, but there is no evidence that the national identity was forged by the experience of war. Indeed, a sense of an Australian national identity had emerged even earlier, in the 1880s and 1890s.

The militarisation of Australian history

The second big question is the idea that the Australian Government – encouraged by former Prime Minister John Howard – has sponsored an intensive campaign of publications with public money to focus attention upon the Anzac myth and upon Australian military history. This, say the critics, means that military history is 'taking over' our national history, excluding other important achievements made by Australians, especially during peacetime. Marilyn Lake and Henry Reynolds argued this case in 2010, writing the following:

Like the many Australians who are concerned with the homage paid to the Anzac spirit and associated militarisation of our history, we are concerned about the ways in which history is used to define our national heritage and national values. We suggest that Australians might look to alternative national traditions that give pride of place to equality of opportunity and the pursuit of social justice: the idea of a living wage and sexual and racial equality. In the myth of Anzac, military achievements are exalted above civilian ones; events overseas are given priority over Australian developments; slow and patient nation-building is eclipsed by the bloody drama of battle; action is exalted above contemplation. The key premise of the Anzac legend is that nations and men are made in war. It is an idea that had currency a hundred years ago. Is it not now time for Australia to cast it aside?

▲ **Source 3.135** Historians' argument over militarisation of Australian history
Source: Marilyn Lake et al., *What's Wrong with Anzac?*, 2010, p. 167

RESPONDING TO THE SOURCE – 3.75

1   What is the central argument or concern of these historians in Source 3.135?

2   In your own words, what do they suggest as an alternative?

3   What do you think they mean by the last three sentences, 'The key premise of the Anzac legend is that nations and men are made in war. It is an idea that had currency a hundred years ago. Is it not now time for Australia to cast it aside?'? Do you agree?

It is true that there has been a publishing boom in books on Australian military history, as we can readily see just by examining the shelves in any commercial bookshop. We know from 'letters to the editor' in newspapers that some Australians, at least, feel that this has gone too far, and that we are no longer reading so much about aspects of our national history *other*

than war. Irrespective of which side of the historical debate you may find yourself, the sentiments of Professor Ken Inglis and Dr Martin Ball remind us that the greatest respect we can pay to these men and women is to clear away the distortions, and to drill down to find out what *really* happened throughout this 'Great War'.

REFLECTING ON YOUR LEARNING 3.6

This section has led you to question why we commemorate wars and to probe ethical debates about the nature of commemoration. It asked you to think deeply about how Australia's official World War I correspondent Charles Bean might have expected Australia to memorialise the Great War into the future. You've also considered how commemoration is conducted by contemporary Australian society and how it continues to change over time, and within this you've explored the relationship between commemoration of war and Australian sport. Finally, in this concluding study you have inquired into the idea of the Anzac legend and the militarisation of Australian history to form your own judgement on this contentious topic.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

3.7   Conclusion: why does it matter today?

The Great War (1914–18), as it was then called, was very destructive. It involved some 70 million men and women, of whom 9 million were killed in action, and countless more returned seriously wounded and traumatised. As we have seen, it was the first mechanised war, and the technological advances of the Industrial Revolution were used to develop more and more efficient ways of killing enemy forces.

World War I also changed the face of the nations on Earth. Some states (such as the Ottoman Empire) crumbled, to be replaced by new countries (such as Turkey).

The terrible experience of modern warfare inspired a new field of study called International Relations in 1919 and led to the creation of an international body called the League of Nations in 1920, both established with a view to trying to prevent further conflicts of this sort.

After working through this chapter, reflect now on the chapter's key inquiry question:
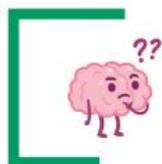
Why do Australians still care about World War I after more than a century has passed?

Are you able to speak or write confidently in response to this question now? Maybe as you reflect on this, it may help to also consider the following reflective questions:
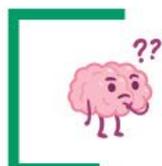
- How has my understanding of World War I changed?
- How do I think differently about our world now as a result of this inquiry?

Do you agree with this type of censorship? Should this image be published in this textbook for your investigation? Does its graphic nature provide further insight to your learning in any way? Are students less sensitive to shocking images such as this today anyway due to popular media and video games?

▼ **Source 3.136** Late in the war, American troops found this abandoned trench and dugout with a lone skeleton staring at the sky from the mud. Bodies often went unburied, since it was too dangerous to try to bury them. Graphic images like this have often been censored from the public.

🏛️ End-of-chapter assessment 3

Chapter inquiry question

Why do Australians still care about World War I after more than a century has passed?

You have two choices of assessment type: a research essay or an investigation.

Option 1: Research essay

Using sources from this chapter (and others you might locate independently) and the knowledge you have acquired from your study in this chapter, research and **develop** a historical essay relating to the significance of Australia's involvement in World War I.

A research essay assesses your abilities to **interpret**, process, **analyse**, **organise** and draw conclusions about evidence from primary and secondary sources and then **communicate** a historical interpretation in an extended piece of writing. This involves testing a hypothesis and/or answering a research question.

Conditions

Step 1:   **Select** ONE aspect, event or personality relating to the significance of Australia's involvement in World War I on which to focus research.

Step 2:   Complete some background research on your topic and **devise** a key inquiry question.

An effective key inquiry question should have the following features:

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

Step 3:   **Devise** THREE sub-questions that will help to answer your key inquiry question.

Step 4:   **Develop** a clear hypothesis and three supporting points and write an introduction.

Step 5:   Follow the essay structure (revisit Activity 3.18 for an essay 'road map' or structure) to **develop** body paragraphs.

- **Use** a paragraph structure that includes a topic sentence (point), evidence and explanations, and a concluding sentence that links back to the point (and hypothesis, by extension).
- Corroborate! Choose at least two sources for each body paragraph that agree with and support the main point. (Include contestation too where available and relevant.)
- Write clearly and succinctly. **Use** your best written expression, utilising conjunctions throughout your writing to make your writing 'flow'.

Step 6:   Write a concluding paragraph that sums up the main points of your argument and **explains** briefly how they contribute to answering your hypothesis.

Step 7:   Include a reference list for your sources.

Length: 600–800 words

OR

Option 2: Investigation

Using sources from this chapter (and others you might locate independently) and the knowledge you have acquired from your study in this chapter, complete a source-based investigation relating to the significance of Australia's involvement in World War I.

An investigation assesses your abilities to **interpret**, process, **analyse**, **organise** and draw conclusions about evidence from primary and secondary sources. This involves testing a tentative hypothesis and/or answering a research question.

Students:

- **Develop** questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- **Develop** interpretations about the past. Research conventions must be followed; e.g. acknowledging sources regardless of the presentation format.

Conditions

Step 1: **Select** ONE aspect, event or personality relating to the significance of Australia's involvement in World War I on which to focus your research.

Step 2: Complete some background research on your topic and **devise** a key inquiry question.

An effective key inquiry question should have the following features:

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

Step 3: **Devise** THREE sub-questions that will help to answer your key inquiry question.

Step 4: Write a rationale.

Step 5: **Select** FOUR sources that answer the sub-questions. Ensure that you include at least one primary and one secondary source.

Step 6: **Analyse** the sources by copying and completing the table below.

What is the source? (text/type)	
Who published/compiled the source? (origin)	
When was it written? (origin)	
What was happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (motive)	
Who might have the source been written for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the focus area of your question. (perspective)	
What evidence does the source provide about the question? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the question? (implicit information)	

Step 7: Answer the THREE sub-questions. Make sure you refer to and acknowledge your sources as evidence in your writing.

Step 8: Include a reference list for your sources.

Length: 600–800 words

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.

Part 2

Geography

What is Geography?

Geography combines the study of the physical features of Earth and the relationships people have with both natural and human environments. For example, geographers might study the shape of a landscape, the type of vegetation it contains, the habitat that this vegetation provides, and the climate and soil types that helped this vegetation to grow. Equally, geographers might study the changes that humans make to landscapes, such as clearing a forest for agricultural production and the positive and negative impacts that follow.

Asking questions about the world is an essential part of any geographical study. Why are some parts of Earth covered in tropical rainforests while others are covered in rocky mountains? Why is rice a staple food source in some regions instead of bread? Why are some countries facing overpopulation while others are trying to increase birth rates? How do local-scale actions lead to global-scale impacts? 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.

Introducing geographical concepts and skills: *geographical thinking,* and *using data and information*

Throughout the Geography 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. This data often has a spatial component in the form of a map, a

geotagged photo or a digital interactive map known as a geographic information systems (GIS). 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 gather this data include drawing field sketches, taking photographs, surveying local residents and mapping geographic characteristics. Secondary data is also used, which includes field data collected by others, historical accounts, data gathered remotely by satellites (see images in Figures A and B) 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**. Using the images in Figures A and B, a geographer might investigate how the characteristics of this place have changed, measure the scale and distribution of these changes, consider the interconnections between the factors that have led to the change, and address the impacts that these changes might have on the environmental, social and economic sustainability of the region.

These concepts will be expanded upon throughout the following chapters as you compare natural environments around the world, explore the impacts of food production, investigate how technological developments have helped connect people around the world, and consider ways that people's choices and actions can have global consequences.

▼ These satellite images taken in 1986 (left) and 2001 (right) show environmental change in Rondônia, Brazil, as tropical rainforest is cleared for agriculture
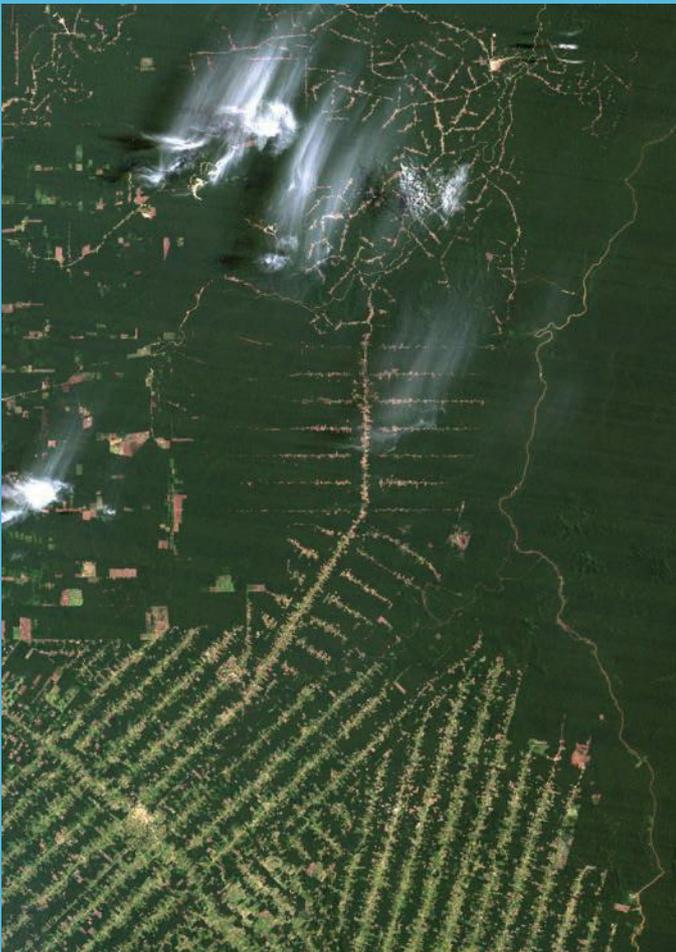
Figure A Satellite image of Rondônia, Brazil, from 1986

Figure B Satellite image of Rondônia, Brazil, from 2001

Comparing Figures A and B, what do you immediately notice? Once you have completed this chapter, revisit these images and discuss if you now notice any other details, and anything else you would like to investigate.

Unit 1

Biomes and food security

Overview

By the middle of the twenty-first century, eating insects could become widely accepted. Meanwhile, cultured meat grown in a lab from cow stem cells could replace traditional beef production. Furthermore, cocoa production could be drastically reduced because of climate change, which could lead to a worldwide chocolate shortage!

In this unit, you will study the features of biomes. These features include their geographic characteristics and spatial distribution. This will help you to understand the types of foods and fibres that can be produced in different environments, as well as their social, economic and environmental impacts. You will also explore the ways in which future food production can try to achieve sustainability and global food security.

Learning goals

After completing this unit, you should be able to answer these questions:

- What are biomes and how do their characteristics vary?
- What is the spatial distribution of biomes on a global scale?
- What factors influence crop yields within Australia and across the world?
- In what ways does the production of food and fibres affect the environment?
- What are the challenges associated with achieving global food security?
- What land and resource management strategies are being used to try to achieve food security on a range of scales?

▲ **Video**
Unit overview

Introducing geographical concepts and skills: *space, environment* and *interconnection*

This unit focuses on developing your understanding of **space**, **environment** and **interconnection**. In Geography, the concept of **environment** includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the relationship between people and environments. **Space** refers to a physical area and its features or characteristics. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess and manage environmental impacts.

Interconnection involves the links between places and the influences that people have on the characteristics of places. For example, biomes are influenced by their location and climate, while the interaction between the living and non-living features of a biome might determine its characteristics. People are interconnected with these environments in the way that they manage and change them. For example, deforestation of tropical rainforests in Indonesia is making way for palm oil plantations. Indonesian palm oil is used in products that are manufactured and consumed throughout the world. Therefore, there is an **interconnection** between people and Indonesia's tropical rainforest on a local and global scale.

Please note at the time of writing in early 2021, the global COVID-19 pandemic was still unfolding, and having a major effect on the world. The long-term consequences were still largely unknown at the time of publication.

Geographical concepts

Although this unit has a specific focus on **space**, **environment** and **interconnection,** these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Where is it located, what are its geographic characteristics and how is it significant to different people?

Where is it located and what are the geographic characteristics? How are features distributed and how have they changed over time?

Is it economically, socially and environmentally sustainable?

What type of change has occurred and what are the consequences?

Place

Space

Sustainability

Change

Environment

Scale

Interconnection

What are the components of this environment and what processes have formed it?

Does it occur on a local, national or global scale?

How is it linked with other places and with other people?

▲ **Figure C** Workers harvest palm fruit from palm oil plantations. While this provides benefits to the local economy, it is having a devastating impact on tropical rainforest biomes in places like Indonesia and Malaysia.

CHAPTER 4

Biomes and food security

Setting the scene: the Amazon rainforest – a biome on fire

The Amazon rainforest is one of the most **biodiverse** places on Earth. Its rivers are home to pink river dolphins, piranhas and the carnivorous bladderwort plant. Deep in the forest, anacondas, jaguars, sloths, toucans and the cacao plant (the source of chocolate) flourish. One in 10 species of animals in the world today lives in the Amazon rainforest, and many Amazonian plant and animal species are still unknown to us. In August and September 2019, the world watched in horror as 2500 fires raged through the rainforest.

biodiversity the variety of plant and animal life found in a place

▲ **Figure 4.1** The pink river dolphin, or boto, is one of five dolphin species that live in the Amazon River

▲ **Figure 4.2** The cacao tree's seeds are used to make chocolate

▲ **Figure 4.3** A three-toed sloth's toes are actually claws, which are an adaptation that helps it live in trees

As seen in Figure 4.4, the Amazon rainforest is located in the northern region of the South American continent. It is classified as a tropical rainforest **biome**. Biomes are communities of plants and animals that have naturally **adapted** to a region. The strong biodiversity in this biome is due to its climate of warm temperatures and high rainfall, and the extraordinary network of 1100 **tributaries** that transport water through the region. These **natural characteristics** not only support life within the rainforest but they also support us. The Amazon provides us with food, rainfall, oxygen, materials and medicine.

biome a large naturally formed community of plants and animals found in a place

adaptation the process of change where an organism becomes better suited to its environment

tributary a small river that feeds its water into a bigger river

natural characteristics the natural qualities of a place

▼ **Figure 4.4** The distribution of the Amazon rainforest in South America, and the fires that were active in August 2019

deforestation clearing a large area of trees

export sell and send goods to another country

import bring goods in from another country

The 2500 fires that burned in the Amazon rainforest in 2019 were, like most fires in this region, started by people. While fires have been lit before, the humid climate of the biome has often ensured that they do not get out of control. So, what caused such a disaster to occur this time?

Using a geographic lens, we can piece together a variety of factors that interconnect (link together or influence each other) to create the perfect conditions for this disaster. In Geography, factors are the circumstances that contribute to or cause something to occur.

TABLE 4.1 Factors that contributed to the Amazon rainforest fires in 2019

Type of factor	Description
Environmental	Climate change is increasing the global temperature and creating longer periods without rain in the region. **Deforestation** is also reducing the amount of water in the region and is drying out the land, increasing the risk of fires.
Economic	Brazil **exports** more beef than any other country. This demand from over 150 countries encourages Brazilian farmers to clear rainforest trees for cattle. There are economic benefits to preserving the rainforest. One acre (about 0.4 hectares) of land can make six times as much money from medicinal plant growing as cattle farming, making rainforests more valuable if they are not cleared. However, if sustainable industries are not encouraged, farmers will continue to farm animals.
Social	In 2014, unemployment in Brazil started to go up, people's income started to go down and crime rates were increasing. Many people decided it was time for a change and voted in a new president, Jair Bolsonaro, who became Brazil's leader in January 2019. He promised to get tough on crime and improve the economy. He argued that Brazil's economic growth was being held back because they were not exploiting the resources of the Amazon rainforest. He promised to allow more farming and mining in the forest.
Historic	When the fires began, the French President, Emmanuel Macron, gathered leaders from the G7 countries to offer Brazil US$20 million to help put out the fires. Bolsonaro initially rejected the assistance, however, meaning the fires lasted longer than they needed to. He said that Europe had already 'destroyed their environment' and if they wanted to help the environment, they could plant trees in their own countries. The Brazilian Government also had issues accepting help from France, a country that had colonised parts of Central and South America in the past and had exploited these regions' resources for France's own benefit. One government official said 'Ninety per cent of [former] French colonies are in a deplorable state … Wherever [the French] went they left a trail of destruction, chaos and misery. They shouldn't be giving anyone advice. This is a joke.'
Technological	Our ability to transport food and goods globally due to technological advancements allows countries to **import** more goods from Brazil. This means that other countries do not have to convert as much of their own land to farming. However, this also puts pressure on exporting countries, such as Brazil, to clear their land for farming to meet overseas demand.
Political	In 2016, Brazil signed a global agreement (called the Paris Agreement) to reduce greenhouse gas emissions. However, Bolsonaro said, 'Brazil does not owe the world anything'. Though deforestation is considered to be illegal in certain protected areas of Brazil and punishable by fines, the government is not strictly enforcing these laws. Figure 4.5 shows a marked increase in deforestation rates since President Bolsonaro took office in January 2019.

▲ **Figure 4.5** Deforestation rates in the Amazon, 2015–19

▲ **Figure 4.6** Brazilian beef exports to the top 10 importing countries, 2015–17
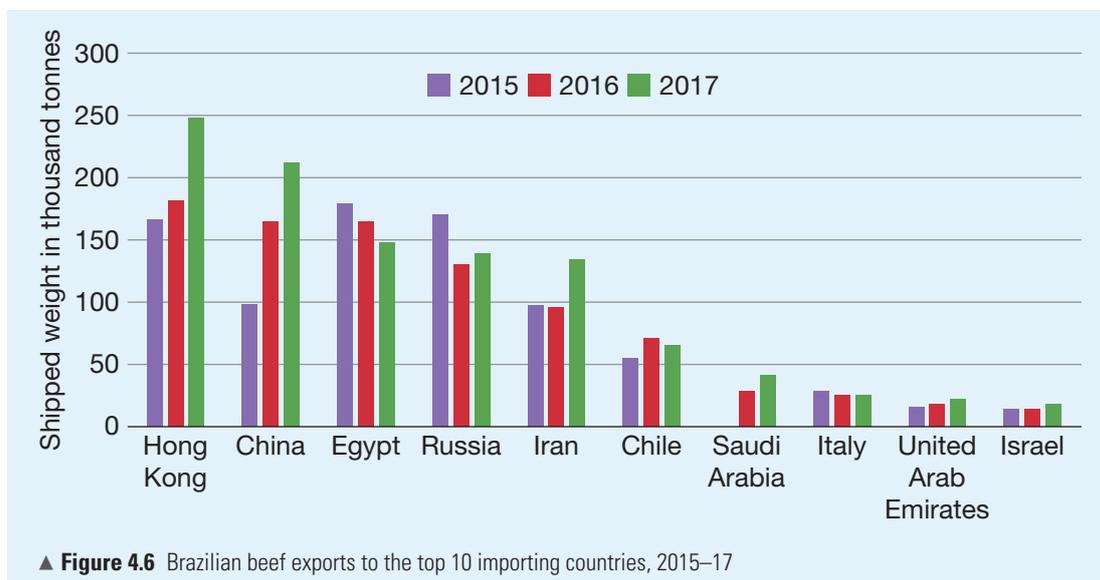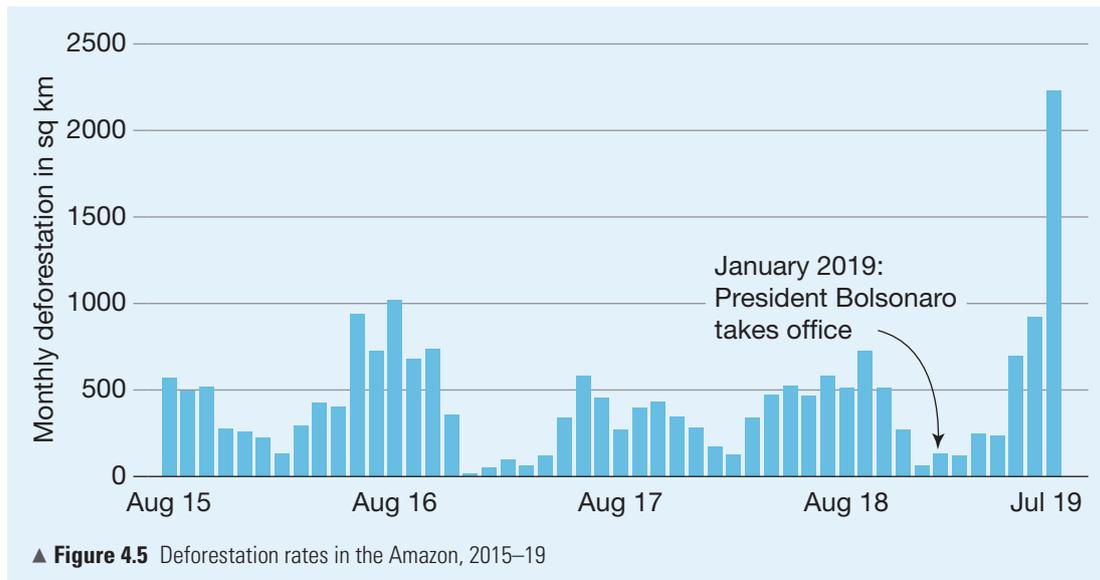
ACTIVITY 4.1

Cognitive spotlight: Identify

1 **Examine** the graphs, table, map and information provided and **create** a concept map to **identify** the ways that other countries are interconnected with Brazil and the 2019 Amazon fires.

2 Share your concept map with a partner.

Chapter overview

Our natural world is made up of many biomes that have shaped and supported the growth of human life on Earth. In this chapter, you will explore the world's biomes and learn about the ways in which we rely on these to produce food and fibre. You will also investigate the environmental, economic and societal impacts of food and fibre production, and examine the challenges we face when attempting to provide enough food and fibre for a growing population into the future. You will complete a variety of activities, including fieldwork, that will provide you with a broad range of geographic skills as well as allow you to apply the seven geographic concepts.

▲ **Video**
Five interesting facts about biomes

Learning goals

After completing this chapter, you should be able to answer these questions:

- What are biomes and how do their characteristics vary?
- What is food security?
- What factors influence crop yields within Australia and across the world?
- What is land used for in Australia and the world?
- In what ways does the production of food and fibres affect the environment?
- How did the First Australians live off the land for so long?
- Can agriculture improve the environment?
- What does the fieldwork process involve?

Geographical skills

After completing this chapter, you should be able to:

- **Describe** spatial distribution using the PQE method
- **Describe** spatial association using the DQE method
- **Calculate** the biodiversity of an area
- **Create** a sketch map of an area
- Read scatter graphs to **interpret** the association between phenomena
- **Apply** the concept of process by drawing a flowchart
- **Apply** the concept of change
- **Evaluate** a response using the sustainability concept
- **Describe** the trend of a line graph.

▼ **Figure 4.7** Terraced rice fields in Vietnam

4.1   Distribution and characteristics of biomes

FOCUS QUESTION

What are biomes and how do their characteristics vary?

What is a biome?

Consider the types of plants and animals that are **indigenous** to your local region. Are you more likely to see a magpie and gum tree when looking out of your school window than a moose and a maple tree? Observing the indigenous plant and animal life in a region is a good place to start when identifying a biome.
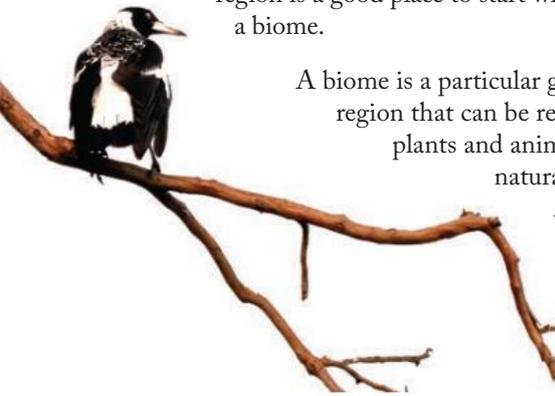
A biome is a particular geographic region that can be recognised by the plants and animal species that naturally live there. *Bios* is a Greek term meaning 'life', and it is the unique collection of life found in each region that characterises each biome.

▲ **Figure 4.8** Are magpies indigenous to your region?

What are the different biomes?

As seen in Table 4.2, there are two main types of biomes: terrestrial (land) biomes and aquatic biomes. These can be further classified into more specific biomes based on the variations of plant and animal species found in each region. A biome is often named after the main characteristic of its environment, such as the dominant vegetation that grows there. For example, the **tundra biome** gets its name from the Finnish word *tundra*, meaning 'treeless plain'. Can you guess which type of vegetation dominates the **grasslands biome**? What do you think may be the main characteristic of the **ice biome**?

KEY CONCEPT

Biome is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

indigenous naturally existing in a specific geographic area

TABLE 4.2 The main biome classifications. These can be further classified more specifically.	
Terrestrial biomes	**Aquatic biomes**
Tropical rainforest Temperate forest Desert Tundra Taiga (boreal forest) Grassland Savanna/tropical grassland	Freshwater Marine
The ice biome can be terrestrial in the form of ice sheets and glaciers, or aquatic in the form of sea ice.	

ACTIVITY 4.2

Cognitive spotlight: classify

1 **Classify** the images in Figure 4.9 (A–F) into one of the biomes mentioned in Table 4.2.
2 **Identify** the main biome characteristics that you see in each image.

▲ Figure 4.9A

▲ Figure 4.9B

▲ Figure 4.9C

▲ Figure 4.9D

▲ Figure 4.9E

▲ Figure 4.9F

Characteristics of biomes and their spatial distribution

Although biomes are recognised by their plant and animal species, there are some important characteristics that influence which species will dominate each region. The most influential of these characteristics is climate. However, latitude, soil and elevation also influence a biome's distribution.

Climate

Climate refers to the average weather conditions of a place over a long time (usually 30 years). Weather conditions are factors that can change on a daily basis, such as temperature, wind and **precipitation**. By calculating the average daily weather conditions of a place over 30 years, we can determine its climate and predict what type of weather we will expect at different times of the year.

Consider the climate conditions in your region for a moment. If your region has four seasons, you may be living in a temperate climate. A common biome found in this climate is the **temperate forest biome**. The mild temperatures and annual rainfall of over 140 cm allow many species of plants and animals to thrive, therefore making it a productive biome. In fact, temperate climate conditions are so appealing that the majority of people worldwide live in this type of climate.

Alternatively, if your region receives less than 25 cm of rain per year, it is likely that you are in a **desert biome**. These dry conditions provide a difficult climate for much life to adapt to and thrive in. However,

some species have adapted in remarkable ways. For instance, the dorcas gazelle of the Sahara desert in North Africa can survive without drinking water and passes white pellets of uric acid, rather than waste precious water by urinating. Moreover, big ears are often common among hot-desert-dwelling animals, like jackrabbits and Fennec foxes, as the large surface area of their ears helps to radiate heat and keep them cool. The Australian thorny devil has adapted to its environment and is able to absorb water through its feet.

Latitude

Latitude is another important influence on a biome, and is strongly interconnected with climate, as the latitude of a place can affect its temperature and the amount of sunlight it receives. The tropics, which are located between 23.5° latitude north and south of the equator, receive direct exposure to sunlight all year round. This makes the **tropical rainforest biome** consistently warm. This consistent exposure to sunlight, as well as high amounts of rainfall, makes it the most biodiverse of all biomes. It is home to approximately 50 per cent of all life, despite only taking up 2 per cent of Earth's surface. In contrast, the **polar ice biomes**, located between 65° and 90° latitude, experience half the amount of sun exposure and are consequently too cold to sustain an abundance of life.

KEY CONCEPT

Climate is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

precipitation liquid or frozen water that forms in the atmosphere and falls to Earth (e.g. rain, snow)
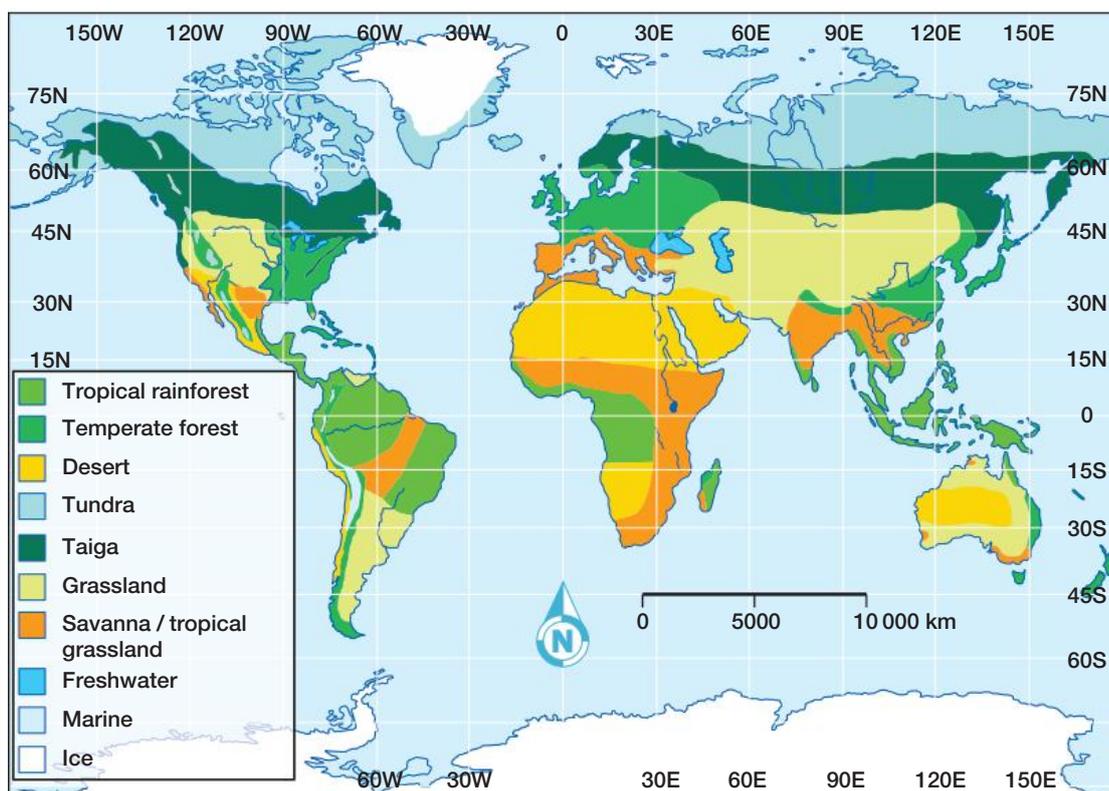
▲ **Figure 4.10** The global distribution of biomes
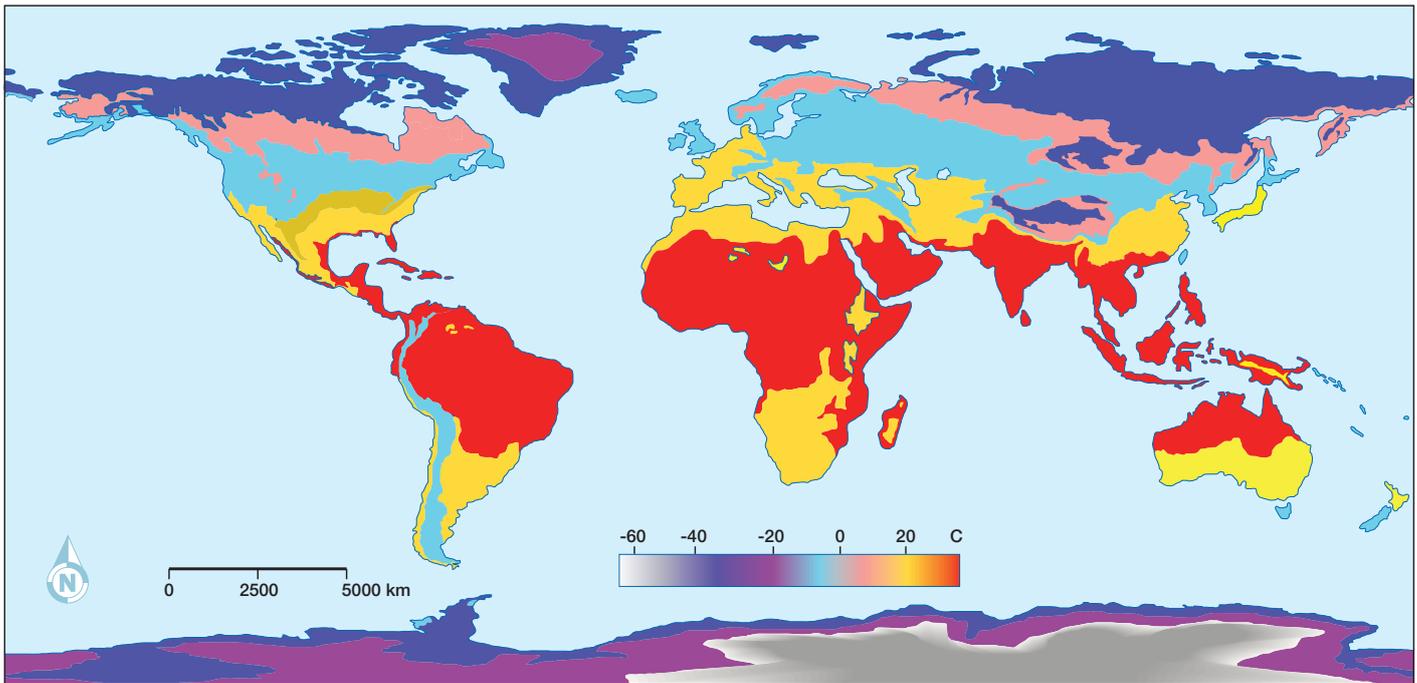
▲ **Figure 4.11** A **thematic** map showing the global distribution of annual average temperature

ACTIVITY 4.3

Describing spatial distribution using the PQE method

When describing the distribution of a **phenomenon** using a **thematic map** or **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 with respect to Figure 4.11.

1 *Pattern:* Give a general overview of the distribution.
  a Is the overall distribution even or uneven?
  b Where are areas that have a high or low temperature? Provide some examples.
2 *Quantification:* Provide specific evidence to demonstrate the pattern. Use the temperatures provided in the legend and estimate the size of temperature regions using percentages.
  a Roughly how much of Earth has a high or low temperature?
  b How hot are the majority of the hottest regions? How cold are the majority of the coldest regions?
3 *Exception:* **Identify** some places as examples of specific places that do not fit your pattern.
  a Is there a place that has a high temperature surrounded by places with a low temperature or vice versa?
  b Is there a place that has a much higher or lower temperature than anywhere else?

phenomenon a fact or situation that exists or happens (plural: phenomena)

thematic map using different colours to identify the different data sets

choropleth map using different shades of the same colour to identify the different data sets

Describing spatial association using the DQE method

Geographers can apply the concept of spatial association when comparing maps to help determine whether two or more phenomena are similarly distributed over Earth's surface. If a similarity exists, there may be a link between the phenomena that a geographer may want to investigate further.

When describing spatial association, there are three important things to include: the degree of association, quantification and an exception. This is also known as the DQE method. Use at least one sentence to describe each of these.

≫

≫

1 *Degree:* Give a general overview of the degree of association.

   a Is there a strong, moderate, weak or no degree of association between the two phenomena? That is, does the distribution pattern of each map look similar or different?

   b Provide some examples that support your statement. For example, if there is a strong association, provide evidence of locations where both phenomena are similarly distributed.

2 *Quantify:* Provide specific evidence to **demonstrate** the association. Provide data and estimate the percentage of coverage.

3 *Exception:* **Identify** an example or several examples of specific places that do not fit the pattern of association.

   a Locate and name the exception.

   b **Explain** why this is an exception.

For example, if you have stated that there is a strong association, there may still be a location where only one phenomenon is present.

Soil

Soil varies between biomes in terms of its temperature, moisture, organic material and pH. These factors all influence which plants will thrive in each region. For instance, the **tundra biome**, which is mostly distributed within the Arctic Circle and in areas of high elevation, supports low-growing shrubs and mosses that can endure the permanently frozen soils, which are known as **permafrost**. In the coldest of **grassland biomes**, such as the steppes (large unforested plains) in Siberia, ancient organisms have been found preserved in the frozen soil. In these biomes, the soil is too cold for **decomposition** to occur. Figure 4.12 shows the frozen remains of an extinct lion cub that was found in Siberia in 2017.

permafrost permanently frozen soil, mostly found in the polar and tundra biomes

decomposition the process of being broken down to smaller pieces by bacteria and fungi

▼ **Figure 4.12** This 50 000-year-old lion is believed to be similar to both African lions and tigers. Scientists hope to be able to bring back the species in a process called de-extinction.
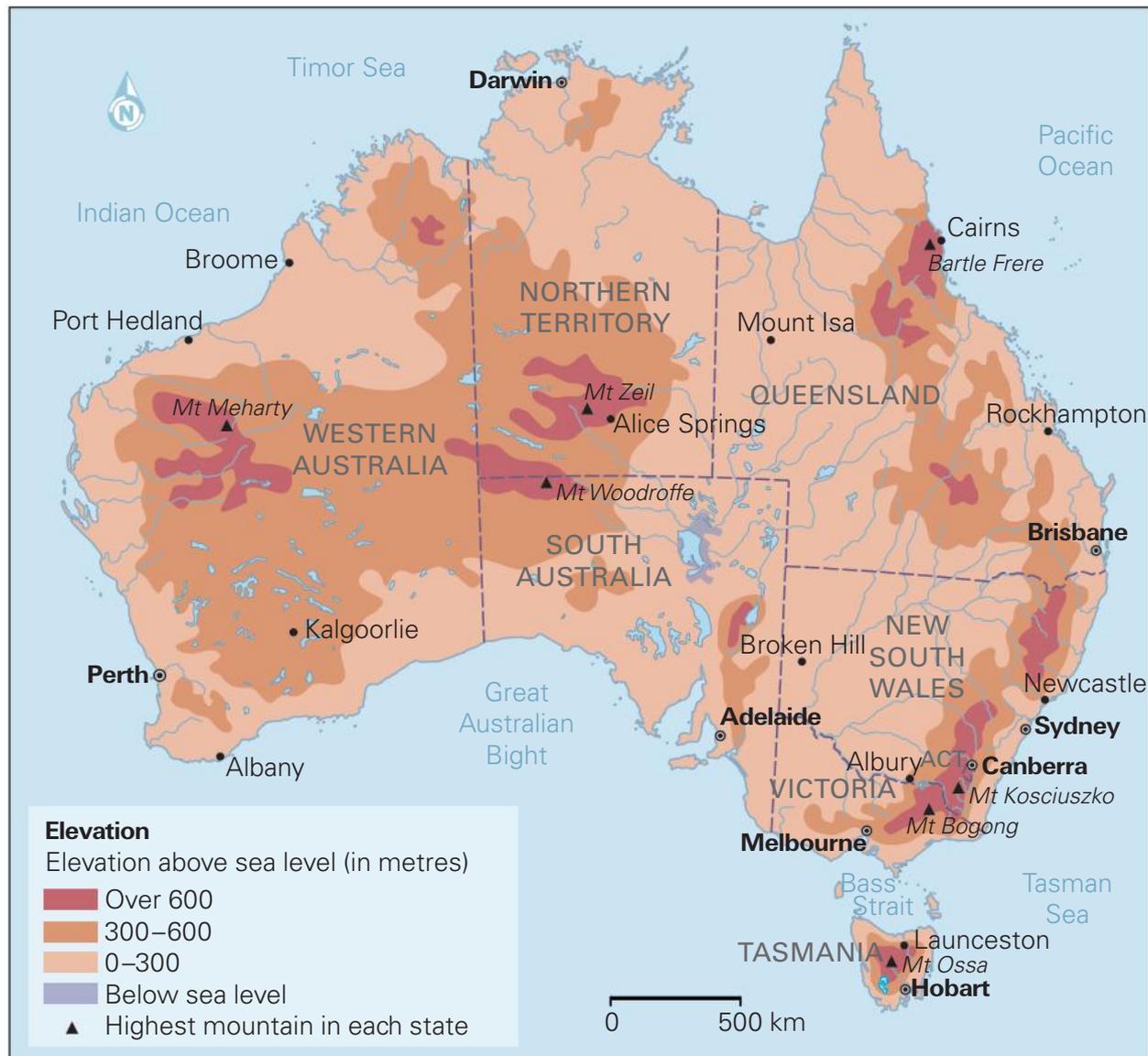
▲ **Figure 4.13** In this elevation map of Australia, the areas marked at over 300 metres above sea level along the eastern coast of Australia make up the Great Dividing Range

Source: Geoscience Australia

Elevation

Elevation refers to the height of land above or below sea level. Low-elevation biomes include the **coastal estuary biome**, which is the place where the river meets the sea, and **marine biomes,** which are below sea level. Biomes located at higher elevations will experience colder temperatures as the atmosphere gets thinner. A thinner atmosphere cannot trap as much heat.

If you were to walk from the base of a mountain to its peak, you would likely walk through a variety of biomes. For instance, in the Andes of central Peru, you would begin your walk through a tropical rainforest, followed by a mossy forest, woodland and steppes before you reach the cold, treeless **alpine biome.** An alpine biome often starts where snow begins to form. This can occur at different elevations depending on the particular characteristics of each place. For instance, the interconnections between latitude, ocean currents and how close a place is to the polar land masses can impact the elevation of the snowline.

The changing distribution of biomes

The distribution of biomes is therefore determined by a unique combination of factors that support an extraordinary diversity of life. These factors have the ability to change over time, resulting in the movement of biomes. Natural changes include the processes of erosion and deposition, which affect the elevation of a region.

Importantly, humans also play a part in changing the distribution of a biome, by altering the land through deforestation, mining, farming and development. Even over-hunting or the introduction of certain animal or plant species can disrupt how species interconnect with each other, and therefore change the structure of life in the biome. Some biomes can become extinct, while new biomes can potentially form. Understanding the changes and interconnections within biomes is an important mission for geographers, who work to find a balance between the needs of a growing human population, and the millions of unique and fascinating species that also share life on this planet.

ACTIVITY 4.4

Determining the biodiversity of an area

Geographers **determine** the biodiversity of an area using Simpson's Diversity Index. This measure includes the number of species located in the area as well as their abundance. The index ranges between 0 and 1; the higher the number, the richer it is in diverse species.

To complete this calculation, geographers need to count the number of different species in an area. Refer to the following as an example:

Step 1: Identify the species and count how many there are. Your count of each species will become (n).

For example:
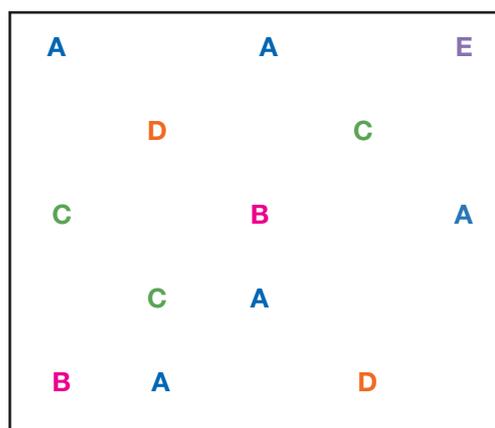
▲ **Figure 4.14** Species in a given area

Species	Number (n)	$n(n-1)$
A	5	
B	2	
C	3	
D	2	
E	1	
Total	**13** (this is N)	

Step 2: Calculate the value of $n(n-1)$.

To do this you will be multiplying n by $n-1$.

For example, in the first line, species A has an n value of 5.

To **calculate** the value of $n(n-1)$ for species A we would do the following:

$$n(n-1) = 5(5-1)$$
$$= 5(4)$$
$$= 20$$

So to fill in the column in the table, we would enter 20. To complete the table, we do the same for every species in the area (see below).

To complete the last line called Total we would add up the values of each column.

Species	Number (n)	$n(n-1)$
A	5	20
B	2	2
C	3	6
D	2	2
E	1	0
Total	**13** (this is N)	**30** (this is $\sum n(n-1)$)

N is the total number of organisms of all species in the given area while $\sum n(n-1)$ is the sum of $n(n-1)$ for all the different species in that area. $N(N-1)$ is not the same as $\sum n(n-1)$ as you will see in Step 3.

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Step 3: Calculate the biodiversity by putting the values into the formula:

$$D = 1 - \left(\frac{\sum n(n-1)}{N(N-1)} \right)$$

For the data that we have, this means:

$$D = 1 - \left(\frac{30}{13(12)} \right)$$

To simplify this:

$$D = 1 - \left(\frac{30}{156} \right)$$

This means:

$$D = 1 - (0.19)$$

Simpson's Diversity for the area is: 0.81.

This means the area is very biodiverse.

A value of 1 means infinite diversity, while a value of 0 means no diversity.

You can practise this calculation by selecting an area at school or home and finding out its biodiversity.

DEVELOPING YOUR UNDERSTANDING 4.1

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 term 'biome'.
2 **Identify** the four characteristics that can determine a biome's distribution.
3 **Explain** why higher elevations experience colder temperatures.
4 **Identify** some of the human and natural activities that can change the distribution of biomes over time.
5 **Explain** the difference between climate and weather.

Interpret

6 **Describe** the distribution of biomes in Figure 4.10 using the PQE method.
   a *Pattern:* Is the pattern of distribution even or uneven?
   b *Quantify:* **Identify** some of the major biomes. Locate where they are found and estimate what percentage of Earth they cover.
   c *Exception:* Are there any exceptions to the pattern? For example, is there a biome found mostly in one region but also to a much lesser degree in another region?
7 **Describe** the spatial association between Figures 4.10 and 4.11 using the DQE method.
   a *Degree:* Is there a strong, moderate, weak or no degree of spatial association between the two phenomena?
   b *Quantify:* Support your statement in (a) by providing specific evidence to **demonstrate** the association between temperature and the formation of different biomes.
   c *Exception:* Are there exceptions to the general pattern of association? Name and locate these exceptions and **explain** why these are exceptions.

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Argue

8   'Some biomes support more plant and animal life than others.' Do you agree with this statement? Ensure that you refer to at least three biomes and their characteristics to **justify** your reasons.

9   Do you believe that changes in the distribution of biomes are mostly due to human or natural influences? **Discuss** your viewpoint.

Extension

Applying spatial concepts

1   Choose one of the following geographic areas and **conduct** further research into its biome or biomes by applying the skills listed below.

- Sahara Desert
- Gobi Desert
- Amazon rainforest
- Daintree rainforest
- Himalayas
- Serengeti
- Alaska
- Siberia
- Great Lakes region.

Place

a   **Describe** the place by providing its name and describing its location.

b   **Identify** the Indigenous peoples of this location who call this place home.

Environment

c   **Identify** the biome or biomes found at this location.

d   **Describe** the natural environment of your chosen location.

Space

e   Referring to Figure 4.10, **describe** the distribution of this biome on a global scale.

Interconnection

f   Provide an example of how people have modified or managed this environment.

g   Choose one indigenous animal or plant species and **describe** the way it has adapted to live in this environment.

▼ **Figure 4.15**   The Serengeti is 30 000 km² of picturesque land, known for its large predators and the largest mammal migration in the world. Pictured is a family of elephants in Serengeti National Park.

4.2 Food security

FOCUS QUESTION

What is food security?

According to the World Food Summit, food security is achieved 'when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life'.
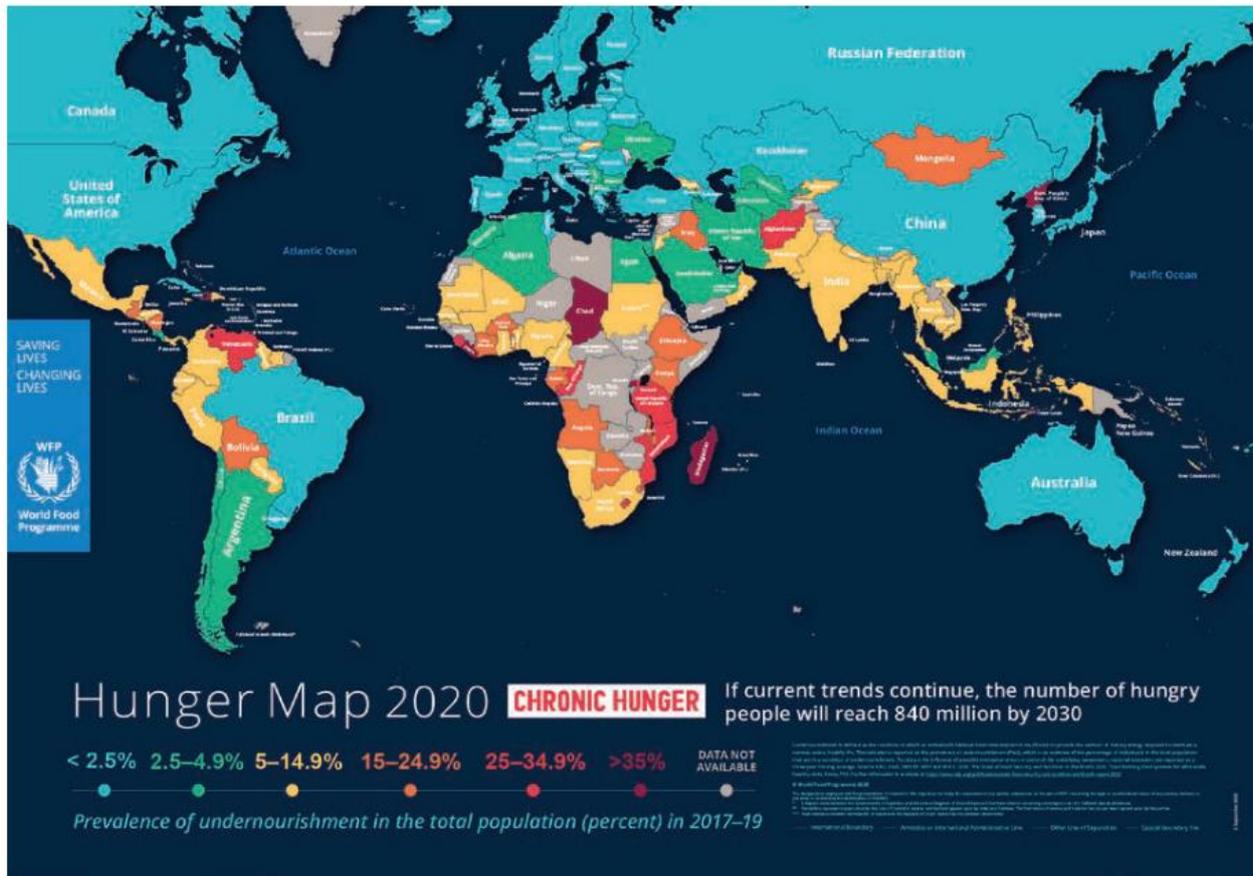
▲ **Figure 4.16** The global distribution of **undernourishment**. To read the detailed text on the map clearly, please visit the World Food Programme website. Through this website you can also find a lot more detail on this important topic.

undernourishment not eating enough food to maintain good health

When we examine food security on a global scale, as in Figure 4.16, we find that people born in some countries have a higher risk of being undernourished. However, working out who has access to nutritious food is not a simple task. There can be people living in food-secure countries (such as Australia) who go hungry. Conversely, there are people in food-insecure countries (such as Zambia) who have no problem accessing food.

KEY CONCEPT

Food security is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

Taking a closer look: changing the scale

The geographic concept of scale focuses on the way that we look at different phenomena at different spatial levels. Looking at things on a small-scale map can give us the big overall picture. Looking at large-scale maps can help us see more specific detail and understand an issue in more depth. To understand the distribution of food security more closely, we need to use a larger, more specific scale.

Figure 4.17 is a choropleth map of food insecurity in the United States on a state and regional scale. The United States is identified in Figure 4.16 as having a low risk of undernourishment. Taking a closer look using Figure 4.17, we discover that there are in fact many US residents who have a much higher risk of being undernourished and of experiencing food insecurity depending on their location.

Food insecurity rates

☐ 4–14%   ☐ 15–19%   ☐ 20–24%   ☐ 25–29%   ☐ 30%
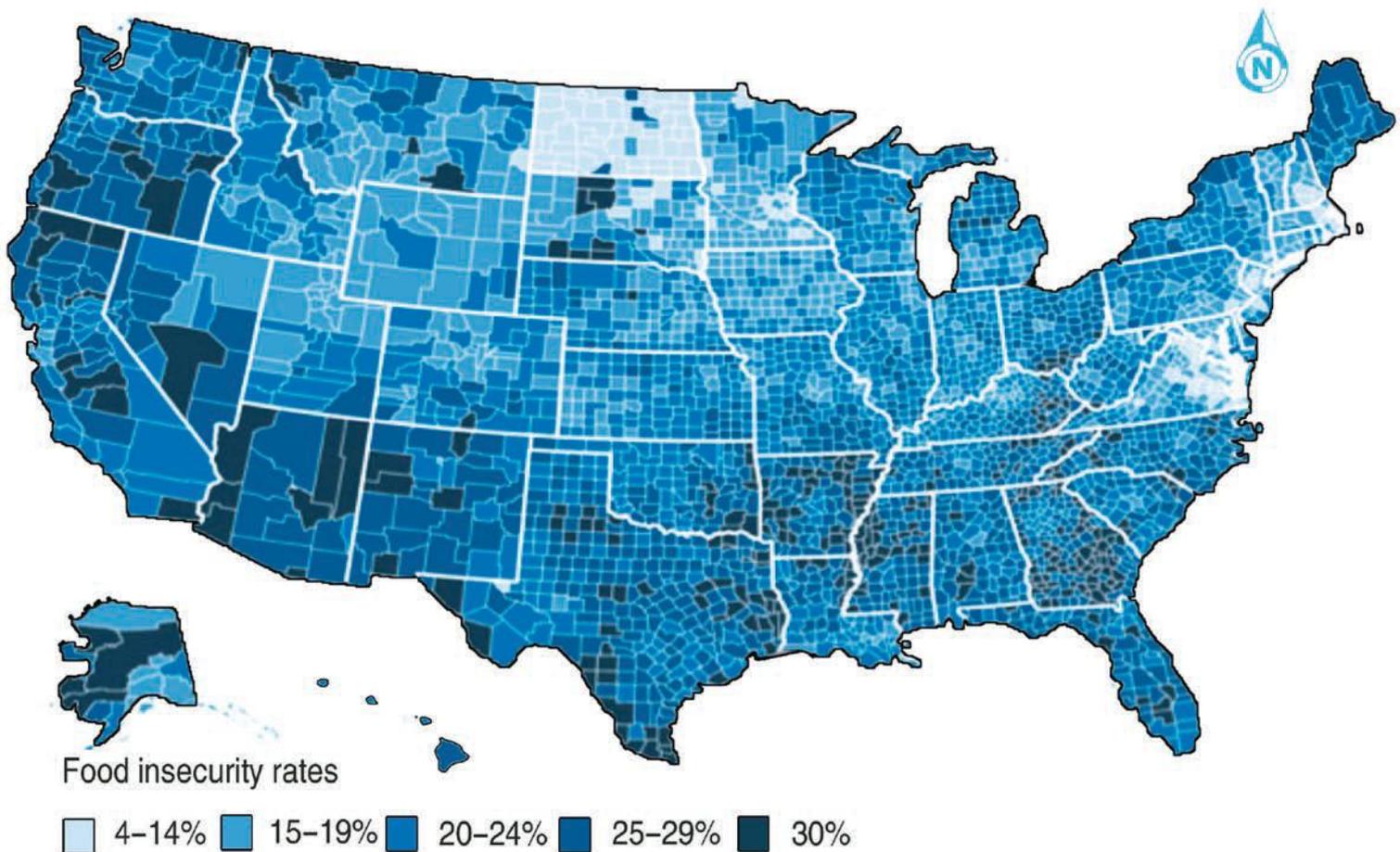
▲ **Figure 4.17** Food insecurity in the United States

MAKING THINKING VISIBLE 4.1

I used to think ... Now I think ...

This exercise in visible thinking asks you to track the difference between what you knew about food insecurity before starting this section, and what new understandings you have acquired since reading the section.

Individually think about and answer the following prompts:

- I used to think that food insecurity …
- Now I think that food insecurity …

ACTIVITY 4.5

Interpreting scatter graphs to understand the association between phenomena

Scatter graphs are a tool that geographers can use to **examine** whether or not there is an association between two phenomena. For example, we can use a scatter graph to examine whether there is a possible association between how much sunlight a tomato plant gets and how many tomatoes plants produce.

▲ **Figure 4.18** A scatter graph plotting the association between exposure to sunlight and tomato yield
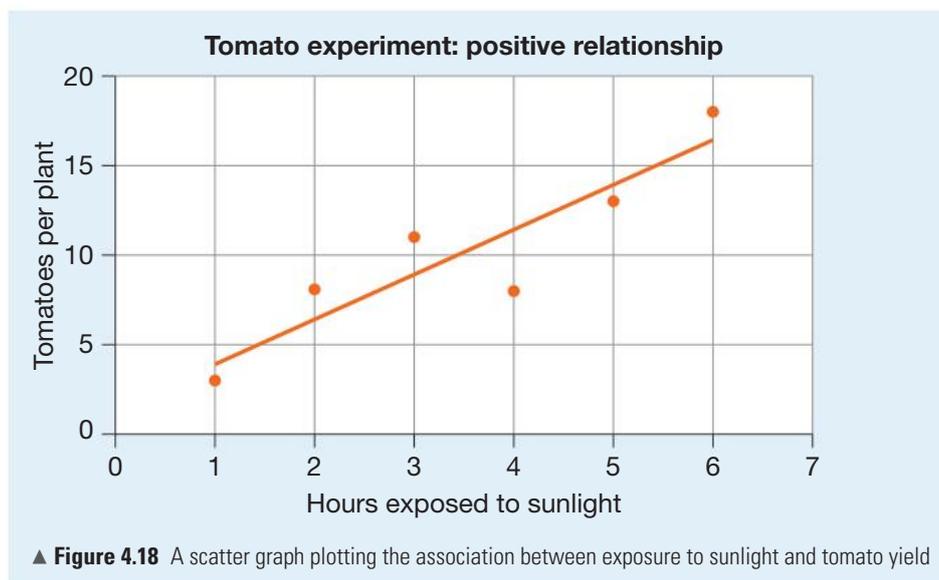
To read a scatter graph, either draw or imagine a line running through the middle of all the data that has been plotted on the graph. This is called your 'line of best fit'.
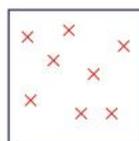
Positive correlation   No correlation   Negative correlation
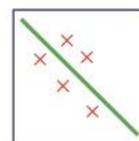
- A *strong correlation* is when the points sit close to the line of best fit.
- A *weak correlation* is when the points sit far from the line of best fit.
- A *positive correlation* is when an increase of the *x*-axis's phenomena is matched by an increase in the *y*-axis's phenomena. (The line of best fit goes from the bottom left to the top right.)
- A *negative correlation* is when an increase of the *x*-axis's phenomena is matched by a decrease in the *y*-axis's phenomena. (The line of best fit goes from the top left to the bottom right.)

Though a strong correlation may suggest that there is a relationship between two phenomena, ensure that you do not use the word 'cause' when describing the relationship. This is because a correlation does not necessarily mean that one phenomenon causes changes in another phenomenon. There are often additional factors that may also influence the relationship.

DEVELOPING YOUR UNDERSTANDING 4.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** the three elements that are required to achieve food security.
2 **Explain** why you should avoid using the word 'cause' when describing a scatter graph.
3 **Explain** why determining who has access to nutritious food is a challenging task.

»

Interpret

4 **Describe** the distribution of food security on a global scale using the PQE method.

5 Refer to Figure 4.17. You may need to use a search engine to identify the names of the states.

   a **Identify** which US state appears to have the highest level of food security.

   b **Identify** which US state appears to have the lowest level of food security.

   c Write down one question that you have about this map.

Argue

6 **Describe** the benefits of examining data on a global scale.

7 **Describe** the benefits of examining data on a regional scale.

Extension

1 Represent data by creating a scatter graph to see whether the phenomenon of 'income' is associated with the phenomenon of 'food supply'. Go to the 'Tools' page on the Gapminder website, or search for 'Gapminder tools' to find the interactive graph. Click on the *x*-axis and make sure that it is set to 'income'. Then click on the *y*-axis and in the search bar, type 'nutrition'. Click on the "food supply" option and a scatter graph should be created for you. **Use** your scatter graph to answer the following interpretation questions:

   a Is there a strong, moderate or weak correlation between income and food supply?

   b Is the correlation positive or negative?

   c **Explain** the relationship between income and food supply. Quantify it by including data from the graph in your answer.

2 **Consider** another phenomenon that may be associated with food supply. Change the setting of the *x*-axis from 'income' to this other factor.

   a Is there a strong, moderate or weak correlation between your chosen phenomenon and food supply?

   b Is the correlation positive or negative?

   c **Explain** the relationship between your chosen phenomenon and food supply. Quantify by including data from the graph in your answer.

4.3 Factors that influence crop yields in Australia and other areas of the world

FOCUS QUESTION

What factors influence crop yields within Australia and across the world?

What do you think are our most basic human needs?

There is a good chance that these needs are met by the plants and animals that we grow and breed. Our food comes from vegetable and cereal crops, as well as dairy, poultry and meat from animals. Our clothing and shelter can also come from plants and animals. Fibre is the thread from plants or animals that is used to make products such as cloth and rope. Cotton is a plant fibre, while wool is an animal fibre. Throughout history, humans have worked hard to create a consistent food and fibre supply.

Dating as far back as 65 000 years ago, when Aboriginal and Torres Strait Islander Peoples are known to have practised land management, humans have worked hard to create a consistent food and fibre supply.

crop yield the amount of produce that is grown on a piece of land

livestock animals used for work, food or produce

feed lots a place where livestock are fed to gain weight quickly

pasture grassed land suitable for grazing animals

staple a food that is eaten so often that it is one of the main parts of a person's diet

We have achieved this by altering biomes and increasing the amount of product that could be grown on a piece of land, otherwise known as **crop yield**. In this section, we will look at factors that influence yields both here and abroad.

What is a crop?

Crops are plants that are grown on a large scale, usually to sell for an income. While we often think of crops as the plants that produce our food, crops are grown for many purposes:

- Feed crops use 33 per cent of global agricultural land. They are grown to feed the 70 billion **livestock** that we eat each year. To make room for these animals, **feed lots** are often used, rather than **pasture**, and animals are fed feed crops such as corn and soy instead of their natural grass diet.
- Fibre crops include cotton and flax. They are vital to our way of life and produce items such as paper, rope and cloth. The extremely versatile hemp crop can be developed into sunscreen, rope, shoes and sustainable building material (hempcrete).
- Oil crops include canola, olive and palm oil and can be used in food, soaps, cosmetics and for biofuel. Biofuel is made by combining vegetable oils with an alcohol and is used to fuel trucks, machinery and cars.

▲ **Figure 4.19** A pair of handcrafted shoes made with hemp

SHEEPT factors

In Geography, factors are the circumstances that contribute to, or cause, something to occur. One of a geographer's skills is the ability to consider the social, historical, environmental, economic, political and technological factors (or **SHEEPT factors**) that might influence a phenomenon and to piece this information together (see Table 4.3). The benefits of this skill include being able to deeply understand an issue, empathise with the many different people involved and their different perspectives, and see how the issue is interconnected to other events that are happening in the world. Understanding the whole picture allows geographers to develop effective responses to issues that not only work but also have the support of the people affected.

Environmental factors

The environmental conditions of our biomes have always been the most important factor in determining how much crop yield can be produced. Some world regions have been more vulnerable to food and economic insecurity than others, as some biomes produce less food and fibre to eat and trade. The importance of this is enormous; environmental factors have greatly influenced the wealth and prosperity of countries. For example, the five most useful domesticated animals (cows, horses, sheep, goats and pigs) all originated from species found in Europe. This allowed the people of Europe to thrive due to their ability to grow meat supplies and use animals for farm work. In South-East Asia, the high temperatures and precipitation levels of the rainforest biome create excellent rice-growing conditions. Rice is a major food **staple** for the region and plays an important role in achieving food security in the region.

KEY CONCEPT

Crop yield is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

TABLE 4.3 Factors can be classified using SHEEPT

Classification	Description
Social	Relating to people and their culture, values, religion, population structure, education and ethnicity
Historical	Actions or events from the past that might influence the present
Environmental	The influence of the characteristics of a natural or human environment
Economic	Relating to the earning or spending of money
Political	Relating to governments and the impacts of their decisions
Technological	The influence and uses of different types of technology

Average regional rice output (kg/ha)
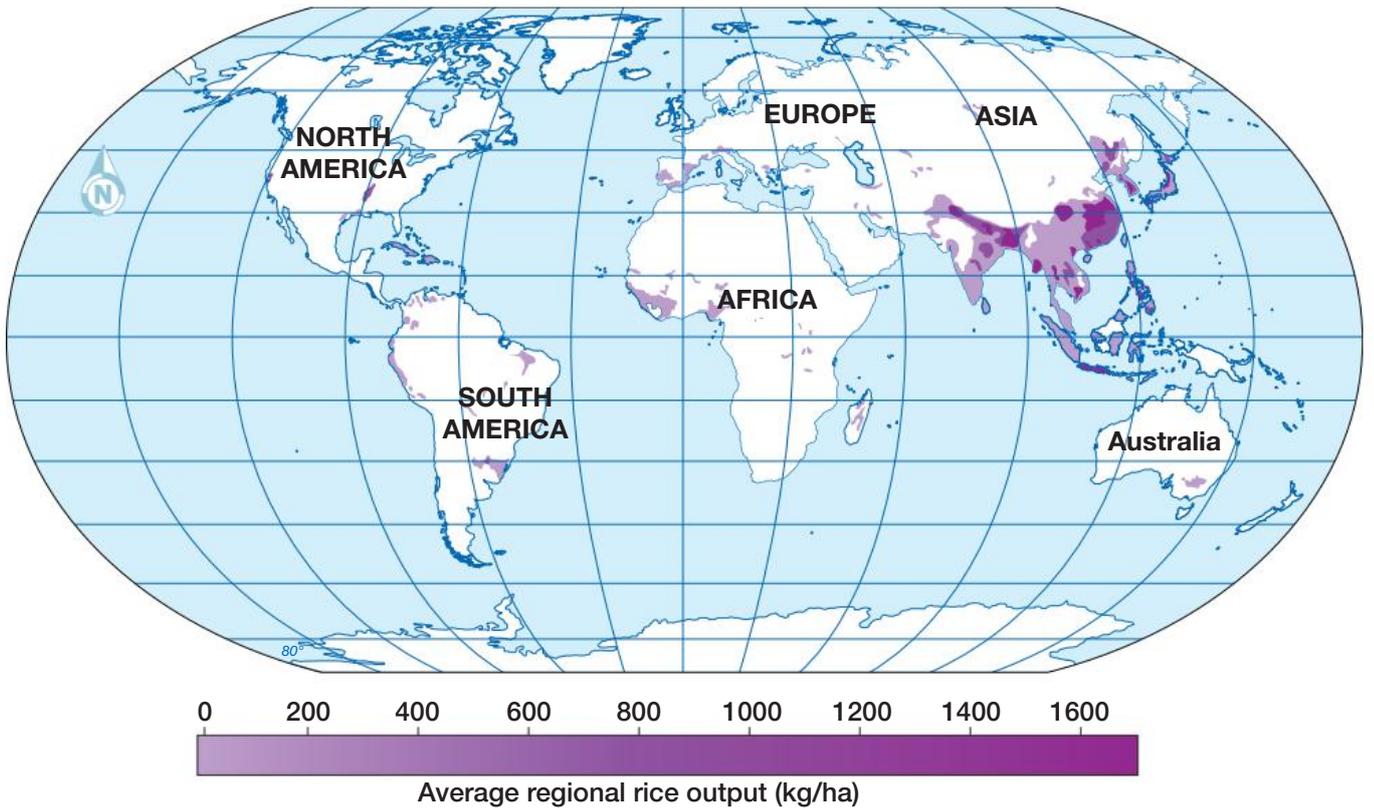
▲ **Figure 4.20** Global distribution of rice production
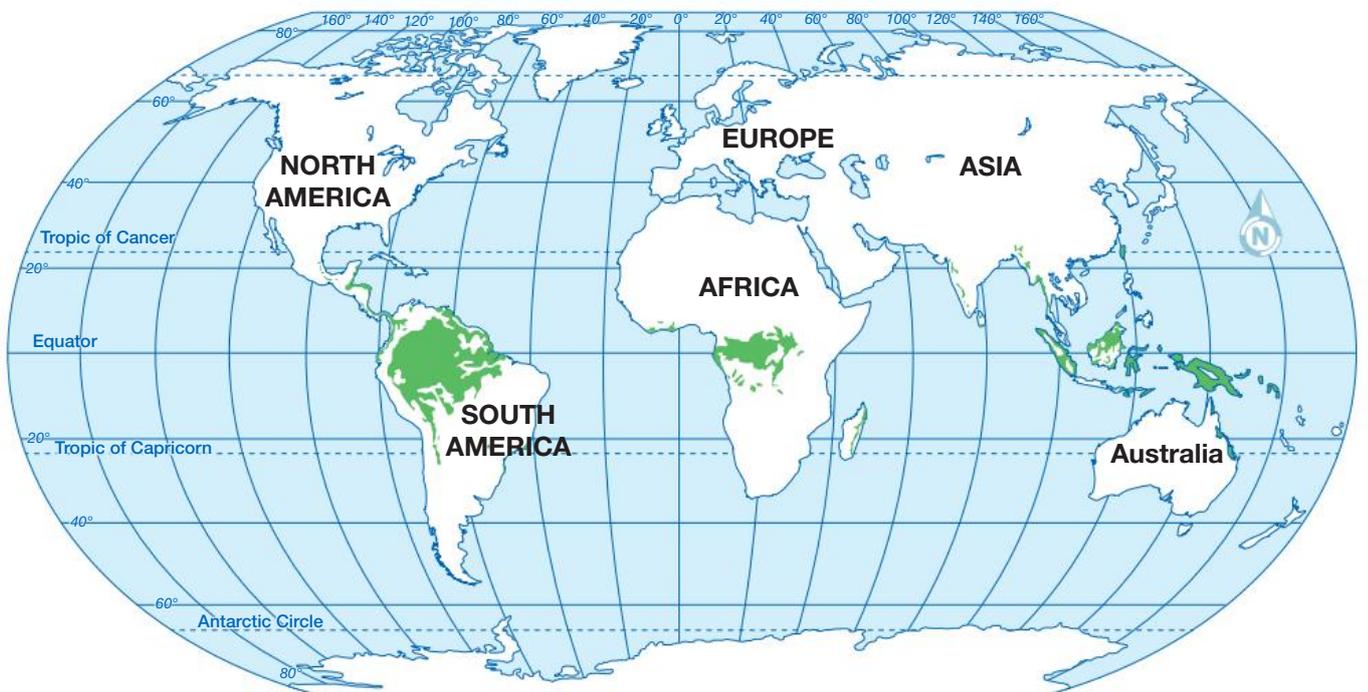
▲ **Figure 4.21** Global distribution of the tropical rainforest biome
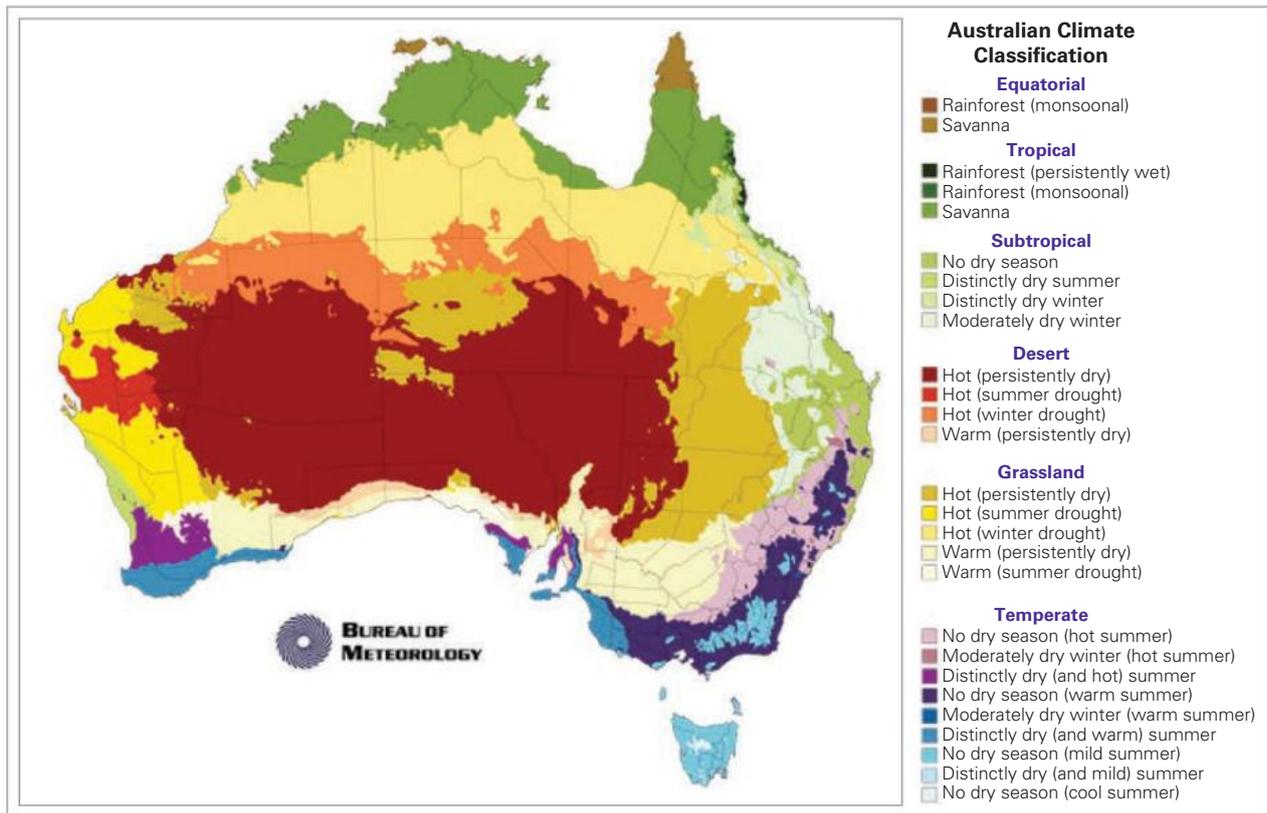
▲ **Figure 4.22** Even within temperate climates, there can be variation. This figure shows the distribution of nine different temperate climates within south-western and south-eastern Australia.

Can you find the climate for your region? Why do you think Australia has so many climate types?

Climate

Climate refers to the temperature, precipitation and wind in a region. Although all biomes pose some challenges to farmers, temperate biomes, such as those found on the south-east coast of Australia (see Figure 4.22) are often regarded as favourable for crop production. Temperate climates provide the long exposure to sunlight over spring and summer that are needed by many crops to fully develop. These climates are not too cold or too hot. Extreme cold can freeze plant cells, preventing nutrients and water from being able to flow through a plant. Extreme heat can burn crops. Temperate climates also provide a moderate amount of rainfall, and are less likely to be subject to harsh, dry winds, which can dehydrate and damage crops.

Topography

Within large climate regions, there are many smaller regions that have their own particular conditions, known as **microclimates**. **Topography** can play a significant role in determining microclimate distribution. Valleys are prone to frost. Frost can kill crops, such as wheat and canola, because overnight

the warm air rises and the cold air sinks to the crops' level. The **aspect** of a farm can further impact yield. In Australia, a slope facing east will get the gentler morning sun, whereas a west aspect will get the hotter and harsher afternoon sun. As the sun is to our north in Australia, a southern-facing slope will be cooler and is more prone to damaging winds from the Southern Ocean.

A smart farm is one that uses modern wireless technology as part of its agricultural practices. Geographic information systems (GIS) are used to map the topography of smart farms in Australia and across the world. GIS is a form of spatial technology that involves gathering and analysing spatial data. By organising the data into layers using interactive maps, we can more easily establish patterns and relationships. In **agriculture**, topography and other natural characteristics such as wind speed and **soil moisture content** are mapped in different GIS layers. Once all this information is mapped, the smart farm can determine the best use for each zone. Figure 4.24 shows a weather station with an anemometer, which is a meteorological tool that measures wind speed. The data collected from the anemometer can form another layer of information in a GIS map.

Topography also influences soil moisture content. Adequate soil moisture is needed to provide water to plant roots. Places of higher elevation cannot absorb much water, as gravity causes water to flow downhill

microclimate the climate of a very small area that is different from the surrounding climate

topography the shape of the land's surface, which includes landforms such as hills, plateaus and valleys

aspect the direction that a slope faces

agriculture the process of growing crops and raising animals for human use and food

soil moisture content the amount of water in a sample of soil

too quickly to be absorbed. A steep topography also has very little soil for plants to grow in. This is because the fast movement of water down a steep slope collects the soil and transports it downhill, leaving only bare rock on the hill or mountainside.

Despite these challenges, many regions across the world have found a way to increase crop yield on sloped land. In fact, the art of **terracing** is an old one, used by the Wari culture in the South American Andes over 1000 years ago for potatoes and maize (corn).

Terracing involves cutting a series of steps into the side of a slope, as seen in Figure 4.25. The steps help to slow the water as it moves downhill, improving the soil moisture content. It also slows the movement of soil. This gives plants a chance to grow their roots, which bind the soil and reduce erosion. In the high rainfall regions of South-East Asia, rice is a popular terraced crop, while in the drier Mediterranean region, terraced fields grow olives and grapes.

terracing sloped land that has been cut into flat platforms for farming

◄ **Figure 4.23** Modern smart farming technology

► **Figure 4.24** Weather station with anemometer, which is often used for smart agriculture and farming

◄ **Figure 4.25** Olive groves and vineyards in terraces, in Portugal

Soil

humus the organic part of soil that is formed when microorganisms break down plant material

Healthy soil is vital to plant health and yield. Soil is the top layer of earth and consists of minerals, water, air and **humus**. Healthy soil increases plant yield by providing the balance of nutrients, minerals, air, water and microbial life that a plant needs to grow healthily and resist diseases. In healthy soil, you will find more microbes in one teaspoon than you will find humans on Earth. Figure 4.26 lists some of the ways that soil supports plant health.

How soil supports plant health

- Air pockets provide room for roots to grow and provide oxygen to the roots

- Humus acts like a sponge and retains water, increasing soil moisture, and reduces erosion by adding soil structure

- Microorganisms break down organic matter, detoxify the soil and kill disease organisms

- Nitrogen helps plants convert the sun's energy to plant food

- Phosphorus helps transfer energy from sunlight to plants and encourages plant growth

- Potassium improves the quality of fruit and helps plants fight disease

- Calcium is important for root health and leaf growth

▶ **Figure 4.26** The benefits of healthy soil in improving crop yield

Technological factors

Agricultural revolutions

The transformation of human societies from hunting and gathering to subsistence agriculture is often referred to as the First Agricultural Revolution. In subsistence agriculture, farmers grow food crops mainly to feed themselves and their families. If they have excess produce, they may sell it to gain a small profit, but this is not the main aim. Subsistence agriculture is still practised by many people, particularly in sub-Saharan Africa, and parts of Asia and Latin America.

The Second Agricultural Revolution in the seventeenth and early eighteenth centuries refers to the dramatic increase of crop yields in Britain. This was due to many changes, including the increased use of the horse-drawn seed drill, which made human labour less intensive and more productive.

The most recent great change occurred during the Green Revolution, or Third Agricultural Revolution, between 1950 and the late 1960s. This revolution has largely set the scene for the type of farming we recognise today, often called intensive industrial agriculture.

Unlike subsistence agriculture, the goal of intensive industrial agriculture is to increase crop yields to make a profit. The United States is an example of a country that has embraced agricultural technology. This has made it one of the top 10 producers of corn, wheat, potatoes and sugarcane, even though only 1 per cent of people are employed in agriculture. Despite the success that some countries have had, we are beginning to pay more attention to the longer-term economic, environmental and health concerns of these methods, which we will discuss in the next section. (Go to the Interactive Textbook to see an illustration of the methods of intensive industrial agriculture.)

Precision farming

For some farmers, there is a feeling that another revolution is upon us. Precision farming is regarded as the Fourth Agricultural Revolution. It is poised to relieve us from the most negative consequences of intensive industrial agriculture. Precision farming uses spatial technology such as sensors, drones and GPS to reduce the amount of labour, irrigated water, pesticides and fertilisers needed. GPS can be used to direct a tractor using satellite data, without the need for a human driver. Moreover, farmers can gather data about their soil's pH, nutrient and moisture content. This data can determine where to grow particular crops and apply fertilisers, rather than dose the entire field with fertilisers, which is expensive and harmful to the environment. Data can even be gathered on animals – a device like a fitness tracker secured under a cow's chin provides farmers with data such as temperature and heart rate. This allows farmers to detect illness, stress or even when a cow is going into labour.
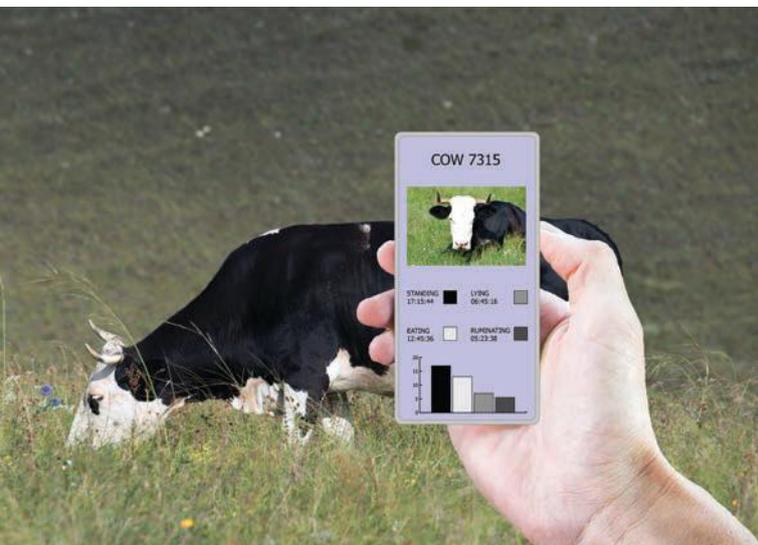
▲ **Figure 4.27** Is this the future of farming? With the help of modern technologies, monitoring how much time a cow ate, lies down, walked and stood could be done with a fitness tracker and a smartphone.

Economic factors

Running an industrialised farm requires more financial input than subsistence farming. So, what are you paying for when you pay for a tomato or a T-shirt?

Transport

Some of the fresh food in your fridge has potentially travelled thousands of kilometres to get to you using refrigerated transport, which uses a large amount of energy and fuel. Places close to cities and towns can yield more perishable foods that can survive the short travel distance to market, while more rural places will grow foods that can afford the cost of transport.

Labour

Despite technological improvements, agriculture still relies on people to perform much of the physical work.

▲ **Figure 4.28** If you are buying lemons in a supermarket in Townsville, how far do you think the product has travelled to get from the farmer's orchard to you?

This is known as 'labour'. Agriculture needs skilled workers who can understand the environmental factors that improve crop yield. Wisdom and skill have often been passed down through farming generations. However, an increasing number of Australia's youth are moving to **urban** environments, rather than taking on the family farm. The average age of farm owners has risen from 40 to 55 in 25 years. To secure a future of sustainable crop yields, it will be important for people of the next generation to engage with and take on the challenges of the agricultural industry.

Market

The price of produce is often determined by **market forces**. This can put enormous pressure on farmers to sell their produce when it is worth a lot of money on the market, regardless of whether the produce is ready to be harvested. This can impact the yield's quality. For instance, a potato farmer may spray their crop to harden the potato skin so that it can be harvested at a time when the price is right, rather than waiting for the potato to naturally mature and harden its skin when it is ready.

Capital

The use of large machinery has dramatically increased the use of **fossil fuels** on farms, and made the price of food and fibre interconnected with the price of oil. Such machinery, as well as the constant need to buy fertilisers and pesticides, is very expensive. This is linked to market forces, as a farmer may reduce their crop yield if the price they receive for the crop is too low and the cost of **inputs** is too high to make large-scale planting worthwhile.

urban relating to a city or large town

market forces economic factors that affect the price, demand and availability of a product

fossil fuels natural fuel, such as coal or gas, made from the remains of living organisms

input what is brought into a farm or farming system (e.g. water, machinery, chemicals)

CASE STUDY 4.1

The price of milk

Farmers provide the milk made on their farm to milk-processing companies. The processors decide what price they will pay for the milk. The milk is then distributed by the processors to supermarkets before finally being purchased by us, the consumers. Many countries in the world have laws that stop processors from offering farmers a price for milk that is too low. In Australia, these laws were changed in 2000. Now our dairy prices are set by market forces, and different processors are allowed to set different prices for milk. Farmers are sometimes forced to sell their milk to processors very cheaply.

In July 2019, Coles, Woolworths and Aldi increased the price of their home-brand milk by 10 cents; however, those additional 10 cents did not reach the dairy farmers.

David Janke, a Queensland dairy farmer based near Toowoomba, pleaded for supermarkets to increase the price of milk, as otherwise, with the addition of the drought, he warned that many dairy farmers would be forced to sell their cattle and leave the industry. On 1 January 2020, the mandatory Dairy Code of Conduct was adopted.
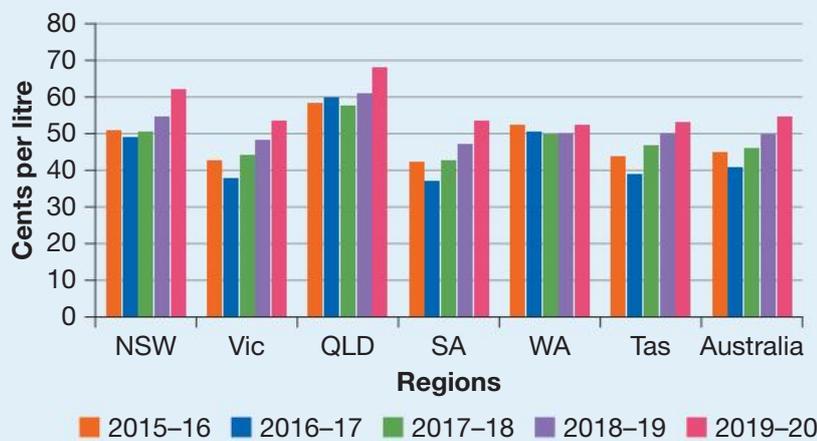
▲ **Figure 4.29** Evolution of the farmgate milk price (the price farmers are paid by milk processors) in all the states and in Australia, on average, from 2015 to 2020
Data source: dairyaustralia.com.au

MAKING THINKING VISIBLE 4.2

Circle of viewpoints

Position yourself from *each* of the viewpoints in Question 1 to complete this activity. (This could be a class/group discussion activity.)

1   I am thinking of the price of Australian milk from the point of view of … the dairy farmer/environment/producer/consumer/cows.
2   I think … describe the topic from your viewpoint. Be an actor – take on the character of your viewpoint.
3   A question I have from this viewpoint is … ask a question from this viewpoint.

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?

DEVELOPING YOUR UNDERSTANDING 4.3

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 subsistence agriculture and industrialised agriculture.

2 **Define** the terms 'crop yield', 'agriculture', 'fossil fuel', 'soil moisture content' and 'microclimate'.

3 **Explain** why it is important for geographers to consider all SHEEPT factors when studying an issue.

4 **Explain** why temperate climates are good for growing crops.

Interpret

5 **Explain** how topography affects soil moisture content and erosion on a steep slope.

6 **Describe** the spatial association between tropical rainforests and rice-growing regions using the DQE method, using Figures 4.20 and 4.21 as a reference.

7 **Explain** how environmental factors have influenced the prosperity of countries.

Argue

8 If the market price for your potatoes were high, would you spray them to sell them immediately or wait until they were naturally ready? Take on the role of a potato farmer and **discuss** the pros and cons that could influence your decision.

9 **a** **Identify** reasons why more of Australia's youth are moving to urban regions rather than taking on the family farm. Include at least one push factor and one pull factor.

   b What do you think could be done to attract more youth to farm work? **OR Create** a video advertisement campaign encouraging young people to live and work on farms.

10 'Improving crop yield has changed society.' To what extent do you agree with this statement? **Justify** your answer with examples.

Extension

1 Look up 'SMART Farm Video' (duration 3:54) on the University of New England website.

   a **Identify** the precision agriculture technologies being trialled at the SMART farm in Kirby.

   b Choose one of these technologies to **investigate** further. Ensure that you:

   • **Identify** and describe the technology

   • **Explain** the job it performs on farms and how it works

   • **Describe** the strengths and weaknesses of this technology.

2 **Create** a terraced fields tour on Google Earth. Choose three of the following sites, or choose your own:

   • Rani Khet, Uttarakhand, India

   • Tain-l'Hermitage, France

   • Blue Terraces, Shengyan Section, Yuanyang, Honghe, Yunnan, China

   • Jatiluwih, Tabanan, West Bali.

Locate each site on Google Earth and **create** a summary box for the site that includes:

   a The absolute location (latitude and longitude)

   b The highest and lowest elevations of the terraces

   c The scale (size) of the terraces. You can **calculate** the area of the terraces by using the measuring tool on Google Earth.

   d The natural characteristics that you observe in this region, including which crop/s are being grown

   e The human characteristics of the region (the type of human activity and infrastructure that you can see)

   f A photo of the region.

3 **Create** a 3-D topographic map of one of these sites – refer to the 'Guide to working with topographical maps' in the Interactive Textbook.

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▲ **Figure 4.30** Tournon-sur-Rhône and Tain l'Hermitage, with the Rhône River in the middle, France

4.4   Competing land uses in Australia and other areas of the world

FOCUS QUESTION

What is land used for in Australia and the world?

We have just one planet, which, along with the sun, provides everything we need to live, work and play. Not all biomes provide the prime conditions required to support all our human needs. However, our social and technological advancements have allowed us to use every continent of Earth in some way. As the human population grows, along with our desire for greater comforts, competition for the limited available land becomes tougher. In this topic, we look at the ways that land is used as well as tensions that can arise between competing land uses. Because geographers are always looking for solutions, we also ask: can we find a sustainable balance between competing land uses?

Competition between types of crops

As we have learned, land can be used to grow food crops, livestock feed, fibre and oil. There is much debate around how to best use the land available to us. Figure 4.31 graphs the current use of agricultural land worldwide, while Figure 4.32 shows how much land is required by various food types to produce a gram of protein.

Competition between crops can lead to food insecurity when market forces encourage farmers to grow non-food crops. This was the case in Mexico in 2007, when the price of corn became too expensive for many Mexicans, leading to the 'tortilla riots'. To understand the process that led to these riots, complete Activity 4.6.
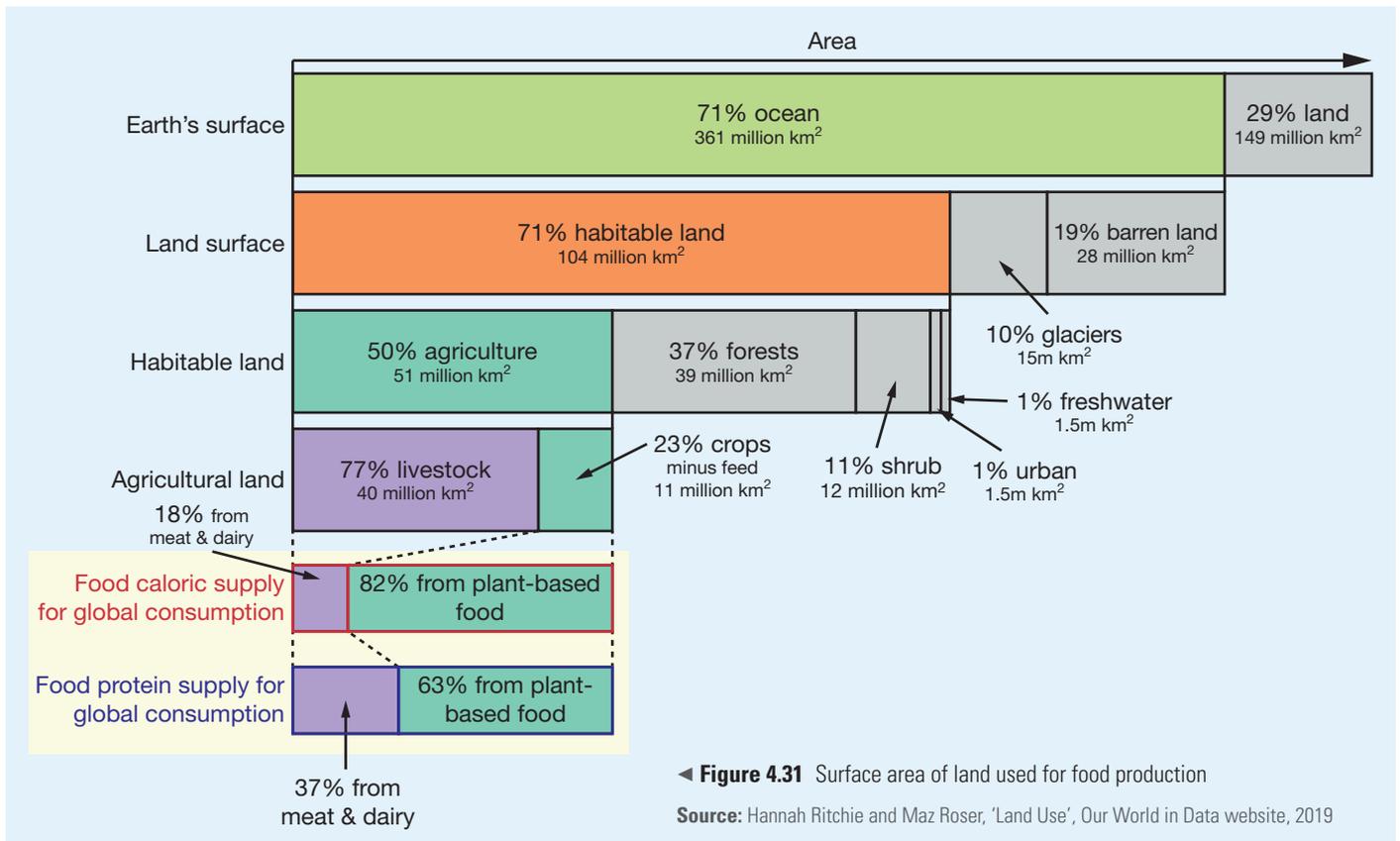
◄ **Figure 4.31** Surface area of land used for food production

Source: Hannah Ritchie and Maz Roser, 'Land Use', Our World in Data website, 2019
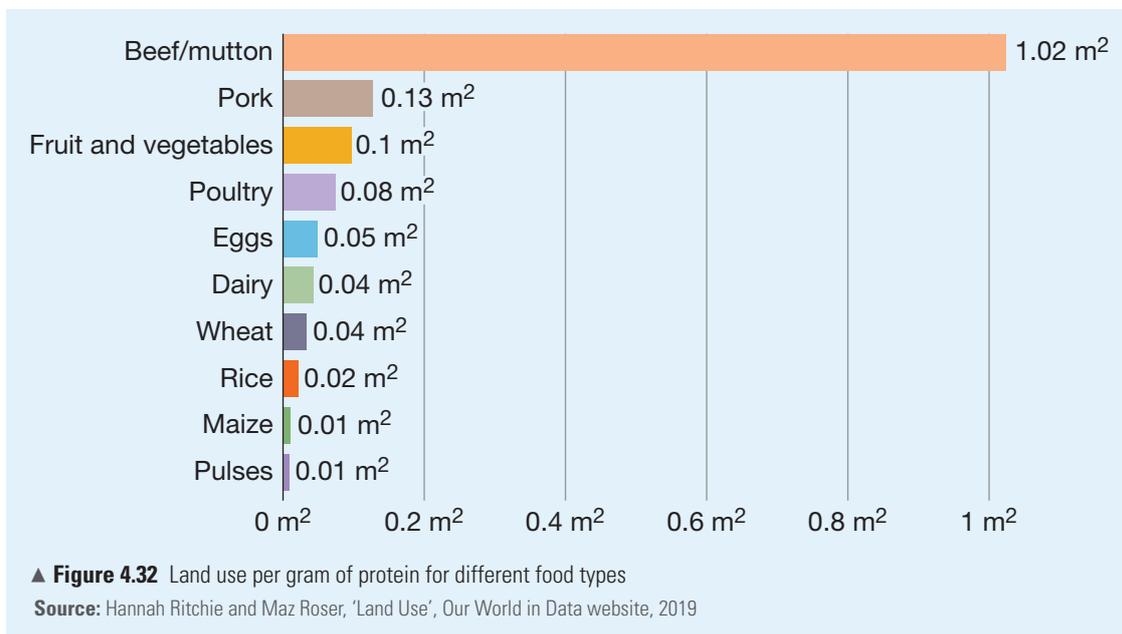
▲ **Figure 4.32** Land use per gram of protein for different food types

Source: Hannah Ritchie and Maz Roser, 'Land Use', Our World in Data website, 2019

ACTIVITY 4.6

Watch the video 'The Hidden Costs of Turning Food into Fuel' on the National Geographic website.

Arrange the following facts in order to create a flowchart. Illustrate your flowchart with drawings, symbols or pictures that relate to each step in the process.

- Mexico increased the amount of corn it imported from the United States from 8 per cent to over 30 per cent. This made Mexicans reliant on the United States for their food security. The Mexican Government made this decision as corn imports were cheap.

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- The Mexican Government was forced to limit prices to 8.5 pesos (77 US cents) per kg to ensure that people could afford food. Some suppliers ignored the agreement as it was not legally binding.
- This may not be the end of the story, as biodiesel demand continues to increase.
- In 2007, the United States increased its sales of biodiesel to Europe at a good price for use in cars and trucks.
- In 1994, the North American Free Trade Agreement allowed free trade to occur between Mexico and the United States.
- This drove the prices of US corn up, as the United States could make more money using its corn for biodiesel production.
- Many Mexicans could not afford the rising cost of tortillas, pushing them towards increasing levels of food insecurity.
- Food insecurity can result in political instability, as people become desperate from hunger or the fear of hunger. In this case, Mexicans started riots to protect the price of tortillas.
- In 2007, the increase in corn prices made tortillas expensive, as these are made from corn.

Competition between tropical rainforest biomes and oil palm plantations

drawing down carbon or **carbon sequestration** where carbon dioxide is taken out of the atmosphere and stored in liquids or solids on Earth

transpiration the process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

One of the fiercest contests between land use overseas is between tropical rainforest biomes and oil palm plantations. Figure 4.33 shows some of the ways we use the tropical rainforest biome.

This biome is significantly under threat from palm oil. Palm oil is an edible oil that comes from the fruit of oil palms. Forests equal to the size of 300 soccer fields are burned and cleared every hour in Malaysia and Indonesia to make way for oil palm plantations. Table 4.4 outlines some of the impacts that highlight the pros and cons of this contentious crop.

Ways in which we use the tropical rainforest biome

- **Draws down carbon** out of the atmosphere. This is also known as **carbon sequestration**.
- Provides oxygen
- Adds water to the atmosphere through **transpiration** (think plant sweat), which returns to the surface as rain
- Reduces erosion and landsides as plant roots bind soil together
- Provides habitat for plant and animal species
- As medicine. About 70 per cent of plants used in the treatment of cancer have come from tropical rainforests. Only 1 per cent of plant species have been tested to assess their medicinal value, which means that there is vast potential for more medicinal cures.
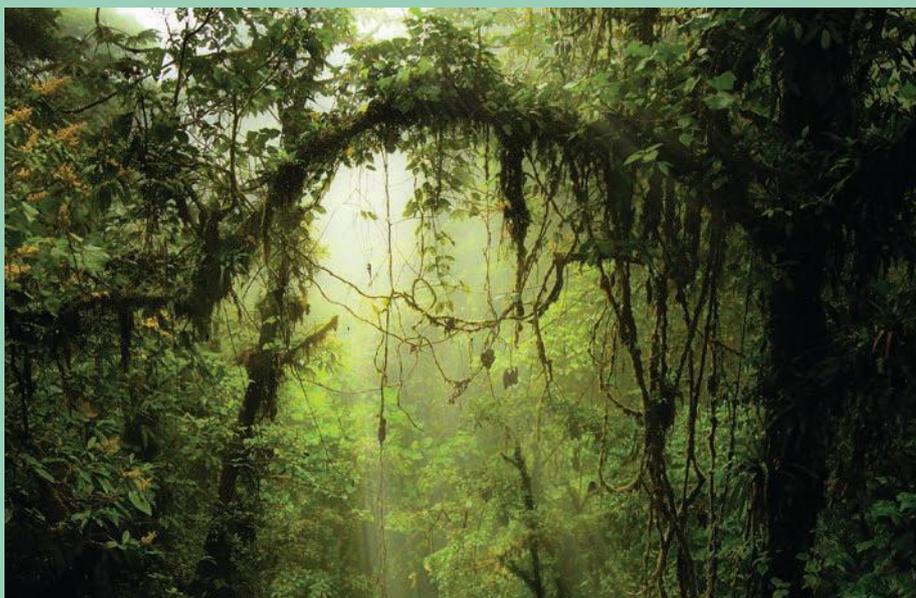
▲ **Figure 4.33** The tropical rainforest biome covers about 7 per cent of the Earth's surface. It has dense vegetation at three different layers: the canopy (top layer), understory (middle layer) and forest floor (bottom level).

TABLE 4.4 Impact of oil palm plantations

Positive impact of palm oil	Negative impact of palm oil
• The industry has created some employment in poverty-stricken regions • It has increased the wealth of exporting countries. It contributes approximately 2 per cent of Indonesia's **gross domestic product (GDP)**. • This crop is appealing to growers because it is high-yielding, cheap to grow and in high demand • It is appealing to manufacturers because it is cheap to buy and has a long shelf-life, so it is great to use in products that need to last • It is versatile. There is a high chance that you are interconnected with palm oil through the food you eat and products you use. About half of Australia's packaged foods contain palm oil. • Biofuel is made from the palm shells, fruits and other organic waste that is left over from producing palm oil. In 2018, half of Europe's palm oil imports were used for car and truck fuel.	• Some locals' livelihoods are lost as they lose their homes, food, natural resources and sources of income in places where subsistence farming is key to survival • Deforestation is a major contributor to climate change, as trees release carbon into the atmosphere when they die • About 75 per cent of our accessible freshwater comes from forests, making these biomes vital to our food security. However, burning forests turn rivers to mud, create landslides and pollute the air. • Increased droughts. When forests are cut down, less water is released to the atmosphere. • Threatened and endangered species lose vital habitat. About 80 per cent of orangutan habitat has been altered or lost. • Palm oil biofuel releases three times the carbon emissions of fossil fuels

> **gross domestic product (GDP)** the total value of goods and services produced by a country in one year

71%
Foods (margarine, processed food, chocolate, etc.)

24%
Consumer products (cosmetics, detergents, candles, etc.)

5%
Energy (electriciy, heating, fuels, etc.)
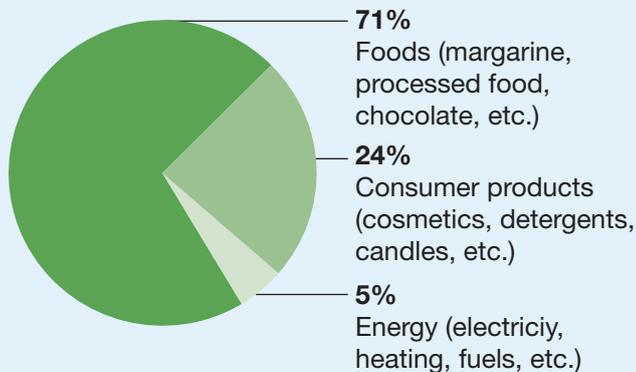
▲ **Figure 4.34** Worldwide uses of palm oil (based on 2010 figures)
Source: rainforest-rescue.org

Responses to the competition between oil palm plantations and tropical rainforests

As Figure 4.36 shows, no other oil crop can yield even a third as much oil per hectare (10 000 m²) planted. It also requires fewer pesticides and chemical fertilisers than other vegetable oils. However, the clearing of rainforests is unacceptable and unsustainable. Effective responses are therefore necessary. This section will examine three types of responses.

Monitoring the industry

The Roundtable on Sustainable Palm Oil (RSPO) was established in 2004. Its aim was to set global standards to increase sustainable palm oil production.

This has only had limited success. People can now purchase products labelled 'certified sustainable palm oil' or CSPO. However, the RSPO has been criticised for not doing enough to ensure that certified companies truly act sustainably.

▲ **Figure 4.35** Palm oil consumption worldwide, in 1000 metric tons, from 2015–2016 to 2019–2020.
Source: statista.com

occupy move into a place and take up room

Many companies are still burning forests and peatlands, rather than planting on grasslands or previously destroyed forests. Workers' rights groups have also reported abuses, including forced and child labour.

Campaigning

Greenpeace has mapped the deforestation and peat destruction of CSPO companies and discovered that some companies were not acting sustainably.

Greenpeace coordinated a campaign against Wilmar, one of the world's largest oil palm plantation owners. The campaign involved **occupying** Wilmar's palm oil refinery and boarding a tanker ship that was transporting Wilmar's products; blockading the Mondelez factory in Italy, which uses palm oil for the manufacturing of Oreo, Cadbury and Ritz products; and bringing images of the deforestation occurring to Mondelez head offices around the world. Some 1.3 million people signed a Greenpeace petition calling for an end to deforestation for palm oil.

Area of land in hectares required to produce 1 tonne of different types of oil

1T palm oil = 0.26 hectares

1T of rapeseed oil = 1.25 hectares

1T of sunflower oil = 1.43 hectares

1T of soybean oil = 2 hectares

Oil palm produces 35% of all vegetable oil while using only 10% of the land allocated to oil crops

35%

ALL OTHER OIL CROPS

PALM OIL CROPS 10%

At the moment there is global demand for around 165 megatonnes (a megatonne is equal to 1 000 000 000 kg) of vegetable oils. But this is estimated to almost double to 165 megatonnes by 2050.

Potential issues with banning palm oil

Palm-oil producers look for other customers and lower their prices

These markets give the producers less incentive and ability to produce palm oil sustainably

Unsustainable palm oil industry could flourish

PALM OIL CROPS

ALL OTHER OIL CROPS x9

Customers buy alternative oils to palm oil

OTHER OIL

Other oil crops use up to nine times the area of land as palm oil

Increased deforestation, loss of species, and other negative environmental impacts

▲ **Figure 4.36** Our complex relationship with the palm oil industry

There has been some success, as Wilmar has agreed to map its suppliers' land by 2020 and use high-resolution satellite imagery to monitor deforestation. Wilmar has also stated that it will immediately stop trade with palm oil companies that are caught clearing rainforests. This is promising; however, previous promises by Wilmar were not followed through. The company will continue to be monitored by Greenpeace.

Alternative technologies

Scientists in the United Arab Emirates (UAE) have been testing the use of an algae species that grows throughout their country as a possible alternative to palm oil. The species is naturally high in palmitic acid, the same acid that is found in palm oil.

The algae species can grow in freshwater or saltwater, so we don't have to use precious freshwater resources. So long as water is available, the algae can also grow inland – for instance, in a desert – which means that it does not have to compete with other types of productive land use.

Algae oil is currently more expensive to produce than palm oil. However, the cost of algae oil may change as we learn how to grow and harvest it more efficiently. It may even become cheaper than palm oil in future.

Competition between agricultural land and urban settlements

The best cropland is often the same land where people want to live and play. This is not an accident. Civilisations were able to settle permanently in areas that have **fertile** soil and consistent water supplies. Therefore, there is often a strong interconnection between areas of high population and fertile land. While much of this land has already been turned into cities and townships, the best remaining land for crop production is often found in regions that border cities, called peri-urban regions.

Urban settlements are human-built environments with large populations such as cities, towns and suburbs. Many people choose to live in urban settlements owing to easy access to the things they need and enjoy. These include schools, health centres, cultural activities, social services, transportation and jobs. The social and cultural diversity also allows people to enrich their lives by interacting with many types of people, giving them a feeling of belonging to a community.

As urban settlements grow, the surrounding land that was once used for agriculture becomes threatened. For example, Guangzhou was once a small village near the Pearl River Delta in China. The rich soils made it a good place to practise farming. When the government decided to urbanise the region, the city expanded rapidly to merge with nearby cities to create the Pearl River Delta Economic Zone, which is now home to approximately 70 million people. The enormous population is largely

thanks to the economic benefits that this region offers, as there is a high demand for workers and booming industries. However, farmers were forced to leave behind their homes and way of life.

fertile soil that is capable of producing a lot of crops

urban sprawl the ongoing spread of roads, houses and infrastructure over a vast area

'Less than a decade ago, it was just a village. Then the cranes came … They swallowed the farms and villages of our neighbours. We've been offered a new place to live, but it won't replace what we have here.'

– A Chinese farmer reflects on the changes happening to his village due to urban expansion. To find out more about urbanisation and farmland in China, search the website Citylab for 'Life on the Forgotten Farms of Guangzhou'.

▲ **Figure 4.36A** A Chinese farmer reflects on the changes happening to his village due to urban expansion.

Closer to home, population growth is predicted to increase rapidly in South-East Queensland from approximately 3.6 million in 2020 to 5.2 million by 2041. **Urban sprawl** may impact the region's food security. The Lockyer Valley, a region to the west of Brisbane, is known as 'Australia's Salad Bowl'. Increasing urbanisation is occurring in this region.

▲ **Figure 4.37** Guangzhou is not a small village anymore

non-arable land that cannot be farmed

However, urban planning measures are in place to make sure future developments are built on **non-arable** land. Without these planning measures, food production might decrease. This would mean that the South-East Queensland region will then become more reliant on food from further away, which is more expensive due to transport costs and more unreliable due to threats to the food supply in other parts of the world.

Urban growth responses

One way that Queensland restricts areas from future development, protecting our environment and food supply, is through regional planning. In South-East Queensland, future urban development can only occur in places classified as part of the Urban Footprint. Other areas are classified as either Rural Living Areas or Regional Landscape and Production Areas.

▲ **Figure 4.38** The South-East Queensland Regional Plan maps out priorities for the region. This map shows the Urban Footprint as well as the Rural Living Areas and Regional Landscape and Production Areas of South-East Queensland for the next 25 years.

Source: The State of Queensland, Department of Infrastructure, Local Government and Planning
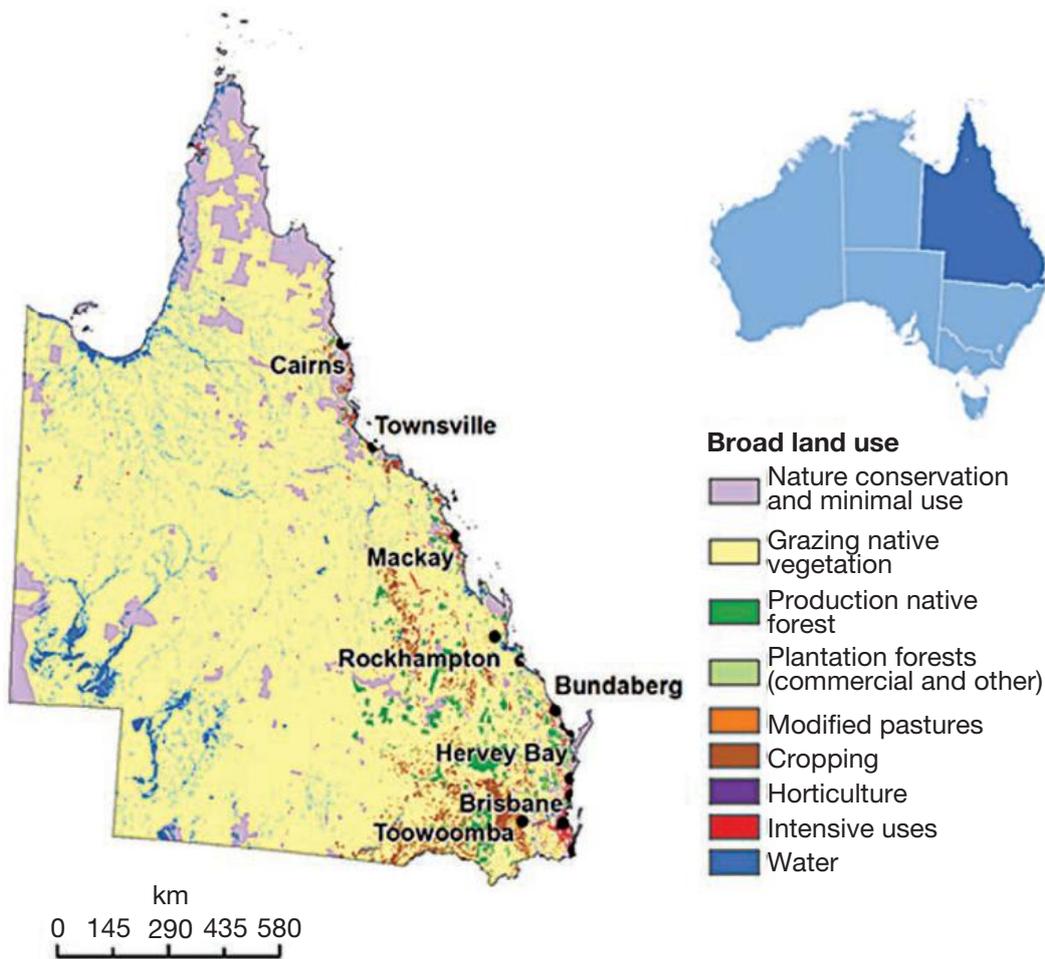
▲ **Figure 4.39** Broad land use in Queensland (updated in 2018)

Source: Australian Government, Department of Agriculture, Water and Environment
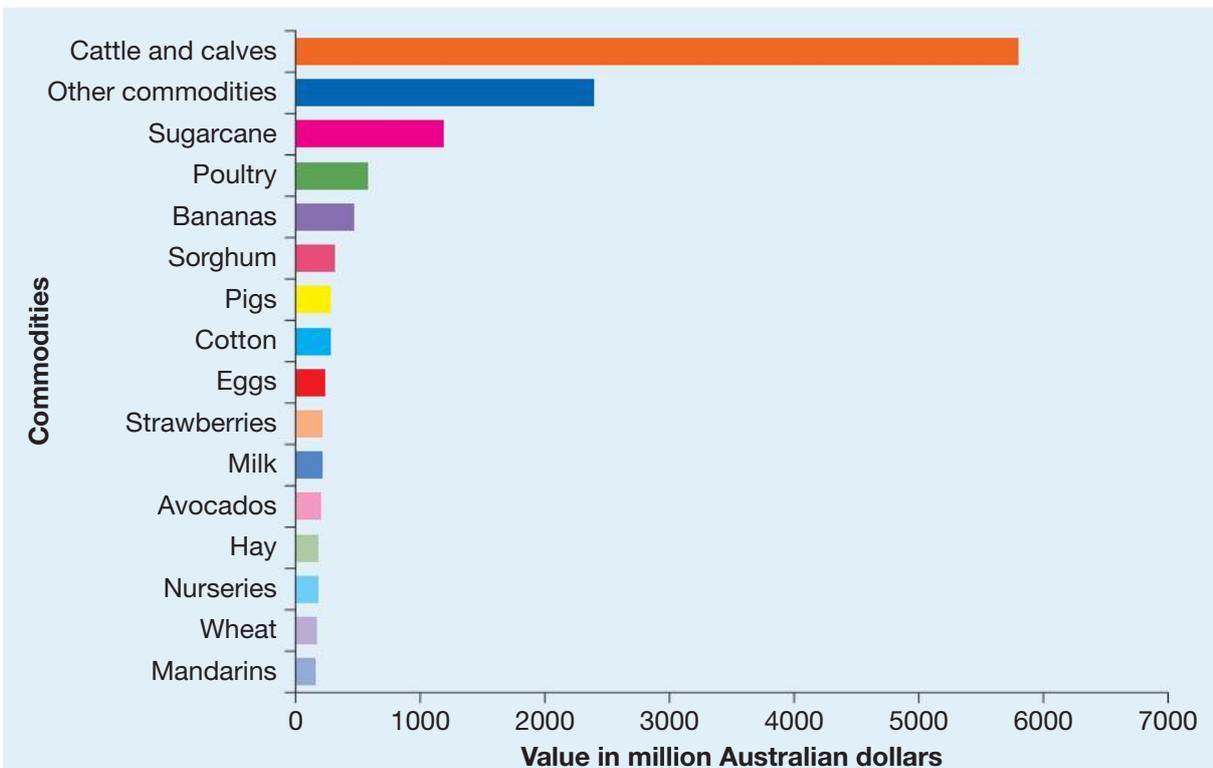
▲ **Figure 4.40** Value of agricultural production, Queensland, 2018–2019. Agricultural production in Queensland is an important part of our income and identity. Cattle production is by far the most valuable farming product in Queensland, followed by sugarcane and poultry.

Source: Australian Government, Department of Agriculture, Water and Environment

▲ **Figure 4.41** Urban development in Plainlands between 2002 (left) and 2017 (right)

ACTIVITY 4.7

Describing spatial patterns of change

To describe the changes of a phenomenon, it may be useful to use the LQDE (Location, Quantify, Description, Exception) method as a guide. This method can help you describe the changes you see in detail, including not only describing the type of change that you see, but identifying where and how the changes are occurring and the extent of the impact. The following is an example guide to using the LQDE method:

1 Location of the change

2 Quantify

    a Include dates and times where possible.

    b **Describe** the distribution of change by using distance, area, direction, amount of change.

Example: How many paddocks, houses or streets have been involved in the change?

3 Description of change

    a What do you see before, during and after the change?

    b If possible, **explain** the process of change.

4 Exception: For example, is there an area where change has not occurred or has occurred in a different pattern or time frame?

Describe the change you see in Plainlands using the LQDE method. Refer to the images in Figure 4.41.

Can we find a sustainable balance between competing land uses?

In this topic, we have examined some of the ways that land is used. We have seen how tensions can occur between different interest groups as humans struggle to support their needs and the needs of all living beings in a sustainable way. However, there are positive examples around the world where these tensions are overcome by clever thinking, planning and cooperation. A key role for geographers is to examine these positive examples so that they can be used in other places around the world. Case study 4.2 is one of these examples.

CASE STUDY 4.2

Sole Food Street Farms, Vancouver

Sole Food Street Farm is located in Downtown Vancouver, Canada. It is the poorest part of the city, known for having some of the highest rates of HIV, hepatitis C, drug-related deaths and prostitution per capita in the North American continent. Sole (Save Our Living Environment) Food Street Farm was started in 2009 by Michael Ableman and Seann Dory.

Its aims were to:

- provide local people who have drug addictions or ongoing mental health problems the opportunity to earn money by growing something beautiful that others need
- provide high-quality produce on an agricultural scale
- prove that such a project could operate sustainably.

Challenges faced by Sole Food Street Farm

- How to grow food safely on land that had been contaminated from past land use. To overcome this, food is grown in containers, which are expensive at $13 per container.
- Land in the city is far more expensive than rural land.
- Getting approval, as the council had never had to deal with urban agriculture before, so the existing rules and regulations didn't fit their type of development.
- Employing people with such personal challenges makes the farm less economically competitive than a usual farm. The work took 2–3 times longer to complete than on a typical farm, as sometimes workers would not turn up.
- When the project grew to include more sites, some of the workers who relied on the nurturing of the small team environment left the job.
- Vandalism and pests. In 2013, about $20 000 was lost due to rodents.
- The farm can generate $300 000 in a year; however, costs are approximately $500 000 per year. The remaining money needs to be fundraised annually. While this seems like a lot of debt, approximately $46 million a day of taxpayer's money is used in the United States to support the farming industry to make food affordable.

Benefits of Sole Food Street Farm

- For every $1 spent on an employee, $1.70 is saved from the prison and legal system, healthcare, social assistance networks and the environment through carbon sequestration and energy and transport benefits of local farming.
- It helps to counter the environmental degradation that occurs as 50 acres (20 hectares) of prime agricultural land is paved over and developed every hour in North America.
- The model is flexible. Growing in containers means that the farm can be moved elsewhere.
- This project gives wealthy landlords an opportunity to help their city by offering their land for cheap rent ($1 a year in some cases) while also improving their corporate image.

'The ultimate goal of farming is not the growing of crops, but the cultivation of human beings'

– Masanobu Fukuoka, quoted in M. Ableman, *Street Farm*, 2016, p. 31

▲ **Figure 4.41A** Masanobu Fukuoka, quoted in Michael Ableman, *Street Farm*, 2016, p. 31

▲ **Figure 4.42** Seann Dory (left) and Michael Ableman (right) from Sole Food Street Farm

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- Benefits for landlords include tax relief benefits of up to 90 per cent. The farms make the neighbourhood look more beautiful, which improves the economic value of nearby buildings (which are sometimes owned by the same landlord).
- The project improves the image of the city of Vancouver too. Vancouver aims to be one of the greenest cities in the world. Urban agriculture became a part of the city's Greenest City goals and Healthy Cities program.
- The food is sold at farmer's markets, local restaurants and retail outlets, reducing food miles and creating positive connections between people in the community.

▲ Figure 4.43 Kenny, the first employee of Sole Food Street Farm

He's been stabbed, held up at gunpoint, wanted by police; he's known most drugs. He's suffered bicycle accidents, illnesses, imprisonment. He's faced years of rehab.

Kenny says, 'I come to work feeling miserable and leave feeling relief and hope. If it wasn't for my job, I would be sitting in a basement not caring about anything.'

▲ Figure 4.43A Michael Ableman, *Street Farm*, 2016, p. 15

What do you think about Sole Food Street Farm? Discuss its environmental, social and economic positives and negatives. Would you recommend something like this in your local community? Why or why not?

▲ Figure 4.44 Rob: 'It was 4 a.m. and I was standing on the farm in the middle of the city and I looked around and I felt like I was communing in church.'

▲ Figure 4.45 Seven: 'The farm is where I come to make choices. It's the right environment. It's safe, a getaway from the hood, where there are drunks and addicts everywhere.'

ACTIVITY 4.8

Evaluating a response using the sustainability concept

We often hear the concept 'sustainability' used with respect to the environment and making sure that our natural resources are available for future generations. However, a broader definition of the concept simply means to be able to continue something for a long time. As geographers aim to create truly sustainable outcomes, we also measure the success of responses based on whether they are economically and socially sustainable. Economic sustainability means that a response has the financial support it needs well into the future. Social sustainability means that the response is supported by the people affected, many people benefit, and there are people who can keep the project going well into the future. Hold a class discussion about what you think are the most important areas that need economic and social sustainability today.

MAKING THINKING VISIBLE 4.3

See, think, wonder

Watch the video 'Village in the City' on DocumentaryTube and answer the following questions:

1   What do you see?
2   What do you think about that?
3   What does it make you wonder?

▲ **Video Figure 4.45A** Village in the city

ACTIVITY 4.9

Representing a study area using a sketch map

Just as line drawings can be drawn from ground-level observations or photographs, it is possible to make sketch maps using aerial or satellite photographs or an elevated view.

Here are the steps you should follow to make a sketch map from an aerial or satellite photograph:

1   Draw a border the same shape as the aerial photograph.
2   Draw in the main features; for example, roads and coastline.
3   **Decide** on the amount of detail required and add it to your sketch map.
4   Label the main features on the sketch. Add colour and shading if appropriate.
5   Complete the sketch by adding a title, scale, north point and, if necessary, a legend.

Construct a sketch map of your school or home using a satellite image. You can use Google Maps to locate your school or home by typing in the address to the search bar. Change the view to satellite and zoom in as far as possible.

DEVELOPING YOUR UNDERSTANDING 4.4

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 term 'urban settlement' and provide two reasons why people choose to live in urban settlements.
2   **Define** the terms 'carbon sequestration' and 'carbon reservoir'. **Conduct** some quick online research to identify two types of carbon reservoirs other than the atmosphere.
3   **Identify** the different types of crops and explain what they are used for.
4   **Identify** two benefits of rainforests.
5   **Describe** two of the benefits and two negatives of palm oil use.
6   **Explain** what is meant by the term 'sustainability'.

Interpret

7   Considering the pie chart in Figure 4.34, what may be an effective way of reducing the use of palm oil in society?
8   **Describe** the interconnection between fertile land and urban settlements.
9   **Explain** how competition for land use between crops can lead to food insecurity.

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Argue

10 'A vegetarian diet supports a more sustainable use of land than an omnivore diet.' To what extent do you agree? **Use** the evidence in Figures 4.31 and 4.32 to support your answer.

11 Looking at Figure 4.36, **explain** in a few sentences why phasing out palm oil entirely may not be a sustainable solution.

12 Which of the three responses to palm oil do you believe is the most successful so far? **Explain** your decision.

13 What do you think Masanobu Fukuoka means when he says: 'The ultimate goal of farming is not the growing of crops, but the cultivation of human beings'?

Extension

1 **Conduct** online research to **investigate** what you can do to reduce the environmental impact of palm oil crops. Present this information in a format of your choice.

▲ **Figure 4.46** An orangutan, many of which are losing their homes due to deforestation in Indonesia

2 Look up 'CBC News Interviews Street Farm Co-founder and Author Michael Ableman' on Vimeo. Using the information provided in the text and in the video, **discuss** in groups the ways that Sole Food Street Farm is or is not sustainable. **Use** these factors to **evaluate** how successful you think the Sole Food Street Farm is as a sustainable farm. You may organise the information in a table such as the one shown below.

Evaluate the success of Sole Food Street Farm using the criterion of sustainability.

Introduction: Provide an overview of Sole Food Street Farm and explain its aims.		
	Yes	**No**
Socially sustainable?		
Environmentally sustainable?		
Economically sustainable?		
Conclusion/evaluation: Explain whether you believe that the farm is sustainable on the whole, having weighed up the benefits and challenges. Then state whether you believe the farm is successful or not.		

4.5   The human alteration of biomes and the environmental effects

FOCUS QUESTION

In what ways does the production of food and fibres affect the environment?

Humans have been altering biomes for thousands of years. We have changed the course of rivers and the spread of forests to grow crops; mined the earth to harvest coal and gold; and drilled the deep waters of oceans for oil. Most extremely, the cumulative effect of these actions is causing important changes to our climate. Human-induced climate change is happening at a rate that is too quick for most species to adapt to. Climate change is therefore affecting biomes by changing the types of plants and animals that can inhabit each region.

Our alteration of biomes has provided us with many benefits. It has allowed civilisations to grow and allowed us to live longer lives, making humans the most dominant species in the world today. However, these activities have come with significant environmental impacts, not only for the biomes themselves, which have lost an estimated 60 per cent of species, but also for humankind. When the fine balance of life is disrupted too much, the environment can no longer support us effectively.

Environmental impact of food and fibre production

Fossil fuel farming

Greenhouse gases exist in our atmosphere. Without greenhouse gases, Earth would have an average temperature of –18°C. These gases keep our planet warm by trapping some of the heat that is released from Earth to space in our atmosphere. However, extra greenhouse gases, particularly carbon dioxide and methane, are being released into the atmosphere due to human activities.
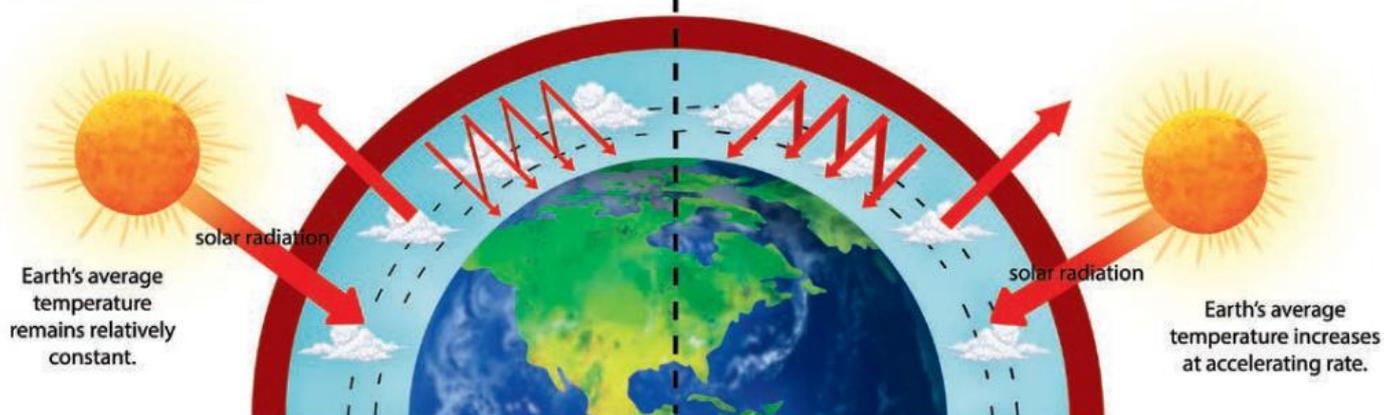
▲ **Figure 4.47** The difference between the natural greenhouse effect and the enhanced greenhouse effect

As shown in Figure 4.47, these extra gases trap more heat than is needed to keep Earth's average temperature constant. The result is excessive and accelerated warming, causing changes to climate patterns such as ocean currents, rainfall and the timing of seasons.

The farming of food and fibres is linked to climate change in many ways. Carbon dioxide is released into our atmosphere from the use of fossil fuels. Fossil fuels such as oil, coal and gas are used to power large agricultural machinery, transport and refrigerate food and fibre, and make pesticides. Moreover, high amounts of carbon are safely stored in carbon reserves such as forests and peatlands. When these are destroyed for the expansion of crops, this carbon is released from the plants and soil into the atmosphere.

Methane is also released into our atmosphere during the production of food and fibre. Cows are often blamed for this, as one cow releases 100 kg of methane a year, mostly through burping. Although farming livestock creates approximately 40 per cent of annual methane emissions, other activities also play a role. When oil is extracted and transported to be used for farming, methane leaks from pumps, pipelines and wells. The way we package our food and fibres influences emission rates too, as discarded plastic shopping bags and wrappers also emit methane as they degrade.
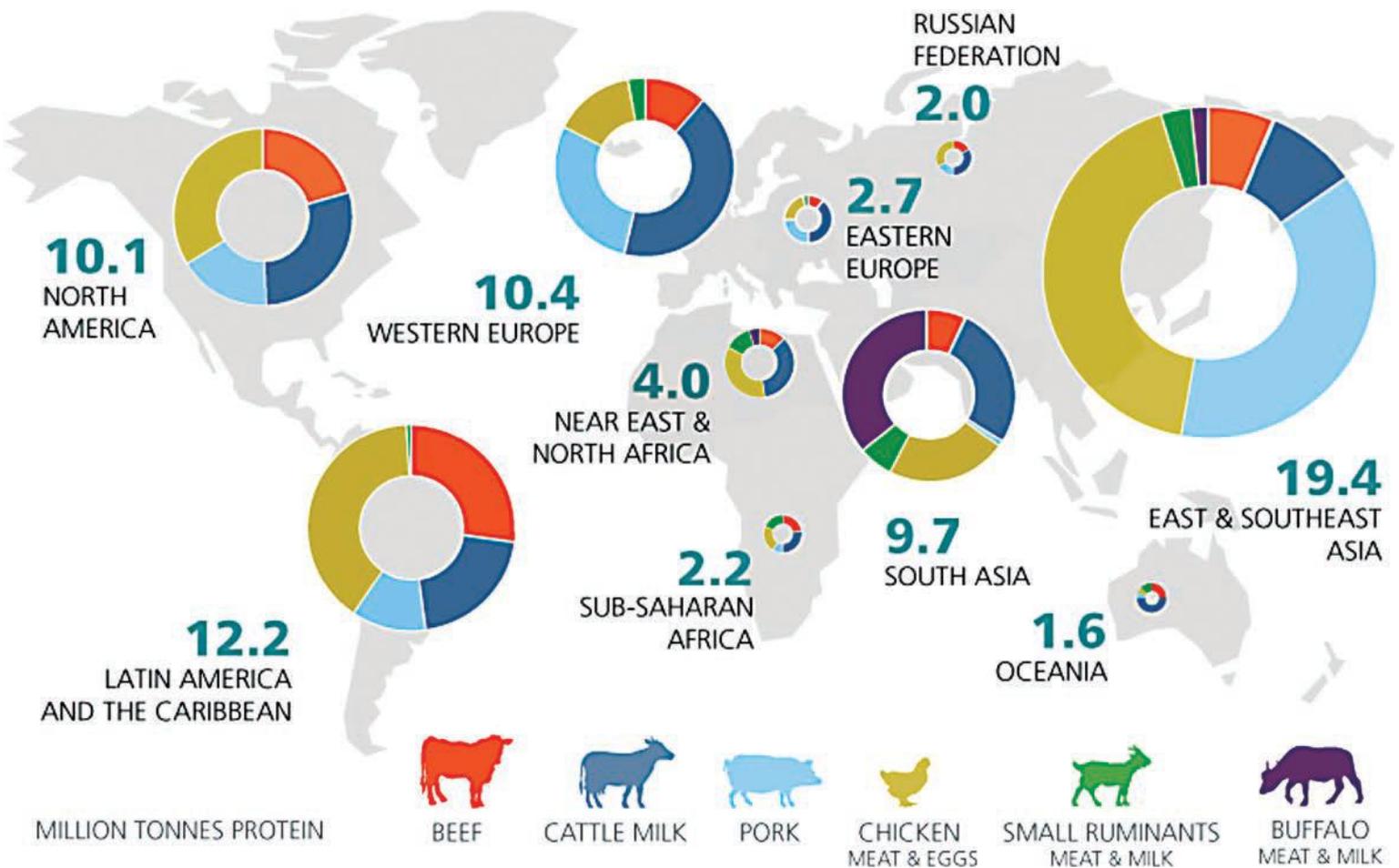
▲ **Figure 4.48** Carbon dioxide equivalent emissions from livestock farming in 2010

Source: *Regional production. Regional total production and their profile by commodity are shown. Meat production in protein basis was calculated by using data on dressing percentages, carcass to bone-free meat and average bone-free meat protein content. Milk from all species was converted into fat and protein corrected milk. Eggs production is also expressed in protein terms.* Data from the Food and Agriculture Organization of the United Nation's website.
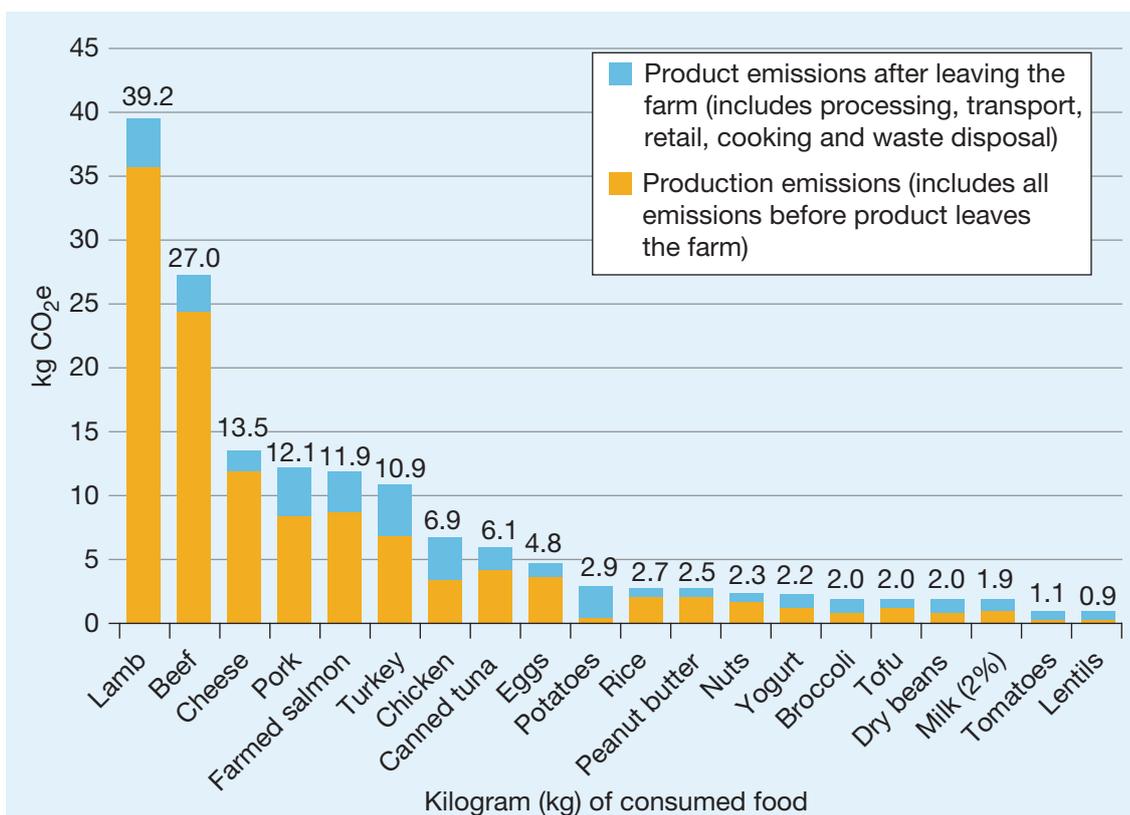
▲ **Figure 4.49** Carbon dioxide emissions due to the food industry. Are most emissions occurring at the farm or after the product has left the farm? Is there an exception to this pattern?

Irrigated agriculture

Large-scale irrigation involves channelling freshwater away from its natural path to be stored and used on farms. Freshwater is naturally found above ground as rivers or lakes, or underground as **aquifers**. Irrigation has played an important role in our food and fibre security as we can improve crop yield by adding irrigated water to regions that don't receive much rainwater.

This is clear when we consider the large role that irrigation plays in the Murray–Darling Basin, where 70 per cent of all of Australia's irrigated water is used. Although the Murray–Darling Basin only receives 6 per cent of Australia's annual rainfall, it produces 40 per cent of our food and 93 per cent of our cotton (refer to the map in Figure 4.50). However, there is concern that irrigation is not sustainable in the long term because it can cause salinity and reduce the flow of water to places downstream of the irrigated diversions.

Salinity

Salinity occurs when salts that naturally exist deep underground rise to Earth's surface, polluting the soil and killing the vegetation. Australia is an ancient land. Over time, Australia's soils have accumulated salts from natural processes such as the **weathering** of rocks, the movement of ocean salt to the land through wind and the **evaporation** of inland seas that once were a part of the landscape.

This salt is harmless when trapped deep in the soil, above the underground water table. However, when irrigation is used on farms, not all the water is absorbed by plants. Some of it seeps into the water table that lies beneath. This water table then rises as it receives more water. As it rises, the underground salts rise up with the water towards the surface. Salinity is costly and threatens our food security. The Australian Government estimates that salinity costs us $130 million worth of agricultural production each year.

aquifer an underground layer of rock that holds and stores water

weathering the process of breaking down or dissolving rocks and minerals

evaporation the process of a liquid becoming a gas when heated

▲ **Figure 4.50** The Murray–Darling Basin begins in Queensland and flows south through New South Wales, Victoria and South Australia

▼ **Figure 4.51** The salinity process

Shortly after clearing and irrigation

Evaporation and the seeping of irrigation concentrates saline groundwater at the surface of the soil.

Some time after clearing and irrigation

What would have been protective plant cover is destroyed by the accumulation of salt at the surface of the soil. This leaves the land open to erosion.
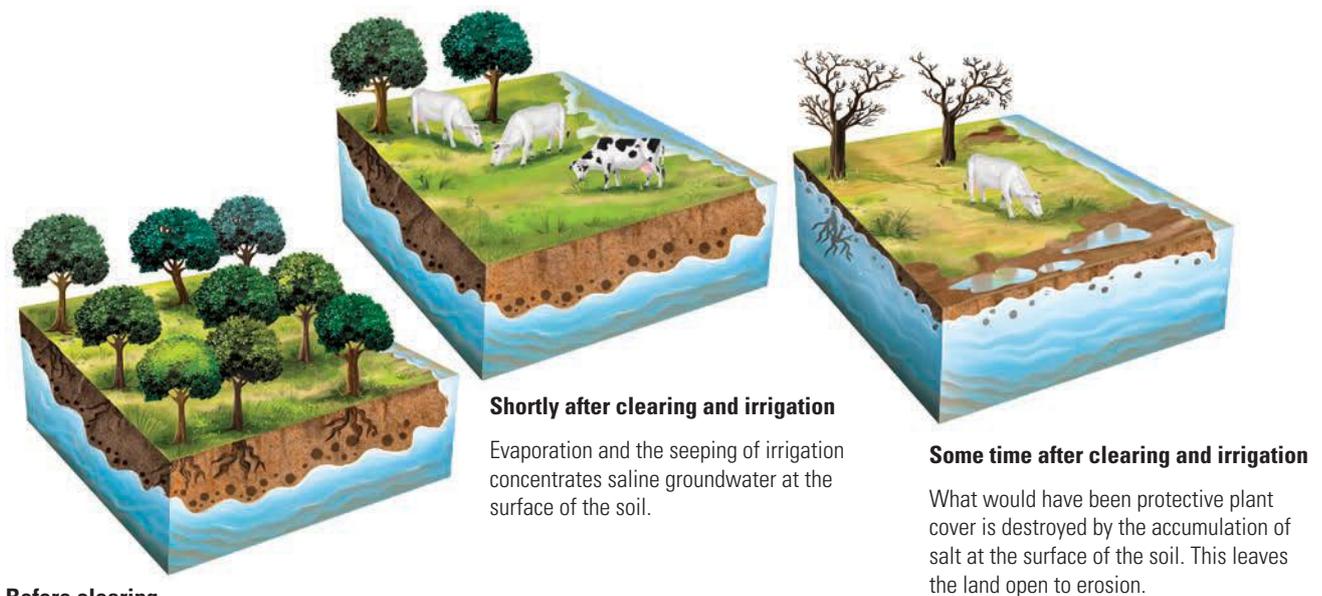
Before clearing

The system is balanced and most of rainwater is used in the spot where it falls.

Reduced environmental flows

When water is diverted from rivers and lakes to farms, it reduces the flow of water to areas downstream, as well as the outward flow of water to floodplains and wetlands. Reducing natural flows can dramatically change river, wetland and **riparian** biomes by changing their nature as less freshwater makes it to the ocean and more saltwater moves inwards into estuaries from the ocean. This has the flow-on effects of changing the distribution of plants and animals in the biome and causing coastal erosion.

Monoculture farming

Humans have drastically altered biomes through the use of monoculture farming. Monoculture farms grow a single type of crop, rather than a variety of crops (polyculture farming). The reasons farmers choose to monocrop come down to simplicity; it is easier to take care of just one type of plant. The farm's input requirements are more consistent, as the entire crop is likely to require similar growing conditions, amounts of water, methods of planting and harvesting, and pest control. However, negative impacts for the environment include a reduction in species diversity, an increased susceptibility to pests and diseases, and pollution of soils and water due to the use of chemicals.

Reduction in biodiversity

There are over 15 000 varieties of tomatoes and 7500 varieties of apples grown worldwide. However, you would be lucky to find five varieties of these fruits at a supermarket. This is because monoculture farms tend to grow crop varieties that are selectively bred for their size and shape (to look appealing to customers), as well as their ability to handle long travel distances, chemical fertilisers and pesticides. Varieties that are delicious, but delicate, risk extinction as they are being increasingly replaced by tougher varieties. This is also the case for animals. Approximately 200 livestock breeds face extinction as we have come to rely heavily on just a few select animal breeds.

riparian the area where the land and river meet

Increased susceptibility to pests and diseases

This lack of diversity creates more problems in the form of pest and disease resistance. Polyculture farms that grow many different plant species benefit from attracting a large diversity of insects and birds. The number of pests on these farms is kept low as they are eaten by other insects and birds in a process known as biological pest control.

Because monoculture farms lack plant diversity, they do not attract a diversity of life. In fact, they may only attract a large number of a single pest species due to the fact that they are so obvious in the landscape. For example, hectares of corn are much easier for locusts to find compared to a few corn grown among beans, flowers and zucchini.

▲ **Figure 4.52** Biological pest control in action. Trained Indian Runner ducks are used in vineyards to eat snails and other pests threatening the grapevines, making the use of toxic pesticides avoidable, and fertilising the ground with their droppings.

▲ **Figure 4.53** On an Australian plantation, plastic bags are used to protect bananas from Panama disease, caused by a fungus called TR4

Disease can also spread rapidly in a monoculture farm because the plants are genetically so similar that they have similar weaknesses. The banana variety Gros Michel was a tastier, creamier version of the banana we eat today. However, it was wiped out by the Panama fungus and was replaced by Cavendish bananas, which were thought to be resistant to the fungus. Unfortunately, this was not the case. Figure 4.53 shows a crop of Cavendish banana trees in Queensland that

were killed by a different strain of the Panama fungus called TR4.

Cavendish banana trees are clones of one another, so if one is affected on a farm, they are all at risk. Researchers are currently searching through jungles for wild banana species that can resist the Panama fungus as well as ripen in a suitable amount of time, travel long distances, be mass-produced and taste good.

Already present
Present at high risk
At risk
No presence of TR4
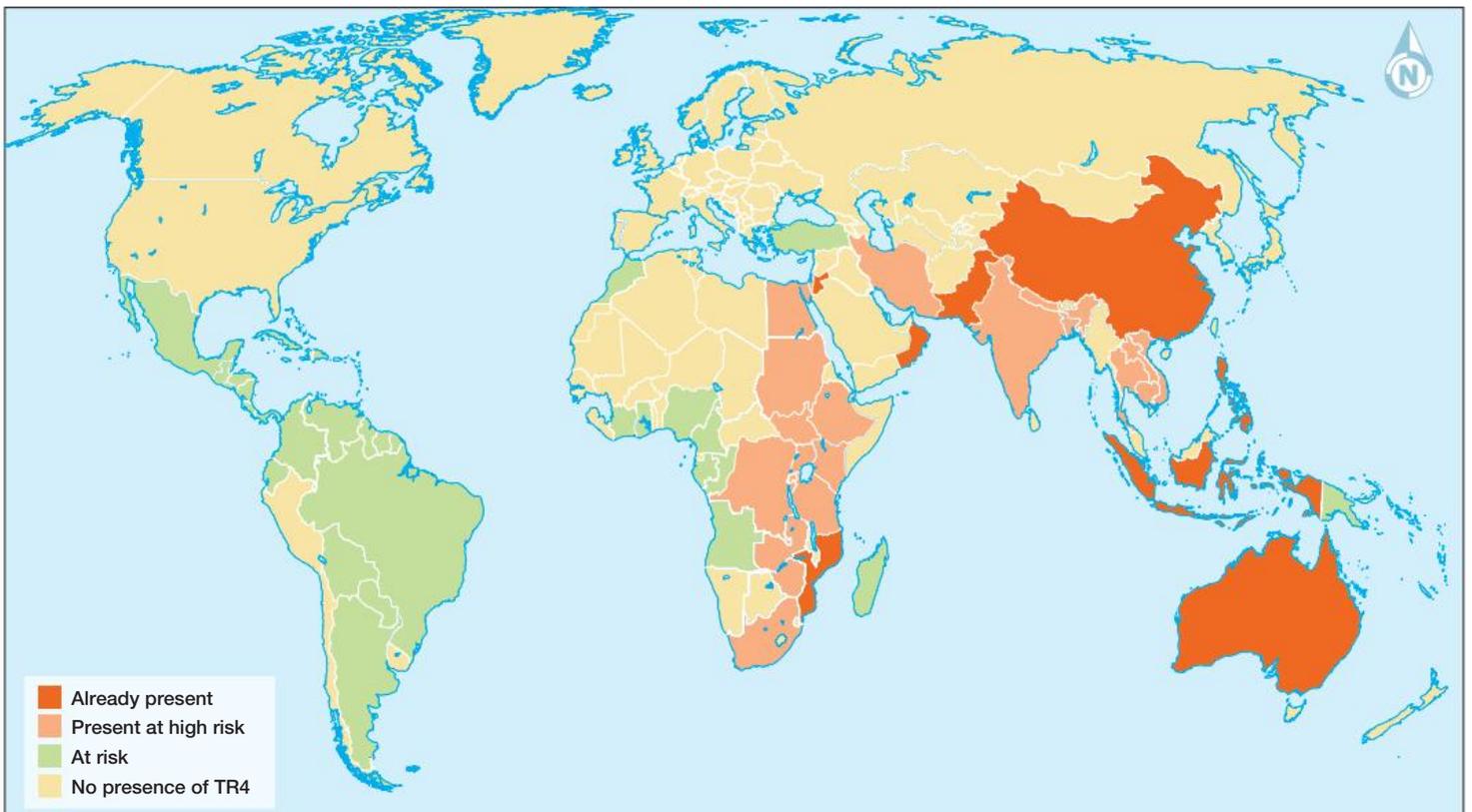
▲ **Figure 4.54** Global risk levels of TR4
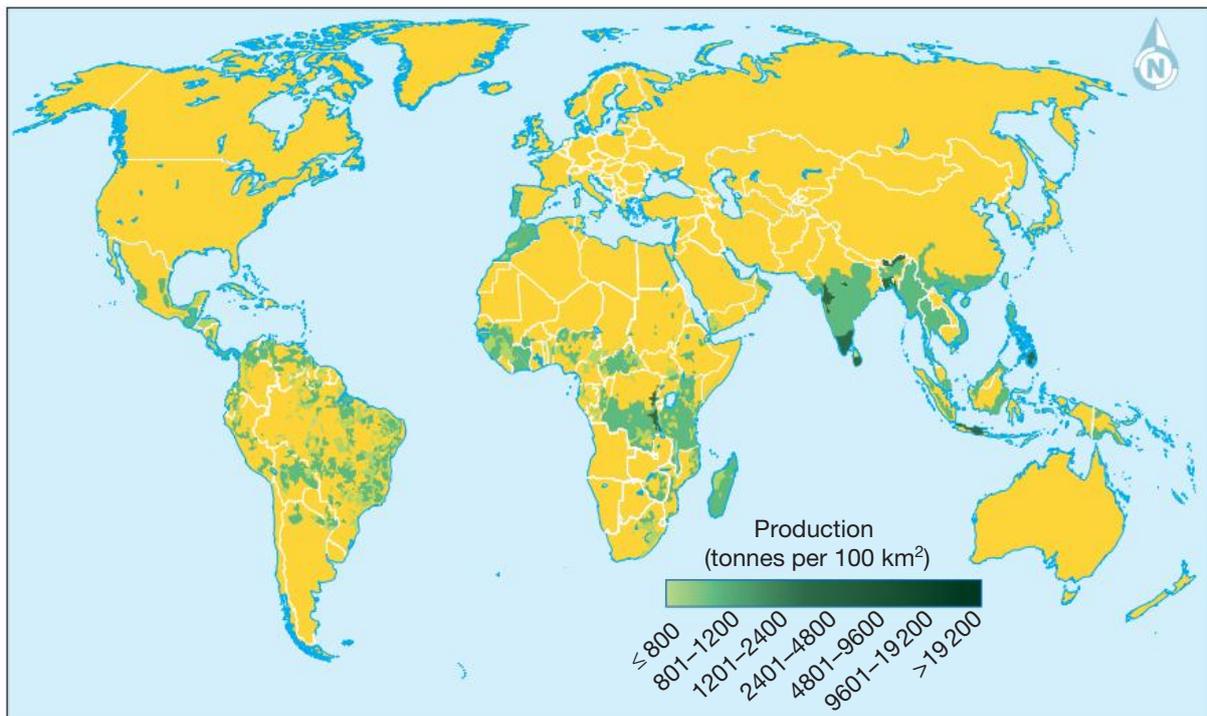
▲ **Figure 4.55** Global banana and plantain production

Interesting fact

A study in China involved planting different varieties of rice in the same field. Some varieties were usually very prone to diseases when grown on a monoculture farm; however, these experienced 94 per cent less disease in this mixed-crop farm. This allowed the yield of these varieties in the mixed-crop farm to increase by 89 per cent.

Pesticides

Artificial pesticides are used to protect our food supply by reducing the impact of pests and diseases. Because they are applied over entire fields, rather than targeting specific weeds and pests, only 5 per cent of pesticide use is effective. The repeated use of pesticides can reduce crop yield in the long term because pollinators, such as bees and hoverflies, are also killed. One-third of our food supply requires bees for pollination. The global cost of losing pollinators is estimated to be between AU$350 billion and AU$850 billion.

Pesticides can be toxic to people and other species. In 2018, a Californian man was awarded US$289 million in damages for cancer caused by his use of Roundup, a weed killer used widely across the world, including in Australia. Farmers in the Punjab region of India are also turning away from pesticides. This region accounts for 20 per cent of India's use of pesticides. The drinking water was found to be contaminated, and one-third of farmers that were tested in the region were found to have resulting DNA damage. Nearby, in the north-west Indian village of Gandaman, 23 children aged 5–10 years old died after eating the government-funded school lunch, which contained 52 times the safe level of pesticide.

The pesticide monocrotophos is considered to be one of the most dangerous and is not sold in Australia. However, it is popular in India as it is cheap. For many poor farmers in rural India, this is the pesticide that they can afford.

Animals can be poisoned directly or indirectly, as Figures 4.56 and 4.57 show.

▲ **Figure 4.56** This three-year-old male Californian mountain lion was exposed to six different rodenticide (pesticides for rodents) compounds before dying
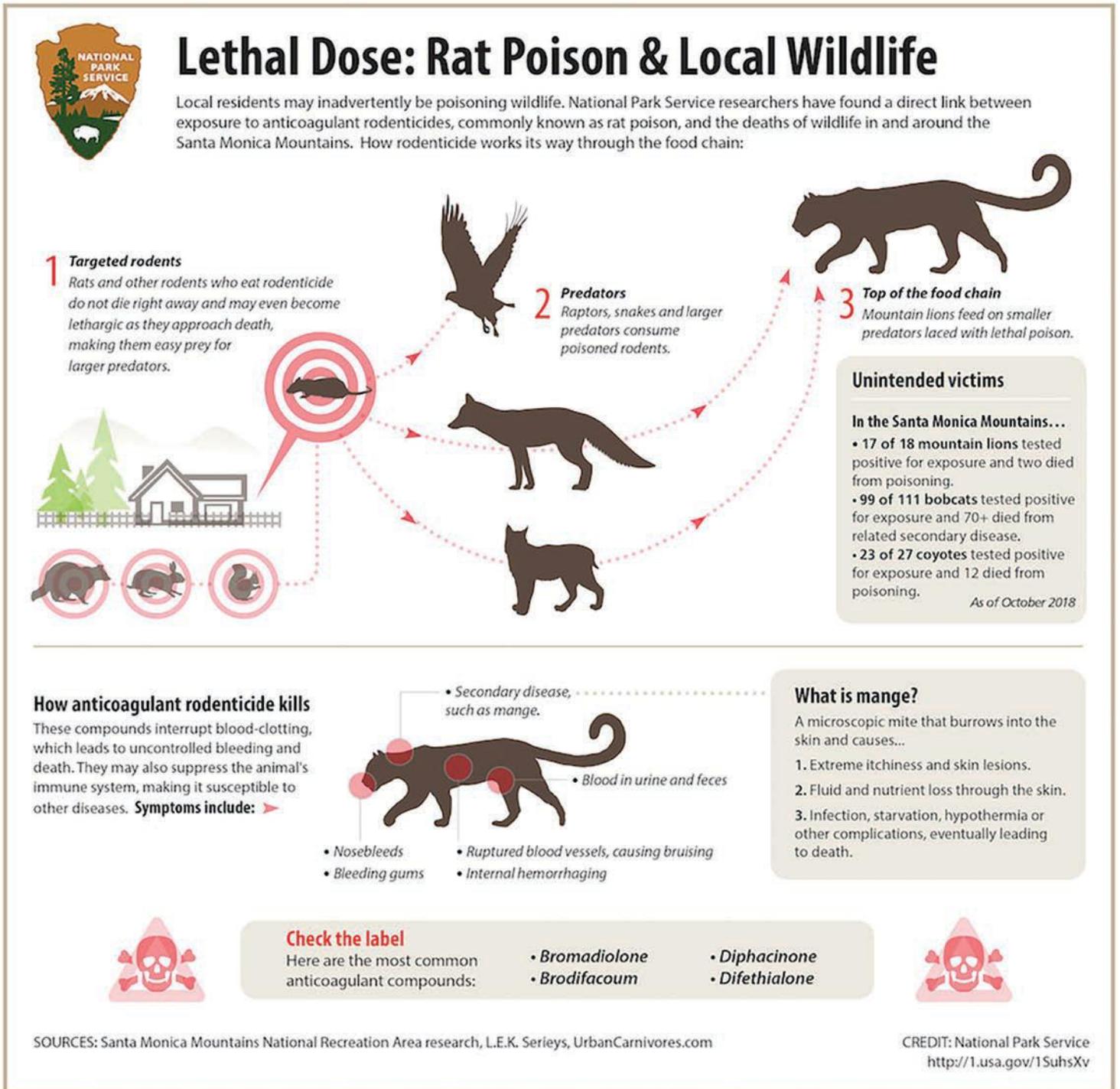
▲ **Figure 4.57** An infographic aimed to educate Californian locals about the impact of using rat poison around the home

Pesticides can also eliminate some animals' essential food sources, causing the animals to relocate, change their diet or starve.

Fertilisers

Soil gets its nutrients when organic matter, such as falling leaves, is decomposed by microbes. However, there is little life in the soil, as microbes are often killed by the repeated spraying of pesticides.

Monoculture farms strip the soil of particular nutrients more quickly, as each crop has specific nutrients that it needs most. For example, a polyculture farm might choose to grow corn and beans together. Corn will strip the soil of nitrogen, while beans will create nitrogen in the soil, thus helping to establish a balance of soil nutrients.

Figure 4.58 illustrates the impact that fertilisers can have on marine life and the development of marine dead zones.

1 Most monoculture farms use chemical fertilisers, which are manufactured liquids consisting of nutrients that are sprayed on plants to increase their yield. Not all of the nutrients provided by fertilisers are absorbed by plants. The remaining nutrients leach into the soil or run off into rivers, eventually making their way into the ocean.

2 The excess nutrients in the water can cause algae blooms on the ocean's surface. These blooms block sunlight from penetrating the water, and block the organisms in the ocean from absorbing oxygen. When these algae die, they fall to the bottom of the ocean and decompose.

3 The decomposition process uses large amounts of oxygen, leaving very little for other organisms. When this happens on a large scale, **marine dead zones** are formed as very few organisms can live in places with no oxygen.

▲ **Figure 4.58** The process causing marine dead zones

marine dead zone an area that has a reduced level of oxygen in the water, which can cause organisms to die

DEVELOPING YOUR UNDERSTANDING 4.5

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 terms 'biological pest control', 'input' and 'riparian zone'.
2 **Describe** the difference between the natural greenhouse effect and the enhanced greenhouse effect.
3 **Describe** two ways that farming emits carbon dioxide and methane into the atmosphere.
4 **Identify** three natural processes that have caused Australia's soils to be salty.
5 **Describe** the difference between monoculture farming and polyculture farming. **Identify** some of the benefits and challenges of each.

Interpret

6 Using Figure 4.48, **identify** which global region emits the greatest amount of carbon dioxide from:
   a buffalo farming
   b pork farming
   c chicken farming.
7 Latin America and the Caribbean produce the largest amount of carbon dioxide from beef farming.
   a Do you think that this is because this region consumes more beef than other regions?
   b What other reason may contribute to their large beef industries?
8 **Examine** Figure 4.50.
   a **Identify** two towns that you think may suffer from a reduced flow of water.
   b **Explain** why you think these towns may have reduced flows.

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9   **Examine** Figure 4.54. **Identify** three countries that already have TR4, three that are at high risk of TR4 and three that are at risk, but not high risk, of TR4.

10 **Describe** the processes that create marine dead zones or salinity.

11 **Explain** how using rodenticide on a farm in California can result in the deaths of mountain lions.

12 **Compare** Figures 4.54 and 4.55. What percentage of the banana industry is at threat from the TR4 fungus? What potential impact would a spread of the TR4 fungus have on consumers?

Argue

13 Imagine that you are an agricultural consultant to the country of Madagascar. Write a letter of advice to farmers, explaining the TR4 fungus and how to defend their banana crops from the spread of TR4 to their country.

Extension

1   In what ways does the production of food and fibres affect the environment? **Use** the information in this book and some further research to copy and complete the table below.

Farming technique	Example of a food or fibre that is grown by using this technique	Effect on environment (can be positive or negative)
Irrigation		
Pesticide use		
Monoculture farming		
Fertiliser use		

2   **Create** a tour brochure for a trip through the Murray–Darling Basin, including four different towns. For each town provide: the location; the natural characteristics, such as its landforms, water bodies and wildlife; and human characteristics of the region, such as its industries (including what type of farming occurs there and what farming methods are used) and activities you can do in the region.

4.6   Strategies used by First Nations Peoples to achieve food security over time

FOCUS QUESTION

How did the First Australians cultivate the land?

Do you know that Australia has the longest known history of agriculture in the world? In fact, there's evidence to suggest that Aboriginal Peoples were baking bread 65 000 years ago; that's 50 000 years before the Egyptians! This history is a remarkable tale of adaptability, ingenuity and sustainable land management based on an intelligent understanding of the environment.

Australia's biomes were first altered to grow tubers and cereals as well as to harvest meat, fruit and vegetables. Moreover, the farming and storage methods used by

Aboriginal Peoples allowed the landscape to sustain them for thousands of years. They even survived the last glacial maximum period, a time when Earth was so cold that many forests disappeared, animal species became extinct and vast volumes of surface water disappeared.

Unfortunately, much of our agricultural history remains unknown. However, thanks to the groundbreaking work of historian Bruce Pascoe, new light is being shed on this topic. In his book *Dark Emu*, Pascoe revisits historical sources from early European settlers

▲ **Figure 4.59** Kangaroo grass

▲ **Figure 4.60** Digging for yams on the river bank in Arnhem Land

and finds many references to thriving societies and economies based around agricultural systems. There is clearly a great potential to learn more about Aboriginal agricultural practices and to use this knowledge in our current quest for food security during this new period of great change.

Tubers

Some plant species have edible tubers, which is a thick-skinned structure made of stems or roots that grow underground. The most familiar tubers in people's diets today are potatoes, introduced by European settlers in the 1700s. However, well before the introduction of potatoes, another tuber was commonly used. The native murnong (or yam daisy) grew in southern and eastern Australia, including Tasmania. It was a staple for many people in these regions and is said to be eight times as nutritious as potatoes.

Tubers such as the murnong and nodding greenhood were so valued by Aboriginal Peoples that biomes were altered to increase their yield and distribution. This was achieved through methods such as fire-stick farming and terracing. Fire-stick farming involved choosing the areas with the best soil and burning the vegetation in those areas in order to clear the space for planting. Specific tools were then used to **till** (turn or dig) the soil. This improved the soil, as the ash from the burned vegetation provided valuable nutrients. Terracing was used on sloping clay soils, allowing Aboriginal Peoples to extend their crops to steeper land.

Fire-stick farming, terracing and tilling were sustainable farming techniques. They returned nutrients to the soil, reduced erosion and helped the soil and plants absorb rainwater. The result was a soil

that was rich, fertile and so soft that it was described by one early European settler as being sponge-like.

till dig or loosen the soil to prepare it for planting

Cereals

Cereals such as panicum (wild millet) and kangaroo grass were another vital part of the Aboriginal Peoples' diet and economy. As Figure 4.61 illustrates, Australia's grain belt distribution was much larger under the management of Aboriginal Peoples and covered land that we today regard as being unfit for crops.

■ Aboriginal grain belt
■ Contemporary grain belt
■ Overlap between the Aboriginal grain belt and the contemporary grain belt
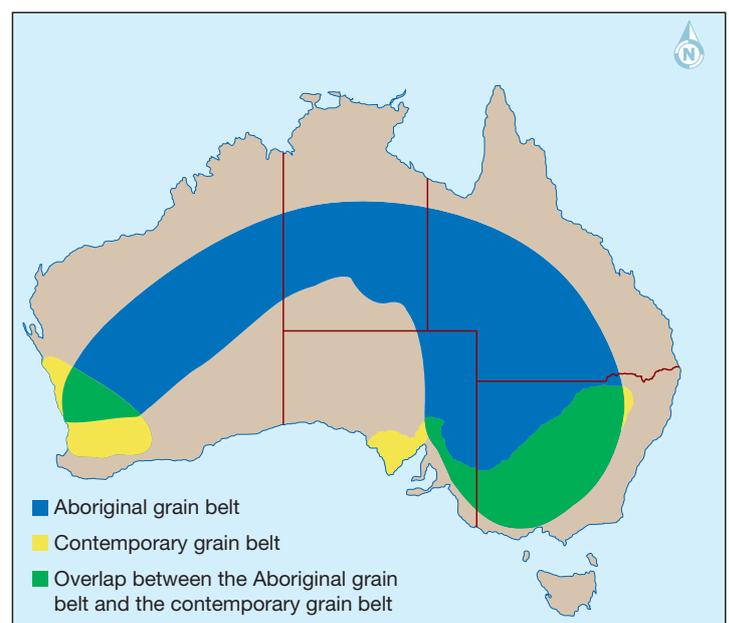
▲ **Figure 4.61** The Aboriginal grain belt of Australia compared to the contemporary grain belt

Source: Bruce Pascoe, *Dark Emu*, 2018, p. 28

domestication growing and adapting wild plants for human use

surplus more than you immediately need

Above this grain belt, cereal such as wild rice was grown in crocodile-infested waters.

Seed **domestication**, irrigation, storage and trade ensured a nutritious and reliable cereal supply. Seeds become domesticated when humans get involved in the growing process by continuously choosing seeds to save and replant the following year. Over time, due to this process of human selection, the seeds change their structure and the plant becomes dependent on humans to grow. Usually, the seeds chosen are ones that show desirable traits, such as good size, taste and yield.

Large dams and wells were built, and the course of some rivers were diverted (changed) to provide irrigated water to crops to increase their yield and assist their growth. There is evidence of huge dams made of clay and pebbles that could store 700 000 litres of water in Queensland, and many more examples of similar constructions are to be found on public and private land today.

As a result of these efforts, **surplus** seeds were harvested and stored. This was significant in terms of food and economic security, as it allowed people to remain in one area, build permanent houses to live in, increase their population and engage in more non-agricultural activities. Surplus seeds were also traded or gifted. This led to further distribution of the seeds in areas where they had not naturally grown and diversified existing products.

Meat

Animal (game) farming provided a great supply of protein. Herding and harvesting were common approaches to secure this type of food. For instance, brush fences channelled kangaroo and emus into a limited area, where a net was stretched across to catch the animals. Similar nets were cast from one riverbank to another to catch birds as they flew by. This was sustainable because, once the animals were trapped, people could select which ones to kill, releasing the young and female animals.

Fish were an additional source of protein. They were farmed and caught due to some impressive feats of river engineering, resulting in structures that were built so sturdily that they still exist today.

It is possible that the enormous fish traps used along the Darling River in Brewarrina, seen in Figure 4.62, are the oldest human-made structures on Earth. The process involved herding fish into human-made rock pools. These pools had openings that allowed fish to swim through. However, when fish were needed, people would block the pool openings with rocks. The pools are set at various heights so that they could be used no matter how high the water level.

This farming provided such a secure supply of food that communities flourished. At Lake Condah, the remains of houses as well as a network of channels

▲ **Figure 4.62** The Brewarrina historical Aboriginal fish traps on the Barwon River are estimated to be over 40 000 years old and one of the oldest human-made structures on Earth

are suggested by some to be evidence of a township of about 10 000 people. Cultural activities and gatherings were also supported by the large amount of food provided by using these fishing techniques. When many groups came together, the traps were set in place prior to the meetings to ensure there was enough fish to provide for the increased population over that time.

This method of farming was sustainable, as it allowed smaller fish through, trapping only the adult fish and only when needed. Particular traps in a system were managed by specific families who each had a responsibility to make sure that other families upstream or downstream in the river had enough fish supply too.

Perhaps the most remarkable example of herding involved a partnership between the Yuin people of southern New South Wales and orcas. As Pascoe describes in *Dark Emu*, the herding would begin with a ritual. The Yuin would set alight two fires on the beach, and one man would limp between the two fires in order to make the orcas feel sorry for what looked like an old, frail man. Orcas would then herd larger whales into the harbour of shallower water, where the Yuin would choose one whale to kill. As a reward and out of respect for the work of the orcas, the orcas would be given the whale's tongue to eat. The Quandamooka people of Minjerribah (Stradbroke Island) had a similar relationship with dolphins. The dolphins would herd fish into the shallow waters which made it easier for the people to catch.

Concept: interconnection and sustainability

Aboriginal Peoples were practising the geographic concepts of interconnection and sustainability long before these words existed. Things that Europeans would consider living and non-living things are all alive, interconnected and nourished by a spirit. People, information and resources were further interconnected across the country through songlines.
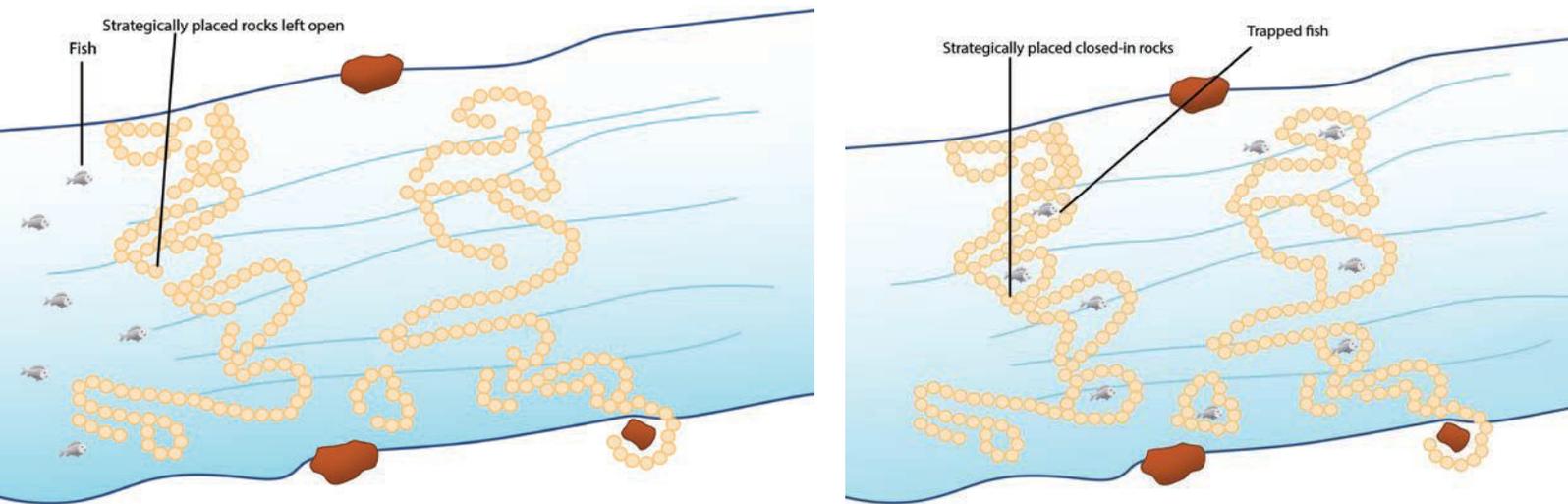
▲ **Figure 4.63** A diagram illustrating how the Brewarrina fish traps worked. In the image on the left, the traps are open, so the fish are able to swim back out of the traps. However, when food was required, the traps would be closed off with rocks (as seen in the image on the right) to stop the fish from swimming through.

Australia today

The Australian agricultural landscape as we know it today looks quite different from how it must have been. When the first Europeans arrived in the 1700s, their intention was to grow the European crops and meat that were familiar to them. Therefore, there was not much interest in native food varieties.

The distribution of these native varieties quickly diminished in size, largely due to the introduction of heavy-hoofed animals such as sheep, cattle and horses. These animals not only ate a lot of the native plants, but also compacted the soil, making it difficult for native plants to grow, causing erosion and reducing the soil moisture content.

Spatial limits have been introduced due to land ownership and the laws of trespass. In the past, Aboriginal Peoples were able to move more fluidly between regions. There were also cases when, in hard times, Aboriginal communities would move into neighbouring regions and were allowed to hunt there until conditions improved in their own region.

Today, these lands are severely fragmented (divided), overrun by private farms, cities and other infrastructure.

This significant reduction in native food varieties is not only a loss to Aboriginal Peoples, it is a loss to us all. We are missing out on foods that are not only tasty but adapted to our land, requiring fewer artificial and expensive inputs (things that we add in) such as fertilisers and pesticides.

However, there is some evidence to suggest that we are waking up to the potential benefits of exploring Aboriginal agriculture further. Some native foods, such as wild rice, murnong, lemon myrtle, pepperberry and finger lime (see Figures 4.65–4.67), are finding a place in the gourmet food market. As the climate changes, there is growing interest in cereals such as panicum and wild rice. Wild rice, for instance, does not degrade the environment or require additional inputs such as fertilisers or irrigated water. Not only could the rice be grown in its current state, but the genes found in this rice could help create new commercial varieties that are better able to withstand the diseases that are currently harming Asian rice varieties.

▲ **Figure 4.64** Finger lime

▲ **Figure 4.65** Lemon myrtle

▲ **Figure 4.66** Wild rice

▲ **Figure 4.67** Tasmanian pepperberry

Today the grain belt is significantly smaller than it once was. Could a deeper understanding of Aboriginal farming practices and use of native varieties help us expand the distribution and types of food growing once again? There is so much still to learn and explore, and the potential benefits to be gained from this knowledge go far beyond feeding ourselves. They extend to understanding ourselves and the history and culture of the land we live on.

MAKING THINKING VISIBLE 4.4

I used to think … but now, I think …

When beginning this study of land and resource management strategies used by Aboriginal Peoples, you most likely had some initial ideas about what the topic was about.

1   In a few sentences, write what it is that you used to think about land and resource management strategies used by Aboriginal Peoples. Begin each sentence with the phrase 'I used to think …'

2   **Consider** how your ideas have changed as a result of your studies. In a few sentences, write down what you now think about land and resource management strategies used by Aboriginal Peoples. Begin each sentence with the phrase 'But now, I think …'

DEVELOPING YOUR UNDERSTANDING 4.6

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   What are possibly the oldest known human-made structures on Earth?

2   **Describe** the changes that occurred during the last glacial maximum period.

3   What was the most popular tuber eaten in southern and eastern Australia?

4   **Explain** the agricultural methods that were used to extend the distribution and yield of the murnong.

5   Choose one agricultural or hunting method (e.g. fire-stick farming, fish traps) and **explain** how this was a sustainable method of farming.

6   **Explain** the process of seed domestication.

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7   **Describe** how the arrival of Europeans changed the environment. **Explain** the changes that occurred and the processes that brought about the change.

8   **Identify** some of the benefits of having a surplus amount of seeds.

Interpret

9   Refer to Figure 4.62. **Describe** the environment by highlighting the natural and human characteristics that you can see.

10 Describe the herding ritual between orcas and the Yuin people.

Argue

11 Suggest reasons why the distribution of the Aboriginal grain belt and contemporary grain belt look so different.

12 Why do you think we know so little about Aboriginal agriculture?

13 How can wild rice play a role in our current quest for food security?

Extension

1   **Create** a three-course menu using native food. If possible, explain which region each ingredient is from.

2   Read Bruce Pascoe's book *Young Dark Emu* to learn more about our country's past.

4.7   Challenges in feeding the population in Australia and other areas of the world

FOCUS QUESTIONS

- Can agriculture improve the environment?
- What land and resource management strategies are being used to try to achieve food security on a range of scales?

It's the year 2050 and the population has reached 9.8 billion people, an increase of two billion since 2020. More people are wealthier than ever before. They expect tasty food, and lots of it. As a consequence, the demand for food has increased by 60–100 per cent since 2020. On the other hand, the land available to grow food has declined. This is due to competition for land use, environmental degradation and changes to our climate. With the odds seemingly against us, can we possibly meet this ever-growing demand? One thing is certain; the challenge has been set!

As we have learned, the agricultural industry has an enormous impact on the environment. This also makes farmers one of the most important groups for improving the environment and fighting challenges such as climate change and species diversity loss. However, farmers cannot face this challenge alone. They need consumers (that's us) to encourage funding for sustainable farming policies and support farmers who are practising sustainable methods.

Climate change and extreme weather events

Climate change affects various elements of the climate system, such as rainfall, the timing of seasons, sea levels, and the movement of wind and currents. These changes impact our economy and society.

Distribution of impact

As Figure 4.68 demonstrates, climate change will not impact regions equally. Nor will all the short-term impacts be negative. For instance, a 1°C to 3°C temperature rise might benefit some crop yields in temperate regions but will create too much stress for cereal crops in tropical and seasonally dry regions. Despite some potential benefits, it is largely agreed that the threats to food security from a 1°C to 3°C increase outweigh the benefits – for example, through increases in bushfire risks that can harm crops and livestock. Any temperature increase above 3°C is expected to cause widespread negative consequences across the globe.
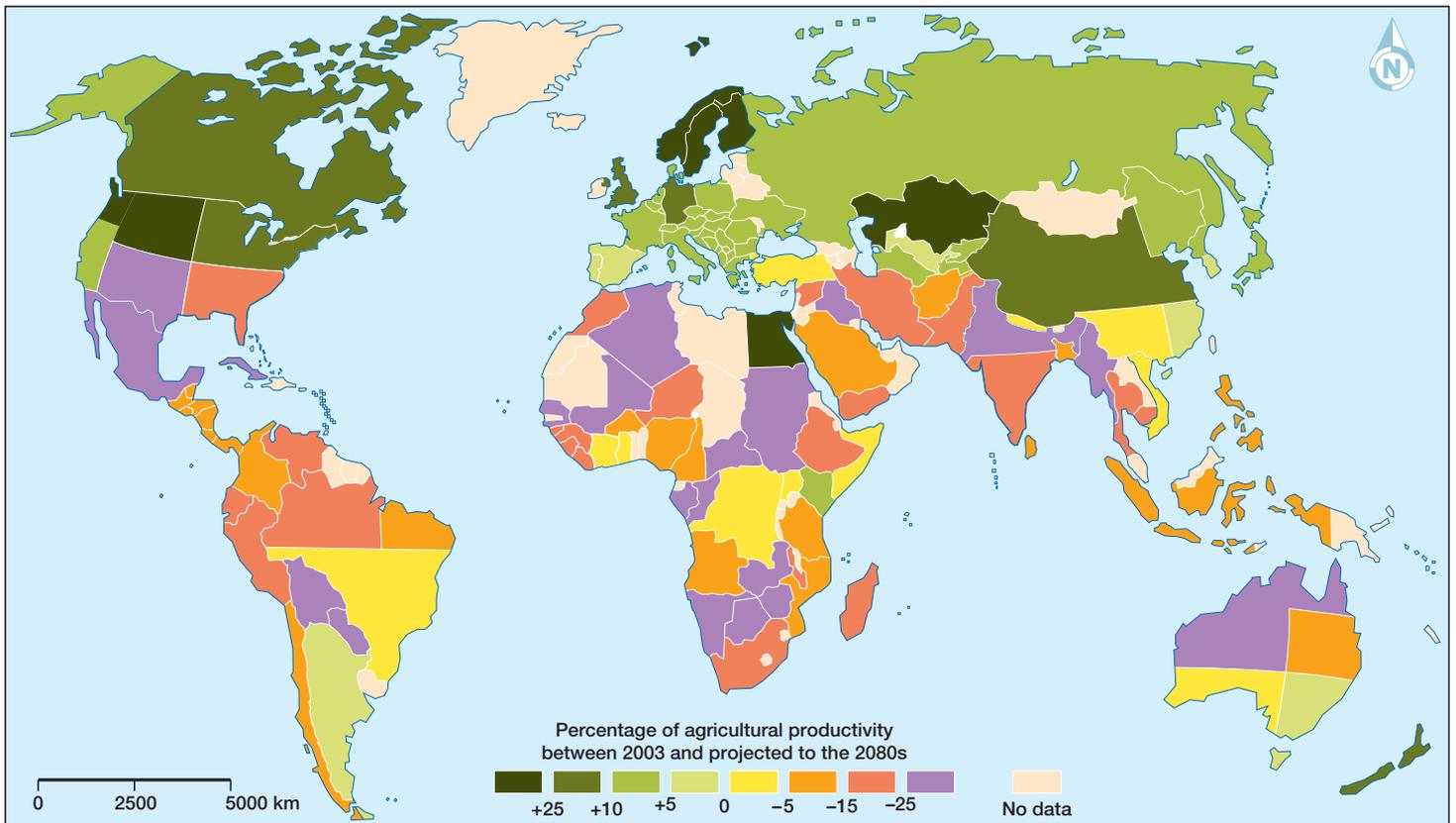
▲ **Figure 4.68** Projected impact of climate change on agricultural yields

How does climate change challenge food security?

Temperature increases

Plants and animals can cope with small changes in climate conditions such as rainfall, soil moisture and temperature. However, each species has its own tolerance levels, and in terms of crop species, when these levels are exceeded, quality and yield decline, and diseases spread. Yield reduction was seen during the European heatwave of 2018, which created the worst crop losses since World War II. Wheat crops were reduced by 75 per cent in Ukraine, a country formerly known as the Soviet Union's breadbasket. Animals too, feel the stress. The milk yield of a dairy cow can be reduced by up to 40 per cent in extreme heatwave conditions.

In addition to declining yield, food quality is compromised. Approximately 70 per cent of Australia's wine regions may experience a diminished quality of red wines in warm areas due to earlier ripening.

Both yield and quality can be further reduced through the spread of disease. For example, in our waters, heat decreases oxygen levels and increases algae blooms, leading to diseases among aquatic life such as bass and salmon.

Precipitation and soil moisture

Rising temperatures affect the water cycle and lead to more extreme weather events. More water evaporates from the land to be stored in the atmosphere. The air therefore becomes wetter while land surfaces become drier for longer periods, causing more bushfires and drought. When it does finally rain, storms and floods are more common.

In regions reliant on irrigated farming, such as the rice-growing fields along the Murrumbidgee River, increased evaporation threatens the irrigated water supply as there is less surface water available to divert to farms. Rain-fed agricultural regions, such as sub-Saharan Africa, are also at a high risk of food insecurity due to less rainfall in those regions.

Trend in mean temperature
Annual 1970–2018
Australian Bureau of Meteorology
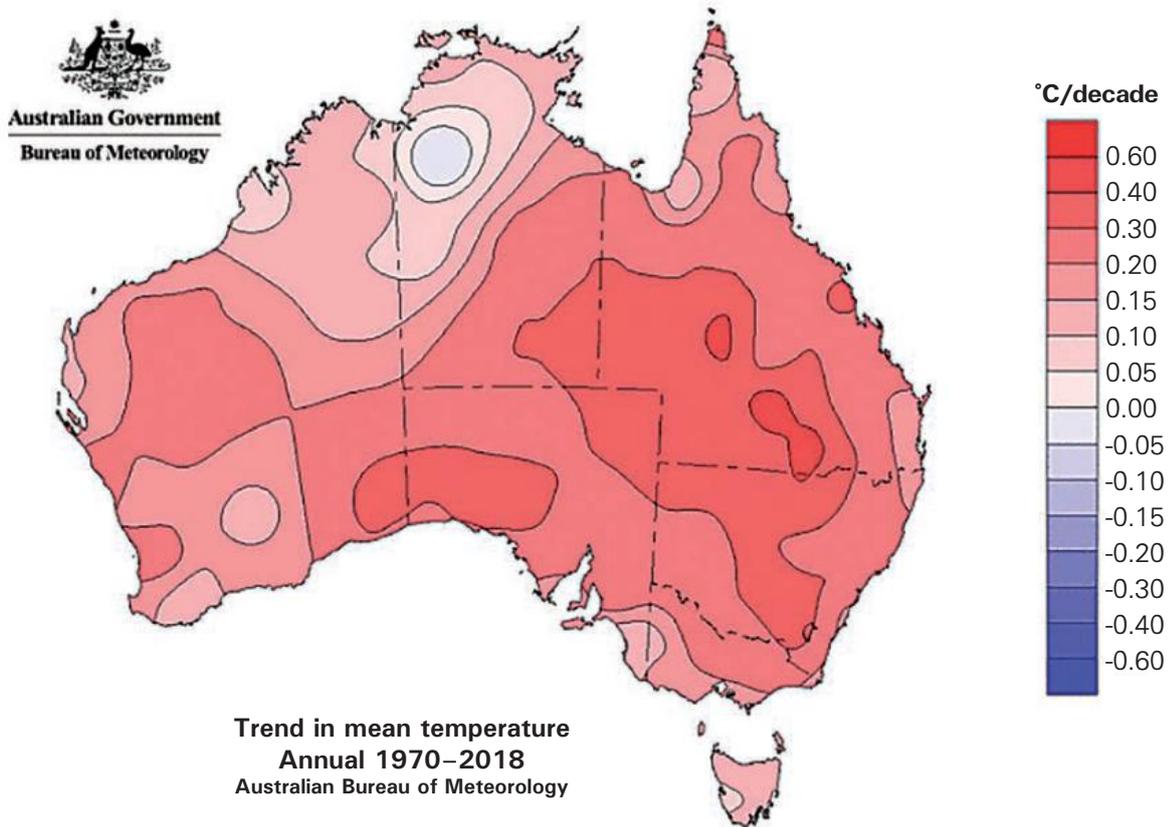
▲ **Figure 4.69** The changes in mean temperature from 1970 to 2018. Predict the temperature change that the region will experience by 2100. Justify your prediction by referring to the map.

Trend in total rainfall
Annual 1970–2018
Australian Bureau of Meteorology
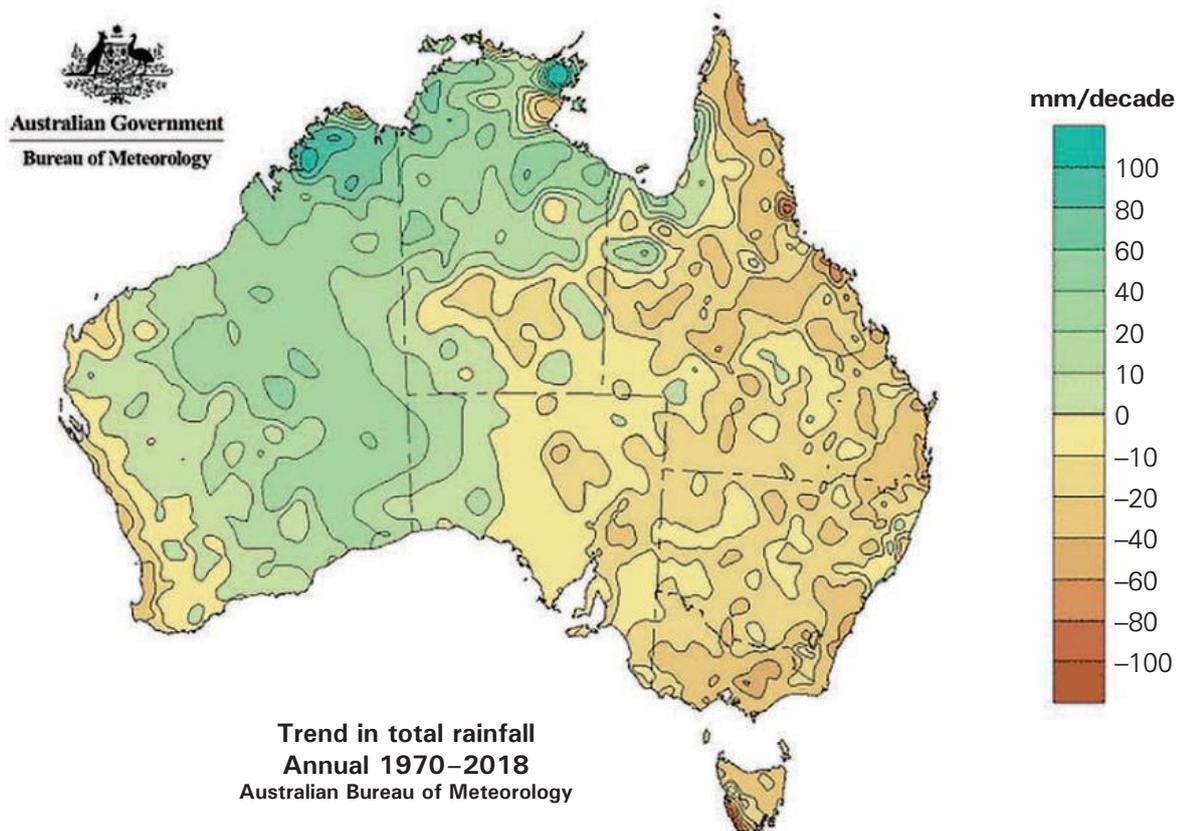
▲ **Figure 4.70** This map demonstrates the changes in total rainfall from 1970 to 2018. Predict the rainfall change that you believe we will experience by 2100. Justify your prediction by referring to the map.

Movement of currents: finding Nemo – in Tasmania!

The East Australian Current (EAC) typically runs from the Great Barrier Reef along the Australian coast to Sydney. However, an increase in atmospheric carbon dioxide has strengthened a climate system known as the Antarctic Oscillation. This has changed wind patterns to push the EAC 350 km southward over the last 50 years. These southward bursts of warm waters benefit some Tasmanian fishermen, who now have a longer season to fish tuna and striped marlin. However, the warming of cold-water biomes can come at a cost to the food chain, which includes us. Cold-water fish from the Tasman Sea provide a better source of omega-3 fatty acids for our brain health than warm-water fish.

Economic impact

The uneven distribution of climate change has the potential to change trading relationships between countries. For example, Australia currently earns $3.4 billion a year from exporting wheat. However, the predicted reduction in rainfall in cereal regions in South Australia, Western Australia and Victoria may turn us into a country reliant on wheat imports. Regions that rely on imports become economically vulnerable as they are forced to pay what other countries charge for their produce. Prices are expected to increase as water, land and fuel become scarcer and more valuable.

Almost a third of the world's workers work in agriculture. Some regions, such as sub-Saharan Africa, have a far greater percentage of workers who rely on agriculture for their jobs and livelihood. Climate change not only limits their access to food but also limits their ability to make a living. The rural poor in these regions will therefore become particularly vulnerable to climate change.

Social impact

There is concern that the current divide between rich and poor may increase. People who are already poor will be unable to afford the increasing cost of food. They are then forced to reduce the amount or quality of food they eat and will not get the nutrition that they need to live a healthy and active life. Even those who are not poor will still suffer from reduced nutrition. This is because many plants that are grown in an atmosphere with high carbon dioxide levels have less protein and minerals. Hunger and lack of nutrition can affect society in many ways, from increasing poor health, decreasing ability to learn and concentrate, and conflict.

CASE STUDY 4.3

Extreme weather events and our food supply chains

The average household has about three to five days' worth of food, while our supermarkets store just a few weeks of food. This is because Australia's **food supply chains** are mostly supplied on a just-in-time basis. This allows us to have fresh food, but also means that we only have about 30 days' worth of non-perishable food and three to five days of perishable food in the supply chain.

food supply chain the process of getting food from the farm to the plate

Extreme weather events are predicted to increase due to climate change. This will increase the number and degree of food emergencies. Though our food supply systems can handle some emergencies, Australia is underprepared for major emergencies.

This fact was sadly realised during the 2010–11 Queensland floods. Towns such as Rockhampton were cut off by road, rail and air for two weeks. People flocked to food outlets to stock up on food and Brisbane was just one day away from running out of bread. Fortunately, food was eventually brought into towns via Sydney and Melbourne through western Queensland. However, if a second disaster were to have occurred during that time, such as a bushfire anywhere between Melbourne and Queensland, there would not have been an opportunity to restock.

Land and resource management responses

Adaptation

Individual farms are adapting to climate change by changing crop varieties or moving location. Winemaking company Brown Brothers has purchased land in Tasmania for its business to avoid the growing temperature and bushfire risks in Victoria. Livestock farmers have been breeding or replacing European cattle breeds with Bos indicus, an Asian cattle breed that is more tolerant of high temperatures.

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Regenerative agriculture

Regenerative agriculture is an old approach to farming that is regaining popularity because of its potential to improve crop yield while at the same time tackle the challenges of climate change, soil degradation and biodiversity loss.

Some methods used in regenerative agriculture are listed in Table 4.5.

TABLE 4.5 Various methods used in regenerative agriculture

Method	Description	Benefits
Crop rotation	• Rotating crops between fields	• Stops the soil from becoming depleted in a particular nutrient from overuse by a single crop
Green manure	• Crops are grown just to be cut down and returned back into the soil where they grew. These are grown during the off-season to improve the soil in between growing cash crops or as part of a crop rotation system.	• Farmers choose crops that improve the soil • Provides land cover, which draws down carbon, reduces erosion and increases soil moisture • Provides food for microbes that turn crops into humus
Polyculture	• Planting a variety of crops together	• Increases soil and plant health, makes the farm more resistant to disease and pests, and increases biological pest control
Native windbreaks	• Planting native trees around fields	• Reduces evaporation and damage caused by wind • Increases biodiversity by creating habitat for predator birds and other animals that control pests • Draws down carbon from the atmosphere to combat climate change
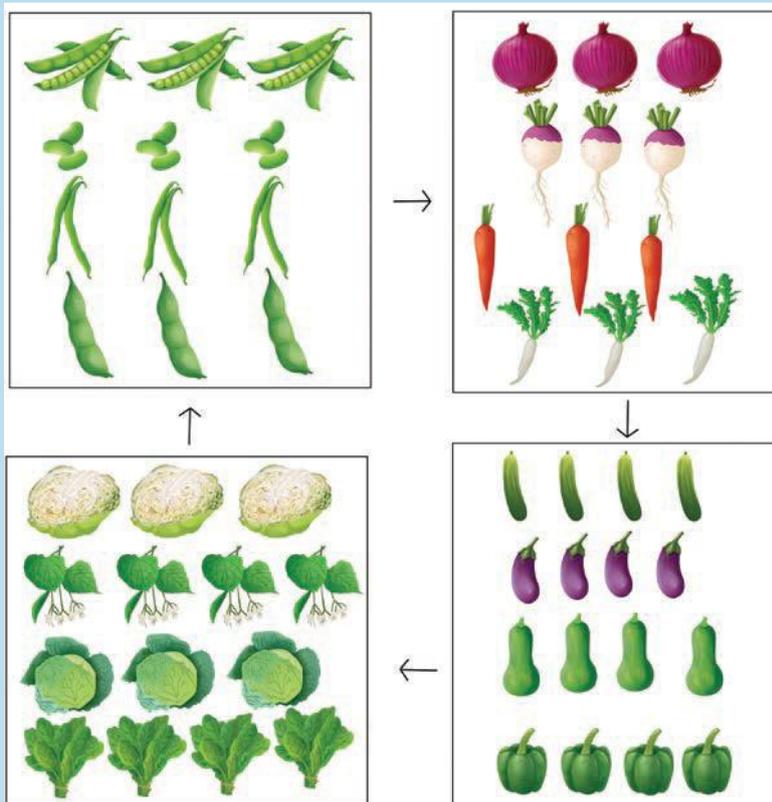
◄ **Figure 4.71** This is a diagram of crop rotation. From the top left, this example of crop rotation shows that the garden bed is first planted with pods, such as peas and broad beans. These are grown to improve the soil and enrich it with nutrients.

The bed is then planted with root vegetables, such as carrots and beetroot. These are light feeders that do not take too many nutrients from the soil.

Next in this sequence come the fruiting plants, such as capsicum and cucumbers. This is followed by greens, such as cabbage and lettuce. Both these types of plant are heavy feeders and can deplete the soil of nutrients.

Finally, the pods are planted in the garden bed again to restore the soil quality, and the cycle can restart.

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▲ **Figure 4.72** A pea crop (left) and an oat crop (right). Combining pea and oat crops within one field helps to reduce the spread of weeds, and their roots break up soil to let in air, moisture and nutrients. Peas take nitrogen from the air and bring it into the soil. Peas and oats may be grown before or after farmers have grown nitrogen-hungry crops, such as corn.

▲ **Figure 4.73** Mustard plants are soil fumigators. They kill soil pathogens and parasites, such as root-knot nematode that can infect and kill up to 2000 types of plants.

▲ **Figure 4.74** Diverse crop growth based on the principle of polyculture and permaculture

Interesting fact

Organic farms do not use synthetic chemical fertilisers or pesticides. However, some organic farms use fertilisers and pesticides made from natural ingredients. Though this is good news if you are concerned about chemicals in your food, these fertilisers and pesticides can still contribute to environmental pollution through the excessive nutrients and salts they leach into the soil and waterways.

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TABLE 4.6 Results showing yield differences for different crop rotations (ac means acre, and bu stands for bushel – a measurement used to judge crop yields)

Previous crop	Crop planted								
	Spring wheat	Oat	Barley	Canola	Flax	Field pea	Soybean	Sunflower	Grain corn
Sp wheat	85	94	95	102	104	103	102	103	96
Oat	91	79	78	95	92	93	100	102	99
Barley	88	90	82	100	102	91	100	96	92
Canola	100	101	103	87	86	98	100	92	99
Flax	96	90	107	103	83	91	98	88	85
Field pea	102	110	106	104	148	–	95	–	98
Soybean	107	108	107	103	107	90	93	103	103
Sunflower	102	102	106	90	99	85	93	82	97
Grain corn	98	110	94	110	–	90	101	115	88
Yield/ac	*50 bu*	*101 bu*	*65 bu*	*36 bu*	*21 bu*	*38 bu*	*35 bu*	*1607 lb*	*121 bu*

A response on a national scale: the Emissions Reduction Fund – Soil Carbon Project

In 2014, the federal government created the Emissions Reduction Fund. One part of this fund is the Soil Carbon Project, which encourages farmers to reduce their emissions by drawing down carbon into the soil. Farmers who practise regenerative agriculture can earn carbon credit units for drawing down carbon. One unit is earned for each tonne of carbon dioxide equivalent stored or avoided by a project. Farmers can earn extra income by selling their units to the government through a Carbon Abatement Contract or on the market.

ACTIVITY 4.10

Analysis questions

Impacts of climate change on food security

Create a table showing the impacts of climate change on food security. The following table can be used as a model.

Environmental changes	Impacts
Temperature increase	
Reduced precipitation and soil moisture	
Movement of currents	

OR

Create a table summarising two economic, social and environmental impacts of climate change.

Population growth, nutrition and access

There are varying predictions as to whether the world population will continue to grow to 11 billion (as stated by the United Nations) or reach a peak and begin to decline by 2055 (as calculated by Deutsche Bank). To accommodate the growing number of mouths to feed, we cannot simply continue with the current farming methods. That would require more land, which is under threat by competing land uses, and more fossil fuels, which would accelerate climate change. The business-as-usual method is unsustainable.

ACTIVITY 4.11

Describing the trend of a line graph

Line graphs are used in Geography to show change over time. The horizontal axis represents time and the vertical axis represents the variables that are changing. When describing the trend of a line graph, include the following information:

- **Summarise** what the graph is representing. What are the variables on the horizontal line and vertical line?
- **Describe** the overall trend, including the shape of the graph. Is the graph showing an increase, decrease or stable trend?
- Quantify by using the data in the graph. How much has it increased or decreased by, and over what time period? Make sure you read axis labels carefully and take note of units.
- **Identify** time periods that stand out. Do values rise or fall more steeply during a particular time period?
- Note if there any significant peaks or troughs. What are the maximum or minimum values, and when do they occur?
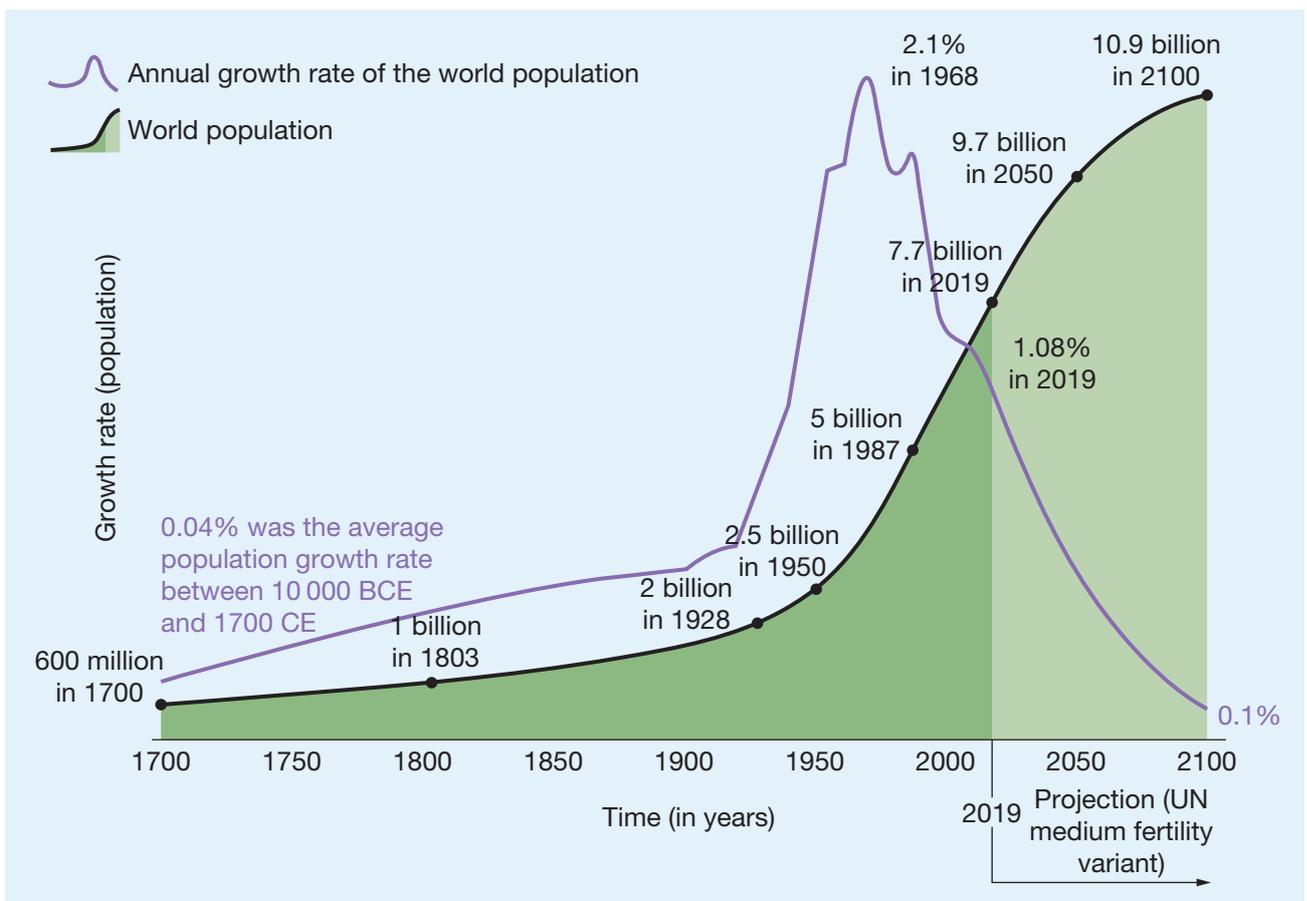
▲ **Figure 4.75**   The growth rate here shows the percentage of population increase in a given time period
Source: Our World in Data website

However, more mouths to feed is not the immediate issue. We actually already produce enough food for everyone, yet one in nine people go hungry and one-third of all people suffer malnutrition. An enormous hindrance to food security for many is access to nutritious food. Most famines have happened at times where there is enough food for the population.

When people cannot access nutritious food, they are more likely to experience a decline in health, which can affect their ability to participate in society and break out of the **poverty cycle**. In extreme cases, a lack of access to food can lead to conflict. Conflict is both a result and a cause of food insecurity. When people lack access to food, they may resort to conflict in an attempt to secure resources. On the other hand, when conflict occurs, they have difficulty getting food. In the Syrian Civil War, starvation has been used as a war tactic by government forces blocking humanitarian aid organisations from providing food and medical care.

While some cannot access food, others are feeding their rubbish bins. One-third of the world's food is thrown out – four times the amount of food needed to wipe out global hunger.

Clothing is also thrown out at an alarming rate of 600 kg of clothes every 10 minutes in Australia alone. While this may not seem like a threat to food security, it is. The land and irrigated water that are used to grow fibres for clothing are in competition for the land and water necessary to grow food crops. Approximately 10 000 litres of water are used to make one pair of jeans. Chemicals leaching from textile waste also pollute our land and waters.

A global response to hunger: ShareTheMeal

Eradicate global hunger? There's an app for that! ShareTheMeal.com was initiated by the United Nations World Food Programme (WFP), offering an easy way for people to donate money to World Food Program's projects. In-app features include joining a team of like-minded people who combine their donations to achieve a chosen goal. Another feature titled The Table allows you to be matched with a specific family in need and receive personalised updates on the impact of your donations.

The app also provides education through a news feed that shows updates on projects and information on global hunger.

This app helps establish personal connections between donors and those experiencing hunger, thereby encouraging donors to provide ongoing support. There are little administrative costs as the money can be directly donated over the app. In fact, 90 per cent of donations go directly to WFP projects. As WFP is 100 per cent voluntarily funded, donations are important.

poverty cycle the continuation of poverty, often from one generation to another due to the impact of certain factors

Can eating insects be the solution?

In places such as Myanmar, Thailand and Cambodia in South-East Asia, insects are commonly eaten. Insects contain high-quality protein, vitamins and amino acids. They require far less food and space than other protein sources, such as cattle for beef, and insects can even be fed using our food waste. They also emit less greenhouse gases and ammonia than livestock. The United Nations Food and Agriculture Organization is working with countries worldwide to learn more about insects and how they can be farmed in the future, not only for consumption by people around the world but also as an added source of protein for livestock feed.

Can we eat greenhouse gases?

A company in Finland called Solar Foods has recently created a protein powder made from air. It looks like flour and contains 50 per cent protein, 5–10 per cent fat and 20–25 per cent carbohydrates. Solein is made by extracting carbon dioxide from air using carbon-capture technology and combining it with water, nutrients and vitamins. Solein is currently manufactured using 100 per cent renewable solar energy.

▲ **Figure 4.76** The clothing industry contributes 10 per cent of greenhouse gas emissions and 20 per cent of wastewater globally

▲ **Figure 4.77** Selling insects to eat in the street, Myanmar

The company's short-term goal is to sell Solein globally and produce two million meals each year, which could result in revenue (income) of US$1.2 billion for the company by 2023. The longer-term goal is to provide nourishment to nine billion people by 2050, with an estimated revenue of US$500 billion.

Production of Solein requires zero arable land

Land use (m^2/kg protein)

Beef, Sheep, Pork, Poultry, Fish, Eggs, Milk, Meat substitute, Cultured meat, Insects, Pulses, Spirulina, Solein

Solein has a minimal water footprint

Water use (L/kg protien)

Beef	56 994 L/kg
Sheep	48 688 L/kg
Pork	39 998 L/kg
Poultry	16 830 L/kg
Solein	48–348 L/kg

0   10 000   20 000   30 000   40 000   50 000

Solein has minimal greenhouse gas emission levels

Greenhouse gas emissions (kg CO_2 –eq/kg protein)

Beef, Sheep, Pork, Poultry, Fish, Eggs, Milk, Meat substitute, Cultured meat, Insects, Pulses, Spirulina, Solein

▲ **Figure 4.78** How Solein's environmental impact compares to other crops

Source: Based on Hanna Tuomisto, 'Global Food Production Emissions Find Remedy in Solein – the World's Purest Protein', Solar Foods website, 10/5/2019

DEVELOPING YOUR UNDERSTANDING 4.7

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   **Explain** why the gap between rich and poor may increase in the short term due to climate change.
2   **Identify** one potential benefit and one potential negative effect of organic farming.
3   **Explain** why the rural poor are particularly economically vulnerable to climate change.
4   **Explain** how irrigated and rain-fed regions of the world would be affected by temperature increases.
5   **Identify** how many people still go hungry today. What is the main reason for this?
6   **Explain** how throwing out clothing can be a threat to food security.

Interpret

7   Refer to Table 4.6. Imagine that you are an oat farmer trying to increase yield through crop rotation.
    a   How much is your yield if you grow oats two years straight?
    b   How much is your yield in the second year following a year of growing peas?
8   In pairs, study Figure 4.75 and answer the following questions.
    a   **Describe** the trend of the overall world population from 1700 to 2100.
    b   **Describe** the trend of the annual growth rate of world population from 1700 to 2100.
    c   Why do you think the overall world population continues to grow even when the growth rate decreases?
9   Refer to Figure 4.68. In a best-case scenario, which regions may experience an increase in crop yield in the short term?
10 Refer to Figure 4.68. **Describe** the distribution of the projected impact of climate change on agricultural yields.

Argue

11 **Evaluate** the resources management strategies of adaptation and regenerative agriculture. Which strategy do you believe is better? **Justify** your decision.
12 How is conflict both a cause and a result of food insecurity?
13 **Explain** the benefits of Solein by using the information provided in the graphs in Figure 4.78 in your answer.

Extension

1   Consider the Queensland floods case study. Imagine that a bushfire had occurred during this time, cutting off Brisbane's food supply. Write your prediction of what would happen next.
2   Brainstorm and research 10 things that individuals can do to reduce their food and clothing waste.
3   Draw a landscape design for a farm using regenerative agriculture techniques. Annotate your design.
4   Visit the Redmap website. Use the information on this site to create your own map of unusual marine sightings around Australia. Map at least two species for each state. Annotate each sighting by mentioning where the species is normally found or draw lines indicating the movement of a species from its usual region/s to where it has recently been found.

4.8 Conducting a fieldwork investigation

Fieldwork lies at the heart of Geography. It allows you to investigate many of the concepts studied in the classroom while in the real world. Fieldwork is a fun process that involves:

- Developing a background understanding of an issue
- Creating a research question to explore the issue in the real world
- Hypothesising an answer to your question
- Conducting research
- Analysing the results of your research to test your hypothesis
- Evaluating what you have learned, what worked and didn't work during the fieldwork process, and considering any further questions that you now have.

To investigate the ideas studied in this chapter, you may wish to conduct fieldwork at a farm in your local or regional area. The following is an example of the fieldwork process.

FIELDWORK 4.1

Definition of topic

This includes providing an introduction to the topic and creating a research question and hypothesis.

Introduction

Introduce your study by providing some context. Write a 100-word paragraph introducing your chosen farm. Ensure that your paragraph addresses the following:

1 Name and locate your chosen farm using absolute and relative location, and include a map.
2 Describe its regional context. What region is it in? Use Google Earth and further research to explore the surrounding region. Are there many other farms in this region? What food is typically grown in this region?
3 In which biome is your chosen farm located?
4 Is this biome suitable for food production? Justify your answer.
5 Research your chosen farm using Google Earth, the farm website or social media posts. Describe the type of produce that is grown or raised on your chosen farm.

Research question

Write a research question that you intend to answer by using the data that you collect. For example: What are the present and future challenges to food-producing farms, and how are these challenges being met and prepared for on your chosen farm? More specific sub-questions could include:

1 How is the issue of species diversity loss being addressed at this farm?
2 What is this farm doing to reduce the impacts of climate change?
3 How is climate change impacting this farm?
4 How is this farm addressing the issue of soil degradation?
5 How has soil degradation impacted this farm?
6 What methods is this farm using to increase its yield?

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Hypothesis

Write a clear and concise hypothesis that you can test by collecting primary data. It should relate to your research question. The table below is an outline of potential challenges that you could investigate based on the earlier research questions. Using the background knowledge that you have gained throughout the course of this chapter, create a hypothesis relating to your chosen challenge that you could test at the farm.

Collecting secondary data

Secondary data refers to information that can be found from sources such as satellite imagery from Google Earth, council documents and websites. Secondary data is not specifically created to answer your fieldwork question; however, the information can still help you answer your question and provide valuable knowledge about the geographic characteristics of your chosen location.

Farming challenge	Hypothesis	What background information (secondary data) can I use to help me research this question?	How can I test this hypothesis at the farm? That is, what primary data collection methods can I use?
Species diversity			
Climate change			
Soil degradation			
Crop yield			

Primary data collection

Primary data is collected first-hand, during fieldwork. Unlike secondary data, primary data is aimed to specifically help answer your fieldwork question. Consider the types of primary data and equipment that you will need to test your hypothesis and answer your research question. Examples include field sketches, photographs, tallying information such as how many types of crops are grown, testing soil structure/moisture/microbial life, and interviews with the farmer.

Presenting and analysing your data

1   Describe the nature of the challenge you are researching and outline your hypothesis.
2   Summarise your data using tables and graphs where possible.
3   Explain how your chosen farm is meeting or preparing for this challenge by analysing your research results (that is, explaining what your data is showing).
4   State to what extent your hypothesis has been supported or disproved.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the strengths and weaknesses of your data collection methods? What could be done differently next time? What additional data could be collected to gain a better understanding of the issue?

Reflecting on the fieldwork

1   I really liked …
2   I would have preferred it if …
3   The most interesting discovery I made was …
4   Something else I would like to mention (or a question I have) is …

References

Ensure that you include all the sources that you used in a bibliography.

End-of-chapter assessment 4

1   Making thinking visible

Generate, sort, connect, elaborate

In groups, **consider** all that you have learned throughout the course of this chapter.

1   **Generate** a list of ideas and initial thoughts that come to mind when you think about biomes and food security.

2   Sort your ideas according to how central to the topic they are. Place central ideas near the centre and less direct or tangential ideas towards the outside of the page.

3   Connect your ideas by drawing connecting lines between ideas that have something in common. **Explain** and write in a short sentence how the ideas are connected.

4   Elaborate on any of the ideas you have written so far by adding new ideas that expand, extend or add to your initial ideas.

2   Research task

1   Choose one biome to research further. **Use** a variety of sources and this chapter to research and complete the following:

   a   **Describe** the global distribution of this biome using PQE.

   b   **Describe** the characteristics from Section 4.1 that have influenced the distribution of this biome. For example, what type of soil, elevation, latitude and climate apply to this biome? Include and refer to data such as a climate graph or elevation map to support your description.

   c   List some of the plants and animals that live in this biome.

   d   Choose at least two plants or animals from your list and **explain** how they have adapted to live in this biome.

   e   How does this biome contribute to global food security? For example, **identify** the food that is grown in this biome and identify who eats this food. Is it eaten locally or exported? If exported, where is it exported to?

   f   What type or types of agriculture and agricultural methods are used in this biome (e.g. subsistence agriculture, terracing, livestock farming, intensive industrial agriculture)?

   g   **Explain** how climate change is impacting this biome.

2   **Investigate** the social, environmental and economic impacts of the fast-fashion industry. Present your findings in a report that includes relevant maps, data and statistics.

3   **Investigate** the impact of climate change on Australian agriculture. Present this information in an annotated map of Australia that shows the impacts in each state. Complete your map by including your mapping conventions (BOLTSS). Refer to the Interactive Textbook for more information on BOLTSS.

3   Extended-response questions

Evaluate the effectiveness of the Green Revolution as a response to food security.

1   Provide a brief history and overview of the Green Revolution, including its aims and methods.

2   Describe the positive and negative impacts of the Green Revolution socially, environmentally and economically. Include data, statistics and case studies from this chapter or other sources to support your evaluation.

3   Conclude with a statement of the short-term and long-term effectiveness of the response.

4   Problem-solving task

Choose one of the challenges outlined in Section 4.7 and design your own response to the challenge. Consider whether your response will:

- assess and monitor the change
- reverse or adapt to the change
- involve an Indigenous perspective
- indirectly respond to the impact by raising awareness.

Swap your response with a classmate and use the following compass points activity to assess your partner's response.

Making thinking visible compass points: a routine for examining propositions

1   E = Excited

What excites you about this idea or proposition? What's the upside?

2   W = Worrisome

What do you find worrisome about this idea or proposition? What's the downside?

3   N = Need to know

What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?

4   S = Stance or suggestion for moving forward

What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

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.

Unit 2

Geographies of interconnection

Overview

In 2018, over 55 per cent of the world's population had access to the internet. Over 2.3 billion of these people actively used Facebook and each of these users had an average of 155 Facebook friends. In the same year, 21 per cent of Australia's population purchased a product online from an international seller and over 7 per cent of all retail sales occurred online.

In this unit, you will investigate changes in the ways people interact with one another and with places. You will analyse the role of technology in connecting people and the positive and negative impacts this is having on trade, production and sustainability. By exploring the interconnections between consumers and producers, you will consider how choices made on a local scale can have global consequences.

Learning goals

After completing this unit, you should be able to answer these questions:

▲ **Video**
Unit overview

- How do different people perceive and interact with local places based on their age, gender and cultural background?
- In what ways do transportation and information and communication technologies connect people to information and services around the world?
- How does trade in goods and services connect people in different places on different scales?
- What impact does the production and consumption of goods have on places?
- In what way do the choices of consumers affect the sustainability of places?

Introducing geographical concepts and skills: *place, scale* and *interconnection*

Throughout this unit, there will be a focus on developing your understanding of **place**, **scale** and **interconnection**. Geographers distinguish **places** based on the meaning that different groups attach to a particular physical area. Physical characteristics might include landforms, vegetation, roads and buildings. Intangible characteristics are more difficult to observe and relate to how different people experience and value a place.

Interconnection involves the links between places and the influences that people have on the characteristics of places. People are interconnected with places in the ways that they create, change and manage them. Advancements in technology have enabled people to connect with places on a variety of **scales**. For example, a raw material might be harvested in a local area, transported to a different country to be processed and turned into a product and then sold online all over the world.

Although this unit has a specific focus on **place**, **scale** and **interconnection**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts

Where is it located, what are its geographic characteristics and how is it significant to different people?

Where is it located and what are the geographic characteristics? How are features distributed and how have they changed over time?

Is it economically, socially and environmentally sustainable?

What type of change has occurred and what are the consequences?

Place **Space**

Sustainability **Change**

Environment **Scale**

Interconnection

Does it occur on a local, national or global scale?

What are the components of this environment and what processes have formed it?

How is it linked with other places and with other people?

Figure A

Figure B

▲ Many people from around the world are interconnected with the city of Venice in Italy through tourism, as seen in Figure A, showing an extremely crowded San Marco square. In fact, Venice usually receives about 30 million tourists each year. The COVID-19 pandemic of 2020 significantly affected interconnections between people and places. Trade and tourism were impacted, as can be seen in Figure B, which shows the same San Marco square during the coronavirus outbreak.

Do you think that the tourism industry is starting to recover? What are some of the opportunities the industry has and what remain some of its challenges? Have you noticed any particular strategies tourist bodies have implemented to try and work around some of these challenges?

Please note at the time of writing in early 2021, the global COVID-19 pandemic was still unfolding, and having a major effect on the world. The long-term consequences were still largely unknown at the time of publication.

Geographies of interconnection

Setting the scene: devil's gold and a selfie stick

In the early hours of the morning, an Indonesian man from Banyuwangi, East Java, prepares for work. Dressed in torn clothing, he wraps a wet rag across his mouth and places a long piece of cane that connects two baskets across his deformed back. As the cane nestles into the open wounds on his shoulders, he begins the 3200-metre hike to the top of the Kawah Ijen volcano, which at this time of night illuminates the sky with blue vapour – the result of combusting sulphuric gases. Then he begins his 800-metre descent into the volcano. He will make one or two trips tonight, working long hours in a place where the air is so hot and corrosive it can burn the eyes and throat and ultimately dissolve teeth. He will earn approximately A$5 in exchange for his harvest: sulphite minerals, otherwise known as 'devil's gold'.

Whether we know it or not, there is an interconnection between us and this man, who is one of the 300 sulphur miners of East Java. Once the rock is mined, it is mostly traded to China and South-East Asia, where the sulphur is used to make many different products, including fertilisers, pesticides, paper, make-up and shampoo. It is even used to bleach sugar to give it its white colour. These products are then traded globally, including to Australia.

Interconnections can occur between people and places not only through trade, but also through transportation, communication technology and travel. Trade is not the only way that we can be interconnected with the sulphur miner in Banyuwangi. In the last 10 years, the volcano itself has become a tourist destination for people who are curious to see the miners at work and experience the volcano's natural beauty.

Interconnections have impacts that can change places and people. In this instance, tourism can be more lucrative than mining, and some savvy miners have become tour guides, coffee store owners and homestay operators. The newly established tourism industry fills miners with the hope that their children will not have to work in the mines – a job that reduces one's lifespan

▲ **Figure 5.1** Sulphur miners working in the Kawah Ijen volcano

to an average of 50 years. The place itself has become a tourist region, with festivals and a cycling competition called Tour de Banyuwangi Ijen. In 2018, 4.8 million tourists visited the region, compared to fewer than one million in 2010.

For those who cannot transition into the tourism industry, mining continues to remain a dangerous job. This danger has been increased by the thousands of tourists who swarm miners to get a photo. They create a new hazard for the exhausted workers. Tourists also suffer from hazards, such as passing out from the volcanic heat, and trauma from gas explosions, some of which have hospitalised tourists.

It is clear that the interconnections between people and the Kawah Ijen volcano provide benefits from a local to a global scale. It is also clear that these interconnections need to be better managed to remain sustainable into the future.

KEY CONCEPT

Interconnection is the way that people and/or phenomena are connected to each other through environmental processes and human activity. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

ACTIVITY 5.1

Identify and **describe** the various ways that the people in this video are interconnected with the Kawah Ijen volcano. **Classify** these ways as being economic, environmental or social.

▲ **Figure 5.2** An important natural characteristic of Indonesia is its volcanoes, which are formed due to the **subduction** zones between the Eurasian plate and the Indo-Australian plate. This map shows the location of 10 volcanoes that also serve as tourist attractions for hikers, including Mt Ijen – in the east of the island of Java – where sulphur is mined.

subduction a process where one tectonic plate moves under another tectonic plate and sinks into the mantle

MAKING THINKING VISIBLE 5.1

Think, pair, share

Should tourism be banned in the Kawah Ijen volcano? Consider both positive and negative impacts in your answer. Share your thoughts with a partner and justify your opinion.

Compass points

Propose one idea that could make the interconnections between tourists, miners and the volcano more sustainable. Swap your idea with a partner and evaluate the idea using the following criteria:

1 **E = Excited**

What excites you about this idea or proposition? What's the upside?

2 **W = Worrisome**

What do you find worrisome about this idea or proposition? What's the downside?

3 **N = Need to know**

What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?

4 **S = Stance or suggestion for moving forward**

What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

Chapter overview

Introduction

People throughout the world are connected to places and each other in many ways. The networks that interconnect us are growing rapidly through the constant development of technologies in transportation, and in information and communication technologies. This chapter introduces the phenomenon of globalisation. It explores how and why we are connected to people and places from a local to a global scale and the impacts of these connections on environments and societies in different places.

▲ **Video**
Five interesting facts about global interconnections

Learning goals

After completing this chapter, you should be able to answer these questions:

- In what ways are people connected to different places?
- How do transportation and information technologies connect people to services, places and other people?
- How are people connected to each other and other places through trade?
- What are the effects of the production and consumption of goods?

Geography skills

After completing this chapter, you should be able to:

- **Explain** how geographical processes change the characteristics of places
- **Analyse** interconnections between people, places and environments and explain how these influence people, and change places and environments
- **Predict** changes in the characteristics of places over time and identify the possible implications of change
- **Analyse** alternative strategies to a geographical challenge using environmental, social and economic criteria
- **Use** research to **identify** geographically significant questions to frame an inquiry
- **Evaluate** a range of primary and secondary sources to select and collect relevant and reliable geographical information and data
- Record and **represent** data in a range of appropriate digital and non-digital forms, including a range of maps that conform with cartographic conventions
- **Use** a range of methods and digital technologies to **interpret** and **analyse** maps, data and other information to **propose** explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes
- **Synthesise** data and information to draw conclusions
- Present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms
- **Propose** action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of your proposal.

5.1   How perceptions influence our connections to place

FOCUS QUESTIONS

- What is globalisation?
- How does globalisation interconnect people, places and spaces?
- How do our perceptions of places and use of spaces change over time?
- How are people in other countries connected to places?

The role of globalisation in the interconnections of people, places and spaces

The first **circumnavigation** of Earth occurred when a fleet of ships sailed west from Spain in 1519, and arrived back from the east in 1522, after crossing the Atlantic, Pacific and Indian oceans. The departing fleet consisted of 270 men on five ships. However, after mutiny, murders, illness and shipwrecks, only 19 men on one ship returned.

Today, circumnavigating Earth is simpler and much less dangerous. Moreover, the rapid changes in technology mean that we continue to push the boundaries of travel. In 2019, the first non-stop flight from New York to Sydney, called 'Project Sunrise', carried 40 passengers across 15 time zones in just 19 hours, to become the longest commercial flight ever. Meanwhile, in Texas, the *Starship* spacecraft (which is designed to take people as far as Mars) began its orbital test flights.

Advancements in transportation and information and communication technologies have fuelled globalisation. Globalisation refers to the movement of people, money, **goods**, information and values across the world. It is one of the most fundamental areas of study for human geographers.

Globalisation has had an enormous impact on how and why we are connected to places, goods and each other. It has also influenced the scale of interconnections. While people have always travelled and traded, there has never been so much trade and travel over such long distances.

Not only has technology allowed the greater movement of people and goods, it has also allowed ideas, cultures and knowledge to cross countries,

without the need for physical travel. While nothing (yet) can replace the full immersive experience of travelling to a different place, there are ways, such as using Google Earth, to really see what a place is like, either from above, using satellite images, or from street view.

People are also closer than ever before. When the First Fleet arrived in Australia, the letters sent to loved ones would have taken over eight months to be received. Today, we can catch up with family and friends on the other side of the world using video chat or messaging tools such as Skype and Snapchat.

In this topic, we will consider the concepts of place and space, and examine how our perceptions of places and use of spaces differ between people and are changing as a result of these new technologies and global interconnections.

What are the geographic concepts of place and space?

Places are physical locations. They can range in scale from a booth at a cafe to a whole country. However, from a geographic perspective, places are also locations that hold some meaning for people. The meaning that a place has is different for everybody, depending on the type of interconnections a person has with that place.

circumnavigation sailing or travelling all the way around something

goods items for sale that can be moved

KEY CONCEPT

Places are parts of Earth's surface that are identified and given meaning by people. It is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

ACTIVITY 5.2

Cognitive spotlight: interpret

Consider the tourists and the people working there (wait and bar staff, etc.) in Figure 5.3.

1   How is each group of people interconnecting with this place?
2   What meaning might Seminyak have for both these groups of people?

▶ **Figure 5.3**   Tourists relaxing in La Plancha Beach Club, Seminyak, Bali

The concept of space relates to how human-made and natural features are distributed on the Earth's surface. To understand spaces, geographers:

- identify the distribution patterns of certain features on the Earth's surface
- investigate why these patterns have occurred
- explore how these patterns have changed and are changing
- understand how these spaces are used and the impacts of these patterns and changes for people and the environment.

KEY CONCEPT

Space refers to location and spatial distribution, and ways people organise and manage the spaces that we live in. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

TABLE 5.1   Ranking of countries by gross domestic product (GDP)

Rank	Country/economy	GDP (nominal) (billions of $)					Growth (%)	GDP per capita (nominal) ($)		Continent
		2019	% share	diff	2024	Rank		2019	Rank	
1	United States	21 439.45	24.8	–	25 793	1	2.35	65 112	8	North America
2	China	14 140.16	16.3	7299	20 979	2	6.14	10 099	70	Asia
3	Japan	5 154.48	5.95	8986	6 260	3	0.89	40 847	24	Asia
4	Germany	3 863.34	4.46	1291	4 675	4	0.54	46 564	18	Europe
5	India	2 935.57	3.39	928	4 632	5	6.12	2 172	145	Asia
6	United Kingdom	2 743.59	3.17	192	3 150	7	1.24	41 030	23	Europe
7	France	2 707.07	3.13	36.5	3 215	6	1.25	41 761	22	Europe
8	Italy	1 988.64	2.3	718	2 246	9	0.01	32 947	28	Europe
9	Brazil	1 847.02	2.13	142	2 296	8	0.88	8 797	77	South America
10	Canada	1 730.91	2	116	2 238	10	1.55	46 213	19	North America
11	Russia	1 637.89	1.89	93	1 940	12	1.08	11 163	66	Europe
12	Korea	1 629.53	1.88	8.36	1 988	11	1.95	31 431	30	Asia
13	Spain	1 397.87	1.61	232	1 695	13	2.18	29 961	32	Europe
14	Australia	1 376.26	1.59	21.6	1 670	14	1.71	53 825	11	Oceania
15	Mexico	1 274.18	1.47	102	1 579	16	0.4	10 118	69	North America

ACTIVITY 5.3

Recognising spatial patterns task

Go to 'Mapping the Flow of International Trade' on the Metrocosm website to see trade in goods occurring in real time across the world.

1   **Identify** the three main places of trade activity.
2   **Identify** the main type of good that is being traded.
3   **Use** the data in Table 5.1 to create a map of the top 15 countries as ranked by gross domestic product. Ensure that you use geographic conventions when drawing your map.
4   **Compare** the distribution patterns that you see on the two maps (the Metrocosm trade map and your GDP map). Is there a strong, moderate or weak degree of spatial association between levels of trade activity and GDP? **Justify** your answer by discussing the data of at least three countries.

How our perceptions of places and use of spaces change over time

As we age, the spaces that we use and the way that we perceive certain places can change as our needs and interests change. For example, the spaces where you played as a young child (such as the local playground) may not be the spaces where you socialise today. Moreover, the ways that people connect with each other have been changing over time as technology plays an increasing role in our lives.

CASE STUDY 5.1

Online gaming

The fact that more teens and young adults are connecting to each other online can also change the way people feel about places and how they use spaces. Whereas for teenagers in the past, the bedroom was a place to retreat from the world, a teenager's bedroom today may have a vastly different meaning. It can be a portal to an online community, where people interconnect on an international scale via platforms such as YouTube, Twitch and TikTok. The change over time is highlighted by Figure 5.4, which shows the different usage of online gaming between two different age groups.

The percentage of people who played an online video game with multiple players or participated in a video-game competition, and the percentage who watched live or recorded video of people playing video games on Twitch, YouTube or another platform

14–21-year-old gamers	**73%**
Play games	59%
Watch games	58%
Both play and watch games	45%
Neither play nor watch games	**27%**
Adult gamers	**25%**
Play games	18%
Watch games	16%
Both play and watch games	9%
Neither play nor watch games	**75%**

Most teens and young adults play and watch online video games

▲ **Figure 5.4** The percentage of teens, young adults and adults who play and/or watch online video games

Source: Washington Post-UMass Lowell poll, conducted 22 August–8 September 2017

▲ **Figure 5.5** A teenager listening to music in her bedroom in 1979

▲ **Figure 5.6** Michael Grzesiek, also known as shroud, is one of the biggest Esport streamer on the platform Twitch

The percentage of teens who ...

Have met an online friend in person	Have not met any online friend in person	Refused to meet any online friends in person
20%	77%	3%

1% Refused to make friends

29% More than 5 friends

43% No friends

22% 2–5 friends

6% 1 friend

57% of teens have made new friends online

▲ **Figure 5.7** Percentage of teens who have made new friends online

Source: Pew Research Center Teens Relationships Survey, 25 September–9 October 2014 and 10 February–16 March 2015 (n=1,060 teens ages 13 to 17)

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The percentage of teens that play online games with others that feel...

	Yes, a lot	Yes, a little	No
More connected to friends they already knew	38	40	21
More relaxed and happy	29	53	18
Connected to people that weren't already friends	9	44	47
More angry and frustrated	4	26	70

▲ **Figure 5.8** How gaming influences connections between friends

Source: Pew Research Center Teens Relationships Survey, 25 September–9 October 2014 and 10 February–16 March 2015 (n = 567 teens who play games with people online)

Impacts of online gaming on interconnections between people

Figure 5.7 shows that most teens have made new friends online. Fifty-seven per cent of boys and 13 per cent of girls made these friends playing video games. Figure 5.8 shows that playing online games with friends can strengthen friendships. On the other hand, surveys have also shown that 50 per cent of online gamers have been bullied at some point, and 22 per cent of these people have stopped gaming because of this.

Battle Royale: PUBG vs. Fortnite

Share of 'core PC gamers' playing Fortnite and PUBG, by most popular countries (Feb '18)

PUBG   Fortnite

PLAYERUNKNOWN'S BATTLEGROUNDS
14.6% in all countries

FORTNITE
16.3% in all countries

	PUBG		Fortnite
1 China	52%	1 France	29%
	1%		8%
2 South Korea	32%	2 Saudi Arabia	27%
	1%		14%
3 Hong Kong	31%	3 Denmark	27%
	5%		19%
4 Japan	30%	4 Belgium	27%
	3%		12%
5 Iceland	26%	5 Sweden	26%
	19%		20%

VS.

@StatistaCharts
'PUBG' = 'PlayerUnknown's Battlegrounds'
Figures are based on 12 million 'PC gaming enthusiasts' that use the app 'Overwolf'.
Source: Newzoo

statista

▲ **Figure 5.9** Popularity of PUBG and Fortnite. Is there anything that surprises you about these statistics?

Analysis question

'The way that people use spaces can change over time.' To what extent do you agree or disagree with this statement?
Use the information from Figures 5.4 to 5.8 to support your argument.

FIELDWORK 5.1

Collecting, recording and representing primary data

Conduct a survey to measure the use of online gaming and/or use of social media between different age groups and the impact of these activities on people's sense of connectedness and community.

1 **Create** a survey or use the survey available online in the Interactive Textbook.
2 Collect and record the survey data by interviewing a range of people. Aim to get a range of age groups that may help to indicate what changes there have been over time/between generations.
3 Represent your findings in a way that easily communicates the information to people, such as through the use of graphs or an infographic.
4 **Synthesise** your data by comparing your results with the class and the data found in Case study 5.1. How does your data **compare**? In what ways are your data similar and different?
5 What do these results suggest about the presence of an online community? Overall, do you believe that social media and online gaming are spaces that help people feel connected?

How people in other countries are connected to places

People connect to places in a variety of ways. For some, such as subsistence farmers, their place provides them with the resources needed to survive. Many people have a spiritual connection to their place that connects back through thousands of years of ancestry. We can also connect to places through work, travel, leisure and recreational activities. In this era of globalisation, trade connects us to many places that we have never visited.

CASE STUDY 5.2

The Surui

The Surui are a tribe of Indigenous people who live in the Rondônia region of the Amazon rainforest. They have a long, ongoing connection to the place, both physical and spiritual, and only made contact with the outside world in 1969. They know every tree in their area and continue to hunt with bows and arrows. However, their livelihoods have been at risk due to illegal logging and mining.

When Surui leader Chief Almir discovered Google Earth, he knew he was on to something. The new chief has helped his tribe use detailed satellite imagery from Google Earth Outreach to monitor and report illegal behaviour. This has been successful, as their home is the only remaining piece of intact rainforest in the region. They also use smartphones to monitor the animals they kill, to ensure they are hunting sustainably, and have worked with Google Earth to create an interactive cultural map that provides outsiders with a deeper understanding of a place that means so much to the Surui.

▲ **Figure 5.10** Satellite image of the Surui tribe's region and the surrounding region

Analysis questions

1 **Describe** the spatial distribution of deforestation in Figure 5.10.
2 What can you **infer** about the effectiveness of the Suruis' environmental monitoring and reporting methods from this distribution pattern? Does it appear to be working?

FIELDWORK 5.2

Practising data collection techniques

As a class, choose a place and investigate the perceptions of this place from a range of perspectives. 'Perception' here refers to how people see, hear and feel about a place. A place can be your school, shopping strip/centre, a park, or another place that is convenient. Your class will divide into different groups, who may perceive places differently.

The groups can include:

Parent with a pram	Elderly person	Person in a wheelchair	Male	First Australian
Female	Primary school child	Teenager	Migrant	

Empathise with this group of people. What might it feel like to be this person in this place (both at daytime and at night)? You might even want to use props such as a pram or walking stick when visiting the field.

Step 1: **Develop** an inquiry question to collect data on when you are in the field. Examples include:

    a How would an elderly person perceive this place?

or

    b What positive or negative perceptions of this place could an elderly person have?

Step 2: **Develop** a hypothesis. A hypothesis refers to your expected answer to the research question.

Step 3: Collect data using one or more of the following fieldwork techniques. Members from your group may choose different fieldwork techniques to use and you can **synthesise** the results of your data when back in class. Alternatively, you may choose one technique to focus on together.

Fieldwork technique	Description
Observe	This will include walking around the area as a member of your group, taking note of all the characteristics of the place and imagining what it may feel like to be a person from this group in this place. It also involves watching other people interact with this place and taking notes of your observations.
Take photos	Take photos of the place in general, then take photos of specific characteristics of the place that are relevant to your research question. When you are back in class, you can annotate these pictures by writing 1–2 sentences on each of the characteristics. Make sure your annotations relate to the questions that you are researching. For example: *This park bench can provide a place for the elderly to sit and rest, therefore improving the safety of elderly people in this park*.
Field sketch	A field sketch is designed to highlight the characteristics of the place that are relevant to your inquiry. Start by observing the place, then draw what you see, emphasising the characteristics that are important to your research question. Annotate your field sketch and ensure that your annotations relate to the questions that you are researching.
Survey	Create a set of short-answer and multiple-choice questions that relate to how people perceive and are connected to the place, as well as what they think could be done to improve their experience of the place. Aim to survey people from the group that you represent. You can go online to look for example survey questions.
Random quadrat sampling	This technique can be useful for measuring the environmental characteristics of a place. Lay a 1-metre x 1-metre frame (known as a quadrat) on the ground at random coordinates within your chosen place. Record the coordinates of your quadrat's location. Look inside your quadrat and record what you see. For example, this may involve counting the amount of litter or the percentage of native vegetation coverage within the quadrat.
Tally	Tallying involves counting the number of something. For example, you may wish to tally the number of visitors, trees, wheelchair ramps, rubbish bins, litter, or places to sit and rest to help you gauge how your group might perceive the environmental quality and safety of the area.
Consult/interview	You can organise to consult (talk) with people, such as First Australians from this place. Prepare questions that you can ask during the consultation that will help answer your question.

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Step 4: As a group, when back in class, work together to **analyse** and **synthesise** the information you have collected. When you have done this, **evaluate** (**identify** and weigh up the strengths and weaknesses) of your fieldwork technique/s.

Step 5: Present your results to your class. Your presentation will focus on the fieldwork techniques that you used, and on evaluating how useful the technique was to help you answer your question. The following is a list of things that you may want to include in your presentation:

- **Explain** your research question and hypotheses.
- **Identify** the technique/s you used.
- How did the technique help you answer the research question?
- What were the limitations of this technique? What didn't work?
- What other information or fieldwork techniques do you think would be useful in order to get a more thorough answer to your research question?
- Based on the data that you collected, what was your answer to your inquiry question? Was your hypothesis supported or refuted?

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 **Define** the terms 'globalisation' and 'gross domestic product'.

2 **Explain** the geographic concepts of 'place' and 'space'.

3 Advancements in which two areas have fuelled globalisation?

Interpret

4 Consider a place that is significant to you. **Reflect on** the reasons why this place has a special meaning for you.

5 Consider the meaning that the place Rondônia has to the Surui. **Reflect on** the reasons why this place holds such meaning.

6 How do the Surui use the space in Rondônia?

7 **Describe** how the Surui use spatial technology to protect the Amazon rainforest. **Identify** any problems or consequences that may occur from relying on technology.

8 **Identify** three different ways that people are connected to places.

9 **Describe** how globalisation connects people to places that they have never visited before.

Argue

10 **Discuss** the positive and negative impacts that online gaming and/or social media have on people's interconnections with each other. Refer to the data in this section and your own experiences in your answer.

Extension

1 Use the QR code to watch the video 'Trading Bows and Arrows for Laptops' and **explain** how spatial technology is helping outsiders learn about the Surui.

2 The Surui Cultural Map is available as a KMZ file, which can be downloaded from https://cambridge.edu.au/redirect/9683. Use Google Earth for Web, or another mapping application, to open the file and explore the map to answer the following questions about the Surui.

    a What is considered to be a spiritual animal that cannot be eaten?

    b Name and locate three villages using their absolute location.

    c What do the Surui eat when they have the flu?

    d What plant is used by the Surui to build houses?

    e What fibre is used to make handicrafts?

    f What fruit are children not allowed to eat and why?

    g What spiritual significance does the jaguar have to the Surui?

▲ **Video**
Trading Bows and Arrows for Laptops

5.2   Connecting people with services, information and technology

FOCUS QUESTIONS

- How are information and communication technologies used to connect people to information, services and people in other places?
- How have information and communication technologies made it possible for places to provide global business services?
- Do people have equal access to the internet around the world?
- How do transport networks connect people to services?

How are information and communication technologies used to connect people to information, services and people in other places?

Information and communication technologies connect us to a variety of services, information and people. They operate from a local to a global scale. Today, these connections can begin at a very young age – from using educational apps at home, to connecting with relatives using social media and to having your medical records stored on government databases.

Historically, the physical geography of a place played a significant role in what information and communication people could access. For instance, China's impressive mountain ranges, which include the Himalayas, and the cold and unforgiving Taklamakan and Gobi deserts, ensured that China was economically and culturally isolated from Western civilisation until the Silk Road began to create a trade passage out of China in 130 BCE. Even today, Australia's physical isolation from other countries has contributed to the fact that we are less likely to know a second language than Europeans, who live much closer to foreign countries where different languages are spoken.

Technology has provided people with opportunities to connect and work together to face challenges in a way that overcomes borders, and makes learning accessible to people in places all over the world. In this section, we will explore some of these connections through a variety of examples.

CASE STUDY 5.3

Connecting information and people: Alice Springs School of the Air

Alice Springs School of the Air (ASSOA) was established in 1951 to provide education to students living in **remote** regions of central Australia. For decades, ASSOA relied on two-way radio broadcasts. Students received instruction by pedal-powered radio and schoolwork by mail. Completed schoolwork was also sent by mail, which was a particularly lengthy process in the remote regions of central Australia.

remote an isolated area very far away from urban centres

A significant change occurred in 2006 when satellite technology was introduced and satellite dishes were installed at student sites. This allowed a learning platform called REACT (Remote Education and Conferencing Tool) to be used to support video communication. Some of the benefits and limitations of REACT are shown in Table 5.2.

▲ **Figure 5.11** In 2013, a long-distance student, from Tieyon Station (some 370 km out of Alice Springs), speaks with a teacher at the ASSOA by video link

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TABLE 5.2 Benefits and limitations of the Remote Education and Conferencing Tool (REACT) for students and teachers

Students	Teachers
• Can see and talk to their teachers and other students • Can resize the video image of the teacher, so they can receive communication while working on their computer • Can quickly share materials with their teacher and other students • Can have learning conferences with overseas students	• Can demonstrate skills and include media, such as video and music • Can quickly share materials and feedback with students • Cannot see the students

This technology, in addition to email, Google apps for education, Edmodo and other tools, has enhanced the communication between teachers and students, as well as the sense of community and belonging that is so important to the purpose of ASSOA.

Learning Indigenous languages online

Being able to speak the language of your culture is a human right. However, a third of the world's Indigenous languages are now under threat of extinction. Researchers believe that up to 700 languages were spoken in Australia prior to British invasion. Today, only approximately 150 Australian Indigenous languages are still spoken at home. This is due to many factors, including the limited resources available to share these languages with younger generations. Information and communication technologies are playing a role in preserving Indigenous languages around the world.

▲ **Figure 5.12** It is important to keep Indigenous languages alive. Pictured is a sign at Springbrook National Park, Queensland, which lists local words from the Yugambeh language people and the equivalent meaning in English.

Interesting fact

Indigenous people make up less than 6 per cent of the world's population and yet speak more than 4000 of the world's 6700 languages.

For example, Australian researchers have recently created Opie, a little robot consisting of two tablets in a wooden frame. One tablet consists of eyes that follow the student, and the other stores memory games, stories and pronunciation guides in First Nations' languages. Opie aims to help First Nations children learn their ancestors' language, and keep alive the 150 languages that we have left.

By using and sharing their languages, First Nations Peoples create stronger connections to their culture. One person involved in this is yutustanaat, a member of the Snuneymuxw First Nation and a language teacher in British Columbia, Canada. She was one of many Indigenous people from around the world who participated in recording their language for Google Earth.

> *'Our language is very healing … It brings out caring in our people and helps our students be strong, because the language comes from the heart.'*

▲ **Figure 5.13** yutustanaat, quoted in Raleigh Seamster, 'Indigenous Speakers Share Their Languages on Google Earth', 2019

ACTIVITY 5.4

TABLE 5.3 Indigenous languages most spoken at home, Aboriginal and Torres Strait Islander Peoples Australia, 2016

Language	Percentage of persons
Kriol	11
Yumplatok (Torres Strait Creole)	9
Djambarrpuyngu	7
Pitjantjatjara	5
Walpiri	4
Tiwi	3
Murrinh Patha	3
Kunwinjiku	3
Alyawarr	2
Anindilyakwa	2
Ngaanyatjarra	2
Burarra	2

Data source: ABS Census of Population and Housing, 2016

Using the census data in Table 5.3, research the regions where each of these languages is spoken within Australia. You may wish to represent these regions on a map. Colour the regions, using a different colour to represent 0–5 per cent, 5–10 per cent and 10–15 per cent of people speaking the language at home.

Using your research or mapped data, answer the following interpretation questions:

1 **Identify** which state or territory has the highest number of First Nations' languages spoken at home.
2 **Determine** whether First Nations' languages are mostly spoken at home in urban or in rural regions. **Hypothesise** why this may be the case.
3 Suggest what you think could be done to increase the spoken use of Indigenous languages in Queensland, among both First Nations and non-First Nations Australians.
4 Research and **explain** how the Kriol language developed in Australia.

Learning languages for trade relations

Websites and apps, such as Duolingo and Babbel, are also helping people learn new languages, and communicate with people from other countries. In business, learning the language of trade partners is proving to be an important skill. Benefits for business include:

- Helping employees communicate with their international customers, which increases the chance of making a sale
- Saving money by reducing the need to hire translators
- Retaining customers, because employees who can speak to customers in their own language can build relationships and trust and increase customer loyalty
- Language training for staff helps them feel rewarded and motivated to learn.

▲ **Figure 5.14** Learning the language of trade partners has been found to increase trade confidence in businesses around the world

Connecting services and people

Consider the apps on your phone. Which of these help you to connect to services and people? Today, there are apps for food delivery, transport, dating, listening to music from across the world, shopping and, of course, socialising with friends. This section gives some examples of technologies that are changing the way we connect to services in a significant way.

Rapid changes are occurring to the way medical and emergency services are provided. The use of the artificial intelligence (AI) system known as Babylon is growing at a rapid rate in the United Kingdom. The app allows people to have a video conference with a virtual GP for free. Bookings can be made 24/7 and the consultation can usually take place within two hours of booking. Prescriptions can be ordered and home-delivered. Health history is securely stored and referred to in follow-up appointments. The app also provides health checks where people include their family history and health details and it assesses their health. It is stated to be approximately 80 per cent accurate (which is greater than the general human–GP average of approximately 72 per cent accurate).

However, the app does have its flaws. For instance, a 48-year-old smoker presenting with sudden sweating and chest pain was advised to see their GP rather than calling emergency services. These are symptoms that could indicate a heart attack and so could have cost the patient their life. The other flaw stems from its popularity. So many people in London are turning to this app that it is placing strain on the healthcare system, which had not prepared for such a large and rapid scale of change.

In Australia, the GoodSAM app is connecting people who have first-aid qualifications to people experiencing a cardiac arrest. When an ambulance is notified of a cardiac arrest, first-aiders in the area are also notified and may be able to attend to the person to perform CPR while the paramedics are on their way. Similarly, Facebook Crisis Response helps connect people who can offer help in a crisis to those in need, as well as receiving updates and communicating with concerned loved ones.

How information and communication technologies have made it possible for places to provide global business services

Since it went global in the 1990s, the internet has experienced rapid improvements in speed and reliability. Moreover, telecommunications such as telephone lines and wireless signals have also been integrated with more sophisticated technology and software. These developments have made it possible for some people to work more locally (even from home) and for businesses to operate more globally. For example, businesses can outsource their customer service to overseas call centres. These interconnections became increasingly important during the COVID-19 pandemic.

CASE STUDY 5.4

Call centres in India

Offshore outsourcing is when a company hires another company to operate one part of its business overseas. Some Australian businesses outsource their customer service and telemarketing services to organisations within other countries. India has been a popular choice for Australian businesses because of its time zone (or willingness of workers to work through the night), its cheap labour, and its large English-speaking population. India is currently investing in the largest rural fibre-optic roll-out ever seen worldwide. This will connect 600 000 rural villages to broadband internet. The enormous enterprise could lead to customer service and telemarketing work moving to rural regions in the future.

▲ **Figure 5.15** Inside a call centre in India

Inequality in connectivity

Information and communication technology is a resource that has transformed our interconnections with services, information and each other. However, not everyone experiences the same ability to use this resource. For some people, there are barriers to connections. These barriers can be economic on a household scale (for example, the internet may be too expensive for a family or individual to access), or they may be economic on a national scale (for example, the cost of building the internet infrastructure for remote areas may be considered too expensive to implement). However, internet access is growing in all regions of the world, and many more people are being connected.
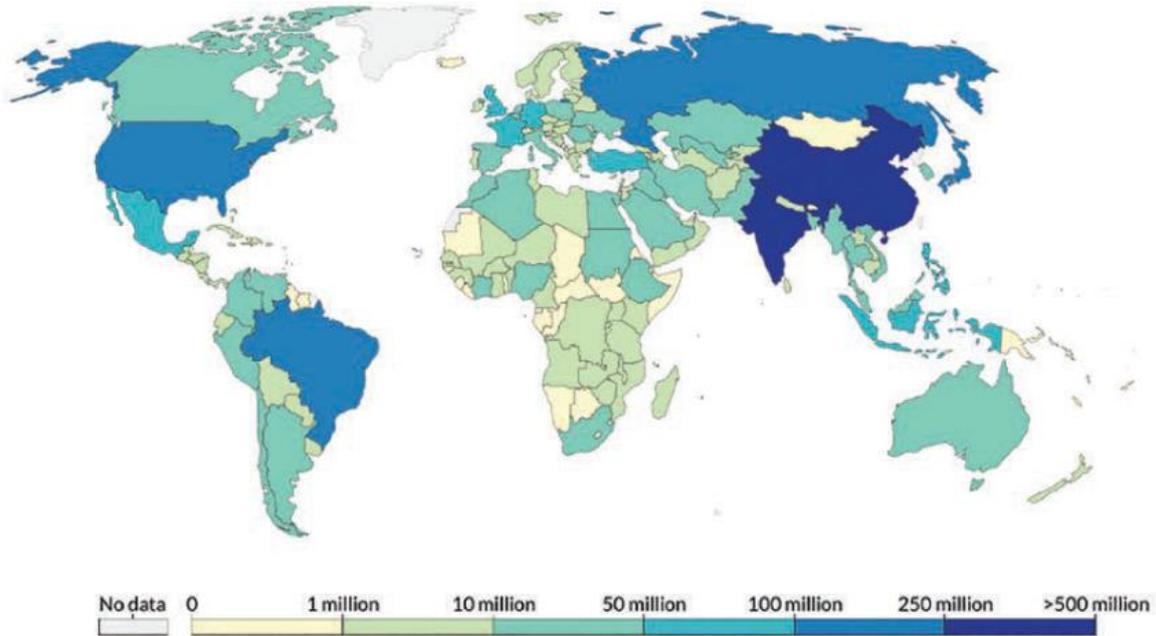
▲ **Figure 5.16** Number of internet users per country, 2017 (based on the number of users)

Source: Our World in Data
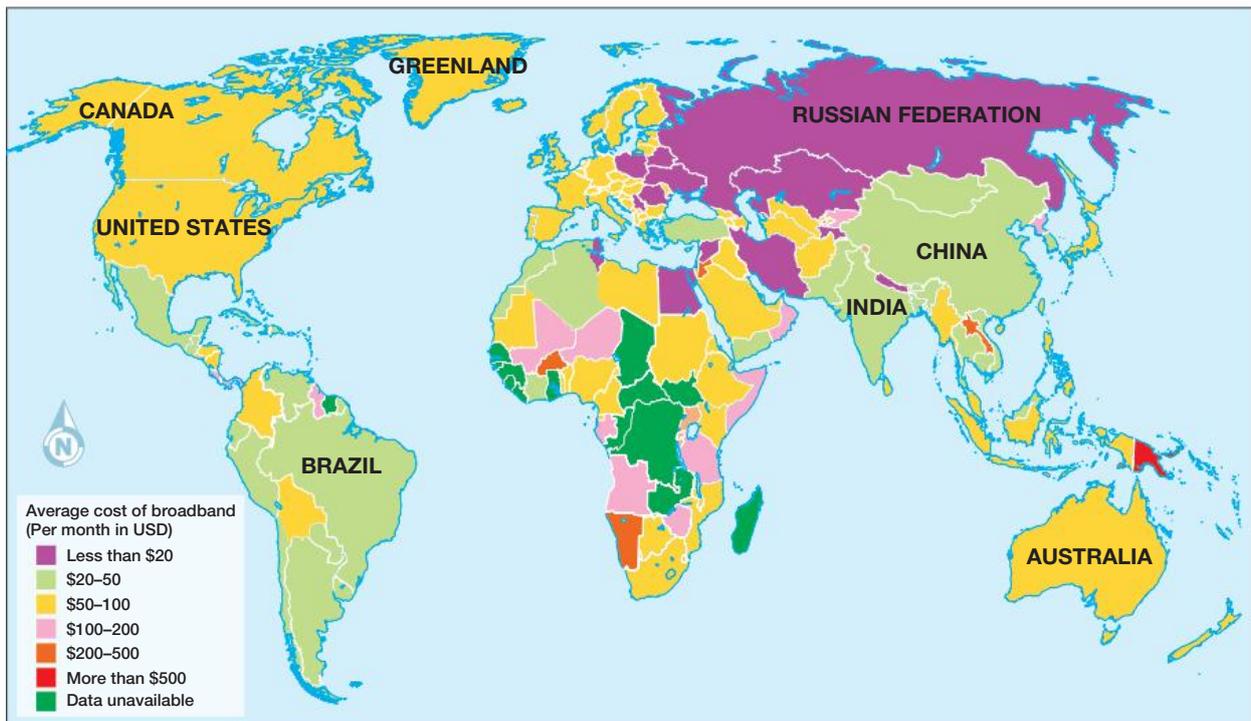
▲ **Figure 5.17** Average cost of broadband internet (based on December 2017 figures)

Source: HowMuch.net

ACTIVITY 5.5

Interpretation activity

1 **Describe** the spatial association between Figures 5.16 and 5.17 using the DQE method (see Chapter 4, Section 4.1).

2 What other factors might account for the distribution of internet use as seen in Figure 5.16?

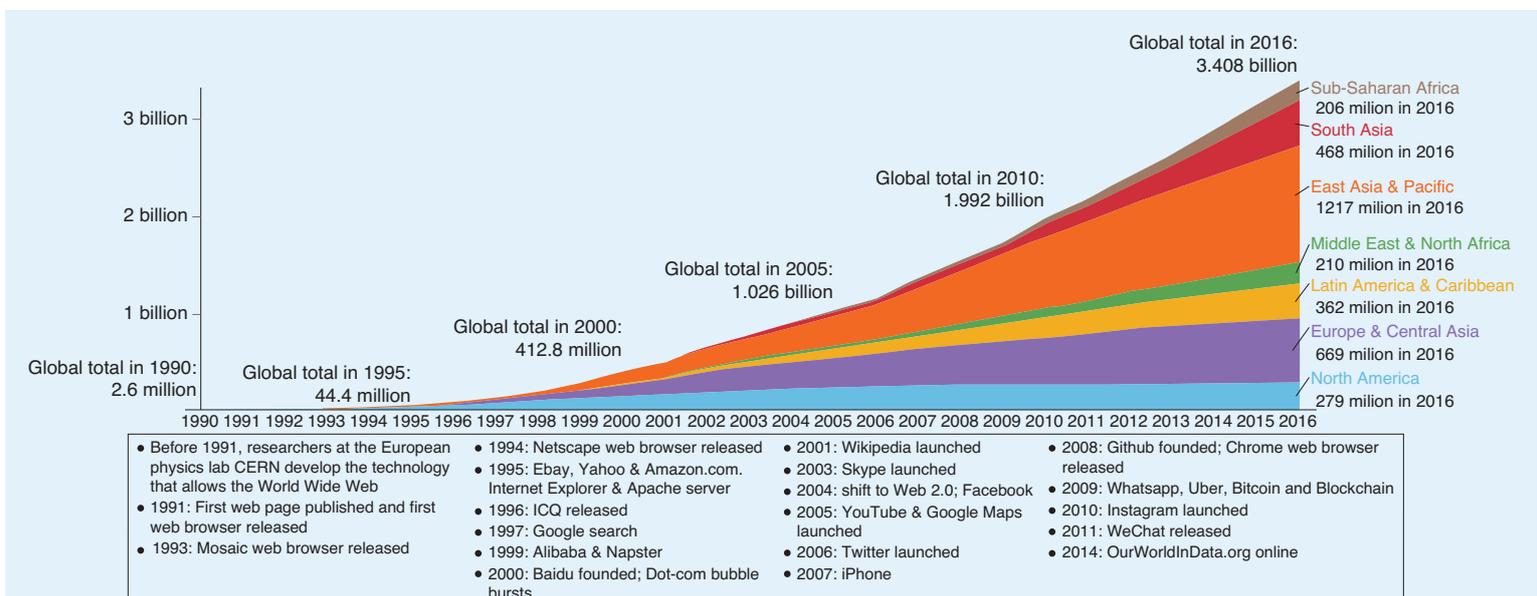3 With a partner or as a class, **discuss** what may be the consequences for countries that have low internet use.

Availability rating by ESA
A (highest)
B
C
D
E (lowest)
Limited data available
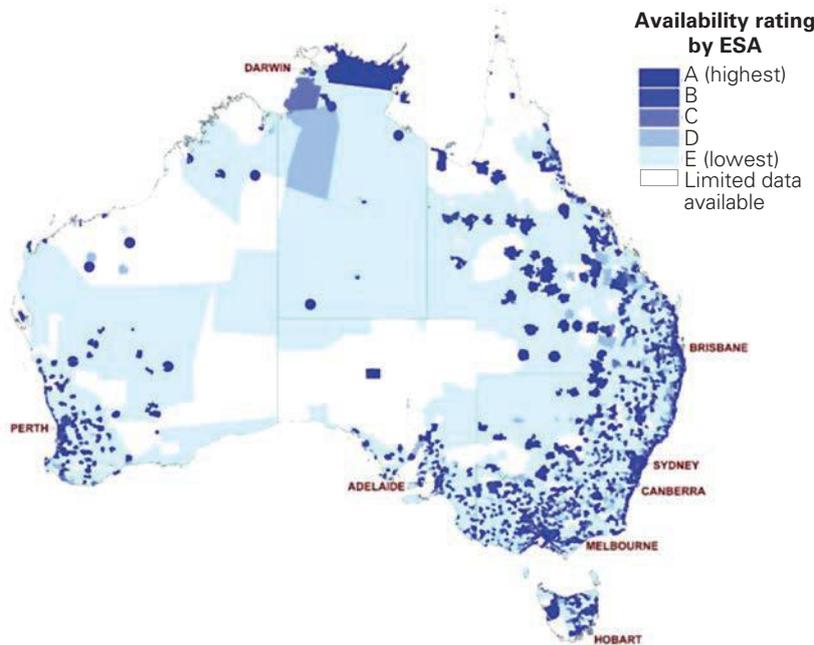
◄ **Figure 5.18** Broadband availability ratings across Australia

ACTIVITY 5.6

Interpretation activity

1 Study Figure 5.18. **Describe** the distribution of broadband availability in Australia using the PQE method (see Chapter 4, Section 4.2).

2 Brainstorm and **compare** the consequences of broadband availability for people living in outback Queensland with people living in metropolitan Queensland. Classify these consequences as being economic, social or environmental.

3 With a partner or as a class, **identify** problems that can occur from uneven distribution of these services across Queensland.

- Before 1991, researchers at the European physics lab CERN develop the technology that allows the World Wide Web
- 1991: First web page published and first web browser released
- 1993: Mosaic web browser released
- 1994: Netscape web browser released
- 1995: Ebay, Yahoo & Amazon.com. Internet Explorer & Apache server
- 1996: ICQ released
- 1997: Google search
- 1999: Alibaba & Napster
- 2000: Baidu founded; Dot-com bubble bursts
- 2001: Wikipedia launched
- 2003: Skype launched
- 2004: shift to Web 2.0; Facebook
- 2005: YouTube & Google Maps launched
- 2006: Twitter launched
- 2007: iPhone
- 2008: Github founded; Chrome web browser released
- 2009: Whatsapp, Uber, Bitcoin and Blockchain
- 2010: Instagram launched
- 2011: WeChat released
- 2014: OurWorldInData.org online

▲ **Figure 5.19** Total amount of people using the internet per region (please visit the digital versions of this book to be able to zoom in on this graph)

ACTIVITY 5.7

Interpretation activity

Study Figure 5.19.

1 **Describe** the overall trend of global internet use.
2 **Identify** how many people in the world use the internet.
3 **Categorise** the regions from highest to lowest internet use.

Impact on Queensland students

Recently, the COVID-19 pandemic highlighted significant inequalities in student access to technology in Queensland. For example, the Principal of Ipswich State High School, Simon Riley, said 60 per cent of families at the school do not have regular internet connection at home. Survey results showed that 80 per cent of Australian teachers believe that unequal access to technology is due to poverty, which was already an issue before the pandemic.

Table 5.4 shows the change in internet connections from 2011 to 2016 in Queensland. Although most households have some internet access, this may not be enough to meet a student's educational requirements. For example, there may be only one device per household, or households may only be able to afford a small amount of data per month.

ACTIVITY 5.8

Change in internet connectivity in Queensland from 2011 to 2016

TABLE 5.4 Percentage of households with at least one person accessing the internet (through a computer, or a smartphone, tablet, console, etc.) from the dwelling

Dwelling internet connection	Queensland 2016	Queensland 2011	Australia 2016
No internet access	13.6%	18.2%	14.1%
Internet access	83.7%	78.3%	83.2%
Not stated	2.7%	3.5%	2.7%

Data source: 2016 ABS Census Data

Reflect on the information and statistics provided in this section.

1 **Identify** one factor that causes unequal access to technology for many Queensland students.
2 **Identify** the trend in dwelling internet connection in Queensland between 2011 and 2016.
3 Although most Queenslanders have an internet connection, **explain** why this does not necessarily mean that most students could complete their online learning from home.

How transport networks connect people to services

Transport networks are vital for connecting people to basic services such as food, water and healthcare, in order to ensure a quality standard of living. However, transport networks can be frustrated by the physical geography of a region. For example, Papua New Guinea is located in the south-western Pacific region. Its physical geography consists of beaches and coral reefs on the coast, while inland there are active volcanoes, dense rainforests (including where the Kokoda Trail is located) and steep topography. There are only 22 000 km of roads, and half of these are not sealed. People in the highlands region are cut off from the rest of the country – and the world – for six months of the year due to the risk of landslides.

This prevents access to services, jobs and trade. Sixty-one per cent of the population have no access to safe water and 55 per cent have no access to improved sanitation. This results in poor health and diseases, malnutrition and stunting, and low business and tourism opportunities. It also makes disasters such as landslides difficult to recover from.
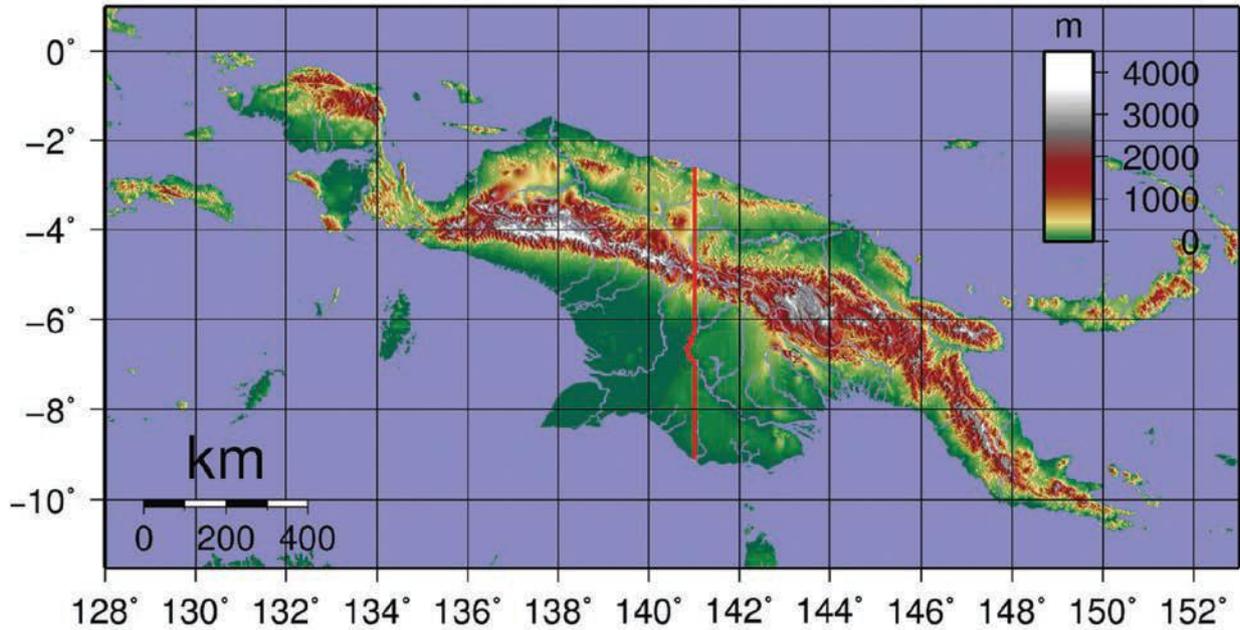
▲ **Figure 5.20** Elevation map of Papua New Guinea
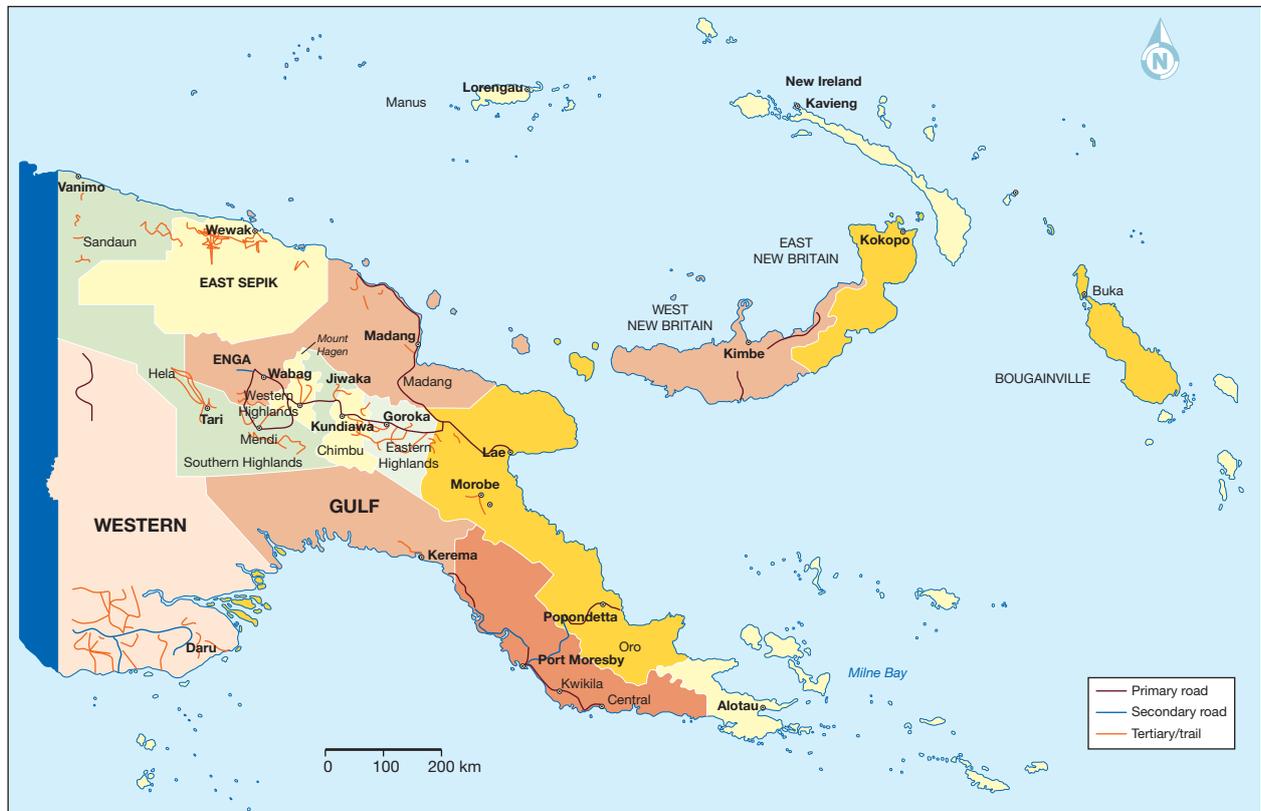
▲ **Figure 5.21** Roads in Papua New Guinea

ACTIVITY 5.9

Interpretation activity

1   Study Figure 5.20. **Describe** the topography in Papua New Guinea.
2   Study Figure 5.21. **Describe** the distribution of roads in Papua New Guinea. Ensure that you distinguish between primary, secondary and tertiary roads.
3   Imagine that you were commissioned to build one road to improve access – where would you put this road? **Justify** the reasons why you would put this road where you have. **Identify** any challenges that you might encounter in making this road a reality.

In Australia, transport networks are changing the way we connect to retail services. The role of Australia Post has changed from primarily delivering letters to becoming a courier service that facilitates the increase of online shopping.

New technologies such as drones could also play a greater part in providing a convenient online shopping service to people. While drone delivery is more fuel-efficient than other forms of transport, there are laws regarding the airspace above private property that may limit the scale of this service.

Self-driving trucks, trains reaching speeds of 400 km per hour using magnetic levitation technology, and hybrid cargo airships, are some of the new technologies that could minimise the travel time of people and services in the near future.

▲ **Figure 5.22** Is this the new normal? Wing is the first company approved to launch a drone delivery service in Australia.

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   **Identify** the ways that businesses benefit from their employees learning new languages.
2   **Describe** the term 'offshore outsourcing'.
3   **Identify** some features that make India a good place for customer services and telemarketing.
4   How many First Nation languages were spoken in Australia prior to British invasion?

Interpret

5   **a**   **Explain** the change that has occurred at Alice Springs School of the Air.
     b   **Describe** the impacts of this change.
     c   **Identify** the strengths and weaknesses of distance education.
6   **Organise** the information from this topic by finding one example of a transport or information communication technology that fits into each of these categories:
     a   Connects people to a service
     b   Connects people to information
     c   Connects people to other people.
7   **Identify** some of the impacts that can result from having a poor transportation system.

>>

Argue

8 Why do you think it is important to be able to speak the language of your ancestors?

9 **Explain** how the physical geography of a place can impact people's access to services. Make reference to Alice Springs School of the Air and the highlands region of Papua New Guinea in your answer.

Extension

1 Look up 'Google Celebrating Indigenous Languages' online to read about this initiative. Using the knowledge that you have in your class of other languages, use Google Earth for Web to create a Google Earth project presentation (please note that this will require use of a Google account login). You can find a guide on how to create Google Earth projects online by looking up 'Create a map or story in Google Earth Web'. Write down a couple of words/sentences that you know of another language. Record these and then add them to the country the language is from. Collect these maps together to form a presentation of world languages.

▲ **Figure 5.23** Māori, also known as te reo, on a mural in Wellington, New Zealand

2 **Create** your own transport or information and communication technology idea that connects services to people. Present your idea to your group or the class.

5.3   Connecting people and places through trade

FOCUS QUESTIONS

- How and why are places interconnected regionally through trade?
- How are products and services in your local region traded?
- How and why are places interconnected globally through trade?

The phenomenon of globalisation has not only influenced how we perceive places and use spaces; it has also created connections between people and places all over the world, whether we are aware of these connections or not. Many of these connections have been formed through trade. Trade simply refers to the buying and selling of goods and services. Goods are items that can be sold and moved, while services involve doing work or performing a task for others.

Goods and services are traded at all scales, and we are constantly participating in different scales of trade. For example, if you have dinner at a local, family-owned restaurant, you may be engaging in local-scale trade. The food that you eat, however, may have been transported to the restaurant from another state or even overseas, and therefore have been involved in national or international trade. If you pay for this meal using a smartphone, which is manufactured by using a vast network of materials and labour from across the globe, you are playing your part in a global network of trade.

In this topic, we will explore the ways that places and people are interconnected with other places through trade in goods and services at different scales.

KEY CONCEPT

Scale refers to the size of something over space. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

ACTIVITY 5.10

Scale

Scale refers to the size or amount of something. In Geography, we can determine the distances between places on a map, or the size of an area, by reading the scale. Examples of what we call 'map scale' can be found in Figure 5.24.

Another version of scale is what we call 'observational scale'. The most commonly used observational scales are identified in Table 5.5.
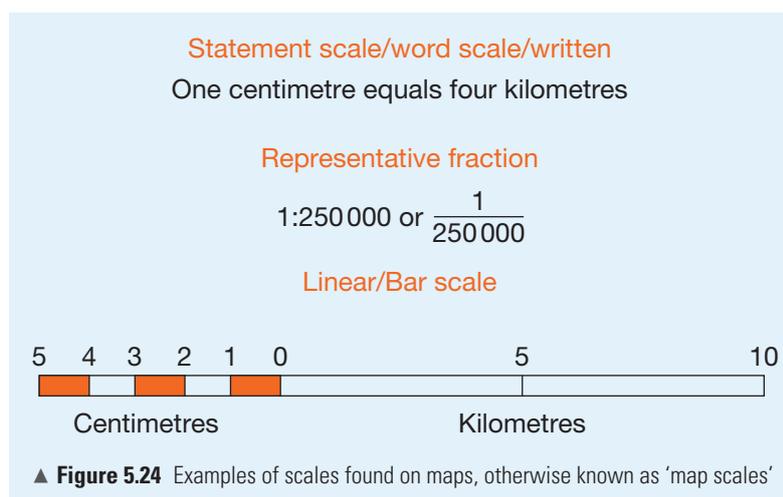
Statement scale/word scale/written
One centimetre equals four kilometres

Representative fraction
$1:250\,000$ or $\dfrac{1}{250\,000}$

Linear/Bar scale

▲ **Figure 5.24** Examples of scales found on maps, otherwise known as 'map scales'

TABLE 5.5 Examples of observational scales	
Local scale	A local area, such as a street, school or town
Regional scale	Regions are areas that share the same or similar geographic characteristics. Regions can vary in size. Smaller regions may include a few towns or suburbs – for example, Tablelands Region or the Sunshine Coast. Larger regions may include a group of countries – for example, South-East Asia.
National scale	Encompassing a whole country
International scale	Including two or more countries, but not most of the world
Global scale	Including most of the world

1 Refer to the map of Indonesia in Figure 5.2. What is the relative location (that is, distance and direction) of Mount Ijen from Indonesia's capital city, Jakarta? Use the scale on the map to calculate the distance.

2 **Identify** the observational scales shown in Figures 5.2, 5.21 and 5.33.

3 **Apply** your understanding of the concept 'region' to your own place. Which region do you live in?

Investigating how and why places are interconnected regionally through trade in goods and services

Local-scale trade

When this scale of trade occurs, the goods and services are made, provided and sold locally or within a small region. Some benefits and drawbacks of this scale of trade are outlined in Table 5.6.

TABLE 5.6 Benefits and drawbacks of local trade

Benefits of local trade	Drawbacks of local trade
• Can rely on word of mouth to build business • Lower transport costs • Understand the region/market • Provide jobs for local people. When people work locally, they can support the local economy indirectly. For example, people can spend their wages on goods and services provided by other local businesses.	• Limited in how much your business can grow • Word of mouth may not be beneficial, depending on what people have to say about the business • May be difficult to find and keep employees, especially skilled employees • Can be more expensive to produce goods and provide services

CASE STUDY 5.5

Natural Evolution

Natural Evolution is located in the Tablelands region of northern Queensland. It produces a variety of products made from Lady Finger bananas, including banana flour, protein powder, cake mixes and banana ointment. The company started by selling banana flour locally; now Natural Evolution products are sold throughout Australia.

Source 5.25 is an excerpt taken from the Natural Evolution website, explaining its story and mission statement. Table 5.7 outlines some of the impacts of this trade method.

▼ **Figure 5.25**   Natural Evolution's baking flour, made out of green bananas

As a second-generation farmer, Robert (Watkins) has a strong farming philosophy and believes that ultimate nutrition begins with healthy soil and plants. For many years Rob and his family were among the largest banana growers in Australia, specialising in a variety known as Lady Fingers.

Week after week Rob would find himself disposing tonnes of beautiful Lady Fingers that he had poured so much energy and resources into growing, all because they were too big, too straight or too bendy for the supermarket giants. The fruit was perfectly good for eating and packed full of nutrients.

Years of observing wildlife break fences to feast only on green bananas finally made sense when in 2010, Walkamin banana farmer Rob Watkins accidentally drove over a hand of bananas that had been baking in the Tropical North Queensland sun. In this moment the idea of commercial banana flour was born.

After suffering mild coeliac symptoms for years and not being impressed with the majority of gluten-free products on the market, Rob began producing a small batch of 6 kg of banana flour per week sold through his family's café. The work was arduous as green bananas are extremely hard to peel. The first week it took all week for the gluten free 'banana flour' to sell. The next week it was sold out by Wednesday, the following week it was sold out Monday morning and before he knew it people were phoning orders in and he was already months behind in filling requests!

Mission Statement
Natural Evolution seeks only the finest quality products that are grown according to our own imposed strict farming principles. Our logo represents everything from the soil all the way through to the products that we have developed and continue to develop. From growing our own produce to seeking the best in the world you can be assured that when you buy a Natural Evolution product you are buying the best, natural, nutritious super foods that the world has to offer – guaranteed.

▲ **Figure 5.26**   Excerpts from the Natural Evolution website

»

TABLE 5.7 Benefits of farm-gate trade

The community has access to fresh produce
Customers develop a personal relationship with the people growing their food and a deeper appreciation for the work of the farmers
Friendships can also form among locals who meet at the farm gate to collect their produce
The produce is localised, suits the growing conditions of the region, and may therefore be stronger and healthier
It involves fewer food miles, reducing the environmental impact associated with transport
People become educated about their food, such as knowing in which season different produce grows and about regenerative farming practices that they can apply to their own gardens
Farmers are able to reap the full benefit from the sale of the produce, rather than supermarkets that pay farmers less than the market price for their produce

Analysis questions

1 Look at the benefits of the farm-gate method of trade listed in Table 5.7. **Organise** each benefit in the table as being social, economic or environmental.

2 **Explain** how the problem of food wastage has been reduced by Natural Evolution.

3 **Identify** the ways that Natural Evolution has diversified their business to '**value add**' to its traditional farming business.

> **value-add** something that adds value; a benefit or enhancement

Investigating some of the products and/or services that businesses in your town, city or rural region sell to other places

KEY CONCEPTS

Quantitative data is data that can be counted and measured (such as a tally). **Qualitative data** is descriptive information and tends to be more subjective (such as surveys and interviews).

These are key concepts that you should work hard to understand well. Pop them away into your memory bank, as you will need to return to these concepts at other points in your studies of Humanities and Social Sciences.

FIELDWORK 5.3

Tally (quantitative) and interview (qualitative)

There are two types of data that we can collect when conducting fieldwork: quantitative and qualitative. Quantitative data is data that can be counted and measured (such as a tally), while qualitative data is less structured and may not be expressed in numbers. Instead, it is investigative and may involve open-ended questions (such as in an interview).

In this fieldwork task, we will practise collecting both types of data.

»

1 **Select** a manageable local scale to research and visit. This may be your local shopping strip or industrial area.

2 **Create** a simple research question that is easy to investigate. Your question should focus on where and how trade occurs for businesses in your chosen area.

3 In a table, tally which shops in your chosen area predominately sell goods or provide services, or do both.

4 From your tally list, choose one business to research in-depth. **Create** interview questions that will provide you with an understanding of where and how trade occurs for that business. Example questions include:

   • What goods and/or services do you provide?
   • What goods do you need to import to run your business? Where do these imports come from?
   • What goods or services do you trade and which places do you trade these to?
   • Do you **classify** yourself as local, regional, international or global traders? Why?
   • What strengths or weaknesses do you find with your scale of trade?

5 Present and **summarise** your findings. Because your tally is a form of quantitative data, it can be expressed in a graph. **Create** a graph, then **summarise** the main findings from your graph and your interview in two paragraphs.

Investigating how and why places are interconnected globally through trade in goods and services

Global-scale trade

Before his death, Apple co-founder Steve Jobs expressed his hope that the iPhone would be made entirely in the United States. However, this has been far from the case. In fact, the iPhone is a symbol of globalisation as it takes many countries to make and trade an iPhone.

Meanwhile, in the Tiwi Islands of the Northern Territory, acacia mangium tree plantations are felled to make woodchips. These woodchips are then sold to Japan and China, where they are turned into paper and fabric, which is then sold back to us at a higher price.

Global interactions such as these are occurring across the world with respect to many different products. So why doesn't the United States make the entire iPhone and why do we make such a small amount of our own paper? What is the purpose of global trade?
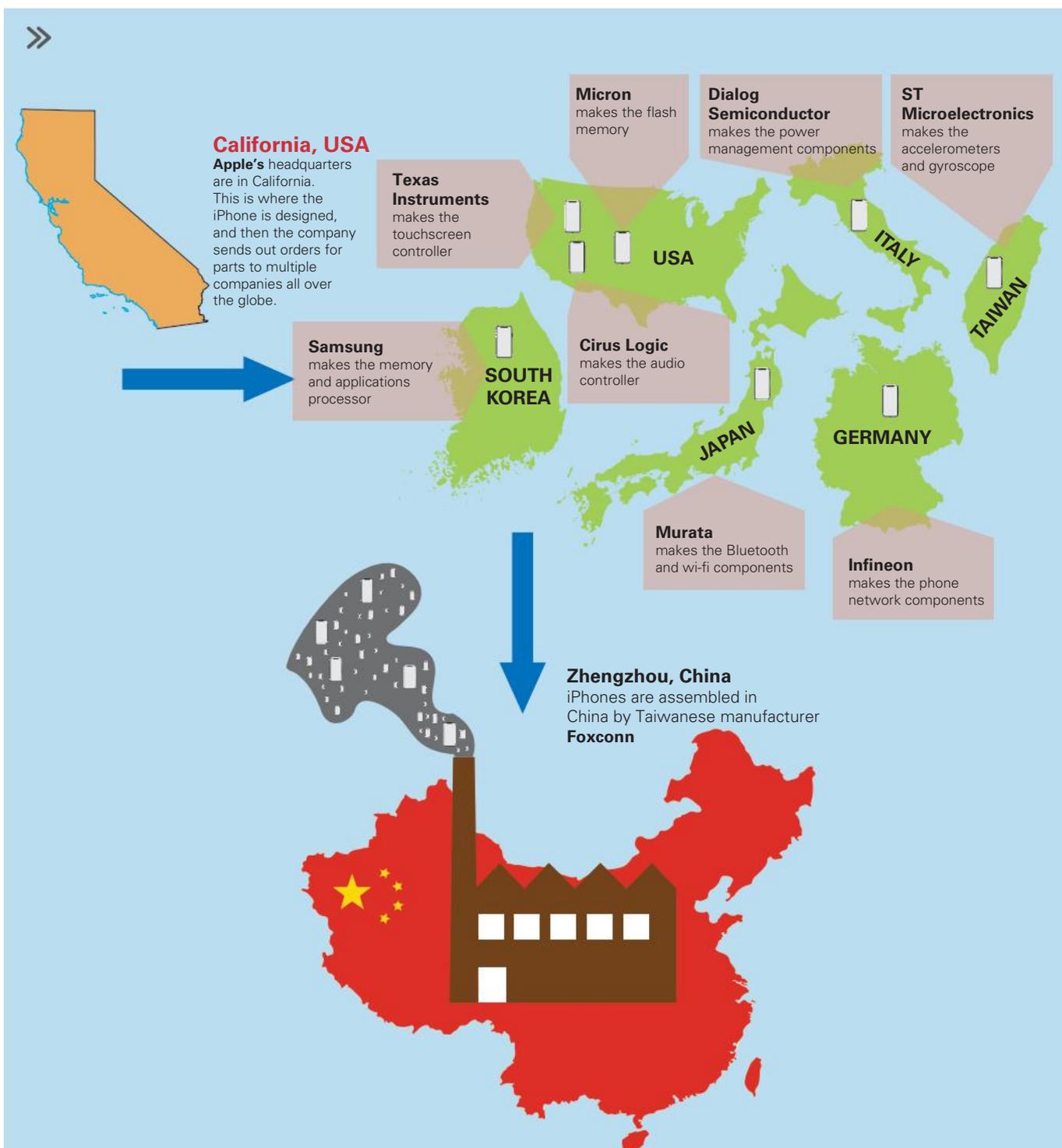
CASE STUDY 5.6

The iPhone

Apple is a multinational corporation (MNC). An MNC is a company that has facilities in more than one country. It often has one place that operates as the headquarters, where the operations of the business in all other countries are organised. Apple's headquarters are in Cupertino, California, in the United States.

Every day, half a million iPhones are assembled in Zhengzhou, central China, by a company called Foxconn.

An iPhone's birth begins with the manufacturing of its components, which are made by over 200 suppliers, such as Intel, Samsung and Sony, in many countries around the world, including the United States, Japan, Korea and Taiwan. Just a handful of these components are identified in Figure 5.27. Apple then buys these components from the manufacturers and sells them to Foxconn.

Geographers refer to this phenomenon as the international division of labour, as each country may specialise in manufacturing certain goods or services that contribute to the creation of an overall product. So, for instance, to make one product, the parts may be made in different countries, based on each country's specialty. Then the parts are all transported to a place that specialises in assembling and packaging products.

Micron makes the flash memory

Dialog Semiconductor makes the power management components

ST Microelectronics makes the accelerometers and gyroscope

California, USA
Apple's headquarters are in California. This is where the iPhone is designed, and then the company sends out orders for parts to multiple companies all over the globe.

Texas Instruments makes the touchscreen controller

USA

ITALY

TAIWAN

Samsung makes the memory and applications processor

SOUTH KOREA

Cirus Logic makes the audio controller

JAPAN

GERMANY

Murata makes the Bluetooth and wi-fi components

Infineon makes the phone network components

Zhengzhou, China
iPhones are assembled in China by Taiwanese manufacturer **Foxconn**

▲ **Figure 5.27** The design, production and assembly of an iPhone

At the Foxconn factories, the iPhone is assembled via an intricate 400-step process across 94 production lines. Large-scale product assembly and cheap labour (US$1.90 an hour – a price that cannot be matched by the United States) are two services that this place has specialised in. The Chinese Government invested millions of dollars into building the infrastructure to create this type of specialisation and provide jobs in a poor region that was struggling to provide work. The phones are packaged and loaded into trucks, which then transport the phones to a customs facility.

While in customs, Foxconn sells the completed iPhones to Apple, which resells them to Apple affiliates around the world. iPhones that are exported from China are taken by truck to the nearby Zhengzhou airport. Figures 5.28 and 5.29 are satellite maps that have the same map scale. They show how the airport has grown in order to transport the increasing number of iPhones. These products were once transported by ship, but it has become cheaper to use planes, as a single wide-body Boeing 747 can carry 150 000 iPhones.

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▲ **Figure 5.28** Satellite map of Zhengzhou International Airport, China, 2009, approximately one year after it began manufacturing iPhones
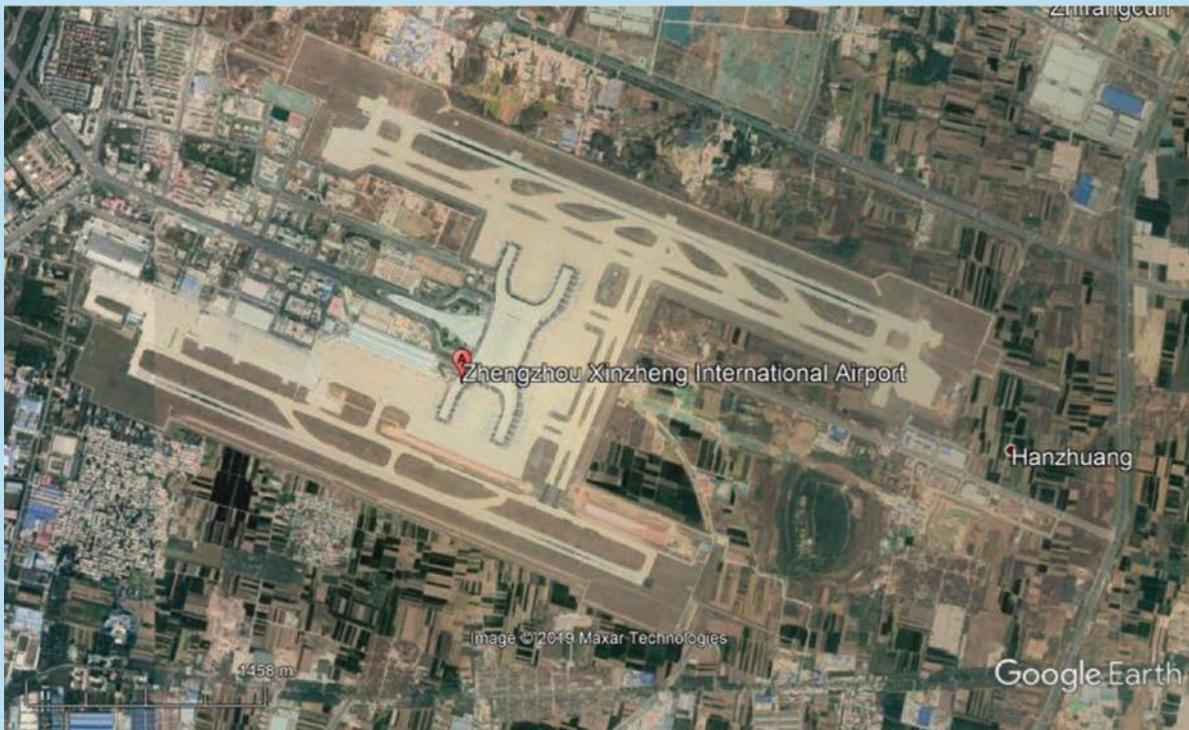
▲ **Figure 5.29** Satellite map of Zhengzhou International Airport, China, 2019

From Zhengzhou, a variety of freight carriers, such as FedEx, fly the phones to hubs around the world, where they are then transported via various means to Apple affiliate stores. Here, the product can be bought by us, the consumers.

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≫
Analysis questions

1 Study Figure 5.27 closely and answer the following visible thinking questions:
   a   What do you see?
   b   What do you think about that?
   c   What does it make you wonder?
2 **Identify** the map scale of Figures 5.28 and 5.29.
3 **Describe** the land change over time between Figures 5.28 and 5.29.
4 **Explain** why this change has occurred.

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 **Define** the terms 'trade', 'goods', 'services', 'multinational corporation' and 'international division of labour'.
2 **Define** the term 'manufacturing industry' and provide two examples to support your definition.
3 How much does an iPhone employee in Zhengzhou get paid per hour? **Reflect on** the reasons why the United States cannot compete with this level of wages.

Interpret

4 **Explain** how the iPhone is an example of specialisation and the international division of labour.

Argue

5 **Discuss** the pros and cons of buying locally compared to buying globally made products. In your opinion, which is better?

Extension

1 **Construct** a world map, either on paper or online using ArcGIS Story Maps, to show the journey of an iPhone from start to finish, based on the information provided in this chapter. Using annotations, include information about the role each location plays in creating the phone.
2 Choose another product made by a multinational corporation to **investigate**. Research the location of the MNC's headquarters, where the parts of this product are manufactured, where they are assembled and how they are transported and sold. You can present this information as an online map using ArcGIS Story Maps, or Scribble Maps.

5.4   The effects of the production and consumption of goods

FOCUS QUESTIONS

- What are the social and environmental impacts on places that produce raw materials?
- What are the social impacts on places that make products?
- What are the environmental impacts on places that receive waste?

As we have learned, the production of goods is often a global-scale process. In this process:

- A variety of parts may be made in different places across the world
- These parts are transported to a central place to be assembled and packaged
- The products are then distributed across the world to consumer markets.

In this section, we will examine the environmental and social impacts of goods production (where goods are made) and goods consumption (where goods are bought, used and discarded).

Social and environmental impacts on the places that produce raw materials

Raw materials are the basic materials that we use to make products. Examples of raw materials include water, vegetables, wood, oil, coal and metals. The stacked bar graph in Figure 5.30 shows the largest producers of raw materials by volume. Australia ranks fourth in the world. Our status as a raw materials producer has had significant impacts on our society and economy. Some of these impacts are outlined in Case study 5.7.

KEY CONCEPT

Raw materials are unprocessed natural products used in manufacturing. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.
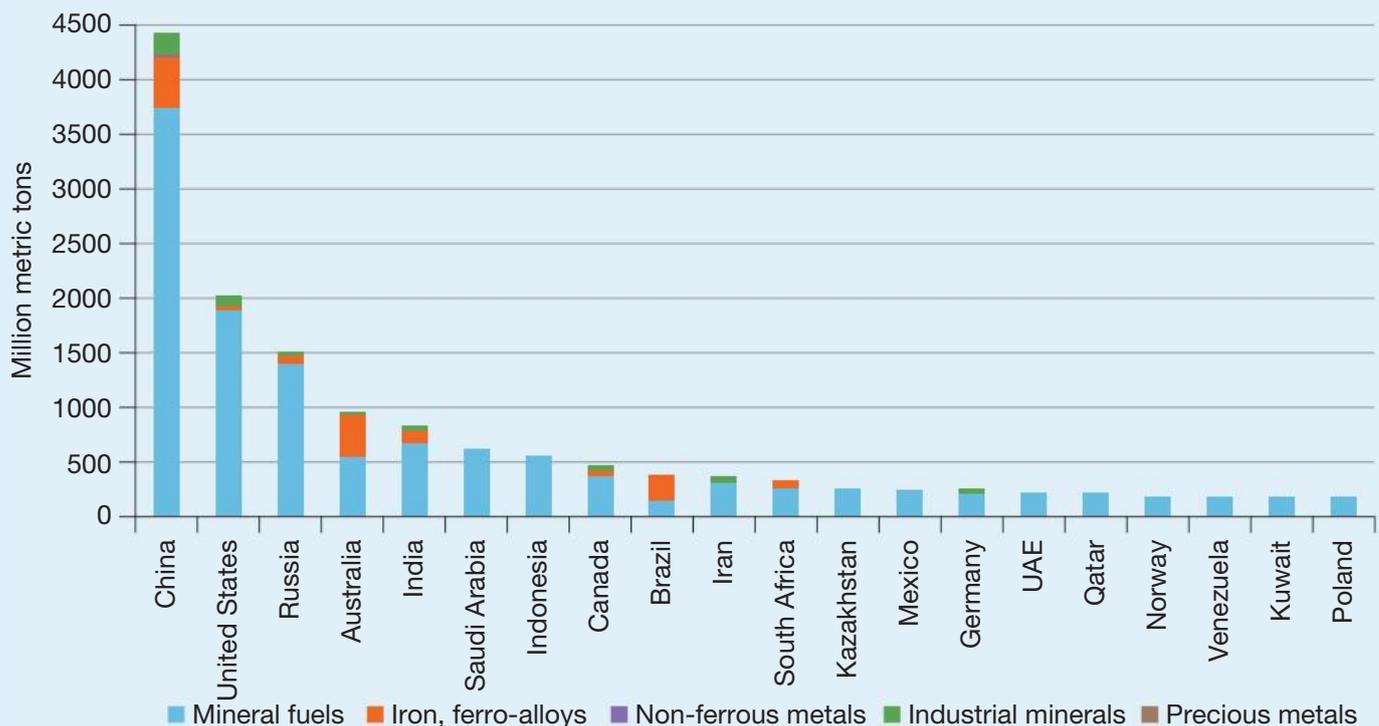
▲ **Figure 5.30** The 20 biggest producers of raw materials

ACTIVITY 5.11

Interpretation activity

Study Figure 5.30.

1 **Identify** the types of raw materials that Australia produces.
2 **Compare** Australia's production of raw materials to other countries in the graph.

CASE STUDY 5.7

Australia's mining boom

In 2003, a mining boom began – Australia's largest since the 1850s gold rush. This boom was the consequence of a rapidly increasing demand for raw materials from Asian countries to meet the needs of their expanding manufacturing industries. In a short period of time, prices for iron ore increased from $20 a tonne to peak at $170 a tonne. The impacts of Australia's mining boom affected many Australians, as outlined in Table 5.8.

TABLE 5.8 Impacts of Australia's mining boom

| Workers	Many employees were well paid. For example, truck drivers in the mines could earn $150 000 a year.
Property owners	House prices in the Pilbara mining region increased from $200 000 to over $1 000 000 as many people moved to the region for work, which increased housing demand.
Multinational corporations and Australian mining companies	The revenue (income) made from selling their products at a higher price than in the past increased by sevenfold. This created huge profits for the companies and their shareholders.
Australia's society	Migration to Australia increased, which in turn energised the economy (as new residents require goods and services), which stimulated businesses.
Australia's economy	At its peak, mining made up 8.5 per cent of Australia's GDP. The global financial crisis hit many countries hard, and unemployment increased. However, Australia's employment remained strong, and the country's wealth enabled the government to spend money on the Australian public allowing them to maintain their standard of living. Australia was therefore much less affected by the crisis.
Agricultural, tourism and manufacturing industries	During the boom, the Australian dollar became strong, which made our produce expensive. Local manufacturing industries were forced to pay high prices for Australian raw materials. Agricultural and tourist industries suffered due to the strength of Australia's economy, as the exchange rate made our country expensive for foreigners to buy from or visit.

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The mining boom peaked in 2012 and then slowed temporarily. Although levels of employment are slowly increasing again, this new wave of mining activity is aiming to use more robotics and automation – that is, the process where tasks are performed by machinery. This will impact the distribution of workers, as there will be more workers in city offices overseeing robots and machinery, rather than on the ground in the mines. This may also reduce the economic benefits for regional communities that had benefited from the local economic activity generated by the last boom.

Analysis questions

1   Study Table 5.8 and **identify** two winners and two losers from Australia's mining boom.

2   Study Figure 5.31. **Summarise** the impacts that the mining boom has had on the unemployment rate from 2000 to 2013. Refer to the data in your answer.
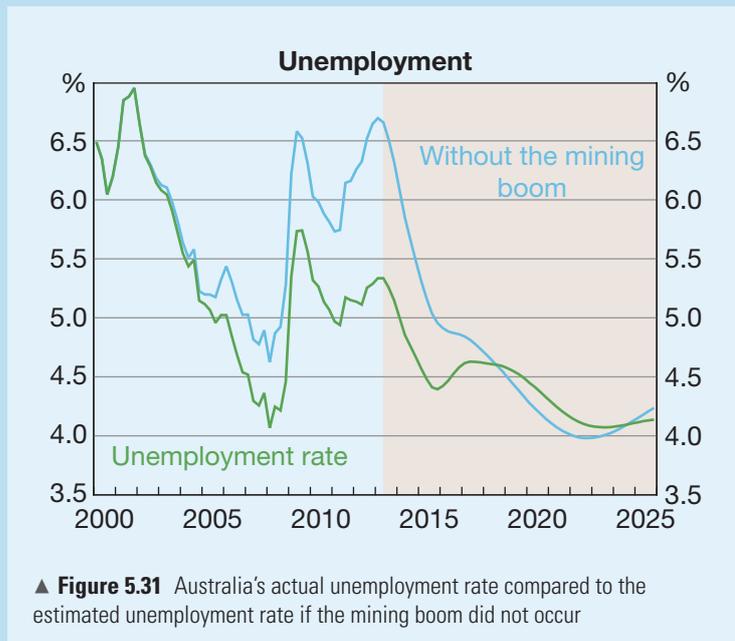
▲ **Figure 5.31** Australia's actual unemployment rate compared to the estimated unemployment rate if the mining boom did not occur

Environmental impacts on countries that supply raw materials

Societies and environments are increasingly impacted as raw materials become less available. Table 5.9 shows how long some raw materials are predicted to remain available for. Many raw materials will not necessarily run out completely; for example, there is much gold at the bottom of the ocean. However, as raw materials become more scarce, we begin to extract them from more difficult locations, which can be dangerous and expensive. For example, natural gas is now being mined through hydraulic fracturing, or fracking, which can create 300 million litres of toxic wastewater per well. Oil is now being extracted from tar sands in the deep ocean, which requires a lot of energy to extract and convert it into a usable form. This dangerous process resulted in the oil spill in the Gulf of Mexico in 2010, which killed 11 workers and thousands of animals. Half of the surviving dolphins were also found to be extremely sick from lung and adrenal disorders linked to oil exposure.

However, there is potential for new technologies to extract, recycle or even replace popular raw materials. For example, plastics and metals are recycled from end-of-life vehicles in some cases. Some materials are easier to recycle than others. For each of the materials from Table 5.9, Table 5.10 shows the proportion of recycled material used to produce new goods.

Mining raw materials impacts the environment by reducing water supplies and changing biomes. This has the flow-on effect of harming the livelihoods of rural communities who live in places where mining is occurring. Mining corporations often draw water from nearby rivers and aquifers, while run-off from the mines pollutes local water sources and soils with metals such as mercury and lead. This reduces the water and soil available for communities and their commercial and subsistence agricultural activities.

Such pollution has led to community protests across the world. In Peru in 2017, people from the town of Cerro de Pasco marched 240 km to Lima to bring attention to the fact that 2070 of their children have extremely dangerous levels of lead in their blood. In 2019, thousands of people from Çanakkale in northwestern Turkey protested against the deforestation carried out for a new gold mine and the heap leaching process used by the mining company to separate gold from ore. There is concern that the process will leak cyanide into the local dam that provides water to 180 000 people and irrigates over 5000 hectares of land.

In Australia, the Carmichael coalmine in central Queensland was approved despite resistance by people who are concerned about the potential 500 coal ships that will be able to travel through the Great Barrier Reef World Heritage Area, and the estimated 270 billion litres of Queensland's groundwater that the mine will have access to in an region that is already prone to drought.

TABLE 5.9 Date by which the global consumption of raw materials are exhausted

This table is based on the consumption rate of these materials in 2009 (which is unlikely to have remained constant, with an ever-increasing population and increase in consumption). All these resources but aluminium will be used up, at a very conservative estimate, in the next 350 years.

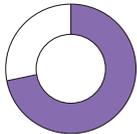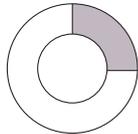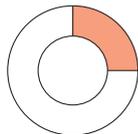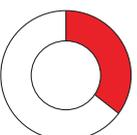|	Raw material	Some of its common uses	Used up by
	Indium	LCDs	2022
	Silver	Jewellery, catalytic converters (a device that reduces the toxic gases and pollutants emitted by a car's exhaust system	2038
	Antimony	Batteries, increasing metal durability and decreasing friction	2039
	Tin	Cans, preventing metal corrosion	2049
	Lead	Pipes, batteries	2051
	Gold	Jewellery, dentistry	2054
	Uranium	Power stations, nuclear weapons	2055
	Zinc	Galvanises metals, used as alloys in products like plastics and cosmetics	2055

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	Raw material	Some of its common uses	Used up by
	Copper	Wires, coins, plumbing	2070
	Nickel	Batteries, turbine blades	2099
	Tantalum	Mobiles, camera lenses	2125
	Chromium	Chrome plating, paint	2152
	Phosphorus	Fertiliser, animal feed	2354
	Platinum	Jewellery, catalysts, fuel cells for cars	2369
	Aluminium	Foil, aeroplane parts	3036

Source: Armin Reller from the University of Augsburg and Tom Graedel from Yale University. These figures do not take into account the development of new technologies that is likely to increase these rates even more rapidly.

TABLE 5.10 Proportion of consumption met by recycled material

Material	Proportion of recycled material used (%)	Material	Proportion of recycled material used (%)
Lead	72	Tin, zinc	26
Aluminium	49	Chromium	25
Gold	43	Tantalum	20
Nickel	35	Silver	16
Copper	31	Uranium, phosphorus, platinum, indium, antimony	0
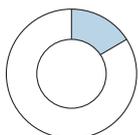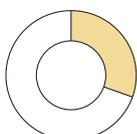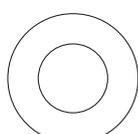
MAKING THINKING VISIBLE 5.2

Take note

Study Tables 5.9 and 5.10 and then answer the following for each of the tables:

- What is the most important point of this table?
- What are you finding challenging, puzzling or difficult to understand about the information in this table?
- What question would you most like to **discuss** regarding the information in this table?
- What is something you found interesting about the information in this table?

ACTIVITY 5.12

Interpretation activity

Study Tables 5.9 and 5.10 and answer the following questions.

1   Which raw material are we expected to use up first?
2   **Create** a bar graph titled 'Use of recycled raw materials', using data from Table 5.10.

The social impacts on places that make products

Have you ever wondered how an A$5 T-shirt is made? After running the farm to make the fibres, harvesting the raw material, turning it into fabric, designing the product, manufacturing the product and then transporting it – how does anyone make a profit?

As we know, companies can move their manufacturing to places that offer cheap labour. While this international division of labour increases the profits of multinational corporations, it has significant, and sometimes devastating, social impacts for the places where these products are made.

CASE STUDY 5.8

Life at Foxconn, Zhengzhou, China

Foxconn in Zhengzhou is one of the main manufacturers of iPhones. The 3.5 km² area of land was once used for agriculture, but was purchased by the government in 2010 and converted to a gated industrial and residential zone that is often now referred to as 'Foxconn City'. Some of the work is seasonal. It is busiest in summer, when up to 350 000 people are hired to produce the new iPhones before their global release in autumn. The conditions in Foxconn are believed to be fairly standard for the Chinese manufacturing industry. So, what does life look like for these makers of your smartphone?

TABLE 5.11 Living and working conditions for Foxconn workers in Zhengzhou, China

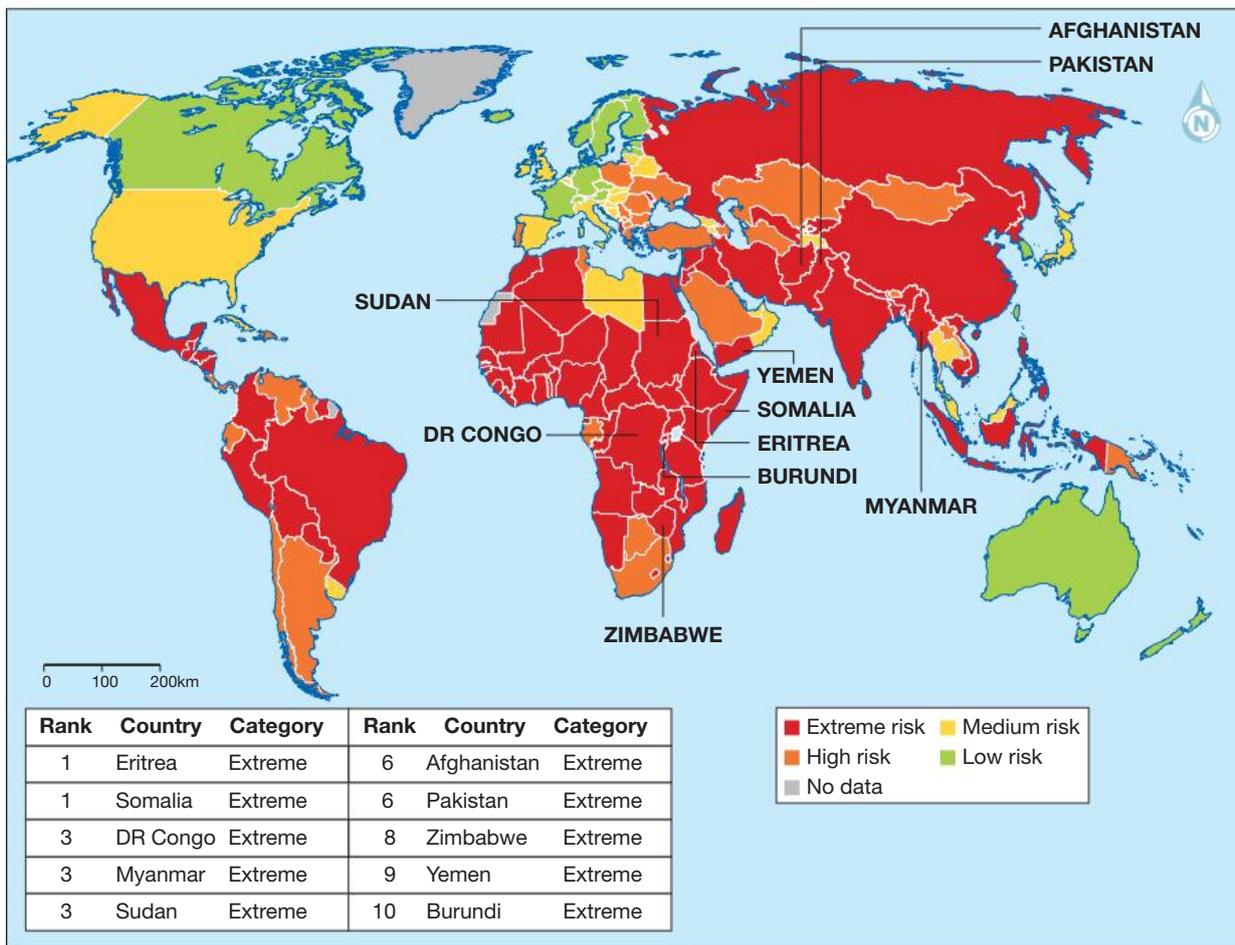|	
The people	The factory attracts mostly 16–30-year-olds from Henan province. People migrate to Foxconn City as it is close enough to their villages to visit their families. Liu (an employee) said, 'You get Sundays off and you can go home and visit your family. That's the perk' (quoted in Harrison Jacobs, *Inside 'iPhone City,' the Massive Chinese Factory Town Where Half of the World's iPhones are Produced*, 2018). People who work at factories further away from home only see their families on Chinese New Year and National Day. Many children are raised by their grandparents while their parents work at the factories.
The work	Production line work can be monotonous, as each employee usually only has one job to do – for instance, wipe the iPhone screen or solder one component. Though the work may not be difficult, one employee states, 'You do the same thing every day. It never ends. After a while you get annoyed at the thing you are doing. You don't even notice it at first ... Eventually, I felt annoyed to the core of my heart. Like I had no purpose' (Chen, a Foxconn employee, quoted in Harrison Jacobs, *Inside 'iPhone City,' the Massive Chinese Factory Town Where Half of the World's iPhones are Produced*, 2018). Managers have been known to humiliate workers if they make mistakes – for example, by making the worker write a formal letter of apology that they have to read to fellow workers.
The wages	Workers typically earn A$585 a month, which is below the estimated **living wage** of A$857 a month. However, workers are attracted to this job because of the overtime that is often available. Some Foxconn workers work 60 hours of overtime a week, which amounts to 14-hour days, seven days a week. This can earn them A$900 per month. For those who can afford it, much of the money is sent back to their family, as it is the expectation that young Chinese financially support their elders. **living wage** an income that is high enough to live a normal standard of life
Lifestyle	Most workers live in the 10-storey residential buildings in Foxconn City. Eight people share a room and sleep in bunk beds. Rent is A$23.60 per month. The gated city has many of the usual businesses, run by migrants from Henan province or other parts of China. This includes restaurants, karaoke lounges, sport clubs, internet cafes and clubs.

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◄ **Figure 5.32** Migrant workers take the train home to Beijing from Zhengzhou. For many of these workers, this is one of two times that they visit their family each year.

Child labour in the garment industry in Bangladesh

Child labour is defined by the United Nations Children's Fund (UNICEF) as any activity that affects a child's health and education. A child under 12 years old who is working one or more hours a week is considered to be a child labourer. Child labour has been decreasing over recent decades; however, 265 million (or 17 per cent) of children are still working. Figure 5.33 shows countries that remain places of child labour.

Rank	Country	Category	Rank	Country	Category
1	Eritrea	Extreme	6	Afghanistan	Extreme
1	Somalia	Extreme	6	Pakistan	Extreme
3	DR Congo	Extreme	8	Zimbabwe	Extreme
3	Myanmar	Extreme	9	Yemen	Extreme
3	Sudan	Extreme	10	Burundi	Extreme

Legend: Extreme risk, Medium risk, High risk, Low risk, No data

▲ **Figure 5.33** A child's risk of entering into child labour, depending on the country they live in

ACTIVITY 5.13

Interpretation activity

Study Figure 5.33. **Identify** two regions, and two countries within each of these regions, that are considered to be in the following risk categories of child labour:

1   Extreme risk
2   High risk
3   Medium risk
4   Low risk.

less economically developed country a low-income country that is struggling to develop in a sustainable way. Such countries are very vulnerable to economic and environmental challenges.

GDP per capita the gross domestic product divided by the number of people in that country

poverty line the minimum amount of money needed to afford the basic necessities of life

Bangladesh is a country located in the region of South Asia. It is considered to be a **less economically developed country** and has a **GDP per capita** of A$2241, compared to Australia's GDP per capita of A$79 524.

In Bangladesh, children as young as six years old work up to 110 hours a week for an average of less than A$2 a day. Boys typically work in agriculture, mining and quarrying, while girls mostly work in the garment industry (making clothing) and as domestic servants in people's homes. This is often referred to by geographers as the gendered division of labour. Work is separated according to gender, based on the beliefs that a country or culture might have about the roles of men and women in society.

The garment industry is the country's largest export industry and Bangladesh is one of the top 10 garment exporters in the world. Many of the clothes for sale in Australia are made in Bangladesh.

Factors leading to child labour in Bangladesh

Economic factors are the main reason why children work in Bangladesh. In this country, 31 per cent of people live below the **poverty line**. Most child labourers come from poor families and are forced to leave school in order to work to help support the family. Sometimes children are forced to work for a living to support themselves because their families cannot look after them. The lack of education as well as the long, tiring hours of work make it very difficult for these children to have the opportunity to work in higher paying jobs. When families continue to live in poverty from generation to generation because of a lack of opportunities, it is known as the poverty cycle.

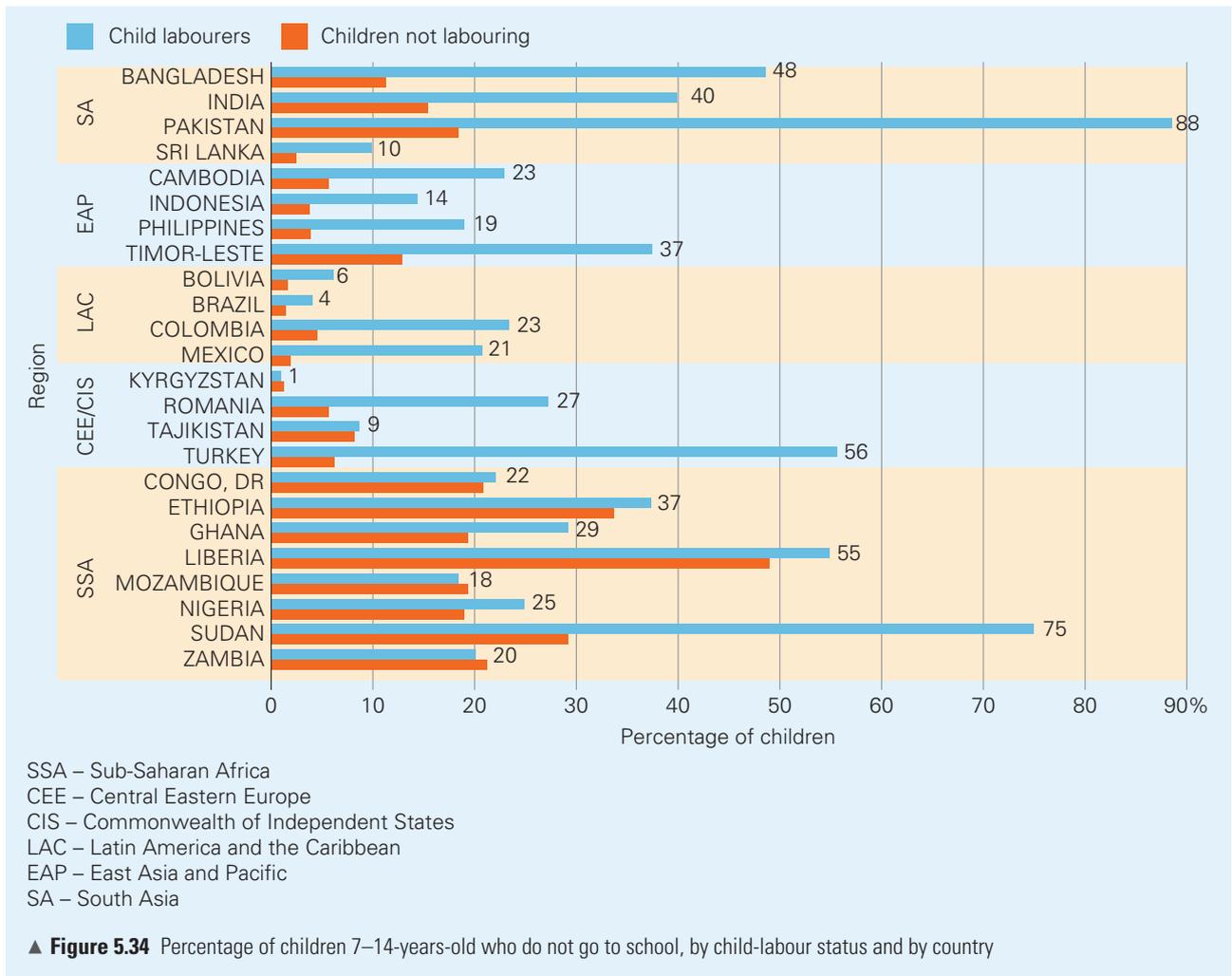### The impacts of Bangladesh's garment industry

The garment industry is the main employer of child labour in terms of paid work, and has fuelled the rise in child labour in urban places. The hazards associated with this work include exposure to dangerous chemicals and machinery, which can lead to injuries ranging from cuts to musculoskeletal disorders. Fires and the collapse of buildings are other risks due to overcrowding and poor infrastructure.

Improving Bangladesh's garment industry through education and pay

Bangladesh has impressively cut its poverty rate from half of the population to a third over the last 20 years. Education was key to this shift owing to primary school education becoming free and compulsory.

However, once a child is of secondary school age, poor families send their children to work as they cannot afford the school fees. The quality of education can be poor. On average, teachers in Bangladesh miss one out of five days of work a week. Research revealed that many child labourers could not read the sentence 'the girl is playing' in Bengali.

The benefits of education are enormous. Each extra year of education increases a person's income by roughly 10 per cent. Moreover, GDP per capita in low-income countries could be up to 70 per cent higher if all children were educated.

▲ **Figure 5.34** Percentage of children 7–14-years-old who do not go to school, by child-labour status and by country

SSA – Sub-Saharan Africa
CEE – Central Eastern Europe
CIS – Commonwealth of Independent States
LAC – Latin America and the Caribbean
EAP – East Asia and Pacific
SA – South Asia

ACTIVITY 5.14

Interpretation activity

Study Figure 5.34.

1   **Identify** the region where most children leave school without entering the child labour force.
2   **Propose** reasons why children may leave school if they are not entering the labour force.

Although Bangladesh has created stricter labour laws, these laws are not enforced. The long supply chain from Bangladesh to our shopping stores means that we (the consumers) are disconnected from, and sometimes completely ignorant of, the places where our products are made, and the impacts of those working conditions. Paying workers a fair wage may result in paying A$1 extra for an item of clothing in a store, or a cut in the profits of multinational corporations.
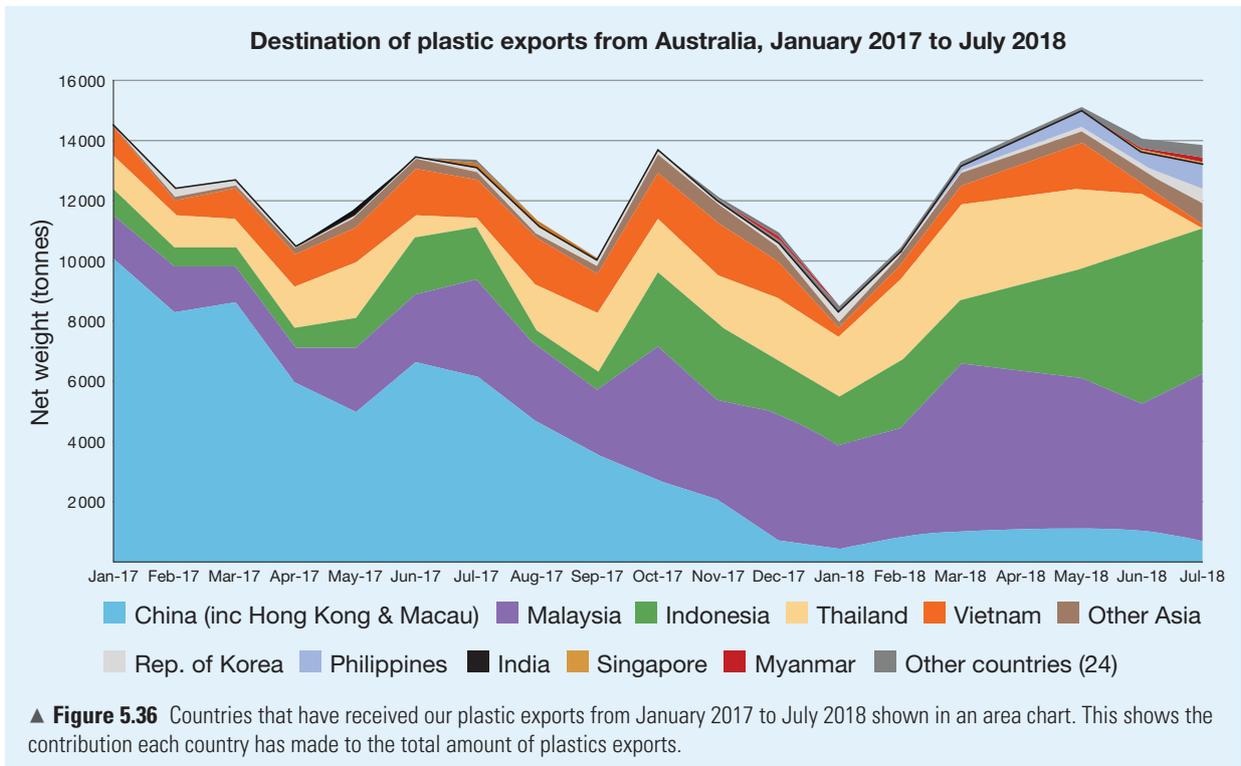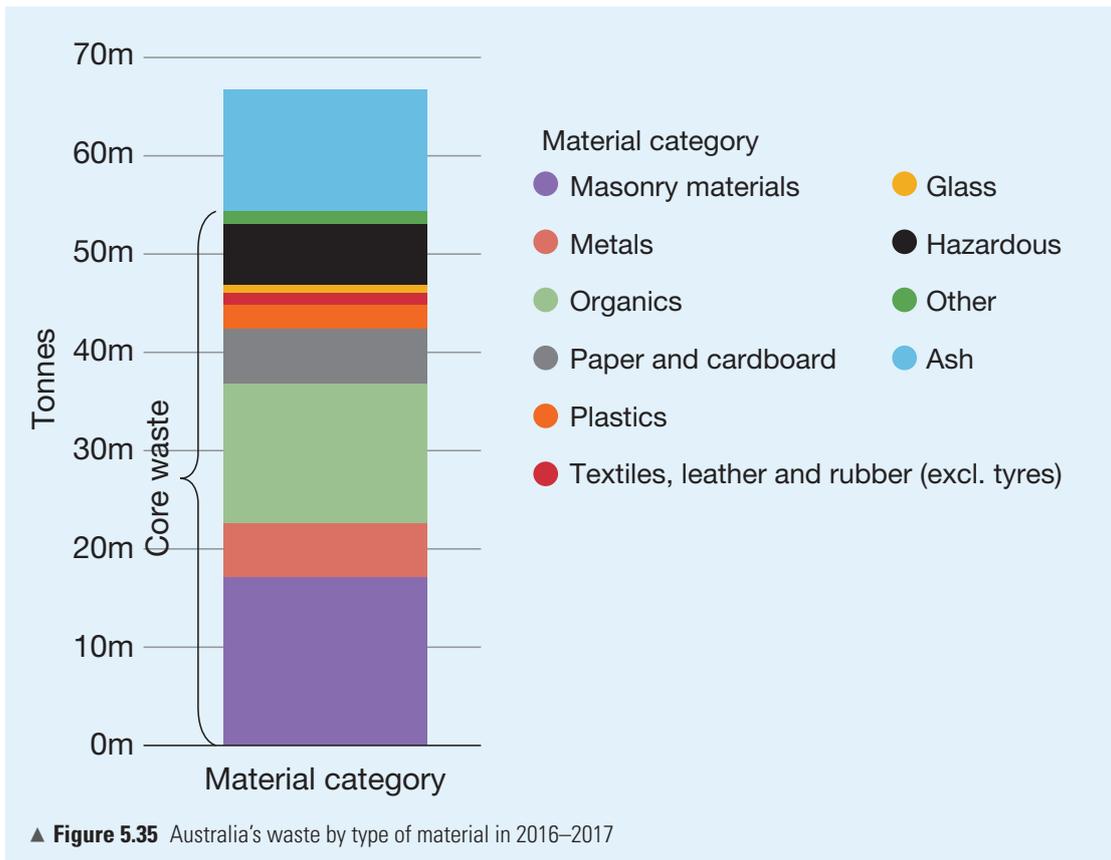
However, if the yearly wage of a Bangladeshi increased from A$0–$500 to A$500–$1000, child labour would reduce from 30–60 per cent to 10–30 per cent. Websites such as Fair Trade Certified list brands that pay their workers a fair price for their labour. Consumers like us can choose to purchase fair-trade goods. This not only supports companies that do the right thing but gives poor-performing companies an incentive to improve their practices.

For more on fair trade, please see more information in Chapter 6

Environmental impacts on places that receive waste

There has been a focus in recent years on the reduction of poverty around the world. However, as we continue to become more wealthy, our desire and expectation to own more goods increases. Ultimately, we want new things and can no longer store everything that we purchase. As a consequence, we throw many of our old goods away to make room for the new. The scale of this behaviour is shocking. Hazardous waste from products such as batteries, cosmetics and electronics is increasing. In fact, human-made chemical production has increased by 40 000 per cent in just 40 years. One million plastic bottles are bought every minute.

▲ **Figure 5.35** Australia's waste by type of material in 2016–2017

▲ **Figure 5.36** Countries that have received our plastic exports from January 2017 to July 2018 shown in an area chart. This shows the contribution each country has made to the total amount of plastics exports.

ACTIVITY 5.15

Interpretation activity

Study Figure 5.36. Rank the countries from most to least amount of waste accepted in January 2017 and in July 2018. **Describe** the changes that have occurred over this time.

MAKING THINKING VISIBLE 5.3

Think, pair, share

Should other countries accept our plastic waste? Discuss both positive and negative impacts in your answer. Share your thoughts with a partner and justify your opinion.

Until 2018, Australia was exporting half of its plastic waste, mostly to China. In 2018, China restricted the amount of waste it accepts from us. Since then, Australia has exported plastic waste to South-East Asian countries that have also since placed restrictions due to environmental and social issues associated with processing plastic.

What are the impacts of plastic pollution?

Most plastics are sold to villages, where people melt the plastics so they can be used to create other products. This process uses large amounts of water and energy. Much of the plastic is dumped and ends up in the ocean, while some plastic is burned, polluting the air and water with toxic chemicals.

Responses: waste to energy and repair cafes

Waste to energy

Sweden made headlines when it announced that it was running out of plastic. In fact, it now makes A$100 million a year from accepting plastic from other countries. Plastic is burned on an industrial scale to create heating and electricity for the country.

This is seen by many as being a better outcome than burying it in landfill. However, there are drawbacks. Because plastic is made from poor-grade oil, burning it emits carbon dioxide into the atmosphere. Moreover, when a similar plant was proposed in Sydney, many people were concerned about the toxic chemicals that could be released into the air. Sweden claims that its technology is advanced enough to sufficiently reduce this risk. There is also the risk that this practice encourages the making of plastic, as it becomes a source of income and energy.

Repair cafes

The first repair cafe started in Amsterdam, Netherlands, in 2009. Those who have goods that need repair can attend the cafe, where they are matched with people who have the skills to repair the goods. The idea is that those bringing in the goods will also gain skills and knowledge. The benefit of this is that it reduces the amount of goods being thrown into landfill, as well as stopping that individual from purchasing a replacement. It is also a cheaper alternative, being free. Social benefits include the sense of community and goodwill for those that attend the cafe, and free education. Drawbacks include the fact that for some, the repair cafe may not be as convenient as making a new purchase, and there is no guarantee that your goods will be fixed.

Interesting fact

For many years, Dromana College in Victoria had been working with new plastic to teach design principles to students. With the growing awareness of how destructive single-use plastic can be to our environment, it had become apparent that the school's use of plastics was outdated. In order to address this issue, the school procured some machines that allow it to recycle existing plastic instead of working with new plastic. The goal of Dromana College is to transform its waste into functional objects such as outdoor seating, signage and building materials. With involvement from students, the school has introduced a new waste management system that will allow it to collect single-use plastics to recycle. By working towards a closed-loop waste system, the school aims to provide students with the space and context to come up with ideas that will move the school towards more sustainable practices.

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 Provide three examples of raw materials.
2 **Define** the terms 'living wage', 'gendered division of labour' and 'automation'.
3 **Identify** which SHEEPT factor (see Chapter 4, Table 4.3 for an explanation of SHEEPT) is the main cause of child labour in Bangladesh.
4 **Identify** the year that Australia's most recent mining boom reached its peak.
5 **Predict** how automation will change the distribution of workers in the mining industry.
6 **Interpret** the data in Figure 5.31, and use this to explain whether unemployment in Australia would have been higher or lower without the mining boom.

Interpret

7 **Apply** your understanding of the working conditions at Foxconn to write a letter home from the perspective of a worker. Detail what everyday life for you is like.

Argue

8 Watch the video 'Child Labor: 11 year-old Halima sews clothing for Hanes' on YouTube. Write a letter from the perspective of Halima informing Australian children of her experience. **Structure** your letter in the following way:
   • Begin by introducing yourself as Halima and **describe** your living and working conditions.
   • **Explain** how poverty has influenced child labour in your country, Bangladesh.
   • Then, with help from this chapter and external research, **explain** to the Australian people what they can do to ensure that products are made fairly.
9 **Compare** the responses to plastic waste management outlined in this topic. Which response is most sustainable? **Justify** your choice by comparing the benefits and challenges of both.

Extension

1 **Describe** the scale of Foxconn City, Zhengzhou. This includes area size and the number of people. Use Google Earth Pro or ArcGIS to attach a satellite image of Foxconn City to your answer. Annotate the image to show where factories, residential and commercial shops are found.
2 **Construct** a flowchart to demonstrate the poverty cycle.
3 **Synthesise** the information from this topic by copying and completing the following table with examples from the textbook.

	Places that produce raw materials	Places that produce the goods	Places that receive waste
Impacts on these places (Include a mix of social, environmental, positive and negative impacts.)			

4 Look up 'How do you make a fairer phone?' on the Fairphone website. **Explain** the ways that the Fairphone is more sustainable and 'fair' than a typical smartphone.
5 **Create** a fair trade guidebook for teenagers. Create categories such as clothing, food, drinks, sports equipment and cosmetics. List as many fair trade products as you can find under the appropriate categories and make the guidebook appealing with pictures, illustrations and some additional fun facts about fair trade.
6 **Research** a raw material that is being recycled (as, for instance, one of the materials in Table 5.10). **Explain** how the raw material is recycled into a reusable form.
7 Choose one of the raw materials from Table 5.9 and **predict** what consequences may occur once we have used up this resource.

5.5   The effects of tourism

FOCUS QUESTIONS

- What are the impacts of tourism?
- How is technology changing the tourism industry?

The global growth of tourism and its likely effects on the future of places

Introduction

Prior to the disruption of the COVID-19 pandemic, tourism was one of the fastest-growing industries in the world. In 2018, there were 1.4 billion international tourist arrivals, according to the World Tourism Organization. This was an increase of 6 per cent since 2017.

Economic impacts of tourism

The jobs provided by tourism support local, regional and national economies. About 3 per cent of people worldwide work in the tourism industry directly. However, the industry has a much broader reach than this, as it supports the jobs of 10 per cent of people worldwide. Figure 5.37 demonstrates the direct, indirect and induced impacts of cruise ship tourism. It can provide much-needed income in places that otherwise have few resources to trade, such as Macau, where 44 per cent of its income comes from tourism, particularly people drawn to the region's casinos.

However, there are some negative impacts of tourism, including underemployment or unemployment for parts of the year in places where tourism is seasonal. Moreover, the cost of housing, goods and services can increase in order to make money from tourists, which also puts financial pressure on locals who cannot afford the price increase.

Environmental impacts of tourism

Tourism can impact environments in a positive way by providing financial investment in improved water quality, pollution reduction and infrastructure. It can also encourage governments to protect natural environments and heritage areas.
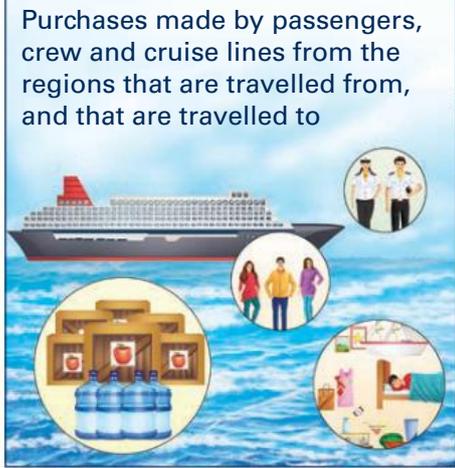
On the other hand, tourism can put a large amount of stress on places, particularly fragile environments such as coral reefs, deserts, mountains and coasts that are not able to cope with large numbers of people and their waste. The consequences of this can be degradation of habitats and loss of wildlife, pollution and soil erosion. If the environment becomes too damaged over time, the place may also lose its appeal to tourists, who may no longer wish to go there. Moreover, transport alone contributes to climate change by emitting enormous amounts of carbon dioxide into the atmosphere.

Social impacts of tourism

Travel can enrich people's lives. Tourists and locals both have an opportunity to learn about each other's culture and language, which can help people overcome prejudices and stereotypes that they may have held. It can also show travellers that there is no one way to live, and help people broaden their perspectives.

However, there are negative social risks, which include changing the cultural values and behaviour of locals, increased crime, changes in family structures and roles, and damage to the natural and human environments. Conflict can occur between tourists and locals over resources. Tourists can use up to 16 times as much water as locals in some places. Moreover, locals are sometimes forced to move when their homes are used to expand tourist developments.

Direct impact

Purchases made by passengers, crew and cruise lines from the regions that are travelled from, and that are travelled to

Indirect impact

Purchases made by restaurants, hotel and other services on the cruise ship
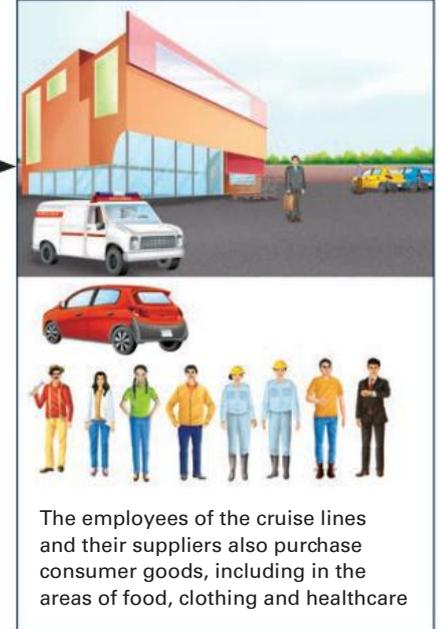
Payments made by merchants to their suppliers to provide services for passengers and crew on the cruise ship

Wages paid by hotels, restaurants and other service suppliers to staff and other related labourers

Induced impact

The employees of the cruise lines and their suppliers also purchase consumer goods, including in the areas of food, clothing and healthcare

▲ **Figure 5.37** Direct, indirect and induced impacts of cruise ship tourism

▲ **Figure 5.38** Travelling and learning about the world can open up amazing experiences for young and old

## How is technology changing the tourism industry?

Technology has changed the travel experience and will continue to change our experiences in the future. Some emerging technologies that have an impact on tourism are outlined in Table 5.12.

TABLE 5.12 Emerging technologies and how they impact tourism

Technology	Use in tourism
Recognition technology	Biometric identifiers such as facial and fingerprint recognition can be used to streamline checkouts. In the future, you may be able to pay for hotel accommodation by simply walking out the front entrance.
Virtual reality (VR)	Virtual reality can be used by businesses to attract customers by showing them the experience that they could have. It can also be used by hotels to show potential customers the facilities they offer.
Artificial intelligence (AI)	Robots and chatbots provide travel information to tourists. Artificial intelligence is also being used to create hands-free luggage that will use sensors to automatically follow you.
Data collection	Data about each traveller is collected on databases in order to understand the traveller's wants and needs. This helps market a more personalised travel experience.

▲ **Figure 5.39** Visitors use virtual reality (VR) headsets to watch Van Gogh works at an exhibition in Hangzhou, China, in May 2020
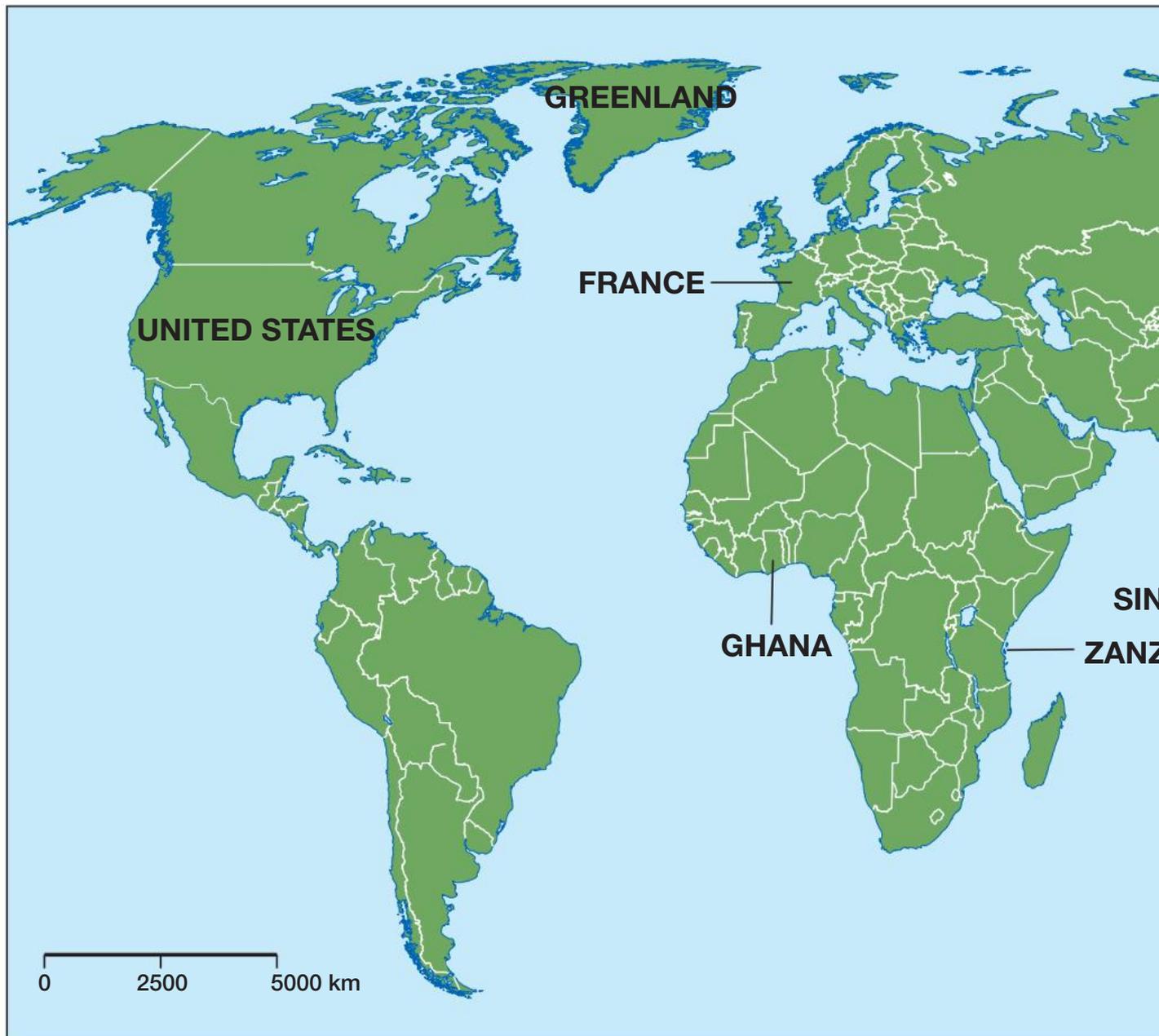
▲ **Figure 5.40** Impacts of tourism around the world

Cambodia

'Voluntourism' refers to people who perform volunteer work while being tourists outside of their home country. In Cambodia, tourists volunteer at orphanages as a way of doing good. However, 80 per cent of these children are not orphans. They have been recruited from their villages by people who tell their parents that this is a great opportunity for children to get an education and meet Westerners. These children grow up with a loss of their culture and identity. Their relationships with tourists only last a few weeks, which can result in a warped sense of connection to others that is not based on any substantial, ongoing love. Abuse and mistreatment are also reported. The outcome for these children is often grim, with many of them suffering mental health issues into adulthood.

Zanzibar

Hotels in Zanzibar hire security guards to protect the hotel's water pipes from locals who are experiencing extreme water shortages. Zanzibar was also affected by a cholera outbreak that killed three locals. This outbreak was connected to contaminated groundwater from hotel sewage.

Bali, Indonesia

Tourism makes up 80 per cent of Bali's income. The popularity of this island makes it far more wealthy than some other Indonesian islands where agriculture is the primary industry. Though pollution has been a problem, the group One Island One Voice holds an annual event called Bali's Biggest Clean up. This event is supported by tourists and businesses, including MNCs that have a vested interest in keeping the island clean.

1 At the time of writing, the global COVID-19 pandemic was unfolding, and having a major effect on the numbers of foreign travellers coming to and from Australia. This will likely cause dramatic changes in global tourism figures.

seeing cultural sights and enjoying the luxuries of high-end hotels. Bleisure travel is a quickly growing industry and has the benefit of attracting people to places that they may not have otherwise visited.

France

Paris is the most popular tourist destination in the world. The 50 million tourists each year impact local residents, who feel overwhelmed by the crowds. Tourism also affects the affordability of accommodation for locals, as residents are put out of their rental apartments by landlords who can make more money from renting the apartments using apps such as Airbnb. Some locals argue that the scale of tourism makes the city feel more like a theme park than an urban living environment.

Australia

People around the world are becoming more wealthy. The increased affluence in China has had a strong impact on international travel, including in Australia. Chinese tourists make up the most international travellers to Australia, yet only 1.8 per cent of Chinese people travel to Australia. Australia is expected to benefit from increasing numbers of Chinese tourists as more Chinese begin to afford travel.

United States

National parks such as Yosemite and Yellowstone have helped protect the natural environment and native animals, as well as allowing tourists to enjoy nature-based tourism activities. However, the natural beauty of the United States also suffers from the impact of social media. For example, Horseshoe Bend near the Grand Canyon National Park (see Figure 5.41) became Instagram-famous and now attracts crowds of up to two million people annually, well beyond what the fragile desert environment can handle. The sudden popularity of the area also means that infrastructure is not in place to deal with the increase in visitors. As one local said, 'It was just a local place for family outings … But with the invention of the cellphone, things changed overnight' (Bill Diak, local, quoted in Charlotte Simmonds et al., *Crisis in Our National Parks: How Tourists are Loving Nature to Death*, 2018).

Greenland

Greenland is the world's largest island after Australia, and is largely covered by the only permanent ice sheet outside of Antarctica. Greenland's ice is melting due to climate change, which has increased the average winter temperature by almost 6°C. Tourism to Greenland has doubled in six years. Climate change tourism is attracting people who say that they want to visit Greenland before the landscape changes and polar bears become extinct. Travelling by ship or plane to Greenland emits carbon emissions, so some people argue that it is exacerbating climate change, while others see it as an opportunity for the tourism industry to grow.

New Zealand

Wilderness refers to land that has not been developed, and has a very small, if any, amount of human impact. People attracted to wilderness tourism are often seeking the comfort of nature and hoping to escape the busyness of everyday life. However, there can be safety risks associated with this type of tourism. In 2019, tourists visiting White Island volcano lost their lives when the volcano erupted. Although the volcanic activity was being monitored, geographers are still developing their ability to accurately predict the timing of natural disasters such as this.

Ghana

Ghana is experiencing strong growth in tourism. Ghana has a tragic history, as many people who were taken as slaves to the United States came from Ghana. The Year of Return is a marketing strategy designed to attract African Americans to visit Ghana as tourists. While tourist growth is positive, the risk is that multinational businesses will invest in Ghana's tourism industry and overrun the locally-run businesses.

Singapore

'Bleisure travel' refers to combining travel for business with leisure activities. Singapore attracts international business people from the manufacturing, finance and real estate industries. For leisure, these people can also enjoy shopping, sampling a variety of cuisines,

► **Figure 5.41** Arizona Horseshoe Bend

The Gold Coast: a changing city

The Gold Coast is located approximately 78 km south of Brisbane CBD and directly north of the New South Wales border. With a population of approximately 620 000, the Gold Coast is the sixth-largest city in Australia, and Australia's largest non-capital city.

It has a long history as a tourist destination and is an example of how a place can change in order to increase its popularity over decades. The changing nature of tourism on the Gold Coast can be categorised into five phases:

- Pre-tourism development – 1842–89
- Regional tourism – 1889–1957
- National tourism – 1957–79
- International tourism – 1979–95
- Transforming from a resort into a city – 1995 to today.

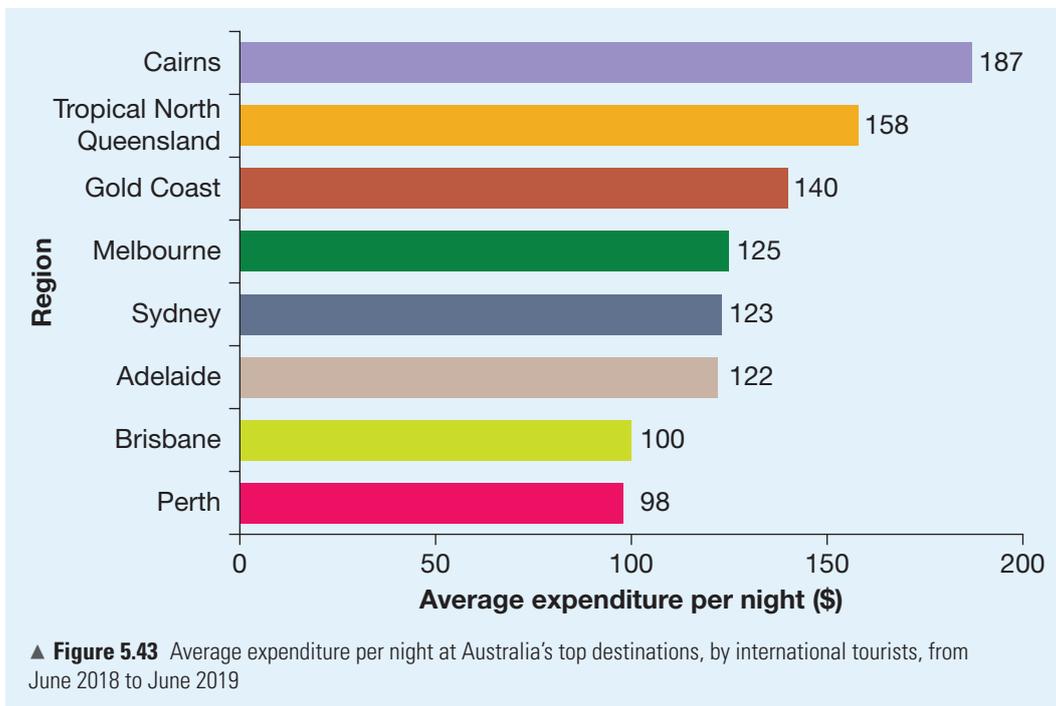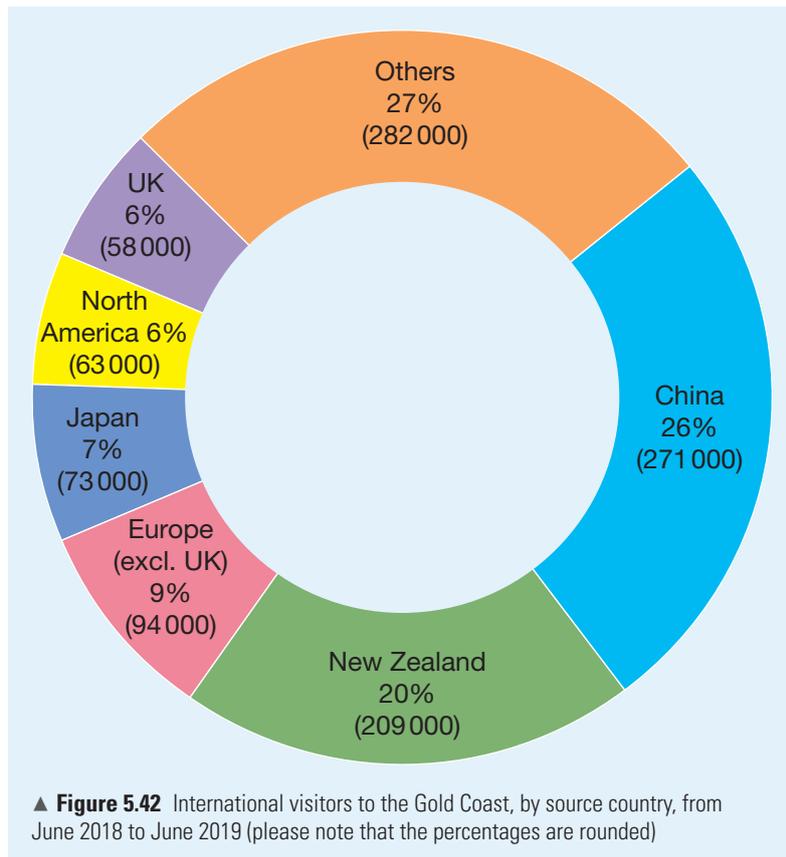## How do tourists interconnect with the Gold Coast?

Tourists are attracted to the physical characteristics of the Gold Coast, such as its subtropical climate, its world-class surfing beaches across 70 km of coastline, and its rainforest hinterland. Human characteristics that attract tourists to the region include theme parks, nightlife and high-rise beachfront apartments, including the Q1 building, which has the second-highest public vantage point in the Southern Hemisphere and attracts both local and international tourists. Moreover, the city makes a significant contribution to Australia's entertainment industry, hosting television and major film productions. It also hosts international events such as the World Surf League Championship Tour and the 2018 Commonwealth Games.

Tourists across Australia and internationally can fly directly to Gold Coast Airport, and trains from Brisbane Airport connect directly. The most popular style of accommodation is three- and four-star self-contained apartments.

TABLE 5.13 Average number of nights spent at Australia's top destinations, by international tourists, from June 2018 to June 2019

Destination	Average nights
Canberra	22
Melbourne	22
Sydney	20
Perth	20
Brisbane	19
Adelaide	18
North Coast NSW	11
Gold Coast	9
Tropical North Queensland	8

▲ **Figure 5.42** International visitors to the Gold Coast, by source country, from June 2018 to June 2019 (please note that the percentages are rounded)

▲ **Figure 5.43** Average expenditure per night at Australia's top destinations, by international tourists, from June 2018 to June 2019

ACTIVITY 5.16

Interpretation activity

Use the data in Table 5.13 and Figures 5.42 and 5.43 to write a paragraph **summarising** the characteristics of Gold Coast tourists in 2019 compared to other Australian cities.

Recent change

On 31 December 2019, the World Health Organization was alerted to what was then considered to be a viral pneumonia cluster in Wuhan, China. By Saturday 9 January 2020 this was known to be a novel coronavirus. The highly contagious nature of the virus subsequently led many governments across the world to place restrictions on out-of-home activities, large gatherings and the movement of people between and within countries. This process has significantly changed the interconnections between people and places on a local to global scale and highlighted how vulnerable the tourism industry is to global crises.

Planning for the future

There is much discussion about where the Gold Coast will go from here. At the time of writing, the ultimate impact of COVID-19 was still unknown. While there is trust that the Gold Coast region will recover, there is debate around what this recovery will and should look like. Some have been dismayed at what they believe to be the haphazard nature of development in the region and see this as an opportunity to reflect, consult with the community and rebuild the city with purpose. Others believe that reducing building restrictions is key. Meanwhile, the city has spent the last 10 years developing its cultural infrastructure, including the Home of the Arts Centre in Southport and the Jellurgal Aboriginal Cultural Centre. These cultural tourism sites are important for the future of Gold Coast tourism in order to attract domestic visitors, retain local creative talent, diversify job opportunities and broaden the appeal of the Gold Coast to a wider range of tourists from a local to international scale.

John Hicks, President of Community Alliance Association, believes that in the council's City Plan, height and density limits have been relaxed too much, resulting in buildings that are too big and create poor liveability for neighbouring residents. In an ABC article, he says:

> *We think it's business that's leading us down to city development more akin to Gotham City by the sea than a world-class sub-tropical leafy city.*

▲ **Figure 5.44** Dominic Cansdale, 'Coronavirus put the brakes on the Gold Coast's super-fast growth, so what's next?' *ABC Gold Coast*, 17 May 2020

Developer Greg Rix believes that more development and less restrictions are key:

> *You've got to then embrace projects, good projects, and get them going as quick as possible so that means less red tape, less controversy.*

▲ **Figure 5.45** Dominic Cansdale, 'Coronavirus put the brakes on the Gold Coast's super-fast growth, so what's next?' *ABC Gold Coast*, 17 May 2020

In the City of Gold Coast Culture Strategy 2023, one of the biggest challenges identified is to:

> *shift our reputation as a place with little to offer culturally aside from 'sun, surf and sand' (with a dose of glitz and glamour).*

▲ **Figure 5.46** Culture Strategy 2023 report, City of Gold Coast, February 2014

▲ **Figure 5.47** The Opening Ceremony of the 2018 Commonwealth Games at Carrara Stadium on the Gold Coast. The games were estimated to add $1.8 billion to the Gold Coast's economy.

Gold Coast inquiry and fieldwork activity

Unit 2 Interconnections is based upon three key inquiry questions.

- What are the causes and consequences of changing interconnections between places and how can this change be managed?
- What are the future implications of changing interconnections between places?
- Why are interconnections and interdependencies important for the future of places?

Your geographic inquiry task or fieldwork task is to identify and investigate a change that is currently occurring in the Gold Coast region and propose ways that this change and its impacts can be managed into the future. Ensure that you refer to the concepts of place, interconnection, scale, change and sustainability in your study. The following is a list of steps that can guide you through your inquiry. If you cannot attend the Gold Coast for fieldwork, you can skip step 4 or apply the example in Fieldwork 5.4 to another tourist region, such as Cairns.

KEY CONCEPT

Secondary data is collected by someone other than the researcher, usually for a different purpose and it is always collected before the project. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

FIELDWORK 5.4

Step 1 Construct an inquiry question

Construct an inquiry question that relates to one of the key inquiry questions for this topic. Ensure that you feel able to answer the question using secondary data collection and, if relevant, fieldwork techniques. Example questions include:

a How is the Gold Coast developing its cultural tourism profile and how is this important for the region's future? (Alternatively, you could refer to sporting precincts or ecotourism.)
b How is the Gold Coast elevating its First Nations heritage and culture, and how is this important for tourism in the region?
c What are the causes and impacts of changing interconnections between the Gold Coast and international tourists, and how can this be managed?
d What are the current economic impacts of the COVID-19 pandemic on Gold Coast tourism and how can the city manage these impacts?

Step 2 Construct a hypothesis

Construct a possible answer to your research question. You may have one overarching hypothesis, followed by further, more specific hypotheses.

Step 3 Collect secondary data

Secondary data refers to sources of information that have been collected and processed by other people for a purpose other than your inquiry. Sources include internet sites, journals, reports, satellite images and GIS maps. During this step, you will develop a deeper understanding of the region's characteristics and how the place is changing. Thorough research during this step will also enable you to be well informed and better able to gather important primary data if you are able to visit the site. Some secondary data ideas are given in Table 5.14.

TABLE 5.14 Research ideas for secondary sources

Secondary data	Example source
GIS map	Visit the 'atlas.id' website and search the Gold Coast to see various characteristics of the region presented in map layers.
Statistics	The Australian Bureau of Statistics' '2016 QuickStats Gold Coast' provides an overview of the demographics of the region, such as employment rates and occupations.
COVID-19 economic outlook tool	The Gold Coast economic profile on the website '.id' documents the economic changes that have occurred from September 2019 to September 2020 as a result of the COVID-19 pandemic.
Tourism sector analysis data	The Gold Coast economic profile on the website '.id' also provides an overview of the social and economic impact of tourism on the region.

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TABLE 5.14 *Continued*

Secondary data	Example source
Tourism calendar	Websites such as 'We Are Gold Coast' provide a list of tourism events that are held in the region.
Real estate websites	These sites can provide details about the sale prices for shops and houses currently and historically, showing change over time.
Strategy and development reports	Reports such as the 'City of Gold Coast Culture Strategy 2023' outline the challenges and strategies that are in place to improve the cultural profile of the Gold Coast over time.

Step 4 Collect primary data in the field

Primary data refers to information that you have collected yourself using fieldwork techniques, for the purpose of answering your fieldwork question.

Fieldwork needs to be conducted in an ethical manner. This involves being respectful and honest towards people when approaching them to collect data. Consent is paramount, so respect people's wishes if they choose not to participate and understand that some people may find it difficult to discuss the chosen topic with a stranger. Fieldwork also needs to be well-prepared. This involves planning your fieldwork tasks, ensuring that you have collected all the equipment you need to use in the field, and have your survey or interview questions written beforehand.

Some primary data ideas are given in Table 5.15.

KEY CONCEPT

Primary data is data that is collected firsthand through fieldwork. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

TABLE 5.15 Example of primary data ideas

Global Positioning Systems (GPS)	The easiest way to collect location data in the field is by taking photos of each fieldwork site you visit. If you conduct a fieldwork activity on your smartphone, the camera application has the ability to add GPS coordinates to the image file, which you can use to locate features on a map when back in class. However, you may need to change the settings on your phone to ensure that it records this information.
Interviews	This may involve speaking to shop owners and workers, tourists and locals to get a range of perspectives on your fieldwork topic
Pedestrian counts	This technique can help you gauge the popularity of places at a particular time. For example, you may count the number of pedestrians over the course of 10 minutes at each cultural tourism site you visit. When in class, you can compare the popularity of each. Make note of the time of day and week as these can influence your results.
Land use survey	Mapping the distribution of different land uses in a defined area can help you understand the characteristics of the place. For example, does the cultural tourism site have additional facilities or tourist attractions nearby that may further entice more people to the area? A popular way of categorising land use is through the RICEPOTS system, as seen in Table 5.16.
Photos	Photos of tourist locations and the characteristics of each place can help to visually represent the locations that you are discussing in your field report

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The RICEPOTS system helps geographers categorise land use.

TABLE 5.16 The RICEPOTS system

Code	Type of land use	Further information – extra letters (further letters can be added as required, or add o = others)
R	Residential	f = flat, t = terraced house, s = semi-detached house, b = bungalow, d = detached house
I	Industrial	l = light manufacturing, h = heavy industry, c = chemical, e = extraction/mining
C	Commercial	f = food, t = take-away, p = personal services, d = department stores, h = homeware & furniture, g = garage, m = market, s = specialist shop, o = office, v = vacant
E	Entertainment	h = hotel, s = sports centre, g = gym, t = theatre or cinema, b = bar, r = restaurant or café
P	Public building	e = education, l = library, h = hospital, c = place of worship, p = police station, a = ambulance station, f = fire station, w = welfare
O	Open space	f = farmland, p = park, c = cemetery, u = unused land, d = derelict building, s = sports field
T	Transport	b = bus station, t = taxi rank, c = car park, r = railway station
S	Services	f = financial, b = business, m = medical, e = estate agents, d = dental

Step 5 Present your data

Back in class, organise your primary and secondary data to make it visually easy to communicate to others. Graphs, maps, tables, annotated diagrams and figures all need to be neatly presented and numbered. Some data presentation ideas are given in Table 5.17.

TABLE 5.17 Data presentation ideas

GIS map	GIS software such as ArcGIS provides a quick way to draw a range of maps from your data. You can choose the most appropriate type of map for your inquiry question and for the data type and location.
Map	Raw data can be presented on a paper or online map using the GPS coordinates linked to your smartphone photos.
Desire and flow line maps	Movement is represented by lines. These are appropriate for showing movement from one place to another: • Flow lines show the exact path of movement • Desire lines show a general direction of movement • Thick lines show large amounts of movement • Thin lines show small amounts of movement.
Pie graph	Pie graphs are an appropriate way to present percentages, such as what percentage of tourists surveyed were local, in comparison to what percentage were from interstate or overseas.
Scatter graph	As discussed in Chapter 4 on biomes, scatter graphs show relationships between two sets of data. For example, you may record the distance tourists have travelled to visit the Gold Coast, and how many times they have been to the Gold Coast, in order to see any potential relationships between frequency and distance travelled.
Bar graph	Bar graphs are an appropriate way to present responses to quantitative survey questions.

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TABLE 5.17 *Continued*

Histograms	Histograms are similar to bar graphs, but they show frequencies rather than groups of data. A histogram could be used to show how many times each of the tourists you survey has visited a particular tourist venue.
Pictograms	Pictograms are like bar charts, but they use small pictures or icons to show data instead of bars
Timeline	Timelines can help to show change over time as well as highlight patterns. For example, you may construct a timeline of cultural events, or how many employees have worked at a particular local business over a defined time period.

Also, in this section of your report, construct a table that lists all the secondary data and fieldwork techniques you used in the left-hand column. In the next two columns, justify how each of these has helped you to address the research question and set out the limitations of this fieldwork technique or source. You can copy and complete the example below.

Primary data technique or secondary data source used	How did the technique or source help you answer the fieldwork question?	What were the limitations of this fieldwork technique or source? How reliable is this information?

▲ **Figure 5.48** An example of a traffic tally (primary data) being presented on a GIS map

Step 6 Analyse and apply

Once your data has been neatly and clearly presented, it is time to look at your primary and secondary evidence together, and interpret this information. Describe any patterns, trends or relationships that you can see. Suggest reasons for these patterns and trends. Furthermore, identify and suggest reasons for any exceptions in your results that do not fit the general patterns and trends that you see. Then, using geographic concepts and referring to the results of your data, make general statements about the characteristics of the Gold Coast, the nature of change that is occurring on the Gold Coast and the impacts of this change.

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Step 7 Synthesising: conclusion and proposed action

Identify the extent to which your analysis answered the research question. Did your research support or refute your hypothesis? Reflect on your findings and use this to propose a course of action in response to the geographical change that you studied. Ensure that you use relevant and convincing evidence from the analysis to justify your proposal and that you explain the predicted outcomes of your proposal.

After completing your field report, as a class, reflect on the following key questions for the unit as they relate to your fieldwork topic:

a What are the causes and consequences of changing interconnections between places and how can this change be managed?

b What are the future implications of changing interconnections between places?

c Why are interconnections and interdependencies important for the future of places?

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 How many international tourists were there in 2018?

2 Before the COVID-19 crisis, was tourism a growing industry? **Select** one statistic from the text to support your answer.

3 **Identify** one direct and one indirect impact of tourism.

4 **Define** the terms 'voluntourism', 'bleisure tourism', 'climate change tourism' and 'wilderness tourism'.

5 **Explain** what 'The Year of Return' refers to.

6 **Identify** at least three natural and three human characteristics of the Gold Coast.

Interpret

7 Rank the emerging technologies from those that will have the most impact on tourism in the future to those that will have the least impact. **Justify** your ranking order.

8 **Synthesise** the information that you have read in Section 5.5 by copying and completing this table (or by completing the answer in the Interactive Textbook).

	Positive impacts	Negative impacts	Example from 'Impact of tourism around the world' map
Economic impacts			
Social impacts			
Environmental impacts			

9 Construct a scaled timeline titled 'The Changing Nature of Tourism in the Gold Coast 1842–2021' and annotate the timeline with photographic data from each era.

Use the information you have gathered to write a short paragraph answering the following question: how has tourism in the Gold Coast changed from 1842 to 2021?

Argue

10 Provide your opinions on the following two questions. For each, **justify** your opinions using information from the textbook and further research. Hold a class debate on one of these topics (in addition, you can hold a class debate on one of these topics).

a Do you think that voluntary tourism should be banned?

b Do you think that tourists should have a limit to how much water they can use in places that are experiencing water scarcity?

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Extension

1 Choose one tourism event that takes place on the Gold Coast to research. In your research include an outline of the event and its history; the demographics of the people attracted to the event; where tourists that go to this event come from; and how this event positively and negatively impacts the region.

2 **Construct** a travel tour across the African continent. You must stop at a minimum of one country from northern, southern, eastern and western Africa (a minimum of four countries in total).

    a **Describe** the geographic characteristics (human and physical) of each place. Include characteristics such as the location, major landforms and biomes, places of interest, currency and exchange rate for Australian travellers, and the culture/religions/daily life of the people.

    b For each country, include three activities that tourists can enjoy.

▲ **Figure 5.49** Where will travellers stop on your hypothetical tour of Africa?

End-of-chapter assessment 5

1   Making thinking visible

In this chapter, we have read many case studies on the impacts of trade on the environment and society. Take on one of the following roles: a multinational corporation, a child labourer or other worker, the environment, a government, or a consumer. **Consider** the phenomenon of global trade from your chosen perspective by answering the following prompts:

1   I am thinking of global trade from the point of view of a …

2   I think … (describe global trade from your viewpoint). Be an actor – take on the character of your viewpoint.

3   A question I have from this viewpoint is … (Ask a question from this viewpoint.)

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?

2   Research tasks

1   Choose a multinational corporation to investigate. Suggestions include McDonald's, Rip Curl, Rebel, Amazon, Nestlé, Coca-Cola, Boeing, L'Oréal or BP. Address the following:

   a   Where is its headquarters?

   b   How much is the company worth?

   c   How much revenue (income) did it earn in the last financial year?

   d   How much does the average employer earn?

   e   Where does the company manufacture its goods? (Include places that supply the parts and assemble the products. You may wish to annotate a map to show this.)

   f   In which countries does it sell its goods?

   g   What are the environmental and social impacts associated with this company's operations?

2   Research your own connection to places around the world. **Create** a list of your possessions. For each item, write down where it comes from. **Discuss** your results in a paragraph.

3   Extended-response question

'The biggest problems facing the world today are not at all beyond our control, rather they are all of our own making, and entirely in our power to deal with' – geographer and author Jared Diamond (quoted in Darek Gondor, *Why Do We Over-consume?*, 2009). To what extent do you agree with this statement? **Use** examples from this chapter to help answer this question.

▲ **Figure 5.50** Thirteen-year-old Md Shaheen works at an aluminium cooking pot manufacturing factory in Dhaka, Bangladesh, August 2020

4   Problem-solving task

Consider one of the challenges discussed in this chapter. Examples include child labour, lack of transport networks in Papua New Guinea, plastic pollution, and reduction in raw material availability. **Create** a strategy that can overcome or reduce the negative impacts of this challenge. What are the main causes of this challenge? How does your strategy address the causes of the challenge? How could your strategy be implemented and what resources do you need? What difficulties might you face in trying to implement your strategy? How can you overcome these difficulties?

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.

Part 3

Economics and Business

What is Economics and Business?

Have you ever wondered where all the goods you buy come from? Do you purchase more goods from overseas manufacturers or from Australian manufacturers? How does buying goods satisfy your wants and needs? How does it improve your living standard and general wellbeing? Is having more always better? Do you use a credit card or cash to make your purchases? Do you think about the consequences of your purchases on the community, the environment and the economy?

Economics and Business looks at the way individuals and other groups in the community, such as government and businesses, make decisions about how limited resources will be used to satisfy our needs and wants. What will we buy? What will businesses make or produce? What goods will the government provide? These questions about what we want and need are limitless, but the resources used to make these products are limited. The decisions made by individuals, government and businesses are all interrelated; a decision made by any one of these sources can impact on the others.

Unit 1

Resource allocation and making choices

Overview

In this unit, you will focus on economic decision-making at individual, business and national levels, and you will look at the various forces shaping these decisions. These decisions will impact on the health of our economy as well as the health of our environment today and into the future. Your decisions will also impact on our material and non-material living standards.

You will learn about how you can manage your finances, including through saving and investing, and the risks and rewards associated with how you use your money. This should mean you will have a better understanding of your role in the economy and how current decisions and actions can impact on your future.

You will become a well-informed and critical decision-maker, which means that you will be able to contribute to a prosperous but sustainable future, both nationally and globally.

Learning goals

After completing this unit, you should be able to answer these questions:

- How does Australia trade with the rest of the world?
- What measures are used to determine the health of our economy?
- What is the link between the economy and our living standards?
- Does a strong economy mean a happy population?
- Why do we save and invest?
- What is the difference between risk and reward?

Please note at the time of writing in early 2021, the global COVID-19 pandemic was still unfolding, and having a major effect on the world. The long-term consequences were still largely unknown at the time of publication.

▲ **Video**
Unit overview

Going global

Setting the scene: the story of trade

Trade is the activity of buying and selling, or exchanging, goods and/or services between people or countries. Throughout human history, forms of trade have evolved over thousands of years. Though today we trade using currencies, in the past precious **commodities** such as gold, salt, frankincense and myrrh were used as forms of currency to enable trading across countries and continents.

trade the activity of buying and selling, or exchanging, goods and/or services between people or countries

commodity a substance or product that can be traded, bought or sold

Did you know that salt was once a precious commodity because it could be used to flavour and preserve food and could be used as an antiseptic? Salt was so precious that it made up a portion of a Roman soldier's pay. It is from this that we get the word *salary* (from the Latin for salt, *sal*) and the phrase 'Not worth their salt' (meaning that if a soldier did not work hard enough, his salt pay would be docked).

◀ **Figure 6.1** In ancient times, Roman soldiers were paid for their service in salt

You may have also heard the well-known Christian story of wise men bringing the precious gifts of frankincense and myrrh for the baby Jesus. But do you know what these substances actually are?

Frankincense and myrrh both come from tree sap that is dried in the sun. This dried sap could be burned as incense or used as perfume and was popular in burial rituals to aid embalming. The domestication of the camel allowed Arabians to transport their valuable incense from the southern Arabian Peninsula to the Mediterranean, which was an important trade hub. Frankincense and myrrh became significant commodities for the Romans, Greeks and Egyptians. It is even said that the Roman emperor Nero had a whole year's harvest of frankincense burned at the funeral of his beloved mistress.

Frankincense and myrrh are still commodities today. They are used as essential oils and have become popular for use in aromatherapy treatments. At the start of 2021, 10 millilitres of frankincense essential oil or myrrh essential oil cost between A$15 and A$30 (while 1 gram of gold was priced at about A$79). These two commodities might not be quite as rare and precious as they have been throughout history but they are still highly sought-after.

▲ **Figure 6.2** From top to bottom are myrrh, gold and frankincense, all of which are commodities that have been traded in the past

MAKING THINKING VISIBLE 6.1

Think, puzzle, explore

In groups of three to four students, share ideas and questions in response to the following prompts.

1. What do you know about this topic?
   - Write a list of things you know about trade in the past and today between Australia and the rest of the world.
2. What questions do you have?
   - **Create** a list of questions you have about trade and how it happens between Australia and the rest of the world.
3. What does this topic make you want to **explore**?
   - **Create** a list of topics about trade that you would like to explore further after reading this story.

Chapter overview

Introduction

Going global looks at how Australia engages with the rest of the world. We will look at the nature and importance of trade to both the individual and to the economy. We will also look at the composition and direction of Australia's trade.

In this chapter, we will focus on economic decision-making on a national level and the various forces shaping these decisions, taking into account the global economy and the Asia–Pacific region, as well as domestic issues. We will examine the different ways we measure the health of an economy and how Australian businesses and consumers operate in this environment. By looking at Australia's geographical position and wealth within the broader global community, we get a better understanding of how Australians are globally connected.

Learning goals

After completing this chapter, you should be able to answer these questions:

- How does Australia trade with other nations and what is its place within Asia and the global economy?
- What are the indicators of economic performance and how does Australia's economy perform?
- What are the links between economic performance and living standards, including the variations that exist within and between economies?
- What are some reasons for the variations between economic performance and living standards that exist within and between economies?

▲ **Video**
Five interesting facts about Australia's economy

6.1 Australia as a trading nation and its place within Asia and the global economy

FOCUS QUESTION

Why do countries trade?

Countries have traded for centuries, and **trade routes** have developed since ancient times to move goods from places of production (such as workshops and factories) to places of commerce (such as markets). Commodities that were only available in limited locations were so desired that fortunes were made or lost on the delivery of these traded goods. Modern economists describe these limitations in commodities and resources as the **international economic problem**. Trade routes developed and became vital, not only for the movement of goods and services, but also for the spread of technology, religion, wealth and knowledge.

Today, trade continues to be equally important, with many countries relying on trade as a major factor in raising living standards, providing employment and higher incomes, and enabling **consumers** to enjoy a greater variety of goods and services.

International trade is the buying and selling of goods and services across international borders. Countries sell goods and services produced domestically to buyers overseas. These goods and services are called exports. Countries also buy goods and services from other countries to use domestically. These goods and services are called imports.

Interesting fact

Australia is the world's largest exporter of iron ore.

International trade has created a shopping paradise because **free trade** and **globalisation** have opened up markets for goods and services that were not available twenty or thirty years ago.

Consumers and households now have a much greater variety of offerings from overseas, such as cars, clothes, cosmetics, phones and food. The range of goods and services is so wide that no one country could manufacture and provide all these products. Therefore, the importance of trade cannot be underestimated.

Consumers want greater choice of goods and services at lower costs. Businesses want to **import** raw materials at a cheaper price to reduce their costs of production to be more competitive in markets. Governments place importance on trade because it can improve the profits of Australian industries and provide jobs and income for all Australians. This, in turn, can assist in improving living standards.

Some countries are rich in natural resources such as iron ore. Australia **exports** iron ore to many places overseas where the ore is used to make steel. Countries also tend to trade mainly in the types of goods that they are particularly proficient at making. When a country does this, it is called specialisation in production.

Some examples of countries and regions that have specialised exports include:

- New Zealand – dairy, eggs, honey and meat
- Canada – mineral fuels, oil, vehicles and machinery
- the European Union – machinery, vehicles, pharmaceuticals
- Indonesia – coal briquettes and palm oil
- Japan – vehicles, machinery, electrical goods.

Without trade, these countries would have less benefit from their specialisation inside their own country, so they export these goods to earn more income. Countries that cannot produce these goods import them because they do not have these natural resources, or are not able to produce the goods as cheaply or as well.

trade route a route, often covering a long distance, that people buying and selling goods often used in the past

international economic problem when a country or region experiences a shortage or limitation in a good or service. Examples include limited natural resources, limited capital and technology and limitations of human skill development through education

consumer a person who buys goods or services for their own use

free trade international buying and selling of goods, with limited government interference on the amount of goods that one country can sell to another and without special taxes on the goods bought from a foreign country; competition between countries determines trade patterns

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

import to buy or bring in products from another country

export to send goods to another country for sale

▲ **Figure 6.3** The availability of goods, products and services can be overwhelming

Countries that have these areas of specialisation benefit from this trade because other countries are not as capable of producing these goods. This is described in economics as **comparative advantage**. This means, compared to other countries, they have an advantage to be able to produce goods more efficiently and therefore at a lower cost. This lower cost enables them to compete more aggressively and cheaply in the world market, thus earning more money from their specialised products or services.

As an example, India has very low labour costs compared to other countries, such as Australia, which gives India an advantage in **labour-intensive production** (e.g. call centres, clothing manufacture). For this reason, it is usually more efficient and beneficial for India to export these services to other countries.

MAKING THINKING VISIBLE 6.2

See, think, wonder

Observe the image in Figure 6.3 and **consider** the following prompts.

1   What do you see in the picture?
2   How do you think what you see might be related to international trade?
3   What does the picture make you wonder about international trade?

In groups of four to five, share your thinking on this routine.

▲ **Figure 6.4** The three top car manufacturers in Japan are Toyota, Honda and Nissan. While they have a global supply chain and a global market, they keep their headquarters and many research facilities in Japan.

Sometimes countries make goods and services that involve the use of resources from multiple countries. This is referred to as a global **supply chain**. A supply chain is when a collection of suppliers (sometimes from different countries) is required to create one specific product for a company. Large **multinational corporations (MNCs)** make use of global supply chains. These are supply chains that span across national borders. They have offices and factories in different countries around the world to facilitate the purchase, production and distribution of goods and services which those MNCs then sell on the international market.

comparative advantage an advantage a country has over another country because it can produce a particular type of product more efficiently

labour-intensive production industries and methods that are labour-intensive need a lot of workers

supply chain the system of people and things that are involved in getting a product from the place where it is made to the person who buys it

multinational corporations (MNCs) businesses which produce and sell goods in several different countries and often have a head office in their home country.

Interesting fact

Australian agriculture feeds 60 million people around the world each year.

MAKING THINKING VISIBLE 6.3

Connect, extend, challenge

1 How are the ideas and information presented so far connected to what you already knew about international trade?

2 What new ideas have you had on the topic of international trade?

3 What questions or puzzles do you now have?

Find a partner in the class and share your thinking on these topics.

▲ **Figure 6.5** From production in factories, to transportation and to orders from retailers and to purchases in goods being sold in shops, trade occurs all over the world

MAKING THINKING VISIBLE 6.4

Think, pair, share

Think about each stage represented in this supply chain diagram. Take a few minutes to **identify** and think about what happens at each stage and find a partner to talk about each stage. Have you **identified** similar stages?

Trade ultimately can allow for greater choice for consumers because trade increases the variety and availability of goods and services that can be imported. These are the products and services that cannot be produced as cheaply and/or efficiently by the domestic market. It is important to remember that some goods and services are imported not necessarily because they are cheaper, but because they are unique and have **brand value**.

Brand value means that consumers are willing to pay more for a certain brand because of the reputation of the manufacturer and the perceived prestige of ownership. For example, we import Maserati from Italy, Chanel from France, Adidas and Nike from the United States (via their overseas factories in places like China and Vietnam).

brand value the financial value of having customers who will pay more for a particular brand

Fair trade and free trade

Fair trade

Fair trade is about helping consumers make informed choices about where their purchases come from and who made them. In very complex global supply chains and with increasingly cheap prices, fair trade is about ensuring the products we buy are made by people who receive a fair wage and who work in safe conditions where child labour is forbidden.

Fairtrade Australia and New Zealand is an organisation that advocates for reasonable wages, safe working conditions and good environmental standards. Fairtrade Australia certifies certain products, including coffee, chocolate, tea and cotton. Fairtrade certification informs the consumer who ultimately purchases the goods that not only are they enjoying a product from overseas, but they are also supporting gender equality, eradication of child labour, strong environmental standards and safe conditions.

fair trade a system of trading with a developing country in which a good price is paid for their exports, and the people who produce the goods have good working conditions and are paid a fair wage

liberalising measures removing or softening barriers between trading nations

▲ **Figure 6.6** Fair trade products include coffee and chocolate

Interesting fact

Free trade brings prices down. Trade **liberalising measures** increased more than 60 per cent in recent years, which has helped to bring down the prices of imports. This translates into spending less on our purchases.

Free trade

Free trade occurs when there are limited restrictions on trade. Many countries impose trade restrictions such as **tariffs** or **quotas** on certain imports to protect their own industries. This is because by the government imposing a tariff (or a **tax**) on an imported good, it will make it more expensive and less desirable compared with the cheaper domestic version. Imposing a quota means only a limited number of these goods can be imported, which also makes the imported goods more expensive relative to what can be purchased locally.

tariff a charge or list of charges either for services or on imports entering a country

quota a fixed, limited amount or number that is officially allowed

tax money paid to the government that is based on your income or the cost of goods or services you have bought

Free trade and free trade agreements (FTAs) are designed to reduce the barriers to trade (such as tariffs and quotas) between two or more countries, and therefore allow citizens of these countries to obtain goods and services at a lower price.

FTAs exist between many countries. They can be bilateral (between two countries) or multilateral (between three or more countries).

Australia has entered into 11 FTAs, including:

- AUSFTA (US–Australia Free Trade Agreement)
- ChAFTA (China–Australia Free Trade Agreement)
- SAFTA (Singapore–Australia Free Trade Agreement).

▼ **Figure 6.7** An Indian woman paints on colourful handicraft items for sale in a handicrafts trade fair in Kolkata, December 2019

Australia's major trading partners

Top five export markets: China, Japan, United States, Republic of Korea and India

Top five exports: iron ores and concentrates (A$49 060 million), coal (A$37 031 million), education-related travel services (A$18 801 million), natural gas (A$16 456 million) and personal travel (excluding education) (A$15 943 million)

Total value of imports: A$352.7 billion

Source: DFAT website
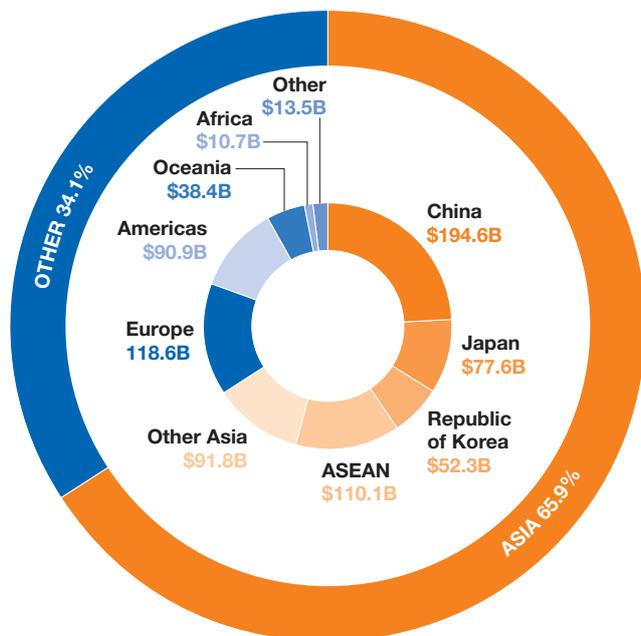
Interesting fact

Fewer tariffs mean greater trade. Over the past 20 years, an average tariff reduction of 15 per cent helped to quadruple trade worldwide. That has not only helped to boost local economies but also to increase the global standards for health, security and environment, which in turn increase average life expectancy.

◄ **Figure 6.8** Australia's two-way trade by region, 2017–18. China is Australia's largest two-way trading partner in goods and services (nearly one-third of Australia's trade with the world).

The two-way trade between China and Australia reached $251 billion in 2019-20 and in 2021, China remains the largest trading partner of Australia, in terms of both imports and exports.

Disadvantages of free trade

While the advantages of free trade are immense, it is important to also recognise that free trade comes at a price.

Because Australia is rich in naturally occurring resources such as iron ore, many see Australia as a mine for the world's steel. Do we rely too heavily on extraction of natural resources at the expense of developing other export industries in Australia? This discussion for limiting free trade is known as the self-sufficiency argument. This idea stems from a belief that Australia should not specialise too much in the exportation of natural resources but instead should be diversified enough to ensure that we are not overly dependent on other nations.

The extraction of natural resources from the ground can lead to environmental degradation and economic exploitation in Australia and in other countries.

Environmental degradation of our natural resources is often the main point of an argument for limiting free trade, the lower wages abroad argument. In order to cope with the higher labour costs in Australia versus our competitor countries, domestic companies must find ways to become more efficient (e.g. utilise more technology to streamline production). Unfortunately, sometimes companies try to reduce costs by neglecting the environment and cutting corners in production, instead of becoming more efficient.

Some developing countries need **investment** in mining in their countries, and sometimes have low environmental standards, to entice MNCs to invest in their country. These lower standards internationally also encourage domestic companies to cut corners instead of investing in efficient production processes.

investment the act of putting money, effort and time into something in order to make a profit or gain an advantage

▼ **Figure 6.9** Impacts of the mining industry – an open-cut rock quarry in Queensland

MAKING THINKING VISIBLE 6.5

Connect, extend, challenge

Look at the picture in Figure 6.9 closely along with the information in this section.

1 How does the view in the picture connect with what you already knew about the impacts of trade on Australia's environment?
2 What new ideas does the view in the picture make you **consider** on the topic of free and fair trade?
3 What is still challenging you on the topic of free and fair trade? What questions do you now have?

Find a partner in the class and share your thoughts on these topics.

The negative impacts of increased international trade can also be seen in the increased transport of goods and services around the world. This is especially the case with shipping, as close to 90 per cent of the world's trade is carried out by sea. Much of the oil and gas used in Australia is imported by ship.

Interesting fact

Over 90 per cent of Australia's iron ore and metallurgical coal production is exported, with a combined value of A$70 billion in 2015.

The food we eat and goods we consume are not always produced or sourced locally but shipped from various locations around the world. More than 50 000 container ships are moving around the world at any one time. Despite the large number of container ships moving around the world, accidents are relatively rare. However, they do happen and, when they do, they can have disastrous effects, as illustrated by the complete obstruction of the Suez Canal in March 2021, when the 400-metre long container ship *Ever Given* wedged itself across the Suez Canal and caused a 6-day blockage. This seriously impacted the world's trade as the canal is one of the busiest trade route in the world, accounting for about 12 percent of the global trade.

ACTIVITY 6.1

Research task

Read the article 'Christmas Island oil spill: time to value natural treasures, not just trade' on *The Conversation* website.

Questions

1 Outline why David Attenborough described Christmas Island as one of the greatest wildlife spectacles on Earth. In your answer, **describe** three marine species found around Christmas Island and Flying Fish Cove.
2 The Panamanian cargo ship MV *Tycoon* shipwrecked at Flying Fish Cove. What pollutants spilled from the ship and what impact did this have on the unique marine life?
3 The MV *Tycoon* incident is not the only shipping accident described in the article. Outline two other accidents.

▲ **Figure 6.10** The annual red crab migration on Christmas Island

Australia as a trading nation

According to the Department of Foreign Affairs and Trade (DFAT), one in five jobs in Australia relies on exports in mining and farming. Australia has abundant natural resources and is a leader in the global mining industry, exporting many natural resources, including bauxite, iron and zinc ore, nickel and gold. The strength of our mining industry has seen Australia become one of the world leaders in the development and manufacture of mining equipment. However, Australia

has recognised its dependence on mining for export and is continuing to grow and become competitive in the world market for other key exports, such as education and tourism.

Australia as a nation supports free trade and subsequently has entered into many free trade agreements. These agreements are seen to strengthen ties between nations globally, improve investment in Australia and improve **economic growth** and employment opportunities in Australia.

one of the most populous regions in the world. It is home to two-thirds of the world's population and is well on the way to becoming both the largest producer and consumer of goods and services in the world.

economic growth an increase in the economy of a country or an area, especially of the value of goods and services the country or area produces

For this reason Australia's trade with countries in the Asia–Pacific region is more important than ever. It is so important that four in every five of Australia's major trading partners are located in the Asia–Pacific region. Much of Australia's export growth has been built on the country's abundant natural resources. The huge demand for raw materials, such as iron ore, by the rapidly growing economies of Asia has helped to drive Australia's export growth.

ACTIVITY 6.2

Interactive quiz

Visit the DFAT 'Trade through Time' website and complete the online quiz.

Trade in the Asia–Pacific

Traditionally, Australia has carried out most of its trade with Britain and the United States. However, over the past decades, and with the opening up of new markets in our region, Australia has expanded its trade to include many Asian nations, such as Japan, China, Taiwan and South Korea. Given our geographical position in the world, the emphasis of Australia's trade has shifted from the United Kingdom at the time of Federation (1901), to the Asia–Pacific region in the 2000s.

Asia is an important trade partner, not only because Australia is located in the Asia–Pacific region, but also because Asia exerts enormous influence globally and is

▲ **Figure 6.11** Four out of five of Australia's major trading partners are located in the Asia–Pacific region

MAKING THINKING VISIBLE 6.6

Headlines

The headlines routine asks you to **summarise** the big ideas and major themes of what you have been learning about.

As an individual, write a headline on the topics of 'Australia as a trading nation' and 'Trade in the Asia–Pacific'. Your headline should capture a key aspect that you think is significant from these topics.

Your teacher may ask you to share headlines with each other to see what each person is thinking.

Interesting fact

Did you know there was a trade war known as the Chicken Wars? In the early 1960s, France and Germany imposed high tariffs on American chickens after demand for European chickens fell, with people preferring cheaper American chickens. The United States retaliated by imposing higher tariffs on several commodities, including French brandy and Volkswagen vehicles. It even threatened to cut NATO troops to Europe. However, France and Germany didn't buckle under pressure, even though consumers from both sides of the Atlantic Ocean were the financial losers.

Global trade

Globalisation can be defined as the increasing integration of economies across borders. Globalisation is behind the growth in free trade and free trade agreements. Free trade and globalisation can assist economic development, improve living standards, and promote harmonisation between countries. Trade forces countries to communicate and agree to the mutual benefits of trade for each.

Global trade has become so important to the economic performance of many countries that the World Trade Organization (WTO) was established in 1995 to assist with the following:

- Liberalise world trade (promote free trade as much as possible)
- Promote economic growth and stability
- Facilitate negotiations between nations on the rules of world trade.

The trade rules developed by the WTO are based on agreements between member nations. The WTO provides a forum for negotiations and disagreements around trade to be resolved. WTO trade rules are only enforceable on the member countries. The WTO currently has 164 member nations, including Australia.

ACTIVITY 6.3

Graphic organiser task: brands and products

Thinking about the brands and products you like from overseas, **create** a table, listing your favourite brands in the first column. In a second column, write the name of the country where this brand comes from. In a third column, write why you like this brand. You can use headers such as: Product/brand; Country of origin; Why do I value this brand?

Share and **discuss** your selections with a partner.

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 **Explain** the following terms:
   a Comparative advantage
   b Supply chain
   c Free trade
   d Fair trade.
2 **Explain** the difference between imports and exports.
3 What is a possible disadvantage of free trade?
4 Where are goods made? Find the country of manufacture for the following products you will find at school:
   a School shoes
   b Exercise book
   c Lunch box
   d Watch
   e Shirt
   f Jumper
   g Computer
   h Phone.

»

>>

Interpret

5   Using the internet, **investigate** the major exports and imports for the following five countries:

   a   Peru

   b   South Africa

   c   Netherlands

   d   Thailand

   e   Switzerland.

Argue

6   Go to 'What is fair trade' on the Fairtrade Australia website and write a report on the following four fair trade products: chocolate, coffee, tea and cotton. Your report should include:

   •   The name of the product

   •   Where the product is farmed

   •   How fair trade helps farmers

   •   Where you can buy your chosen fair-trade products.

▲ **Figure 6.12** Ecoya is chocolate made from Fair-trade-certified cacao beans, dried and roasted in a cooperative by women of Yamoussoukro, on the Ivory Coast

Extension

Read the article 'Shipping in the Great Barrier Reef: the miners' highway' on *The Conversation* website.

1   Questions:

   a   According to the traffic report, why do you think the Great Barrier Reef is referred to as the miner's highway? How many ships are estimated to travel through the Great Barrier Reef by 2032?

   b   **Identify** the three main types of incidents that occur due to shipping in the Great Barrier Reef.

   c   Research and write a report on the MV *Shen Neng I* environmental accident that occurred on the Great Barrier Reef in April 2010.

6.2   Economic performance and how Australia's economy is performing

FOCUS QUESTION

How is the performance of an economy judged?

Who makes up our economy: the role of economic agents

In an economy, there are key participants or **economic agents** who are the decision-makers influencing the economy by buying, selling and producing goods and services. These economic agents include consumers or households, businesses and the government. Together, these agents create demand and supply for goods and services.

The key economic agents in an economy include:

•   **households and consumers** – these are individuals like you and households like yours, who purchase goods and services in the economy and provide labour to businesses. In other words, households and individuals consume, work and save.

economic agent a person, company or organisation that has an influence on the economy by producing, buying or selling

means of production
something that is needed in order to make a particular product (e.g. labour, land, capital)

mixed market mechanism
an economic decision-making combination where some decisions are made by the government while many decisions are made by the individual

gross domestic product (GDP)
the total value of goods and services produced by a country in a given time period, usually one year

recession two consecutive quarters (six months) of negative growth, which leads to high levels of unemployment

sustainable growth economic development that attempts to balance the needs of economic agents for more goods and services with the non-renewable resources of a nation

They consume to satisfy their needs they save and borrow for future consumption, and they work to be able to earn and ultimately consume. They have a dual role in the economy. On one side, they are consumers, who demand goods and services; and on the other, they own the **means of production** (labour) through which the goods and services are produced.

- **businesses** – these are organisations that sell goods and services with the goal to make money or profit. Businesses (or firms) use factors of production (labour) to produce goods and services, creating value and wealth. They require labour from individuals in return for a salary or wages. They can offer goods and services to individuals, households, other businesses, governments or a combination of these.

- **government** – governments make most of the rules as to how other economic agents should interact. They offer goods and services (mostly public goods and services such as roads or national security), yet governments also demand goods from businesses and labour from households and individuals. The government taxes individuals and businesses based on their income and revenue. The circular flow of income model, which displays these concepts, can be found in Figure 6.13.

The government's role in the economy is not to regulate every decision made by consumers and businesses; instead, most decisions are left up to the economic agents. However, the government does set key rules and regulations which allow our economy to function smoothly. The balance of free decisions with some regulations is called the **mixed market mechanism**. Some examples can be found in the next section.

The government can limit or prohibit the consumption of certain goods, such as illicit drugs. The government can also put tariffs on imports or provide subsidies for production of certain goods and services. The government also has the ability to redistribute wealth through social services such as welfare payments and via payments to subsidise education, health and poverty programs.

Strong and sustainable economic growth: GDP as an indicator of economic performance

What is economic growth?

Economic growth refers to an increase in the size of a country's economy over time. The size of a country's economy is traditionally measured by the total production of goods and services in that economy, which is called the **gross domestic product (GDP)**.

GDP is measured each quarter (every three months) by the Australian Bureau of Statistics (ABS). Each quarter is added together to determine the annual GDP.

What is target growth?

The target annual range set by the government as strong economic growth is a rate of between 3–4 per cent per annum (per year). Periods of growth higher than this can cause inflation (price rises). Periods of economic decline, defined as a reduction in GDP for six months or two consecutive quarters, would tend to indicate increasing levels of unemployment and a possible **recession**.

What is sustainable growth?

Sustainable growth refers to growth that does not lead to an inefficient use of our nation's resources and does not cause unnecessary increases in prices (described as inflation) or increases in unemployment due to too much or too little demand by economic agents.

Sustainable growth means that the nation has the right balance between resources for current and future uses.

The circular flow
Goods and services
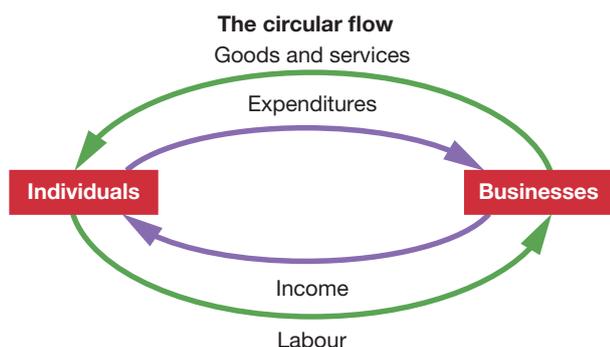
▲ **Figure 6.13** A basic economic circular flow diagram illustrating the interdependence of each economic agent in our economy. Individuals provide labour to businesses, and businesses provide goods and services to individuals.

◄ **Figure 6.14** Households and consumers are key economic agents

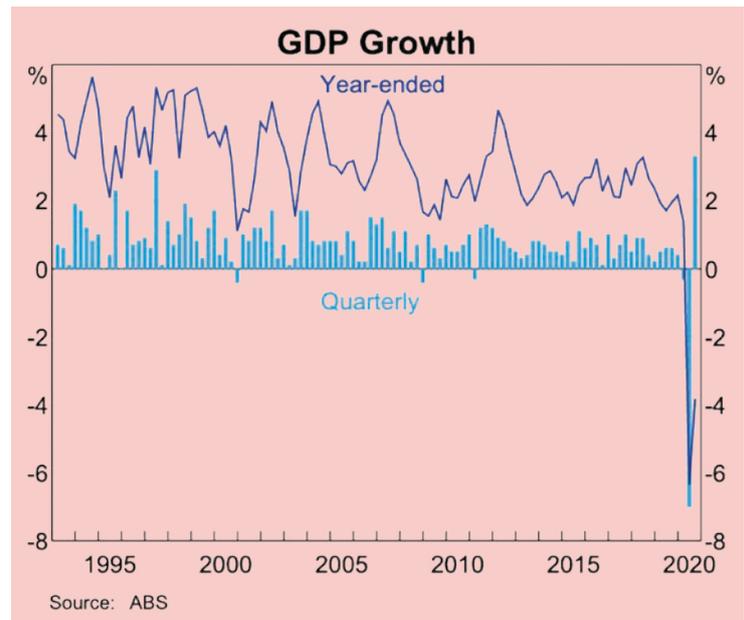## How is Australia performing?

Australia's GDP growth target is somewhere around 3–4 per cent per annum. It is important that the economy continues to grow, but not so excessively that it causes problems such as higher prices.

According to the 2019–20 budget documents, Australia's economy was forecast to grow by 2.75 per cent in 2019–20 and 2020–21, which, as can be seen in Figure 6.15, was not an accurate forecast.

Economic growth is targeted at a certain percentage to ensure the living standards and welfare of Australians continue to grow. A sustained increase in growth generally indicates that the economy has an increased availability of goods and services in the market. Based on the economic model in Figure 6.13, as a consequence of increased growth in businesses and to meet increased production levels, businesses will need to hire more staff. This means people should be able to find employment and therefore receive some form of income. However, economic growth needs to be higher than the population growth. If our rate of economic growth falls below our rate of population increase, it means the economy is not growing. For example, if the population growth rate is 1.5 per cent, the economic growth rate needs to be higher than 1.5 per cent to ensure our economy is still growing and that we do not have high, or increasing, levels of unemployment.

Economic growth also improves living standards and the welfare of Australians. Higher income levels enable people to access more goods and services and thus improve their **tangible living standards**. Economic growth can also improve our intangible or **non-material living standards** in areas such as general happiness and interconnectedness with the community and workplace, as well as self-esteem and mental wellbeing.

Most nations, like Australia, pursue economic growth as the primary means by which living standards can be improved. Economic growth tends to be associated with greater employment opportunities. Growth in production typically means there has been a growth in industries and businesses that employ people. This creates more jobs and allows households and individuals to purchase goods and services due to an increase in income. Figure 6.15 shows a steep downward trend in 2020 into negative growth. This trend was caused by the COVID-19 virus uncertainty and demonstrates that it is possible to have negative growth.

▲ **Figure 6.15** Australian growth: GDP

tangible living standards
living standards as measured by material goods and services (e.g. cars and houses)

non-material living standards
living standards which are measured in non-material ways. These can include such things as quality of life gained from a clean environment, low crime rates and happiness at work.

MAKING THINKING VISIBLE 6.7

Sentence, phrase, word

In Section 6.2 so far, we have reviewed many high-level economic concepts. **Use** the sentence, phrase and word prompts below to **consider** your thinking on these concepts.

1 **Select** a sentence which you feel captures the core idea of Section 6.2 so far.
2 **Select** a phrase from Section 6.2 so far that has interested you in this topic.
3 Find a word from Section 6.2 so far which you felt is important for this topic.

Your teacher will ask each member of the class to write their sentence, phrase, word on the board so that all students can display their thinking.

GDP as a measure of economic performance has limitations

GDP does not consider how output contributes to the quality of people's lives. It simply measures how much output a country produces. Therefore, an increase in the GDP on its own does not mean a better life for everyone, particularly in countries that are already wealthy. It doesn't reflect many inequalities in an economy, including material wellbeing differences between people within an economy. It does not reflect the value people place on:

- Health
- Free time
- Low crime rates
- Good community relationships.

Another important drawback of GDP as a measure of economic performance is that GDP only measures the output produced and sold in legal markets and does not include productive activities that do not have a market transaction, such as:

- Household production – unpaid domestic labour and the costs of caring for children and the elderly at home
- Volunteer work
- The impact of pollution and environmental degradation in the pursuit of economic growth.

▼ **Figure 6.16** GDP fails to capture economic inequalities

Some people mistakenly think a higher income (and larger GDP) is linked with a higher quality of life and more happiness. But arguably, beyond a certain point, non-income factors (such as the equity of income distribution and access to education and healthcare) are more closely linked to a happier, healthier society.

▲ **Figure 6.17** The impact of pollution and environmental degradation in the pursuit of economic growth is not measured by GDP

▲ **Figure 6.18** The work of lifeguards and firefighter volunteers is not included in GDP

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   The economy is made up of three key economic agents. **Identify** and **explain** the role of each of these agents.
2   What is the main measure of economic growth? What is meant by sustainable growth?

Interpret

3   How does economic growth improve living standards?

Argue

4   **Explain** three limitations of GDP as a measure of economic growth.

Extension

1   Think about how we measure growth. Is economic growth the best measure of a successful economy? Find a partner and share your thoughts with each other.

6.3 The link between economic performance and living standards

FOCUS QUESTION

What is the connection between economic performance and standards of living?

What are living standards?

The welfare of people in a country is made up of both tangible and intangible standards, which we will describe as material and non-material living standards.

Material living standards (MLS) include the following factors:

- Promotion of consumption and materialism
- Access to goods and services.

Non-material living standards (NMLS) include the following factors:

- Environmental quality
- Physical and mental health
- Life expectancy
- Crime rates
- **Literacy rates** (also material).

literacy rates the percentage of people who are able to read and write

The difference between material and non-material living standards

MLS refers to our access to physical goods and services. These are things we can buy and consume, such as the house we live in, the food we eat and the car we drive. They are our physical possessions. Services include going to the hairdresser or visiting a dentist.

NMLS refer to more intangible items, such as our quality of life and things we cannot buy. These can include mental wellbeing; connections between family, friends and the community; self-esteem; high life expectancy; and low crime rates.

Some MLS and NMLS cross over, such as literacy rates. High literacy levels, achieved through access to teachers and schools, can provide us with greater job opportunities and access to income. Low levels of literacy can lead to low levels of self-esteem because of difficulties with reading and writing, and embarrassment at lacking the necessary skills to undertake certain jobs.

▼ **Figure 6.19** Non-material living standards include enjoying holidays and the great outdoors

MAKING THINKING VISIBLE 6.8

Connect, extend, challenge

Look at the picture in Figure 6.19 closely along with the information on material and non-material living standards.

1   How does the view in the picture connect with what you already knew about the difference between material and non-material living standards?
2   How does the picture make you reconsider how material and non-material living standards complement each other?
3   What questions do you have about how material and non-material living standards complement each other?

Find a partner in the class and share your thinking on these topics.

Economic performance and living standards

Economic performance is generally measured by GDP. While GDP is the most widely used measure of a country's economic activity and growth, GDP per capita is a better indicator of a nation's living standards because it adjusts for population.

GDP per capita

A country's gross domestic product (GDP) per person (also referred to as per capita) is obtained by dividing a country's GDP for a particular period by its average population for that same period of time. It is a measure used to compare the **standard of living** between countries over time. It is an important indicator of economic performance and is useful when making cross-country comparisons of average living standards and economic wellbeing. However, GDP per capita is limited in that it does not measure personal income and the distribution of income or wealth across a population.

Beyond GDP: alternative indicators of economic performance

In addition to GDP and GDP per capita, there are many other measures that help us to understand the living standards in a country. Many of these help us to understand the development of a country as well as its material living standards and non-material living standards.

Some of these indicators include:

- **Human Development Index (HDI):** The HDI was developed to emphasise that people and their capabilities should be criteria for assessing the development of a country, not solely GDP. The HDI is a measure of key aspects that are considered important, including a long and healthy life, being knowledgeable and having a decent standard of living.
- **World Happiness Index (WHI):** The WHI is a measure of wellbeing and is also an alternative to GDP and GDP per capita. It measures aspects of wellbeing considered important, including ecological footprint, inequality of outcomes, life expectancy and social support.

> **standard of living** the amount of money and comfort people have in a particular society

- **Genuine Progress Indicator (GPI):** The GPI is used to measure the economic growth of a country. It is often considered an alternative to GDP. The GPI indicator takes everything GDP uses into account but adds other figures that represent the cost of the negative effects related to economic activity, such as the cost of crime, cost of ozone depletion and cost of resource depletion. The GPI looks at the positive and negative results of economic growth to examine whether or not it has benefited people overall.

▼ **Figure 6.20** Happiness relates to recreation time, including the time we spend with family and friends

▼ **Figure 6.21** Progress can be measured in how we treat the environment and the way we produce energy

Interesting fact

In 1972, Bhutan's then-king, Jigme Singye Wangchuck, declared gross domestic product was not a meaningful measurement for wellbeing, and said the country should instead look at gross national happiness (GNH).

▲ **Figure 6.22** Tiger's Nest Monastery in Bhutan

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** the difference between material living standards and non-material living standards. **Use** examples in your answer.
2 What is the difference between GDP and GDP per capita?

Interpret

3 GDP has its limitations as a measure of economic growth. Choose and research one of the three alternative measures of economic growth discussed above: HDI, WHI or GPI. Write a paragraph explaining why your chosen measure is the best measure of economic growth.

Argue

4 You have an opportunity to present a speech to parliament outlining the problems of only using GDP as a measure of economic growth. Write a draft of this speech to present to your class. Your speech should outline the arguments for and against GDP as a measure of economic growth. Your speech should be 2–3 minutes in length.

Extension

1 Think about alternative measures of economic growth to GDP. Which is the best measure? Find a partner and share your thoughts with each other.

End-of-chapter assessment 6

Research tasks

Research task 1: DFAT

Go to the Department of Foreign Affairs and Trade (DFAT) website, **select** the 'Countries and regions' tab, then choose 'Trade and economic fact sheets'. From the list of fact sheets, choose a country you are interested in learning about and create a presentation based on the trade and economy between Australia and that country.

Your presentation should include:

- Where that country is located in the world
- Three key facts about that country
- The major goods and services exported from Australia to that country
- The major goods and services imported by Australia from that country
- That country's principal export destinations
- That country's principal import sources.

Research task 2: maritime disasters

There have been a number of environmental maritime disasters due to shipping and offshore oil drilling. Write a report on any two of the following maritime disasters.

Your report should include where the disaster happened, the details of the disaster, why the disaster occurred and what was the environmental impact of the disaster.

- **International:**
  - *Deepwater Horizon* – Gulf of Mexico
  - *Exxon Valdez* – Prince William Sound, Alaska
- **Australia:**
  - *Shen Neng 1* – Douglas Shoal, Queensland
  - *Pacific Adventurer* – Cape Moreton, Queensland.

▲ **Figure 6.23** In March 2009, the oil slick that escaped from the *Pacific Adventurer* reached Kawana Beach

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.

CHAPTER 7

Money matters

Setting the scene: Australia's first currency – the holey dollar

When the colony of New South Wales was established, no plans were made for a form of currency that people could use to trade with. There were no banks for some time. So, early on, the colonies relied on barter – the exchange of produce, goods and services – and other makeshift currencies such as rum.

Around this time, the Spanish dollar was a major international currency. Coins from a range of other countries were also used, such as Dutch guilders and ducats, Indian mohurs and rupees, and Portuguese johannas. Much of this coin left the colony as a result of trade with visiting merchant ships. Governor Lachlan Macquarie needed to address the shortage of coin and came up with the idea of a holey dollar.

He imported 40 000 Spanish reales in 1812 and had convicted forger William Henshall cut the centre out of each, to double the number of available coins. The coins were counter-stamped so they could not be re-exported. By having the centres cut out and the coins stamped, Macquarie distinguished these coins as belonging to the colony of New South Wales and prevented them from going straight out again. In doing so, he created the first currency minted in Australia.

The outer ring became known as the 'holey dollar', and the centre was called the 'dump'. Macquarie set the value of the holey dollar at five shillings, with 15 pence for the dump. These coins went into circulation in 1814.

'Holey dollars speak eloquently of the creative and improvisatory attempts to create an orderly administration in colonial Australia,' said National Museum Director Andrew Sayers. 'The holey dollar we have acquired for the National Museum is a finely preserved example of this iconic object from the era of Macquarie'. It is one of only 300 holey dollars remaining in the world.

▼ **Figure 7.1** This artwork depicts Sydney Cove, circa 1788. The colony of New South Wales was the first British settlement in Australia.

▲ **Figure 7.2** Governor Lachlan Macquarie

▲ **Figure 7.3** Front and back views of the holey dollar (top row) and the dump (bottom row)

MAKING THINKING VISIBLE 7.1

Think, puzzle, explore

In groups of three to four students, share ideas and questions in response to the following prompts.

Think

1   What do you know about this topic?
- Write a list of things you know about how money has been represented and used around the world.

Puzzle

2   What questions do you have?
- **Create** a list of questions that you have about what represents money and how money has been used in Australia from early settlement to today.

Explore

3   What does this topic make you want to **explore**?
- **Create** a list of topics about money that you would like to explore further after reading this story.

Chapter overview

Introduction

Regardless of whether you are 15 years old or 50 years old, money matters. When we have money, we can use it to buy things we like. We can also invest to make more money. But with every investment, regardless of the type, you must weigh up the risk and rewards. Will the gain be worth the pain? Understanding the relationship between risk and reward underpins your money decisions and is key to developing a strong personal investment philosophy. Whether investing overseas or domestically, whether you are investing in Bitcoin, shares or property, understanding your risk profile can help you to protect your money and make money matter.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is the purpose of money?
- What is the role of banks, credit unions or building societies?
- What are some different types of saving and investment?
- What are good debts and bad debts?
- What are the risks and rewards of investing?
- What are scams?
- What are some of the risks and rewards of the Australian and global financial landscape?

▲ **Video**
Five interesting facts about money

7.1   What is money?

FOCUS QUESTION

What is the purpose of money?

Money is a means of exchange. It is also a store of value and a measure of wealth. Businesses sell us things to get money and make a profit, and we work to earn money, otherwise known as a salary or wages. But money itself has no intrinsic value apart from any value of the material that it is made from. However, its value is secured by the country that issues the money. Globally, various countries have different values for money bearing unique names. **Fiat money** is a term used to describe an otherwise valueless object such as a shell or stone that has been declared by a government to be legal tender (money). However, this money is standardised from one country to another via exchange rates to ease foreign trade.

▲ **Figure 7.4** Some of the different currencies (monies) around the world

Money is referred to by many different names, such as wages, salary, sales, expenses, revenues, rent, income, profit, price of goods and services, spending and **savings**, and wealth. These money terms are central to our economy and its operation. Interestingly, physical notes and coins account for only a small proportion of the money in the world. According to *Business Insider*, there is currently about US$5 trillion of cash and coins in circulation in the world. This amount of money increases to in excess of US$80 trillion when other accessible money in bank accounts is included. This amount further increases when **Bitcoin** and other **cryptocurrencies** are included. The total amount of money under such classification could be as high as one quadrillion US dollars.

Interesting fact

Mary Reiby, who appears on the Australian $20 note, was a convict sentenced to seven years transportation when she was 13 years old for stealing a horse. However, she grew up to become an outstanding businesswoman.

▲ **Figure 7.5** Mary Reiby on the Australian $20 note

Currencies of the world

A currency is simply defined as a system of money in general use in a country or region. Every country or region has its own currency, made up of its own banknotes and coins.

When we travel to other countries, like Japan or to regions of Europe, we must exchange our currency for the currency used in the place we are visiting. If you go to Europe, you will exchange Australian dollars into euros; if you go to Japan, you will exchange Australian dollars for yen.

money coins or banknotes that are used to buy things, or an amount of these that a person has

fiat money an otherwise worthless object which is endorsed as legal tender and whose value is backed by the government that issued it

savings the money you hold which is not spent or invested. Savings are usually stored in a bank or other financial organisation.

Bitcoin a type of cryptocurrency

cryptocurrency a digital currency produced by a public network, rather than any government, that uses cryptography to make sure payments are sent and received safely

foreign exchange market the market in which the currencies of different countries are exchanged for one another. This term is often shortened to the forex market.

foreign reserve currency a particular currency that is held by many countries that use it to make payments to other countries. The US dollar is effectively the reserve currency of the world.

Just like when we are travelling, when countries trade, they must also agree on the currency in which the transaction will take place. Mostly, if foreigners want to invest in Australia and buy exports, they will exchange their currency for the Australian dollar and pay in our currency, and vice versa.

Foreign exchange rates help to enable the changing of one currency into another currency. It is, in effect, the amount of one currency you can exchange for another. Economic agents can exchange the different nation's currency on the **foreign exchange market**.

When travelling, the exchange rate is advertised and determined by how much money, or the amount of a foreign currency, that you can buy with one US dollar (USD). The US dollar stands out in particular as it enjoys status as the world's **foreign reserve currency**. For this reason, many international transactions are completed in US dollars. As a result, the US dollar is the most commonly traded and used currency in the world.

MAKING THINKING VISIBLE 7.2

Headlines

The headlines routine asks you to **summarise** the key concepts about money that you have been learning about so far.

As an individual, write a headline on the topic of money. Your headline should capture the main idea that you think is significant from the information that you have learned so far.

Your teacher may ask you to share their headlines with each other to see what each person is thinking.

TABLE 7.1 Units of foreign currencies per Australian dollar on the last day of 2020

Currency	Value per AUD
United States dollar	0.7702
Chinese renminbi	5.0298
Japanese yen	79.45
European euro	0.6269
South Korean won	836.71
Singapore dollar	1.0189
New Zealand dollar	1.0665
UK pound sterling	0.5657
Malaysian ringgit	3.0897
Thai baht	23.07
Indonesian rupiah	10 821.00
Indian rupee	56.31
New Taiwan dollar	21.63
Vietnamese dong	17 779.00
Hong Kong dollar	5.9707
Papua New Guinea kina	2.7025
Swiss franc	0.6795
Canadian dollar	0.9818

The US dollar is also considered a **hard currency**. This term refers to money issued by a country that is widely accepted around the world because the nation that issues it is economically and politically stable. Hard currencies are used as a form of payment for goods and services and may be preferred over the domestic currency.

Apart from the US dollar, the most traded currencies in the world include the euro (EUR), Japanese yen (JPY), Great British pound (GBP), Swiss franc (CHF), Canadian dollar (CAD) and Australian dollar (AUD). This is because these currencies have the confidence of investors and businesses as they are not generally prone to dramatic **depreciation** or **appreciation** in value. Moreover, in many developing nations, citizens will ask to trade in a hard currency because their nation's currency is prone to fluctuations in value. This helps to protect their wealth.

Interesting fact

The British pound is the world's oldest continuing currency, dating back to Anglo-Saxon times.

▲ **Figure 7.6** The world's oldest continuing currency: the British pound

Interesting fact

Tulips were once a form of currency in their own right! In 1633, in the Netherlands, actual properties were sold for a handful of tulip bulbs.

▲ **Figure 7.7** Did you know that tulips were once used as a form of currency?

hard currency money that is valuable and can be exchanged easily because it comes from an economically stable country

depreciation when a currency loses value relative to another currency

appreciation when a currency gains value relative to another currency

MAKING THINKING VISIBLE 7.3

I used to think …, now I think …

The purpose of this activity is for you to **consider** your ideas at the beginning and end of this section on money.

As an individual think about and answer the following prompts:

1   Before I started this chapter I used to think money was …
2   Now I think money is …

Your teacher may ask you to share your thinking with other members of the class.

Cryptocurrencies

Cryptocurrencies are a digital currency that uses encryption techniques for security. These digital currencies are not issued by any **central bank**; rather, cryptocurrencies exist in digital form. Cryptocurrencies are transferred between peers, and transactions are recorded on a digital public ledger called a blockchain. All transactions are encrypted using cryptography, and thus the name cryptocurrency.

The idea behind a cryptocurrency is it is **decentralised**, meaning it is controlled by users and computer algorithms rather than a central bank. Cryptocurrencies are traded through online **cryptocurrency exchanges**, which operate in a similar manner to **stock exchanges**.

central bank a bank that provides services to a national government, puts the official financial plans of that government into operation and controls the amount of money in the economy

decentralised used to describe organisations or their activities that are not controlled from one central place but happen in many different places

cryptocurrency exchange a place where digital currencies are bought and sold

stock exchange a place where shares in companies are bought and sold, or the organisation of people whose job is to do this buying or selling

There are many cryptocurrencies, including the well-known Bitcoin (BTC) as well as Ether (ETH), Ripple (XRP) and Litecoin (LTC).

MAKING THINKING VISIBLE 7.4

Think, pair, share

What are some problems with cryptocurrency? Could they ever be a fiat currency?

Take a few minutes to think about the advantages and disadvantages of cryptocurrency and then find a partner with whom you can share and **discuss** your thoughts.

Interesting fact

A Hungarian programmer made the first Bitcoin transaction in 2010 when he purchased two pizzas paying 10 000 BTC. Today, the value of that transaction would be approximately $180 million. Pretty expensive pizzas!
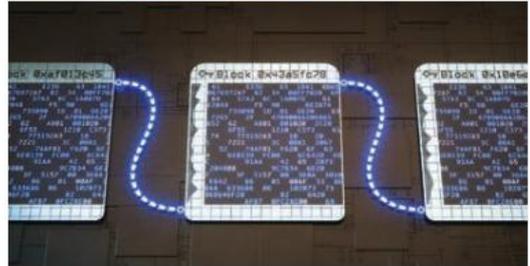
▲ **Figure 7.8** Bitcoin is a famous example of a cryptocurrency

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 **Define** the following terms:

  a Fiat money   **c** Hard currency

  b Currency   **d** Reserve currency.

Interpret

2 The ISO (International Organization for Standardization) codes are the three-letter alphabetic codes that represent various currencies used around the world. Research the name and three-letter ISO code for the following countries' currencies:

▲ **Figure 7.9** What is fiat money?

  a India   **d** Cambodia   **g** Brazil

  b South Africa   **e** Spain   **h** China

  c Indonesia   **f** Mexico   **i** UAE.

3 In August 2019, one Bitcoin had a value of AUD$14 808.15. Find out the current value of one Bitcoin in:

  a GBP   **e** NZD

  b USD   **f** JPY

  c EURO   **g** YUAN.

  d CAD

Argue

4 Read the article 'The lowdown on Libra: what consumers need to know about Facebook's new cryptocurrency' on *The Conversation* website and answer the following questions:

  a What is Libra?

  b How is Libra different from Bitcoin?

  c Why are banks and financial regulators worried about cryptocurrencies, particularly Libra?

  d What is one benefit to consumers if they use Libra?

  e What are the risks of using Libra?

»

»

Extension

1 The US dollar is a hard currency and the most traded currency. Research how much you will receive in each of the following currencies for one US dollar and one Australian dollar. Copy and complete this table, or fill it in the Interactive Textbook.

Currency	1 USD	1 AUD	Difference
NZD			
EURO			
GBP			
CHF			
JPY			
CAD			

7.2 The role of banks, credit unions and building societies

FOCUS QUESTION

Where is money held and why?

Most of our money is held by banks like ANZ (Australia and New Zealand Banking Group), Westpac, CBA (Commonwealth Bank of Australia) and NAB (National Australia Bank), as well as credit unions and building societies. The key difference between banks and credit unions or building societies is that profits from building societies and credit unions are reinvested for the benefit of the members, whereas banks' profits are only for the benefit of their **shareholders**.

We use banks and credit unions or building societies because we do not necessarily spend all the money that comes our way. Many people choose to save money, and we do this by depositing our money in banks, credit unions and building societies, more technically known as authorised deposit-taking institutions (ADIs). ADIs are banks, building societies and credit unions authorised by the government to conduct banking business in Australia. The government authority that oversees banks is called APRA (Australian Prudential Regulation Authority).

The Reserve Bank of Australia (RBA) and the Royal Australian Mint are responsible for producing Australia's notes and coins, respectively. The Royal Australian Mint is in Canberra and is the sole producer of all circulating coins in Australia. Note Printing Australia (part of the RBA) is in Craigieburn in Victoria and produces all of Australia's banknotes.

▲ **Figure 7.10** Logos of Australia's 'big four' banks

Banknotes in Australia represent around 95 per cent of Australian currency by value. Under established agreements, commercial banks purchase banknotes from the Reserve Bank as required to meet demand from their customers. Hence, growth in the value of banknotes in circulation represents growth in the demand for cash.

shareholder a person who has a part ownership of a company and therefore has the right to vote on how the company is controlled; hence the name shareholder as the individual owns a share of the business

◄ **Figure 7.11** The Reserve Bank of Australia manages the amount of physical cash that circulates

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 Go online and find the names of five banks, three credit unions and three building societies.

Interpret

2 What is an ADI? Who is the body responsible for overseeing ADIs? Go to its website and find out three more facts about APRA.

Argue

3 Go to the Reserve Bank of Australia website and find the 'Australia's banknotes' section. **Use** the fact sheet to answer the following questions:

   a How many denominations of banknotes exist in Australia? List them.

   b What value of banknotes are currently in issue?

   c Of what material are Australian banknotes made? **Explain** the process of making a banknote.

   d Outline the security measures used to reduce fraud when producing banknotes.

Extension

1 Do you think we still need cash? Do you and your family use cash or a debit card for everyday transactions? **Discuss** your experiences and thoughts with a partner.

7.3 Savings and investment: types of investment

FOCUS QUESTION

What is the difference between saving and investing?

interest money that you earn from keeping your money in an account in a bank or other financial organisation; or money that is charged by a bank or other financial organisation for borrowing money

The terms saving and investing are often used interchangeably, but there is a difference.

Saving is setting aside money you don't spend now for emergencies or for a future purchase. Many people save for a holiday. Students might save for a car. When you save money and deposit it into a bank, the bank will pay you **interest** based on the amount of money in your account. This interest is money the bank pays you so that they can use your money to fund loans for other people.

Interesting fact

Just 15 per cent of 18–24-year-olds own shares.

Investing is buying an asset with the expectation that your investment will make money for you. The goal of investing is to make money, so it is natural to pursue investments that offer the greatest **returns**. Often the return can be via **capital improvement** or via an income stream from the investment.

Example

When you choose to invest and buy shares, you are choosing to own a piece of a company, which entitles you to potential profit on your investment. There can be capital appreciation (or capital gains), which means an increase in the value of the share (e.g. $1 to $1.25). There may also be **dividends**, which are regular income from shares. A dividend is a portion of a company's profit that it decides to pay out to shareholders, in return for their investment. These are two ways to make a profit on investments, but it is important to remember not all shares will appreciate in value and not all companies will pay a dividend. A company may not pay a dividend at all if it has failed to make a profit or has chosen to reinvest profit back into the business.

return to give a particular amount of profit

capital improvement an addition or change made to land, equipment or a building that increases its value or the profit it produces

dividends part of the profit of a company that is paid to the people who own shares in it

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MAKING THINKING VISIBLE 7.5

Think, puzzle, explore

The purpose of this activity is to allow you to **consider** what you might already know on this topic and what areas you would like to research further.

As an individual think about and answer the following prompts:

1 What do you already know about the ideas of savings and investment?
2 What questions do you have about how savings and investment could affect you?
3 How do you think you could answer the questions that you have about this topic?

Your teacher may ask you to share your thinking with other members of the class.

▲ **Figure 7.12** Traditional piggy bank savings have never gone out of fashion

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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 What is the difference between saving and investing?

Interpret

2 **Explain** the difference between the following ways of making money from investing in shares:
   a Capital gain
   b Dividend.

»

Argue

3 Warren Buffet has been referred to as the 'Oracle of Omaha' because of his immense wealth developed through adherence to his investing philosophies. He is also famous for being chairman and the largest shareholder of Berkshire Hathaway (an investment company) whose A class shares have produced an overall gain of more than 2 000 000 per cent from 1964 until now. Write a brief biography on Warren Buffet or another famous investor explaining their investment philosophy and how they came to be successful. Other famous investors could include John Templeton, George Soros, Thomas Rowe Price Junior, Benjamin Graham or Carl Icahn.

Extension

1 Go to the Royal Australian Mint website and find the fact sheet 'Australian coins – a fascinating history'. Using the fact sheet, **create** a timeline of coins used in Australia from 1813, when the holey dollar and dump first appeared.

2 Research the annual *Forbes* magazine's Midas List. Prepare a short report on the purpose of the list and **describe** the rise of female investors each year.

▲ **Figure 7.13** Famous American investor Warren Buffet

7.4   Debt and credit: good debt and bad debt

FOCUS QUESTION

What is good debt and what is bad debt?

credit a method of paying for goods or services at a later time, usually paying interest as well as the original money

credit limit the largest amount of money that a bank allows you to spend using a credit card

Credit is money you borrow from a financial institution, such as a bank or credit union, to spend the way you want. You need to repay this debt to the credit provider, usually with extra costs on top of the amount you borrowed. These extra costs can be in the form of annual fees, but most institutions also charge very high rates of interest for the convenience of using the bank's money at call (at call means available immediately).

Borrowing is not necessarily a bad thing, as it allows you to achieve some goals such as buying a car, buying new clothes and buying household items. But it is important to remember that with all loans and credit come fees, charges and interest, which can make borrowing very expensive.

According to the Australian Securities and Investments Commission's MoneySmart website, there are a number of types of credit you can choose from, but the important aspect to consider is that they all have pitfalls.

Credit cards: A credit card allows you to borrow money from a credit provider to buy something without using your cash or savings. You have a limited amount of money you can borrow (known as your **credit limit**), and you must pay back that amount by a set date. By contrast, when you use your debit card, the amount is deducted directly from your bank account.

Ideally, you would pay off the whole balance on the due date, but if you do not, you will be charged interest on the balance owing. On a low-rate card, this can be between 8 per cent and 15 per cent for new balances, but can get as high as 20 per cent on existing balances. The interest charged is also dependent on the type of transaction, such as a purchase versus a cash advance. Even if you pay the balance and any interest off at the end of each month, there may also be an annual fee for the privilege and convenience of the card.

Store cards: These are credit cards associated with particular department stores or large retail outlets. These cards are very similar to credit cards but also encourage store loyalty to offer special discounts when you use the store card that you would not get using a regular credit card. Like credit cards, they have high levels of interest payable on balances, annual fees and due dates for balances to be paid.

▲ **Figure 7.14** Credit cards have many pros and cons

Personal loans: These are usually obtained through a bank and generally will have a lower rate of interest compared with a credit card or store card. These loans are used for lump sum payments, such as for a car or renovations, when you do not have adequate savings to cover the whole price of the purchase. Personal loans are usually for a set period of time (fixed term), such as five years, and you will be required to make monthly repayments on the loan until the loan is paid off.

Interest-free deals: These include buy now, pay later services. Many stores offer purchase terms to encourage consumers to buy goods and take them home before fully paying for them. This does not mean they are cost-free; like other forms of loans such as credit cards, fees and charges will apply. With interest-free deals, if you do not pay off the amount within the set period, very high interest rates will be charged on any outstanding balance. There are many retailers and service providers who offer buy now, pay later services, including Afterpay and zipPay.

Payday loans: These are very expensive and are a trap for many consumers. Payday loans are generally for $2000 or less and you have a very limited amount of time to repay the loan. Interest rates on payday loans are very high, and many people who fail to pay them back within the set period find their debt increases very quickly.

Interesting fact

There are 10 000 credit transactions worldwide every second.

▲ **Figure 7.15** Furniture stores often offer interest-free deals

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MAKING THINKING VISIBLE 7.6

Think, pair, share

Consider the question, 'Where can I get money?', and use the prompts below to guide your thinking.

1. Think about some of the positive and negative outcomes for the different methods of accessing money you have learned so far.
2. Pair with another student in your class and see if they have any ideas which can help to extend your own.
3. Share your own and your partner's thinking on some of the positives and negatives of the different methods of accessing money with another pair. See if they have any different ideas to your own.

Good debt versus bad debt

Many people may argue that there is no such thing as good debt. However, borrowing money is often the only way people can afford to purchase a house or a car. This type of loan can be considered justifiable, as opposed to careless and frequent spending on other types of high-cost credit, such as credit cards and store cards. So, when considering whether debt is good or bad, it is important to look at the reason behind the borrowing.
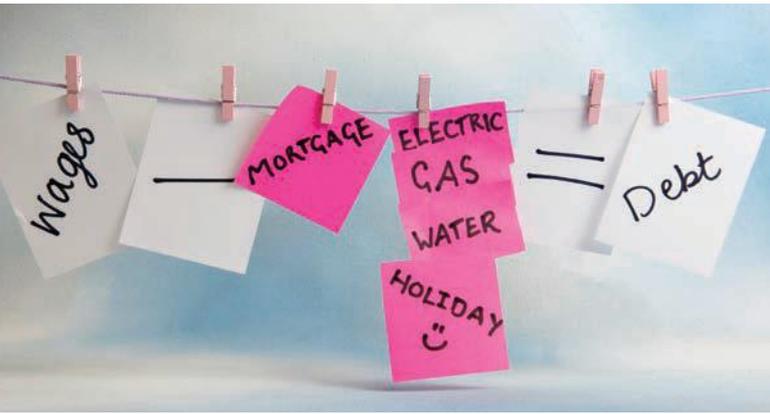
▲ **Figure 7.16** Wages come in and from this income we have to pay expenses. Sometimes we go into debt.

Good debt

Debt could be considered good for big items that people would not normally be able to afford without taking out a loan of some kind. A debt can be considered good if the individual borrowing the money is purchasing or investing in an **asset**. This type of debt can be considered good as the asset is likely to retain or increase in value. As mentioned earlier, a home would come into this category. Other reasons why people borrow include for education and for small business ownership. In all these circumstances it is possible to see a return on the investment; either an increase in the value of your home, an opportunity to gain a better and higher-paying job through education, or to go into business with the hope of making an income and earning a profit. While these all look very likely to maximise the value of the loan, it is also important to realise that, under certain circumstances, house prices can fall, jobs cannot be found and many small businesses fail.

asset an item of value that an individual owns; for example, a house

discretionary spending money spent by consumers on things other than necessary things, such as food, clothes and fuel

risk the possibility of something bad happening

Bad debt

While good debt has the potential to increase a person's wealth, bad debt usually involves **discretionary spending** to purchase goods and services to fulfil a short-term need or want. Some people would argue that buying a new car is taking on bad debt. This is because the new car value depreciates very quickly, and it is very unlikely you will make a gain on a new car when you sell it five years later with 100 000 km on the odometer.

Clothes and consumables also only fill a short-term need or want. If you use credit to purchase these goods and services, and do not pay this debt off quickly, you will end up paying a lot more for the jeans you thought you would wear every day but only wear once or twice.

Risk versus return: investing – is it too good to be true?

The risk–return trade-off states that the potential return (gain) improves with an increase in **risk** (what you might lose). This means that, if you have a chance of getting a large return on your investment, then you will also need to accept a higher risk of loss. Nearly every investment carries some risk. Shares and property both have the potential to increase and decrease in value, proving that there is no such thing as a 'sure investment'.

What is risk?

Risk is a choice about how you invest. Risk is uncertainty. Any investment has the potential to affect your financial welfare. The level of risk you are willing to take on for an investment must also be seen in terms of how much money you are willing to lose. Some investments will be riskier than others.

Managing risk

There is risk in every investment. There are investment strategies that can be used to manage or reduce the exposure to risk. One such strategy is portfolio diversification. This means that you invest across different asset classes (types of assets), to increase the probability that while some of your investments might fail, others might provide a return.

The key to diversification is variety. For example, when investing in the share market, it is important to invest in shares across several sectors to prevent all your 'eggs being in one basket'. This means that if one sector of the economy does not give positive returns (e.g. oil and gas), other sectors might provide a return (e.g. banks and finance). You can also reduce risk through investing in a number of different asset classes. This would mean investing in real estate and in the share market as well as keeping some cash in term deposits.

▲ **Figure 7.17** Portfolio diversification is one of the strategies used to manage risk

Scams

A **scam** is a dishonest scheme or **fraud**. Other words used to describe a scam include 'swindle' and 'hustle'. Scams can take many forms, and consumers must be aware of the potential for transactions to be dishonest and that some people may try to swindle others out of their money.

People can be scammed by someone in Australia, but can also be scammed by people overseas. There are many different types of scams. The Scamwatch website is run by the Australian Consumer and Competition Commission (ACCC). The purpose of Scamwatch is to inform the public about emerging trends and techniques used by scammers to steal a person's identity and take money from them.

Everyone believes that they would be able to identify a scam when they come across one, but the financial losses to scammers across a variety of types of scams would suggest otherwise.

Scamwatch identifies many types of scams, including personal identity scams, online shopping scams, fake charity scams and love and romance scams. The Scamwatch website outlines the different ways people will try to trick others into giving them information or money. In July 2019, Scamwatch reported that approximately $20.5 million was lost in scams in that month alone in Australia. People over the age of 65 years were the most likely to be affected, and the most common forms of scam were via phone and email.

scam an illegal plan for making money, especially one that involves tricking people

fraud the crime of obtaining money by deceiving people

▲ **Figure 7.19** Phishing emails are deceptive messages where scammers pretend to be from a well-known company, or selling something that seems to be an amazing bargain. Always consider if you receive one of these emails – is it too good to be true?

Interesting fact

In 2019, $78 685 724 was lost on scams in Australia.

◀ **Figure 7.18** Online scams are a downside to the convenience of using the internet to make purchases and other financial transactions

CASE STUDY 7.1

Online scams in Australia

The following article, which appeared on *The Conversation* website in 2018, was written by Cassandra Cross, who is Senior Lecturer in Criminology at the Queensland University of Technology.

How to get away with fraud: the successful techniques of scamming

It is easy for those of us who have ignored emails from Nigerian princes or refused to transfer money on behalf of an online love interest to scroll past stories about scams, thinking it could never be us.

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≫   ≫

But so far this year, Australians have reported losing more than AU$76 million to all types of fraud, with phishing scams being the most prevalent. Given fraud has one of the lowest reporting rates, this is likely to be the tip of the iceberg.

From the outside, it's difficult to understand how fraud occurs, and why some victims send large sums of money to offenders or take other drastic actions. It's easy for a rational person to identify these situations as fraud.

Too often, we focus our attention on the culpability of victims in these situations. But it's the offenders and their actions we should be focusing on. How exactly do fraudsters get victims to do such outlandish things?

Grooming the victim

In many cases, it's a culmination of efforts that result in the victim sending money or complying with a fraudster's request. Some offenders target specific victims and build a profile of them through online or offline tracking.

In other cases, the contact may start as random, but the fraudster will work hard to establish trust and build rapport.

There is research to support the concept of 'hyperpersonal' relationships, or ones that are developed more intensely and quickly online compared to offline. Online communication lacks the non-verbal cues that could raise suspicions on the part of a victim.

Further, there is power in the written word. Several fraud victims I interviewed in my research told me they saved all their chat logs with their offenders from the first contact. Re-reading these conversations allows them to feel a deeper connection to the words – and the person sending them – compared to a verbal conversation.

By being persistent and patient with their contact, fraudsters raise few red flags when they ask a victim for money. Many victims come to believe the situation they are being presented with and the reason behind the request.

Social engineering techniques

Online offenders are also able to identify a weakness or vulnerability in a person relatively quickly and decide on the appropriate strategy to exploit this.

The use of authority to gain trust and compliance is commonplace. Offenders will take on the identity of a person or organisation and use this to threaten victims into submitting to their requests. Fear can be a strong motivating factor.

This is why so many people fall for phishing emails, or those that appear in our inboxes from a bank or government organisation. These emails say there is a problem and threaten a negative consequence (such as the closure or freezing of a bank account) if their instructions are not followed.

A sense of authority has been clear in the recent scams targeting Chinese students in Melbourne who have been tricked into staging their own kidnappings. The victims receive calls from the Chinese 'police' or some other authority and are told there is a problem with their visa, or that they have been involved in criminal activity.

In order to prove their innocence, the victims are asked to send money. Or, they are directed to stage their own kidnapping, with the intention of extorting money from their families. The threat of deportation and jail time are powerful motivators for victims, who genuinely fear for their safety.

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The use of scarcity – the idea of a limited offer – is another successful technique of fraudsters. By implying their request has a limited timeframe for response, or that the promised reward is limited in availability, they compel people to respond.

Examples of scarcity are commonly seen with lottery scams and sales frauds. Earlier this year, for instance, Scamwatch reported that fraudsters were advertising pedigree breeds of puppies for sale, often demanding money up front to cover transport or medical costs. Victims were duped out of over AU$300 000 in a single year.

Coercive control

The use of psychological abuse tactics by online fraudsters also helps to explain why they have so much power over victims despite a lack of physical proximity.

Richard Tolman, a professor of social work at the University of Michigan, identified nine techniques of psychological abuse used by offenders in situations of domestic violence. In an exploratory study, my colleagues and I were able to apply many of these to the context of fraud.

In these cases, offenders employ abusive techniques in their communications to gain compliance at the beginning and maintain it throughout the fraud. In my research, several victims reported being verbally abused when they questioned the nature of the relationship or refused to send money.

Several victims felt the offenders were deliberately leading them to question themselves or their own judgement. This destabilisation is not exclusive to romance fraud and can allow offenders to exploit victims over long periods of time.

Fighting against fraud

The pervasive nature of these tactics is difficult to guard against. Most people do not believe they are vulnerable to fraud and are not aware how they could be deceived. Offenders rely on this.

There is also a strong stigma attached to falling prey to scams. Victims are often blamed for their own circumstances and losses. This exacerbates the suffering they've experienced at the hands of the offender.

It's important to raise awareness of the pervasiveness of this type of fraud and the methods used by offenders to target victims. Promoting a culture in which we can openly talk about fraud without judgement or blame is critical to achieving this.

After all, offenders rely on the silence of victims most of all to continue committing these crimes. In order to break through the silence, we need a better understanding of the techniques they use and more work to identify successful countermeasures and prevention messages.

▲ **Figure 7.20** Cassandra Cross, 'How to get away with fraud: the successful techniques of scamming', *The Conversation* website, 17 August 2018

Analysis questions

According to the article:

1 What is the most common form of online scam in Australia?
2 Why does the author suggest that online scams are a bigger problem than many people think?
3 How do online fraudsters 'groom' their victims?
4 Why do people fall for phishing scams?
5 What does the author suggest will help combat online fraud in Australia?
6 Predict whether you think online fraud will rise in the coming years, or reduce in prevalence. **Justify** your response.

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 Using the internet, list the names and terms of three different payday loan services.

Interpret

2 Using the internet, find a credit card that is issued by a bank, a credit card that is issued by a credit union and a credit card that is issued by a building society.

   a What are the interest rates on each of those credit cards?

   b Do the interest rates differ between each institution?

   c Which credit card would you apply for, and why?

3 Read the article 'Department store credit cards' on the Finder website and answer the following questions:

   a How do store cards work?

   b Who makes money out of store cards?

   c Name three major store cards and the financial institutions that provide the credit.

   d Store cards can offer special discounts and exclusive shopper events. What are the drawbacks of using store cards?

▲ **Figure 7.21** Do you know how 'Buy now, pay later' services work?

Argue

4 Read the article 'Buy now pay later services' on the ASIC website and answer the following questions:

   a List three providers of buy now, pay later services.

   b How does buy now, pay later work?

   c List four steps or ways to stay in control when you use buy now, pay later services.

Extension

1 Have you ever been scammed, or do you know someone who has been scammed? **Discuss** your experiences and thoughts with a partner.

End-of-chapter assessment 7

Research task

1   Visit the Scamwatch website. Choose one type of scam and **create** a presentation informing your teacher and classmates about:

   a   How the scam works and how much money has been lost in this type of scam

   b   Warning signs – what to look for when you might be scammed

   c   How to protect yourself – how to prevent being scammed.

2   **Create** a poster outlining the different types of scams. Your poster should inform your audience about how to protect themselves against scams and include some special tips on what to look out for.

▲ **Figure 7.22** Older Australians are particularly vulnerable to scams, especially online scams

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.

Part 4

Civics and Citizenship

What is Civics and Citizenship?

Civics and Citizenship is a strand of the Humanities and Social Sciences curriculum which aims to equip students with a lifelong interest in engaging with Australian civic life. It promotes an appreciation and understanding of the values, principles, institutions and practices which characterise Australia's political and legal systems. Fundamentally, it prepares students for living in a dynamic society and provokes them to question, understand and contribute to the world in which they live – at a local, national or global level.

Despite Australia's Christian heritage, the country has evolved to become a multicultural and multi-faith society. The curriculum acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples, while also exploring the diverse nature and identity of contemporary Australia.

This unit teaches students about the importance of engaging in civic life and in recognising their role in a global, interconnected world. Through utilising their civic rights and responsibilities, students can, both now and in the future, safeguard Australia's democracy and positively influence and contribute to the wellbeing of Australian and global communities.

Unit 1

The Australian political system

Unit overview

In studying Civics and Citizenship, students are provided with opportunities to investigate contemporary civic, political and legal issues and concepts. Through this, they will develop the necessary capacities and dispositions to responsibly participate in Australia's democracy, at a local, regional, state or national level.

A specific focus of the unit is how Australia's political and legal systems enable change, and how political parties, interest groups, the media and individuals can influence government policy and processes. Students will explore the features and rule of law underpinning Australia's and Queensland's court system, as well as the factors shaping contemporary Australian identity. This includes an investigation into the impact of globalisation on civic life and responsibilities.

Although the main focus is on Australia's federal system of government and the values and rule of law which underpin it, students will also explore issues and concepts from a Queensland perspective. The unit recognises the diversity of each Australian state or territory and, in doing so, hopes to provide students with an understanding of matters relevant to the Queensland context that they live in.

Learning goals

Civics and Citizenship aims to:

- Develop a sense of belonging to Australia's democratic society
- Encourage students to become active and informed Australian and global citizens
- Foster values such as respect, civility, equity, justice and responsibility
- Contribute to the growth of personal capabilities such as appreciating diverse perspectives, showing empathy, inter-cultural understanding and self-awareness, and being able to effectively collaborate and negotiate with others.

Curriculum links

Key inquiry questions shaping the unit include:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

By the end of the unit, students will know and understand:

- The role of political parties and independent representatives in Australia's system of government, including the formation of governments
- How citizens' political choices are shaped, including the influence of the media
- The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgments
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
- How and why individuals and groups, including religious groups, participate in and contribute to civic life
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

Through investigating contemporary issues, Civics and Citizenship also aims to develop students' skills in areas such as:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem-solving and decision-making
- Communication and reflection.

▲ **Video**
Unit overview

CHAPTER 8

Government and democracy

Setting the scene: Queensland strengthens child safety

The Queensland Government has come under fire in recent years for its management of child safety concerns, but has finally responded to media attention and public outrage with the proposal of legislation that is set to place at-risk or foster children in long-term care quicker than ever before.

Following the tragic death of 22-month-old Mason Jet Lee at the hands of his mother and stepfather in Caboolture, the Coroners Court of Queensland handed down findings that included key recommendations for the State on more effectively managing matters of child safety. In response, Queensland's Minister for Child Safety, Youth and Women, the Hon. Di Farmer MP, introduced the Child Protection and Other Legislation Amendment Bill 2020 to Queensland Parliament on 3 December 2020. The Bill was passed without amendment on 23 March 2021, and given assent on 7 April 2021.

'The inclusion of adoption as a long-term care option demonstrates the Palaszczuk Government's commitment to building a stronger child protection system and a future for Queensland's most vulnerable,' Ms Farmer said.

Stricter, clearer procedures have been mandated, including close review of cases where children have been in care for more than two years. The Government has also invested $1.3 billion in the relevant portfolio and promised 500 more frontline child safety workers to help ease the workload of struggling public service staff.

▲ **Figure 8.1** Child safety: Queensland amended laws to try and keep children in the state safer

ACTIVITY 8.1

Cognitive spotlight

Write down your answers to the questions below, and then **discuss** these with a class peer.

1 **Identify** how certain factors influenced the introduction of the Child Protection and Other Legislation Amendment Bill 2020 to Queensland Parliament.
2 **Explain** the role of the Queensland Government in responding to issues of public interest, such as child safety.
3 **Reflect on** whether the Queensland Government's policy initiatives will be effective in addressing the issue of child safety. As a pair, reach a consensus on your opinion and give reasoning.

Be prepared to share your responses with the class.

8.1   An introduction to Australia's political system

FOCUS QUESTIONS

- What are the roles of political parties and independent representatives in Australia's system of government?
- How are governments formed?

The contemporary party system in a liberal democracy

How governments gain power and the **institutions** they use to rule a country is referred to as a **system of government**. Power is achieved through one of the ways shown in Figure 8.2.

Hereditary (by birth)

Authoritarian (by force)

Democratic (by people's choice)

▲ **Figure 8.2** Access to power
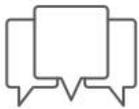
Do you know which system of government Australia uses?

If you guessed democratic, you would be correct.

Australia's system of government is called a **liberal democracy**. In this system, citizens vote to elect leaders to run the country on their behalf. These people are called **representatives**.

Representatives work for citizens in different geographic areas, called **electorates**, and are mostly associated with a certain **political party**. If they are not a part of a political party, they are referred to as an independent.

Political parties are groups of people with similar values, views and beliefs who join together with the goal of forming government. A **party platform** communicates their values and policies.

KEY CONCEPT

Liberal democracy is a system of government that promotes the rights of individuals and groups with regard to political, legal and social representation. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

ACTIVITY 8.2

Cognitive spotlight

Investigating systems of government globally

1   **Investigate** the system of government of the following countries to **identify** the type of power used to rule each nation:
    a   Brunei
    b   Canada
    c   England
    d   Iran
    e   New Zealand
    f   Russia
    g   Syria.
2   **Communicate** your findings in a table that categorises the countries by:
    a   hereditary power
    b   authoritarian power
    c   democratic power.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

institution an organisation established for a particular religious, professional, educational or social purpose

system of government the way that power and governance are distributed within a country's political system

representative a person who acts on behalf of citizens, as chosen by the individuals through a process of voting

electorate a geographic area whose population a Member of Parliament is elected to represent. An electorate is also known as a 'seat' because a Member of Parliament has a seat in the parliamentary chamber.

political party an organisation that supports certain values, beliefs and ideas or a particular group of people for the purpose of representing citizens in parliament

party platform the values, beliefs and ideas that the political party supports

Do you know who the major political parties are in Australia?

Australian Labor Party (ALP)

- The ALP is the oldest political party in Australia

coalition when two or more political parties unite to increase their chances at forming government

- Well-known ALP Prime Ministers – Julia Gillard (2010–13), Kevin Rudd (2007–10), Bob Hawke (1983–91), Gough Whitlam (1972–75)

▲ **Figure 8.3** Queensland's current Premier (at time of publication) is Annastacia Palaszczuk (ALP), seen here claiming victory at the 2020 state election

Interesting fact

The ALP was founded before Australia's 1901 Federation, in 1890.

Liberal Party of Australia (Liberal)

▲ **Figure 8.4** Prime Minister Scott Morrison addressing supporters in his 2019 election victory speech

- Since 1944
- Well-known Liberal Prime Ministers – Malcolm Turnbull (2015–18), Tony Abbott (2013–15), John Howard (1996–2007)

Interesting fact

Australia's longest-serving prime minister to date was Robert Menzies, who governed for a total of 18 years, 164 days from 1939–41 and 1949–66.

The Nationals

- Since 1920
- Originally called the Country Party
- Renamed multiple times, e.g. National Country Party, National Party of Australia
- Since 1968, there have been no prime ministers from the party
- Often, the Nationals unite with the Liberals and govern as what is called a **coalition**. In name, they are referred to simply as 'The Coalition'.
- In Queensland, both parties merged in 2008 to become the Liberal National Party (LNP)

▲ **Figure 8.5** Member of Parliament Barnaby Joyce is the leader of the Nationals

Interesting fact

Some of the shortest-serving prime ministers in the history of Australia were Nationals, such as Earle Page's 20-day leadership term.

ACTIVITY 8.3

Cognitive spotlight

Investigating party platforms

1 **Select** three of the political parties listed below. **Investigate** the federal-level party platforms of your selected parties by accessing their respective websites.
   a Australian Labor Party
   b Liberal Party
   c The Nationals
   d Australian Greens
   e Pauline Hanson's One Nation
   f Katter's Australia Party
   g United Australia Party.

2 **Identify** the key issues each party is concerned with.

3 **Compare** each party's party platform and current policies to **explain** the difference in their values, views and beliefs.

4 **Communicate** your findings in a one-page flyer that uses:
   a appropriate terminology
   b a visually appealing and professional layout
   c clear and accurate communication appropriate for a student audience.

Influencing citizens' political choices

In Australia, voting rights are from 18 years of age. It is compulsory to vote, and you must be a citizen of Australia. However, you can be prepared and enrol (register) to vote from 16 years of age.

The Australian Electoral Commission (AEC) is the federal agency that deals with voting processes. In Queensland, this agency is called the Electoral Commission Queensland (ECQ).

When an **election** is called, political parties will campaign to promote their leaders and policies. In the lead-up to the election, various strategies are used to persuade and engage voters in choosing certain representatives.

Let's explore some voter engagement strategies.

election a formal process in which citizens of an electorate vote for a Member of Parliament to represent their interests, values and priorities. An election also results in a leader to represent the country or a particular state/territory.

▲ **Figure 8.6** Even our esteemed surf lifesavers have to vote! Citizens place their voting slip in a secure ballot box on election day.

Interesting fact

Enrolling to vote is easy! Simply go to the AEC's website and complete a form, ensuring that you have certain legal documentation, such as your birth certificate, passport or driver's licence close-by to provide the necessary details.
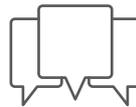
How many of these voter engagement strategies have you seen or heard of?

Political party strategies

TABLE 8.1 Political party strategies

Description	Example
Strategy: public debate	

• Leaders' debate:
   ○ ALP and Liberal party leaders participate in a formal, televised debate
   ○ Face-to-face
   ○ One hour
   ○ At least three debates during a campaign
   ○ Panellists ask questions, which the leaders take turns in answering
 • TV and radio programs may also invite party representatives to debate issues
 	
 ► **Figure 8.7** In 2019, the first Federal Leaders' Debate between Prime Minister Scott Morrison (Liberal) and Opposition leader Bill Shorten (ALP) was televised by Channel 7 News. Shorten won, with 25 votes to Morrison's 12.	

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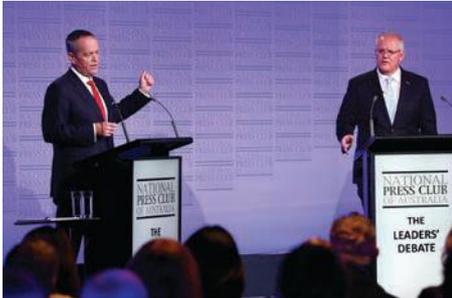
Strategy: campaign trails and doorknocking

- Representatives, along with party members, visit electorates to meet with citizens
- Planned events to promote policy agendas
- Door-knocking – visiting an electorate and knocking on doors of voters to talk to them

▶ **Figure 8.8** Queensland Premier, Annastacia Palaszczuk (ALP), interacts with workers on the campaign trail for the 2020 election

Strategy: advertising

- Feature party leaders
- Messages are short, and easy to understand and remember
- Create negative opinion of opposition
- Types – TV, radio, newspaper, outdoor (e.g. billboards and bus stops), leaflets, online

▶ **Figure 8.9** Clive Palmer's United Australia Party tried to attract voters with its outdoor advertising in the 2019 federal election

Strategy: voting places and how-to-vote cards

- At registered polling places, e.g. local state schools, churches, community centres
- Party members and supporters, dressed in party merchandise, hand out instructional cards for how to vote

▶ **Figure 8.10** A voter walks past a 'how to vote' board on 28 March 2020, during the local government elections. These boards needed to take the place of volunteers whom would usually be handing out how-to-vote leaflets during this time because of the COVID-19 pandemic.

Strategy: social media

- Own social media pages – whole-party or individual representatives
- Facebook and Twitter are popular
- Appeal to younger voters

▶ **Figure 8.11** Queensland's Liberal National Party (LNP) Facebook page promotes its candidate, Deb Frecklington, for the 2020 State election

Strategies used by the media and other organisations

TABLE 8.2 Strategies used by the media and other organisations

Description	Example
Strategy: traditional media	
• Major role in constructing the election narrative • TV – current affairs and news programs • Newspaper – print or online; daily opinion polls; featured articles or editorials • Radio – interviews and talk-back ► **Figure 8.12** Queensland's Premier campaigning at a press conference	
Strategy: opinion polls	
• Voter surveys • Usually conducted by polling companies • Sometimes conducted by political parties themselves • Over-the-phone or online • Randomly selected • Ask for age and income level to ensure variety • Feedback on voter values and opinion on election issues and policies ► **Figure 8.13** Get Up volunteer Lucy Graham phone-campaigning for the seat of Dickson on the northern outskirts of Brisbane on 26 March 2019	
Strategy: interest groups	

• Groups formed to promote particular causes or issues, such as:
    ◦ pressure groups or lobbyists
    ◦ unions and employer associations
 	
► **Figure 8.14** Students push the Australian Government for action on climate change in the lead-up to the 2019 federal election	

ACTIVITY 8.4

Cognitive spotlight

Elections and the art of persuasion

Interpret the information provided about voter engagement strategies.

Communicate your responses to the questions below in a paragraph. You may wish to conduct additional research to support your responses.

1 **Identify** factors that may affect the reliability of information during an election campaign.

2 **Analyse** why a variety of strategies are used to persuade citizens' voting decisions.

3 **Recommend** the most appropriate strategies for engaging and persuading young people (ages 18 to 25).

CASE STUDY 8.1

2020: a new decade, an upcoming Queensland election and a global health pandemic

Premier Annastacia Palaszczuk, vying for her third consecutive term of governing the state, has had to balance a political campaign with the delicate management of economic interruption and downturn sparked by COVID-19. What a year to be in government.

On 1 November, she was announced victorious against the Opposition, LNP's Deb Frecklington. However, the gain did not come without public scrutiny that her win was an easy, inevitable outcome of the pandemic. Some argued that she was rewarded for her successful management of the health crisis, rather than all the years' worth of policies gone before. Nevertheless, Queenslanders clearly praised the leader for her strong stance on border closures.

These border closures, denounced by some as un-Constitutional, have been a hot topic of conversation in the media in the lead-up to the election. Both traditional and new media presented clashing ideologies in attempts to influence Queensland voter perceptions.

Popular social media site Twitter was a central platform used by the political parties and news companies to influence voters on the borders issue.

Analysis questions

Interpret this case study.

1 **Explain** the various points of view on the issue of Queensland's border closures
2 **Analyse** the way social media was used during the Queensland 2020 election to influence the electoral decision of voters.

Constitution usually contained within a written legal document, a Constitution is a set of fundamental principles on which a nation is founded and governed. It includes rules, roles and responsibility of key institutions, particularly governments.

separation of powers the distribution of areas of responsibility and the level of power in decision-making at the three levels of government (local, state and federal)

bicameral when parliament is divided into two chambers (or houses). Laws must be agreed to by majority vote in both chambers to pass.

unicameral when parliament only has one chamber (or house)

Formation of parliaments

Australia's **Constitution** defines the **separation of powers** in government, with three clear areas – parliament, executive and judiciary.

Parliamentary arm

Parliaments in Australia are **bicameral** – they have two chambers (or houses). At a federal level, these two houses are the House of Representatives (lower house) and the Senate (upper house). Each has different roles and responsibilities.

Interesting fact

Queensland is the only government in Australia to have a **unicameral** parliament – only one chamber, called the Legislative Assembly.

◄ **Figure 8.15** Queensland Parliament House, Brisbane
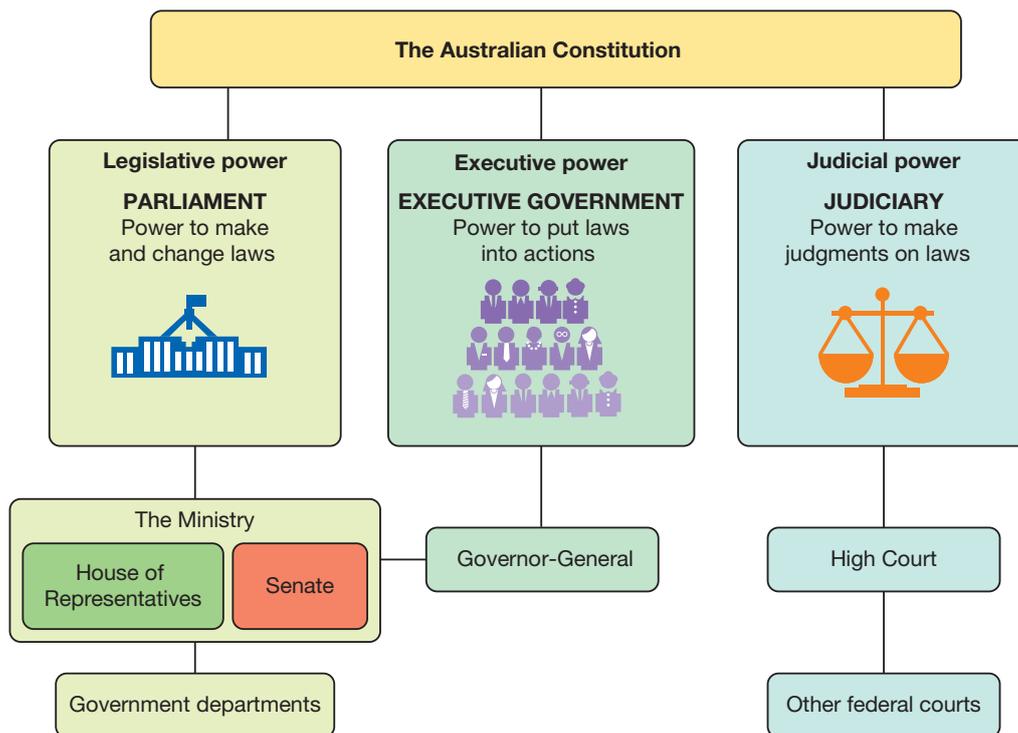
▲ **Figure 8.16** Separation of powers under the Australian Constitution

ACTIVITY 8.5

Cognitive spotlight

Compare roles and responsibilities in parliament

Access the Parliament of Australia website and Queensland Parliament website to **compare** how parliament is structured.

1   **Construct** a table to sort information about key features of each federal and Queensland parliamentary chamber, including:
   • name of chamber
   • number of MPs
   • electoral term
   • title of Queen's representative
   • role of Queen's representative
   • main roles and responsibilities of the chamber and its members.
2   Use the findings from the table to **explain** the difference between how parliament works in Queensland and how it works federally.

After citizens vote at an election and results are decided, government is formed. Each representative, working on behalf of their electorate, now becomes a **Member of Parliament** (MP). They represent the parliamentary arm of government and are able to engage in activities such as:

• discussing important issues
• debating laws
• voting on changes and new policies or laws.

When a certain party, or a coalition, have the largest representation of seats within the House of Representatives (lower house) this is called **parliamentary majority**. The governing party is referred to as the government, whereas the party, or coalition, with the second-greatest number of seats is called the **Opposition**. It is much easier to pass bills (proposed laws) and direct policy initiatives when there is a majority government; however, this doesn't always happen.

Member of Parliament a person who has been formally elected, by way of voting, to represent the citizens of an electorate

parliamentary majority a situation when a party or coalition has the greatest number of seats in the House of Representatives and is therefore able to form government

Opposition the party or coalition that has the second-greatest number of seats in the House of Representatives and plays a critical role in developing a party platform that is different to the government's. It will often disagree with government decisions and policies.

▲ **Figure 8.17** A parliament session in the House of Representatives

hung parliament a post-election situation in which no political party has secured enough seats to become the governing party

minority government a way of resolving a hung parliament whereby the leading party that does not have enough seats to govern must form an alliance with minor parties to win support

Sometimes, a **hung parliament** occurs, whereby no party has the majority of seats. The Governor-General appoints a 'caretaker' Prime Minister while negotiations on who will be the governing party take place. At this stage, no party is considered to have won the election.

Achieving a majority can now only happen by forming an agreement with minor parties or independents, which is a situation referred to as **minority**

government. These types of situations can make it very challenging for parliament to achieve its goals because people disagree.

Interesting fact

In 2010, for the first time in over 70 years, Australia's federal election resulted in a hung parliament. Both the ALP and the Coalition held exactly 72 seats each. The ALP negotiated support from four other MPs to form a minority government.

Brainstorm the pros and cons of having a minority government in parliament.

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** what is meant by the term 'liberal democracy' in the context of Australia.

2 **Explain** how the Australian Constitution has divided the country's separation of powers.

Interpret

3 **Describe** three political party strategies used to influence voters' choices.

4 **Describe** the role of the Australian media in influencing voters' electoral choices.

8.2   Shaping government policy

FOCUS QUESTIONS

- How is government policy shaped and developed?
- What are the roles of the Prime Minister and Cabinet?

Executive arm of government

▲ **Figure 8.18** Prime Minister Julia Gillard announces her ministry team after securing leadership in a minority government in 2010

Members of Parliament can also be a part of the **ministry** team, with individuals referred to as a minister. They are selected by the Prime Minister (federal) or Premier (state), respectively. Ministers are responsible for a particular area of government, such as education or health, and belong to the **executive** arm in the separation of powers. A select number of ministers are given advanced decision-making authority in a group known as the **Cabinet**. A Cabinet Minister's area of responsibility is called a **portfolio**.

ministry Members of Parliament selected by the Prime Minister to carry responsibility for a particular government department

executive a branch of government that is responsible for developing and implementing policies, as well as administering laws in Australia. Key roles in this arm include the Governor-General, the ministry and the Australian Public Service.

Cabinet senior ministers who are responsible for directing government policy and assisting with the Prime Minister's decision-making

portfolio the name for a Cabinet Minister's particular area of responsibility, combining a mix of government departments, agencies and/or boards

| Federal parliament | State/territory parliaments | Local councils |

▲ **Figure 8.19** Australia's levels of government

The Australian Constitution prescribes which areas each level of government is responsible for.

Powers that only the Federal parliament hold are called exclusive powers, whereas the ones that are shared with State and Territory governments are referred to as concurrent powers.

ACTIVITY 8.6

Cognitive spotlight

Division of powers across government levels

Investigate the division of powers across Australia's three levels of government – local, state and federal.

1   **Construct** a diagram that represents each level's areas of responsibility.
2   **Evaluate** the effectiveness of this system in best meeting the needs of Australia and its citizens.
3   **Decide** whether this division of power best meets the needs of Australian society and its citizens.

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4 **Compare** your argument for Question 2 with a peer. Together, **design** a new plan for the division of powers at each level of government, ensuring that you reach a consensus on this plan.

5 **Construct** a new diagram to represent this plan and present it to the class. Ensure you use the correct terminology.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

▲ **Figure 8.20** A doctor tests a member of public for coronavirus under health policy dictated by the state

The role of the Australian Public Service

Under the *Public Service Act 1999*, the Australian Public Service (APS) is responsible for the operation of various federal government departments and agencies that are designed to meet the needs of all Australians. For example, we learned earlier about the Australian Electoral Commission's work in managing elections and citizens' voting – it is an agency under the APS.

policy proposals or strategies devised and implemented by government to improve outcomes for the Australian community and its citizens

The Australian Public Service Commission (APSC) is a federal agency within the Prime Minister and Cabinet portfolio. The main role of the APSC is to employ the best people to oversee and carry out the work of government.

People who work for the APS are referred to as public servants. They represent approximately 1.3 per cent of the total Australian workforce. Most of these people work in Canberra because this is where our federal parliament and agencies are; and 11.1 per cent of public servants are based in Queensland.

Interesting fact

The APS has its own job-search website and is also very active on social media sites, such as Facebook.

Each government department or agency is responsible for developing and implementing effective **policy**, either on a domestic or international level.

TABLE 8.3 Differences between domestic and international government policy

	Domestic policy	International policy
Coverage	Areas affecting all Australians	Response to global issues affecting Australia and its communities
Priority	Policies that lead to a prosperous and strong nation	Policies that manage Australia's relationship and cooperation with other countries
Example issues	• Jobs • Economic growth • Budget • Industry/business • Infrastructure • Agriculture • Health • Education • The environment	• Overseas trade • Foreign aid and development • International security

ACTIVITY 8.7

Cognitive spotlight

Australian Public Service

Select one of the Australian Public Service departments or agencies listed below:

- Australian Building and Construction Commission
- Australian Bureau of Statistics
- Australian Taxation Office
- Australian War Memorial
- Bureau of Meteorology
- Department of Defence
- Department of Education, Skills and Employment

- Fair Work Commission
- Great Barrier Reef Marine Park Authority
- National Indigenous Australians Agency
- Office of National Intelligence
- Screen Australia
- Workplace Gender Equality Agency.

Investigate the development and implementation of policy within this public service.

1 **Explain** the key priorities of the department or agency.
2 **Describe** its latest policy initiatives.

Communicate your findings in a digital presentation that persuades the audience of the benefit of this department or agency's work to the Australian population.

▶ **Figure 8.21** Soldiers and army cadets are integral to Australia's Defence Force

CASE STUDY 8.2

Fair play – the Australian Competition and Consumer Commission

The Australian Competition and Consumer Commission (ACCC) is predominantly responsible for enforcing the *Competition and Consumer Act 2010*. The agency's primary goal is to regulate markets to ensure businesses act fairly and ethically, particularly with regard to product pricing, quality and safety.

Investigations are held by the ACCC into issues faced by consumers and businesses alike, ensuring all Australians are equally represented. For example, recent areas of inquiry have included:

- unfair pricing measures for home loan, feminine hygiene and electricity products
- treatment of dairy farmers by major supermarket chains
- effect of digital platforms, such as search engines and social media, on business competition
- misleading advertising by online tourism sites
- risks of button batteries in children's' toys.

The Act details rights and responsibilities under what is called Australian Consumer Law. If a business is found to have violated any part of the Act, it can face penalty by the ACCC. Such was the case for leading travel agency, Flight Centre, during the COVID-19 pandemic in 2020, which forced tourism to a standstill. International and domestic borders were closed, with each state also restricting movement in public spaces.

In May, Flight Centre was found by the ACCC to have contravened Australian Consumer Law. Flight Centre customers were being charged hundreds of dollars for cancelling their travel plans and were being wrongly told that they were not entitled to refunds. Australian Consumer Law provides protections for consumers in such circumstances.

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Consumers lodged a large number of complaints about this treatment to the ACCC. However, Flight Centre proceeded with this treatment of customers, despite pressure from the ACCC to act otherwise. With the threat of court action, Flight Centre eventually stopped charging these cancellation fees.

Flight Centre is not unknown to the ACCC. In the past, it has been penalised for other unlawful practices. For example, in April 2018, a whopping $12.5 million fine was handed down to the travel giant for its attempts at urging major international airlines to fix their prices at more than those charged by Flight Centre. Further, in October 2019 the company paid over $250 000 in fines for misleading advertisements promoting holiday coupons during peak season.

▲ **Figure 8.22** Flight Centre was forced to follow ACCC orders during the COVID-19 border closures

Analysis questions

Interpret the case study.

1 **Explain** the role of the ACCC as an agency of the Australian Public Service.
2 **Analyse** the impact of Flight Centre's imposed cancellation fees from the perspective of:
    a the customer
    b Flight Centre
    c the ACCC.

Policy can be introduced by any Member of Parliament (MP). MPs are separated into two groups:

1 Frontbenchers – sit in the front row of either chamber and consist of:
    a Prime Minister and Cabinet
    b Government Ministers
    c Opposition Shadow Ministers.
2 Backbenchers – sit in the rows behind frontbenchers and consist of:
    a other Members of Parliament for the government, Opposition and minor parties or independents.

Why do you think Members of Parliament debate bills and policies?

Interesting fact

For every day parliament is in session, a ritual is for MPs to engage in Question Time. The media and public can watch parliament participate in heated debate on policy issues.

Interesting fact

The Prime Minister plays a unique role in Australian politics, as can be seen in Figure 8.24.

Frontbenchers

- Introducing bills (draft laws)
- Answering questions about their portfolio
- Opposition – scrutinise ministers and their portfolios, especially with spending of public money
- Opposition – debating government policies

Backbenchers

- Debating bills
- Voting on bills
- Drawing attention to electorate issues
- Community work
- Committee work
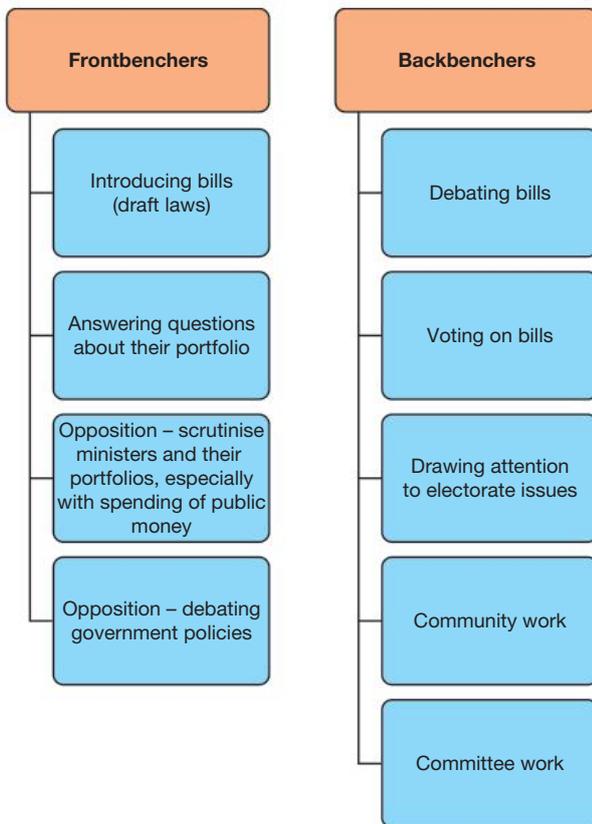
▲ **Figure 8.23** Roles of frontbenchers and backbenchers

PRIME MINISTER

- Party and country leadership
- Leading Parliament to federal elections
- Influences government policy priorities
- Adviser to the Governor-General
- Chair of meetings to discuss policies and bills
- Overseas representation of Australia
- Selecting ministers
- Key speaker in Question Time
- Chief government spokesperson
- Leading Cabinet in policy decisions

▲ **Figure 8.24** Roles of the Prime Minister

Do you think the Prime Minister should have ultimate power when it comes to decision-making?

As we've learned, all members of parliament play an important role in debating government policy. This is a vital step in the policy-creation process because it ensures any changes reflect the best interests of Australia and its citizens. Some issues can be very complex or sensitive matters, so extra precaution must be taken in scrutinising all aspects of a policy.

One policy that garnered attention in Queensland was with regard to managing youth crime in Townsville and Cairns, in the state's far north.

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 **Explain** the roles within the executive branch of government.
2 **Explain** what is meant by the term 'public service'.
3 **Describe** the types of domestic and international policy developed and managed by Australia's public service.
4 **Explain** the difference between the role of a frontbencher and the role of a backbencher in parliament.
5 **Explain** the role of Australia's Prime Minister.

⚖️ End-of-chapter assessment 8

1 Short-answer questions

1 **Explain** the role of political parties and representatives in Australia's liberal democracy.
2 **Describe** the types of strategies used by political parties and independent representatives to gain voter support.
3 **Explain** how Australia's system works to form governments.
4 **Explain** the difference between the three arms in the federal government's separation of powers.
5 **Explain** the role of the Australian Public Service.
6 **Describe** the process of creating government policy.

2 Extension tasks

Debatable policy decisions

As a part of the 2020 State election campaign, Opposition Leader Deb Frecklington, representing the LNP, vowed to enforce late-night curfews on teens if elected. Children aged under 14 would need to be home by 8 p.m. and those aged 15 to 17, by 10 p.m. Police would be granted authority to detain wandering youths (who don't have a reasonable excuse to be out) in a refuge centre until a parent or guardian could collect them. Parents or guardians would be fined $250 for any curfew breach.

Frecklington's policy came after an incident where an 11-year-old held a victim in a café at knifepoint, as well as numerous community complaints about break and enter, assault and vandalism cases. Youth crime was deemed 'out of control', with a 70 per cent increase in crimes committed by children in recent years.

Ms Frecklington spoke of her policy, 'this is about keeping our children and our community safe. I will not apologise for being tough on crime'. She commented further, 'this is about making sure that parents become responsible for their children'.

The policy was criticised by a number of key stakeholders, including global human rights organisation, Amnesty International, who warned that a curfew could breach the rights of these teens under an agreement called the Convention on the Rights of the Child. They have labelled the policy as 'extremely concerning', especially as it could potentially place young, vulnerable people at risk of being further marginalised and stuck in a cycle of poverty and racism.

▲ **Figure 8.24** What is your opinion regarding enforcing late-night curfews on teens?

Meanwhile, interest groups such as Change the Record and Act for Kids further added to the argument against the measures. Change the Record, whose main priority is lowering the incarceration rates of Aboriginal Peoples, claim that the curfew would cause greater harm to children already marginalised by the criminal justice system. CEO of Act for Kids supported this view, stating that a youth curfew would add to the cycle of trauma experienced by these children, who are more often than not survivors of abuse and neglect.

The ALP Government and other parties such as Katter's Australian Party (KAP) and the Queensland Greens came out in strong opposition to the policy. MP Michael Berkman, of the Greens, called the plan racist, while Annastacia Palaszczuk denounced the policy for its lack of clarity around the details. MP for KAP, Nick Dametto, made reference to these refuge centres being like a 'dog pound for kids'.

Whether one chooses to support or oppose a policy, this case highlights the stamina needed for public political debate.

Analysis questions

1 **Explain** the different points of view on the youth curfew policy.
2 **Analyse** the issues associated with the youth curfew policy.
3 **Develop** a plan of action for the policy that would best accommodate the different points of view and resolve the identified issues.
4 Apply evidence and sound reasoning to **justify** the effectiveness of your plan to persuade full support from all political parties on the matter.
5 **Communicate** your plan and evidence-based argument in a digital presentation to the class.

3 Classroom activity

You and your peers have decided that Australia's political landscape needs greater diversity of representation. Thus, you have created a new minor political party and have decided to run in the next Queensland state election. Challenging the status quo of the major parties, with policies that uniquely represent those of your local community, is your vision.

Your party will comprise no more than five people. Together, reach a consensus on who will perform the following roles:

1 Party Leader – this person will become the Premier, if elected, and be responsible for overseeing policy and working with all Ministers
2 Minister for Education
3 Choose one – Minister for Heath and Ambulance Services or Minister for Fire and Emergency Services
4 Choose one – Minister for Transport and Main Roads, Minister for Tourism Industry Development and Innovation, or Minister for Sport
5 Choose one – Minister for Justice, Minister for Police and Corrective Services, or Minister for the Prevention of Domestic and Family Violence

Investigate issues affecting Queensland communities and, in particular, your local community. As a party:

1 **Describe** your party platform.
2 **Identify** the target voter group of your political party.
3 **Devise** a campaign that targets your voter group and engages them with your party platform.
4 **Justify** the effectiveness of your party platform and campaign at engaging your target voter group in the next Queensland election.

Be prepared to present your campaign.

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.

CHAPTER 9

Laws and citizens

Setting the scene: when the court has the final say

▲ **Video**
Five interesting facts about laws and citizens

Australia prides itself on upholding values such as equality and fairness in the creation and execution of its laws, or do we? Let's examine the case of Edward McHugh.

Here are some initial contextual details about Edward McHugh:

- Is a 52-year-old male
- Was born in Cook Islands
- Was adopted by a Queensland family over 40 years ago
- Is a father of seven
- Spent much of his time living in Aboriginal communities, and his children are of Aboriginal descent
- Is an Australian passport-holder.

In 2018, McHugh was convicted of aggravated assault and threat to kill charges, and went on to serve a jail sentence. His visa and Australian passport were both revoked upon conviction, which meant he faced deportation to New Zealand, where he is a citizen by default because of his Cook Islands heritage.

McHugh did not receive Australian citizenship when he was adopted, due to the laws at the time, and never applied for citizenship thereafter, which meant he contravened section 501 of the *Migration Act 1958*.

As per section 501, deportation exists on the grounds of the person not passing the character test, meaning the person has been:

1 Convicted of a serious crime and sentenced to prison, or
2 Considered a threat to Australia's security.

According to the Act, the Department of Home Affairs can detain someone in an immigration centre until their removal has been processed. Alternatively, the person can depart Australia voluntarily. However, McHugh was detained in immigration centres in both Perth and Melbourne for almost three years after his conviction.

McHugh filed for an appeal and asked the Department to reverse the decision, which was refused. The case was then filed in the Federal Court. In June 2020, the Court ruled McHugh's deportation as legally unreasonable and ordered Acting Minister for Immigration, Citizenship, Migrant Services and Multicultural Affairs, Alan Tudge, to review McHugh's cancellation. The decision clearly articulates the need for the government to prove its detention of someone is lawful and could set a precedent for future cases.

ACTIVITY 9.1

Cognitive spotlight

Construct an opinion, based on clear reasoning, on whether you believe the Federal Court made the right decision to reverse Edward McHugh's deportation charge.

Communicate your argument to a class peer and **discuss** your perspectives by answering the following questions:

1 Do you both have the same opinion on the issue?
2 What differences are there in your perspectives and reasoning?
3 What information might be missing from the text in order for you to make an informed decision on the issue?

Be prepared to share your discussions with the class.

9.1   Australia's court system

FOCUS QUESTIONS

- What are the features of Australia's court system?
- How do courts apply and interpret the law, resolve disputes and make law through judgments?

An introduction to the court system

Australia's **courts** are classified under the judiciary arm in the Constitution's separation of powers. The Attorney-General's Department is responsible for overseeing our Federal Court system, including:

- Structure and **jurisdiction** of the courts
- Court operations
- Judicial appointments and their role, terms and conditions
- Legislative matters relating to the courts.

Each state and territory within Australia has its own court system, which likewise are carried out by their own Attorney-General or Minister for Justice.

There is a hierarchy of courts at both a federal and state/territory level, which is based on power and seriousness of the matter being heard. This is typically as follows:

The judicial system also has institutions known as **tribunals**. A tribunal is separate to a court and can either deal with:

1   matters concerning the actions of the executive arm of government (administrative) or
2   the resolution of private disputes (civil).

Typically, a tribunal will not hold judicial power but will instead play a vital role in **mediation**, **arbitration** and **appeal**.

court an institution with the authority to make decisions about legal matters and to administer justice

jurisdiction the types of matters a court is able to deal with and judge on

tribunal an institution with the authority to rule on the outcome of a dispute or appeal

mediation an intervention process during disputes, whereby an unbiased third party (called a mediator) helps resolve conflict in a way that is mutually agreed-upon

arbitration an intervention process during disputes, whereby an unbiased third party (called an arbitrator) will make the final decision on a dispute, using arguments and evidence submitted by both conflicting parties

appeal when a party finds an outcome of a ruling by a court or tribunal unacceptable, the party can apply for a review or reversal of the decision

▲ **Figure 9.1** The three levels of state/territory courts

Supreme Court

District Court

Magistrates Court

Interesting fact

The High Court building, an example of Brutalist architecture, has been recognised on the World Register of Significant 20th Century Architecture.

▲ **Figure 9.2** The High Court of Australia in Canberra

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                    ┌─────────────────────────────┐
                    │  HIGH COURT OF AUSTRALIA     │
                    │  Constitutional and Commonwealth │
                    │           matters            │
                    └─────────────────────────────┘
```

Figure 9.3 diagram:

- **HIGH COURT OF AUSTRALIA** — Constitutional and Commonwealth matters

- **STATE/TERRITORY COURTS**
  - **SUPREME COURT OF APPEAL** — Hears appeals from other state/territory courts
  - **SUPREME COURT** — Criminal, usually **indictable offences**
  - **DISTRICT COURT** — Criminal and civil matters
  - **MAGISTRATES COURT** — Criminal and civil **summary offences**

- **COMMONWEALTH COURTS**
  - **FEDERAL COURT** — Various business and industrial-related disputes
  - **FEDERAL CIRCUIT AND FAMILY COURT OF AUSTRALIA** — Civil (personal-relationship and children-related disputes)
    - Division 1: Family Court
    - Division 1: Federal Circuit Court
  - **VARIOUS TRIBUNALS** — Appeal tribunals; review tribunals

▲ **Figure 9.3** Australian court system structure

Court roles and jurisdiction

Each court or tribunal plays a vital role in Australia's judicial system. They determine the outcome of either a criminal or civil case.

indictable offence serious criminal charges are laid, and the defendant has the right to trial by jury in a court trial

summary offence a less serious offence, which is heard in the Magistrates Court; no jury

defendant the person accused of committing a crime

prosecution taking action against someone in court, including preparation such as police investigation, gathering of evidence and pressing criminal charges

trial a proceeding relating to the sentencing of a person, carried out in court with official processes

verdict deciding whether someone is guilty or not guilty of a crime

sentence the type and severity of a punishment for a guilty verdict, such as imprisonment, fine or community service

Criminal law

Criminal law prosecutes a person for committing a crime, officially defined by legislation. In Queensland, this is the *Criminal Code Act 1899* (Qld), known as 'the Code' in short. A crime is an offence that is deemed punishable for its disregard of behaviours considered acceptable by the general public. The Code covers a comprehensive range of offences, including, but not limited to:

- Arson
- Assault
- Burglary
- Corruption and bribery
- Fraud
- Homicide
- Kidnapping and abduction
- Rape and other sexual assaults.

These listed crimes are called **indictable offences** because of their serious nature. They are heard in the District or Supreme Court. A less serious crime, known as a **summary offence**, is generally heard in the Magistrates Court. Example summary offences include trespassing, public nuisance, graffitiing or speeding.

A person who is said to have committed a crime is called the **defendant**.

The Code also provides the relevant court and its officials, such as judges, with judiciary guidelines on **prosecution** and **trial** matters such as collecting and using evidence, reaching **verdict**, **sentencing** an offender and appeal.

▲ **Figure 9.4** Cardinal George Pell faces court for allegations of sexual abuse

Civil law

Civil law deals with matters where the rights and responsibilities of a party (individuals, organisations or government) have been breached. A civil proceeding occurs when one party (the **plaintiff**) sues another party (the **respondent**) for not meeting obligations. Examples of civil law cases include:

- Divorce
- Child custody
- Road and traffic offences, such as speeding or not wearing a seatbelt
- Unfair dismissal from employment
- Contract term breaches
- Defamation.

▲ **Figure 9.5** Civil disputes, such as divorce and property division, can be settled through court mediation

plaintiff the person who brings a civil case against the other party

respondent the person against whom a civil case is brought

ACTIVITY 9.2

Cognitive spotlight

Court jurisdictions

Using the information in this chapter and additional research, **construct** a table about Australia's Federal Courts

1 **Identify** the name of each court and/or tribunal and lists these in order of hierarchy.
2 **Explain** the role of each court and/or tribunal, and its jurisdiction.
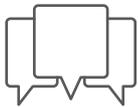
Why do you think Australia needs federal courts, as opposed to just having state-territory-level courts?

ACTIVITY 9.3

Cognitive spotlight

Investigating court roles in Queensland

Investigate each of the Queensland courts listed below, using accurate and reliable information sources:

- Supreme Court
- District Court
- Magistrates Court
- Queensland Civil and Administrative Appeals Tribunal.

Communicate your findings in a digital presentation in which you:

▲ **Figure 9.6** Historic Mackay Court House, Queensland

1 **Describe** the role of each court/tribunal.
2 **Demonstrate** your understanding with example scenarios of the types of cases each court/tribunal hears.
3 **Identify** whether each scenario case is criminal or civil.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

ACTIVITY 9.4

Cognitive spotlight

Queensland court cases

Copy and complete the table below in order to **categorise** the sample case by the Queensland court in which it would be heard. **Justify** your reasoning for each categorisation.

Sample case	Queensland court	Justification
Case 1		
Case 2		
Case 3		
Case 4		
Case 5		

Case 1

Three women were charged with fraud after they provided false information to police when travelling from Melbourne into Queensland. At the time, Queensland's borders were closed to people travelling from interstate to protect the health of locals during the COVID-19 pandemic. Anyone who wanted to enter the state had to complete a border declaration form – the three women were said to have lied on these forms in order to avoid the 14-day mandatory quarantine period. Their actions were said to have sparked a virus outbreak.

Case 2

A North Queensland man appeared in a Mackay court after a series of threatening texts to his ex-partner. The man also obtained a gun and proceeded to visit the woman's house where he was accused of pushing his way through a locked door and firing gun shots, all in the presence of the woman's two-year-old daughter. Having previously been convicted for crimes such as drug possession, stalking and assault, the man pleaded guilty to a range of offences and is due for sentencing in coming months.

Case 3

Six people have appeared in court for the fatal stabbing of a Toowoomba woman. The group, all related, broke into her unit and engaged in a conflict about the death of a family member which had occurred a month prior to the attack. Three of the accused were convicted of manslaughter and released from prison on either probation or parole, after serving some time behind bars already. The other three have been detained on more severe murder charges and will be due in court at a later date.

Case 4

In a civil case, a private investigator, hired by the controversial Adani coal mine, stalked an anti-Adani environmental activist's family. The activist was sued by Adani's lawyers for conspiracy, intimidation and breach of confidence. He was accused of soliciting confidential information about the Adani project, using it to harass contractors in a campaign against the mine. The mining company were granted permission to collect information about the activist to support their legal proceedings.

Case 5

Rugby player Israel Folau was dismissed from playing by Rugby Australia after a controversial social media post where he said that homosexuals would go to hell. Rugby Australia terminated his contract, claiming a breach of player conduct and damage to the reputation of the game. Folau commenced legal proceedings against his former employer through the court system, citing unfair dismissal. However, both parties ended up engaging in civil dispute resolution processes and settling outside of court.

▲ **Figure 9.7** Israel Folau leaves court with his wife after engaging in mediation talks with Rugby Australia about his dismissal

Court judgments and the law

Did you know that Australia's courts can also *make* laws?

Instead of just enforcing the law, Australia's courts also play an important role in developing **common law**. Common law refers to court decisions made by judges of past cases that set the benchmark for future court cases. In particular, a new law is created by the court where no legal guidelines exist already. Judges refer to common law cases when making decisions, such as sentencing, so that judgments remain fairly consistent to similar matters in the past.

The body of rules associated with common law is called the doctrine of **precedent**. Essentially, a judge will look at the legal principles applied to a past case when making decisions about a current case. In these situations, hierarchy matters; higher courts have greater power than the lower courts in setting and carrying out precedent. Higher courts can override decisions made in the lower courts, such as through an appeal process. However, parliament can overrule laws made by judges. This can be slow though, because new laws must go through formal procedures for drafting, debating and passing a bill. It is important for parliaments to do this as precedents do not change over time and may not reflect the current needs of Australian society.

common law court decisions made by judges of past cases that set the benchmark for future court cases

precedent a set of legal principles which guide decision-making in a court and are based on similar cases from history

▲ **Figure 9.8** A judge hands down a decision in the NSW Supreme Court

Interesting fact

Australia's common law was inherited from England's system and doctrine of precedent, with some decisions dating back to as early as 1154.

CASE STUDY 9.1

Powerful precedent: *Mabo v Queensland*

In 1982, a group of five First Nations Peoples, led by Eddie Mabo, challenged the Queensland Government in a court case famously now known as 'the *Mabo* case'.

The plaintiffs, who were of Meriam descent, sought native title to the Mer (Murray) Islands. The islands have been occupied by the Meriam people for thousands of years and are a part of Far North Queensland's Torres Strait Islands. However, since 1879, the islands had been declared Queensland Government land and all prior land rights were later excluded under the *Queensland Coast Islands Declaratory Act 1985* (Qld). This legislation further drove the concept of *terra nullius* – meaning 'nobody's land' – introduced upon British colonisation in 1788. Instead, the Queensland Government established a mission on the islands and reserved one out of the three islands for the local First Nations' population, with strict regulation.

After generations of his people living under this regime, Eddie Mabo started his fight against the Queensland Government. In a speech at James Cook University, he passionately argued that the land belonged to the First Nations Peoples, not the government, and captured the attention of a lawyer who assisted with his campaign. Mabo's goal was to seek recognition of the rights of Aboriginal and Torres Strait Islander Peoples as the traditional owners of the land. After all, First Nations' culture had existed for over 40 000 years in Australia before British colonisation; a culture strongly founded in a connection to 'Country' (land).
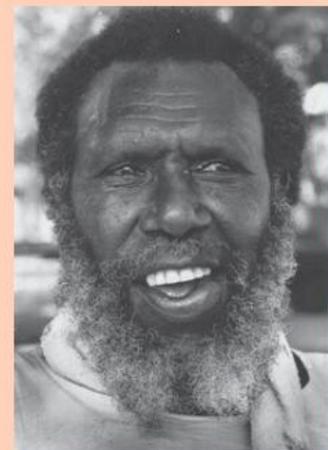
▲ **Figure 9.9** Eddie Mabo

»

Mabo's case sought to challenge British perspectives that:

- *terra nullius* existed – that First Nations Peoples had no land ownership rights
- The Crown (British Government) had complete ownership rights, to the exclusion of all prior arrangements.

In February of 1986, the native title case was heard in the Supreme Court of Queensland. However, this was adjourned when the group brought a second case to the High Court of Australia. This time, the case contested the validity of the *Queensland Coast Islands Declaratory Act 1985* (Qld). The Act was said to have been passed through Queensland Parliament in an attempt to block Mabo's case. In the end, the High Court found the legislation to be invalid because it conflicted with rights contained in the *Racial Discrimination Act 1975*. Upon this finding, the native title case was able to continue.

In 1989, in a unique situation, Supreme Court judge, Justice Moynihan, reconvened the case on Mer (Murray) Island, instead of in the courtroom. This was to enable evidence from 16 vulnerable, elderly Meriam people to be heard. He also visited nearby Thursday Island to hear evidence from five further witnesses. From these visits, Moynihan J was able to develop a deeper understanding of traditional customs and island life.

▲ **Figure 9.10** Mer (Murray) Islands in Far North Queensland

On 16 November 1990, Moynihan J presented his determination of facts in the High Court of Australia and returned the case to the High Court the following year. He concluded that the Meriam people's way of life and view of the land was a system strongly steeped in customs and traditions that existed long before British colonisation.

In an historic moment for Australia's legal system and its doctrine of precedent, on 3 June 1992 the High Court of Australia handed down the decision to reject *terra nullius*. This momentous decision proved that the Crown invalidly claimed ownership of the Mer (Murray) Islands, and henceforth recognised the right of Aboriginal and Torres Strait Islander Peoples to possession, occupation, use and enjoyment of the islands – now known as 'native title'.

▲ **Figure 9.11** Jimi Bani and Deborah Mailman star in the film *Mabo*, depicting the landmark *Mabo* case

Sadly, during the time of Justice Moynihan handing down his findings to the High Court and the final decision being made, Eddie Mabo and two other plaintiffs had passed away. However, Mabo's efforts have been applauded for overturning nearly 200 years of common law in Australia.

However, not everyone was supportive of the decision. Mining companies, represented by the Australian Mining Industry Council, feared native title claims would restrict their activities. Moreover, the Victorian Premier publicly declared that backyards of everyday Australians would be under threat (though he later retracted these statements).

Following the High Court decision, the federal government, working closely with First Nations leaders, drafted the *Native Title Act 1993* (Cth), which passed and came into effect on 24 December 1993. The Act allows First Nations Peoples to apply for native title so long as they provide evidence of:

- Continuous connection to the land
- Unbroken connection; e.g. through leasing or selling the land.

Once native title is granted, a person may use the land for the following purposes:

- To live
- For traditional customs, including visiting or protecting sacred sites
- To fish, hunt or gather food or resources
- To teach traditional laws and customs.

»

Under the Act, native title matters are now formally documented, following strict procedures. It creates a function through which Aboriginal and Torres Strait Islander Peoples' land rights can be recognised and protected. One such formality is an Indigenous Land Use Agreement (ILUA), which allows native title groups and others to negotiate land and water use in a voluntary, mutually beneficial arrangement. As at November 2020, there were 937 registered ILUAs, in addition to 129 Native Title Claims in the Federal Court.

The issue of native title is ongoing. On 17 October 2019, the Native Title Legislation Amendment Bill 2019 was introduced to the House of Representatives. Its purpose is to improve the efficiency of the native title system, particularly with regard to agreements, claims and dispute resolution.

While the issue of land rights has been controversial throughout history, it cannot be ignored that the outcome of the Mabo case was a defining moment for Australia – culturally, socially, politically and legally.

'The fiction by which the rights and interests of Indigenous inhabitants in land were treated as non-existent was justified by a policy which has no place in the contemporary law of this country.'

– Justice Brennan

'There is no real appreciation of the vitriol, intolerance and scaremongering that went on in the debate on Mabo.'

– Former Aboriginal and Torres Strait Islander Affairs Minister Robert Tickner

'The ramifications of Mabo may place in jeopardy so many mining projects across the Northern Territory and Western Australia.'

– Nationals leader Tim Fischer

'Being generous, one must respectfully assume that the High Court was simply misguided that the majority of judges confused their responsibilities as judicial officers with their personal ideologies, that they were not part of the wider long-term agenda which will inevitably lead, if followed, to a divided and damaged, and some would say destroyed, Australian society.'

– West Australian Liberal Party president Bill Hassell

▲ **Figure 9.12** Different point of views on the Mabo case

Analysis questions

1   Choose a perspective from the following list:

- Eddie Mabo
- Justice Brennan
- Former Aboriginal and Torres Strait Islander Affairs Minister, Robert Tickner
- Nationals leader, Tim Fischer
- West Australian Liberal Party president, Bill Hassell
- Justice Moynihan.

2   Use the following sentence stems to **explore** the topic of *terra nullius*.

  a   I am thinking about this topic from the point of view of …
  b   I think *terra nullius* is …
  c   A question I have from this viewpoint is …

»

3   In a report extract to the Attorney-General's Department, **interpret** the case study information:

   a   **Explain** the cultural significance of *Mabo v Queensland*.

   b   **Analyse** the differing perspectives surrounding the court case.

   c   **Describe** the strategies used to accommodate difference and accept compromise during the court case.

   d   Draw conclusions about how this case could be applied as precedent for future cases.

ACTIVITY 9.5

Writing a report text extract

Report writing is an essential skill not only for students, but for professionals working in almost any industry.

What is a report?

- A concise, formal document
- Written for a particular purpose and professional audience
- Typically, will be informative or analytical, rather than persuasive
- Factual and organised around key ideas or research findings
- May utilise graphics and tables to present data

How is a report extract different to a report?

- Shorter
- Focused on a small part/section of an overall report

What are the key features of a report extract?

1   Main title which conveys the topic of the report

2   Sub-titles for each section

3   Introduction

4   Body sections

5   Conclusions and/or recommendations

▲ **Figure 9.13** What makes a good report extract?

DEVELOPING YOUR UNDERSTANDING 9.1

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1   **Explain** the difference between a court and a tribunal.

2   **Describe** the concept of criminal law, in the context of Australia's judicial system.

3   **Describe** the types of cases heard under civil law.

4   **Explain** the concept of 'common law'.

9.2 Australia's justice system

Key principles

Australia's rule of law defines key principles that ensure all citizens are both:

1 subject to the law, and
2 equal before the law.

Also protected by rule of law are ideas that laws will be:

- Generally accepted and followed by the public
- Updated (as required)
- Created through proper political processes
- Enforced by the courts.

The rule of law and its principles contributes to the creation of Australia's justice system.
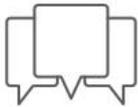
What does the term 'justice' mean to you?

KEY CONCEPT

Rule of law is a legal principle that specifies that all government decisions ensure that citizens are both subject to and equal before the law in Australia. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.
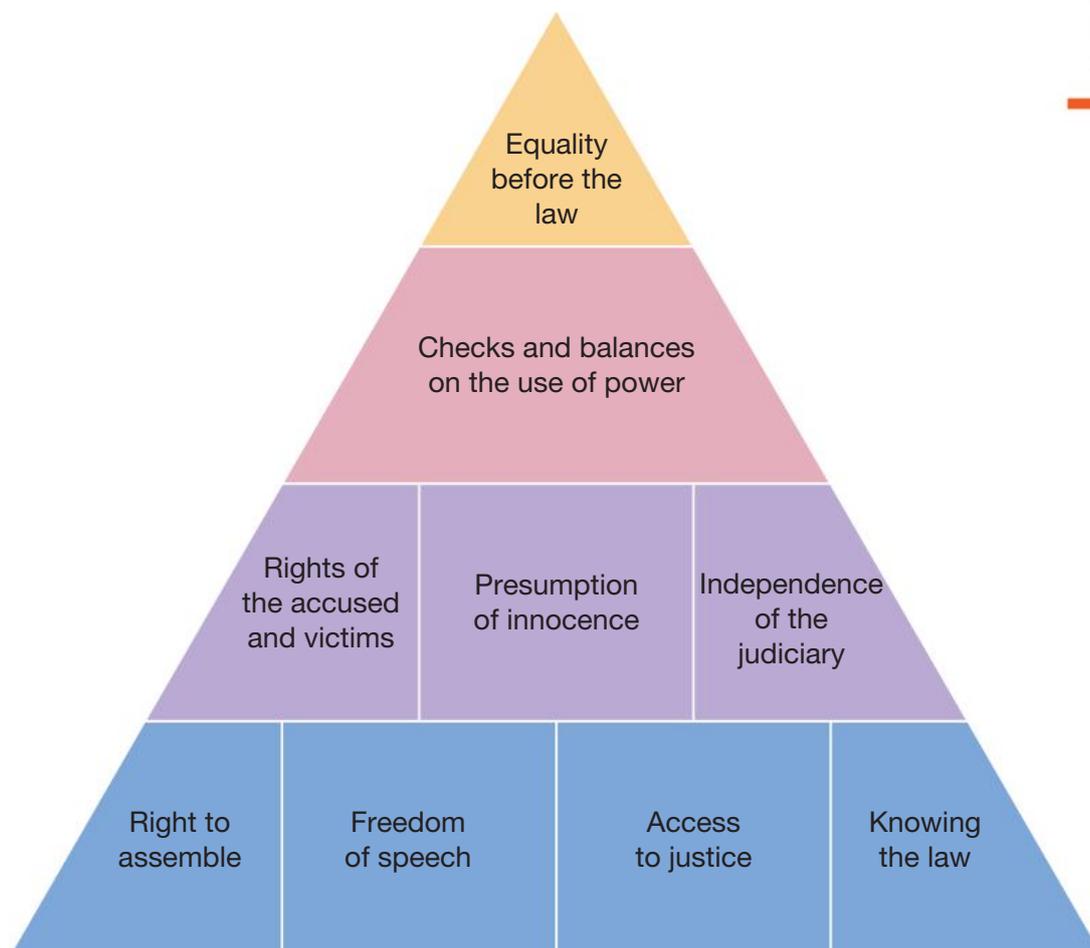
▲ **Figure 9.14** The rule of law pyramid

Let's take a closer look at some of the principles within Australia's rule of law.

Regardless of who a person is, the law, and its protections, applies equally to them

Access to legal advice from a lawyer

The opportunity to be represented in court

Access to justice

Equality before the law

Presumption of innocence

A fundamental view that a person accused of a crime or civil wrongdoing is innocent until proven guilty

Is associated with the 'burden of proof' – an obligation to prove the person is guilty

Key principles of Australia's justice system

E.g. the right to silence, to question evidence, and to appeal a decision in court

Rights of the accused to fairness

Independence of the judiciary

A judge and **jury** must not be influenced by external (e.g. political party, media) or internal (e.g. own values) forces during judicial processes

The right of an accused person to have their case heard in a fair and unbiased manner

▲ **Figure 9.15** Key principles of Australia's justice system

jury a random group of members of the public who are responsible for hearing evidence presented in a trial and deciding, collectively, if the accused person is guilty or not

Interesting fact

Some countries still operate under the 'presumption of guilt' instead of innocence. An accused person has to be proven innocent. Unfortunately, many innocent people end up in prison due to a lack of evidence proving otherwise.

Why it is important for the rule of law to exist in society?

▲ **Figure 9.16** Media crews wait outside courtrooms to report on cases. They are not allowed to attend a court case to assist the accused to have a fair trial.

ACTIVITY 9.6

Cognitive spotlight

Justice and you

Investigate Australian rule of law further:

- **Analyse** how each principle in Figure 9.15 works to protect citizens and contributes to a fair society.
- **Identify** strategies citizens can implement to ensure their rights within the rule of law are upheld.

Communicate your findings in a brochure to Australian citizens which persuades them to be informed about their rights to justice.

▲ **Figure 9.17** A lawyer can provide someone with access to justice

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

Factors affecting system effectiveness

Australia's rule of law is a long-standing system based on strong values. However, there can sometimes be factors which undermine the system's effectiveness. Principles such as equality, fairness and access can be weakened when certain forces are in place.

TABLE 9.1 Factors affecting system effectiveness

Factor	Undermining influence	Example
Bribery	**Bribery** is illegal - Impacts on independence of the judiciary because a judge's decisions are being influenced - Witnesses may be untruthful if bribed - Jurors might make decisions not based on the facts of the case, impeding the rights of the accused to a fair trial ▲ **Figure 9.18** Although bribery is acceptable in some countries, it is illegal in Australia	Australian Security Intelligence Organisation (ASIO), the country's top spy agency, warned in November 2020 that overseas governments had been trying to bribe federal Members of Parliament to reveal confidential information about the Australian Government and to influence policy decisions in the overseas nation's favour **bribery** when someone (briber) offers money or an item of value to a judicial or public official with the expectation that the person will make decisions that are in the briber's best interests
Corruption	**Corruption** is illegal - Affects the system's ability to serve the public and uphold individuals' rights - Creates a sense of mistrust in the system and contributes to feelings of inequality and unfairness ▲ **Figure 9.19** The Australian Federal Police play an important role in uncovering corruption and fraud across the country	In October 2020, the Australian Federal Police were investigating a deal made between the federal government and a private company for land to build an airport in western Sydney. The deal was claimed to be fraudulent when it was revealed that the land was purchased for $30 million by the government but valued at only $3 million one year later, leading some to question the unusual nature of the transaction. **corruption** an act of dishonesty or fraud by someone in power for their own personal gain; can be in the form of bribery but also of the powerful person's own initiative
Coercion of witnesses	**Coercion** of a witness is illegal - May cause a witness to provide false or misleading testimony or not show up for court, impacting on the accused having a fair and equitable trial ▲ **Figure 9.20** Citizens of Los Angeles, California, faced threats of intimidation at the Union Station polling station, but turned out to vote regardless	In the lead-up to the controversial 2020 US federal election, media outlets were reporting on voter intimidation at polling booths, urging voters to take caution and know their voting rights and the correct processes **coercion** intimidating or threatening someone so that they will be forced to act in a certain way

Factor	Undermining influence	Example
Trial by media	When the media reports on a court case, the accused's reputation and the public's opinion of the case can be influenced. This can change the outcome of a case because of the pressure or frenzy surrounding it. **Contempt of court** is illegal, and these laws protect the accused from unfair representation in the media. It can interfere with independence of the judiciary. ▲ **Figure 9.21** Cardinal Pell is surrounded by media outside court	A dozen Australian news outlets have been fined $1.1 million for 21 counts of 'contempt of court' after they defied a gag order that banned reporting of Cardinal George Pell's child sex abuse charges in 2018, of which he was first convicted but later acquitted (found not guilty). At the time, the media were banned from reporting on the case, but some international news corporations published articles which revealed details of the case. They are now being charged with contempt of court.
Court delays	When a delay (before or during a trial) in the legal system prevents a case from being heard in a timely manner. May be caused by: • lack of preparation or legal representation • complex evidence • witness problems • overloaded court systems or tactics purposefully used by either party to delay the proceedings. ▲ **Figure 9.22** An overworked judge can cause court delays	Australia's family courts have been reported for suffering considerable delays due to judges having to work through hundreds of cases waiting to be heard at one time. Severe backlogs are causing cases to take months, or in some cases years, to reconcile.

contempt of court when someone tries to disrespect, disobey or undermine the authority or integrity of courts and their processes

ACTIVITY 9.7

Cognitive spotlight

Crime and Corruption Commission Queensland

Access the website for the Crime and Corruption Commission Queensland to answer the following questions:

1 **Explain** the role of the Crime and Corruption Commission (CCC).
2 **Explain** how the CCC upholds the rule of law in Queensland.
3 **Describe** two current issues that the CCC has investigated, including the principles of Australia's rule of law it has worked to protect.

▲ **Figure 9.23** A Queensland Crime and Corruption Commission hearing at Southport Magistrates Court involved Gold Coast Titans NRL players charged with possessing and supplying the dangerous drug cocaine

As we've learned, Australia's rule of law is a valued aspect of the country's legal system, representing key principles of justice that ensure fair processes and decision-making for all parties.

Trial by media is just one factor that can undermine the effectiveness of this system. However, gone are the days where contempt of court rests solely as an issue facing traditional media organisations, such as television and radio networks or newspaper corporations.

More recently, digital platforms have made information readily accessible at the touch of a button. A simple Google search will bring up hundreds, if not thousands, of results on a single topic. Social media giants like Facebook, Instagram and Twitter put us in instant connection with people all around the world, and lives on show for all to see. This is fine when we need answers fast – perhaps for a school assignment or to follow what our friends did on the weekend – but when digital media interferes with formality, herein lies a problem. A big one.

Digital media platforms, like those mentioned above, are having a profound impact on Australia's legal system. Judges and jurors are responsible for upholding the independence of the judiciary, ensuring that their decisions reflect evidence and arguments presented in court only. When people in these powerful decision-making roles have access to alternative views and materials, their perspectives and understanding of the facts can be blurred, disrupting their ability to reach a verdict through due processes.

▲ **Figure 9.24** Researching a case on social media can affect a trial's outcomes and could lead to a mistrial

How can social media be misused by judges and jurors?

1   Research – to find out further information about an accused, victim or the case, which has not presented in court already.
2   Posting or commenting – publicly expressing an opinion about the case.
3   Contact – communicating with or contacting anyone involved in the case, such as the accused, victim or the legal team.

When a judge or juror misuses social media during a court trial, it can have severe consequences for an accused person's case. Not only is the accused being unfairly represented, their hearing can be postponed or transferred to a different location, their case could go through a retrial, their verdict could be overturned, or their appeal could be dismissed.

▲ **Figure 9.25** The misuse of social media during a court case can be difficult to track and can have serious consequences
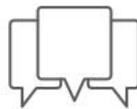
Why do you think social media is now more likely to be used than traditional print media by an individual commenting on a court case? Why is it harder to track, and potentially more damaging to a case, than it often is in traditional print media?

DEVELOPING YOUR UNDERSTANDING 9.2

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1   **Explain** the concept of 'rule of law'.

Interpret

2   **Explain** how social media can impact on the outcome of a trial.
3   **Describe** three factors which can impact on the effectiveness of Australia's justice system.

⚖️ End-of-chapter assessment 9

1 Short-answer questions

1 **Explain** the difference between the three levels of court in Queensland.
2 **Explain** the legislation governing criminal law processes in Queensland.
3 **Describe** the types of offences that define indictable and summary offences.
4 **Explain** the concept of 'precedent', in relation to common law.
5 **Describe** Australia's rule of law.
6 **Explain** the role of a jury in upholding Australia's rule of law.
7 **Describe** the factors which can undermine the effectiveness of Australia's justice system.

2 Extension tasks

Social media: trial burden or blessing?

Read the following stories as examples before answering the activity's questions.

Case 1

A Sydney teacher was awarded $350 000 in compensation for damage to her reputation when she was wrongly identified as a person accused of having sexual relations with her male students. She sued Fairfax Media, publisher of popular newspaper *The Sydney Morning Herald*, after it printed an article with details of the school and the teacher's age and subject areas. The information was soon picked up by other print and online media outlets. However, this information was incorrect – the person accused was actually someone totally different.

Case 2

A Brisbane juror was found to have used Facebook and the internet to investigate the murder case they were set to reach a verdict on. The case, which was being heard in Queensland's Supreme Court, was forced to be abandoned because of the juror's actions, which occurred on the 10th day of the 14-day trial.

Case 3

A Western Australian juror was dismissed from a murder trial after posting on Facebook that the accused was guilty, before the hearing was even scheduled to start. Her post stated, 'At Perth District Court, guilty!' and she was asked to explain herself in front of a full public gallery before being admonished by the judge and asked to leave and not post any more comments online.

▲ **Figure 9.26** A juror announcing a jury's decision

Interpret each case study presented:

1   **Analyse** the factors that might affect the reliability of information presented in the media.
2   **Analyse** how the outcome of the case could have been influenced by the media.

3   Classroom activity

Australia's justice system often sparks controversial, passionate debate in private homes, in the public and in the media. Now, it is your turn to engage in a debate.

Topic choices (to be selected by the teacher and/or class):

1   Australia's justice system would be more effective if operated under a presumption of guilt, instead of innocence
2   A judge should reach the verdict on a case, not a jury
3   Bribery and corruption are effective forms of governing a country's justice system
4   Social media can allow for better decision-making in a high-profile criminal case.

- Divide into teams of three to four students.
- Allocate an affirmative or negative perspective.
- **Investigate** the topic and prepare arguments.
- Engage in a class debate, with your teacher as the adjudicator.

▲ **Figure 9.27** Debates are a great way to explore different perspectives and practise articulating compelling arguments backed by evidence

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.

CHAPTER 10

Citizenship, diversity and identity

Setting the scene: finding connection in a restricted world

The mention of COVID-19, the coronavirus, lockdown, pandemic or even 2020 is enough to make anyone shudder.

Since the Industrial Revolution, globalisation has increasingly made its mark on the world and we have never been more connected. That is, until we weren't.

In 2020 we saw the rapid and prolonged shutdown of everything global – trade, travel, business trips, family visits, moving overseas for work and tours of our favourite shows and artists. Global connectedness as we knew it no longer existed.

But was it all so bad?

▲ **Figure 10.1** Do you think times of crisis bring people together?

▲ **Video**
Five interesting facts about citizenship

ACTIVITY 10.1

Cognitive spotlight

With a class peer, **discuss**:

1   What did the concept of 'community' look like for you during 2020?
2   How did COVID-19 change the way you interacted with or contributed to your communities; e.g. school, sporting clubs, church?
3   What did 'global connectedness' mean to you during 2020?
4   How did COVID-19 impact on people's sense of belonging to a global community?
5   What important community (local, national or global) issues were raised during 2020 and how was attention brought to these issues?

Be prepared to share your responses with the class.

10.1 Civic life and me

FOCUS QUESTION

How and why do individuals participate in and contribute to civic life?

Ways I can contribute to civic life

When you engage within a **community**, separate to your private or professional life, this is called your **civic life**.

What can a civic life look like?

Well, the answer is different for everyone, but there are some common ways one can participate in communities. Fundamentally though, one must develop habits of respect and courtesy for others. These habits contribute to a healthy functioning of Australian society and are referred to as 'civility'. When you are civil, you are polite and considerate of others.

Individuals can choose to be active or passive citizens. When you are an active citizen, your civic life will most likely be more satisfying. Active citizens are engaged and informed; they are interested in society and want to participate and contribute to its benefit. On the other hand, passive citizens only participate in society when they are obliged to – for example, to vote or pay taxes.

What does it look, sound and feel like to be civil towards others?

community a group of people who have a common characteristic or interest

civic life engagement within a community, separate to one's private/family or professional life

Justice of the Peace a community member who acts as an independent, impartial witness to official or legal documents e.g. oaths or affidavits, statutory declarations, affirmations, signatures, document execution and original document certification

public inquiry when members of the public are consulted and exposed to government policy matters. Public hearings allow for feedback on a draft policy report.

public meeting when members of the public can meet to discuss or share information about an issue or proposal

▲ **Figure 10.2** Examples of how individuals can be active citizens in Australia

How can young people engage in civic life?

KEY CONCEPT

Civic life is a key concept that you should work hard to understand well. Pop this concept away into your memory bank, as you will need to return to this idea of conflict at other points in your studies of Humanities and Social Sciences

◄ **Figure 10.3** Local residents meet for a community safety briefing during bushfire season in Perth

ACTIVITY 10.2

Cognitive spotlight

Celebrating our nation

Select one of the national celebrations listed below to **investigate** the ways it allows individuals to contribute to civic life:

- Anzac Day
- Australia Day
- Australian Citizenship Day
- Chinese New Year
- Christmas
- Easter
- Harmony Week
- Moon Festival
- NAIDOC Week
- National Close the Gap Day
- National Multicultural Festival
- National Reconciliation Week
- Refugee Week
- Other, as approved by your teacher.

Communicate in a digital presentation:

1 **Describe** how this celebration allows individuals to be active citizens.
2 **Explain** the benefits of this celebration to individuals and communities.

▲ **Figure 10.4** Brisbane students promote multiculturalism and welcome new arrivals to the city during the luminous lantern parade at South bank

▲ **Figure 10.5** NAIDOC Week celebrations in Sydney with the Koomurri Dance Group

The Australian honours system

Since 1975, Australia has been recognising the incredible work of citizens within communities. This system of recognition is called the Australian honours system.

The system works to reinforce national values and aspirations by acknowledging and celebrating role models who have made significant contributions to Australian society.

Interesting fact

There are 58 different categories of awards!

TABLE 10.1 Examples of award categories

Award type	Description	Example
The Order of Australia	For outstanding service or exceptional achievement across 4 levels; any individual can be nominated by any other person	Member of the Order of Australia for service in a particular location or area or to a specific group
Meritorious awards	For outstanding and distinguished service by members of the public service, police force or fire, ambulance or emergency services; Governor-General decides awards based on minister's recommendations	Australian Antarctic Medal for incredible service to scientific research or exploration in relation to the Australian Antarctic expedition
Military awards	Also called 'gallantry decorations'; for heroic and courageous actions; Governor-General decides awards based on recommendations from the Minister for Defence	Victoria Cross for Australia is the highest military honour in Australia and recognises tremendous acts of bravery in war
Bravery decorations	For acts of bravery where the individual or group of individuals has put their own safety in jeopardy for the protection of others' lives or property; across 4 levels; any individual can be nominated by any other person; do not have to be an Australian citizen to be nominated	The Bravery Medal is for a courageous act in the face of a hazardous situation

ACTIVITY 10.3

Cognitive spotlight

Understanding achievements

Investigate the Australian honours system:

1 **Explain** how awards are announced and presented.
2 **Identify** three award winners from 2020 and describe why they received the award.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

Similar to the honours system is the Australia Day 'Australian of the Year' Awards. Since 1960, these awards have provided an opportunity to recognise role models who have contributed to positive national identity and global relationships. This includes First Nations' Australians and multicultural Australians.

Anyone can nominate someone for an Australian of the Year Award. The awards are announced on Australia Day via a televised national ceremony, held in the country's capital city, Canberra.

There are various national categories, such as:

- Australian of the Year
- Senior Australian of the Year
- Young Australian of the Year
- Local Hero.

Each state and territory also announces award recipients for these categories.

TABLE 10.2 Queensland winners in 2020

Award type	Winner	Reason for winning
Australian of the Year	 Rachel Downie	Founder of Stymie, a social enterprise for young people where they can anonymously report harm without fear of retribution; available in Australia and internationally
Senior Australian of the Year	 Peter Dornan AM	Recognised for his commitment to supporting men diagnosed with prostate cancer; a director on the Board of the Cancer Council of Queensland
Young Australian of the Year	 Ash Barty	Professional tennis player; woman of Ngarigo descent who serves as the National Indigenous Tennis Ambassador for Tennis Australia; ranked number 1 singles tennis player in the world
Local Hero	 Adjunct Assistant Professor Nick Marshall	Founder of Albatross Nippers, a surf lifesaving Nippers program on the Gold Coast which allows children with special needs to be involved; advocated for the installation of beach matting and free beach wheelchair access

ACTIVITY 10.4

Cognitive spotlight

Student of the year

Part A: What makes someone worthy of an honours award?

Search for 'Australian honours and awards' on the Governor-General of the Commonwealth of Australia website and review the 2020 Honours award winners.

Identify the key characteristics that have contributed to this person achieving recognition.

Part B: Evaluating candidates

You are the Governor of Queensland and are responsible for deciding which nominees will receive recognition for the annual Student of the Year Awards, held at Parliament House on the final day of the school year.

The following are descriptions of three candidates whose achievements have been presented to you.

Natalie Kirk – Year 11

Current report card results:

- General English – A
- General Maths – B+
- Psychology – A-
- Business – A+
- Design – A-

Extra-curricular activities:

- First Touch Football
- Netball
- Captain of the Entrepreneur Club

Community service:

- *Youth Connect* (homeless service for youth) – volunteer, 3 years
- *Feed the Soul* (Christmas food packages for disadvantaged families) – volunteer packer, 18 months
- *Young Entrepreneurs* (business education service for youth) – program leader, 2 years
- Recipient of a *Community Service Award* for fundraising efforts for the bushfire and drought appeals, as well as for the *Beat Cancer* initiative for supporting children with cancer

Justin Kwon – Year 9

Current report card results:

- English – A+
- Maths – A
- Humanities – A
- Science – A
- Food Technology – A
- Japanese – A+
- Music – A+

Extra-curricular activities:

- Cricket
- Music – Concert Band and Stage Band

Community service:

- *Defying Age* (aged care social visits with school) – 1 year
- Recipient of a *Community Service Award* for assistance with coaching younger cricket players at the local club

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Veronica Bird – Year 10

Current report card results:

- English – B+
- Maths – A-
- Humanities – B+
- Science – B+
- Spanish – B
- Agriculture – B-
- Digital Technologies – A

Extra-curricular activities:

- Photography Club
- Chess Club
- Agriculture Club
- Music – Concert Band
- Badminton
- Rowing

Community service:

- *Drive the Nation* (fundraiser for rural communities in need) – volunteer, 2 years
- *Sporting Heroes* (sport service for children with disabilities) – volunteer, 6 months
- *Girls in STEM* (educational program for girls) – participant, 6 months
- Recipient of a *Community Service Award* for assistance at the local rowing shed on weekends

Task

Interpret this information to:

1 **Evaluate** the suitability of each candidate for Student of the Year, using the criteria listed below.
2 Make a decision about each candidate's suitability for the award.
3 Recommend which candidate is most suitable for recognition at the upcoming ceremony.

Communicate your findings in a one-page letter to the Student of the Year Awards Council.

The criteria to **evaluate** the candidates are the following:

- Secondary division – Years 7 to 12
- Exceptional achievement across all subjects
- Proven commitment to a broad range of extra-curricular activities
- Outstanding contribution to community service.

DEVELOPING YOUR UNDERSTANDING 10.1

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1 **Explain** the difference between active and passive citizenship.
2 **Describe** three ways individuals can engage in active citizenship.
3 **Explain** how Australia's honours system works.

10.2 Civic life and society

Ways groups can contribute to civic life

We've just learned about ways that individuals have made a significant difference to civic life in Australia, but did you know that groups can also make an impact?

There are various types of groups that engage in the communities in which they operate.

NGOs (non-government organisations) are **not-for-profit**, independent enterprises which serve a common interest. Volunteers work at a local, national or international level to achieve the organisation's purpose.

not-for-profit an entity that does not operate for the purpose of making a profit or for personal gain

philanthropist someone who gives money to help people who are poor or sick, or to pay for things such as museums or schools that are good for society

Non-government organisations (NGOs)	Philanthropists
	GROUP CONTRIBUTION TO CIVIC LIFE
Community groups	Religious groups
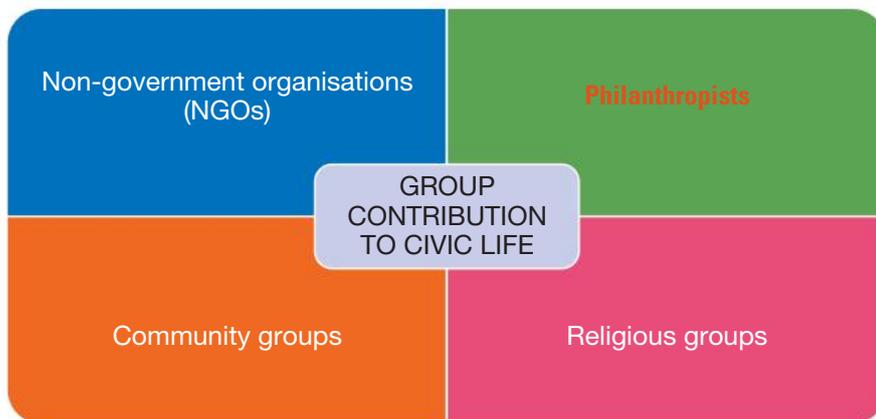
▲ **Figure 10.6** Ways groups can contribute to civic life

▼ **Figure 10.7** Examples of accredited Australian NGOs

Australian Red Cross

Oxfam Australia

The Fred Hollows Foundation

World Vision Australia
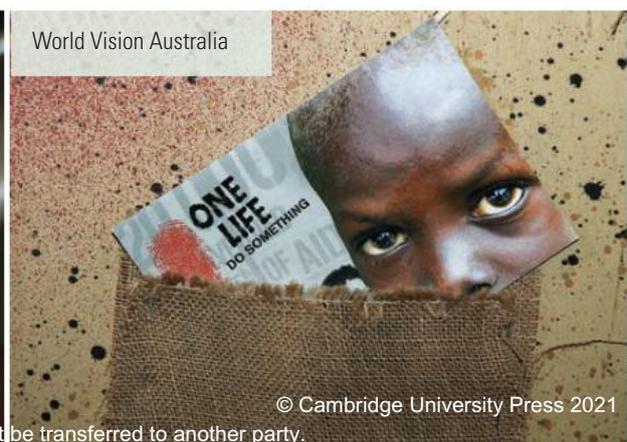
Similarly, a philanthropist donates significant money or time to a charitable cause, for the purpose of improving the lives of others. While they can work independently, philanthropists often run their own foundations. These foundations are often not-for-profit organisations.

A community group works for the benefit of a particular group of people. They are not-for-profit organisations with specific rules and a governing committee. These groups can be brought together for the purposes displayed in Figure 10.9.

Interesting fact

From 2014 to 2018, famous investor, Warren Buffett, donated 16.3 per cent of his net worth to causes he cared about – a total of $14.7 billion.

▲ **Figure 10.8** Businessman and philanthropist Bill Gates is a co-founder of the Bill & Melinda Gates Foundation

Action	To spur or oppose change
Interest	For people with a common interest or passion
Location	For people in a certain geographical area
Practice	For people working in the same profession
Circumstance	For people with a shared experience
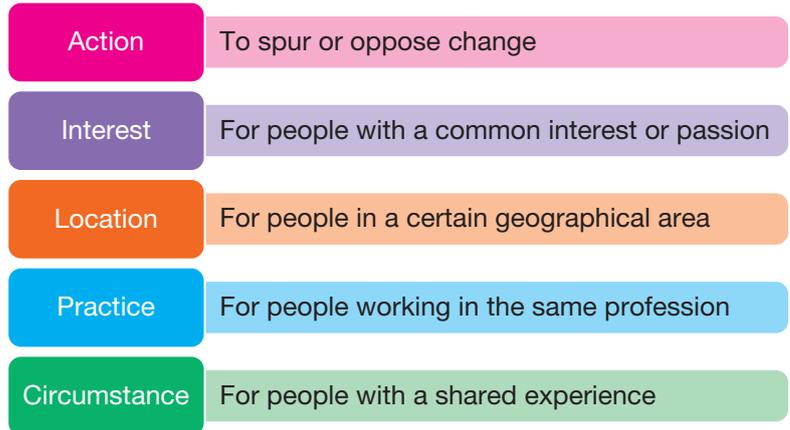
▲ **Figure 10.9** Reasons why groups come together

▲ **Figure 10.10** A shared interest in sport can bring people together

▲ **Figure 10.11** Freedom of religion is a protected human right in Australia. Pictured here is the Buddhist spiritual leader, the Dalai Lama, who was forced to flee from his native Tibet, meeting with the Irwin family in 2007.

Finally, a religious group is comprised of individuals who are united by religious beliefs, practices or a religious institution, such as a church. Freedom of religion is protected by legislation and rights within the Australian Constitution. Individuals are entitled to practise and express whichever religion they choose.
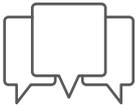
What are the benefits of having these different groups operating in Australia?

ACTIVITY 10.5

Cognitive spotlight

Amazing Australian organisations

In pairs, **investigate** the work of an Australian NGO, philanthropist, community group or religious group.

Communicate your findings in a presentation that:

1   **Identifies** the purpose of the organisation
2   **Describes** how the organisation is achieving this purpose
3   **Explains** the benefit of this organisation to the Australian community.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

▲ **Figure 10.12** Do you belong to any community group or groups?

ACTIVITY 10.6

Cognitive spotlight

Local action

Investigate a problem in your local community.

Communicate your findings in a report extract:

1   **Analyse** the different perspectives surrounding this community problem.
2   **Explain** strategies that may be implemented to accommodate difference and accept compromise when responding to the community problem.
3   **Develop** a plan of action for how to respond to the community problem, taking into account these perspectives and strategies.

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Include appropriate, professional visuals to support your written response.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

Share your report with a fellow class member to **discuss** your plans and receive feedback on the solution you've proposed.

Write a 100-word, first-person reflection on how you could **use** the feedback to further refine your plan so that it best meets the needs of stakeholders affected by the problem and solution.

▲ **Figure 10.13** Identify an issue in your local community, such as littering or lack of sport and recreational infrastructure for instance

Groups fighting for good

Modern society is steeped in long-held values of personal gain. In opposition to that is the concept of 'common good'. This concept is based on the ideal that society should work towards achieving the greatest possible benefit for the greatest number of people.

While many individuals and organisations have moved away from this philosophy, there are some that still fight to represent the 'common good' values. They work to serve the purposes of:

- fighting for social justice
- fostering understanding and respect
- advocating for change.

ACTIVITY 10.7

Cognitive spotlight

Initiatives of the common good

Investigate two Australian organisations that seem to be contributing to the common good:

1 *Organisation 1* must be a religious group that is:

- fighting for social justice or
- fostering understanding and respect within communities.

2 *Organisation 2* can be any group advocating for change for the benefit of society.

Create a news article that informs the community about each organisation:

3 **Explain** the purpose of the organisation and reasons for the focus on this purpose.

4 **Evaluate** the effectiveness of the organisation's initiatives at achieving its purpose.

5 Make a decision about whether the organisation's initiatives best contribute towards the 'common good'.

6 Recommend how young people passionate about the organisation's purpose could get involved in supporting these and/or other initiatives.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

▲ **Figure 10.14** Advocating for change

DEVELOPING YOUR UNDERSTANDING 10.2

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1 **Describe** two ways groups can contribute to civic life in Australia.

Interpret

2 **Explain** how groups are working towards achieving the concept of the 'common good'.

10.3 The media: shaping identities and attitudes to diversity

FOCUS QUESTION

What is the influence of a range of media, including social media, in shaping identities and attitudes to diversity?

Breaking down barriers: stereotypes

Let's face it – stereotypes, while commonplace, are dangerous. They can portray an over-generalisation of a particular group that can lead to assumptions about people. These assumptions can affect someone's attitude or behaviour towards any individual who identifies with the group, which can often have devastating outcomes on community cohesiveness and understanding.

CASE STUDY 10.1

Australian Media's representation of Muslims

The images in this case study depict some of the ways that Muslims, and their faith and culture, have been represented in the Australian media and society.

Interpret the images and their associated captions, and then further **investigate** the topic to answer the questions listed.

◄ **Figure 10.15** A burned-out car was dumped outside an Islamic school and mosque, and profanity against Islam was graffitied on the buildings' gate, Perth, 28 June 2016, during Ramadan

◄ **Figure 10.16** A man wears an anti-Islam shirt during an interview with a TV crew for the 10 year anniversary of the 2005 Cronulla riots in Sydney. The riots saw about 5000 people participate in a violent demonstration against Lebanese people, some of whom are Muslim.

◀ **Figure 10.17** Protestors showing their discontent with current issues, including the building of a mosque in Bendigo, at a rally in Bendigo, on 10 October 2015

◀ **Figure 10.18** Non-Muslim people dress in burqas in demonstration for the banning of the Islamic womenswear during a rally in Sydney on 2 April 2012. The group claim that covering a woman's face leads to cultural isolation and may be used by criminals to conceal their identity. A burqa is worn by some Muslim women when they are outside the home or when they are in the company of men who are not their husband or a male family member. However, not all women practise this — some choose to wear other apparel, such as headscarves, while others choose to leave their head uncovered.

◀ **Figure 10.19** Newspapers report on the news of the death of terrorist, Osama bin Laden, by US troops. Bin Laden was the founder of the militant Islamist organisation, al-Qaeda, which engineered various terrorist attacks worldwide, including the September 11 World Trade Center bombings.

◄ **Figure 10.20** Newspapers report on comments made by Australia's top Islamic cleric, whereby he compared scantily clad women without headscarves to 'uncovered meat'. Aldin al-Hilali commented that immodestly dressed women invited sexual assault.

◄ **Figure 10.21** A father reads the Quran with his daughter, following afternoon prayer in their home, where they observe Ramadan, in Sydney, under COVID-19 Restrictions in May 2020. The Quran is Islam's holy book.

▲ **Figure 10.22** Hanan Ibrahim, a Muslim model, graces the runway at the 2020 Melbourne Fashion Festival

▲ **Figure 10.23** Muslim models wear burkini swimsuits by Australian-Lebanese designer, Aheda Zanetti, Sydney, August 2016

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◄ **Figure 10.24** Muslim men commemorate the beginning of Ramadan through prayer at the Auburn Gallipoli Mosque in Sydney, on 12 April 2021. Ramadan lasts for one month and is a time for people of Islamic culture to partake in abstinence activities, such as fasting, and to come together as a community. Ramadan honours Allah, the Muslim God, in general as well as the event when Allah gave the first chapters of the Quran to the Prophet Muhammad.

◄ **Figure 10.25** People leave flowers and messages, outside Lakemba Mosque in Sydney, on 20 March 2019, in memory of 50 Muslim worshippers who were killed during a mass-shooting terrorist attack at two mosques in Christchurch, New Zealand on 15 March 2019

▲ **Figure 10.26** Australia's first-ever orthodox Muslim AFL player, Bachar Houli, addresses the crowd at an AFL Eid celebration at Punt Road Oval in Melbourne, on 26 June 2017. Eid is celebrated at the end of Ramadan as a break of the fasting period. Families and communities gather together and share meals and gifts.

▲ **Figure 10.27** Muslim worshippers gather at night to break the daily fast during Ramadan, at Emir Sultan Mosque in Dandenong, Melbourne, on 21 June 2017

Analysis questions

1   **Analyse** the ways people of Muslim faith have been stereotyped, over-generalised and/or misrepresented within the images depicted in the case study.

2   **Explain** the factors that could affect the reliability of information presented about people of Muslim faith.

3   **Analyse** the impact of these stereotypes, over-generalisations and/or misrepresentations on:

   a   individuals – those who identify as Islamic and those who are perceived to be

   b   Australian communities and society at large.

When social justice meets social media

Has any other form of communications and media grown as rapidly as social media? It's doubtful.

In fact, more than half the world's population uses some form of social media, and it's an industry that just keeps growing. In Australia alone, over 70 per cent of the population use these sites.

Not only have platforms such as Facebook, Instagram, TikTok, Snapchat, YouTube and Twitter allowed people to connect faster and more conveniently than ever before, but they've opened up opportunities in many other realms of society.

Businesses can reach new customers, access technologies never before available for marketing efforts and interact with their market in real time.

social justice ensuring people have equal access to justice, opportunities, privileges, wealth and health, no matter their circumstances

activism direct and noticeable activities that promote social, political or economic change

Governments can post up-to-date information and promote current policies. Political parties and most Members of Parliament even have their own social media accounts! During the COVID-19 pandemic of 2020 and 2021, social media was heavily used to distribute health warnings, advice and general information, as well as remind people about restrictions. Social media has proved to be a critical platform for information sharing.

Social media has been hot-wired to launch movements and trends around the world. The ability to share content on a mass scale, all at the click of a button, has changed the way we engage with issues in our communities – locally, nationally or globally. **Social justice** and **activism** are now supported by global conversations, powerful collaborations and instant access to information. When a movement goes 'viral', the world sends a clear message about what's important. A viral post is one which has become widely shared around the world, often in the millions.
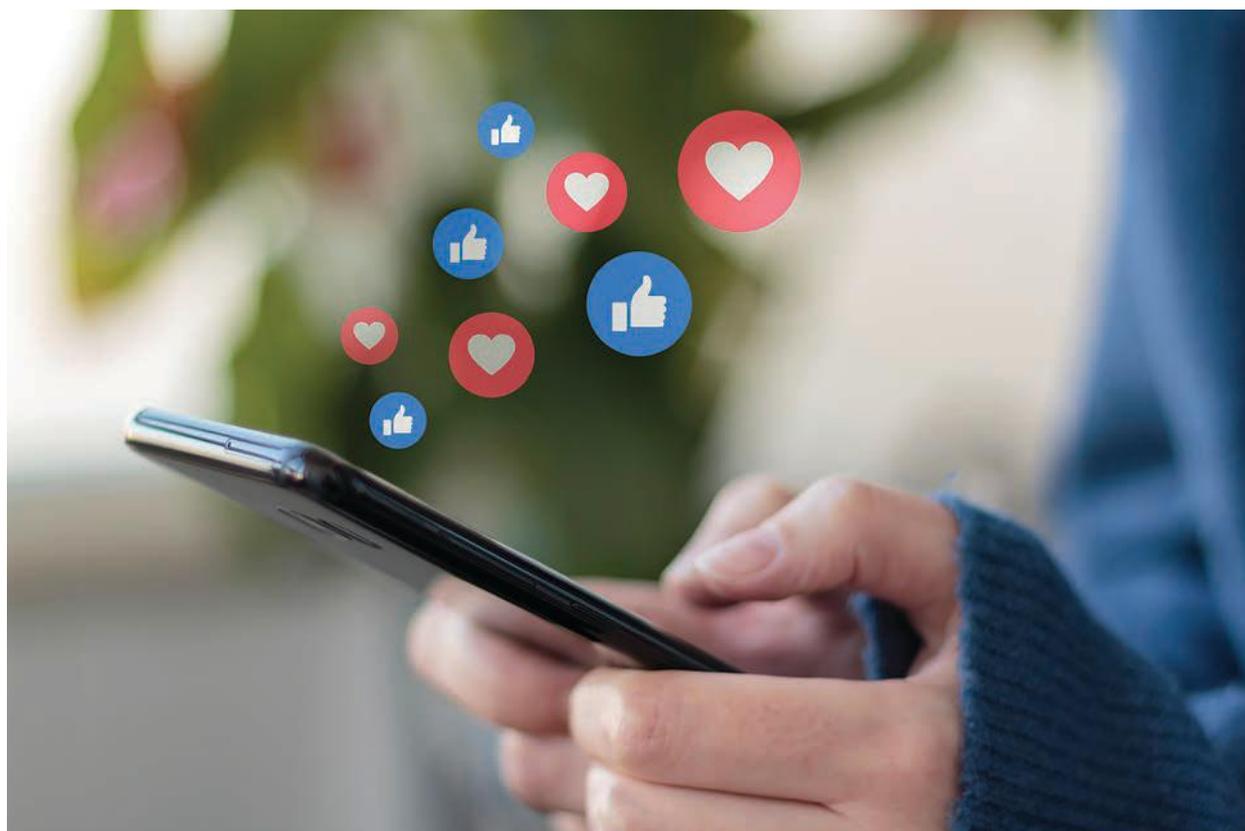
▲ **Figure 10.28** Social media can be a powerful tool for change

How has social media changed the way businesses and governments are involved in, or affected by, social justice movements?

ACTIVITY 10.8

Cognitive spotlight

When social justice goes viral

Select a high-profile social justice movement from the list below:

- Black Lives Matter
- Me Too
- Love Wins (#LoveWins) or Post Box Selfie (#postboxselfie)
- ALS Ice Bucket Challenge
- He For She
- Other, as approved by your teacher.

Investigate the movement:

1   **Explain** the social justice issue promoted by the movement.
2   **Describe** the social media campaign and particular tactics used by the activists to drive the movement.
3   **Evaluate** how effective the campaign was at engaging members of the public, either within Australia or around the world.
4   **Make a decision** about whether the social media campaign sufficiently addressed the social justice issue it set out to promote.

Communicate your findings in an engaging presentation.

▲ **Figure 10.29** Protesters march across the Victoria Bridge in Brisbane on 6 June 2020. This protest was one of many similar Black Lives Matter protests across Australia. 'Black Lives Matter' went viral on social media after a video of a controversial police arrest, during which African American George Floyd was killed, was posted online

DEVELOPING YOUR UNDERSTANDING 10.3

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1   **Explain** the concept of 'activism'.

Interpret

2   **Identify** three examples of activism campaigns which have focused on social justice.
3   **Explain** the role of the media in contributing to stereotypical views of particular groups in society.

10.4 Globalisation and Australian identity

What global connectedness looks like

globalisation a phenomenon whereby the world is becoming increasingly interconnected

When we are citizens of a country, we know that we have responsibilities to uphold, such as obeying laws or voting at elections. However, **globalisation** has changed our civic obligations. With the world becoming increasingly interdependent and interconnected, mostly due to technological developments, the concept of citizenship has evolved. Now, we see ourselves as a part of a global community.
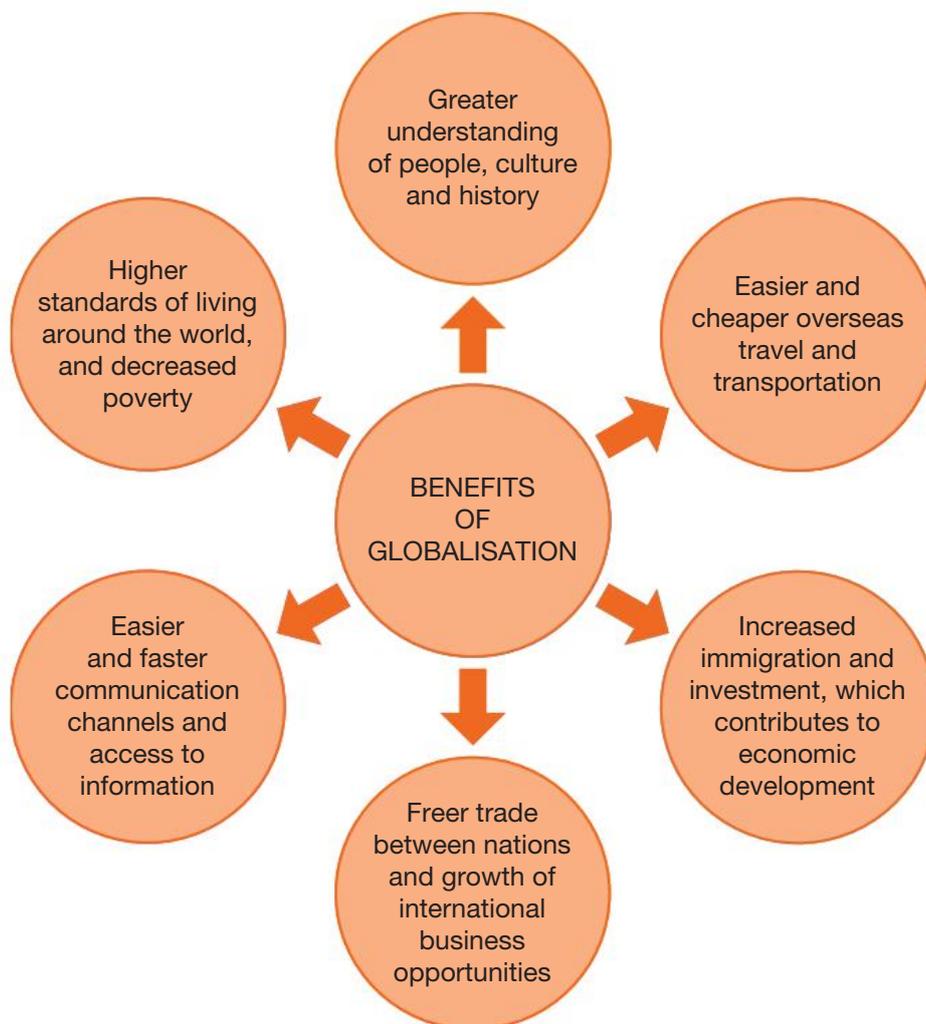
▲ **Figure 10.30** Benefits of globalisation
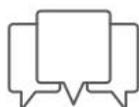
What could be the disadvantages of globalisation?

We are now **global citizens**, which comes with a different set of responsibilities. These responsibilities not only take into account the needs of and issues in one's home country of citizenship, but adopt a wider perspective that prioritises global issues too.

global citizen a person who takes an active role in the global community, seeking to understand the world, their place in it and ways to work with people to make the world fair, sustainable and peaceful

Having community involvement and positive influence

Developing and voicing informed opinions

Understanding world events better

BENEFITS OF BEING A GLOBAL CITIZEN

Challenging ignorant attitudes and intolerance

Knowing own values and priorities

◄ **Figure 10.31** Benefits of being a global citizen

What could it look like to be an active and informed global citizen?

TABLE 10.3 Forms of global connectedness

Form of global connectedness	Description	Examples
Arts	• Types – literature, visual arts, media arts, drama, music, dance and architecture • The arts have long been a globally connected sector • Digital technologies have enabled greater access to the arts around the world	• Galleries have traditionally showcased art from around the world • Performers, such as dance and theatre troupes or musicians, can travel and perform for an overseas audience
Digital technology	• Creating, storing or processing data through the use of electronic tools, devices, resources and systems • Types – social media, multimedia, mobile phones, online gaming, websites and apps, robotics • Digital technologies are often used interconnectedly by people to access, generate or share information and content	• Social media apps, such as Instagram, are downloaded onto a mobile phone and used to access and share multimedia content such as videos or photos • Individuals connect to the internet on their phone and play games with others all around the world

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Form of global connectedness	Description	Examples
Immigration and employment	• Individuals can emigrate overseas – that is, live and work or study in an overseas country • Benefits for the individual – opportunities for travel, improved quality of life, professional learning, meeting new people and better understanding global cultures • Benefits for a business – wider access to talented workers, helps build a global brand • Economies – immigrants fill employment and skills gaps where local people are unable to, and this contributes to economic development	• Australia employs immigrants and backpackers to do work that Australians typically do not want to do, such as fruit picking and farm work • According to data from the Australian Bureau of Statistics, compared to people born in Australia, more migrants are employed
Language learning	• There are over 7000 languages used worldwide • However, there are roughly 20 common spoken languages • Since globalisation, English has become a common business language • Travel and business have created opportunities to learn foreign languages	• Language schools are set up in major cities to help immigrants and visitors learn the local language • Online courses and apps are available globally to assist people in learning a language of their choice
Trade	• Businesses can trade in overseas markets and access international consumers • Types – exporting and importing, global partnerships and overseas stores or subsidiaries	• Well-known global franchises such as McDonald's, Subway and KFC have been trading internationally for decades • Australian businesses in the agriculture, mining or education sectors are among the country's top exporters
Travel	• Whether for business or leisure, people are travelling overseas more and more • It has become cheaper, faster and easier to access international transportation, such as flying and cruising	• Australians took over 11 million international trips in 2019. • In 2020, the COVID-19 pandemic drastically affected international travel. According to the Australian Bureau of Statistics, international arrivals to and departures from Australia were down by approximately 95% from 2019 to 2020.
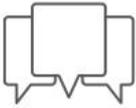
How can you use digital technology to engage in global issues and with a global community?

ACTIVITY 10.9

Cognitive spotlight

Australia's connections overseas

Select an overseas country.

▲ **Figure 10.32** How is Australia linked to other countries?

Investigate the forms of global connectedness between Australia and that country. Refer to Table 10.3 for ideas and information.

Communicate your findings in a visually appealing format, such as a poster, collage or video. In doing so, **demonstrate** how young people can use digital technologies to engage with a global community.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

CASE STUDY 10.2

Australian stories

A person who works overseas is called an **expatriate**, or 'expat' for short. Australia is home to many expats, but each year, a large number of Australians also move overseas.

> **expatriate** an individual living and/or working outside of their native country

Read and **interpret** Natalie's story and answer the questions that follow.

Natalie is a 30-year-old nurse who has spent the last five years working in London.

After graduating from Mount Isa's James Cook University, she worked at Mount Isa Base Hospital for two years. Even though she had a good time, Natalie dreamt of moving to the city and working for a bigger hospital. Having grown up in Mount Isa, she also longed for adventure and travel, and to experience other cultures and ways of life.

One day, she was browsing Instagram and saw a post about United Kingdom working holiday visas. The people in the photos looked happy and relaxed. Natalie was instantly drawn in and emailed the company straight away. One month later, she was on a plane to London, having secured a job in the emergency ward of a large hospital and a room in a rental apartment, shared with fellow Australian expats.

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Despite challenges settling in and meeting new people, especially learning how to navigate London's underground transport system, Natalie loved her time in the big city. She quickly adapted to and thrived in British culture and booked trips all around Europe on her free weekends so as to learn as much as she could about cultural traditions.

When it was time for her visa to end and to return to Australia, Natalie was anxious but excited. She was looking forward to enjoying hot Queensland weather and breathing the fresh air of her regional town. Initially, Natalie filled her calendar with catchups with friends and family and sought out any typical Australian experience she could – Vegemite on toast for breakfast, a meat pie for lunch, watching rugby on the television with her dad and swimming in her neighbour's pool.

Two months after coming home, Natalie started to withdraw. She recalls, 'I just don't know who I am anymore. I look and sound Australian, but on the inside, I feel like I don't belong.'

▲ **Figure 10.33** Why do you think many people struggle with identity when returning home after several years abroad?

Living and working in London, Natalie was surrounded by people of diverse backgrounds – she could eat a different cuisine every day of the week and worked with people from all around the world. She loved how the London community embraced multiculturalism and learned not to fear 'the other'. These experiences shaped her understanding of cultural issues and opened her mind to new ways of thinking and being.

Back home, she was affronted by the casual racism that seemed steeped in Australian culture. At the dinner table, conversations often drew back to opposition of Australia's immigration policy. Friends criticised Australia's move to celebrating marriage equality. To Natalie, these views no longer reflected her own and she was left feeling alienated.

Natalie says, 'I think I am suffering from reverse culture shock', a condition common in returning expats, particularly when they return to more isolated communities after a long time away.

'I hope to pass my experiences on to my own children and help them better understand cultures, traditions, global issues and different viewpoints. To me, that's what being a global citizen is all about.'

Analysis questions

1 **Describe** the factors that influenced Natalie's perspective of her Australian identity.
2 **Explain** how living and working overseas can change how we view our role as global citizens.

The impacts of global connectedness on identity

Historically, Australians were more likely to be born in Australia or the United Kingdom, live in regional or rural areas and lead traditional lives focused on family and home life. Key events, such as the gold rush and world wars, caused shifts in Australia's population and lifestyles.

Brainstorm the values, attitudes, beliefs and behaviours that represent Australian identity.

Interesting fact

Overseas migration now accounts for over 60 per cent of Australia's population growth.

These days, nearly half of all Australians are either born overseas themselves or born to immigrant parents. Over 300 languages are now spoken in Australia, with the most common ones being Mandarin, Arabic, Cantonese, Vietnamese, Italian, Greek, Filipino/Tagalog, Hindi, Spanish and Punjabi.

Australia honours and takes pride in having a multicultural population. Each year, there are various events and important dates that commemorate and celebrate cultural and religious traditions, such as Chinese New Year, Ramadan and Saint Patrick's Day. Harmony Week is a special time to celebrate Australia's multicultural community. Moreover, Australia has made significant progress in honouring its First Nations peoples, through national events such as Close the Gap Day, NAIDOC Week and Reconciliation Week.

Multiculturalism and increased global connectedness have affected who we are, and will continue to impact on and shape how Australians view their identity and each individual's global identity.

▲ **Figure 10.34** Chinese New Year is a popular annual celebration in Australia

▲ **Figure 10.35** First Nations musical group, Bow and Arrow, perform at a live-streamed event during the 2020 National Reconciliation Week program

DEVELOPING YOUR UNDERSTANDING 10.4

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Review questions

Recall

1 **Explain** the concept of 'global citizenship'.

2 **Explain** the concept of an 'expatriate'.

3 **Describe** three forms of global connectedness.

Interpret

4 **Explain** how global connectedness has impacted on Australian identity.

⚖ End-of-chapter assessment 10

1 Short-answer questions

    1 **Explain** the concept of 'civic life'.

    2 **Describe** the ways an individual can contribute to civic life.

    3 **Explain** the role of the Australian Honours system.

    4 **Describe** the ways groups contribute to civic life in Australia.

    5 **Explain** the concept of the 'common good'.

    6 **Describe** the factors which can influence one's identity and attitude to diversity.

    7 **Explain** the role of activism in engaging members of the public in an issue.

    8 **Explain** the concept of 'global connectedness'.

    9 **Describe** the factors that can shape our experience of national and global citizenship and identity.

2 Extension task

In a report extract (300–400 words) to the Prime Minister of Australia, **communicate** your findings of an **investigation** into one civics and citizenship issue or topic or system of choice.

Develop inquiry questions to guide your investigation and record data and information in a table that categorises and organises findings from your research.

    1 **Analyse** the various points of view on one civics and citizenship issue/topic/system.

    2 **Evaluate** this issue/topic/system, using the criteria of 'equality'.

    3 Make a decision about whether this issue/topic/system allows for equality to be achieved in Australian society.

    4 Recommend two strategies the Australian Government could implement to better promote equality.

Ensure that you use correct terminology, spelling, grammar, punctuation and referencing conventions.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

You are encouraged to review the information in the Civics and Citizenship chapters, as well as conduct further research, to support your response.

Suggested issues/topics/systems include:

- Liberal democracy as a system of government
- Political party system
- Australian Public Service
- Court hierarchy
- Court processes – criminal or civil matters
- Common law and precedent
- Australia's rule of law and key principles of the justice system and/or the ability to uphold these principles
- The Australian Honours system
- Ability to contribute to civic life
- How young people can engage in active citizenship
- Australian media's representation of different groups in society
- Ability to engage as a global citizen.

3 Classroom activity

Debating global citizenship

With various forms of global connectedness now the norm, what does this mean for Australian citizens and Australian identity?

Let's find out – you will be debating this controversial issue.

What is a debate?

A debate is a structured, formal way of discussing and analysing issues, with the goal of persuading an audience to accept the presented argument.

Debates are centred around a topic and statement. The topic for this debate is:

'That global connectedness and globalisation have destroyed Australian identity'

▲ **Figure 10.36** Do you know the qualities of a good debater?

As a class, divide into teams of six to eight people, then split the team in half – one half is called the *affirmative* (for) and the other half is called the *negative* (against).

The affirmative team will be arguing that global connectedness and globalisation have destroyed Australian identity, while the negative will be arguing that they have not.

Each team has three speakers, who take it in turns to present the team's arguments. Each speaker may speak for a total of *6 minutes*.

Speaker number	Speaker role
Speaker 1	• **Affirmative:** ◦ Introduces topic ◦ Defines key terms ◦ Presents arguments 1 and 2 ◦ Summarises the team's position • **Negative:** ◦ Introduces opposing stance ◦ Rebuttal of affirmative team's arguments (arguing why the other team is wrong) ◦ Presenting own first and second arguments ◦ Summarising the team's position
Speaker 2	• **Affirmative and negative:** ◦ Rebuttal ◦ Further 1 to 2 arguments for team's position ◦ Summarising team's position
Speaker 3	• **Affirmative and negative:** ◦ Final rebuttal ◦ Summarise rebuttal ◦ Summarise team's argument and position – this should be strong and clear

How do I prepare a debate?

1   **Devise** inquiry questions to formulate the argument – think, 'What do we need to know about the topic?'. Write open questions starting with 'who', 'what', 'when', 'where', 'why' and 'how', allowing you to explore the topic in-depth.

2   Using your inquiry questions, **conduct** thorough research to gather reliable and up-to-date facts for your argument. Record the source of your findings, as you may like to refer to the author in your speech to add credibility.

3   **Develop** your speeches, using the role information provided in the table below. Remember to **use** decisive, persuasive language. There are multiple resources available online to assist you with this. For example, use 'must' or 'will' instead of 'may' or 'could'.

4   Practise your speeches and amend accordingly, working as a team to **develop** strong, cohesive arguments. Remember you only get 6 minutes each!

Your teacher will direct the debate and will act as the adjudicator. The order of a debate is as follows:

1	Chairperson	- Opens the debate - States the topic being debated - States the names of teams - Speakers and their order of speaking - Introduces the adjudicator - Calls upon each speaker, in turn, to deliver their arguments
2	Timekeeper	- Times and records the duration of each speech - Rings the warning bell at 5 minutes and the overtime bell at 6 minutes 30 seconds (if the speaker goes over time)
3	Affirmative	Speaker 1
4	Negative	Speaker 1
5	Affirmative	Speaker 2
6	Negative	Speaker 2
7	Affirmative	Speaker 3
8	Negative	Speaker 3
9	Adjudicator	An unbiased person who decides on the winning team by considering who presented the most convincing arguments
10	Chairperson	- Calls upon the adjudicator to announce the winning team - Asks a representative from each team to thank the adjudicator - Declares the debate closed

Individual reflection

Individually, answer the following questions:

1   What role did you have in your team and how well do you believe you performed in that role?

2   How did your group approach teamwork? **Consider** the skills or techniques used to ensure an effective overall debate.

3   Next time you work in a team, what strategies will you **use** to ensure everyone is respected and heard?

4   How has the debate deepened your understanding of the topic of global citizenship? What have you learned?

5   How could you contribute to the community as an active and informed global citizen? **Consider** ways you can engage with issues and in communities in this role.

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.

Glossary

History

autochthonous   inhabitant of a place that is indigenous rather than descended from colonists or migrants

blackbirding   the practice of kidnapping or tricking South Sea Islanders to work in the Queensland sugar industry

blackguarding   abusing someone

brig   a two-mast square rigged ship

British Empire Union   an organisation formed to warn British people of the danger of German spies

capitalist   a person who is involved in trade and money-making activities and uses it to invest to further increase their wealth

cataclysm   a large-scale and violent event

censorship   blocking or erasing sensitive information from being published or broadcast

collectivist   belief that the interests of the group are more important than the interests of individuals

collier   a coal miner

colonies   settlements belonging to a nation that are made on land in another country, founded when a city is established

conscription   involuntary calling-up of civilians to fight as soldiers in a war

corroborate   to confirm an idea or conclusion by providing new evidence that supports earlier evidence

cottage industry   small-scale industry, such as spinning wool, which occurred in the home (as opposed to large factories)

diplomacy   the skill of managing international relations peacefully

exploitation   to take unfair advantage of something or someone

franchise   the power or ability to vote

globalisation   the process of the world becoming increasingly interconnected, especially in terms of ideas, trade and economies

government war bond   a debt instrument issued by a government as a means of borrowing money to finance its defence initiatives and military efforts during times of war. A war bond is essentially a loan to a government, by having the public buy the bonds which the government would intend to buy back after the war.

human trafficking   the illegal trade of people for forced labour and economic exploitation

hypothesis   tentative answer to a question based on available evidence. It is usually one sentence long.

imperialism   a country's pursuit of an empire; often by taking over other countries and colonising them to amass economic and strategic geo-military advantage over other nations

industry   the manufacturing of goods using raw materials

Light Horsemen   Australian infantry who rode up to the enemy on horseback, dismounted, then attacked on foot. They differed from cavalry, which always attacks on horseback.

Luddite movement   based on the semi-legendary worker, Ned Ludd, in the early 1800s the Luddites protested against unemployment and the loss of their skilled trades by various tactics, including smashing machines

martydom   an act by a person of suffering or death for their religious beliefs

militarism   the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote its national interests/goals

mill   a mill was generally like a factory but where grinding was an essential part of the machine process, such as a flour mill

nationalism   the belief by a country's people in their superiority over other nations and the desire for their country to be politically independent

Ningy-Ningy   the people who were the traditional owners of the Redcliffe area, Brisbane

perspective   points of view of people, groups or institutions

propaganda   the art of persuasion. In war, propaganda is designed to hide any problems, to discourage any criticism, to keep morale high, to persuade men and women to volunteer for service and to encourage civilians to work hard to support the war effort. Propaganda is often commissioned by the government, so it is really the government speaking to its people about the war.

rationing   limiting the amount of food supplied, typically per person per day/week or similar

reliability   the quality of being trustworthy

revolution   a radical change to the way things were before (e.g. political revolution, technological revolution, social revolution)

rural   country areas with a low population density

seminal work   pivotal and profoundly influential work

sequence   place in a continuous or connected series; arrange in a particular order

silence ruse   a detailed plan to allow Anzac forces to evacuate from Gallipoli in complete silence, and by stages, to avoid the possibility of a Turkish attack on retreating troops

stalemate   a situation in which armies have attacked each other but failed to achieve a definite victory for either side, and have settled down into defensive positions such as trenches

statue wars   a movement that began with protests against Confederate statues in the United States of America and has been seen in protests and questioning about statues in South Africa, Britain and Australia

storm trooper   a highly trained and aggressive soldier, equipped to sneak across no man's land and to launch lightning raids on enemy trenches, inflicting as many casualties as possible

terra nullius   the British legal term meaning land that did not belong to anyone

textile   cloth or fabric

total war   a war that is no longer limited to the traditional battlefield, but extends to attacks on civilians in cities, and involves civilians in the making of ammunition

war of attrition   after the development of stalemate, enemy armies stop trying to win a decisive victory, and just attempt to wear down their opponents by killing as many as possible, hoping that the casualty rate and the psychological effect might cause an enemy's war effort to collapse

Geography

adaptation   the process of change where an organism becomes better suited to its environment

agriculture   the process of growing crops and raising animals for human use and food

aquifer   an underground layer of rock that holds and stores water

aspect   the direction that a slope faces

biodiversity   the variety of plant and animal life found in a place

biome   a large naturally formed community of plants and animals found in a place

carbon sequestration   *see* drawing down carbon

choropleth map   using different shades of the same colour to identify the different data sets

circumnavigation   sailing or travelling all the way around something

crop yield   the amount of produce that is grown on a piece of land

decomposition   the process of being broken down to smaller pieces by bacteria and fungi

deforestation   clearing a large area of trees

domestication   growing and adapting wild plants for human use

drawing down carbon or **carbon sequestration** where carbon dioxide is taken out of the atmosphere and stored in liquids or solids on Earth

evaporation   the process of a liquid becoming a gas when heated

export   sell and send goods to another country

feed lots   a place where livestock are fed to gain weight quickly

fertile   soil that is capable of producing a lot of crops

food supply chain   the process of getting food from the farm to the plate

fossil fuels   natural fuel, such as coal or gas, made from the remains of living organisms

GDP per capita   the gross domestic product divided by the number of people in that country

goods   items for sale that can be moved

gross domestic product (GDP)   the total value of goods and services produced by a country in one year

humus   the organic part of soil that is formed when microorganisms break down plant material

import   bring goods in from another country

indigenous   naturally existing in a specific geographic area

input   what is brought into a farm or farming system (e.g. water, machinery, chemicals)

less economically developed country   a low-income country that is struggling to develop in a sustainable way. Such countries are very vulnerable to economic and environmental challenges.

livestock   animals used for work, food or produce

living wage   an income that is high enough to live a normal standard of life

marine dead zone   an area that has a reduced level of oxygen in the water, which can cause organisms to die

market forces   economic factors that affect the price, demand and availability of a product

microclimate   the climate of a very small area that is different from the surrounding climate

natural characteristics   the natural qualities of a place

non-arable   land that cannot be farmed

occupy   move into a place and take up room

pasture   grassed land suitable for grazing animals

permafrost   permanently frozen soil, mostly found in the polar and tundra biomes

phenomenon   a fact or situation that exists or happens (plural: phenomena)

poverty cycle   the continuation of poverty, often from one generation to another due to the impact of certain factors

poverty line   the minimum amount of money needed to afford the basic necessities of life

precipitation   liquid or frozen water that forms in the atmosphere and falls to Earth (e.g. rain, snow)

remote   an isolated area very far away from urban centres

riparian   the area where the land and river meet

soil moisture content   the amount of water in a sample of soil

staple   a food that is eaten so often that it is one of the main parts of a person's diet

subduction   a process where one tectonic plate moves under another tectonic plate and sinks into the mantle

surplus   more than you immediately need

terracing   sloped land that has been cut into flat platforms for farming

thematic map   using different colours to identify the different data sets

till   dig or loosen the soil to prepare it for planting

topography   the shape of the land's surface, which includes landforms such as hills, plateaus and valleys

transpiration   the process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

tributary   a small river that feeds its water into a bigger river

undernourishment   not eating enough food to maintain good health

urban   relating to a city or large town

urban sprawl   the ongoing spread of roads, houses and infrastructure over a vast area

value-add   something that adds value; a benefit or enhancement

weathering   the process of breaking down or dissolving rocks and minerals

Economics and Business

appreciation   when a currency gains value relative to another currency

asset   an item of value that an individual owns; for example, a house

Bitcoin   a type of cryptocurrency

brand value   the financial value of having customers who will pay more for a particular brand

capital improvement   an addition or change made to land, equipment or a building that increases its value or the profit it produces

central bank   a bank that provides services to a national government, puts the official financial plans of that government into operation and controls the amount of money in the economy

commodity   a substance or product that can be traded, bought or sold

comparative advantage   an advantage a country has over another country because it can produce a particular type of product more efficiently

consumer   a person who buys goods or services for their own use

credit   a method of paying for goods or services at a later time, usually paying interest as well as the original money

credit limit   the largest amount of money that a bank allows you to spend using a credit card

cryptocurrency   a digital currency produced by a public network, rather than any government, that uses cryptography to make sure payments are sent and received safely

cryptocurrency exchange   a place where digital currencies are bought and sold

decentralised   used to describe organisations or their activities that are not controlled from one central place but happen in many different places

depreciation   when a currency loses value relative to another currency

discretionary spending   money spent by consumers on things other than necessary things, such as food, clothes and fuel

dividends   part of the profit of a company that is paid to the people who own shares in it

economic agent   a person, company or organisation that has an influence on the economy by producing, buying or selling

economic growth   an increase in the economy of a country or an area, especially of the value of goods and services the country or area produces

export   to send goods to another country for sale

fair trade   a system of trading with a developing country in which a good price is paid for their exports, and the people who produce the goods have good working conditions and are paid a fair wage

fiat money   an otherwise worthless object which is endorsed as legal tender and whose value is backed by the government that issued it

foreign exchange market   the market in which the currencies of different countries are exchanged for one another. This term is often shortened to the forex market.

foreign reserve currency   a particular currency that is held by many countries that use it to make payments to other countries. The US dollar is effectively the reserve currency of the world.

fraud   the crime of obtaining money by deceiving people

free trade   international buying and selling of goods, with limited government interference on the amount of goods that one country can sell to another and without special taxes on the goods bought from a foreign country; competition between countries determines trade patterns

globalisation   the increase of trade around the world, especially by large companies producing and trading goods in many different countries

gross domestic product (GDP)   the total value of goods and services produced by a country in a given time period, usually one year

hard currency   money that is valuable and can be exchanged easily because it comes from an economically stable country

import   to buy or bring in products from another country

interest   money that you earn from keeping your money in an account in a bank or other financial organisation; or money that is charged by a bank or other financial organisation for borrowing money

international economic problem   when a country or region experiences a shortage or limitation in a good or service. Examples include limited natural resources, limited capital and technology and limitations of human skill development through education

investment   the act of putting money, effort and time into something to make a profit or gain an advantage

labour-intensive production   industries and methods that are labour-intensive need a lot of workers

liberalising measures   removing or softening barriers between trading nations

literacy rates   the percentage of people who are able to read and write

means of production   something that is needed in order to make a particular product (e.g. labour, land, capital)

mixed market mechanism   an economic decision-making combination where some decisions are made by the government while many decisions are made by the individual

money   coins or banknotes that are used to buy things, or an amount of these that a person has

multinational corporations (MNCs)   businesses which produce and sell goods in several different countries and often have a head office in their home country.

non-material living standards   living standards which are measured in non-material ways. These can include such things as quality of life gained from a clean environment, low crime rates and happiness at work.

quota   a fixed, limited amount or number that is officially allowed

recession   two consecutive quarters (six months) of negative growth, which leads to high levels of unemployment

return   to give a particular amount of profit

risk   the possibility of something bad happening

savings   the money you hold which is not spent or invested. Savings are usually stored in a bank or other financial organisation.

scam   an illegal plan for making money, especially one that involves tricking people

shareholder   a person who has a part ownership of a company and therefore has the right to vote on how the company is controlled; hence the name shareholder as the individual owns a share of the business

standard of living   the amount of money and comfort people have in a particular society

stock exchange   a place where shares in companies are bought and sold, or the organisation of people whose job is to do this buying or selling

supply chain   the system of people and things that are involved in getting a product from the place where it is made to the person who buys it

sustainable growth   economic development that attempts to balance the needs of economic agents for more goods and services with the non-renewable resources of a nation

tangible living standards   living standards as measured by material goods and services (e.g. cars and houses)

tariff   a charge or list of charges either for services or on imports entering a country

tax   money paid to the government that is based on your income or the cost of goods or services you have bought

trade   the activity of buying and selling, or exchanging, goods and/or services between people or countries

trade route   a route, often covering a long distance, that people buying and selling goods often used in the past

Civics and Citizenship

activism   direct and noticeable activities that promote social, political or economic change

appeal   when a party finds an outcome of a ruling by a court or tribunal unacceptable, the party can apply for a review or reversal of the decision

arbitration   an intervention process during disputes, whereby an unbiased third party (called an arbitrator) will make the final decision on a dispute, using arguments and evidence submitted by both conflicting parties

bicameral   when parliament is divided into two chambers (or houses). Laws must be agreed to by majority vote in both chambers to pass.

bribery   when someone (briber) offers money or an item of value to a judicial or public official with the expectation that the person will make decisions that are in the briber's best interests

Cabinet   senior ministers who are responsible for directing government policy and assisting with the Prime Minister's decision-making

civic life   engagement within a community, separate to one's private/family or professional life

coalition   when two or more political parties unite to increase their chances at forming government

coercion   intimidating or threatening someone so that they will be forced to act in a certain way

common law   court decisions made by judges of past cases that set the benchmark for future court cases

community   a group of people who have a common characteristic or interest

Constitution   usually contained within a written legal document, a Constitution is a set of fundamental principles on which a nation is founded and governed. It includes rules, roles and responsibility of key institutions, particularly governments.

contempt of court   when someone tries to disrespect, disobey or undermine the authority or integrity of courts and their processes

corruption   an act of dishonesty or fraud by someone in power for their own personal gain; can be in the form of bribery but also of the powerful person's own initiative

court   an institution with the authority to make decisions about legal matters and to administer justice

defendant   the person accused of committing a crime

election   a formal process in which citizens of an electorate vote for a Member of Parliament to represent their interests, values and priorities. An election also results in a leader to represent the country or a particular state/territory.

electorate   a geographic area whose population a Member of Parliament is elected to represent. An electorate is also known as a 'seat' because a Member of Parliament has a seat in the parliamentary chamber.

executive   a branch of government that is responsible for developing and implementing policies, as well as administering laws in Australia. Key roles in this arm include the Governor-General, the ministry and the Australian Public Service.

expatriate   an individual living and/or working outside of their native country

global citizen   a person who takes an active role in the global community, seeking to understand the world, their place in it and ways to work with people to make the world fair, sustainable and peaceful

globalisation   a phenomenon whereby the world is becoming increasingly interconnected

hung parliament   a post-election situation in which no political party has secured enough seats to become the governing party

indictable offence   serious criminal charges are laid, and the defendant has the right to trial by jury in a court trial

institution   an organisation established for a particular religious, professional, educational or social purpose

jurisdiction   the types of matters a court is able to deal with and judge on

jury   a random group of members of the public who are responsible for hearing evidence presented in a trial and deciding, collectively, if the accused person is guilty or not

Justice of the Peace   a community member who acts as an independent, impartial witness to official or legal documents; e.g. oaths or affidavits, statutory declarations, affirmations, signatures, document execution and original document certification

liberal democracy   a system of government which promotes the rights of individuals and groups with regard to political, legal and social representation

mediation   an intervention process during disputes, whereby an unbiased third party (called a mediator) helps resolve conflict in a way that is mutually agreed-upon

Member of Parliament   a person who has been formally elected, by way of voting, to represent the citizens of an electorate

ministry   Members of Parliament selected by the Prime Minister to carry responsibility for a particular government department

minority government   a way of resolving a hung parliament whereby the leading party that does not have enough seats to govern must form an alliance with minor parties to win support

not-for-profit   an entity that does not operate for the purpose of making a profit or for personal gain

Opposition   the party or coalition that has the second-greatest number of seats in the House of Representatives and plays a critical role in developing a party platform that is different to the government's. It will often disagree with government decisions and policies.

parliamentary majority   a situation when a party or coalition has the greatest number of seats in the House of Representatives and is therefore able to form government

party platform   the values, beliefs and ideas that the political party supports

philanthropist   someone who gives money to help people who are poor or sick, or to pay for things such as museums or schools that are good for society

plaintiff   the person who brings a civil case against the other party

policy   proposals or strategies devised and implemented by government to improve outcomes for the Australian community and its citizens

political party   an organisation that supports certain values, beliefs and ideas or a particular group of people for the purpose of representing citizens in parliament

portfolio   the name for a Cabinet Minister's particular area of responsibility, combining a mix of government departments, agencies and/or boards

precedent   a set of legal principles which guide decision-making in a court and are based on similar cases from history

prosecution   taking action against someone in court, including preparation such as police investigation, gathering of evidence and pressing criminal charges

public inquiry   when members of the public are consulted and exposed to government policy matters. Public hearings allow for feedback on a draft policy report.

public meeting   when members of the public can meet to discuss or share information about an issue or proposal

representative   a person who acts on behalf of citizens, as chosen by the individuals through a process of voting

respondent   the person against whom a civil case is brought

rule of law   a legal principle which specifies that all government decisions ensure that citizens are both subject to and equal before the law in Australia

sentence   the type and severity of a punishment for a guilty verdict, such as imprisonment, fine or community service

separation of powers   the distribution of areas of responsibility and the level of power in decision-making at the three levels of government (local, state and federal)

social justice   ensuring people have equal access to justice, opportunities, privileges, wealth and health, no matter their circumstances

summary offence   a less serious offence, which is heard in the Magistrates Court; no jury

system of government   the way that power and governance are distributed within a country's political system

trial   a proceeding relating to the sentencing of a person, carried out in court with official processes

tribunal   an institution with the authority to rule on the outcome of a dispute or appeal

unicameral   when parliament only has one chamber (or house)

verdict   deciding whether someone is guilty or not guilty of a crime

Acknowledgements

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Australia and Asia

Depth study overview

The development of Australia and Queensland began tens of thousands of year ago with the First Nations Peoples, who have lived with this land far beyond ancient times.

For Aboriginal and Torres Strait Islander Peoples, European permanent occupation from the eighteenth century onwards resulted in violence and great harm to their diverse, rich and vibrant cultures.

These consequences were not accepted in a passive manner. There are many examples, in the period between 1788 and 1914, of brave warriors and communities who organised effective resistance against European encroachments on traditional lands and ways of life.

Australia's democratic systems also developed throughout this period. Laws were passed that brought benefits, as well as disadvantages, to the people of Queensland.

In this depth study, we will explore the effects of contact between Europeans and Aboriginal and Torres Strait Islander Peoples. We will also investigate the experiences of the Chinese and South Sea Islander Peoples who arrived in Queensland at this time.

We will make inquiries into what living and working conditions were like in Queensland at the dawn of the twentieth century.

Learning goals

After completing this depth study, you should be able to answer these questions.

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?

Historical concepts and skills

In this depth study, there will be a particular focus on **perspective** and **contestability**. Accounts of events that have taken place in Queensland's history have been shaped by the experiences, beliefs and context of the creator. This has contributed to contested histories where different interpretations of the same event exist.

The eighteenth to early twentieth centuries were a time of great change in Asia, Australia and Queensland. The concept of **cause and effect** directs investigations to explore the factors that contributed to these changes, as well as analysing and evaluating the consequences.

Significance relates to both people and events. Criteria used to judge significance can include whether the person or event is remarkable, remembered, resounding or revealing and what the results have been. There will be opportunities during this depth study to apply these criteria to decide on whether events and people in Queensland's history have been significant.

Aboriginal and Torres Strait Islander Peoples are the First Peoples of Australia. To recognise this antecedence, despite Australia being a recent and imposed construction, the phrase 'First Australians' is sometimes used in this depth study to mean the many diverse Aboriginal and Torres Strait Islander Peoples, nations and language groups.

▶ **Source A** The Cooktown orchid, *Dendrobium phalaenopsis,* is the state flower of Queensland

Making of a state: Queensland to 1914

Setting the scene: Multuggerah and the Battle of One Tree Hill

Near Toowoomba, in South East Queensland, is a place called Tabletop Mountain (once known as One Tree Hill). The Jagera name is *Me-e-wah* (place of eyes, as the hill was a regular lookout spot) or *Gergel-gergel* (nosebone). This was the location of an organised campaign of resistance by the Jagera nation, led by Multuggerah.

Multuggerah (also known as Moppy) was a warrior and a negotiator. He was able to bring together several Aboriginal clans to fight against a group of invading white pastoralists. The pastoralists had moved north into the Darling Downs area, determined to secure land for their sheep and cattle. The methods they employed to intimidate the original inhabitants included guns, horses and herds of cattle. The pastoralists considered themselves to be invincible.

Old Moppy (Multuggerah's father) had led an earlier raid against the Europeans driving many of the pastoralists back. These raids were comprised of between 300–500 warriors from the Wakka Wakka and Kabi Kabi People. In response to this, and other acts of resistance, Old Moppy's camp was attacked. This resulted in the killing of an unknown number of people, including Old Moppy's eldest son Wooinambi. Soon after the raid Old Moppy was also shot and killed while he was fishing.

Multuggerah vowed to avenge the death of his father and brother.

On 13 September 1843, Multuggerah and a group of Wakka Wakka and Kabi Kabi warriors ambushed a convoy of drays (wheeled carriages pulled by horses) that were hauling supplies. Multuggerah's prior attacks had stopped goods from getting through to the region, so supplies were urgently needed. Thirty to 45 men (20 armed squatters and their servants) decided to avenge the attack.

The pastoralists attempted to pursue Multuggerah and his warriors as they fled up the mountain. The pastoralists retreated after spears, stones and boulders were thrown and rolled at them from the slopes. Several pastoralists were severely wounded. One was speared in the buttocks by a female warrior, but there were no fatalities. Casualties on the Wakka Wakka and Kabi Kabi side were higher, with a participant mentioning that at least one warrior was shot.

What does this description suggest about the nature of the relationship between the First Nations Peoples and those from a European/British background during this period?

MAKING THINKING VISIBLE 2.1

Know, new, explore

- List some ideas from the account of Multuggerah that you already **know** about Australian history.
- List some ideas from the account of Multuggerah that gave you some **new** ideas or information about Australian history.
- What is an idea or question from the account of Multuggerah that would be interesting to **explore** and learn more about?

Look at Source 2.1 and Source 2.11. Why might Tabletop Mountain have been a popular lookout spot for members of the Jagera nation?
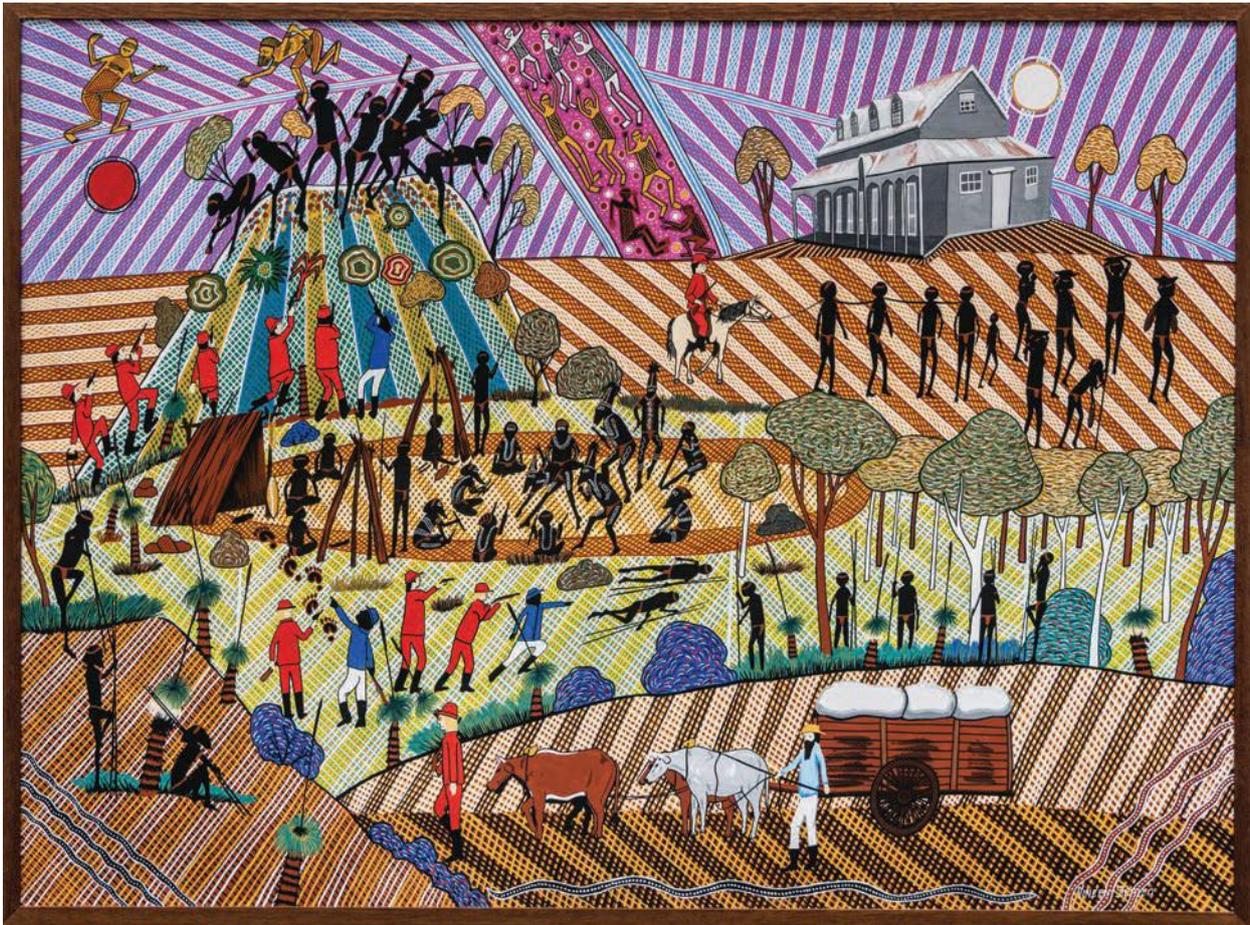
▲ **Source 2.1** *Toowoomba I*, Vincent Serico, c. 1995, Toowoomba Regional Art Gallery, Toowoomba City Collection 286. Vincent Serico is an Aboriginal artist with Kabi Kabi, Waka Waka and Jiman family links. Vincent was removed from his family as a child and raised on Cherbourg Mission.

RESPONDING TO THE SOURCE – 2.1

Identify the events in the conflict that can be seen in Source 2.1. Include events leading up to, during and after the conflict.

Significance

To determine if a historical person or event is significant it must be assessed by some criteria.

- *Remarkable* – Was the event or person remarkable or extraordinary in some way for their time or later?
- *Remembered* – Was the event or person important at some stage within the collective memory of a group or groups? Was something done to remember this person or event?
- *Resounding* – Do, or did, people still make connections to this event or person well beyond the time of origin?
- *Results* – Did the person or the event lead to change or consequences for their time or the future?
- *Revealing* – Does the person or event reveal something important about the time period of origin?

Who is an individual that could be deemed as significant according to the criteria?

Historical inquiry 2.1: is Multuggerah a significant individual in Australian history?

You are aware from my previous communications that for some time past the blacks have been committing most serious depredations upon both life and property throughout the district, but the last few weeks have shown us, that a regular systematic plan of plundering operations has been organised amongst them, which from the talent displayed in the execution, would lead one to suppose some pale faces were at work amongst them. The most daring affair was about a fortnight since when three loaded drays were stopped in a part of the road near the foot of the Mountain Range, by finding several strong barricades or fences placed across the road and whilst the men in charge of the teams were attempting to remove the obstructions, they were attacked by upwards of 100 black fellows, and compelled to beat a retreat, leaving the drays and their contents to their fate … Five days previous to this occurrence the blacks attacked a station of Mr. McConnell, killed a man, and drove off a flock of sheep … The squatters and others in the vicinity of these outrages, at length finding matters were getting to such an alarming height, deemed it advisable to call a meeting of their brother squatters, and at the same time send to Brisbane for such assistance as the Government could afford …

▲ **Source 2.2** 'News from the interior, Moreton Bay'
Source: Article in the *Sydney Morning Herald*, October 1843

Trouble began the moment whites moved down into the Lockyer Valley. But the 1842 poisoning of 50 or 60 people on Kilcoy Station provoked an uprising across this stretch of Queensland. One of its leaders was Multugerrah, a diplomat, strategist and warrior who gathered nearly all the mountain clans to deal with the invasion of their land.

Multuggerah realised the road up the escarpment was the key to the pastoralists' survival. They would be in a perilous position if he could block the food going up and the wool coming down. So after announcing his intentions, he began ambushing the drays that lumbered up that difficult road.

In a show of force in September 1843, 18 armed men guarded 3 drays dragged by as many as 50 bullocks. But they were stopped by Multuggerah's men on a steep and boggy stretch of the road that cut through thick bush. The armed men fled.

A vigilante party then pursued Multuggerah forces up One Tree Hill. The Aboriginal warriors put aside their weapons and began hurling rocks down on their pursuers. Boulders followed. The squatters and their men withdrew.

How many died on either side that day has never been clear. Perhaps none. Before it was forgotten, the Battle of One Tree Hill was celebrated in newspaper reports, books and heroic bush ballads not as a bloodbath but a humiliating defeat of the pastoralists at the hands of the blacks.

▲ **Source 2.3** David Marr, 'Battle of One Tree Hill: remembering an Indigenous victory and a warrior who routed the whites', *The Guardian*, 15 September 2019

RESPONDING TO THE SOURCES – 2.2

1 **Identify** examples of racist beliefs and attitudes from 1843 in Source 2.2.
2 **Describe** how the attacks on the white pastoralists are portrayed as being sophisticated and effective using evidence from Source 2.2.
3 **Identify** the reason Source 2.3 gives for the attacks led by Multuggerah on the pastoralists.
4 The article describes Multuggerah as a 'diplomat, strategist and warrior'. **Describe** how his actions demonstrate each of these qualities using evidence from Source 2.2 and Source 2.3.
5 **Describe** how the Battle of One Tree Hill was viewed in 1843 using evidence from Source 2.2 and Source 2.3.
6 **Identify** some important information that this event *reveals* about this period in Australian history.

ACTIVITY 2.1

Research activity

Research the Kilcoy station poisonings using the Colonial Frontier Massacres in Australia database:

- Where was the massacre?
- When did it occur?
- Who was involved?
- What happened?
- Why did it happen?

It was no set of degraded cowards that drove back a party of the best white men on the Darling Downs from the One-tree Battle; it was no coward who, when a party of white men were pursuing his tribe and following each other in single file along the Main Range, stepped in front of them from behind a tree, delivered his spear, killing the first horse of the party, and then made his escape amidst a shower of bullets! I say that these men deserve as much credit for their courage and devotion as do those who are more civilised … .

▲ **Source 2.4** Speech by Sir Ramsay, 1869

Context statement for Source 2.4

Sir Robert Ramsay Mackenzie (1811–1873) included the battle in a public speech, 'The best white men of the Darling Downs'. Sir Ramsay was a prominent pastoralist and politician.

In a small flat, a party, escorting a number of drays with stores, were suddenly attacked by a considerable number of blacks with such ferocious vigour, that the escort fled and the drays and contents became loot for the aboriginals. In revenge, a party of squatters and others made a general raid upon the natives, who, however, gathered together upon a singular isolated table mountain, named by Cunningham, Hay's Peak, and from that point of vantage rolled large basaltic boulders upon their assailants, compelling a retreat, not, however, before the squatters had inflicted severe loss upon them.

▲ **Source 2.5** An article in *Qld Country Life*, 23 August 1900

The squatters had a black tracker with them, but instead of following the tracks along a spur they attempted to scale the steep side of the mountain at the side of the track. The blacks entrenched themselves among the boulders and drove the attackers back by hurling down upon them an avalanche of stones, and the 'Battle of One Tree Hill' as it was called, ended with the discomfited retreat of the whites, carrying their injured men and broken guns with them.

▲ **Source 2.6** 'When black men routed the whites', *Courier Mail*, 16 April 1938

RESPONDING TO THE SOURCES – 2.3

1 **Identify** the reason Source 2.5 gives for the attacks on the pastoralists led by Multuggerah. How does this differ to Source 2.3?
2 **Explain** how Source 2.4, Source 2.5 and Source 2.6 indicate that Multuggerah's actions were both *remarkable* and *remembered*.

It is only when the full context of the affray is surveyed that it becomes obvious why – despite … considerable losses on the Aboriginal side – the Battle was so important. Firstly, it was a setback to settlement. It managed to severely alarm the Colonial authorities. From the 1840s to the 1910s, it was remembered as an example of courage and genius and a solid defeat of settler aspirations.

▲ **Source 2.7** Extract from 'Multuggerah and Multuggerah way' (2016) by historian Ray Kerkhove, who is a non-Indigenous historian who works collaboratively with First Nations knowledge-holders to research Australian history

I'm tired of massacre mania, of presenting Aborigines as always incapable of organising against white people … The opposite was the case. They had victories. They kept on for decades because they got land back, they got resources back. They had victories.

▲ **Source 2.8** Quotes from attendees at the 2019 commemoration of the battle – Ray Kerkhove, historian

The thing about the Battle of One Tree Hill is that on this one day in this one place, the people stood up and said 'No more'.

There was an organised resistance campaign, an act of defiance with bravery and sacrifice on display. And on this occasion the foe recognised and recorded the strength of this resistance. They accorded honour to the warriors they faced. In a sense we are just bringing this back to light.

▲ **Source 2.9** Mark Copeland – organiser of the 2019 commemoration of the battle

A barrage of spears and boulders

Ploughed on to this hapless crew

Down the mount in fear for their lives

The first boat people flew

▲ **Source 2.10** Kevin Carmody, 2019, song lyrics 'Multuggerah'

RESPONDING TO THE SOURCES – 2.4

1 **Identify** the results that were achieved by Multuggerah and his warriors according to Source 2.7.
2 What do Copeland and Kerkhove believe the actions of Multuggerah and the battle reveal about this period in Australian history, according to Source 2.8 and Source 2.9?
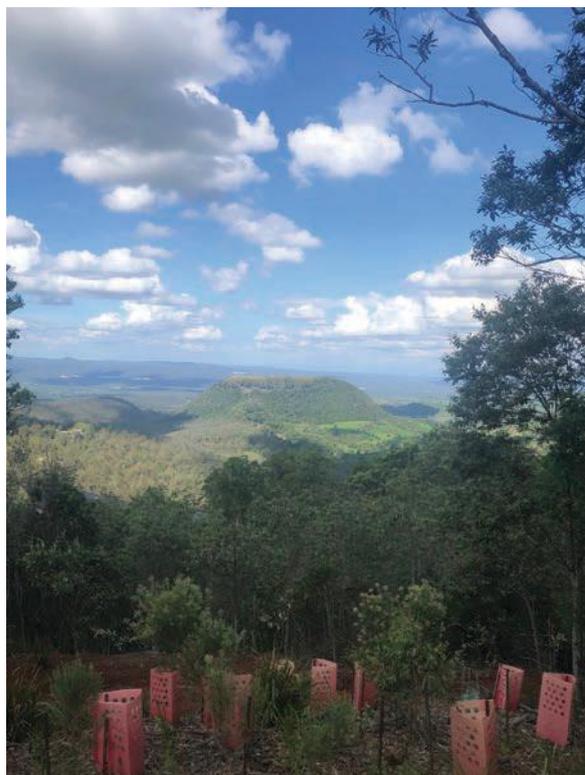
▲ **Source 2.11** View over Meewah (Mt Tabletop or One Tree Hill) from Toowoomba from the lookout where Source 2.12 is located

From 1841 to 1848 – the beginnings of white settlement of this region – the Aboriginal headman 'Old Moppy', his son Multuggerah and warriors of various allied 'mountain tribes' conducted many raids and sieges from Esk to Cunningham's Gap in an attempt to intercept, starve out and evict settlers. This event at Mt Tabletop became known as 'the Battle of One Tree Hill'. At a request from the students in Year 4 at Middle Ridge Primary School in 2004, the plaque in Source 2.12 was erected to honour the memory of Multuggerah, and his brave fight to defend his culture.

Memorial plaque in honour of Multuggerah, recognizing the defence of a site of spiritual significance of his people at One Tree Hill, as Tabletop was then known.

Multuggerah was a spiritual leader of the Jagera nation in the 1830s and 40s. He was charged with ensuring that sites of spiritual significance were protected. With white settlers encroaching on their traditional lands, Aboriginal leader Multuggerah, one of the last warriors of the Jagera Tribe, and his people were forced to resort to robbery and sheep stealing, retreating to Tabletop to hide. Multuggerah was killed on the mountain during one of the battles with white settlers.

▲ **Source 2.12** Plaque inscription (extract) at Meewah (Mt Tabletop or One Tree Hill) lookout near Toowoomba. At a request from the students in Year 4 at Middle Ridge Primary School in 2004, this plaque was erected to honour the memory of Multuggerah and his brave fight to defend Country and protect his people.

RESPONDING TO THE SOURCES – 2.5

How do Source 2.10, Source 2.11 and Source 2.12 demonstrate that the actions of Multuggerah are *resounding* and *remembered*?

ACTIVITY 2.2

Communicating historical information

A committee is seeking nominations for individuals to be added to a register of significant Australians.

Divide the class into five groups. Each is allocated one of the five significance criteria. They are to **create** a submission, supported by evidence in the sources, to argue for Multuggerah's inclusion on the register.

How should we remember the Frontier Wars?

What we have here are examples of what we now know was typical of conflict which characterised the expansion of colonial settlement for more than a hundred years. But what is new is the decisive conviction that it was warfare and that it must be treated with the gravity which we reserve for battles and campaigns conducted overseas.

▲ **Source 2.13** Henry Reynolds, 'The Battle of One Tree Hill' and 'Surviving New England': Reviews, Hobart, Tasmania, unpublished papers, 2020

Context statement for Source 2.13

Henry Reynolds is a historian and author. His 1981 book, *The Other Side of the Frontier*, is considered a **seminal work** of Australian history. Reynolds is a well-respected public intellectual and has been an outspoken advocate of the movement towards reconciliation in Australia.

seminal work pivotal and profoundly influential work

MAKING THINKING VISIBLE 2.2

Compass points

Consider the following proposition: 'The Aboriginal and Torres Strait Islander Peoples who defended their Country, kin and ways of life in the Frontier Wars should be remembered at ceremonies (Anzac Day) and memorials (The Australian War Memorial in Canberra) that remember Australians who have fought for our nation in conflict.'

- **E** – Excited. What is exciting about including the Frontier Wars at these important events and places? What are the positives?
- **W** – Worrisome. What do you find worrisome about this proposition? Why might people oppose it?
- **N** – Need to know. What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward. What is your current opinion on the idea? Give reasons for your decision.

Chapter overview

Australian history is long – very long. Australia is home to the longest continuing living cultures in the entire world. First Australian history on the continent can be traced back beyond 65 000 years ago. In that time, First Australians managed and lived sustainably with the Australian landscape. Since 1788, Australia has been radically transformed – environmentally, politically and socially. British invasion and settlement had devastating impacts on First Australian cultures and led to widespread dispossession and violence.

The discovery of gold and the development of agriculture encouraged immigration and trade. As the British colonies developed over the decades, working-class Australians fought to make the country fairer. Australia became known as a 'working man's paradise' as it began to take its place in the world at the end of the nineteenth century. This chapter explores the history of Australia from pre-invasion through to Federation and the eve of World War I. It has a particular focus on Queensland.

Key inquiry question

What events, groups and individuals have shaped the lives of the people living in Queensland from the arrival of Europeans to 1914?

Sub-inquiry questions

After completing this unit, you should be able to answer these sub-questions:

- What were the effects of contact (intended and unintended) between Europeans in Queensland and Aboriginal and Torres Strait Islander Peoples between 1799 and 1859?
- What were the experiences of non-Europeans in Australia prior to the 1900s (Chinese and South Sea Islanders)?
- Who were the key people, events and ideas in the development of Australian self-government and democracy?
- What laws were made by federal Parliament between 1901–14? (Including the *Harvester Judgment*, pensions, and the *Immigration Restriction Act*).
- What were living and working conditions like in Queensland around the turn of the twentieth century (1900)?

Historical concepts

During this chapter you will develop your understanding of historical concepts as well as develop valuable historical skills.

- Continuity and change – explain patterns of change and continuity over time, referring to key events and the actions of individuals and groups
- Cause and effect – analyse the causes and effects of events and developments and make judgements about their importance
- Empathy – develop an understanding of the lived experience of people from the past
- Perspectives – explain the motives and actions of people at the time
- Significance – explain the significance of events and developments over the short and long term
- Contestability – explain different interpretations of the past.

Historical skills

- Sequence events and developments within a chronological framework, explaining periods of time and their duration
- Develop different kinds of questions to frame a historical inquiry when researching
- Interpret, process, analyse and organise information from a range of primary and secondary sources and use this information as evidence to answer inquiry questions
- Examine sources to compare different points of view
- Evaluate sources by analysing origin and purpose and then drawing conclusions about usefulness
- Development of interpretations about the past.

▲ **Video**
Five interesting facts about Queensland to 1914

You will also have an opportunity to develop your understanding of key verbs that will direct your thinking and communicating about Australia and Queensland.

Cognitive verbs and communicating historical information

Retrieval

Identify – establish or indicate who or what someone or something is. (Include relevant detail or evidence and distinguishing facts and features.)

Comprehension

Describe – give an account of characteristics or features. (Gather evidence and information, identify the facts, events, patterns or processes, put them in order, check your description can be understood by your audience.)

Explain – provide additional information that demonstrates understanding of reasoning and/or application. (Identify the topic, determine the facts, parts, processes or events involved, make connections, check your explanation enhances the audience's understanding of your topic.)

Analysis

Analyse – consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences. (Determine the reason for analysis, identify the parts, elements of features. For a historical source they are origin, context, motive, audience, perspective, implicit and explicit meanings, find meanings, relationships, patterns, similarities and differences, determine the reasonableness, review the analysis to ensure that the reason has been met.)

Compare – estimate, measure or note how things are similar or dissimilar. (Select the concepts, ideas or items to be compared, determine the characteristics that are being compared, identify the similarities and differences of the characteristics, summarise and communicate the finds, review your comparison to ensure that it reveals the outcomes of your decisions.)

Knowledge utilisation

Evaluate – examining and judging the merit or significance of something. (Determine the purpose and criteria for this evaluation, examine the ideas, items, determine the value or significance, make a judgement of the strengths and limitations based on criteria, review your evaluation to ensure the criteria has been applied and the reason for the evaluation has been met.)

Synthesise – combine different parts or elements (information, ideas, components) into a new whole, in order to create new understanding.

When communicating historical ideas, ensure that your responses are:

- Organised
- Contain relevant historical terms and concepts
- Include relevant sources that are acknowledged.

Timeline of key events

What came before this topic?

- **Creation:** According to the histories of the Kulin People of the Port Phillip area, the great eagle spirit Bunjil created the mountains, rivers, flora, fauna and laws for humans to live by.
- **120 000–65 000 BCE:** Scientific research suggests that First Australians progressively arrive on the continent, eventually spreading to the Torres Strait Islands and Tasmania.

Aboriginal rock art site, The Tombs, Mount Moffatt, Carnarvon National Park, Queensland

16 000 BCE
Sea levels rose, forming Moreton Bay, the islands within it and the Brisbane River (Maiwar)

1000 BCE
First Nations settlements and trade routes develop across Australia

1650
Makassans trade with First Australians

1788
The First Fleet arrives in Port Jackson, creating a British colony on lands of the Eora Peoples

Late 1700s and 1800s
The Frontier Wars rage across Australia, with conflict and violence against First Australians widespread

120 000–65 000 BCE
Scientific research suggests that First Australians progressively arrive on the continent, eventually spreading to the Torres Strait Islands and Tasmania

1606 CE
Dutch Captain Willem Janszoon becomes the first European to set foot on Australian soil

1770
British Lieutenant James Cook reaches the eastern coastline of Australia

1799
Captain Matthew Flinders and Bongaree voyage up the east coast of Australia as far as Hervey Bay

1823
Surveyor-General John Oxley sails to Moreton Bay under the orders of Governor Brisbane to find a suitable location for a new penal colony

8000 BCE
First Australians develop agricultural practices, such as fire-stick farming, aqua-farming, yam farming and other land management techniques

First Australians spear fishing

What came after this topic?

- **1914–18:** World War I erupts in Europe. Thousands of Australians fight overseas, including approximately 1000 Aboriginal and Torres Strait Islander Peoples.
- **1939–45:** World War II. Australia is threatened with invasion by Japan. General Douglas MacArthur leads the war in the Pacific from Brisbane and another major American base is established in Townsville.
- **1967:** The Aboriginal referendum passes, counting First Australians as part of the general population for the first time.
- **2008:** 'The Apology' is made to the Commonwealth Parliament. The Prime Minister, Kevin Rudd, formally apologises to Aboriginal and Torres Strait Islander Peoples for the Stolen Generations.
- **2017:** The *Uluru Statement from the Heart* calls for the establishment of a 'First Nations Voice' in the Constitution.
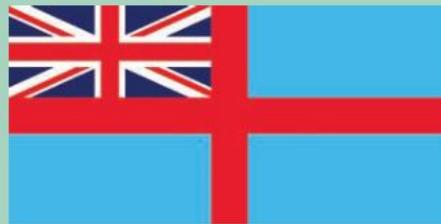

North Brisbane polling station on Referendum Day, Brisbane, 1899

Ningy-Ningy the people who were the traditional owners of the Redcliffe area, Brisbane

1824
The first Moreton Bay penal colony is established at Redcliffe; it will be abandoned due to conflict with the **Ningy-Ningy** People

The 'Separation flag' flown in 1859 when Queensland became a separate colony to New South Wales

1843
Multuggerah and his warriors battle the pastoralists at the Battle of One Tree Hill

1859
Queensland separates from the Colony of New South Wales to form the Colony of Queensland

1901
The British colonies in Australia federate to form the Commonwealth of Australia

1850s – 1870s
Queensland gold discoveries lead to population growth and migration from countries including China

1825
The Moreton Bay penal colony is relocated inland to North Quay on the shores of the Brisbane River (Maiwar)

South Sea Islanders loading cut sugarcane into a wagon in Queensland

1863
South Sea Islanders begin arriving in Queensland to work on sugarcane farms. Many are brought against their will

Responding to the timeline

1 **Consider** the timeline. How old are First Australian histories? **Compare** this to the histories of ancient civilisations, such as Egypt, Greece and China.
2 Queensland's history includes a diverse range of cultures. What cultures feature in the timeline and what brought them to Queensland?
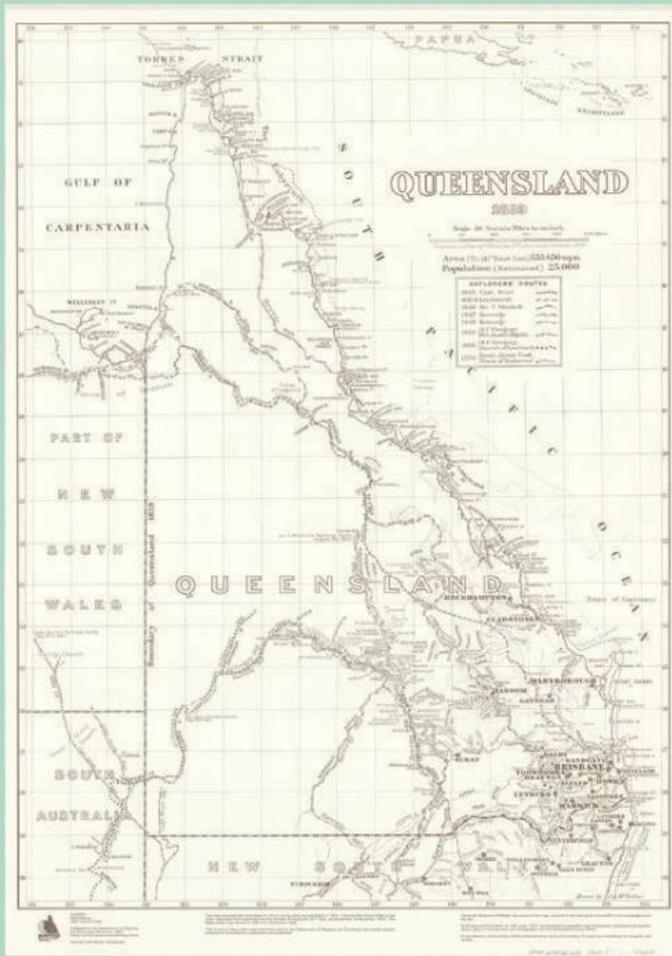
◄ **Source 2.13** A Map of Queensland at separation in 1859

MAKING THINKING VISIBLE 2.3

Claim, evidence, question

1 Make a **claim** about an aspect of the history of Queensland based on information from the timeline and/or the images. (A claim is a statement of truth.) It can be argued that …
2 Support your claim with **evidence**. The evidence for this claim is …
3 **Devise** a **question** about your claim. A question I have about this subject is …

ACTIVITY 2.3

Research activity

Investigate the rock art at The Tombs. Where is it? How old is it? Who created it? What does the art symbolise/represent?

2.1 What were the effects of contact (intended and unintended) between Europeans and Aboriginal and Torres Strait Islander Peoples in Queensland between 1799 and 1859?

FOCUS QUESTIONS

- How did Aboriginal and Torres Strait Islander Peoples use and manage the land before European disruption?
- What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?
- What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?
- How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South-East Queensland?

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

What were the effects of contact (intended and unintended) between Europeans in South-East Queensland and Aboriginal and Torres Strait Islander Peoples between 1799 and 1859?

An effective key inquiry question should have the following features:

- An open interrogative (what)
- A historical concept (cause and effect)
- Specific content (contact between Europeans and Aboriginal and Torres Strait Islander Peoples)
- Scope and scale (South-East Queensland between 1799 and 1859).

To answer the focus or key inquiry question in a historical investigation, it is helpful to break the questions into sub-questions.

Sub-inquiry questions

1 How did Aboriginal and Torres Strait Islander Peoples use and manage the land before European disruption?
2 What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?
3 What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?
4 How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South-East Queensland?

Historical terms and concepts

In this chapter, you will frequently see mention of these two concepts: *terra nullius* and *colonies*.

How did Aboriginal and Torres Strait Islander Peoples use and manage the land before European disruption?

Introduction

When the British arrived in Australia, they declared it *terra nullius* (literally 'nobody's land') and progressively established colonies across the continent. This declaration ignored the fact that Australia was home to the longest continuing living cultures in the world. The colonies that the British founded were settled on land that had, for tens of thousands of years, been managed and cared for by the various First Australian nations. These nations had lived sustainably with the land since before the emergence of any ancient civilisation in Egypt, China or India.

First Australians before invasion

First Australians consider themselves to be **autochthonous**, that is, to be from Country and to have always been on this continent. By developing extensive knowledge of everything on their Country,

terra nullius the British legal term meaning land that did not belong to anyone

colonies settlements belonging to a nation that are made on land in another country, founded when a city is established

autochthonous inhabitant of a place that is indigenous rather than descended from colonists or migrants

First Australians became experts in place, living in ways that enabled all things around them to thrive. Current scientific research suggests that First Australian Peoples have been living on this continent for more than 65 000 years. Compared to other civilisations, First Australians' ways of life are ancient, successful and, more importantly, still exist with us today, unlike any other ancient civilisation.

Cultural diversity and knowledge traditions

Aboriginal and Torres Strait Islander Peoples are diverse, with distinctive languages, knowledge, traditions and cultures. The features of Country and the actions of the Ancestors give rise to specific land-management practices; relationships with, and between, people and more-than-people; linguistic diversity and multi-lingual populations; knowledge practices linked to place and people; and unique cultural practices. These have guided First Australians in their ancient past, through their interactions with Europeans and into the present. Wherever you are, you can acknowledge the unique Country and people of the place, and learn about how First Nations Peoples lived, and live, in the more-than-human world.

There are over 150 Australian language groups in Queensland. In the Brisbane area, the many clans of the Turrbul and Jagera Peoples spoke several languages and dialects.

MAKING THINKING VISIBLE 2.4

Viewing and thinking

Watch the opening of the first episode of SBS documentary series *The First Australians* ('Episode 1: They have come to stay').

While watching the opening, write down something that you already knew, something that was new information, and a question that you now have.

RESPONDING TO THE SOURCES – 2.6

1   What Country is your school located on? Who are the traditional owners, language or nation groups who have custodianship for the area?
2   What evidence do you have of this people, their language/s, knowledge and cultural practices being valued at your school?

▼ **Source 2.14** 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 uses published resources from 1988–94 and is not intended to be exact nor the boundaries fixed. It is not suitable for native title or other land claims. David R. Horton (creator), © Aboriginal Studies Press, AIATSIS, and Auslig/Sinclair, Knight, Merz, 1996. No reproduction without permission. To purchase a print version visit: https://shop.aiatsis.gov.au/

Please note that you can zoom in on this map in the digital versions of this textbook.

Scientific research

Scientific research indicates that First Australians migrated to the continent more than 65 000 years ago. During this time, the Australian mainland was connected to Asia via a land bridge that gradually disappeared following sea-level rises at the end of the last glacial period around 6000 years ago. A similar land bridge also allowed First Australians to eventually arrive in Tasmania from the mainland.

Over thousands of years, First Australians worked and managed the land in a variety of ways. Fire-stick farming, eel traps and yam farming are just a few examples of the ways that First Australians used agriculture and land-management techniques to cultivate food crops and live sustainably on the land.

THE AIATSIS MAP OF INDIGENOUS AUSTRALIA

SCALE 1 : 4 700 000
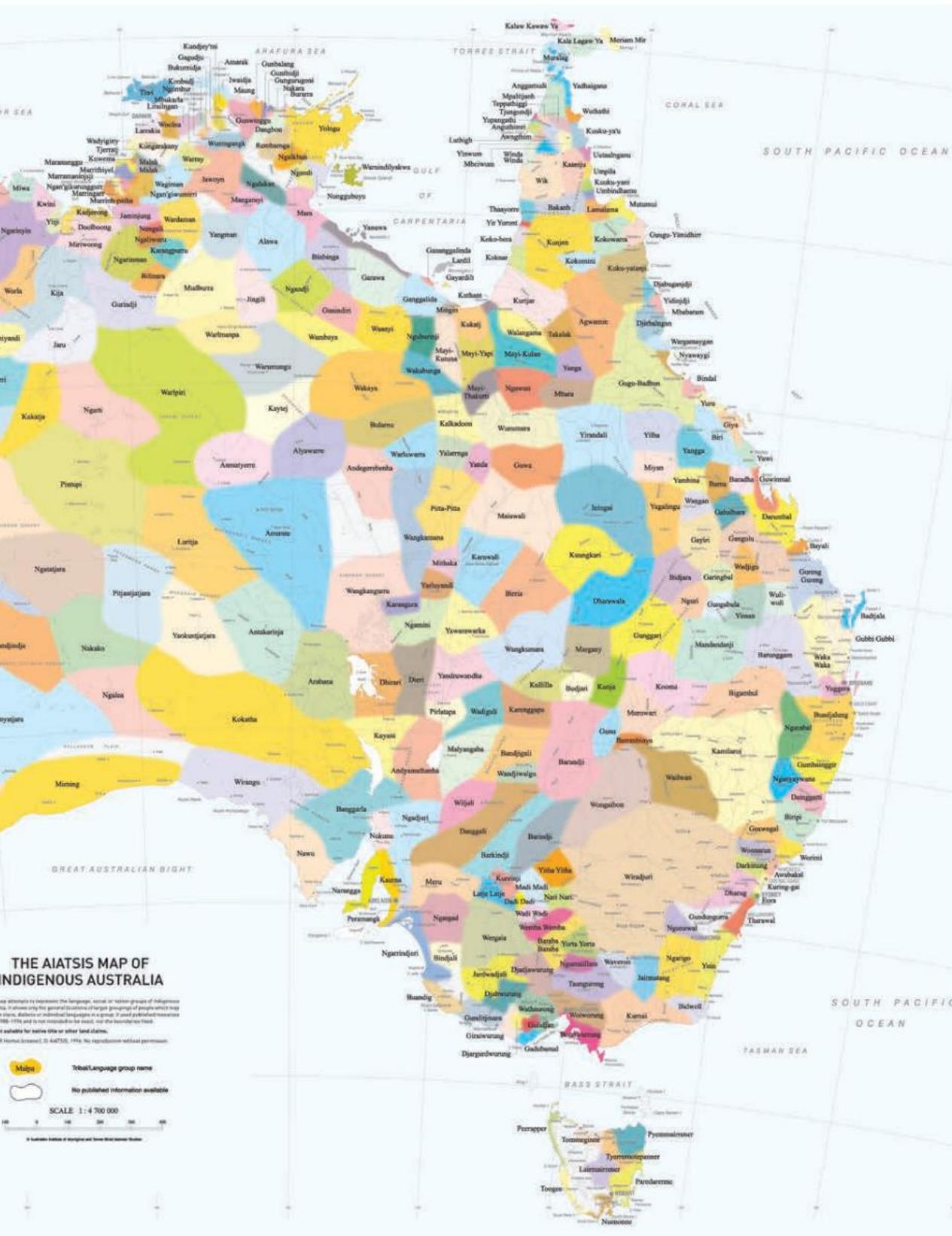
## Aboriginal and Torres Strait Islander land use and management

In the last few years, there have been a number of significant books written about the history of Australia before European arrival. These books specifically focus on the relationship between First Australians and the land they managed. The excerpts below are from three of these books. Bruce Pascoe's work uses the journals and diaries of the Europeans to show how they saw First Australian land management practices.

These journals revealed a much more complicated Aboriginal economy than the primitive hunter-gather lifestyle we had been told was the simple lot of Australia's First People. Hunter-gatherer societies forage and hunt for food and do not employ agricultural methods or build permanent dwellings; they are nomadic. But as I read these early journals I came across repeated references to people building dams and wells, planting, irrigating and harvesting seed, preserving the surplus and storing it in houses, sheds or secure vessels, creating elaborate cemeteries and manipulating the landscape – none of which fitted the definition of hunter-gatherer. Could it be that the accepted view of Indigenous Australians simply wandering from plant to plant, kangaroo to kangaroo in hapless opportunism was incorrect?
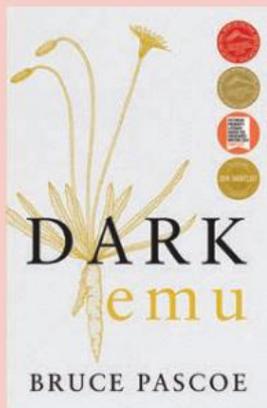
▲ **Source 2.15** Bruce Pascoe, *Dark Emu*, 2018, p. 2

What plants and animals flourished were related to their management. As in Europe, land was managed at a local level. Detailed local knowledge was crucial. Each family cared for its own land and knew not merely which species fire or no fire might affect, but which individual plant and animal, and their totem and dreaming links. They knew every yard intimately, and knew well the ground of neighbours and clansmen, sharing larger-scale management or assuming responsibility for nearby ground if circumstance required.
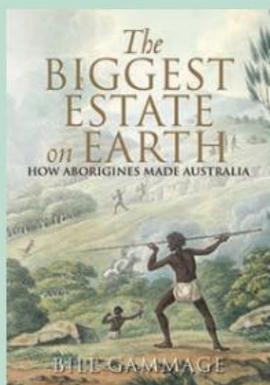
▲ **Source 2.16** Bill Gammage, *The Biggest Estate on Earth*, 2012, p. 3

Over millennia, they [First Australians] explored and colonised every region, transforming the terrain as they moved, making the country their own through language, song and story. They harnessed flame to create new ecosystems, dug the earth to encourage crops, and built water controls to extend the natural range of their resources … Theirs is a remarkable story of transformation and resilience.
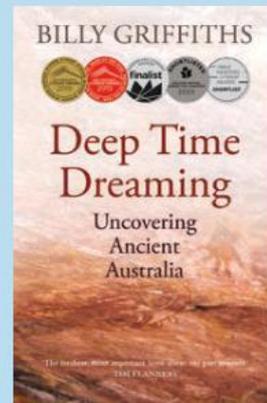
▲ **Source 2.17** Billy Griffiths, *Deep Time Dreaming*, 2018, p. 1

RESPONDING TO THE SOURCES – 2.7

1 Undertake some research on each author from Source 2.15–Source 2.17. What is their background? When did they write their book? Why did they write their book?

2 **Identify** and **define** some key vocabulary/terms in each excerpt.

3 What are the key claims being made by each author?

4 **Identify** the similarities between the excerpts. Are there any differences?

ACTIVITY 2.4

Using the Sources 2.15–2.17, **explain** how First Australian Peoples interacted with the land. In your response, quote from the sources.

Given that the First Australians had such a long, deep and sophisticated connection with the land of Australia, why do you think this knowledge is not more widely known about?

What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?

By the early 1820s, stories of ex-convicts achieving success in New South Wales were being heard in Britain. As a consequence, transportation as a punishment had started to lose the terror that it had once held. New remote locations, combined with harsh conditions and treatment, were now required.

In 1823 the New South Wales Governor, Sir Thomas Brisbane, sent explorer John Oxley to find potential new penal sites. Oxley reached Redcliffe Point on 2 December. The site was selected as there was access to fresh water, fertile soil for agriculture and plenty of timber to construct shelter.

On 24 September 1824, officials, soldiers and 30 convicts landed on the Redcliffe peninsula. They had sailed from Sydney aboard the **brig** *Amity* to establish Moreton Bay's first penal settlement. It was to be a place of secondary punishment for the worst convicts and repeat offenders. Joining the officers and soldiers were their families.

As the settlement developed, vegetables were planted and simple huts were built. However, by the end of 1825 the site was abandoned. The colony could no longer withstand attacks by the Ningy-Ningy People and the prevalence of mosquitoes. The Ningy-Ningy People named the area *Umpi–bong* meaning 'dead houses'.

Why might the Ningy-Ningy People have named the region Umpi-bong (dead houses) after 1825?

In 1823 Oxley had rowed 80 km up a large river that flowed into Moreton Bay. He named the river in honour of the NSW Governor Brisbane, who had sent him on this mission. It was here that the new Moreton Bay settlement would be established.

Matthew Flinders had also sailed into Moreton Bay in July of 1799. He was accompanied on the six-week voyage by Bongaree, a Kuringgai man and leader from the north of Sydney. Bongaree was highly valued by Flinders as a negotiator and for his knowledge of Aboriginal protocols.

Cook's declaration of possession 1770

brig a two-mast square rigged ship

Lieutenant James Cook sailed up the east coast of Australia in 1770, taking possession of it on behalf of the British King.

> I now once more hoisted English Colours, and in the Name of His Majesty King George the Third took possession of the whole Eastern coast from the above Latitude down to this place by the Name of New South Wales together with all the Bays, Harbours, Rivers, and Islands, situated upon the said Coast.

▲ **Source 2.18** Lieutenant James Cook, journal entry from Possession Island (Bedanug) in the Torres Strait, off the far north coast of Queensland, 22 August 1770

▲ **Source 2.19** 'Captain Cook Taking Possession of the Australian Continent on Behalf of the British Crown AD 1770'. Published in *The Illustrated Sydney News* in 1865, it was created by Samuel Calvert from a painting by John Alexander Gilfillan.

Context statement for Source 2.19

Gilfillan (1793–1864) was an artist from Britain who lived in New Zealand and then Melbourne. Calvert (1828–1913) was a British printer and artist who spent time creating artworks for publications in Australia.

MAKING THINKING VISIBLE 2.5

See, think, wonder

Take a long look at Source 2.19.

Break into groups. Each group will be allocated a different section of the image.

1 What can you **see** in your section?
2 What do you **think** is happening in the section?
3 What **wonderings** or questions do you have?

Each group should share their observations.

RESPONDING TO THE SOURCES – 2.8

1   **Identify** the view of Cook's declaration of possession that is represented by Source 2.18 and Source 2.19. What may have shaped the view of each source?

2   What other views are held by groups and individuals on this event? What may shape these views? **Consider** the influence of cultural background, time, economic interests and political beliefs.

Flinders' 1799 voyage to Moreton Bay

[Flinders fired a musket at a group of Aboriginal men at Bribee Island (Boorabee) on this voyage. One of the men had earlier tried to remove Flinders' hat and then threw a spear at their boat. After the shooting] the man in the water rose up, and made off; but his progress was much slower than that of the others … it was conjectured that he was wounded … According to Bong-ree's account, another native had his arm broken by the second shot.

As this very wanton attack had unfortunately obliged the party to fire upon these people, in order to maintain that superiority which they meant upon all occasions to assert, Mr. Flinders thought it might be the means of preventing much further mischief, to give them a more extensive idea of his power … For as this bay was to be examined … it became more than probable that they would often meet; and he was well satisfied of the great influence which the awe of a superior power has in savages, to create respect, and to render their communications with each other friendly.

With this view, with two musquet balls in his gun, he fired at a man who was looking at them from among the trees, and who, being about two hundred yards off, pehaps thought himself secure. One of these balls touched the bank in a right line for him, the other passed over, but whether it took effect could not be seen.

▲ **Source 2.20** David Collins, *Account of the English Colony in New South Wales 1798–1802*

Context statement for Source 2.20

David Collins was a lieutenant-colonel in the marines and was secretary to the Governor of New South Wales. He was not present on the voyage with Flinders, but would have had access to accounts and the individuals who completed the voyage. He published an account of the colony's history in two volumes. The event took place on 16 July 1799.

[The following day Flinders and some of his men went ashore near Redcliffe.] In a house which stood upon the west side of the head they found a net, or seine, about fourteen fathoms long, the meshes of which were much larger than any English seine, and the twine much stronger … He brought away the net, as a proof of the superior ingenuity of these over the natives at Port Jackson, leaving them in return a hatchet, the only present which he had to make them; and that they might the sooner learn the great use of their new acquisition, and be consoled for the loss of their net, he cut down some branches and laid them before the hut …

▲ **Source 2.21** David Collins, *Account of the English Colony in New South Wales 1798–1802*

Context statement for Source 2.21

This event took place on 17 July 1799. Fishing nets would have been very valuable possessions to these coastal dwellers.

RESPONDING TO THE SOURCES – 2.9

1   **Create** a flowchart of the events referred to in Source 2.20, showing the actions and reactions of each group.
2   What view of Flinders' actions is represented by Source 2.20 and Source 2.21? What may have shaped the view of these sources?
3   How might the First Australians have viewed both of these interactions?

Oxley's 1823 voyage to Moreton Bay

Our first day's survey terminated a little above Red Cliff Point … The water is here deep within a short distance of the shore … There was no want of permanent fresh water … and in an inlet, marked B is an abundance of good timber of the eucalyptus and pine species …

Red Cliffe Point offers the best site for an establishment in the first instance. It has an easy communication with the sea, there is not that difficulty experienced in effecting a landing which other situations in the bay present, and the country to the west of the point will communicate with the interior. It is about ten miles to the north of the entrance into Brisbane River, and must be passed by all vessels intending to enter it.

▲ **Source 2.22** This is an excerpt from John Oxley's *Report of an Expedition to Survey Port Curtis, Moreton Bay, and Port Bowen: With a view to form penal establishments there, in pursuance of the recommendation of the Commissioner of Inquiry into the colony of New South Wales.* It was written by Oxley for Governor Brisbane, who was the Governor of New South Wales, and is dated 10 January 1824.

RESPONDING TO THE SOURCE – 2.10

List the reasons why Oxley recommended Red Cliffe Point to Governor Brisbane for the first penal colony in Moreton Bay in Source 2.22.

The first Moreton Bay penal colony 1824

The first Moreton Bay settlement was established at Redcliffe in September 1824. The settlement was about two months old when a party of convicts with a guard of soldiers sailed up the North Pine River in a search for timber on the south side of Yebri Creek. They were attacked by a mob of blacks while sawing up a bloodwood tree. In the ensuing clash, one black was killed. Thereafter the aborigines showed open hostility and attacked soldiers and convicts at every opportunity. The settlement was removed from Redcliffe to Brisbane late in 1824, the reason given being the poor land at Redcliffe and the hostility of the blacks.

▲ **Source 2.23** Arthur Laurie, speech given to the Royal Historical Society of Queensland, October 1958

The white man came and shot game and trespassed anywhere without permission. When a white man took up land or a station, he expected the blacks of that locality to move back into other territory, unconscious that this would be an unpardonable violation of tribal laws and involve immediate deadly warfare with the adjoining tribes. Rarely had any white man attempted to learn a dialect or understand the customs of this peculiar people and those who did had no power to direct the course of events. So wars began between the two races and have continued with little intermission to the present time.

▲ **Source 2.24** Archibald Meston, from a report written for the Colonial Secretary, Horace Tozer, March 1895

Context statement for Source 2.24

Archibald Meston was a journalist and politician and was appointed as the 'Protector' of Aboriginal Peoples in South-East Queensland. This was a government position. Meston showed a genuine interest in the culture of Aboriginal Peoples and reported atrocities committed against them, but was also influenced by the racist assumptions and beliefs of his time.

ACTIVITY 2.5

Communicating historical information

Compare the description of First Australian and British contact in Source 2.23 and Source 2.24. When you compare you need to identify what the sources agree on and what they disagree on.

Monument to Oxley and Flinders at Redcliffe and depiction of Bongaree

Tributes to the work of Matthew Flinders and John Oxley were paid by speakers at Redcliffe today, when, the Governor (Sir Leslie Wilson) unveiled the memorial erected on what is believed to be the actual spot where the two explorers first landed on the peninsula. In unveiling the monument, the Governor said it was a memorial to great men who had done a great deal for Queensland. The Home Secretary (Mr. E.M. Hanlon), Mr. G.H. Mackay, Speaker of the House of Representatives and Mr. Justice Macrossan also delivered addresses.

▲ **Source 2.25** *Daily Mercury* (Mackay, Queensland), 28 December 1932

?? Do Flinders and Oxley deserve the term 'explorer' considering the areas they 'explored' were already inhabited and named?

▲ **Source 2.27** *Bungaree*, 1826, a hand-coloured lithograph by Augustus Earle, Mitchell Library, Sydney
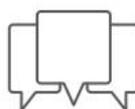
Bongaree's name has been spelt three different ways in this chapter (text, Source 2.20, Source 2.27). Why might this be the case?

▲ **Source 2.26** John Oxley monument

Context statement for Source 2.26

The front inscription states: 'Lt. John Oxley Surveyor General of New South Wales landed here from H. M. Cutter Mermaid December 2nd 1823. The brig Amity under his direction brought hither the first Moreton Bay settlement under Lt. Henry Miller Commandant September 12th 1824.'

The left-side Inscription states: 'On the morning of July 17th, 1799, Lt. Matthew Flinders landed near this spot from the Sloop, Norfolk, and called it Red Cliff Point. He was the first white man to land on this Peninsula.'

Context statement for Source 2.27

Breastplates were presented to Aboriginal people from 1816. They displayed titles such as 'King', 'Queen' and 'Prince'. Designed to reward loyalty, the practice showed ignorance of Aboriginal cultures and could even result in the alienation of the individual. The practice was discontinued in 1830.

Indigenous Australians and their supporters have for over a century been perplexed about some statues and place names that make false assertions about white European achievement and celebrate the murderers and murder of Aboriginal and Torres Strait Islander people … [an] overdue and bigger discussion is warranted on whether older statues and monuments should be removed – or amended to include the broader uglier, truths about their subjects.

▲ **Source 2.28** Paul Daley, 'The toppling of statues overseas might give Australia pause to reconsider who we celebrate', *The Guardian*, June 2020

RESPONDING TO THE SOURCES – 2.11

Contestability

1 **Identify** how Oxley and Flinders are represented by the monument and the speeches given at its unveiling (Source 2.25 and Source 2.26)?
2 **Identify** the alternative view that Source 2.28 provides about monuments that celebrate British explorers in Australia.
3 **Describe** how Bungaree is depicted in Source 2.27. Why might he have been depicted in this way?
4 Provide an example of how the monument at Redcliffe could be amended to tell 'the broader [and perhaps] uglier, truths about their subjects' (as described in Source 2.28)?

Further research

Research the statue of Lieutenant James Cook in Sydney's Hyde Park or another statue in Australia or overseas that has attracted protests, vandalism or debate (the '**statue wars**').

What is it about this statue that has attracted protests, vandalism or debate?

statue wars a movement that began with protests against Confederate statues in the United States of America and has been seen in protests and questioning about statues in South Africa, Britain and Australia

What other voices do we seldom hear when we study History? (Consider ancient history, histories of conflicts and colonial history.) What consequences does this have for the study of History?

ACTIVITY 2.6

Communicating historical information

Explain what motivated first contact between the British and the First Australians in Queensland and the nature of this contact.

KEY CONCEPT

Contestability occurs when two accounts of the past disagree. This can be because of a lack of evidence or different perspectives. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?

The area off the coast of Brisbane was once a coastal plain that extended from the mainland to Stradbroke Island and Moreton Island. The Turrbal People have lived here for at least 32 000 years. They took care of the region, and lived off the resources from the land, sea and rivers. Around 18 000 years ago, sea levels rose, forming Moreton Bay, the islands within it and the Brisbane River (Maiwar).

Before 1825 there were approximately 5000 Turrbal People living in the Brisbane area. Maiwar was the main source of food including fish, shellfish, turtles and crabs. The Turrbal People also hunted for kangaroo, wallaby, possum, fruit bat, snake, emu, echidna and goanna. Bullrushes and swamp water fern also contributed to their diet. They also made medicines from plants that grew in the region.

Breakfast Creek (Yowoggera) was the location of an important camp and corroboree site. The main camp for the Turrbal People was at the present-day Ekka Showgrounds at Bowen Hills.

In late 1858 and early 1859, two Turrbal men, Dalinkua and Dalipie, from the Breakfast Creek area, wrote three letters to *The Moreton Bay Courier*. They outlined a range of issues that had stemmed from the arrival of the British in their country and challenged the readers to repair this harm.

▲ **Source 2.29** *Queen St Brisbane 1859*, from the collection of the State Library of Queensland
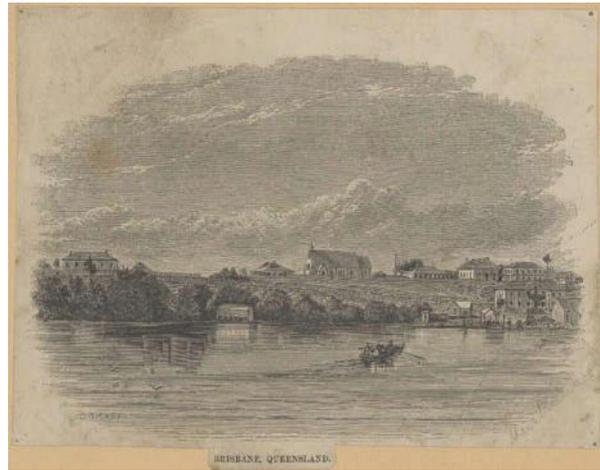

▲ **Source 2.30** A view of Brisbane and Brisbane's first reservoir, 1859, Brisbane City Council

▲ **Source 2.31** A colourised image of Aboriginal people in a compound in front of Military Barracks, Brisbane, 1859

Source: Queensland University of Technology

▲ **Source 2.32** A wood engraving of Brisbane in the 1850s

Source: Queensland University of Technology

To the Editor of the *Moreton Bay Courier*

We were possessed of a splendid country, not exceeded by any part of this earth. We had a most salubrious climate, and ample space to roam over, until the Anglo-Saxon came from a far way off …

But, Sir, these Anglo-Saxons have not behaved towards us as if they believed that His eye was on them who has given them these statutes [Christian God] In their dealing with us have they not all been selfish — many of them sensual and devilish?

Dalinkua, Dalipie, Delegates for all blackfellows. Camp, Breakfast Creek, 16 November 1858

▲ **Source 2.33** A letter to the editor written by representatives of the Turrbal People

To the Editor of the *Moreton Bay Courier*

… they have poisoned our bodies by disease; degraded our habits by drunkenness; and polluted our language by a foul and tainted slang. Now for the proof! Look at our bodies, made like your own, all but the skin. Are we not healthy, sound, strong, and nimble, until we come into contact with our white brother? But look at us after we have been contaminated by a loathsome disease, bequeathed to us by our white brothers, and see how many of us are disgusting spectacles, rotting with putrefaction while yet living; and when the cold of winter sets in, see our numbers fearfully reduced by death …

But what have the more respectable portion of the community done to remedy the evil thus inflicted on us? … There is no hospital or 'house of mercy' where our sick can be received and treated for such a complaint as we have described. No, we are looked on with ineffable disdain, and left to perish …

Our white brother has also degraded our habits by introducing his fire-water to us, giving us drink from that woeful well of liquid poison which overruns like a flood … Oh, Sir, our white brothers say we savages are foul feeders! Are not they dirty drinkers? and by their drinks given to us we have got an appetite also for stimulants, and we drink, and we go mad; and our bodies become full of pains and cramps, which we had no knowledge of before.

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 3 December 1858

▲ **Source 2.34** A letter to the editor written by representatives of the Turrbal People

To the Editor of the *Moreton Bay Courier*

SIR,— In continuation … we charge them [Europeans] with having disregarded the command of the Great Father … insomuch as they leave us and our people, whom they find stripped of land where our fathers hunted on, and driven off naked and wounded, diseased and destitute, to pine away and perish; while their government … neither of them taking any notice of our utter helplessness; leaving us, perhaps, until some good Samaritan, of another creed and another nation, pass this way, and supply us with what is needful, both for this life and that which is to come …

Have you brought your religion with you? Is not its precept 'Thou shalt love thy neighbor as thyself?' … Governed by this law you can no longer disregard the well-being of your fellow-creatures …

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 6 January 1859

▲ **Source 2.35** A letter to the editor written by representatives of the Turrbal People

When my father first came to North Pine, pock marks were very strong on some of the old men; they explained to him how the sickness had come amongst them … killing off numbers of their comrades … After the advent of the whites consumption took hold of the race and where before natives lived to a good old age, one would hardly see any old people their remarkable freedom from sickness seemed to disappear …

If all the old Aboriginals of Brisbane could come to life again they would not recognise their country – the country we have stolen from them. If they went hunting in the forests, where would be their spoil? Where indeed would they find the forests to hunt in? Oh how they must have loved those forests – their forests.

▲ **Source 2.36** Constance Campbell Petrie (1904) recalling stories that her father Thomas (Tom) Petrie told her of his life growing up in Queensland during the 1800s

Context statement for Source 2.36

Tom Petrie (1831–1910) was only a young child when he first arrived in Moreton Bay with his family in 1837. He was encouraged to mix freely with the local children, learned the Yuggera language and was accepted by the Turrbal People.

These stories first appeared in the *Queenslander* in the form of articles, and then recorded and published by his daughter, Constance Campbell Petrie, in 1904 in a book called *Tom Petrie's Reminiscences of Early Queensland*.

As it stands, however, for much of the period between 1824 and 1842 we possess mainly sketchy official accounts which tend to fall curiously silent at crucial moments; to indicate significant information only cursorily or in passing; to record events partially without assigning plausible causes; or to report black aggressions without registering the white aggravations which probably provoked them, nor the white reprisals mounted in response. Compounding the difficulties of this fragmentary and biased record, we find as usual that untarnished Aboriginal voices are themselves seldom if ever heard.

▲ **Source 2.37** Raymond Evans, *Brisbane: The Aboriginal presence 1824–1860*, edited by Rod Fisher, 1992

RESPONDING TO THE SOURCES – 2.12

1 List some observations you can make about Brisbane in 1859 from Sources 2.29, 2.30, 2.31 and 2.32.

2 **Describe** the complaints made by Dalinkua and Dalipie against the Europeans in Sources 2.33, 2.34 and 2.35. For each complaint, provide a supporting quote from one of the letters.

3 **Describe** two examples of where Dalinkua and Dalipie have accused the Europeans of hypocrisy. (Hypocrisy is where an individual or groups claims to have higher standards or more noble beliefs than is actually demonstrated through their actions.) For each example, provide a supporting quote from one of the letters.

4 Refer to the definition of corroboration from earlier in this chapter. How does the account by Petrie's daughter (Source 2.36) corroborate the claims of Dalinkua and Dalipie?

5 **Identify** some problems that a historian may face when trying to **investigate** the early period of contact between the British and the First Australians in Queensland, according to Source 2.37.

MAKING THINKING VISIBLE 2.6

Generate, connect, label

1 **Generate** a list of ideas and thoughts about the experience of the Turrbal People before and after 1825.

2 **Connect** your ideas by drawing connecting lines between ideas that have something in common.

3 Give each group of ideas a **label** or heading.

How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South-East Queensland?

ACTIVITY 2.7

Communicating historical information

Explain the methods used by the First Australians to respond to the violence, dispossession and other negative consequences of European arrival in South-East Queensland using evidence from this chapter.

Each paragraph in your explanation should focus on a different method. Methods could include writing letters to the editor and organised violent resistance.

The hanging at the windmill. Were two innocent men killed?

Built in 1828, the Spring Hill windmill was constructed to grind corn and wheat for the growing colony. However, despite its elevated location above Brisbane Town, the structure was poorly positioned and failed to catch enough wind to power the sails.

To compensate, as many as 25 convicts worked on a manually powered treadmill for up to 14 hours at a time to power the mill. Weighed down with leg irons this would have been a painful and exhausting process.

In 1841, the windmill on Spring Hill in Brisbane Town was the location of a violent and public execution.

Two Aboriginal men, Mullan and Ningavil, had been convicted in a Sydney court of the murder of two Europeans. Of the two men that were killed, one was a government official and surveyor called Granville Stapylton. The other was a convict, William Tuck, who had accompanied Stapylton's expedition to Mount Lindesay on the Queensland–New South Wales border in May 1840.

This execution is significant for many reasons. The location of the murder, Mount Lindesay, was at a site that was sacred to the Gidabul People. Stapylton also had a reputation of cruelty towards Aboriginal people. After the execution, doubts were raised about the guilt of the two Aboriginal men.

The location for the execution was chosen due to the windmill being the most prominent landmark in the area. It was also near a large Aboriginal camp and it was hoped by the authorities that this execution, which could be seen for kilometres around, would dissuade the Aboriginal population from further aggression. Between 100 and 300 Aboriginal people witnessed the execution along with the majority of the European population of the settlement.

ACTIVITY 2.8

Discussion

What clues does the description provide about the values and attitudes of the people living in Brisbane at this time?

Historical inquiry 2.2: were two innocent men hanged?

Please see different perspectives on the hangings that follow and complete the activity Responding to the sources – 2.13.

blackguarding abusing someone

I there saw four scoundrel natives seated under the brow of a hill on my track round a little fire, scarcely smoking, and evidently lying in wait for my return. I was provoked at their cunning and villainy for they had evidently tracked me for miles, as I afterwards perceived by their footsteps and could not resist **blackguarding** them for a few moments.

▲ **Source 2.38** Stapylton's 1936 journal

Five of the men belonging to the surveying party of Assistant Surveyor Stapylton arrived at the cattle station at Cowper's Plains, and reported that that officer and two of his men had been murdered by the blacks on the preceding Sunday …

They stated, 'that on Sunday, the 31st of May, Mr. Stapylton directed them to make a passage for the dray … leaving behind them prisoners Dunlop and Tuck, with Mr. Stapylton, and having finished their work, they returned about 12 at noon.'

'On coming within 100 yards of the tents, they found Dunlop lying on the ground, in great agony from a wound on the head, and apparently dying …'

'They then ran up to Mr. Stapylton's tent, and on looking into it, they saw his lifeless body lying on the ground, partly covered with a tarpaulin, and stripped. There was a spear wound in the left breast, and one side of the head was much bruised near the eye. Tuck was also lying dead under a tarpaulin … All the boxes were broken open, and the provisions and firearms carried off.'

'Finding the arms gone, and fearing that the blacks would pay them another visit, they started with all speed for the settlement.' …

[On their return Dunlop was found alive.]

On being questioned touching the affair, [Dunlop] said 'that on Sunday morning after the men had left for the creek, he remarked that two blacks who had accompanied the party for some days, named Murry Dido, and Carbon Bob, left the tents, and returned in a short time, bringing with them five stranger blacks. He observed that they were all armed, having two long spears each, with their bommerangs and waddies … he observed two or three of the blacks go towards Mr. Stapylton's tent … after which he had no recollection of what took place.

▲ **Source 2.39** News report in the *Sydney Gazette*, 29 August 1840

Two convict witnesses swore on oath that these defendants were not among the group of Aborigines which attacked the surveying party, but other convicts were prepared to claim the opposite. According to an 1875 account, these convicts were driven by the reward which had been offered for the capture of Stapylton's murderers.

The theatre of this particular hanging was chosen to display the power and terror of the law to the Aborigines. The Sydney court passed the sentence of death but the actual site of the execution was left to the decision of the Moreton Bay commandant. Consequently, the men were returned to Brisbane, a journey of some 600 miles, for their final role in the legal process. Gorman decided upon the most prominent landmark in the district, the windmill which could be seen for many miles. The siting of this execution was directed specifically at the Aboriginal tribes of the Moreton Bay region.

▲ **Source 2.40** Libby Connors (historian), in *Brisbane: The Aboriginal presence 1824–1860*, ed. Rod Fisher, 1992
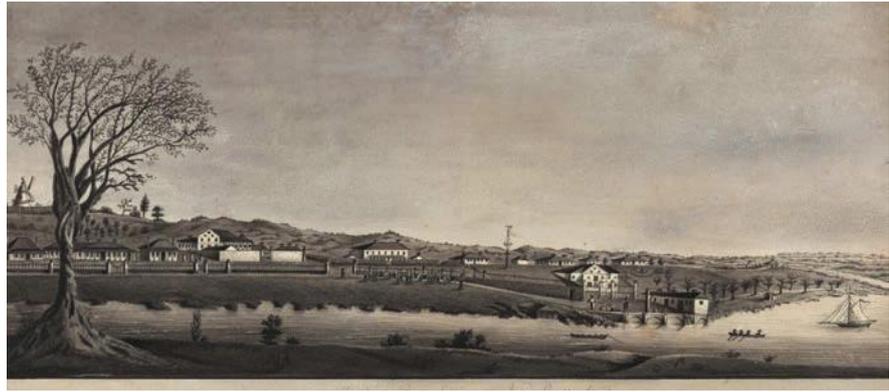
▲ **Source 2.41** *Sketch of the Moreton Bay Settlement drawn from South Brisbane*, circa 1835, attributed to Henry W. Boucher Bowerman, from the collection of the State Library of Queensland

▲ **Source 2.42** Painting of Brisbane, attributed to Henry W. Boucher Bowerman, from the collection of the State Library of Queensland, c. 1835. The windmill can be seen on the far left.

When my father was nine or ten years old, he saw the first execution by hanging in Brisbane – that of two Aboriginals, who were found guilty of the murder of the surveyors, Staplyton and Tuck.

The execution took place at the Windmill, which was fixed up for the occasion. After it was over a prisoner, taking young 'Tom' by the hand, drew him along to have a look in the coffin. Stooping, he pulled the white cap from the face of the dead blackfellow, exposing the features. The eyes were staring, and the open mouth had the tongue protruding from it. The horror of the ghastly sight so frightened the child that it set him crying, and he could not get over it nor forget it for long afterwards.

▲ **Source 2.43** Constance Campbell Petrie, *Tom Petrie's Reminiscences of Early Queensland*, 1904

Context statement for Source 2.43

Constance Campbell Petrie's description of her father's memory of the execution that took place in 1841. By 1904, when this account was written, sentiment towards public executions had changed dramatically. By the 1900s, most attitudes were critical of such displays and saw them as encouraging uncivilised behaviour in the crowds who came to view them. This may have influenced the way she described this event.

RESPONDING TO THE SOURCES – 2.13

1 Sources 2.38–Source 2.43 explore different *perspectives*. **Identify** Staplyton's attitude towards Aboriginal people as evidenced by his journal (Source 2.38).

2 Using evidence from Source 2.39, **create** a timeline of the events associated with the murders.

3 According to Source 2.40, identify how likely is it that the two men were guilty of the crime for which they were executed. Provide evidence from the source to support your claim.

4 Refer to the definition of corroboration from earlier in this chapter. According to Source 2.40, **identify** why the windmill was selected as the site for the hanging. How is this corroborated by Source 2.41 and Source 2.42?

5 What does Source 2.43 reveal about changing attitudes and values in Brisbane over time? Why is it important to know about the context of the sources that are used as evidence in a historical inquiry?

KEY CONCEPT

Perspective is a person's point of view. Our views are shaped by the social, cultural, political, economic, and religious influences in our lives. The perspective of historians when studying the past are also influenced by the sources they select, as well as their background, knowledge, expertise and values. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

Mullan and Ningavil had proclaimed their innocence until the end – and well they might have, for they were seemingly blameless. At their trial in Sydney for the murder of William Tuck on 14 May 1841, several witnesses from the surveying party had attested to their guilt. Nevertheless, James Dunlop, the injured convict who possessed the only eye-witness testimony, had stated clearly that neither man had committed the offence. Apparently, they had not even been at the scene of the crime until days later when a group of blacks had arrived to plunder the abandoned camp site. Peter Finnagan, another member of Stapylton's surveying team, also deposed that both prisoners were unknown to him.

The all-white jury, after retiring for half an hour, however, returned with a verdict that, if the two accused had not actually committed the crime, then they undoubtedly must have been accessories to it … The judge Mr Justice Burton then passed sentence of death upon them, delivering as he did so an extended homily upon the need to uphold British justice, even at colonial outposts …

Stapylton's surveying party, scientifically recording the contours of the debatable land, were direct harbingers of the new wave of white expansion which would engulf the Aboriginal clans. The deaths in that party were the result of trespass. The deaths of Mullan and Ningavil, in turn, were determined white reprisals for those original deaths. And so the frontier story would unfold, with even less pretence about the conventions of British justice as time passed.

▲ **Source 2.44** Raymond Evans (historian), in *Brisbane: The Aboriginal presence 1824–1860*, ed. Rod Fisher, 1992
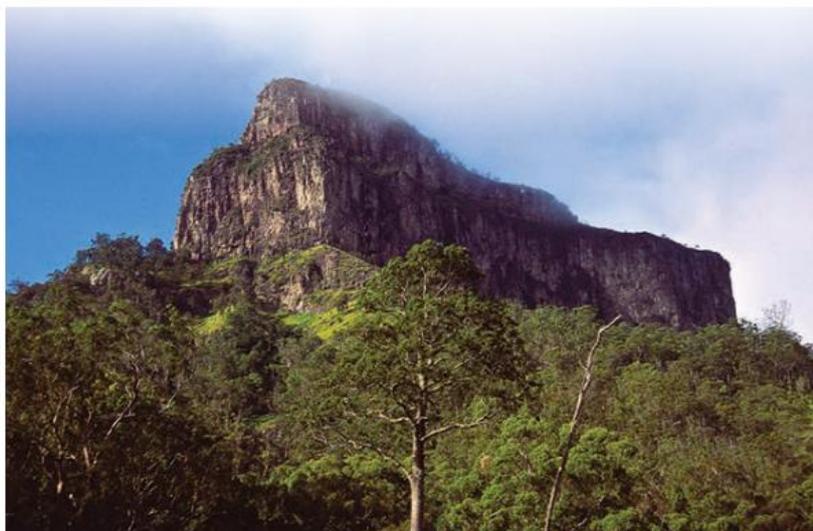
◄ **Source 2.45** Mt Lindesay (Jugalmbunj) is a sacred site of the Gidabul People

RESPONDING TO THE SOURCES – 2.14

Refer to the definition of corroboration from earlier in this chapter.

Identify the implicit reason Source 2.43 gives for the murders of Stapylton and Tuck. How is this claim corroborated by Source 2.44? What other motive for the murders is suggested by the news report from 1840 (Source 2.39)? **Use** evidence (quotes) from the sources in your response.

ACTIVITY 2.9

Communicating historical information

Were Mullan and Ningavil innocent? **Synthesise** information from a range of sources to **construct** your argument.

When synthesising, you must combine information from different sources into *one* argument.

MAKING THINKING VISIBLE 2.7

Tug for truth

1   On a board, write the claim, 'The Moreton Bay commandant knew that he was executing innocent men.'

2   Share if you have an opinion on this claim.

3   Draw a tug-of-war rope on the board – with True at one end and False at the other end.

4   You will be given a self-adhesive note. You are to find facts or arguments in this historical inquiry that support or defy the claim. You can put your notes in the 'True' or 'False' direction, depending how strongly you feel about each claim.

5   Also write a question on another self-adhesive note that you would like to ask to help **decide** whether the claim is true. Put this in a 'question' section of the board.

6   You will be allocated to one of the the categories of self-adhesive notes: True, false and questions. You are to group the notes so you can report back on the class's thinking for that group.

7   Finish the activity with a discussion about the truth. Can we know what is true? Will there always be grey areas? What happens if you have to decide what is true?

REFLECTING ON YOUR LEARNING 2.1

At the start of this topic, we looked at how to **devise** a key inquiry question and a series of sub-questions.

1   Write a response three to four sentences long to each of the sub-questions below:

   a   How did Aboriginal and Torres Strait Islander Peoples use and manage the land before European disruption?

   b   What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?

   c   What were the features of Turrbal society prior to 1825, and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?

   d   How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South-East Queensland?

2   Now write a paragraph response or **create** a mind map to the inquiry question: *What were the effects of contact (intended and unintended) between Europeans and Aboriginal and Torres Strait Islander Peoples in South-East Queensland between 1799 and 1859?*

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

2.2   What were the experiences of South Sea Islanders in Australia prior to the 1900s?

FOCUS QUESTION

What different perspectives exist on the South Sea Islander Peoples' experience in Queensland?

In the late 1800s, the development of the Queensland sugar industry saw a demand for a cheap source of labour to work on plantations. Between 1863 and 1904, around 62 000 individuals arrived from the South Sea Islands, including the Solomon Islands, Vanuatu, Fiji, New Caledonia and Papua New Guinea. Men, women and children were taken from the beaches of their island homes and would arrive in one of the major Queensland sugar industry ports (Brisbane, Maryborough, Bundaberg, Rockhampton, Mackay, Bowen, Townsville, Innisfail and Cairns). Some of the South Sea Islanders were brought to Australia against their will, others were tricked or coerced. There is oral testimony of people being sold at the shipping docks to plantation owners. Many were treated as enslaved persons with no wages and poor living and working conditions.

human trafficking the illegal trade of people for forced labour and economic exploitation

blackbirding the practice of kidnapping or tricking South Sea Islanders to work in the Queensland sugar industry

The *Polynesian Labourers Act 1868* aimed to prevent **human trafficking** and to protect the South Sea Islanders from the practice of '**blackbirding**'. It also sought to improve the way the South Sea Islanders were treated on boats and plantations. The Act required three-year contracts to be signed and the payment of a wage (£6 per year paid at the end of the contract, plus rations). There are many accounts of individuals who did not have these contracts honoured.

The *Pacific Island Labourers Act 1880* (Qld) regulated all aspects of the employment of people from the Pacific Islands and included the appointment of inspectors to enforce the legislation. A licence was now required to import South Sea Island labourers, but they could only be employed in the tropics and within 48 km of the coast. In 1884 an amendment was added to this law to prevent South Sea Islanders from being employed as domestic servants or in any positions that required skills beyond weeding, planting and cutting cane. This was aimed to protect the jobs of white Australians as they were paid at higher rates.

By 1885, discussions around the banning of South Sea Island labour were held. This was due to fears that it was depriving white Australians of jobs and the development of a racist 'White Australia movement'.

Plantation owners wanted the process to continue as it provided a cheap and reliable source of labour.

The *Pacific Island Labourers Act 1901* (Cth) ended the employment of Pacific Islander people in Australia after 1903 and directed the deportation of all Pacific Islander people in Australia after December 1906. The only exceptions were Pacific Islander people who had arrived in Queensland prior to 1 September 1879, those working on ships and any who had been granted an exemption under the *Immigration Restriction Act 1901*. Most were sent back to the South Sea region – but they were not always repatriated to the island that was their home. In 1902, 85.5 per cent of Queensland sugar was produced by South Sea Island labour; by 1908, 87.9 per cent of sugar production was achieved by a white workforce.

South Sea Islander people who remained in Australia faced great hardship and discrimination. They could no longer work in the sugar industry, which had been their main source of income. Some 1200 were granted residency in Australia, a further 180 were able to stay and an estimated 1000 remained in Australia illegally.

In 1992, the Human Rights and Equal Opportunity Commission published a report that called for the recognition of Australian South Sea Islanders as a minority group that had suffered from racial discrimination. In 1994, the Commonwealth Government formally recognised Australian South Sea Islanders as a distinct community. The Queensland Government formally recognised the community in 2000.

◄ **Source 2.46** South Sea Islanders arriving by ship in Bundaberg, from the collection of the State Library of Queensland

Can you think of other examples of where people have been used as cheap sources of labour so others can profit? Where and when? Does it still happen today?

ACTIVITY 2.10

Mapping activity

On a map that includes the islands of the South Pacific and North Queensland, locate some key locations that South Sea Islanders were taken from and to during this period.

MAKING THINKING VISIBLE 2.8

See, think, wonder

1 What can you **see** in the image, Source 2.46?

2 What do you **think** is happening and what conclusions can be drawn from the image?

3 What **wonderings** or questions do you have about the image?

RESPONDING TO THE SOURCE – 2.15

From what you have read so far, and from Source 2.46, what different perspectives exist on the South Sea Islander Peoples' experience in Queensland?

It has been conclusively proved … that white men cannot and will not do the work done by [South Sea Islanders] in the field, and … that if white labour were available, it would only be at wages which the planters could never afford to pay. The sugar industry is entirely dependent upon coloured labour.

▲ **Source 2.47** Harold Finch-Hatton, *Advance Australia! An Account of Eight Years' Work, Wandering, and Amusement, in Queensland, New South Wales, and Victoria*, London, 1885

Context statement for Source 2.47

Finch-Hatton was born in England and travelled to Australia in 1875, where he bought land in the Mackay district. He returned to England in 1883, where he published an account of his travels.

The best of us have sinned in the matter on which I presume to address you – namely, that labour traffic of which you seem to have heard so much, and yet know next to nothing. We are all guilty from the dear bishop down to the humblest of his sheep; from the Premier up to the meanest sugar planter; …

The waters where certain fishers go to fish not, for cod, but for men, are called, in their precise language, fishing grounds. A picturesque term, and significant of a traffic which has taken twenty years to grow in Queensland, but has grown during the past five years to surprising dimensions. It has, in fact, grown with your growth, and been made an essential part of your national life …

If a ship went … to fish for men, and returned, it may be, to Mackay within less than three months, bringing a hundred copies of the article in prime condition, then the fishers of men would clear at least £1,500; and if, having five ships of the same carrying capacity, making three voyages in the year with like success, then the fishers of men would make an absolutely clear gain of twenty-two thousand five hundred pounds sterling.

Another manifest form of injustice in this traffic is, that the contract entered into, is a one-sided contract. No Islander … ever understood the nature of the contract into which they were beguiled. I know that the Statute of 1880 expressly provides for this; but it is a farce that is played, not the Act which is carried out. No Islander is ever made aware of the value of his labour … the Kanaka does not come here to see you ride on horses; to hear your music in church; and much less to dig and dung regularly in your sugar garden for the sum of £6 a year and his keep.

▲ **Source 2.48** Alexander James Duffield, 1884, Brisbane

Context statement for Source 2.48

Alexander James Duffield wrote *What I Know of the Labour Traffic* as a lecture that was delivered at the School of Arts in Mackay in 1884. Mackay was at the centre of the Queensland sugar industry. Duffield was an attorney for the Queensland Government, who travelled on the vessel *The Heath*, which was licensed by the Premier to carry 156 islanders from the South Seas to a plantation in Mackay.

▲ **Source 2.49** Political cartoon in response to the importation of immigrant labour, circa 1892, Brisbane newspaper. 'Wanted shearers and station hands, no white man need apply'

For twelve years I was a missionary on Tanna, an island of the New Hebrides Group. I went there with a mind perfectly open as far as the Kanaka Labour Traffic was concerned … I was a silent observer of all forms of the Kanaka Labour Traffic … I went to Queensland determined to keep my mind open to every possible fact in favour of the Traffic. And having been to Queensland I would say now what I would not have said before I went to Queensland, namely, that the Kanaka Labour Traffic is veiled slavery …

Between the beginning of the Queensland Kanaka Labour Traffic in 1863 and the end of 1894, 50,546 Kanakas have been introduced into Queensland. The deaths during this period may be safely put down at 10 000 or 11 000. This, I think, does not include those who have died on board ships to and from the islands; and it certainly does not include those who go home to die, whose deaths must be credited to the effect of life in Queensland …

▲ **Source 2.50** William Gray, 1895

Context statement for Source 2.50

William Gray was a missionary who had worked on one of the South Sea islands where people were recruited to work on Queensland sugarcane farms. He wrote a lecture on the subject of South Sea Islander exploitation that he published in 1895.

RESPONDING TO THE SOURCES – 2.16

Analyse Sources 2.47–2.50 to **explain** why opposition or support existed for South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the following table for four primary sources.

Questions	Primary source 1:	Primary source 2:	Primary source 3:	Primary source 4:
What is the source? (text type)				
Who published/created the source? (origin)				
When was it written/ created? (origin)				
What is happening at the time the source was written that is relevant to the inquiry? (context)				
Why might this source have been created? (motive)				
Who might have the source been written/ created for? (audience)				
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)				
What does the author say about the use of South Sea Islander labour? (explicit information)				
From this evidence, what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)				

▲ **Video Source 2.51** Sonia Minniecon's story

Context statement for Source 2.51

The video *Sonia Minniecon – Australian South Sea Islanders 150 Years: What does it mean?* was made in 2013, at the 150th anniversary of the arrival of the first South Sea Islanders in Australia to work in the sugar industry. In the video, Minniecon speaks about the experience of her great-grandmother, who was kidnapped from a beach as a child and forced to work in the Queensland sugar industry.

I maintain that it was a form of slavery. It is true that some people in the later years signed a contract to work for three years. But my father didn't, neither did his brother and neither did their sister. They were paid nothing whatsoever.

▲ **Source 2.52** Faith Bandler, 2001

Context statement for Source 2.52

Faith Bandler (1918–2015) was interviewed by a journalist for the television series *100 Years: The Australian Story* in 2001. She spoke about the experience of her family as South Sea Islander sugar industry workers. Bandler was an Australian civil rights activist.

[T]heir general treatment was as close to slavery as the laws of the time would allow. White society used them as labourers when needed and discarded them when no longer needed: they were coerced and expendable labour.

▲ **Source 2.53** Australian Human Rights and Equal Opportunity Commission Report, 1992

Context statement for Source 2.53

The Commission was established in 1986 as an independent third party to investigate complaints about discrimination and human rights violations. The Commission conducted an investigation that culminated in a 1992 report, *The Call for Recognition: A Report on the Situation of Australian South Sea Islanders*.

RESPONDING TO THE SOURCES – 2.17

Analysis

Analyse Sources 2.51–2.53 to **explain** contemporary views on South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the table below on *three* secondary sources.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (motive)	
Who might have the source been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)	
What does the author say about the use of South Sea Islander labour? (explicit information)	
From this evidence what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)	

I seek the support of all members of the House in acknowledging a very significant advance. Today my government will right the wrong that has existed for more than a century in Queensland. Today we formally recognise Australian South Sea Islanders as a distinct cultural group in Queensland …

Over several generations, the community has called for such recognition to acknowledge their special place in the history of this State.

▲ **Source 2.54** Peter Beattie, Premier of Queensland, 2000

Context statement for Source 2.54

Peter Beattie, Premier of Queensland, addressed the Queensland Parliament on the morning of 7 September 2000 to acknowledge the existence of Australian South Sea Islanders as a distinct cultural group that had faced racism and exploitation in Australia.

▲ **Source 2.55** The Kanaka Memorial, Childers

Context statement for Source 2.55

The memorial in the town of Childers was built to commemorate the unique contribution made by South Sea Islanders to the early years of the sugar industry in Queensland.

An extract from an inscription on the memorial:

We, the Australian South Sea Islanders, are proud of what our people accomplished. Although their lives had been entirely disrupted they left us examples of their faith, love, courage and strength. Their culture and oral history has been passed down, and is evident among our families today.

The Australian South Sea Islanders people have fought for Australia in wartime, represented Australia on the sports field and excelled in business, professions and the arts. We strive to make this land that we call home a better place for our children.

▲ **Source 2.56** South Sea Islander Memorial, Polson Cemetery, Vernon Point, Hervey Bay

An extract from an inscription on the memorial:

> Dedicated to all South Sea Islanders who worked as indentured labourers between 1863 and 1906. There are 55 unmarked Kanaka graves in the Polson cemetery. The statue is of a South Sea islander in front of a row of sugar cane. He holds a cane knife in one hand and a dead man lies at his feet.

ACTIVITY 2.11

Discussion

Sources 2.54–2.56 show different ways in which the experience of South Sea Islanders has been acknowledged in Australia in recent years. Why is it important to acknowledge this experience?

MAKING THINKING VISIBLE 2.9

Generate, connect, label

1 **Generate** a list of ideas and thoughts about the experience of South Sea Islanders in Australia before 1901.
2 **Connect** your ideas by drawing connecting lines between ideas that have something in common.
3 Give each group of ideas a **label** or heading.

REFLECTING ON YOUR LEARNING 2.2

The focus question for this section was: 'What different perspectives exist on the South Sea Islander Peoples' experience in Queensland?'

Create a mindmap that highlights the range of perspectives on South Sea Islander Peoples that has been reflected in this section.

For each perspective, note whose view we are getting (e.g. context, occupation, relationship to the topic) and what view they hold on the experiences of this group of people.

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Select two perspectives to compare and contrast:

- Introduce both perspectives.
- Provide examples of an aspect of the topic that they agree on.
- Provide examples of an aspect of the topic they present differently.
- Give a reason for why this difference may exist.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

2.3   What was the experience of Chinese people in Australia in the nineteenth century?

FOCUS QUESTION

What were the experiences of the Chinese in Australia prior to the 1900s?

What caused the Chinese to travel to Australia before 1901?

Early Chinese trade

Well before the arrival of Europeans in Australia, there may have been direct contact between Chinese and Aboriginal and Torres Strait Island Peoples. This has been evidenced through oral histories and the archaeological records.

> The Chinese coin discovery provides further opportunity for rewriting Australian history, as it suggests that Australia was trading with the Middle Kingdom in the period before it became a British colony.

▲ **Source 2.58** Australian scientist Ian McIntosh, an anthropologist at Indiana University in the USA, as quoted in *Australian Geographic*, 7 August 2014

▲ **Source 2.57** A Qing Dynasty coin, that is similar to the coin found on Elcho Island near the Northern Territory

RESPONDING TO THE SOURCES – 2.18

1   How might the coin referenced in Sources 2.57 and 2.58 have reached Australia? You may also refer to a world map.
2   Do some further research. Who were the Makassar People? What early contact did they have with Aboriginal and Torres Strait Islander Peoples? Could they have played a role in the coin arriving on Elcho Island?
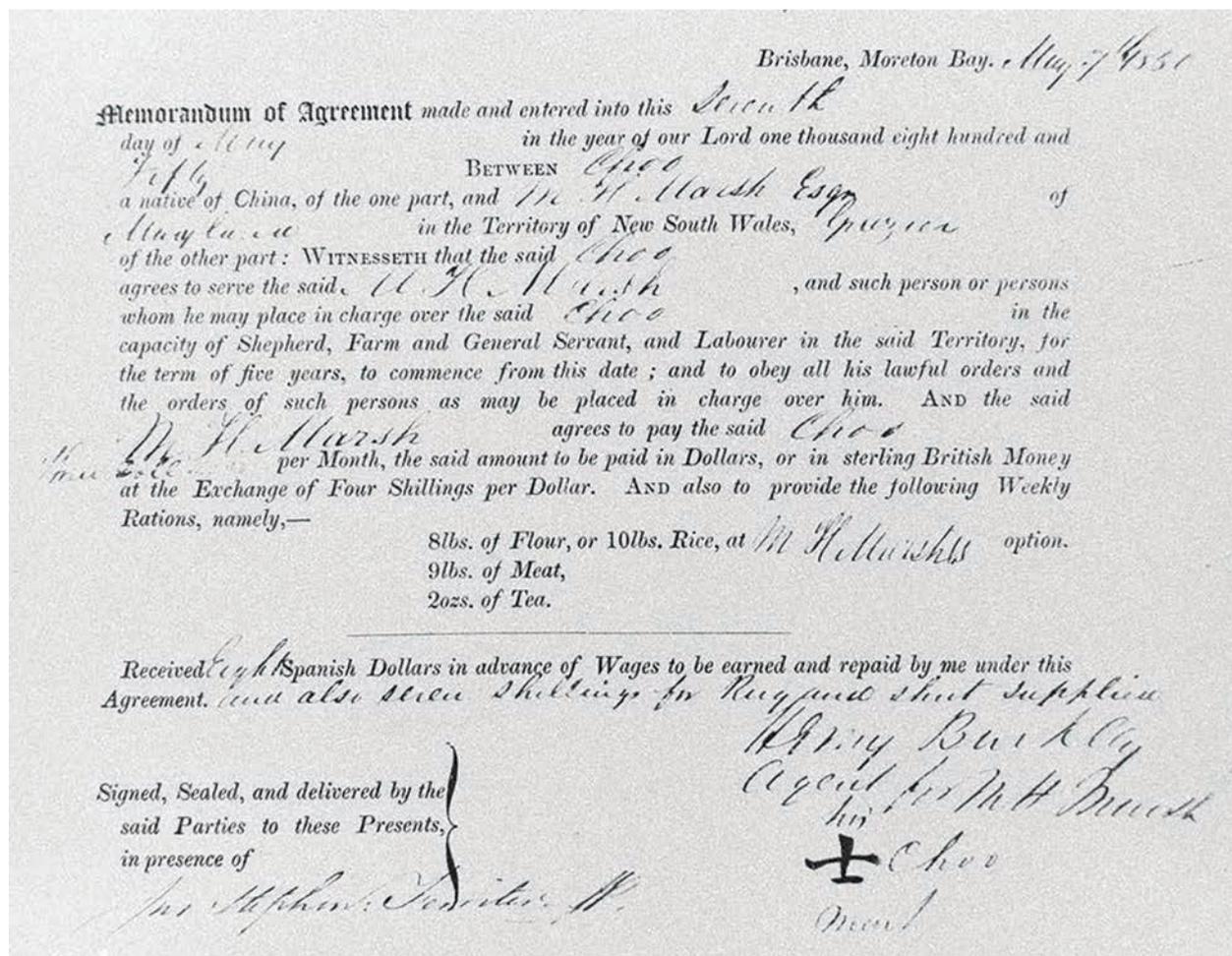
▲ **Source 2.59** Memorandum of agreement between Choo and M.H. Marsh, owner of Maryland Station in 1850, John Oxley Library, from the collection of the State Library of Queensland

Context statement for Source 2.59

This agreement is between Choo and M.H. Marsh, the owner of Maryland Station in 1850. The memorandum states that Choo will receive eight Spanish dollars plus three British dollars per month and some weekly rations.

Early Chinese immigration

In 1848 the first Chinese immigrants arrived in Brisbane. They were employed as labourers and farm hands.

The gold rush

The first gold rush in Queensland was at Canoona (north-west of Rockhampton) where gold was discovered in July 1858. Exploration continued with gold being found in Gympie (1867), Charters Towers (1872) and the Palmer River (1873). Tens of thousands of people flocked to the Palmer River goldfields, making it the largest gold rush in Queensland. Large numbers of Chinese miners made their way to these remote fields. In 1875, a direct steamer service brought Chinese miners directly from Hong Kong to Cooktown. By 1877, almost 22 000 Chinese miners were in the region, outnumbering Europeans three to one. In 1883

▲ **Source 2.60** Chinese gold digger starting for work, c. 1860s, State Library of Queensland

over half the populations of Cairns, Port Douglas, Innisfail and Atherton were Chinese. Most of this population was men aged between 20 and 35.
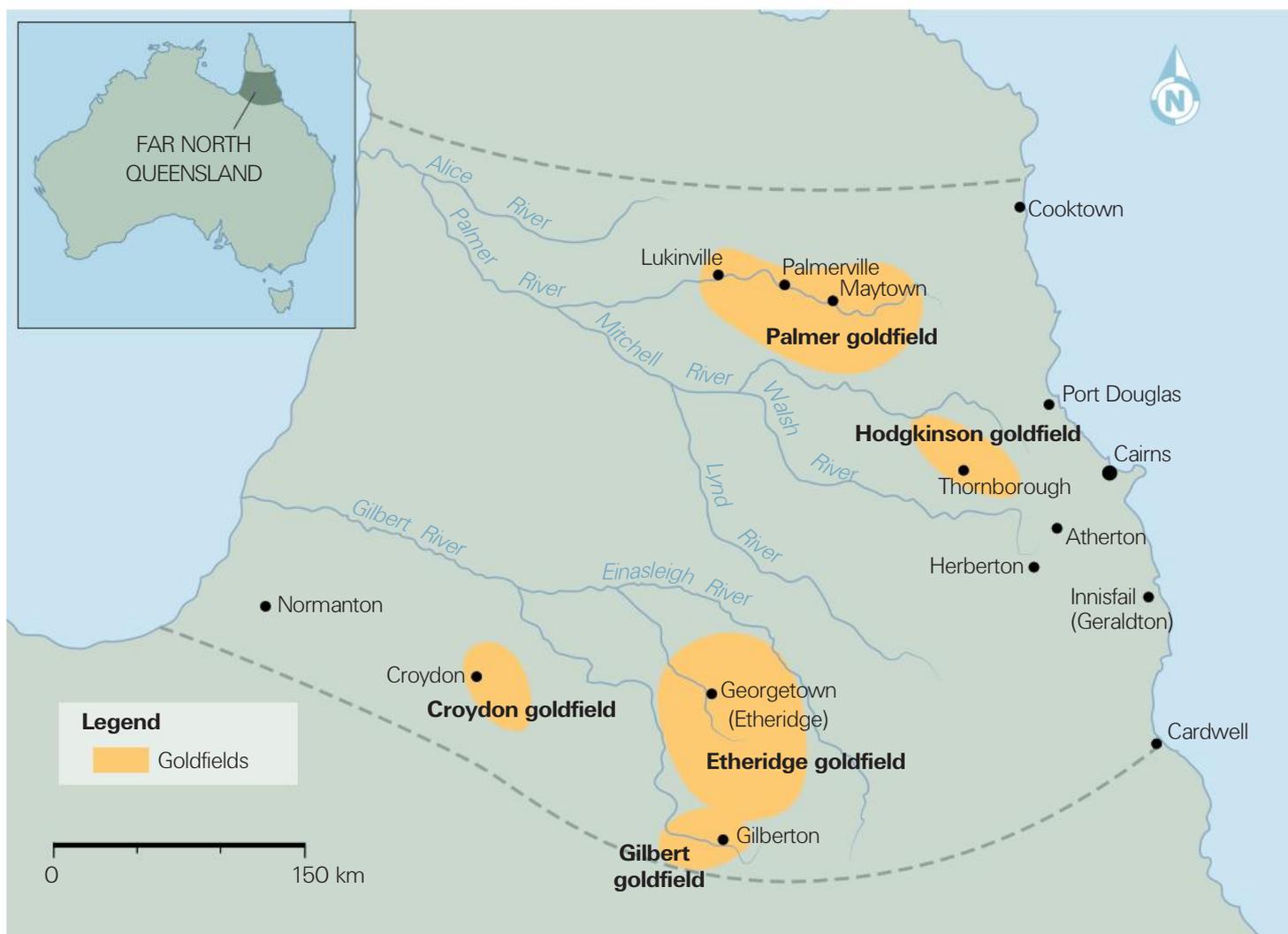
▲ **Source 2.61** Map of the goldfields in Far North Queensland

ACTIVITY 2.12

Communicating historical information

Using Sources 2.57–2.61, **explain** why the Chinese travelled to Australia in this period.

Who was a significant Chinese Australian from the period before 1901? What made them significant?

Kwong Sue Duk (1853–1929)

Kwong Sue Duk travelled to Cooktown by steamer in 1875. He was drawn by news of the Australian gold rush and wanted to make his fortune. By 1902 he had travelled to various goldfields and Darwin, but by 1902 he moved with his family to the growing economy of Cairns.

Kwong and his family established a business selling Chinese goods. In the back of his store he had a Chinese medical practice, where he dispensed Chinese remedies. Kwong was referred to as Dr Kwong by his Chinese and European patients.

In 1907 Kwong and his family travelled back to China to select Chinese wives for his sons. By the time he returned to live in Townsville, he had 24 children by four wives.

▲ **Source 2.62** Kwong Sue Duk with his three wives and 14 of his children, Cairns, 1904. They are all dressed in traditional Chinese costume. This photo is the collection of the State Library of Queensland.

Dr. Kwong Sue Duk Kee, accompanied by his three wives' and a number of his family, left on a visit to China, the party numbering 13 … It is expected the doctor will be absent for a year.

▲ **Source 2.63** An extract from an article in the *Morning Post*, Cairns, 25 July 1907

Dr. Kwong Sue Duk was born in Canton in 1851, and received the best education possible in that city. When 17 he migrated to Australia, and started in business in Port Darwin. About 25 years ago he moved to Cairns and commenced as a medical practitioner. He resided at Cairns for three years and then went back to China in order, to take his family home.

He spent two years in his own country, and then came to Townsville. where he again set up as a medical practitioner … The deceased was married four times and leaves nine sons and 14 daughters, as well as a widow, who is in China.

▲ **Source 2.64** Obituary for Dr Kwong Sue Duk, February 1929, in a Brisbane newspaper

RESPONDING TO THE SOURCES – 2.19

Significance

Looking at the criteria of significance from earlier in this chapter, what makes Dr Kwong Sue Duk a significant person in Australian history? Refer to evidence from Sources 2.62–2.64 in your response.

KEY CONCEPT

Significance is a judgement made about the past about what is important. Judgements about significance can be made about events, individuals, places and ideas. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

How were the Chinese viewed by Queenslanders of European background before 1901?

To legitimise their grievances against the Chinese, the Europeans erected a stereotyped picture of Chinese vice which they applied to the whole Chinese community. Part of their conception had its basis in fact. Some of the immigrants did work very hard and for very low wages, a proportion of them did smoke opium and frequent brothels, and a very small number even had smallpox and leprosy. The error of the colonists lay in applying this stereotype inflexibly to the whole Chinese society.

▲ **Source 2.65** Kathryn Cronin (historian), 'The Chinese Community in Queensland, 1874–1900', *Queensland Heritage*, v.2, no.8, 1973.'

As most of the Chinese immigrants were intent on making their fortune and returning as quickly as possible to China, they found it simpler to maintain their own way of life rather than adopt the customs of the Queensland colonists. Also, the language barriers and the extreme poverty of many of the migrants made any changes difficult … some Chinese established themselves in the Colony and decided to stay. They cut off their pigtails, exchanged their comfortable dress for the shirt and trousers of the Australian bushman and occasionally converted to Christianity and married European women.

▲ **Source 2.66** Kathryn Cronin (historian), *The Chinese question in Queensland in the nineteenth century: a study in racial interaction* (Thesis), 1970

RESPONDING TO THE SOURCES – 2.20

Identify the reasons historian Kathryn Cronin gives (Sources 2.65 and 2.66) for why many people of European descent held racist views against the Chinese during this period.

Queensland was like a young and vigorous forest tree, giving promise of a magnificent maturity; but a parasite was at its root, insidious in its approach, inevitable as fate; it grew on and on and unless primed away with a ruthless hand the noxious growth would involve the whole fabric in decay and death.

▲ **Source 2.67** William Yaldwyn was a member of the Legislative Council, describing what he saw as being the impact of the Chinese on the Colony of Queensland, 6 September 1876

[The Chinese are] intractable lumps, not acted upon by any political or social solvent, and irritating the body politic to which they will not accommodate themselves.

▲ **Source 2.68** C.A. Feilberg, 'Can the Chinaman be made a good colonist', *Victorian Review*, volume I, 1879, p. 371

Context statement for Source 2.68

Carl Adolph Feilberg was a Danish-born Australian journalist, newspaper editor and political commentator. A solvent is a substance that can easily be dissolved into another.
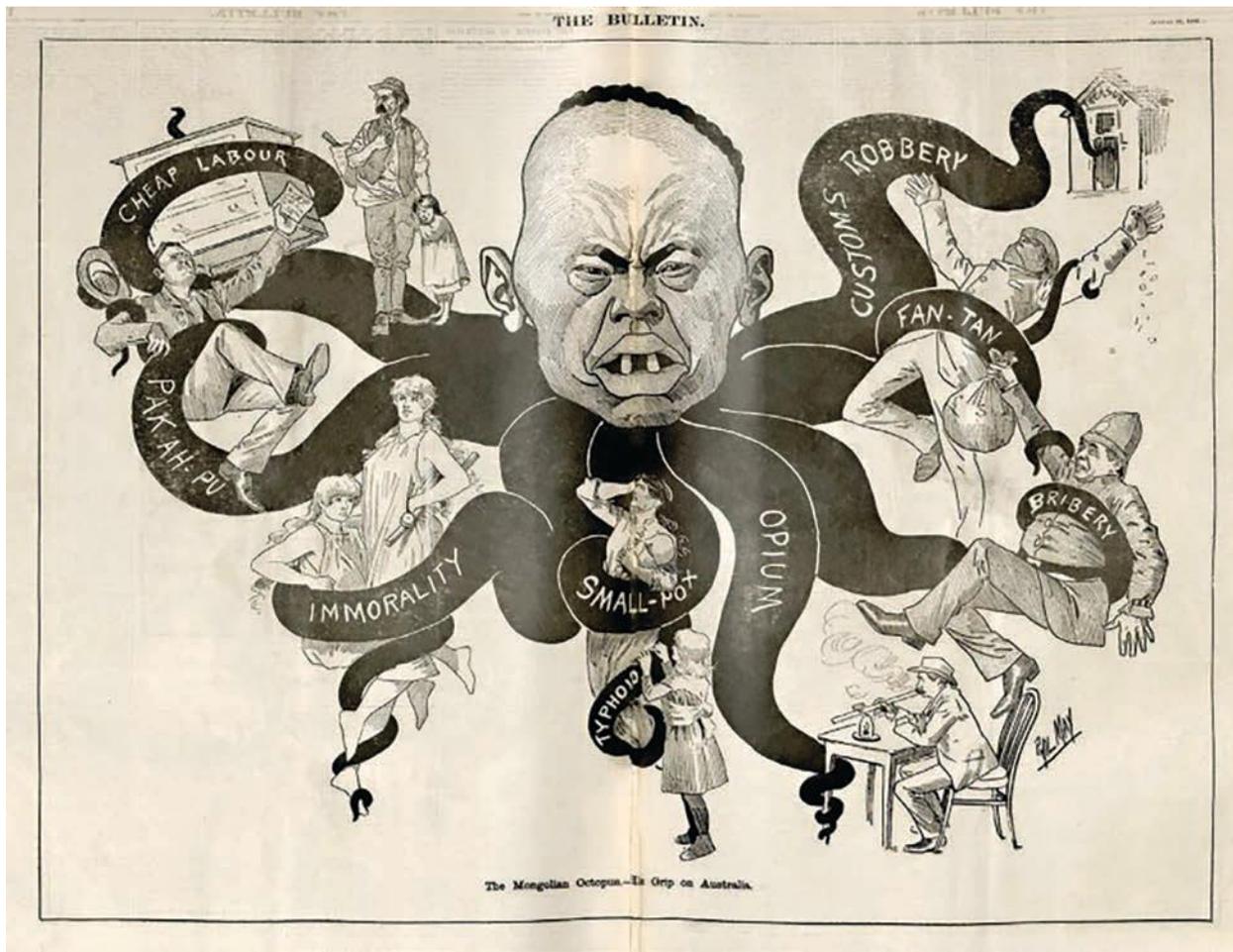
▲ **Source 2.69** 'The Mongolian Octopus – Its Grip on Australia', *The Bulletin*, 21 August 1886

Context statement for Source 2.69

While published in Sydney, *The Bulletin* was a national publication that played a key role in influencing and promoting nationalist views. Regular attacks on Chinese and other cultures were made in articles and cartoons. The edition containing this cartoon had a focus on condemning Chinese migration to Australia. The cartoon could be removed by the reader and displayed as a poster.

An open air demonstration organised by the anti-Chinese League was held on the vacant land at the corner of Wharf and Queen streets on Saturday afternoon …

Mr. John Watson … reminded his audience that the meeting had been convened in the interests of the anti-Chinese movement …

They had been one of the greatest curses of the North, where they had engaged in every trade, and they were able to successfully compete with Europeans and push down the prices of labour because they could live, as the sailors say, 'on the smell of an oil-rag.' …

He trusted that at the next general election they would remain true to the cause, and crying ' Down with the Chinese,' only elect those men who would promise to do their utmost to prevent the Chinese entering the colony.

▲ **Source 2.70** Article from *The Queenslander*, July 1887, reporting on an anti-Chinese demonstration in Brisbane

RESPONDING TO THE SOURCES – 2.21

1   **Analyse** the features of the Source 2.67–2.70 as they relate to the inquiry question: How were the Chinese viewed by Queenslanders of European background before 1901?

Use the table below as a guide. You can copy and complete the table, if it is useful.

(Complete *one* source together as a class and the rest in pairs.)

What is the source? (text type)	
Who published/created the source? (origin)	
When was it created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (motive)	
Who might have the source been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the Chinese. (perspective)	
What evidence does the source provide that answers the inquiry question? Direct quotes/images (explicit information)	
From this evidence what conclusions can be reached about how the Chinese were viewed at this time? (implicit information)	

2   **Evaluate** two sources on the Chinese people in Queensland during this period to decide how useful and reliable they are to a historian answering the inquiry question: 'How were the Chinese viewed by Queenslanders of European background before 1901?' You can copy and complete the table below.

It is always important to **analyse** a source before you **evaluate** it. Refer to the completed analysis tables to assist you with your evaluation.

You can complete one source together as a class and another source in pairs, or groups can be allocated one source each, and then answers are shared with the class.

How useful is this source for deciding how the Chinese were viewed by Queenslanders of European background before 1901? What relevant information does it provide?	
In what way is the source not very helpful in answering the question?	
What are some features that make this source trustworthy?	
What are some features about this source that make you doubt whether it is accurate?	

What do the buildings built by the Chinese tell us about their experience in Queensland to the early 1900s?

▲ **Source 2.71** Cairns Chinatown in 1890, from the collection of the State Library of Queensland

▲ **Source 2.72** Joss House (Chinese Temple), Atherton, 1908, from the collection of the State Library of Queensland

▲ **Source 2.73** Joss House (Chinese Temple), Breakfast Creek, 1886, from the collection of the State Library of Queensland

RESPONDING TO THE SOURCES – 2.22

With reference to Sources 2.71–2.73, **identify** some ways in which the Chinese people brought their culture to Queensland in this period.

What cultures have featured in the history of your town/region/local area? Is there a Chinatown? Have any cultural groups made a significant contribution to the culture or architecture?

ACTIVITY 2.13

Communicating historical information

- 'The experience of Chinese people in Australia to 1900 was a positive one.'

Synthesise evidence from a range of sources from this chapter to respond to the statement.

When synthesising you must combine information from different sources into *one* argument.

REFLECTING ON YOUR LEARNING 2.3

The overall focus of the section was: *What were the experiences of the Chinese in Australia prior to the 1900s?*

This was further broken into the sub-questions:

- What caused the Chinese to travel to Australia before 1901?
- Who was a significant Chinese Australian from the period before 1901? What made them significant?
- How were the Chinese viewed by Queenslanders of European background before 1901?

Write a paragraph response to each question. Include specific examples and reference to at least ONE source per paragraph.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

2.4   What were some important ideas and who were some important people in the development of Australian self-government and democracy?

FOCUS QUESTION

What significant political developments affected Queensland at the turn of the twentieth century?

Introduction

Australia was influenced by many different ideas, each of which contributed to giving Australia a unique political, economic and social system. These ideas mainly came from Europe but in many cases were taken much further than in Europe. Australia became a social laboratory where new ideas were tried and experimented with.

Self-government

One of the most significant developments in colonial history was the granting of self-government to the various colonies around the continent. This allowed them to enact laws on their own and experiment with ideas for the organisation of the colonies. Self-government was given at different times to different places and did not necessarily mean democratic elections. To begin with, most governments were made up of wealthy landowners and it was not until later that people began to elect their own representatives into the colonial parliaments. Table 2.1 shows when the different houses of each colonial parliament were established and when the first elections were held in each state.

TABLE 2.1 Colonial parliaments

Colony	Upper house established	Lower house established	First election held
NSW	1823	1856	1843 (two-thirds of the upper house)
TAS	1825	1856	1856
WA	1832	1890	1870 (two-thirds of the upper house)
SA	1836	1857	1857
VIC	1881	1856	1856
QLD	1860	1860	1860
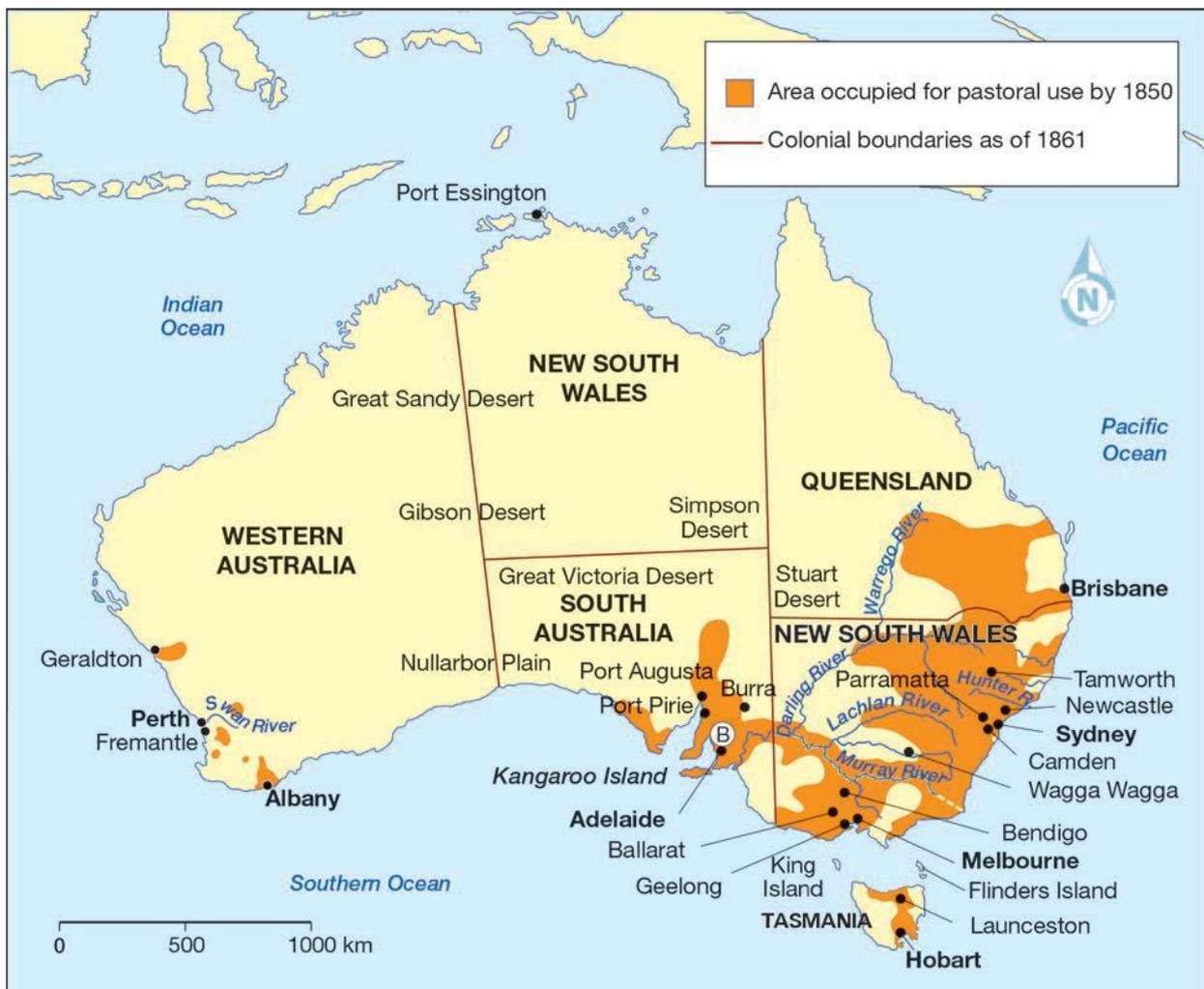
▲ **Source 2.74** Colonial boundaries and pastoral use in the mid nineteenth century

Democracy

The idea of democracy has a long history, going back as far as the ancient Greeks. Democracy had developed in Britain prior to the establishment of the Australian colonies, but it did not look the same as democracy does today. The right to vote was restricted to a small group of individuals, and women and young people could not vote at all.

Westminster system

One of the most notable influences on Australian society is the Westminster system of government. It is named after the location of the British Government, the Palace of Westminster. The roles of the government, parliament and judiciary were taken from the British system and implemented in Australia in a very similar manner. This continues to be the structure used for governing Australia to this day.

Liberalism

The ideas of liberalism, such as individual rights, capitalism, democracy and equality before the law, have been promoted since the earliest periods of British settlement in Australia. How these ideas were expressed differed from colony to colony, and from individual to individual, but they were generally opposed to the more **collectivist** ideologies of the labour movements in Australia.

Egalitarianism

One of the most significant aspects of Australian society compared to Britain was the lack of nobility or a clearly defined upper class. This led to a sense of egalitarianism in colonial societies as they developed. No one was seen as inherently superior as a result of their birth.

Women's suffrage

Australia was a world leader in extending the right to vote to women. Previously, only men were allowed to vote in elections. In many cases, only some men were allowed to vote, usually landowners. South Australia became one of the first places in the world to allow women to vote in elections in 1895.

The trade union movement

The trade union movement in Australia grew out of concerns in Britain about working conditions and **exploitation** of workers by employers. Organised labour, where groups of workers would coordinate to try to advance their interests, was banned in Britain. People who broke these laws were often sent as convicts to the Australian colonies. This allowed the ideas of trade unionism to spread and take hold in Australia. The more democratic and egalitarian nature of Australian society allowed trade unions to grow quickly throughout the mid-1800s. In the 1890s, the trade union movement launched its own political party, the Australian Labor Party (ALP), one of the first labour parties anywhere in the world.

collectivist belief that the interests of the group are more important than the interests of individuals

exploitation to take unfair advantage of something or someone

---

MAKING THINKING VISIBLE 2.10

What makes you say that?

Divide into groups and try to answer the question, 'What makes you say that?' in relation to the statements:

1   Australia's political development was heavily influenced by Britain and Europe.
2   People who believed in liberalism often clashed with the union movement.
3   In some ways Australia offered greater equality for its inhabitants than Britain.

ACTIVITY 2.14

Frayer Model diagram: Ideas that influenced Australia

For each of the historical terms ('democracy', 'Westminster system', etc.) **create** an adaptation of a Frayer Model diagram (see e.g. to the right) to **develop** your understanding and use of the term. You may need to do further research.

DEFINITION:	CHARACTERISTICS:
TERM:	
EXAMPLES:	NON-EXAMPLES:
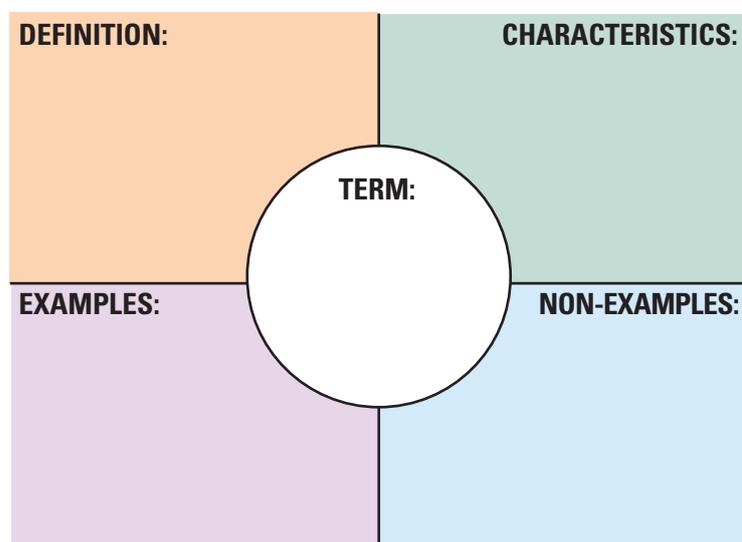
How were women able to achieve voting rights in Queensland?

Many organisations were established by women in Queensland to fight for the right to vote. The Queensland Women's Suffrage League was founded in 1889, followed in 1890 by the Colonial Suffrage Department of the Women's Christian Temperance Union (WCTU). Four years later, in 1894, the Women's Equal Franchise Association (WEFA) was established. The WEFA held public meetings in town halls across Queensland with attendance as high as 1500 people.

In 1894, WEFA created a petition calling for women's suffrage. There were separate petitions for women and men. There were 7781 signatures collected on the women's petition and 3575 signatures on the men's petition. In 1897, another petition was organised by the Women's Christian Temperance Movement of Queensland. This was signed by 3869 men and women.

The *Commonwealth Franchise Act 1902* gave white women across Australia voting rights in federal elections, and the right to stand for Federal Parliament. Queensland women finally achieved the right to vote in state elections in 1905 and voted for the first time on 18 May 1907. Women in Queensland were, however, unable to stand for Parliament until 1915.

The passing of the *Elections Act Amendment Act* gave Aboriginal and Torres Strait Islander men and women the right to vote in 1965.

How democratic was Australia in the nineteenth century? Consider the information in Table 2.1, the voting rights of women and of First Nations Peoples.

ACTIVITY 2.15

Further research: timeline

Create a timeline of women's suffrage that compares the dates that Australian women were granted the vote with *five* other countries of your choice. (Select a range of countries.)

Ensure that you follow the conventions of a timeline by creating a title and using a scale.

Include the year that women gained the vote in each state and territory in Australia, as well as the federal vote. Indicate when Aboriginal and Torres Strait Islander women gained the vote.

What conclusions can you draw about the rights of women in Australia compared to other nations from the data on your timeline?

ACTIVITY 2.16

Significant women in Queensland's political history

Read up on some background information on each significant woman in Queensland's political history by going to the Queensland Government website and researching the following women:

- Emma Miller
- Irene Longman
- Leontine Cooper
- Margaret Ogg.

Trove is a website that brings together information from Australian libraries, universities, museums, galleries and archives.

Using the search function in Trove, locate a primary and secondary source on *one* of the significant women in Queensland's political history.

Hint: By clicking on 'Newspaper and Gazettes' on the menu bar across the top of the page you can then refine your results. This will allow you to narrow your search to particular years and places. Click on 'Images, maps and artefacts' to see if there are any photographs, portraits or statues of your individual.

»

≫

Analyse both sources by completing a source analysis table. You can copy and complete the table below.

|	
What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (motive)	
Who might have the source been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about the personality. (perspective)	
What does the source say about the personality? (explicit information)	
From this evidence what can you say the author's opinion is regarding the personality and their impact on Queensland? (implicit information)	

Why did Queensland decide to join the Federation of Australia in 1901?

The colonies of Australia had governed themselves since the mid-1800s. As the end of the nineteenth century approached, many important individuals began to discuss the unification of the colonies into a national government. This was viewed as a federation where each colony would still exist, but as a state of the new nation.

In some of the earliest discussions, New Zealand was to be a member of this new federation and Western Australia was not. In the end, all the colonies on the Australian continent, and Tasmania, voted to create a new nation, the Commonwealth of Australia. The British Government agreed to the creation of this new nation.

Referendums asking people to vote for or against Federation were held in each of the Australian colonies between 1898 and 1900. On 2 September 1899, Queenslanders voted.

The 'yes' vote for Federation was successful, and on 1 January 1901, the new nation was proclaimed and Edmund Barton was appointed the first Prime Minister of the Commonwealth of Australia. Melbourne was selected as the capital of the new nation until another site, which would eventually become Canberra, was found.
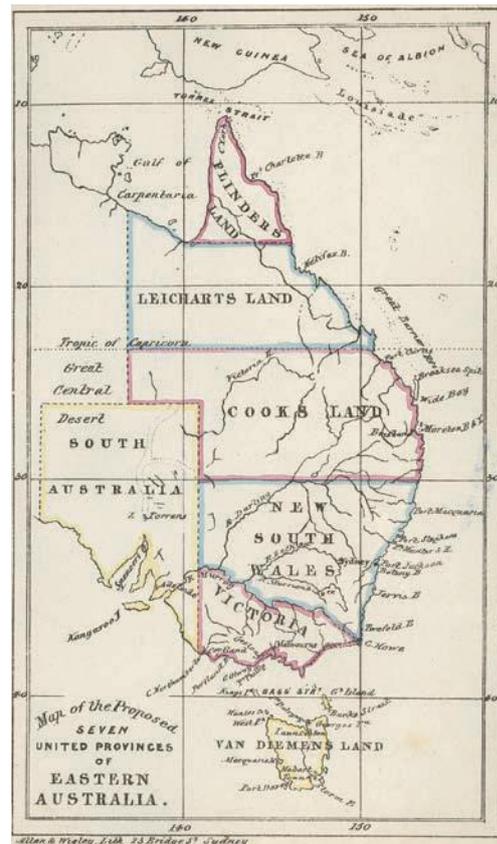
◄ **Source 2.75**
Map of the proposed seven united provinces of eastern Australia, 1857

Locate Canberra on a map of Australia. Why might this location have been selected as the site for the nation's capital? What would be the pros and cons of this location?

Context statement for Source 2.75

There had been proposals to split the colony into three subdivisions (Northern, Central and Southern) prior to the establishment of Queensland as a separate colony. Arguments to establish a separate Central and Northern Queensland continued. This was due to the capital Brisbane being in the far south-eastern corner and the industrial focus of the south-east compared to the agricultural focus of the north.

When a wheelwright makes a wheel, does he put the hub on the rim? … When an engineer erects a stationary engine, does he not erect it as near as possible to the place where its power is to be exerted? … Yet the people of Queensland have placed their administrative engine, the hub of their Government, in the extreme corner of a territory of 670 000 square miles; and expect that the power of the State will be equally exerted at Bowen and at Brisbane, that the benefits of the State will be equally shown at Ipswich, twenty miles away from the capital, and at Croydon, a thousand miles away. Is the expectation reasonable? …

What would you think of a man who told you the circulation of the blood would be more perfect if the heart were placed in the big toe? … The concentration of the blood in the extremity of one limb would tend to strengthen that limb and enfeeble or waste the other limbs. The leg attached to our fortunate toe would naturally flourish at the expense of the other leg.

▲ **Source 2.76** A.G. Stephens, 'Why Queensland wants separation', 1893

Context statement for Source 2.76

Alfred Stephens was a member of the Townsville North Queensland Separation League and wrote this pamphlet in 1893 in the lead-up to Federation.

RESPONDING TO THE SOURCES – 2.23

Create an advertisement for the separation of Queensland. Incorporate evidence from Source 2.75 and Source 2.76.

TABLE 2.2 Results of the Referendum in Queensland, 1899 (Queensland only voted once)

Electorate	For	Against
South	14 285	22 398
Central	12 132	6 862
North	12 376	3 332
Total	38 793	32 592

Source: Helen Irving, 2010, *The Centenary Companion to Australian Federation*, Cambridge University Press

TABLE 2.3 After some further amendments to the Constitution a second round of votes were held

	Yes	No
New South Wales	71 595	66 228
South Australia	35 800	17 320
Tasmania	11 797	2 716
Victoria	100 520	22 090

Source: 1898 Referendum Results (Australian Electoral Commission)

TABLE 2.4 1899 Referendum results (Australian Electoral Commission)

	Yes	No
New South Wales	107 420	82 741
South Australia	65 990	17 053
Tasmania	13 437	791
Victoria	152 653	9 805

TABLE 2.5 1900 Referendum results (Australian Electoral Commission)

	Yes	No
Western Australia	44 800	19 691

ACTIVITY 2.17

Using data

1 Using the evidence in Table 2.2, **describe** the voting patterns of Queensland in the Federation Referendum.

2 Using the evidence in Tables 2.2–2.5, what conclusions can be drawn from the data?

    a In which state(s) was Federation most popular?

    b In which state(s) was Federation less popular?

    c For states that voted twice, what trend do you notice?

Federation offers Queensland free access to the other provinces as a market for its cattle, whereas now they are shut out by heavy duties from Tasmania, Westralia, South Australia, and Victoria; and for its fresh meat, which is now heavily taxed in all these provinces …

Queensland is the greatest sugar-growing province. If it federates, there will no longer be interprovincial customs-duties, and Queensland sugar will get free access to N.S.W., Victoria, S.A., and the other Provinces …

At present, among the five eastern and central provinces (S.A., Tasmania, Victoria, Queensland, and N.S.W.). Queensland is the worst defended. The only possibility of invasion is by sea, and Queensland has less population proportionate to the coast line to be defended than any other Australian State, Westralia only excepted. Under Federation the forces of all the other provinces – especially of the two (N.S.W. and Victoria) which have men to spare – will be available to assist Queensland in case of need.

▲ **Source 2.77** An advertisement to vote Yes for Federation in the *Darling Downs Gazette*, 19 August 1899

Context statement for Source 2.77

'Westralia' was a common term used for Western Australia around the time of Federation.

Sydney (introducing Victoria to Queensland): We have come over to inspect your colony, and have taken a tour round your extensive country. We find from her present position and enormous resources that it would be to our mutual advantage to annex you, your colony will of course be absorbed under this unification; you will be allowed to retain your internal Government, but we do the governing. We will take your revenue and give you back what we can do without. You will also {as you are best able to bear it) have to assist the other colonies in building a federal capital to the sole advantage of New South Wales.

Queensland replies: So you have spied out our grand country, and you have concluded that she is a country to be jealous of, and you seem to think we must at your command federate, and bond ourselves over to you.

▲ **Source 2.78** Letter to the Editor, anti-Federation, *The Warwick Examiner and Times*, 19 August 1899

RESPONDING TO THE SOURCES – 2.24

Cause and effect

Using the evidence in Sources 2.77 and 2.78, **create** a diagram that illustrates arguments for and against Federation proposed by Queenslanders.

KEY CONCEPT

Cause and effect: There are always reasons for why events have occurred in the past. There will also be consequences that have occurred based on events and actions. There may be many causes and effects that are long term or short term. Causes and effects can also be evaluated to judge which are the most significant. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

▲ **Source 2.79** H. Cotton, *Federation*, 1900

RESPONDING TO THE SOURCE – 2.25

1   **Analyse** Source 2.79 to identify how Australia and Great Britain are represented. **Explain** the significance of each symbol in the image.

2   From this analysis, **infer** whether this is a positive or negative portrayal of Federation. **Justify** your answer.

MAKING THINKING VISIBLE 2.11

Compass points

Should Queensland be divided into *two* states today?

- **E** – Excited. What excites you about the division of Queensland? What are the positives?
- **W** – Worrisome. What do you find worrisome about this proposition? What are the negatives?
- **N** – Need to Know. What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward. What is your current opinion on the idea? Give reasons for your decision.

REFLECTING ON YOUR LEARNING 2.4

In this section you have focused on the question: 'What significant political developments affected Queensland at the turn of the twentieth century?'

- **Explain** why Federation and women's suffrage were important political developments for Queenslanders at this time.

Write a paragraph on each where you provide specific examples of how the development took place and what the impact of the development was.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

2.5 What laws were made by Federal Parliament between 1901–14?

FOCUS QUESTION

What do the laws passed by Federal Parliament between 1901 and 1914 reflect about Australian attitudes and values at this time?

The *Harvester Judgment*

In the nineteenth century, Australia became known as the 'working man's paradise' because of the significant opportunities and legal protections for the working classes throughout the different colonies. It was an egalitarian society that offered a comfortable life and work for those who wished it. The economic depression of the 1890s brought many of these ideals into contact with a harsh economic reality and high unemployment. Despite this, Australian society benefited from strong worker protections compared to the rest of the world. One of the most significant aspects of the working man's paradise was the *Harvester Judgment* in a court case in 1907, a few years after Federation. The significance of the *Harvester* case rested on how the term 'fair and reasonable wage' was interpreted by the court. The court had been asked to rule what this term actually meant. In his decision, the judge, H.B. Higgins, declared that a fair and reasonable wage required a worker to be paid a 'living wage' that could support a wife and three children in 'frugal comfort'. This decision influenced the idea of a minimum wage that no worker was to be paid less than, a significant aspect of Australian culture that continues even today. The case of the *Harvester Judgment* shows that the ideals of the working man's paradise continued on after the economic depression of the 1890s and influenced Australian society after Federation.

Introduction of pensions

At Federation in 1901 the new Commonwealth Government now had the power to pass laws to create invalid and old-age pensions for Australians in need. Legislation was passed in 1908 and Commonwealth Old-Age and Invalid Pensions became available in 1909 and 1910. They were available from the age of 65 years for men and 60 years for women. The only other countries in the world offering schemes that did not have to be contributed to by employers were Denmark and New Zealand.

The *Immigration Restriction Act*

One of the first pieces of legislation that the new Australian Parliament passed was the *Immigration Restriction Act 1901*. This act would form the basis of what would become known as the 'White Australia Policy'. The Act gave immigration officials wide-ranging powers to prevent non-white immigrants from entering the country. The most famous element of this policy was the dictation test, which required potential immigrants to write out a 50-word statement dictated by an immigration official, in any European language. This was, in practice, impossible as any European language could be used. This policy was based on similar tests used in New South Wales, Western Australia and Tasmania.

What is the minimum wage in Australia today? Could a family of five survive on this in 'frugal comfort'? What has changed in the way our society may determine what 'frugal comfort' should include?

MAKING THINKING VISIBLE 2.12

Because, but, so

For each of the following statements, answer 'because, but, so' …

- In 1907 the *Harvester Judgment* was decided, which awarded a minimum wage.
- In the early 1900s, pensions were introduced in Australia.
- In 1901 the *Immigration Restriction Act* was passed in Australia.
  - This was because … (give reasons why this event happened)
  - But … (change direction, provide balance or an alternative experience or outcome)
  - So … (what were the effects, what happened next.)

Consider the statements made by politicians and newspapers about the *Immigration Restriction Act 1901*.

There is no racial equality. There is that basic inequality. These races are, in comparison with white races, unequal and inferior.

▲ **Source 2.80** Edmund Barton, Australia's first prime minister

If Australia is to be a country fit for our children and their children to live in we must KEEP THE BREED PURE. The half-caste usually inherits the vices of both races and the virtues of neither. Do you want Australia to be a community of mongrels?

▲ **Source 2.81** *The Bulletin*, 1901

… dead in her coffin than kissing one of them [non-Europeans] or nursing a coffee-coloured brat that she was the mother to.

▲ **Source 2.82** William Lane, a founder of the Australian Labor Party, when stating he would rather see his daughter dead than in a relationship with a non-white person

RESPONDING TO THE SOURCES – 2.26

Analyse Sources 2.80–2.82. Who were the authors of these quotes (or the publication)? Do some research on them. Where are they from? Why did they write this? What is the historical context of these sources?

ACTIVITY 2.18

Communicating historical information

Using the sources, and information from Sections 2.2 and 2.3, and your own knowledge, **explain** the purpose of the *Immigration Restriction Act 1901*.

REFLECTING ON YOUR LEARNING 2.5

The focus question for this section was: 'What do the laws passed by Federal Parliament between 1901 and 1914 reflect about Australian attitudes and values at this time?'

With this question in mind, write a paragraph on the *Harvester Judgment* and the *Immigration Restriction Act*.

In each paragraph, **explain** what the legislation was and what it demonstrates about Australian values and attitudes at this time.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

2.6   What was it like to live and work in Queensland from 1890–1914?

FOCUS QUESTION

What factors influenced the way that Queenslanders experienced daily life and work at the turn of the twentieth century?

Introduction

Life changed dramatically in Australia from the establishment of the first colonies through to Federation. Living conditions, working conditions, education, social life and political life all changed as Australia became more connected to the world and the economy expanded. The following areas highlight some of the most significant changes, but they do not cover every area and did not affect every group in society. First Australians were often excluded from settler society and did not benefit from any of the advances made. Often their lives were made worse. Through coercion and choice, First Nations Peoples forged their futures in a new society that took little interest in them, having essential roles in developing cattle, pearling, agricultural, fishing and mining industries, and using their knowledge, labour and social strengths to create key Queensland economies.

1890s depression

During the 1890s, the world entered a period of economic decline. Factories closed, companies went bankrupt and unemployment spiked.

The present depression

Sir, many letters have appeared in your valued columns during the preceding few weeks touching on the very general depression existing, not only in Brisbane, but throughout the colony. During this depression, which has now extended over a considerable time, citizens and colonists have been losing their capital at a somewhat rapid rate; business people have been carrying on their different occupations at a heavy weekly loss in hopes of an improvement, and those unfortunately out of business who are living on their invested capital have the mortification of seeing their shops empty or bringing in a very reduced rental … It seems hard that something cannot be done to bring about a reversal of things and set this glorious colony of Queensland on her feet again.

▲ **Source 2.84** A letter to the editor in the *Brisbane Courier*, 11 February 1892

Depression

Rents down, shops to let,

Wool low, wheat glut;

Gaol holds half our set,

Grog scarce …

Banks, God, dividend,

All gone bung.

▲ **Source 2.83** A poem published in the *Moreton Mail*, 24 August 1894

But the fact remains that whatever has been grown lately has brought no return, and the farmer hardly knows what to do to pay his way. Indeed, in many cases he cannot pay his way, and has to live on hope and pay with his promise. And the trouble that has to be faced is not so much what ought to be grown as what the poor farmers are to do while things continue in this state.

▲ **Source 2.85** Letter to the editor from a farmer in Gatton, 23 February 1892

RESPONDING TO THE SOURCES – 2.27

1   **Identify** the consequences of the depression for the inhabitants of Queensland as provided in Sources 2.83–2.85.

2   Corroboration is where a historian strengthens and/or supports a claim with evidence from a variety of sources.
Use two sources to corroborate the statement: 'The depression of the 1890s had a significant negative impact on Queensland'.

The plague

Outbreaks of bubonic plague occurred in Queensland at the turn of the twentieth century. The disease was spread by rats that arrived by ship from overseas ports. The plague reached Sydney in January 1900. By April, it had reached Rockhampton, followed by Townsville.

In 1900 there were 136 cases of the plague in Queensland. Brisbane had 56 infections and 25 deaths, Townsville had 37 cases and 9 deaths, Rockhampton had 36 cases and 21 deaths, and Cairns had 5 cases and 2 deaths. Charters Towers and Ipswich both had 1 case but no deaths.

Epidemics continued to occur for the following nine years, almost entirely in areas that had port facilities.

Cases of plague have occurred along the course of this sewer, and, though their chronological order does not show it, there is a complete chain of cases commencing in the neighbourhood of the wharf and the embouchure [mouth] of the sewer and including those along its course to the district in which the drain commences.

It is likely, however, that the communities of rats along the course of the sewer were infected from the wharf rats entering this highway, and, from the resulting local diffusion, cases among human beings occurred in the neighbourhood.

▲ **Source 2.86** *Report on Plague in Queensland 1900–1907* by Dr Burnett Ham

▲ **Source 2.87** Advertisement for soap in the *Brisbane Courier*, 19 June 1900

Context statement for Source 2.86

Dr Ham was a member of the British Royal College of Surgeons and was licensed by the Royal College of Physicians. He became Queensland's first commissioner of public health in 1903. Dr Ham played an important role in the study of the plague and its causes, in particular the role of fleas carried by rats. In Brisbane, clusters of plague cases occurred near old and poorly maintained sewers.

RESPONDING TO THE SOURCES – 2.28

Evaluate the usefulness and reliability of Source 2.86 and Source 2.87 for a historian studying causes of the plague in Brisbane in 1900.

Analyse both sources by copying and completing a source analysis table like the one below. To effectively evaluate a source, it is important to analyse its features first.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (motive)	
Who might have the source been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about the plague. (perspective)	
What does the source say about the topic of the plague? (explicit information)	
From this evidence what can you say the author's opinion is regarding the plague and its impact on Brisbane? (implicit information)	

Now you are ready to **evaluate** the usefulness and reliability of the source.

How useful is this source for studying the causes of the plague in Brisbane in 1900? What relevant information does it provide?	
In what way is the source not very helpful in answering the question?	
What are some features that make this source trustworthy?	
What are some features about this source that make you doubt whether it is accurate?	

The Plague in Townsville.

THE BOARDING HOUSE IN WHICH THE CASE OF PLAGUE BROKE OUT
IN STURT STREET RECENTLY. THE FRONT PORTION OF THE BUILDING
HAS SINCE BEEN CONDEMNED TO BE BURNT DOWN.

▲ **Source 2.88** E.H. Glendinning's Boarding House, Sturt Street, Townsville, 1900
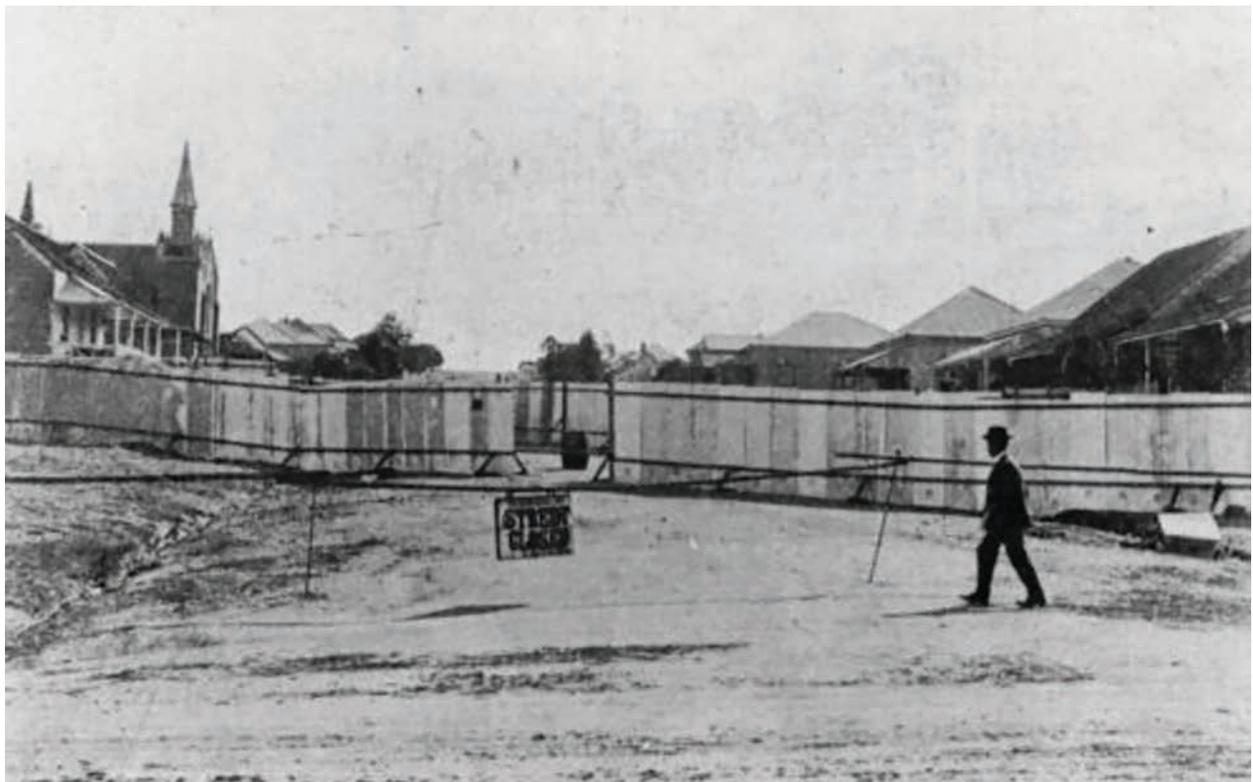
▲ **Source 2.89** Quarantine barricade around houses in Hawthorne Street, Woolloongabba, Brisbane, Queensland, from the collection of the State Library of Queensland

Context statement for Source 2.89

The first case of the bubonic plague occurred in Brisbane on 27 April 1900. The victim was James Drevesen, who worked at the wharves. He was admitted to the Colmslie Plague Hospital. His house was fumigated, many personal items were burned, and an iron barrier was erected around the property and two neighbouring houses.

▲ **Source 2.90** Officials and health workers inspect a mound of dead rats in Brisbane, c. 1900–02, from the collection of the State Library of Queensland

ACTIVITY 2.19

Discussion

Examine Sources 2.88–2.90 How were reactions to the bubonic plague in Queensland similar and different to reactions to the Covid-19 epidemic which hit Australia in 2020?

OR

Complete a Venn diagram that illustrates the similarities and differences.

Living and working in Queensland in the 1900s

Living conditions in colonial society changed drastically across the eighteenth and nineteenth centuries. The initial colonial settlements were harsh, but settlements grew quickly. Inner-city slums were common in Brisbane, and there were no systems in place to collect human waste and rubbish. Living conditions in these slums were difficult. Most houses had no bathrooms or sewerage, and many had leaky roofs and crumbling walls. For many people, these conditions did not improve until well into the twentieth century.

▲ **Source 2.91** Queen Street, Brisbane, looking towards George Street, 1880, from the collection of the State Library of Queensland

▲ **Source 2.92** Government House in George Street, Brisbane, 1867, from the collection of the State Library of Queensland

Context statement for Source 2.92

The Old Government House become the first site for the University of Queensland. Teaching started in 1911 in three faculties (Arts, Science and Engineering). There were 83 students (60 men and 23 women).

▲ **Source 2.93** Brisbane Hospital, 1879, from the collection of the State Library of Queensland

Context statement for Source 2.93

The General Hospital opened in Brisbane in January 1867. By the early 1900s, the hospital was facing a crisis due to population growth and a lack of funding.
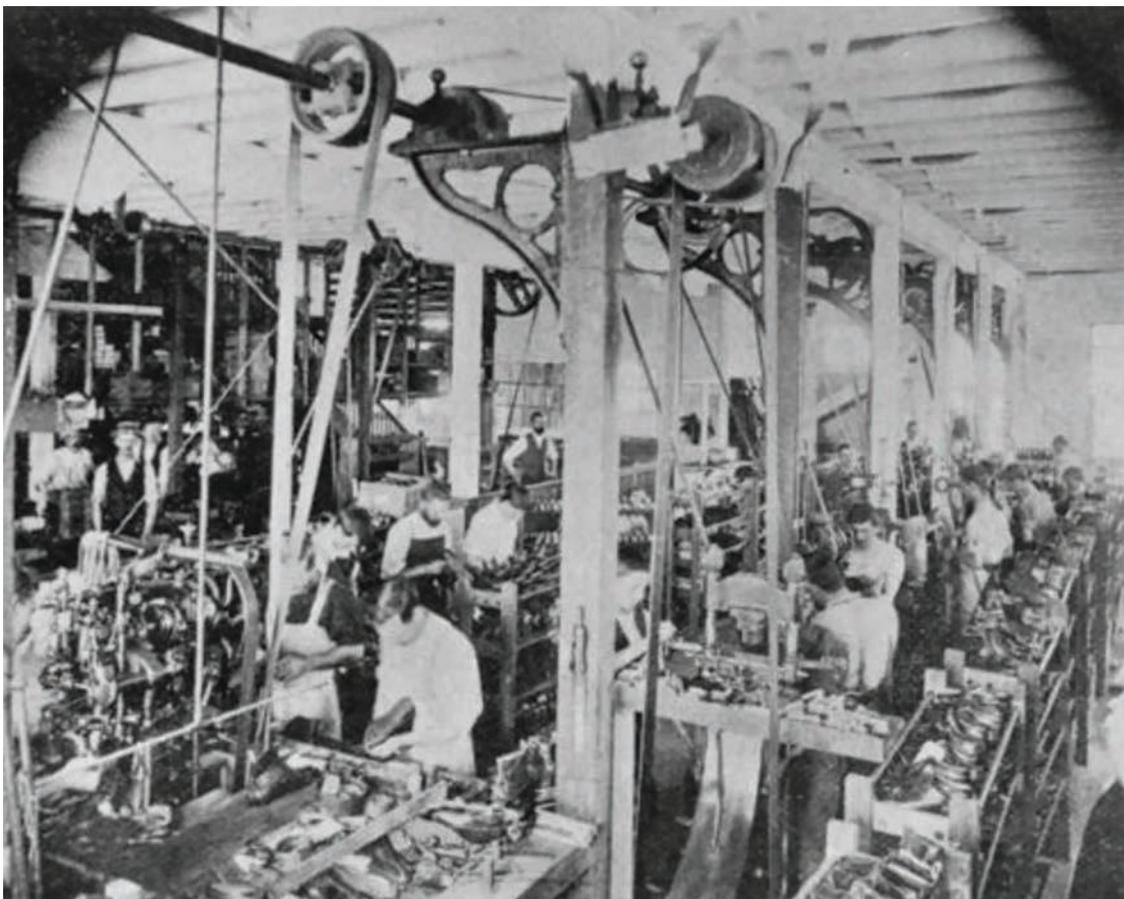
▲ **Source 2.94** Workers in a boot-making factory in South Brisbane, 1900, from the collection of the State Library of Queensland

▲ **Source 2.95** Portrait of successful scholarship students taking up further study in Brisbane, 1909, from the collection of the State Library of Queensland

Context statement for Sources 2.95 and 2.96

The *State Education Act* of 1875 ensured that primary school education for children from ages 6–12 was free and compulsory. However, students who were awarded a scholarship could have their secondary education paid for by the government.

▲ **Source 2.96** Group portrait of boys who have won scholarships to study in Brisbane, in 1909, from the collection of the State Library of Queensland
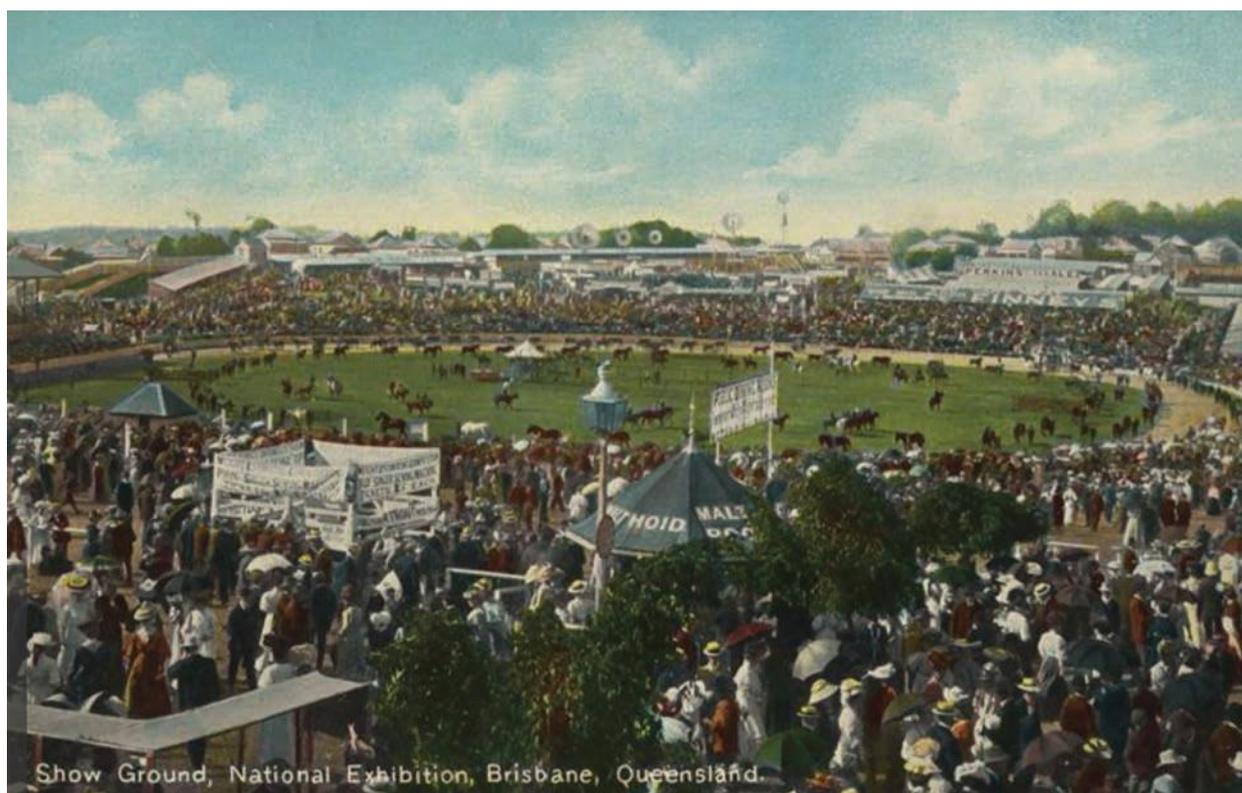
▲ **Source 2.97** The National Exhibition at the Showgrounds, Brisbane, c. 1900 (postcard), from the collection of the State Library of Queensland

Visit the Queensland State Archives collection for more images of Brisbane in the late 1800s.

MAKING THINKING VISIBLE 2.13

See, think, wonder

Break into groups. Each group will be allocated one image from Sources 2.91–2.97.

1 What can you **see**?
2 What **thoughts** or conclusions could you reach from viewing this image about life in Queensland or Brisbane at this time?
3 What **wonderings** or questions does the image provoke?

Each group should share their ideas with the class.

MAKING THINKING VISIBLE 2.14

Chalk talk

The prompt: 'What was is like to live and work in Queensland in 1900?' will be written on *five* large sheets of butcher's paper and placed on tables around room. Each sheet will have *one* of the following prompts: Women, First Australians, Brisbane, Regional and remote Queensland, and Other.

Your teacher will outline the 'chalk talk' process to you, its process and **explain** the question and criteria.

Process: You are to think about your reaction to the prompt and record any ideas and questions. You should add to each other's responses with additional comments and questions.

If arranged in groups, each group should stay with one recording sheet for 5 minutes. Groups can then rotate to another group's papers, silently reading what is written there, and adding their reactions and questions to the paper.

Share the thinking: Return to your original Chalk talk paper and see what others have written. What are the common issues and reactions? Were there any surprises? Has your thinking about the issue developed during this process?

REFLECTING ON YOUR LEARNING 2.6

The focus question for this section was: 'What factors influenced the way that Queenslanders experienced daily life and work at the turn of the twentieth century?'

Using the ideas gained in the 'Chalk talk', write a paragraph response to each of the following sub-questions. Provide specific examples and make specific reference to sources in each paragraph.

1 How did gender influence the experience of Queenslanders at the turn of the twentieth century?
2 How did race/culture influence the experience of Queenslanders at the turn of the twentieth century?
3 How did location (urban/regional/remote) influence the experience of Queenslanders at the turn of the twentieth century?

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

End-of-chapter assessment 2

1   Investigation

An investigation assesses your abilities to interpret, process, analyse, organise and draw conclusions about evidence from primary and secondary sources. This involves testing a hypothesis or answering a research question.

An investigation requires you to locate and use evidence that goes beyond the data or information you have been given and the knowledge you currently have.

You should:

- **Develop** questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- **Develop** interpretations about the past. Research conventions must be followed, e.g. acknowledging sources regardless of the presentation format.

Step 1: **Select** *one* aspect, event or personality from Queensland's history up to 1914 on which to focus your research.

Step 2: Complete some background research on your topic and **devise** a key inquiry question.

An effective key inquiry question should have the following features:

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

Step 3: **Devise** *three* sub-questions that will help to answer your key inquiry question.

Step 4: Write a rationale.

Step 5: **Select** *four* sources that answer the sub-questions. Ensure that you include at least one primary and secondary source.

Step 6: **Analyse** the sources by copying and completing the following table.

What is the source? (text type)	
Who published/compiled the source? (origin)	
When was it written? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (motive)	
Who might have the source been written for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the focus area of your question. (perspective)	
What evidence does the source provide about the question? (explicit information)	
From this evidence what can you say the author's opinion is regarding the question? (implicit information)	

Step 7: Answer the *three* sub-questions. Make sure you refer to and acknowledge your sources as evidence in your writing.

Step 8: Include a reference list for your sources.

Length: 600–800 words

2 Project

A project assesses your ability to respond to a single task, stimulus, question, situation and/or scenario that gives you opportunities to demonstrate your historical knowledge, understanding and skills.

A project requires you to evaluate and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials that you collect.

You have been asked to create a podcast on a significant individual or event from the history of Queensland from 1799–1914.

Step 1: **Select** your topic.

Step 2: Locate a range of perspectives on your topic: primary, secondary, positive, negative, different cultural/social and/or political background.

Step 3: Write your podcast transcript. It must include the following sections:

- *Introduction* to the topic – overview of who, what, where and when

- *Analysis and evaluation* of a range of perspectives on the event or individual

- *Conclusion* summing up the event or individual and its significance for Australian history.

Step 4: Perform and record your podcast.

Step 5: Submit the recording of the podcast, a printed transcript and a reference list that shows at least *four* sources of information for your podcast.

Length: Written responses 600–800 words, recording 3–4 minutes

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.

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

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