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VICTORIAN CURRICULUM v2.0

VICTORIAN CURRICULUM

THIRD EDITION

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VICTORIAN CURRICULUM v2.0

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The Publishers of this series acknowledge and pay their respects to Aboriginal Peoples and Torres Strait Islander Peoples as the traditional custodians of the land on which this resource was produced.

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

It is strongly recommended that teachers examine resources on topics related to Aboriginal and/or Torres Strait Islander Cultures and Peoples to assess their suitability for their own specific class and school context. It is also recommended that teachers know and follow the guidelines laid down by the relevant educational authorities and local Elders or community advisors regarding content about all First Nations Peoples.

All activities in this resource have been written with the safety of both teacher and student in mind. Some, however, involve physical activity or the use of equipment or tools. **All due care should be taken when performing such activities.** To the maximum extent permitted by law, the authors and publisher disclaim all responsibility and liability for any injury or loss that may be sustained when completing activities described in this resource.

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

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Meet our author team

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Ashleigh is a history teacher with more than 20 years' experience across all levels of secondary education. Ashleigh teaches at St Leonard's College and for 10 years has served as Head of Humanities there. He has written and contributed to many History texts for Jacaranda.

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Robert specialises in History and Economic History, and has served at several schools as a teacher and Head Teacher of History. Robert is now a highly respected and full-time author having worked with Jacaranda across multiple Humanities titles.

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Alex is currently the Head of Politics at Penleigh and Essendon Grammar School, Middle School campuses. He has taught Geography, Politics and History for over 25 years. Alex recently appeared on Gardening Australia promoting the Raising Rarity program with the Victorian Royal Botanic Gardens team.

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Catherine has over 35 years of experience in Humanities and Civics teaching and curriculum development. She has also tutored, mentored, assessed and prepared exams, and delivered professional learning for teachers. Catherine has worked with Jacaranda for over 20 years, authoring and contributing to resources in Civics, Geography and Legal Studies.

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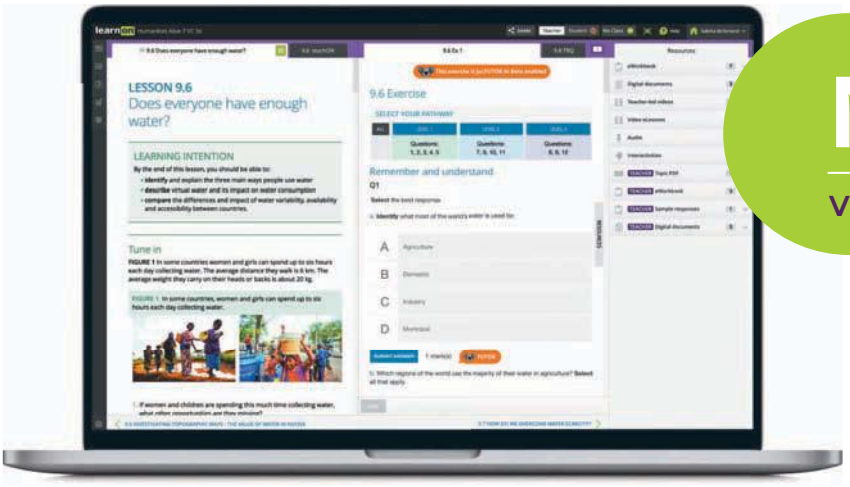
With 30 years of teaching experience in Economics and Humanities, Denis has worked in secondary education at both independent and Catholic schools. Since 2007, he has maintained a continued interest in promoting education in a group of village schools in Khipro, a regional town in southern Pakistan, operated by The Presentation Sisters of Pakistan.

About this resource



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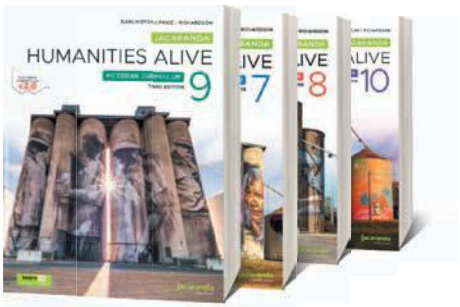

JACARANDA

HUMANITIES ALIVE 9 VICTORIAN CURRICULUM

THIRD EDITION

Developed by teachers for students

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

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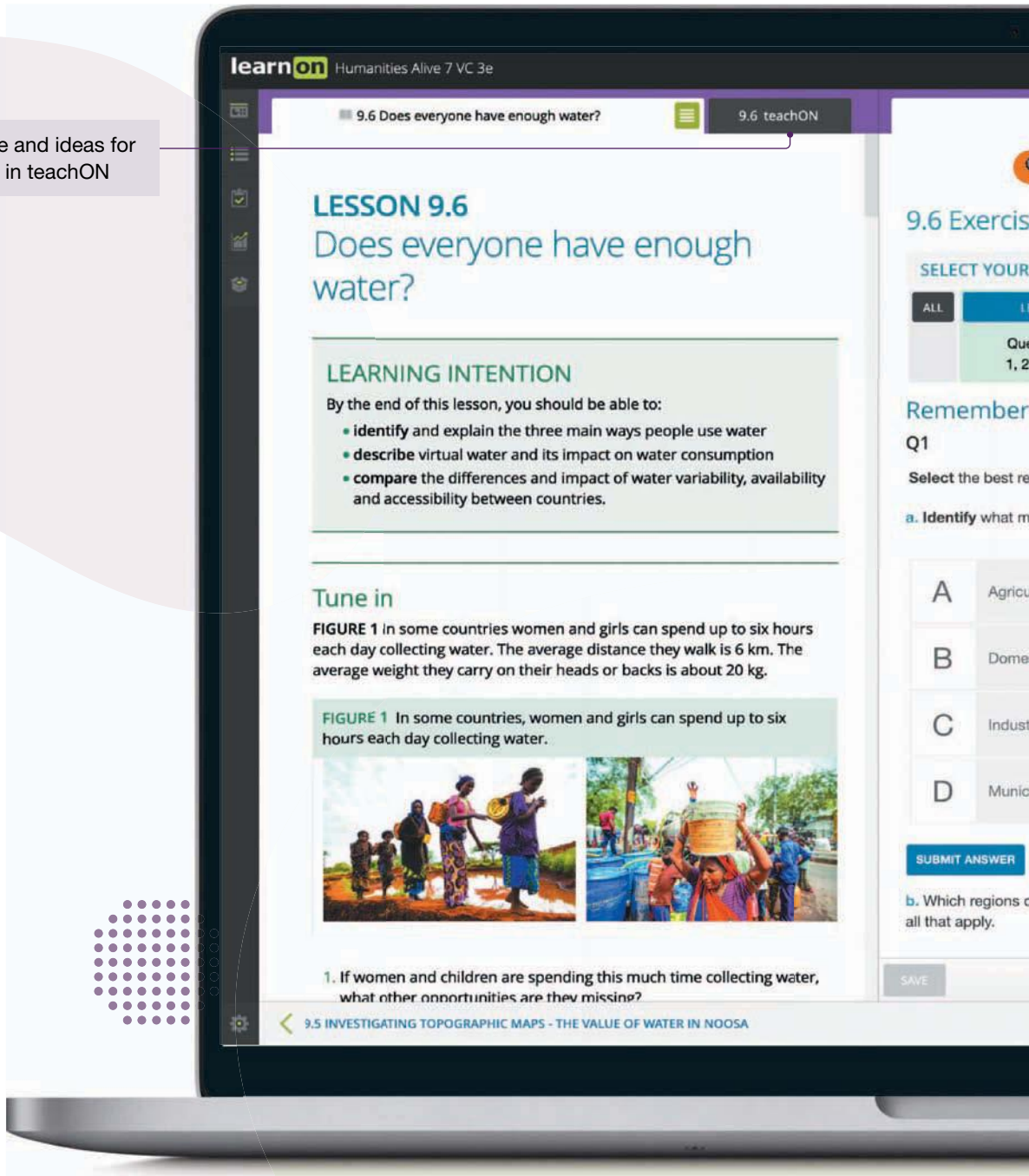
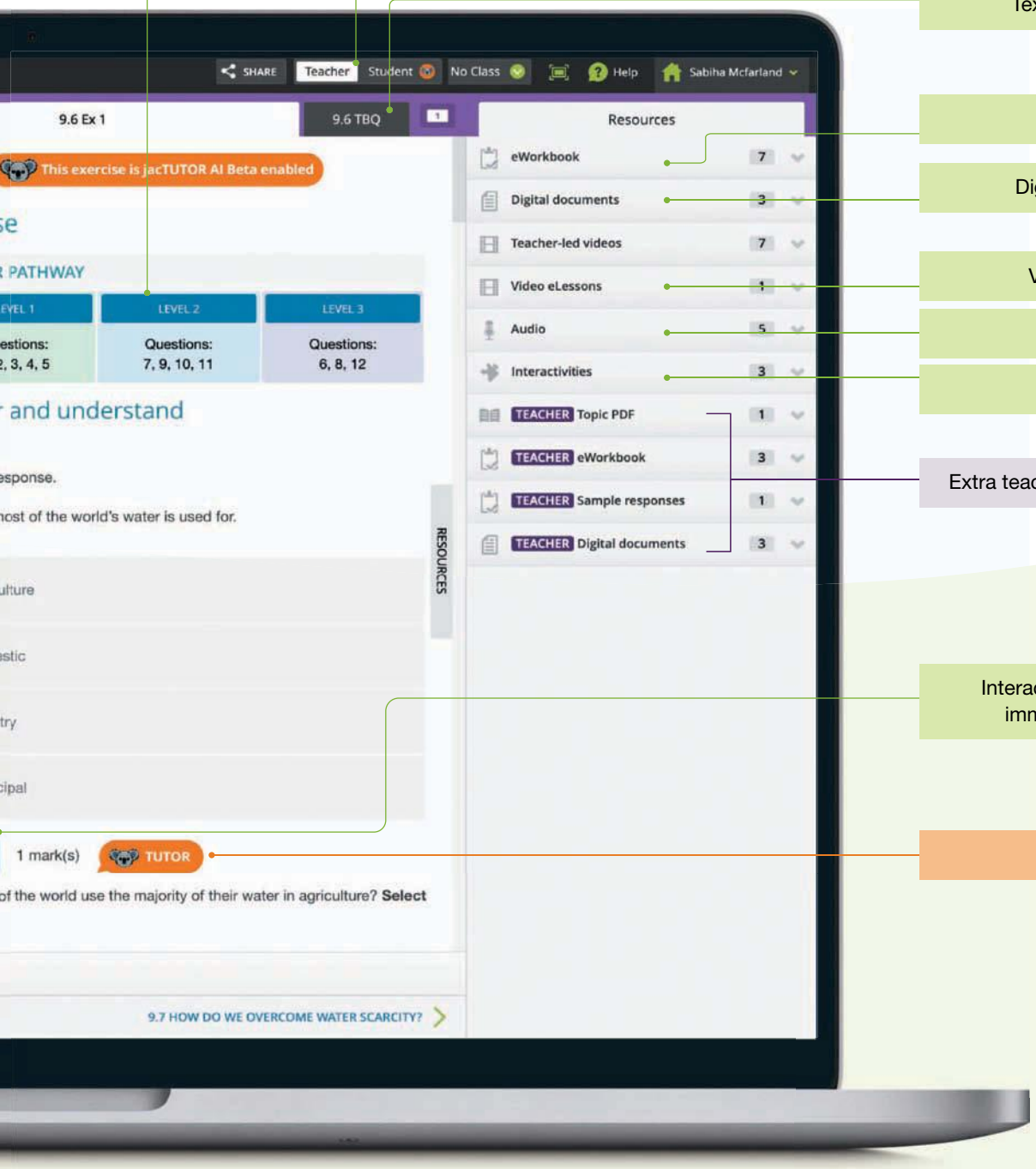
Practical teaching advice and ideas for each lesson provided in teachON



powerful learning tool, learnON



Differentiated question sets

Teacher and student views

Textbook questions

eWorkbook

Digital documents

Video eLessons

Audio

Interactivities

Extra teaching support resources

Interactive questions with immediate feedback

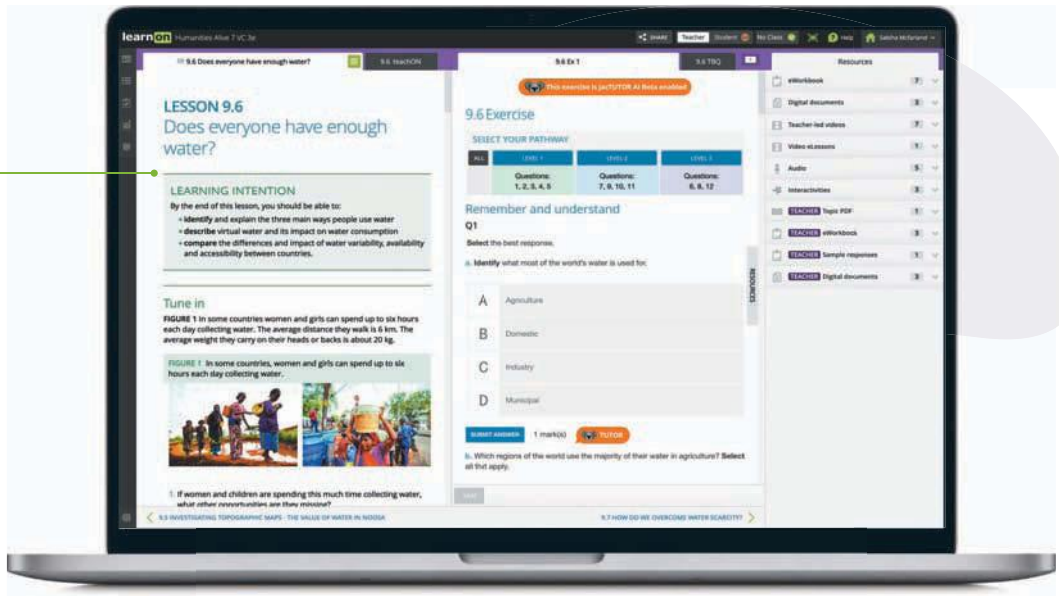
jacTUTOR

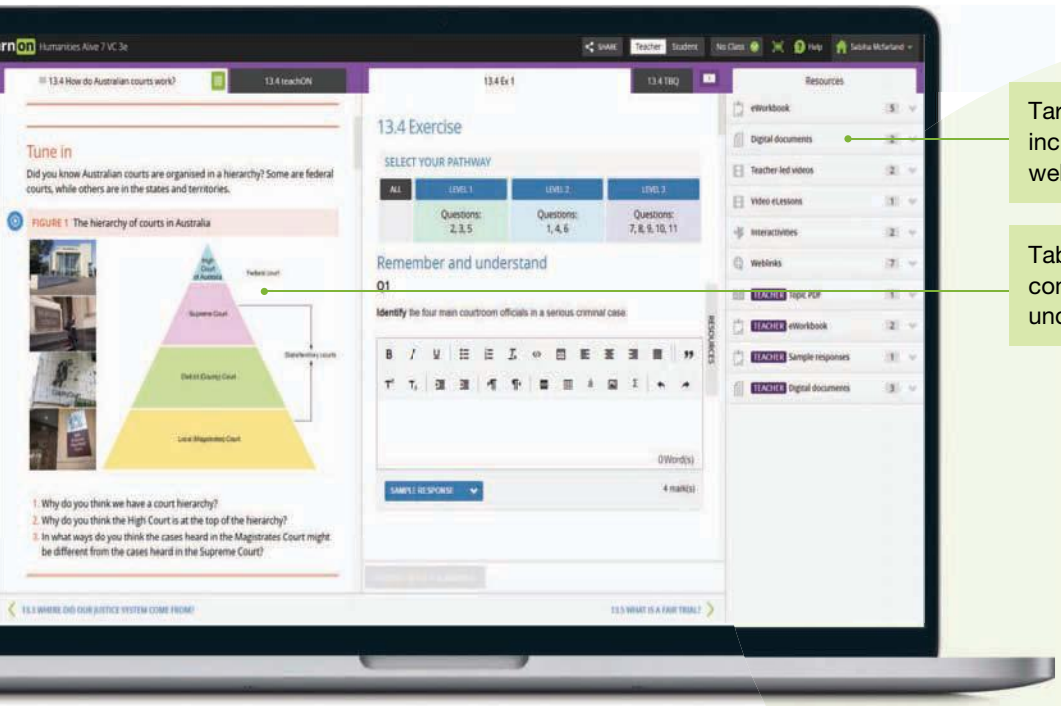
Get the most from your online resources

Online, these new editions are the complete package

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

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

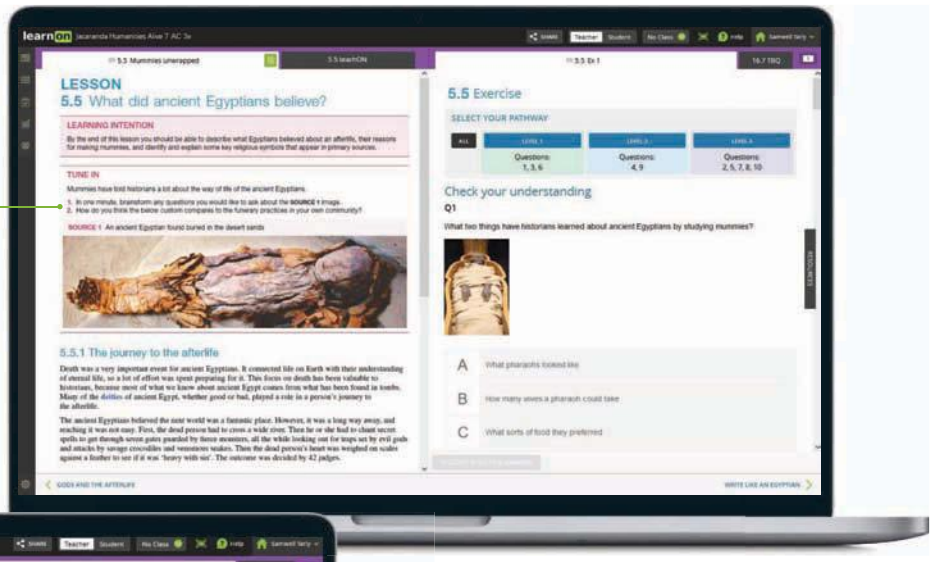


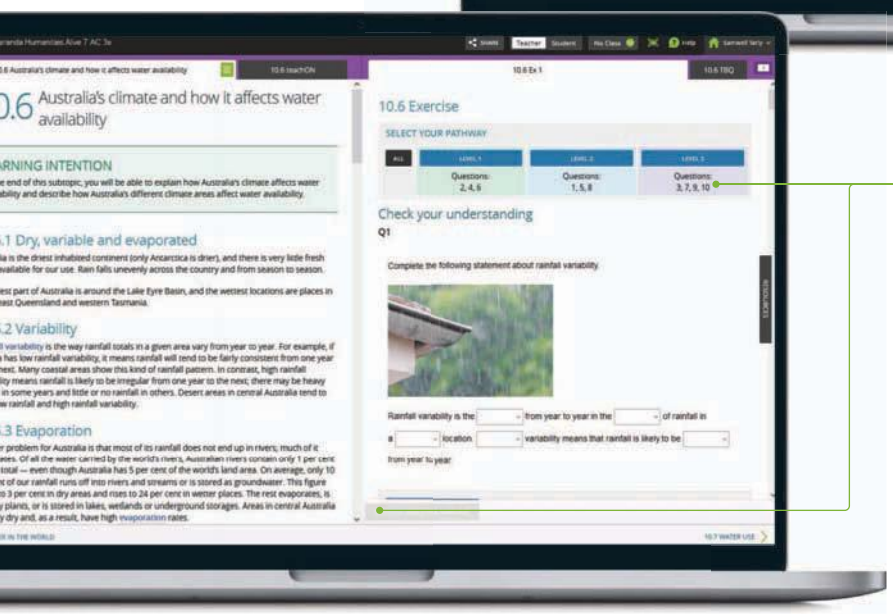


Targeted digital resources include video eLessons and weblinks.

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

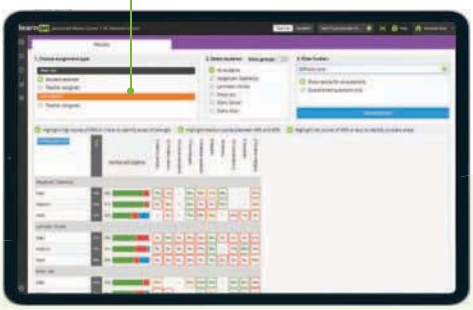
Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis

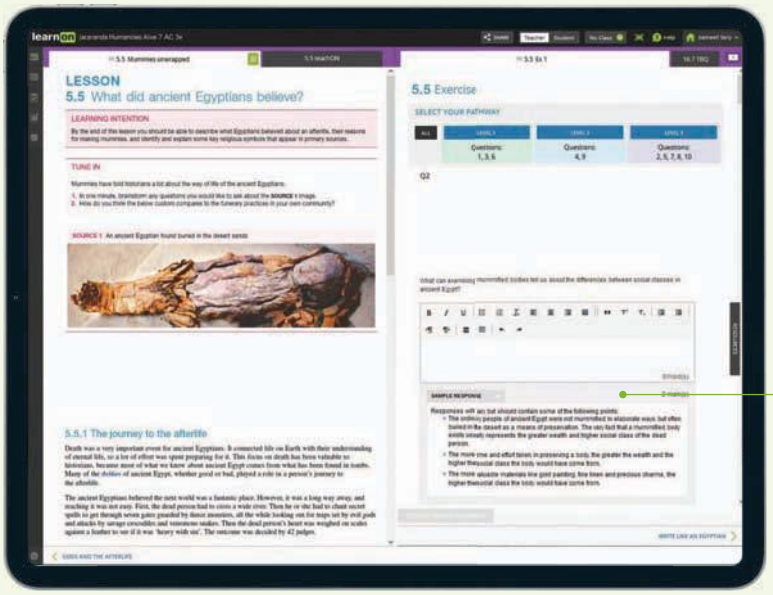




Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

Instant reports give students visibility into progress and performance.





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

The new jacTUTOR

An AI tutor to build confidence and get unstuck

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

A personal tutor for every student

Now every student can get the help they need, when they need it. jacTUTOR uses AI to create a fair and level playing field for all students.

Get guidance, not the answer

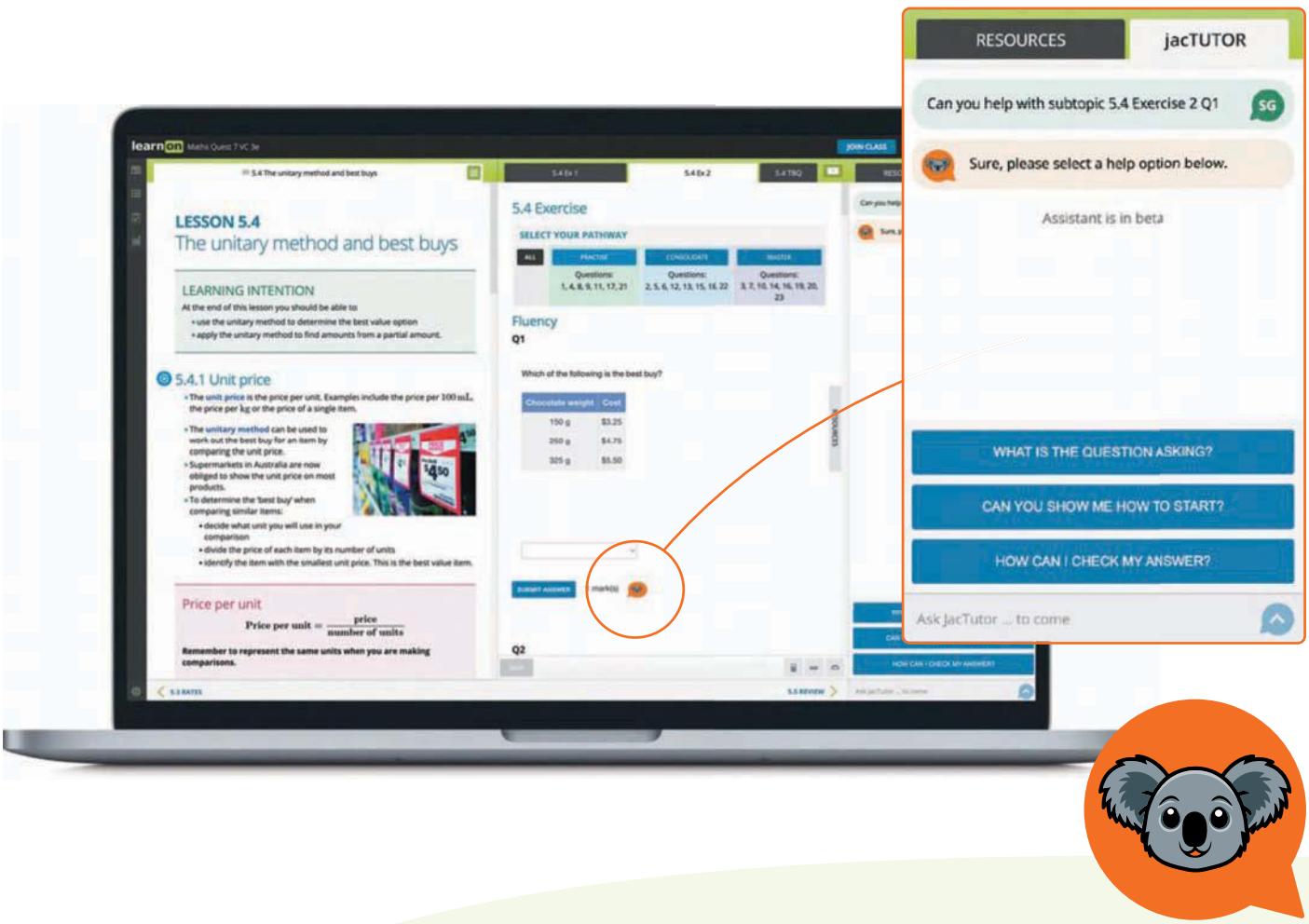
jacTUTOR doesn't just give the answer away. Students are given prompts to help understand what they should be asking to get to a correct answer.

Combat anxiety

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

A safe space

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



A wealth of teacher resources

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

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

Customise and assign

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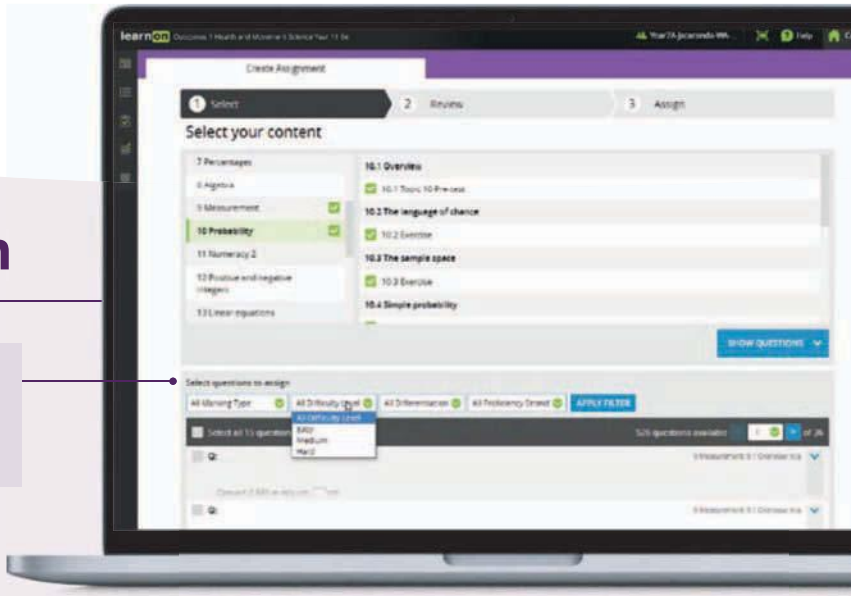

Reports and results

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

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

Acknowledgements

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Front cover image — Silo Art Trail, Victoria

The front covers of this series feature artworks from Victoria's Silo Art Trail. The Silo Trail includes extraordinary works of art by renowned street artists from around the world, who have transformed wheat silos into giant murals.

The murals celebrate local stories, culture and identity. By depicting local stories and landscapes on a massive scale, the murals actively influence how residents and visitors perceive, value and connect with those communities.

1 Historical concepts and skills

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LESSON 1.1 Overview

INQUIRY QUESTION

Why is the modern world important to study, and what skills do I need to understand this history?

Our study of History covers the modern era starting from 1750, highlighting rapid technological development, global migration, colonisation, revolutions and conflicts. We will explore how these events impacted Australia, including the forced transportation of convicts and slaves, and the effects of the Industrial Revolution on economies and lives.

We will examine the formation of modern Australia, the path from colonies to nationhood, and the struggles faced by Aboriginal and Torres Strait Islander Peoples. Additionally, we will study the rise of global powers in Asia, focusing on China and Japan's interactions with European nations.

learnon

- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  History concepts and skills

This timeline is divided into 1000-year sections.

Key dates and brief descriptions of events are given.

The timeline is broken to show a break in the time scale.

c. 2900 BCE
Earliest known writing recorded in Mesopotamia.

c. 2550 BCE
Great Pyramid built at Giza in Egypt.

2000 BCE
Knossos palace built on Crete.

1279 BCE
Rameses the Great becomes pharaoh of Egypt.

1100 BCE
Decline of Mycenaean civilisation on Greek mainland.

776 BCE
First known Olympic Games.

753 BCE
Rome founded.

3000 — 2000 — 1000

BCE

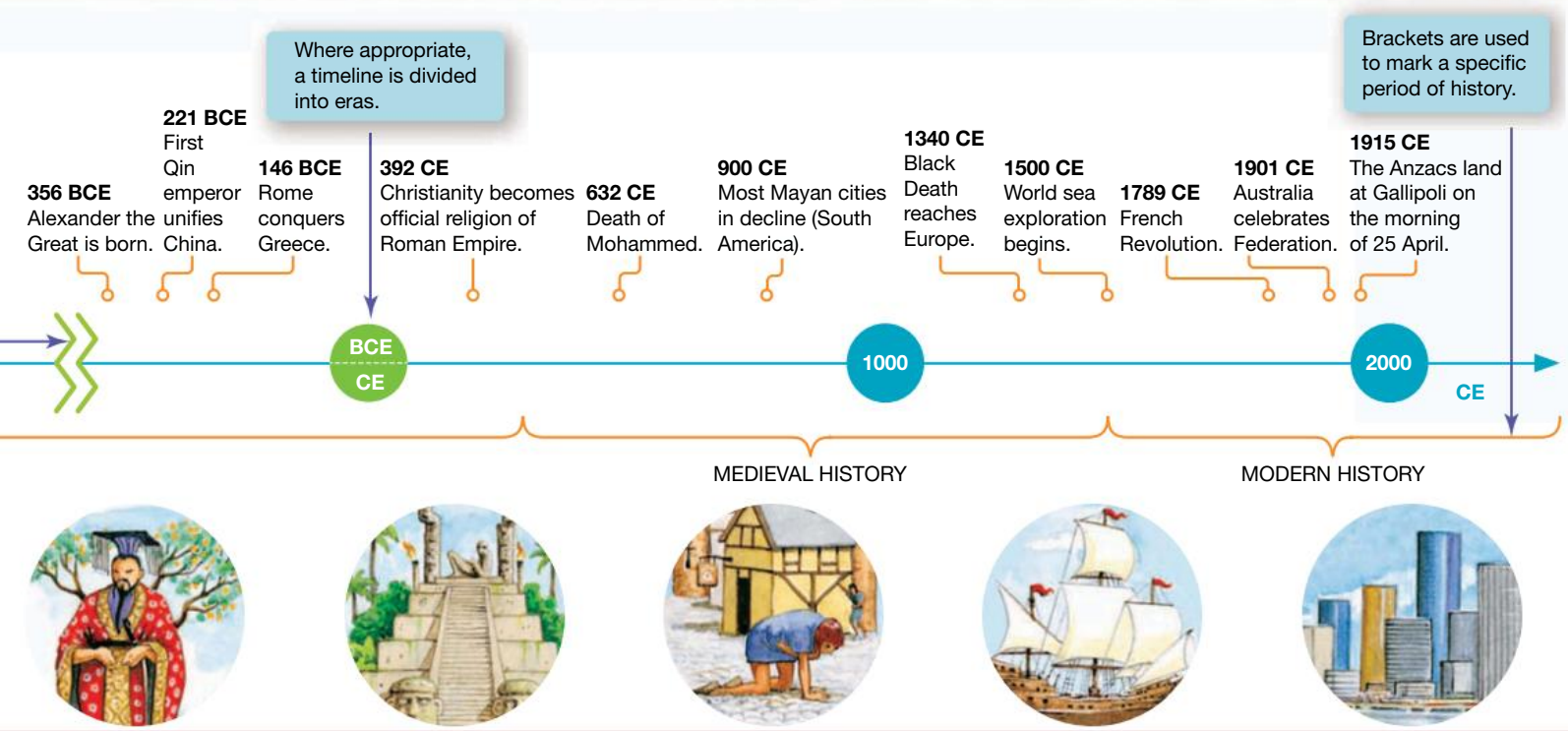
PREHISTORY

ANCIENT HISTORY

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING



LESSON 1.2 Historical concepts and skills

LEARNING INTENTION

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

- **identify** the historical concepts and skills
- **explain** why they are important.

1.2.1 Introduction

In 2017, a crowd gathered in southern Israel to mark the centenary of the Battle of Beersheba. Approximately 100 horsemen from Australia participated in a re-enactment of the cavalry charge. This event is often described as 'the last successful cavalry charge in history'.

SOURCE 1 Australian horsemen recreate the WWI Battle of Beersheba.

The Australian 4th Light Horse Brigade was assigned to capture the fortified desert town of Beersheba on 31 October 1917. The town, which held strategic importance due to its water supply, was controlled by the Turkish army. The 4th and 12th regiments of the brigade, composed of troops on horseback, charged at the Turkish trenches. With bayonets in hand, they crossed the trenches and entered Beersheba, securing its water wells and taking control of the town. This victory was a significant moment in the campaign against the German-allied Turkish army in the Middle East, contributing to the eventual collapse of the Ottoman Empire.

Historians use various sources such as archives, letters, weapons, skeletons, newspapers, paintings and photographs to reconstruct past events. The study of history involves analysing this evidence to understand what happened in the past.

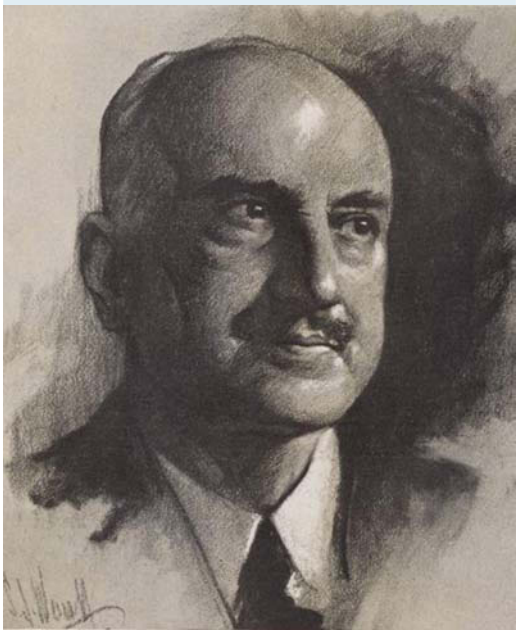
1.2.2 Historical concepts and skills

History can be compared to an incomplete jigsaw puzzle — with each discovery, another piece is added to our knowledge of the past and the picture becomes clearer. Unlike the puzzles that we complete at home, the jigsaw of our past remains incomplete. It is the duty of historians to discover, study and place events in the correct chronological order to give an accurate picture of humanity's history. History is more than just names and dates; it is the story of who we are and how we came to be.

The term 'history' comes from the ancient Greek word *historia*, meaning inquiry, or gaining knowledge through investigation. Studying History helps us to understand our heritage. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

Understanding history is essential to understanding the present and preparing for the future. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By studying the past, we might just be able to avoid repeating past mistakes and make our world a better place in the future.

SOURCE 2 A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism, 'Those who cannot remember the past are condemned to repeat it'.



SkillBuilder discussion

Asking historical questions

How might understanding our past help us avoid repeating mistakes in the future? Discuss current events or issues in the world today (especially the causes and effects) and suggest some of the historical events that have similar patterns or features. For example, responses to the COVID-19 pandemic were informed by the way previous pandemics were managed. What might past events tell us about how to manage the current situations you identified?

Historical concepts and skills are transferable to many different kinds of careers and jobs. These skills will help you to:

- carry out research
- organise information and check it to determine its accuracy
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that more than one way of thinking about any problem is usually possible
- think critically
- communicate effectively
- present findings and conclusions through reports, the media, books, lectures and exhibitions.

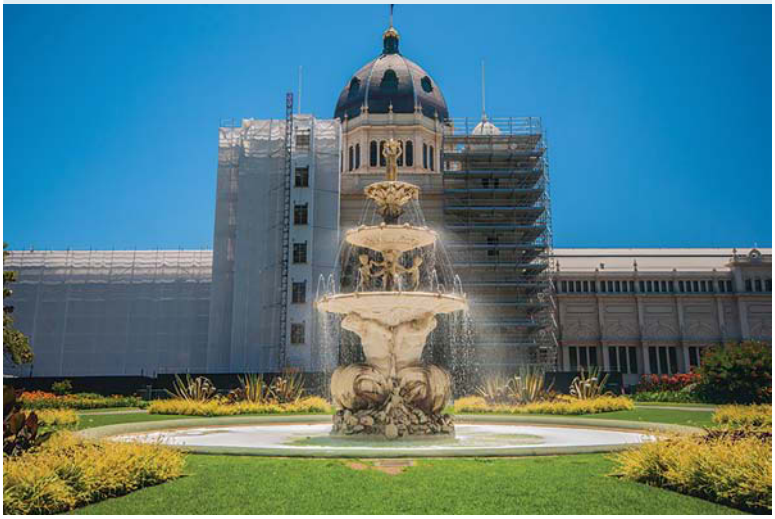
TABLE 1 The concepts and skills that you will use in History

Concepts and skills	Description
Asking historical questions	Our understanding of the past is shaped by the questions we ask and the responses we receive.
Sequencing chronology	Arranging historical events in order of time.
Using historical sources as evidence	Any written or non-written materials that can be used to investigate and give us information about the past; evidence is the information we get from sources that is useful to our investigations.
Identifying continuity and change	Considering the parts of life or society that have stayed the same and those that have changed over a period of time.
Analysing cause and consequence	Looking at the relationship between historical events or actions; for example, when one event or action happens because of the other.
Determining historical significance	Considering the importance given to events of the past.
Communicating	Being able to express our interpretations of the past by constructing an historical argument using knowledge and evidence.

SOURCE 3 We can also view the concepts and skills diagrammatically

A person trained in History may conduct research and analysis for governments, businesses, individuals, historical associations and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in History may be involved in preserving **artefacts** or historic records. Conservation work similar to that shown in **SOURCE 4** is one of the key responsibilities of historians and archaeologists.

SOURCE 4 Conservation works in 2018 on the facade and dome of the Royal Exhibition Building, in Melbourne, which was completed in 1880 to host the first World's Fair in the Southern Hemisphere.



A number of other careers are related to the study of History. These include:

- anthropologists
- archaeologists
- archivists and museum workers
- curators
- documentary and film makers
- economists
- History teachers
- lawyers
- lecturers, tutors and researchers
- police and armed forces
- political scientists
- sociologists
- writers and authors.

A knowledge of history is important in our everyday lives, and gives many people great personal pleasure. How much more enjoyment do people derive from travel, books and movies when they know about the history that shaped the places involved!

1.2.3 Historical questions

When studying History, our investigation of the past is guided and shaped by the questions we ask. These questions help us to focus our thinking about historical knowledge, concepts and sources. Knowing how to phrase effective questions is essential for researching and interpreting the past.

Historical questions can take different forms, such as descriptive questions that ask us to identify or describe an event, procedural questions that focus on recalling what happened or what happened next, and comparative or evaluative questions that require us to analyse causes, consequences and significance, and make judgements about historical events. They can be developed using the historical concepts and skills listed in this topic, such as cause, consequence, continuity, change, significance and **evidence**.

TABLE 2 Examples of questions that you may ask in History

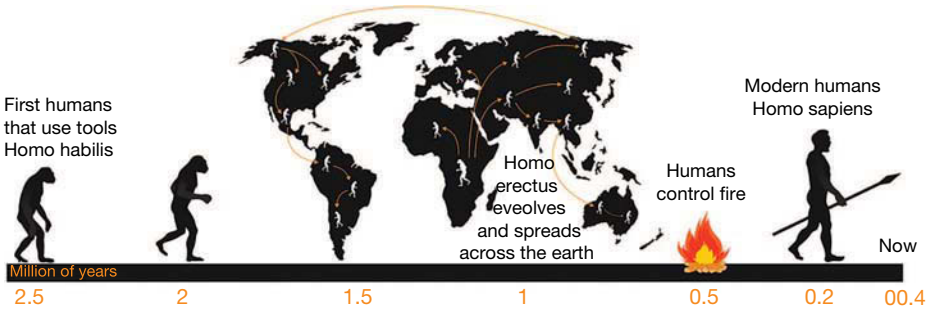
Historical thinking concepts and skills	Example of questions
Sequencing chronology	When does my timeline of events begin and when does it end? What event appears before ... and what happened after? What event caused ... to occur?
Using historical sources as evidence	Who wrote this source? Why did they write this source? What does this source tell me about the historical period I am studying, and what does it not tell me? What **biases** might it contain?
Continuity and change	At the beginning of the historical period I am studying, what was life like in regard to [power structures/economy/people/ideas/technology]? By the end of the historical period I am studying, what changed in regard to [power structures/conomy/people/ideas/technology]? What/who caused these changes to occur? How quickly did these changes occur? What remained the same by the end of the historical period I am studying? What/who stopped these things from changing?
Causes and consequences	What were the short-term causes of …? What were the long-term causes of …? What were the political/economic/environmental causes of …? What were the immediate consequences of ...? What were the long-term consequences of …? What were the political/economic/environmental consequences of …?
Significance	Why is this person/event/idea/movement important? How important was this person/event/idea/movement to those living during the historical period? How many people were affected by this person/event/idea/movement? How is this person/event/idea/movement remembered today?

1.2.4 Chronology

Chronology involves arranging events, ideas and developments in the order that they occurred. It is an important skill because historians need to know the order in which events occurred to identify patterns of continuity and change, analyse causes and consequences, and understand how historical events are connected. Organising events in a sequence allows historians to explain how one event influenced another and how historical developments unfolded over time.

A historian will use a **timeline** to track significant moments and long-term trends. For example, a timeline representing the sequence of events in your morning routine (seen in **SOURCE 5**) helps you understand how one action leads to the next. Similarly, historical timelines help us track and explain major events and trends in human history.

SOURCE 5 A simple image-based timeline representing the evolution of human beings



1.2.5 Using historical sources

Evidence refers to the facts that indicate whether something is true or really happened. Evidence can come from sources, which are needed to prove or disprove events from the past. Historians use evidence from a range of sources to discover when events happened, how they happened, why they happened and how different events are connected.

Sources

Sources are any written or non-written materials that can be used to investigate and provide information about the time they are studying. It is important to analyse sources from the time we are studying to judge how reliable they are and explore the different points of view, or **perspectives**, of people from the past. This also involves questioning later sources that are interpretations of that time.

Primary and secondary sources

Historians can use two types of sources to investigate events from the past.

- **Primary sources** were created or written in the period that the historian is investigating.
- **Secondary sources** are written or created by people living after the period that the historian is studying.

Primary sources might include letters, newspapers, art, photographs or film (for example, a film clip of conditions on the Western Front during World War I, filmed from the trenches).

For most periods of history, we can divide primary sources into written and archaeological sources. Written primary sources can include such things as poems, songs, letters, newspapers and speeches. Archaeological sources are objects that were made in the past. They are often called artefacts (they can sometimes include written sources if writing is inscribed on them; for example, a tomb or pottery), and include works of art, weapons, toys and jewellery.

Secondary sources are often books and articles. They can also include websites, models, timelines, computer software and documentary films. To create secondary sources, historians often:

- locate information in primary sources
- interpret that information
- use their research to explain what happened.

Analysing evidence

When using historical sources as evidence, historians need to ask questions of each source, for example:

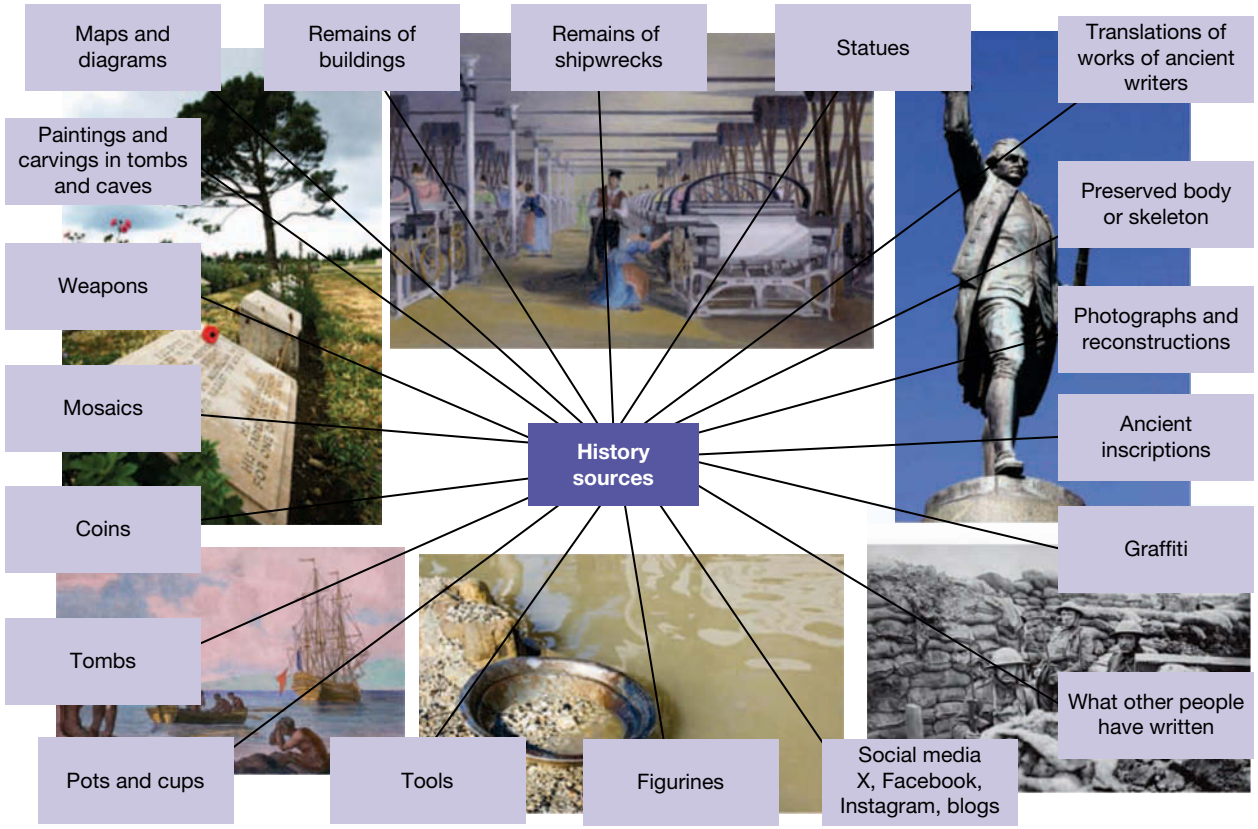
- What type of source is this?
- Who wrote or created this source and when was it written or created?
- Why was this source written or created?
- What evidence does the source provide?
- What were the historical or contextual circumstances at the time of the source's creation?
- Is the source reliable and trustworthy?

Using evidence from sources, historians form a **hypothesis** (a possible theory to explain what happened).

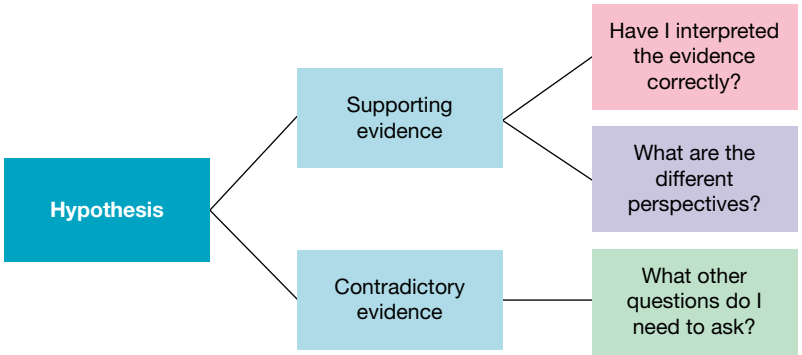
To test a hypothesis, historians seek both supporting and contradicting evidence. They ask what additional information is needed to support their theory and ensure they have all available data about the events or people they are studying. This helps them make accurate interpretations of the past.

Despite thorough methods, differing interpretations and debates persist due to issues like limited evidence or varied perspectives. **Contestability** is a key concept in historical studies, highlighting that historical debates are ongoing and interpretations can vary.

SOURCE 6 The many different types of primary sources



SOURCE 7 The process of 'using evidence' to test a hypothesis



Perspectives

No two people view an event the same way due to their perspectives, influenced by factors like age, gender and social position. Understanding these perspectives involves exploring people's viewpoints, attitudes, values and cultures. Historians' interpretations are also shaped by their perspectives, which can be informed by primary sources such as diaries or visits to historical sites.

To truly understand the past, historians need empathy, which means understanding how people thought and felt in different times without judging them by modern standards. This involves engaging with multiple perspectives, including those of Aboriginal and Torres Strait Islander Peoples, women, children, workers and the non-literate, to build a comprehensive picture of history.

1.2.6 Continuity and change

When studying different societies, historians can see that some aspects of life have remained the same over time, while other aspects of life have changed dramatically. This concept is known as identifying **continuity and change**.

Continuity refers to the things that endure, relatively unchanged, over time. You will find that many things remain the same across long periods in history. Sometimes these continuities have stayed with us into modern times.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time or may occur dramatically and suddenly. In the case of gradual change, it can be difficult to detect the precise moment of change. It could be that many small events have led to a larger change. In the case of sudden change, the moment of change is obvious and definitive. Often this is associated with single events, that are sometimes referred to as turning points in history. It is also important for historians to differentiate between short- and long-term change.

We can make comparisons between and among historical events occurring at the same time, between and among different historical periods, and between present time and the past. The use of timelines can help to understand the sequence of historical events, which should assist in identifying turning points that produced change.

SkillBuilder discussion

Continuity and change

1. Look at **SOURCES 8** and **9**. What are the obvious changes that have taken place?
2. What remains the same between the two images?

SOURCE 8 An elevated view of Melbourne in 1908, showing Flinders Street railway station beside the Yarra River. The current railway station building, which can be seen in development here, was officially opened in 1910.

SOURCE 9 An elevated view of modern Melbourne along the Yarra River from Flinders Street railway station

1.2.7 Causes and consequences

Once historical events have been placed into chronological order, investigating how one event has caused another event and how events are connected becomes easier. We can also look at the developments that have happened in both the short term and over a longer period of time.

Historical events do not just happen spontaneously, without reason. Every event will have a cause, and every event is also likely to be the cause of subsequent events, effects or consequences. Explaining how and why things in the past have happened is often the result of the historian being able to confidently identify patterns of **causes and consequences**. This is an essential concept to assist in explaining the past, but can also make it possible to predict what may take place in the future.

Causes may include people, societies, politics, beliefs, economics or any other historical factor. Likewise, consequences can include impacts on people, societies, politics, beliefs, economics or any other historical factor. It is important to understand that not all causes leading to a specific event are equally significant — some causes may have more influence than others.

Some causes occur immediately before an event began, while others may have existed for several years, decades or centuries before the event. Some consequences occur immediately after an event or action, while others may occur years, decades or centuries following the event or action.

1.2.8 Historical significance

Historical **significance** relates to the relative importance of particular aspects of the past, such as events, individuals or groups, developments, ideas or movements, and historical sites. There is far too much history to study or learn all of it. We need to make judgements about what is important and what is less important.

When we try to establish the significance of an aspect of the past, we must consider a number of questions. For example:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

SOURCE 10 A statue of Simpson and his donkey at the Australian War Memorial in Canberra. John Simpson used donkeys to carry men away from the front line at Gallipoli, often exposing himself to fire.

SOURCE 11 Stretcher bearers carrying the wounded through the trenches during the Gallipoli Campaign in 1915

SkillBuilder discussion

Historical significance

1. What aspects of your life as a student do you consider to be significant? Some things to consider could be access to technology, the physical state of the space you use, the resources you can access or the subjects that you are studying.
2. Do you think that the things you consider to be significant were important 10, 50 or 100 years ago? Do you think they will be significant 50 years from now?

1.2.9 Communicating

Communicating effectively is a vital skill in the study of History. Historians do more than just research evidence. As a result of our investigations, we should be able to apply our newly learnt knowledge of a historical period and communicate this, using facts and evidence. We can present our interpretations of the past in a variety of ways, including written and multimodal presentations, oral presentations and other methods. It is important to use an appropriate and clear format to communicate our historical findings, including the use of subheadings, guiding questions and formal language.

Furthermore, as historians, we must acknowledge the sources we use and the interpretations of other historians in our work. This process is known as referencing, and it shows that our ideas are based on **evidence** and makes our work more credible. There are several guidelines to follow when referencing. Often, your school or teacher will have you follow a particular reference guide of their choice which informs you on how to create a reference list.

1.2 SkillBuilder activity **COMMUNICATING**

WWI investigation

1. **SOURCES 10** and **11** show us two important non-combat (or auxiliary) services. **Discuss** in small groups what might be observed by these people. Consider different perspectives.
2. In small groups, list five other non-combat (or auxiliary) services that would have been significant in World War I. Can you rank them in order of importance? Once you have done this, share your rankings with other groups.
3. **Discuss** why ranking might be difficult. **Discuss** why some choices of rank are similar or different. What influences the way people judge historical significance or importance (e.g., personal interests, cultural background or available information)?

1.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 7, 9	8, 10

REMEMBER AND UNDERSTAND

1. What is the main reason historians use timelines?
   - A. To memorise historical events easily
   - B. To see how events are connected and track changes over time
   - C. To prove that all events happen in a specific order
   - D. To compare historical evidence from primary and secondary sources
2. How can primary sources help us understand historical perspectives?
   - A. By providing direct insights into the beliefs, values and attitudes of people from the past
   - B. By offering a modern interpretation of historical events
   - C. By eliminating the need for secondary sources
   - D. By showing how History was taught in schools
3. What is the difference between continuity and change in history?
   - A. Continuity refers to what stays the same, while change refers to what is different over time.
   - B. Change is always positive, while continuity is always negative.
   - C. Continuity only applies to social structures, while change applies to technology.
   - D. Change happens in all historical events, while continuity is rare.
4. Which of the following best explains 'historical significance'?
   - A. The chronological order of events in the past
   - B. The importance of events, individuals or groups in shaping history
   - C. The evidence that historians use to prove their theories
   - D. The methods used to communicate historical findings
5. **Explain** what a historian is doing when identifying continuity and change.
6. Why could it be wrong to judge people from past times by the standards of our times?

ANALYSE AND APPLY

7. George Santayana's quote in **SOURCE 2** states that 'Those who cannot remember the past are condemned to repeat it.'
   - a. Rewrite this quote in your own words.
   - b. How does this quote show that the study of history is important?
8. Look at the mind map in **SOURCE 6**.
   - a. **Describe** each of the sources pictured around the mind map.
   - b. **Propose** what we might learn about the past from graffiti or one of the other types of primary sources listed in the mind map.
   - c. Primary sources are more reliable than secondary sources. **Analyse** this statement.
9. Examine **SOURCES 8** and **9** closely. **Identify** the changes that have occurred in Melbourne between the early 1900s and the present. Identify the similarities (or continuities) between Melbourne in the early 1900s and the present.

EVALUATE AND COMMUNICATE

10. **Examine SOURCES 10** and **11** closely. **Evaluate** why the actions of John Simpson are considered more significant than those of other stretcher bearers at Gallipoli.

Answers and sample responses for this topic are available online.

LESSON 1.3 SkillBuilder: Historical questions

online only

Why are historical questions important?

Asking historical questions is essential for understanding the past. Historical questions help guide inquiries into events, people and developments in the medieval and modern world. They shape our understanding by focusing on key details, comparing ideas and evaluating significance. In this lesson you will develop your ability to ask historical questions.

LESSON 1.4 SkillBuilder: Chronology

online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in chronological order (the order in which they happened). Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images. In this lesson you will create a timeline based on key events.

LESSON 1.5 SkillBuilder: Using historical sources

online only

Identifying and analysing different perspectives of people in the Industrial Revolution

When examining any historical issue or event, we should try to build up an accurate picture of what actually happened in the past. If we are relying on a primary source in the form of an eyewitness report of an event, we need to be aware of possible bias or prejudice on the part of that eyewitness. In this lesson you will identify the perspectives of different people.

LESSON 1.6 SkillBuilder: Continuity and change

online only

Identifying and evaluating continuity and change in the Industrial Revolution

The period of the Industrial Revolution brought more rapid change than had ever occurred previously anywhere in the world. It is important to be able to identify turning points that caused change, and to be able to describe the rate and extent of the change by examining the significance of events, ideas, people and groups.

LESSON 1.7 SkillBuilder: Causes and consequences

online only

What does analysing causes and consequences involve?

When studying History, it is important to remember that events don't 'just happen'. Many factors combine to bring about historical events. Being able to analyse causes and consequences is an important historical skill. In this lesson you will analyse the most important causes of an event.

LESSON 1.8 SkillBuilder: Historical significance

online only

Evaluating significance: The Chinese on the goldfields

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are various criteria we can use to evaluate the historical significance of any event, individual, group or idea.

LESSON 1.9 Communicating

online only

Why is communicating effectively important?

Communicating in History involves sharing interpretations and arguments about the past. Developing this skill will also enable you to construct compelling arguments about significant events in the medieval and modern world, supported by evidence from historical sources.

LESSON 1.10 Review

1.10.1 Key knowledge summary

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

1.2 Historical concepts and skills

- Historians investigate and interpret the past.
- History helps us to understand our past and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- The seven Historical concepts and skills that you will develop throughout your course are:
  - *Asking historical questions*: This involves identifying, selecting and using a range of questions to guide investigations into the past. Historical questions can take the form of descriptive questions that ask us to identify or describe an event, procedural questions that focus on recalling what happened or when, and comparative or evaluative questions that require us to analyse and interpret historical concepts.
  - *Chronology:* This involves understanding the sequence of historical events and placing them in a timeline. It helps students to comprehend the order in which events occurred and how they relate to each other over time. This skill is essential for constructing a coherent narrative of the past and understanding the progression of historical developments.
  - *Using historical sources*: This focuses on the ability to locate, analyse and interpret various types of historical sources, such as documents, artefacts and oral histories. Students learn to evaluate the reliability and perspective of sources, which is crucial for constructing accurate historical accounts and understanding different viewpoints.
  - *Continuity and change*: This involves identifying what has stayed the same and what has evolved over time. This skill helps students to recognise patterns and trends in history, understand the reasons behind changes and appreciate the persistence of certain elements across different periods.
  - *Causes and consequences*: This involves analysing the reasons behind historical events and their outcomes. Students learn to identify and evaluate the factors that led to specific events and the short-term and long-term effects of these events. Understanding causes and consequences is key to comprehending the complexities of historical processes.
  - *Historical significance*: This refers to the importance of certain events, individuals or developments in history. Students learn to assess the impact and lasting influence of historical phenomena, considering factors such as the scale of change, the number of people affected and the duration of the impact.
  - *Communicating*: This focuses on the ability to effectively convey historical knowledge and understanding through various forms of communication, including writing, speaking and using digital media. Students learn to present their ideas clearly and persuasively, using evidence to support their arguments and engaging with different audiences.

1.10.2 Key terms

artefacts objects made or changed by humans
biased one-sided or prejudiced; seeing something from just one point of view
causes and consequences the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent consequences or effects
chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out
contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant
evidence information that indicates whether something is true or really happened
hypothesis (plural: hypotheses) a theory or possible explanation
perspectives point of view or attitude
primary sources objects and documents that were created or written in the period of time that the historian is investigating
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
significance the relative importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

1.10.3 Reflection

Complete the following to reflect on your learning.

Revist the Inquiry question posed in the Overview.

Why is the modern world important to study, and what skills do I need to understand this history?

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

learnon

eWorkbooks Customisable worksheets for this topic
Reflection

Digital document Key terms glossary

1.10 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 5, 9	2, 7, 8, 10	6, 11, 12, 13

REMEMBER AND UNDERSTAND

1. What is the main purpose of studying History?
   - **A.** To study how past events shape the present
   - **B.** To learn entertaining stories about our ancestors
   - **C.** To find out personal details about our grandparents
   - **D.** To predict every event in the future
2. Why do we ask historical questions?
   - **A.** To create timelines of historical events
   - **B.** To focus thinking about historical knowledge, concepts and sources
   - **C.** To determine the chronological order of events
   - **D.** To identify the significance of historical sites

3. Chronological order means
   - **A.** an interesting selection of information.
   - **B.** in order from the beginning to the end.
   - **C.** any random order.
   - **D.** from the end to the beginning.
4. What are primary sources?
   - **A.** Sources that were created during the time being studied
   - **B.** Written sources
   - **C.** Secondary sources
   - **D.** Books
5. Which of the following is not a secondary source?
   - **A.** A textbook about medieval peasants
   - **B.** A photograph of castle ruins
   - **C.** A ledger kept by a medieval manor
   - **D.** A documentary about medieval sources
6. What is presentism?
   - **A.** The act of studying past events to predict future outcomes
   - **B.** The interpretation of historical events using modern values and perspectives
   - **C.** The process of recording events in chronological order
   - **D.** The analysis of primary and secondary sources
7. The concept of history 'continuity and change' refers to
   - **A.** the study of aspects of history that have remained relatively unchanged and the aspects that have changed dramatically.
   - **B.** studying written or non-written materials that can be used to provide information about the past.
   - **C.** historians trying to discover how people thought and felt in the past.
   - **D.** the ability to make judgements about the importance assigned to particular aspects of the past.
8. What is the relationship between causes and consequences in history?
   - **A.** Causes and consequences are always equally significant.
   - **B.** Events happen spontaneously without connection to others.
   - **C.** Historical events often have multiple causes and consequences.
   - **D.** Only long-term causes are relevant to understanding the past.
9. What does historical significance refer to?
   - **A.** The accuracy of historical events
   - **B.** The relative importance of events, individuals or ideas in the past
   - **C.** The chronological order of historical events
   - **D.** The number of sources available for an event
10. What is an important element of effective communication in history?
    - **A.** Using informal language to make arguments easier to follow
    - **B.** Ignoring the use of subheadings and guiding questions
    - **C.** Acknowledging sources and referencing evidence
    - **D.** Presenting findings only through oral presentations

ANALYSE AND APPLY

11. In your own words, **explain** what the term 'supporting evidence' means.
12. **Define** the term hypothesis and provide an example of a historical hypothesis.
13. Archaeologists search for historical sources to help them understand the past. **List** four examples of archaeological sources.

Answers and sample responses for this topic are available online.

LESSON 1.3 SkillBuilder: Historical questions online only

LEARNING INTENTION

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

- **identify**, formulate and use historical questions to guide historical inquiry and interpretation.

1.3.1 Tell me

What does it mean to ask historical questions?

Historical questions drive inquiries. They help us to explore and interpret the past by focusing our thinking on key events, people or developments. When we ask historical questions, we use evidence, compare perspectives, and analyse causes and consequences to better understand historical events and their significance.

Why are historical questions important?

Historical questions shape the way we think about the past. They guide our investigation, helping us find and use sources effectively. Different types of questions encourage different kinds of thinking:

TABLE 1 Different types of questions help us study the past effectively

Type of question	Focus	Example
Descriptive	Identifying or describing events or developments	What happened during the Eureka Stockade?
Procedural	Factual knowledge	What were the causes of World War I?
Comparative	Comparing ideas or events	How did Japan's response to industrialisation differ from Britain's?
Evaluative	Making judgements or exploring significance	Why was World War I a turning point in global history?

Historians use a combination of these question types to develop a deeper understanding of the past and to interpret historical evidence effectively.

1.3.2 Show me

How to formulate meaningful historical questions

Developing strong historical questions involves a step-by-step approach.

1. Choose a historical topic or event.
   Start with a broad historical event, development or theme you want to explore for example, the impact of European settlement on Aboriginal and Torres Strait Islander Peoples or the causes and consequences of World War I.
2. Think about the type of questions you have and mind map to generate more.
3. Combine question types for deeper inquiry.

Here is an example of a question that combines a procedural question with a comparative question: 'What were the causes of Australia's involvement in World War I, and how do they compare to the reasons Britain joined the war?'

Example of formulating and using questions

Let's practise formulating and using questions by focusing on Federation in Australia (1901).

Table 2 shows some historical questions we could ask:

TABLE 2 The types of historical questions that can be asked

Type	Question
Descriptive	'What were some key events leading up to Federation?'
Procedural	'Why did Australia federate in 1901?'
Comparative	'How did Federation impact Aboriginal and Torres Strait Islander Peoples compared to how it impacted other Australians?'
Evaluative	'Why is Federation considered a key moment in Australian history?'

By asking these questions, we can guide our research, identify relevant sources, and form interpretations based on evidence.

1.3.3 Let me do it

Complete the following activity to practise this skill.

1.3 SkillBuilder activity

1. Use the following event to create one descriptive, one comparative and one evaluative question: Australia's involvement in World War I (1914–1918).
2. **Create** four historical questions of your own about the colonisation of Australia. Make sure each question reflects a different type (descriptive, procedural, comparative or evaluative).
3. **Explain** why formulating meaningful historical questions is important when studying History.
4. Pair up with a classmate and exchange your historical questions. Work together to **evaluate** how each question could guide a historical inquiry.
5. Which type of historical question do you find most challenging to create? Why?

LESSON 1.4 SkillBuilder: Chronology online only

LEARNING INTENTION

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

- read a timeline
- create your own in chronological order.

1.4.1 Tell me

What is a timeline?

A timeline is a diagrammatic tool for placing events in chronological order (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life.

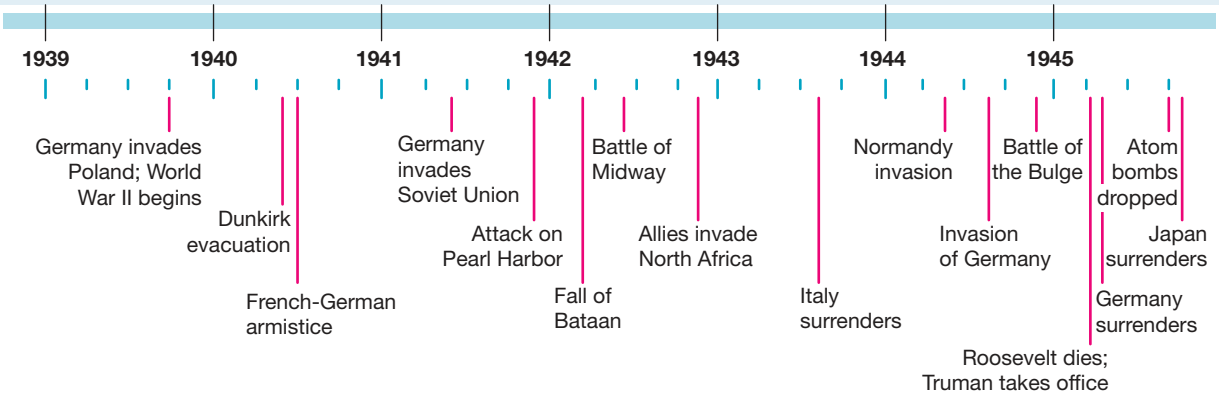
Timelines are useful because they can help us make sense of events in the past. Timelines are particularly useful in the study of history. Creating a history timeline will help to:

- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events

- compare what might have been happening in different places at the same time
- assess whether one event might have led to another event (cause and effect).

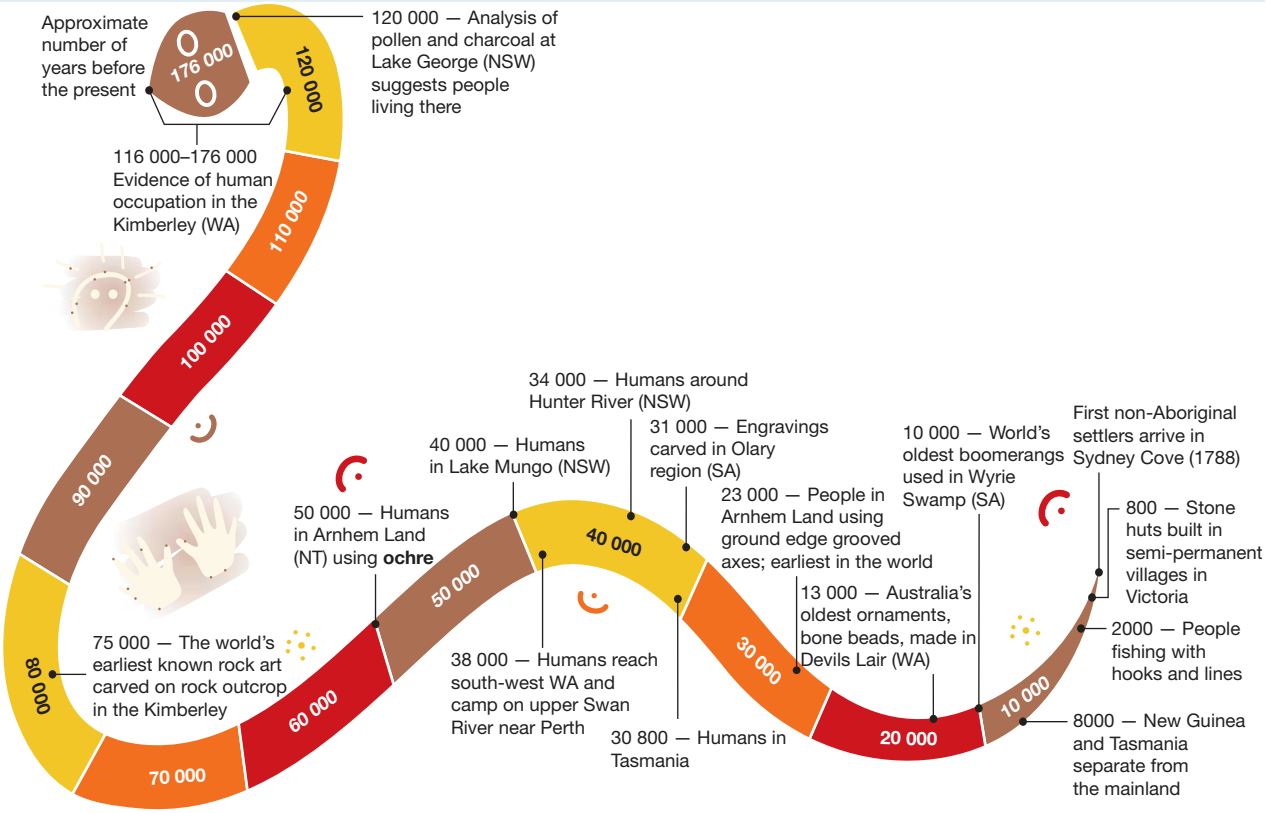
Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels.

SOURCE 1 A horizontal timeline of the events of World War II



We also know that they can be long, short and decorative or fun depending on the subject and context.

SOURCE 2 An example of a timeline that covers a long span of time



1.4.2 Show me

How to create a timeline

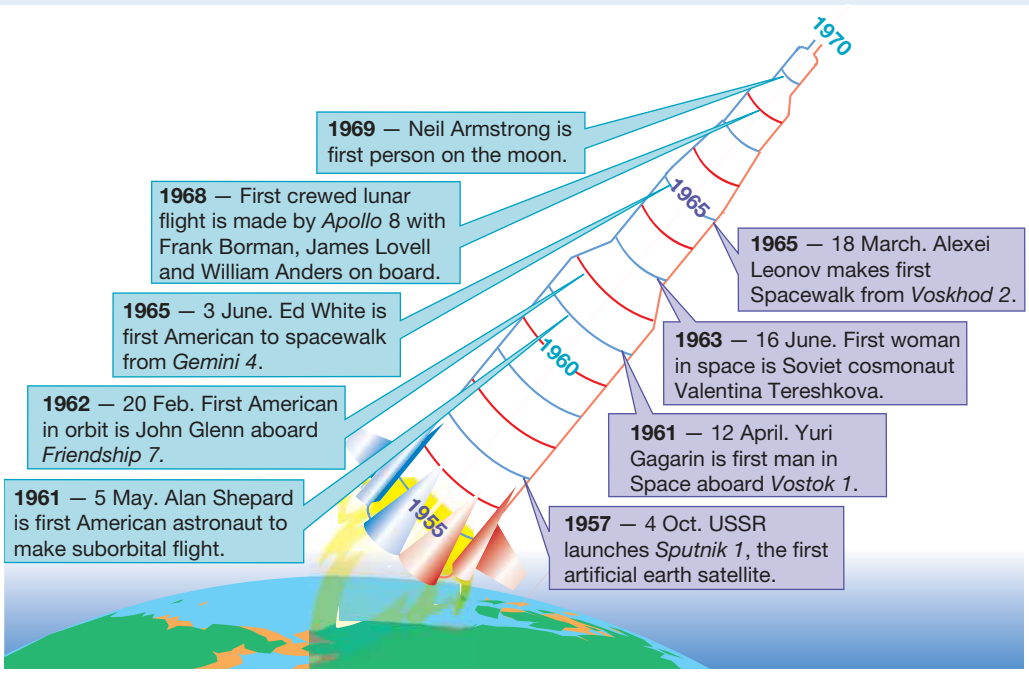
Timelines can cover very short or very long periods of time. They have the following features and requirements:

- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years.
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential, but it helps us to see not only the order of events but also how close or far apart they are.
- A break in the timeline (using a zig zag line, for instance) can show a long span of time between one date and the next.
- To make equal blocks of time, you need to use a scale — for example, 1 centimetre = 10 years.
- Timelines can be horizontal (across the page) with the earliest dates on the left and later dates to the right.
- Alternatively, they can be vertical (down the page), in which case the dates usually run from the earliest at the top to the latest at the bottom.
- Often, we have only approximate dates for events in ancient history. In those cases, we put 'c.' in front of the date. This stands for the Latin word *circa*, which is Latin for 'around' or 'about'.

Step 1

Study the timeline shown in **SOURCE 4**. Look at the way this timeline has been constructed and note its title.

SOURCE 4 Space race timeline between Russia and the USA from 1950s–1960s



Step 2

Remember, a completed timeline has a clear title.

The title should state:

- the time period covered
- the subject or theme
- the beginning and end dates.

1.4.3 Let me do it

Complete the following activity to practise this skill.

1.4 SkillBuilder activity

1. **Construct** a timeline of key events during the periods covered in Year 9 — The Making of the Modern World (1750–1918) and The Modern World and Australia (1914–1918).
   - Use a vertical timeline.
   - Divide it into centuries.
   - Decide on the scale you will use.

Key events for your timeline	
1765	The American Revolution begins.
1769	James Watt invents a steam engine capable of providing continuous power.
1783	The Treaty of Paris is signed, formally ending the American Revolution.
1788	The First Fleet arrives in Botany Bay.
1789	The French Revolution begins.
1793	Eli Whitney invents the cotton gin.
1799	Napoleon Bonaparte stages a coup d'état, marking the end of the French Revolution.
1830	Stephenson's Rocket hauls the first train on the Manchester-to-Liverpool railway line.
1833	The Slavery Abolition Act abolishes slavery throughout the British Empire.
1834	The Poor Law Amendment Act forces the poor to live in workhouses.
1838	The First Opium War begins.
1851	Gold is discovered in the newly named Colony of Victoria.
1861	The American Civil War begins.
1863	President Abraham Lincoln signs the Emancipation Proclamation, officially freeing the slaves in the United States.
1865	The American Civil War ends.
1874	British Parliament passes the Factory Act, setting maximum allowable working hours per week for all workers.
1876	Alexander Graham Bell patents the first telephone.
1882	Germany, Austria–Hungary and Italy form the Triple Alliance.
1894	First Sino-Japanese War begins.
1901	Australia celebrates Federation.
1907	Britain, France and Russia form the Triple Entente.
1914	Britain declares war on Germany.
1915	The Anzacs land at Gallipoli on the morning of 25 April.
1918	The Armistice, signed on 11 November, ends the fighting in World War I.

Your timeline will help you to **analyse** and **compare** events. For example, you could use it to answer questions such as:

- When did the American Civil War begin and end?
- When did World War I begin and end?

2. Answer the following questions based on the timeline you have drawn:
   a. What time span does your timeline cover? (That is, how many years in total are covered by your timeline.)
   b. How many years elapsed between the start and the end of the French Revolution?
   c. Which came first — the American Revolution or the French Revolution? What period of time separated the two historical events?

d. Identify three significant events during the period of time illustrated on the timeline for:
   i. Britain
   ii. Australia.
e. What event of significance for Britain occurred during the period of the American Revolution?
f. What was the consequence of Germany, Austria–Hungary and Italy forming the Triple Alliance, then Britain, France and Russia forming the Triple Entente? (Hint: Look for an event that happened after the formation of these alliances.)

LESSON 1.5 SkillBuilder: Using historical sources online only

LEARNING INTENTION

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

- **identify** and **explain** differing points of view about a historical event or issue
- **propose** likely reasons for the differing perspectives.

1.5.1 Tell me

What is historical perspective?

A historical **perspective** provides a viewpoint from which historical events, challenges and issues can be examined. For instance, the perspective of a factory owner in the early nineteenth century would differ significantly from that of a child employed in the same factory. Additionally, our contemporary view of certain events may contrast sharply with how they were perceived in the past. For example, it is now expected that children attend school from the age of five or six until their mid to late teens. However, 200 years ago in Britain and most other European countries, only the children of affluent families received an education. Most children were required to work to support their families as soon as they were physically able. Our modern perspective on child labour is very different from that of individuals living in the late eighteenth or early nineteenth centuries.

Why is it important to recognise a historical perspective?

Understanding any historical event or issue means recognising the perspectives or biases that may be inherent within it. Achieving an accurate representation of any historical event or issue meanis examining accounts from a range of perspectives.

1.5.2 Show me

How to identify or recognise historical perspective

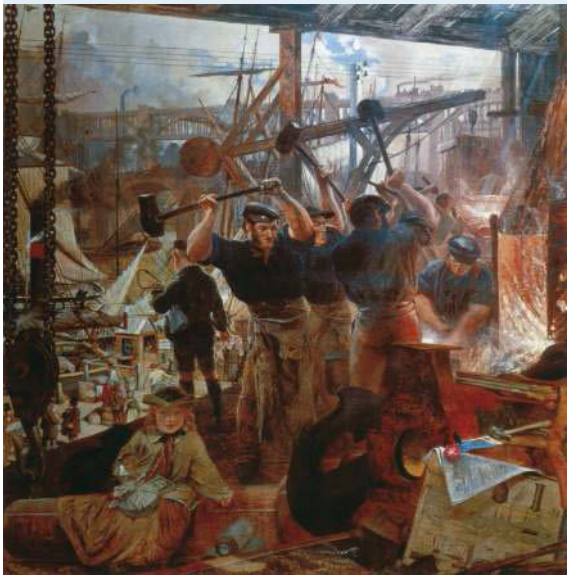
Historians research individuals to understand their perspectives on various topics. During the Industrial Revolution, factory reformers like Robert Owen advocated for better working conditions and pay. By studying Owen's writings and actions, historians can infer that a factory praised by Owen likely followed his suggestions or resembled his New Lanark mills. While Owen's perspective is well-documented, understanding another factory owner's views requires similar in-depth research to identify potential biases.

Example 1: Identifying historical perspective in a painting

Step 1: Identify the context

William Bell Scott was a nineteenth-century painter, and one of the first to produce paintings celebrating the achievements of the Industrial Revolution. His most famous work, *In the nineteenth century the Northumbrians show the world what can be done with iron and coal* (see **SOURCE 1**), was painted in 1861, and contains a broad range of activities associated with the industrial changes that had occurred in Britain during the previous hundred years. It was one of a series of paintings produced for a wealthy family in Northumberland. Bell Scott had visited Robert Stephenson's engineering workshop in Newcastle in the county of Northumberland.

SOURCE 1 Bell Scott's painting, *In the nineteenth century the Northumbrians show the world what can be done with iron and coal* (1861), celebrating the achievements of the Industrial Revolution



Step 2: Look for features that stand out

When we analyse the painting, several features stand out.

- Three working men with large hammers appear ready to strike something, possibly a locomotive wheel.
- A fourth man is visible in the background, also engaged in work.
- The men are powerfully built, representing the ideal British worker — strong and determined.
- They do not appear undernourished, ill or exploited.
- In the bottom right corner, a newspaper covers a drawing of a locomotive built by Robert and George Stephenson.
- A similar locomotive is seen crossing an iron bridge, identical to Robert Stephenson's bridge over the Tyne River.
- The foreground features include an iron anchor, a marine pump, an artillery barrel and a pile of artillery shells.

Step 3: Consider what perspective the features convey when viewed as a whole

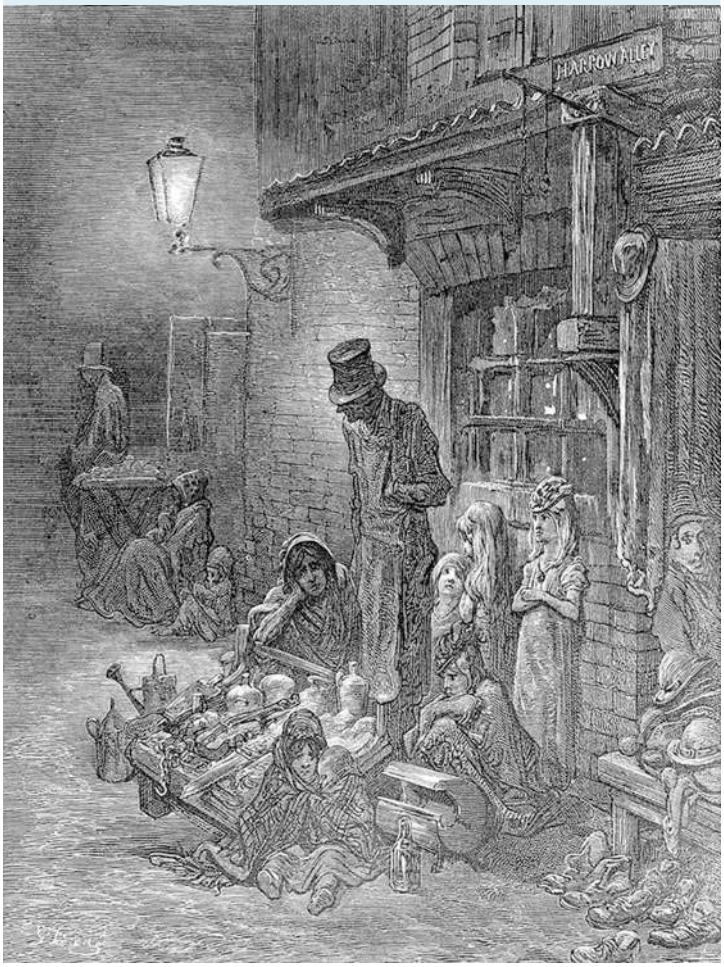
This painting highlights Britain's military and naval prowess. A healthy, well-fed little girl, possibly a workman's daughter, holds a lunch package and a schoolbook, indicating her education. Education for working-class children was an ideal in Victorian England. Behind her, a boy with a miner's lamp suggests he works in the mines but he appears healthy and well-dressed. The river scene includes steamships, sailing ships and a coal barge, emphasising Northumbria's reliance on coal. Dockside activity includes two businessmen, a woman with a pail and other busy figures. Telegraph poles across the top symbolise industrial advancements in communication. Overall, the painting positively depicts the Industrial Revolution's impact.

Example 2:Identifying historical perspective in an engraving from a book

Step 1: Identify the context

William Blanchard Jerrold was a writer and journalist. In 1869 he collaborated with French artist Gustave Doré to produce a book called *London: A pilgrimage*. Published in 1872, this book featured descriptions and drawings of many of the poorest parts of London and its most impoverished inhabitants. It included 180 engravings by Doré showing slum areas, extreme poverty and the depressed state of much of the population (see **SOURCE 2**). Jerrold and Doré were accused by many of showing only the worst aspects of London, but they clearly wanted to make their readers more aware of the conditions suffered by the poor.

SOURCE 2 This engraving by Gustave Doré of a scene in the London street of Houndsditch appeared in *London: A pilgrimage* in 1872.



Step 2: Look for features that stand out

- The illustration from Jerrold and Doré's book shows a poor family trying to sell trinkets on the street.
- The entire family, including seven children, appears thin and poorly clothed.
- The street depicted looks dark and dirty.
- Another family is shown in a similar situation further down the street.

Step 3: Consider what perspective the features convey when viewed as a whole

The fact that the whole family is present suggests they may be homeless. The whole scene is designed to show just how distressing and widespread poverty could be on the streets of London. When we understand Doré's perspective we realise that he may have deliberately exaggerated the scene to get his message across to the reader.

1.5.3 Let me do it

Complete the following activity to practise this skill.

1.5 SkillBuilder activity

1. Examine **SOURCE 3**. Complete the following steps to identify the perspective of the photographer.
   a. Step 1: Identify and describe the context.
   b. Step 2: Describe features that stand out.
   c. Step 3: Consider what perspective the features convey when viewed as a whole.
2. **Examine SOURCES 4 to 6**. The steps in identifying perspectives in written texts is the same as in a visual texts, but instead of looking for visual details, you look closely at the language (how it suggests point of view with emotive words or bias) and examples. For each quote, complete the following steps to identify the perspective of the writer.
   a. Step 1: **Identify** the context. Find out as much as you can from the school library or the internet about the author and write a brief statement about that person's perspective in relation to child labour in mines and factories. Consider the following questions in your research:
      i. Who are they?
      ii. When are they writing?
      iii. Why are they writing about it?
   b. Step 2: Look for features that stand out. **Identify** words that reflect the emotion the writer feels for the people (e.g. exhausted rather than sleepy). Are there words that show how the writer feels about the situation? (e.g. lesser evil rather than better choice)
   c. Step 3: **Evaluate** what perspective the features convey when viewed as a whole. What are they trying to achieve or what point are they trying to make?

Explain how the quote demonstrates that perspective.

SOURCE 3 Dust-covered coal-mining breaker boys; their job was to break coal into pieces, sort them by size and separate any impurities (rocks or other materials), all by hand. This was deemed unskilled work, so it was usually undertaken by the youngest workers.

SOURCE 4 From Michael Sadler, in a speech in the House of Commons, 16 March 1832

The parents rouse them in the morning and receive them tired and exhausted after the day has closed; they see them droop and sicken, and, in many cases, become cripples and die, before they reach their prime; and they do all this, because they must otherwise starve. It is a mockery to contend that these parents have a choice. They choose the lesser evil, and reluctantly resign their offspring to the captivity and pollution of the mill.

SOURCE 5 Henry 'Orator' Hunt, in a speech in the House of Commons, 16 March 1832

The question is, whether the children of the manufacturing poor should work for more hours than human nature can sustain. If the honourable members were to see hundreds of the poor, unfortunate wretches employed in the cotton-mills in Lancashire, they would feel the absolute necessity of adopting an active interference. I say, let the manufacturer keep double the number of workmen, but do not let him destroy the health of the rising generation.

SOURCE 6 Henry Thomas Hope, in a speech in the House of Commons, 16 March 1832

The right honourable member [Michael Sadler] seems to consider that it is desirable for adults to replace children. I cannot concur with that opinion, because I think that the labour of children is a great resource to their parents and of great benefit to themselves. I therefore, on these grounds, oppose this measure … I believe that the bill will be productive of great inconvenience, not only to persons who have embarked large capital in the cotton manufactures, but even to workmen and children themselves ...

3. Based on what you have learned in this lesson apply your skill in analysing different perspectives to answer the following questions.
   a. Which extract (**SOURCE 4, 5** or **6**) do you find most convincing? Why?
   b. For each extract, **identify** the values or beliefs the author is revealing.
   c. For each extract, **identify** what benefit the author stands to gain if their point of view is persuasive.

LESSON 1.6 SkillBuilder: Continuity and change online only

LEARNING INTENTION

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

- **identify** moments or periods of historical change
- **suggest** the extent of their impact.

1.6.1 Tell me

What is continuity and change?

Societies around the world evolve and adapt to challenges. However, there are periods when change occurs slowly, and certain aspects of society remain constant, creating continuity. For example, before the Industrial Revolution, farming practices in Britain remained largely unchanged for centuries, illustrating long-term continuity. In contrast, during the eighteenth century, farming underwent rapid transformation with the introduction of four-crop rotation, enclosures, and new technology for sowing and harvesting. These changes occurred within less than 100 years, highlighting a period of significant and rapid change.

Why is continuity and change Important?

Recognising moments of continuity and change helps historians understand how societies develop over time. By identifying when changes occur, how quickly they happen and their impact, historians can assess the significance of historical events. Understanding these patterns provides insight into the forces that shape societies, allowing for a deeper appreciation of the past and its influence on the present.

1.6.2 Show me

How to identify continuity and change

Continuity and change within society can be identified by examining a variety of historical sources. Contemporary writers and artists often record rapid change happening around them. Statistics from the period in question can often inform us of dramatic or significant change. Look at the statistical tables in the subtopics covering the Industrial Revolution. In each case the figures demonstrate periods of significant change through the Industrial Revolution. They contrast with statistics from previous centuries that indicate very little change over long periods of time.

To identify continuity and change, consider the following questions:

- What specific changes occurred, and in what areas of society or technology?
- Over what timeframe did these changes take place, and were there any key events that accelerated or slowed them down?
- What was the magnitude of the changes, and how did they compare to previous historical periods?
- What were the short-term and long-term impacts of these changes on different groups within society?
- How widespread was the impact of these changes, both geographically and socially?

Examining an example: The growth of the railways

One dramatic change that occurred during the period of the Industrial Revolution was the development of the railways. In 1825 and 1830, the first railway lines were experiments in attempting to use steam power to transport goods and people. Within 50 years, railway lines crisscrossed all of Britain and rail travel had become a major form of transport.

Consider the following question: 'To what extent did the development of the railways bring significant change to the way of life of people in Britain?' We can begin to answer this question by examining the following historical sources.

SOURCE 1 Transport capability by horse drawn carriage in 1836 and train in 1850

Method of transport	Tonnage carried	Distance travelled in a day
Horse-drawn cart	2 tonnes	30 kilometres
Railways	40 tonnes	300 kilometres

Source: BBC.

SOURCE 2 Journey times from London (in hours)

Destination	By horse-drawn carriage (1836)	By train (1850)
Edinburgh	43	12
Liverpool	24	7
Exeter	18	5
Brimingham	11	3
Brighton	6	1.5

Source: BBC.

SOURCE 3 Total British railway length (km)

Year	Total length
1840	3 000
1845	4 000
1850	10 000
1860	14 000
1880	25 000
1900	30 000

Source: Derived from bbc.co.uk © 2011 BBC.

SOURCE 4 Number of passengers carried

Year	Total population	Total number of passengers carried
1845	18 million	30 million
1900	32 million	1100 million

Source: Derived from bbc.co.uk © 2011 BBC.

SOURCE 5 A description of a major railway junction on the outskirts of London in 1876 from Anthony Trollope, *The Prime Minister*, 1876

It is quite unnecessary to describe the Tenway Junction, as everybody knows it. From this spot, some six or seven miles distant from London, lines diverge east, west, and north, north-east, and north-west, round the metropolis in every direction, and with direct communication with every other line in out of London. It is a marvellous place, quite unintelligible to be uninitiated, and yet daily used by thousands who only know that when they get there, they are to do what some-one tells them. The space occupied by the convergent rails seems to be sufficient for a large farm. And these rails always run one into another with sloping points, and cross passages, mysterious meandering sidings, till it seems to be thoughtful stranger to be impossible that the best trained engine should know its own line.

What conclusions can we draw from these sources in response to the above question? Look first at **SOURCE 1.** The changes, impact and conclusion have been summarised in a table.

TABLE 1 The main changes to railways and impacts on the people of Britain according to **SOURCE 1**

Change	Impact	Conclusion
Train hauling goods wagons: 20 times the weight of goods as a horse-drawn cart, ten times the distance in a day	Raw materials and finished goods transported more cheaply, fresh food transported to cities	Access to cheaper goods and greater variety of food
Railway line increase: From 3000 to 30 000 kilometres between 1860 and 1900	Greater volumes and speed of transportation	Significant and lasting change to the way of life in Britain

SOURCE 2 allows us to draw similar conclusions about the level of changes to people's way of life.

- *What change occurred?* How quickly and over what scale? Before the nineteenth century, most people did not travel far from their hometown or village. The railway allowed people to travel more easily and quickly.
- *What was the impact of the change?* With the ability to travel to other towns and cities in around a quarter to a third of the time, people became more mobile and travelled greater distances, to find work or for other purposes.

SOURCES 3 and 4 help us draw similar conclusions

TABLE 2 The main changes to railways and impacts on the people of Britain according to **SOURCE 3 and 4**.

Change	Impact of the change	Conclusion
By the middle of the nineteenth century, most of Britain was accessible by rail with all major cities connected. By the end of the century, few places in Britain were more than a few kilometres from a railway line or station.	In 1845, railways carried 30 million passengers with a population of 18 million (1.6 rail journeys per head). By 1900, this grew to 34 rail journeys per head of population.	This level of use indicates a major change in the way of life of the British people in little over half a century.

Anthony Trollope's description in **SOURCE 5** carries additional implications.

- *What change occurred?* How quickly and over what scale? Trollope was born in 1815, so he was 60 years old when he wrote these words. He had grown up in the era before the railways, and had lived through the period of its greatest expansion.
- *What was the impact of the change?* His description of the junction as a 'marvellous place' and 'quite unintelligible to the uninitiated' is an indication of his amazement at the rail system and the way it had grown so rapidly. Most people of his age would have had similar feelings about this new technology.

Conclusion: This extract also tells us how sophisticated the system had become by 1876, with large rail junctions controlling dozens of trains going in all directions across the country.

Each of these sources tells us of a revolutionary rail transport system that not only captured the imagination of people in Britain (and ultimately around the world), but also brought major changes to people's way of life. So efficient and effective was rail transport that it is still a highly favoured means of transport today. This change that occurred so rapidly in the nineteenth century has continued to influence our lives even in the twenty-first century.

1.6.3 Let me do it

Complete the following activity to practise this skill.

SOURCE 6 A map of Britain showing the location of major coalfields

Source: Spatial Vision.

SOURCE 7 Number of cotton mills in Great Britain, 1787 and 1835

County	1787	1835		
		Operating	Empty	People employed
Berkshire	2	—	—	—
Cheshire	8	109	7	31 512
Cumberland	—	13	—	1658
Derbyshire	22	93	3	11 585
Durham	—	1	—	33
Lancashire	41	683	32	122 415
Leicestershire	—	6	—	592
Middlesex	—	7	—	350
Nottinghamshire	17	20	—	1723
Staffordshire	—	13	—	2048
Westmorland	5	—	—	—
Yorkshire	11	126	—	11 211

Source: From R. Burn, *Statistics of the Cotton Trade* (1847), p. 26; in A. Aspinall and E. Anthony Smith (eds), English Historical Documents, XI, 1783–1832, Oxford University Press, New York, 1959, p. 512.

SOURCE 8 Population growth in major English cities 1750–1861

Town/city	1750 (estimated)	1801	1861
London	675 000	959 000	2 804 000
Bristol	45 000	64 000	154 100
Birmingham	24 000	74 000	296 000
Liverpool	22 000	80 000	443 900
Manchester	18 000	90 000	338 300
Leeds	16 000	53 000	207 200
Sheffield	12 000	31 000	185 200

Source: British census figures

1.6 SkillBuilder activity

1. Using the example above as a model, and **SOURCES 6, 7 and 8**, **explain** the relationship between the following significant changes that occurred in Britain during the nineteenth century:
   - improvements in coalmining
   - the use of steam power
   - the growth of the textile industry
   - rapid increases in the population of particular cities.

   Consider the following questions in your answer:

   a. What change occurred? How quickly and over what scale?
   b. What was the impact of the change?
   c. What conclusions can you draw about the individual change?
   d. What conclusion can you draw about all the changes when considered together?

2. Based on what you have learned in this lesson, **apply** your skill in identifying continuity and change to respond to the following:
   a. **Outline** two changes caused by improvements in coal mining.
   b. How did the development of steam power affect the location of textile factories?
   c. What general conclusions about the changes in population patterns can you draw from the sources in this lesson?

LESSON 1.7 SkillBuilder: Causes and consequences online only

LEARNING INTENTION

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

- use sources to **deduce** the causes and effects of historical events and ideas.

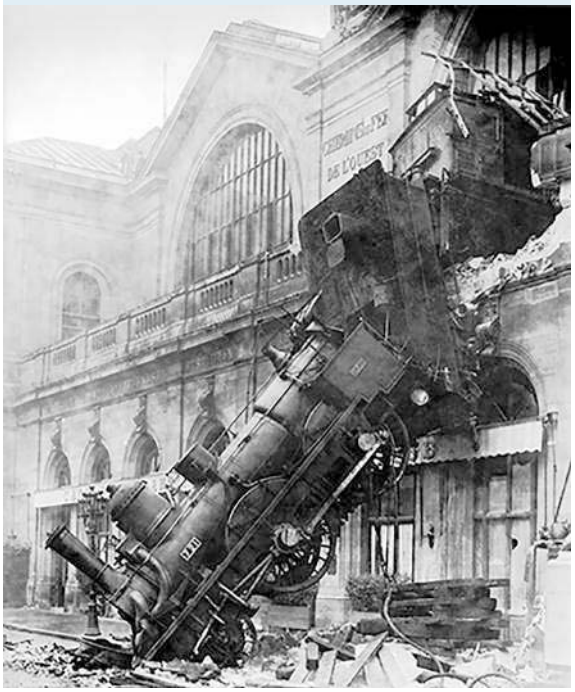
1.7.1 Tell me

What is cause and consequence?

To fully understand any historical event, you must analyse the factors that led to the event occurring and any changes that may have occurred afterwards. This is known as cause and consequence.

Historians study the causes and consequences of historical events by asking questions that help them determine the importance of that event in that period of history. Did event A directly cause event B or was it coincidence that they happened close together in time? Usually we have to form judgements, by looking at the evidence and drawing conclusions from it.

SOURCE 1 Train derailment at Montparnasse station in Paris, 1895. While what happened seems clear, its causes and subsequent consequences are less obvious.



Why is it important to analyse cause and effect?

Analysing cause and effect helps us evaluate the importance of different events within historical periods and build our understanding of the past. Historians can then draw more confident historical conclusions. Often the causes and consequences are not obvious, which is why historians sometimes disagree.

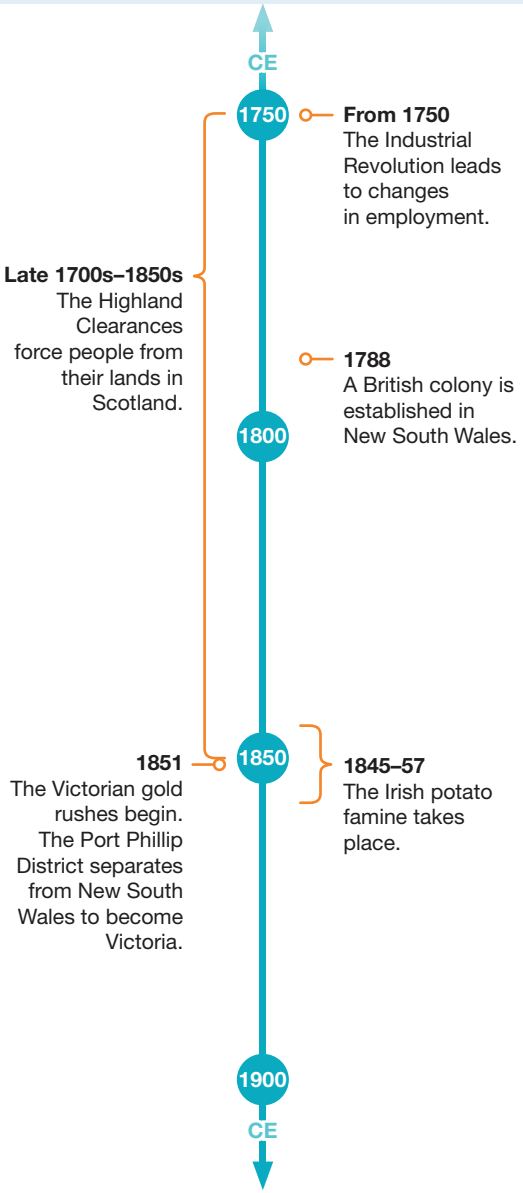
1.7.2 Show me

Analysis encourages the historian to think carefully about the topic being studied so that they can reach a conclusion based upon historical evidence, facts and knowledge.

To analyse the causes and consequences of a historical event, start by asking: 'Why did this event occur?' The simple question may not be simple to answer; sometimes the cause of any event is not obvious.

Consider the early colonisation and migration from Britain to Australia as an example. Migration to Australia from Britain occurred for a number of reasons, including the impact of the Industrial Revolution, the Highland Clearances, and changes in employment opportunities and patterns.

SOURCE 2 Timeline of migration from Britain to Australia



When you have identified some causes, place them on a basic timeline so that you can begin to see which could be considered long-term and which could be short-term causes. Think about some of the short-term and long-term consequences. You may not know exactly what they are because they might go beyond the time period you are studying, but it is useful to think about what changes might be brought about due to the event you are studying. To assess your own ideas, ask yourself, 'If one of the causes on the timeline was removed, would the key event still have occurred the same way?' If removing one item changes the way you think the event would have occurred, then you have probably identified a key cause.

Then, arrange your ideas in a graphic organiser like **SOURCE 3**.

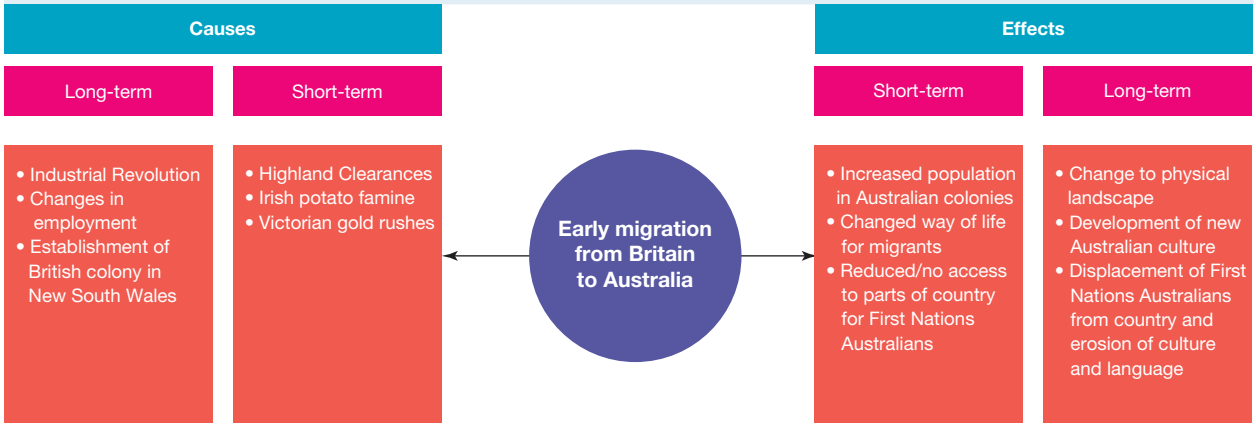
Once you have constructed your timeline and graphic organiser, ask yourself the following questions about the effects of your key event. For example:

- What changed because of the key event? Were the changes positive or negative?
  - Changes in the way of life for Aboriginal and Torres Strait Islander Peoples: unable to travel, hunt or participate in religious ceremonies due to new laws
  - Change to demographics in Australia — more free settlers rather than only convicts

- Demographic changes in Britain — large sections of the population left
- Growth of cities and colonies in Australia
- Development of Australian identity — influenced by this wave of migration

- How many people were affected by the event?
  - Tens of thousands affected directly — for example, those who migrated, Aboriginal and Torres Strait Islander Peoples
  - Hundreds of thousands affected indirectly — for example, family who remained in Britain
- How long-lasting were the changes? Were they permanent or did the situation return to its original state?
  - The changes were permanent. The British colonies in Australia continued to grow and Australia as it was before European migration would change completely.
- If one of the causes on the timeline was removed, would the key event still have occurred the same way?
  - One example is the Irish potato famine — had it not occurred, the number of Irish migrants coming to Australia could have been much lower — the event would not have occurred in the same way. This would suggest that the potato famine in Ireland was a key factor in the movement of people, especially the nationality of migrants to Australia.

SOURCE 3 An effective way to identify and analyse cause and consequences, with some examples of the causes and effects of British migration to Australia



1.7.3 Let me do it

Complete the following activity to practise this skill.

1.7 SkillBuilder activity

1. Practise **analysing** causes and consequences.
   a. Work through the questions and tasks outlined in the Show me section, using 'the abolition of slavery' as your key event. You could consider the role of individuals as well as specific events when thinking about the causes, but you might need to do some further research to finalise the consequences. Also ask yourself: Had that individual been removed, how might the events have been different? Would change have taken longer to occur, or would it have happened more quickly? This will help reveal the importance of the individual in the events you are studying.
   b. **Compare** your graphic organiser with others in the class. Have you identified the same or similar factors? If not, discuss and decide if you need to update or adapt your own work.
   c. Once you are confident that your work is complete, use it to write an extended response to the following question: 'To what extent did the actions of individual people result in the abolition of slavery?' In answering, consider both the actions of individuals and other factors that resulted in the abolition of slavery. **Discuss** which you feel was the more important factor.

LESSON 1.8 SkillBuilder: Historical significance online only

LEARNING INTENTION

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

- **define**, **analyse** and **evaluate** historical significance.

1.8.1 Tell me

How do we evaluate historical significance?

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires judging what was important at the time or what is still important today. There are several criteria we can use to evaluate the historical significance of any event, individual, group or idea:

- *Was it remarkable?* Was it different or new? Did people comment on it at the time? Was it important for them?
- *Has it been remembered?* Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
- *Did it result in change?* What were the consequences, either in the short term or the long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
- *What does it reveal?* What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
- *How is it relevant?* Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

When thinking about an aspect of the past we do not need to apply all of the questions to everything. However, we can try them out and see how they might apply. It is also important to know that people disagree about what is important or significant about the past. It's one of the things that makes History an interesting subject to study

1.8.2 Show me

Was the Chinese presence remarkable?

There is no doubt that the Chinese were a large and visible group on the Victorian goldfields.

- The numbers of Chinese in Victoria increased significantly from a few thousand in 1854 to nearly 30 000 later in the decade, when the Chinese accounted for one in every ten Victorians.
- More than 12 000 Chinese arrived in Australia in 1856; most headed for Victoria.
- More importantly, on certain goldfields they were very prominent; in December 1857 the Chinese made up 27 per cent of the adult male population at Bendigo.
- By 1861 there were nearly 40 000 Chinese in Australia, making up 3.3 per cent of the entire Australian population.

It is also clear that the Chinese were a distinct national group who were different in language, dress, customs and religion from the majority of the European miners. They suffered prejudice and hostility. The image in **SOURCE 1** expresses this fear and intolerance.

SOURCE 1 *Melbourne Punch Almanack*, January 1857. Rare Books Collection, State Library of Victoria

A Flood of Celestial Light pouring in upon the Diggings.

Has it been remembered?

Despite the fact that Chinese miners were hardworking and peaceful, some European miners resented their different appearance and customs and were anxious about their competition in finding gold. Rumours, fear and intolerance, as well as declining income for miners, led to a series of riots and protests.

The image in **SOURCE 2** is from the National Museum of Australia. It emphasises the violence of the European responses and the apparent helplessness of the Chinese.

SOURCE 2 The Australian goldfields were dangerous places for the Chinese. Here, Chinese miners are fleeing from European rioters who are attacking them with spades and picks.

Look at other textbooks and websites that contain violent images and descriptions similar to those in **SOURCE 2**. How many emphasise violence and hostility? Do they include other sorts of interactions? It is certainly true that the violence has been well remembered in our history and this makes it worthy of further study.

Did it result in change?

Anti-Chinese feeling on the goldfields resulted in two racist laws in Victoria that discriminated against the Chinese.

An Act to Make Provision for Certain Immigrants was passed in 1855. This imposed limitations on the numbers of Chinese people each ship could carry to Victoria, and a £10 fee for every Chinese person to pay on arrival.

To avoid paying the tax, ships began unloading people in South Australia. As a response, the Victorian government then proposed another law 'to control the flood of Chinese immigration setting in to this Colony and effectually prevent the Gold Fields of Australia Felix from becoming the property of the Emperor of China and the Mongolian and Tartar Hordes of Asia'.

This law initially proposed a £1 per month 'residence tax', in addition to another £1 per year 'protection fee' as well as the £1 per year 'miner's right' that all miners paid. In addition, the residence licence could only be paid if they proved that they had paid the initial £10 poll tax. To make matters worse, any person could arrest any Chinese person without a residence licence at any time.

This resulted in *An Act to Regulate the Residence of the Chinese Population of Victoria* in 1857. Chinese protests against the Bill brought some concessions. The residence tax was reduced to £1 every two months and the imprisonment clause was dropped, but the law still remained as a significant and unfair law against a targeted race.

Going further: Working like a historian

One of the longer-term changes worth considering would be whether these laws contributed to the development of other restrictive and racist laws in Australia, especially the White Australia policy of the next century.

What does it reveal?

The sources suggest several things. First, the Chinese presence sparked racially based fear and anxiety among the Europeans. This resulted in violence on the goldfields as well as government action to regulate the numbers of migrants from China and control their movements in Victoria.

However, the Chinese community protested very strongly against these laws and managed to win concessions. Do other sources suggest other forms of relations on the goldfields?

There are other possible implications that you could discuss, such as the obvious possibility that friendly relationships existed and that many Europeans accepted the Chinese presence. The ideas of prejudice, racism and intolerance are still relevant today. Consider this question: can we learn anything from our study of this topic that might influence our own ideas and values?

1.8.3 Let me do it

Complete the following activityto practise this skill.

1.8 SkillBuilder activity

1. Examine the following sources and identify what each tells us about the Chinese presence in Australia. For each source, answer the questions below.
   - Does the source suggest that the Chinese were passive victims of European racism?
   - Does the source indicate that Europeans were consistently hostile?
   - Does the source show the Chinese as a distinctively different group, keeping to themselves?
   - What does the source suggest about the place of the Chinese community in Victoria during the gold rushes?
   - What does the source say about European and Chinese relations?

   You may wish to organise your findings into a table with a column for each source and a row for each question, or you might devise a graphic organiser.

SOURCE 3 *Portrait of a Chinese Gentleman*, courtesy of Dennis O'Hoy, Golden Dragon Museum Showing Face Exhibition

SOURCE 4 Lovejoy, V., *The Things that Unite: Inquests into Chinese deaths on the Bendigo Goldfields 1854–65*, http://prov.vic.gov.au/publications/provenance/provenance2007/things-that-unite.

… the things that united these first-generation gold seekers were greater than the things that divided them. The Chinese worked alongside Europeans and in similar ways on the Bendigo field. They used the same tools, experienced the same dangers, the same frustrations and the same successes. Their lives and aspirations were not so very different. Whether they were English, German, American, Maori or Chinese, all miners dreamed of making their fortunes, all were migrants living in a harsh environment far from their homelands, and all relied on networks of friends and family to support them.

There is no doubt that the Chinese preferred to live and work together, as did different groups of Europeans, and that working relationships across the groups were as uncommon as personal relationships. Yet the inquest records reveal a shared humanity that saw Europeans readily respond to Chinese in distress, whether by accident, illness or poverty. In emphasising the prejudice against the Chinese, it is easy to lose sight of these everyday individual connections that tell a different story.

SOURCE 5 *John Alloo's Chinese restaurant*, Main Road, Ballarat, 1853 by ST Gill

SOURCE 6 Kyi, Anna, 'The most determined and sustained diggers' resistance campaign'. This article argues that the Chinese community in Victoria was successful in fighting against government legislation and excessive taxation and that many Europeans on the goldfields supported them. http://prov.vic.gov.au/publications/provenance/provenance2009/diggers-resistance-campaign.

Besides demonstrating that the Chinese were capable of and willing to adopt Western forms of constitutional protest, the petitions are also examples of Chinese agency, evidence that the Chinese chose not to be passive victims. They provide valuable insights into the grounds upon which the Chinese defended their rights, and themselves, as well as understandings of the impact that anti-Chinese legislation was having on their lives … the Victorian Government repeatedly amended anti-Chinese legislation and eventually removed these laws in response to Chinese evasion of taxes.

SOURCE 7 The first Melbourne Chinese Australian Rules Football Team in 1899, St Vincent's Hospital Charity Game. Photograph: Newspapers Collection, State Library of Victoria.

2. **Compare** your conclusions from these five sources with the information and the sources from the Show me section.
   - You may wish to add the sources in the Show me section to your table.
   - Explain in what way these new sources give different points of view.
3. Go back to our original question. Based on all of the sources and information in this section, what conclusions can you draw about the historical significance of this aspect of Victoria's history? In what ways do the sources provide different ways of looking at the consequences of the Chinese presence in Australia at this time?
4. Ask yourself the following questions again. **Propose** more complex answers than the ones suggested in the Show me section.
   - *Was it remarkable?* Was it different or new? Did people comment on it at the time? Was it important for them?
   - *Has it been remembered?* Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
   - *Did it result in change?* What were the consequences, either in the short term or long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
   - *What does it reveal?* What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
   - *How is it relevant?* Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

LESSON 1.9 SkillBuilder: Communicating online only

LEARNING INTENTION

By the end of this SkillBuilder you should be able to:
- **discuss** historical interpretations and arguments using evidence from sources.

1.9.1 Tell me

What is historical communication?

Communicating in history involves sharing interpretations and arguments about the past. This means using historical evidence, such as primary and secondary sources, and applying historical concepts, to explain ideas clearly and persuasively.

Why is effective communication important?

Communicating historical ideas allows us to share insights about the past. It also helps others to understand your perspective, as well as the broader patterns of change, continuity or historical significance that you're discussing. Whether it's writing an essay, presenting a speech or creating a multimodal project, effectively communicating history requires structure, clarity and evidence.

1.9.2 Show me

How to communicate historical interpretations

The key to communicating effectively is organising your ideas and supporting them with evidence. Let's look at how you can build a historical argument step-by-step:

Step 1: Understand the historical context

Before you can communicate an interpretation, you need to understand the context of the sources you are using. Examine the following historical source related to World War I.

SOURCE 1 An Australian soldier runs across the road through Chateau Wood in the Menin Road area, in the Ypres sector, Belgium, on 5 November 1917. The photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

Step 2: Identify main points and evidence

Let's analyse **SOURCE 1** using the following guiding questions:

- **What does this photograph reveal about the experiences of soldiers?**
  The image captures a single soldier sprinting across an open road. Even though the photograph was very likely to have been posed (as it is improbable that a lone soldier would have been crossing the road just when Hurley was ready to take a photograph, and there is no blurring around his feet), his body language suggests urgency. The pose may have been chosen to reflect the dangers of being exposed to enemy fire. The surrounding environment, filled with broken trees and muddy terrain, illustrates the devastation caused by constant bombardment.
- **What historical events or conditions does it provide evidence for?**
  This photograph provides evidence of the harsh battlefield conditions during the Third Battle of Ypres (Passchendaele) in 1917. The mud and destruction are characteristic of fighting on the Western Front, where artillery bombardments devastated landscapes, leaving soldiers to navigate through ruined terrain.
- **How does it contribute to our understanding of World War I?**
  The photograph visually conveys the isolation and vulnerability of soldiers on the battlefield. Unlike written sources, which may describe battles in broader terms, this image personalises the experience of warfare, highlighting the physical danger and environmental destruction.

Step 3: Use historical concepts to shape your interpretation

When communicating an interpretation, use historical concepts like:

- Continuity and change (What stayed the same? What changed?) For example, you might ask, 'How did battlefield conditions evolve during the war?'
- Causes and consequences (What caused this? What were the effects?) For example, you might ask 'What led to the destruction shown in the image?' and 'What impact did these conditions have on soldiers?'
- Historical significance (Why is this important to history?) For example, you might ask 'Why is this photograph important in understanding World War I?'

Step 4: Organise your ideas clearly

Create a structured response with an introduction, main points supported by evidence, and a conclusion. For example:

- *Introduction*: Briefly summarise the significance of the photograph.
- *Body*: Use paragraphs to discuss battlefield conditions, the soldier's experience and the broader context of the Ypres battles. Include evidence from the image.
- *Conclusion*: Summarise what the image reveals about World War I.
  Communicate your response in one of the following formats:
- A written paragraph summarising your interpretation.
- An oral presentation explaining the significance of the photograph.
- A digital presentation that illustrating key points.

1.9.3 Let me do it

Complete the following activity to practise this skill.

1.9 SkillBuilder activity

1. Using **SOURCE 1, 2, 3** and **4**, write a brief historical explanation by completing the following.
   a. What do these photographs reveal about the conditions of fighting in World War I?
   b. How do they provide evidence of the challenges soldiers faced in World War I?

SOURCE 2 Australian soldiers pass along the Menin Road beyond Ypres, Belgium, on 14 September 1917 during the Ypres battles. The photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

SOURCE 3 Two soldiers of the Australian 5th Division crossing a frozen trench by a duckboard bridge at Bernafay Terminus on the Western Front in January 1917. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

SOURCE 4 An Australian officer plodding through the frozen mud in a trench near Gueudecourt, in France, during the winter of 1916–17. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

2. Reflect on your communication by completing the following.
   a. Did you use evidence effectively?
   b. Did you apply historical concepts like continuity and change or cause and effect?
   c. How could you improve your explanation?

2 The Industrial Revolution

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LESSON 2.1 Overview

INQUIRY QUESTION

What were the significant social, agricultural and technological developments that caused the Industrial Revolution?

Throughout history there have been many important revolutions with wide ranging repercussions, but they were political revolutions. They changed the way a country was managed or which group of people held power. However, they did not fundamentally change the way people generated power or earned an income, or made goods or transported those goods. For those things to change more would be required than a change of leader. It would require the perfect combination of new technologies, access to fuel, access to raw materials and a growing population. It needed supply and demand. It needed a different sort of revolution, one that would impact people at all levels of society. It needed an industrial revolution.

learnon

- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisablie worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  The Industrial Revolution

1694
The Bank of England is established.

1707
The first turnpike trusts are established.

1709
Abraham Darby develops a blast furnace capable of producing high-quality iron.

1757
The Sankey Canal is opened.

1761
The Bridgewater Canal is opened.

1763
Victory in the Seven Years' War gives Britain increased trade access to colonies in India and North America.

1680 | 1700 | 1720 | 1740 | 1760 | 1780

BCE

1700 onwards
Improvements in agricultural technology contribute to the agricultural revolution.

1712
Thomas Newcomen develops the 'atmospheric engine', the first practical steam engine.

1730s–1780s
The invention of new and larger spinning and weaving machines shifts textile industry into factories.

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1769
James Watt invents a steam engine capable of providing continuous power.

1783
Henry Cort's 'puddling' process further improves the quality of iron products.

1785
The Boulton and Watt steam engine is first used in a textiles factory.

1801
The first official population census is held in Britain.

1813
The first working steam locomotive, known as *Puffing Billy*, is built.

1825
The first English public steam railway (from Stockton to Darlington) is opened.

1830
Stephenson's *Rocket* hauls the first train on the Manchester to Liverpool railway line.

1830s
Railway building begins in France and Germany.

1842
Samuel Morse develops the single wire telegraph.

1851
The Great Exhibition is held in London.

1876
Alexander Graham Bell patents the first telephone.

1800 — 1820 — 1840 — 1860 — 1880 CE

LESSON 2.2 How do we know about the Industrial Revolution?

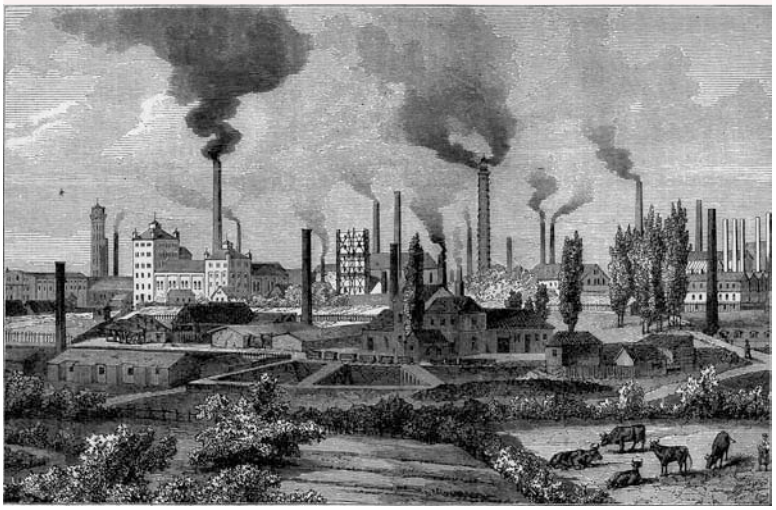
LEARNING INTENTION

By the end of this lesson you should be able to **describe** the variety of sources that can be used by historians to understand the period of Industrial Revolution.

Tune in

The great technological changes that took place in Britain during the eighteenth and nineteenth centuries completely reshaped the way in which food, clothing and other necessities were produced. New materials and sources of power, along with new forms of transport, transformed a society that had not changed dramatically since the Middle Ages. This transformation is the source of many of the features of our way of life today.

SOURCE 1 Contemporary writers commented on life in the rapidly growing cities, and artists used their talents to depict the growth of factory production located in large towns.



1. **What changes can you see in the image that might be due to the Industrial Revolution?**
2. **Suggest what impacts those changes might have had on society.**

2.2.1 Why industrial 'revolution'?

The term *Industrial Revolution* was first popularised by the English historian Arnold Toynbee in the late 1870s and early 1880s. Historians such as Toynbee looked at the society in which they lived and compared it with what they knew of English society a little over a hundred years earlier. To these observers the nature and speed of the changes they documented were 'revolutionary' because they radically affected the way many people lived. Historians use a range of sources to study and understand the revolutionary changes that took place.

Inventions and patents

In the early eighteenth century, farming in Britain was carried out largely as it had been for hundreds of years. The processing and manufacture of goods took place on a small scale in local villages and small towns. By the middle of the nineteenth century, new methods of crop management, **animal husbandry**

and new inventions had completely transformed the agricultural landscape. Clothing and other goods were no longer made by hand in homes or small workshops but in factories using large machines. We know about these changes because the creators took out **patents** on their new inventions. Patents could be issued only when the inventor submitted a full written description of their invention, and many of these descriptions survive today. By the mid-nineteenth century, steam was driving machinery of all types. We can trace the development of steam power by examining the models of early steam engines that still exist, and the diagrams and descriptions submitted by their inventors in patent applications.

Contemporary writers

Many of the creators of new farming methods wrote books and pamphlets publicising their methods. Other writers of the time wrote first-hand accounts of the improvements in agriculture they had observed. By the mid-nineteenth century, writers were also commenting on working conditions in newly built factories and life in the rapidly growing cities. Clearly, some very dramatic changes had occurred within people's lifetimes, and writers of the time were keen to document these changes.

SOURCE 2 An excerpt from Charles Dickens' novel *Hard Times,* in which he describes an industrial town. Dickens' novels often reflected the circumstances of the Industrial Revolution, which he saw happening around him. They are well known for portraying the negative side of that period. In fact, the term 'Dickensian' has come to refer to the poor social conditions of the time.

> It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black ... It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

SkillBuilder discussion

Using historical sources

1. What materials were used to build the town described by Charles Dickens?
2. How does Dickens describe the impact of industrialisation on the town's environment?
3. What does the imagery of 'interminable serpents of smoke' suggest about the town's air quality during the Industrial Revolution?

Census figures

When the first complete population census of England and Wales was taken in 1801, the population was measured at 8.8 million. By 1881 the population had almost tripled to 25.9 million. Never before in history had population growth on this scale been recorded over such a relatively short period of time. These same census figures show a change from a predominantly **rural population**, engaged mainly in farming, to an **urban population**, employed mainly in manufacturing.

Paintings and drawings

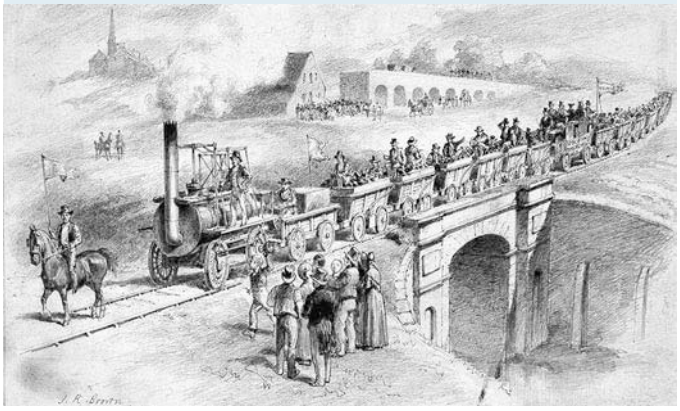
In the eighteenth century, British artists were famous for producing paintings of country landscapes. By the early nineteenth century, artists began to record scenes of the new industrial towns that accompanied the Industrial Revolution. These often contrasted dramatically with the peaceful calm of the country scenes, showing billowing smoke from factory chimneys and the busy activity of the industrial towns. Changes in transport, such as the development of railways, also attracted the attention of artists. Many paintings and drawings were produced to celebrate these new developments.

SkillBuilder discussion

Using historical sources

1. What positive impacts of progress can you see in the image in **SOURCE 3**?
2. What potential negative impacts of progress might be visible in this image?

SOURCE 3 A drawing of the opening of the Stockton and Darlington Railway, 27 September 1825.



2.2 SkillBuilder activity USING HISTORICAL SOURCES

Compare the impressions of the Industrial Revolution expressed in the sources in this lesson.

1. For each source, **describe** whether you think it gives a positive or a negative view of the time using a four-point scale: very negative, somewhat negative, somewhat positive, very positive. What criteria have you used to determine 'positive' or 'negative'?
2. **Outline** the changes brought by the Industrial Revolution that are expressed in each source.
3. Then, for each source, you should think about WHY that source was created. Was it to entertain? Perhaps it was to inform, or persuade. **Explain** how that might affect how valuable the source can be for students or historians studying this time period.
4. From what you know so far, **decide** which of the three sources in this lesson you think is the most reliable and valuable for historians. Which do you think we should be most careful of at face value? **Justify** your answer.
5. How useful is the work of artists and writers to learn about this period?

2.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 8	5, 7

REMEMBER AND UNDERSTAND

1. Use the words provided in the following table to fill the gaps and complete the paragraph below.

TABLE 1

Middle	New	Britain	transformation
reshaped	clothing	transformed	sources
features	not	transport	technological

2. Great _____ changes took place in _____ during the eighteenth and nineteenth centuries. These changes completely _____ the way in which food, _____ and other necessities were produced. _____ materials and _____ of power, along with new forms of _____, _____ a society that had _____ changed dramatically since the _____ Ages. This _____ is the source of many of the _____ of our way of life today.

3. English historian Arnold Toynbee coined the term 'Industrial Revolution' because
   A. the British people had risen up against the monarchy in revolution.
   B. of the French Revolution.
   C. these new technologies had changed British society dramatically in just 100 years.
   D. of the American Revolution.
4. **Select** two reasons why the registration of patents provides us with useful information about the period of the Industrial Revolution.
   A. Because so many of these inventions were really interesting
   B. Because the inventors had to include a full written description of their inventions
   C. Because the submissions became official secret documents
   D. Because many of these patent submissions have survived
5. **Describe** any significant changes that are evident in population census figures for nineteenth-century Britain.

ANALYSE AND APPLY

6. **Explain** what evidence in **SOURCE 3** suggests that a completely new form of transport was being celebrated.
7. Using examples from the information provided in this lesson, **explain** why late nineteenth-century historians believed the changes of the previous hundred years were a major 'revolution'.

EVALUATE AND COMMUNICATE

8. 'The Industrial Revolution created the modern world in which we live.' Based on the material provided in this lesson, **discuss** and **evaluate** this statement.

Answers and sample responses for this topic are available online.

LESSON 2.3 How did the Industrial Revolution begin and develop?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how a combination of factors led to the beginning and development of the Industrial Revolution.

Tune in

The Industrial Revolution marked the beginning of the technological revolution that continues to affect our lives. Before the Industrial Revolution, people produced things they needed in ways that had not changed in centuries. The Industrial Revolution saw new ideas being applied to producing goods.

Look at **SOURCE 1**. A scene like this would not be out of place some hundreds of years ago, but it is clearly a modern scene. Discuss the following:

1. **What does this suggest about the effects of the Industrial Revolution?**
2. **Does the entire world benefit equally from the technologies that were developed?**

SOURCE 1 Farmers in developing countries often continue to use traditional agricultural practices, while industrialised countries have largely adopted mechanised farming techniques.

2.3.1 Technology

The Industrial Revolution began in Britain in the mid-to-late eighteenth century. It was a transformative period that emerged through a confluence of technological advancements, changes in agricultural practices, access to abundant raw materials, and the rise of a wealthy middle class, all of which fuelled rapid economic growth and reshaped societies.

The Industrial Revolution first took off as a result of two developments in technology. The first was the invention of new machines designed to process raw cotton into cloth. These machines were too large to be located in an average house or cottage, so special buildings were erected in which to manufacture cloth. These were the first factories. The second development was the invention of steam engines capable of powering those machines. Steam power allowed factories to become larger and produce huge quantities of cloth from raw cotton. The textile industry set the pattern for other industries, and large-scale factory production soon became the norm across a range of different manufactured products.

SkillBuilder discussion

Causes and consequences

1. Study **SOURCE 2**. How did the availability of coalfields influence the location of factories during the Industrial Revolution?
2. What was the impact of increased factory production on the population distribution in industrial areas?
3. How did the agricultural revolution contribute to the growth of the industrial workforce?

SOURCE 2 Major sites of industrialisation in Britain

Source: Map drawn by Spatial Vision.

2.3.2 Agricultural revolution

Prior to the eighteenth century, most of the population of Europe worked in some way in food production. In Britain, two broad changes were occurring by the middle of the eighteenth century:

1. New methods of farming were gaining popularity, improving the quantity and quality of food and the output of fibres such as wool for clothing.
2. Changes in land ownership had been underway for over 100 years. Common land that had been shared by villagers was enclosed by wealthy landowners, creating larger farms on which the new farming methods could be applied more efficiently.

These changes contributed to an increase in population, but did not require those extra people to work on farms. Many of those people became the factory workers of the Industrial Revolution.

2.3.3 Access to raw materials

Steam engine operation depended heavily on good-quality coal to provide strong reliable heat. Britain had large deposits of coal, most of which were readily accessible, so mining developed alongside the growth in factory production. As **SOURCE 2** shows, the location of coalfields strongly influenced the location of industry during the period of the Industrial Revolution. Britain also had plentiful deposits of iron ore, which could be processed into steel and used for building factory machinery and other useful equipment.

Wealthy middle class

In medieval Europe and Britain, the vast majority of the population consisted of lower-class peasants who worked the land owned by the upper-class aristocracy. The **middle class** were the specialised craftsmen and merchants who, relying on trade and commerce, usually lived in the towns; they were a small minority throughout the Middle Ages.

Did you know?

The Industrial Revolution wasn't funded by kings or governments — it was powered by the piggy banks of Britain's middle class. As trade made merchants, shopkeepers and professionals wealthy, they pooled their savings to fund mechanised factories. Without these middle-class investors opening their wallets, the steam-powered revolution might never have happened.

Transport

Britain is a relatively compact nation geographically, with easy access to the sea through large ports. The transportation of raw materials to factories and of finished products to customers, both local and overseas, was relatively simple. River transport was very efficient and canals could be built to connect many of these rivers. The development of steam as a means of locomotion eventually transformed transport networks across Britain and later the world.

2.3.4 Expanding empire

Since the great age of exploration in the sixteenth century, European ships and merchants had sailed to all parts of the world and had discovered a wide variety of new products that could be imported into Europe. The Spanish and Portuguese had conquered most of South America, and the Dutch had colonised the islands that now make up Indonesia. The British had established colonies in North America, the Caribbean, the Indian subcontinent and West Africa. The British were quick to realise the possibilities of importing raw materials from their colonies and transforming them into finished products to sell to the increasing population. The East India Company, established in the 1600s, had become a powerful trading group and helped Britain become influential in eastern and south-eastern Asia. So, by the eighteenth century there was a confluence of factors that allowed the Industrial Revolution to initially develop in Britain.

The British in North America

The Spanish, Portuguese and French had established colonies in North and South America in the sixteenth century, with the British establishing their first **colony** there in 1607. Soon, the rival European nations came into conflict for control of the continent. Between 1756 and 1763 the British and French fought in the 'Seven Years' War' and waged a campaign in the Canadian territories, eventually defeating the French and taking control of eastern Canada. During this same period, French troops clashed with the private armies of the East India Company on the Indian subcontinent. The British side ultimately proved victorious and extended British influence over most of India. By the end of the war in 1763, Britain controlled an extensive **empire**, spreading from North America, through parts of Africa, to India and East Asia.

However, in 1775 the British colonists in the coastal colonies of North America rebelled against British rule, and a war began which would see Britain lose control of those colonies. In 1783 the Treaty of Paris was signed between Britain and the representatives of the former colonies, which subsequently became the modern-day United States of America.

SOURCE 3 French and British settlements in North America before 1756

Source: Map drawn by Spatial Vision.

The British Empire and the Industrial Revolution

Despite the loss of the American colonies, by 1800 Britain had established an expansive empire, which provided valuable sources of raw materials to feed industrial growth. To protect its trading routes, Britain also established the most powerful navy in the world, along with a very prosperous shipbuilding industry.

TABLE 1 Main sources of raw materials from different parts of the British Empire

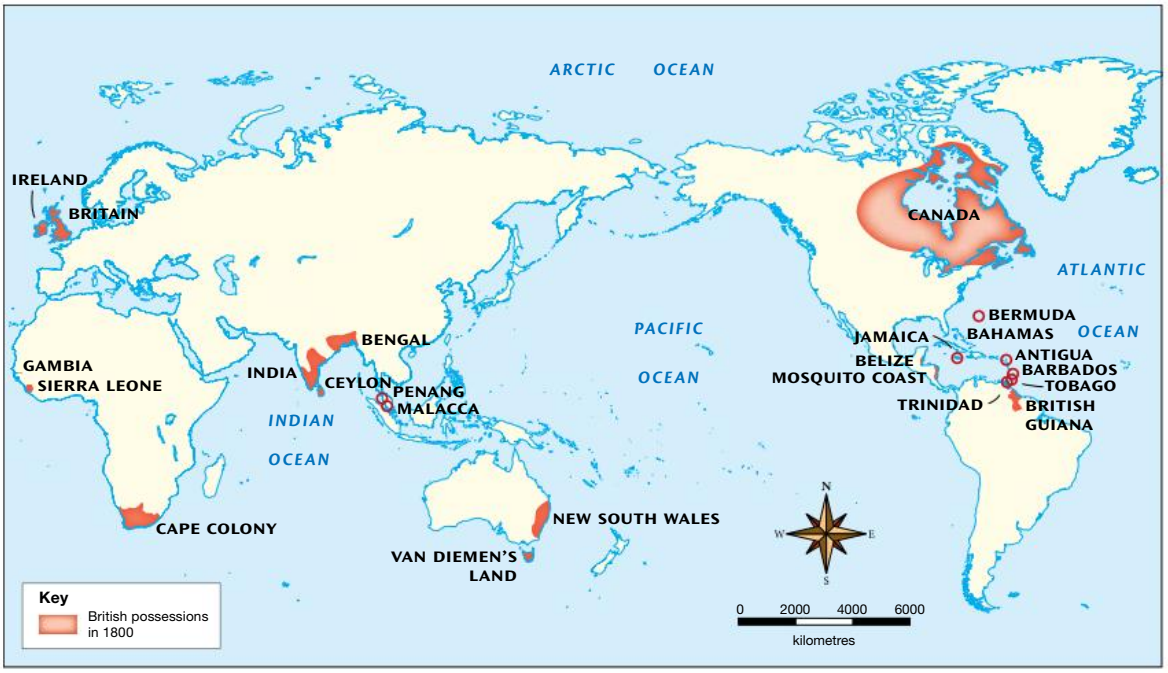
British colony	Raw materials provided
Canada	Furs, timber, fish
Jamaica	Sugar, coffee
British Guiana	Sugar, tobacco
Gambia	Cocoa
Bermuda	Salt, whale oil, **baleen**
India	Cotton, tea, timber, sugar
Penang and Malacca	Spices, timber
Ceylon (now Sri Lanka)	Tea, timber, cocoa
New South Wales	Whale oil, baleen, wool

SkillBuilder discussion

Continuity and change

1. Refer to **TABLE 1**. Discuss how resources like cotton, tea and timber from British colonies helped the British empire grow in the 1800s.
2. What industry changes occurred in Britain and its colonies from 1800 to 1850 due to industrialisation?
3. The first railways transformed Britain. How did transport and communication advances help the British Empire's trade network evolve from 1800 to the early twentieth century?

SOURCE 4 The British Empire in 1800



Source: Map drawn by Spatial Vision.

2.3.5 Industrialisation across the world

As the first country to experience **industrialisation**, Britain led the world in factory production and the mechanisation of transport and agriculture.

By 1850 Britain had become the most dominant industrial power in the world. It produced more than half the world's textile products, 80 per cent of its coal and close to half of its iron. Other countries turned to British engineers to build their railways and imported British machinery to set up their own factories. British steam engines were the biggest and most powerful and were exported to all parts of the world.

By 1815, Britain and the continent of Europe were at peace and able to exchange ideas and trade. The new industrial methods that had been pioneered in Britain were quickly taken up in other countries.

France

In France, the first railways were begun in 1832. While these were financed by French **entrepreneurs** and banks, virtually all railway construction was carried out under the supervision of British engineers. Imported British locomotives were used until the 1850s, when French industry began to produce its own. Industrialisation progressed slowly during the nineteenth century in France, where agriculture remained the dominant economic activity.

Germany

Germany did not become a unified country until 1871. Industrialisation occurred initially in Prussia, the most powerful of the independent German states. With access to the rich coal and iron ore deposits of the Rhineland, the Prussians quickly established a thriving iron and steel industry. The first German railways were built in 1835 but by 1850 the German states had built almost half as much railway track as in Britain, and twice as much as in France. After unification in 1871, Germany quickly expanded its industrial production; by the beginning of the twentieth century it was producing more steel than Britain.

The United States

The Industrial Revolution also spread quickly to North America. Following their independence from Britain in 1783, the Americans set about developing their own industries, with innovations of their own such as Samuel Slater's technology for water-powered textile production in 1793. The application of steam power to boats was pioneered by American inventors such as Robert Fulton in the early nineteenth century. Samuel Morse developed the telegraph in the 1840s, and Alexander Graham Bell was the first to patent a workable telephone in 1876; both inventions were to revolutionise communications. As in Europe, the Americans were also quick to develop iron and steel industries, and to push through a network of railways during the nineteenth century.

SOURCE 5 Alexander Graham Bell was the first to patent a workable telephone. In this photograph, he is making the first call from New York to Chicago in 1892.

Japan

From the early seventeenth century until 1868, Japan had largely turned its back on the outside world. However, in 1868 the newly installed Meiji Emperor decided that Japan should look to the west to modernise, and so began a series of reforms. He built up the navy and sent Japanese ships all around the world to trade. A modern communications system was set up and railways were constructed to connect all of the major cities and towns. An education system was set up based on modern western knowledge and practices, and Japanese students travelled the world to learn of the latest technological developments.

TABLE 2 Japanese industrial growth 1875–1913. Industrialisation was a key part of Japanese modernisation in the late nineteenth and early twentieth centuries.

Year	Coal production (metric tonnes)	Railway distances (kilometres)	Rolled steel production (metric tonnes)
1875	600 000	30	
1885	120 000	750	
1895	5 000 000	3500	
1901	10 000 000	5800	5000
1905	13 000 000	7850	65 000
1911	19 000 000	10 500	184 000
1913	21 300 000	11 850	219 500

Source: Adapted from http://www.sjsu.edu/faculty/watkins/meiji.htm and *The Cambridge History of Japan*, Volume 6 at p. 430.

Japan learned from Britain about the significance of a successful textile industry, and quickly overturned the traditional home-based industry into modern factory production. By the beginning of the twentieth century, Japanese textiles were competing successfully on world markets. The Japanese also learned of the importance of importing raw materials and exporting finished products, and they established a successful iron and steel industry based largely on imported iron ore and coal.

2.3 SkillBuilder activity USING HISTORICAL SOURCES

Exploring archives

Using a variety of online resources that historians would use, such as Google Scholar or Trove, research the living conditions in two countries during the Industrial Revolution. Follow the steps below:

1. Access an appropriate resource on your device.
2. Begin with a broad and simple search term that might result in some relevant sources. What search term will you use? How could you refine your search to find more focused information?
3. When you have accessed some sources, use them to find out about living conditions. What do they say? Did living conditions improve? Did they worsen? Is it possible to simply say that everybody had the same experience? Whose perspectives are you reading?
4. Evaluate the sources you have used. Could they be subjective? How are they valuable? How are they limited?
5. Compare your results in pairs or small groups in your class. What similarities and differences did you discover? Display your findings visually or through an appropriate medium in consultation with your teacher.

2.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 7, 8	9, 10

REMEMBER AND UNDERSTAND

1. Britain was the dominant industrial power in the world in 1850. True or false?
2. **Identify** the two American inventions that contributed to the eventual development of worldwide communications networks.
   - A. The cotton gin
   - B. The telephone
   - C. Steam power to drive boats
   - D. The telegraph
3. **Outline** two aspects of industrialisation that the Japanese were able to learn from the established industrial powers.
   - A. Iron and steel
   - B. Education
   - C. Navy
   - D. Textiles
4. **Explain** how Germany was able to overtake Britain in the industrialisation process by the beginning of the twentieth century.
5. **State** two examples of innovations contributing to industrialisation that were pioneered in the United States.

ANALYSE AND APPLY

6. **Identify** another form of technology that **SOURCE 5** tells us was in common usage by the end of the nineteenth century.
7. Use **TABLE 2** to **calculate** the percentage growth between 1875 and 1913 of:
   a. Japanese coal production
   b. Japanese railway distances.
8. Japanese steel production commenced in 1901. Use **TABLE 2** to create a line graph demonstrating the growth in production between 1901 and 1913.
9. Based on the experiences of Europe, the United States and Japan, **identify** three factors that you believe are necessary for a pre-industrial society to make the transition to an industrial society in a relatively short period.
10. Britain, France, Germany and the United States were all able to industrialise using their own resources of coal and iron ore. **Determine** how Japan was able to industrialise without having these natural resources.

Answers and sample responses for this topic are available online.

LESSON 2.4 How did changes in agriculture result in changes in society?

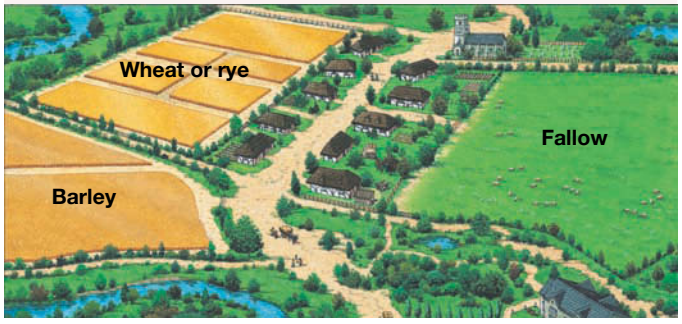
LEARNING INTENTION

By the end of this lesson you should be able to **explain** developments in agriculture and the impact they had on people and society.

Tune in

Have you or your family ever tried growing your own veggies? Even in a small garden it can be very time consuming and tiring to plant a few rows of seeds. Imagine if entire fields had to be sowed that way. Now imagine how much quicker it would be if you had some automation with the planting of the seeds and some fertiliser to help them grow. You could sow more seeds more efficiently. More plants would germinate, grow and ripen, and could support a growing population.

SOURCE 1 Three-field rotation meant that one-third of the land would lie idle each year.



SOURCE 1 shows traditional open-field farming. One field out of three was left 'fallow' (with no crops planted) each year so it could replenish its nutrients. Discuss the following:

1. **What does having one field lying fallow mean for the yield (amount of produce) of the farm overall?**
2. **What if all three fields could grow crops each year? What would that mean for the yield of the farm?**

2.4.1 Traditional open-field farming

At the time of the Industrial Revolution, major changes in farming practices were already occurring throughout Britain that would revolutionise agriculture. Increases in farm production provided food for the growing population, particularly the expanding urban workforce.

The traditional open-field village was based on **subsistence farming**, producing only enough food for its inhabitants, who were peasants or tenants of the landowner. It usually involved the rotation of different activities across three large fields. One field would carry a crop of wheat or rye and one a crop of barley, while one would be allowed to lie **fallow**. Each year the crops would be rotated, so each field would lie fallow for one year in every three. Each village household was allotted a number of strips in each field. These would usually be spread out so that everyone had equal access to the best land. There was also an open area of common land where everyone had the right to graze livestock and collect firewood. Grazing also took place in the fallow field, helping to fertilise it, making it ready for planting the following year.

Disadvantages of the open-field system

In 1750 about half of all farming in England still relied on this approach, but the system had a number of disadvantages.

- It was very inefficient because:
  - one-third of the land was left unplanted each year
  - pathways separating the strips of land were not used for crops
  - time was wasted because each farmer had to look after a number of strips scattered across the different fields.
- Weeds and animal diseases could spread easily as everyone was sharing so much of the available land.
- There was very little opportunity to try new crops or new methods because everyone had to grow the same crops and work together.

2.4.2 Key developments

There were three key aspects to the Agricultural Revolution:

1. **Enclosure**: enclosure of the open fields
2. Technology: the adoption of new techniques of farming
3. Business: the change to a more business-oriented approach to farming.

SkillBuilder discussion

Historical significance

SOURCE 2 shows a simple drystone wall in Derbyshire, England.

Why is enclosure significant to the agricultural revolution and how did it lead to further agricultural and societal changes?

SOURCE 2 Stone walls were often used to enclose farms during the eighteenth century.

Enclosure

Enclosure involved the consolidation of open fields into single farms, owned by one farmer and separated from neighbouring farms by hedges or low stone walls. This process had begun as early as the sixteenth century, when some wealthy landowners began to enclose their land, voiding the rights of peasant farmers to pursue their traditional strip farming. If the newly enclosed farm was large enough, it could be subdivided and smaller farms leased out to these same peasants. The peasants were forced either to become paid employees on the enclosed farm or to seek work in nearby towns. Enclosure gave the farmer/landowner greater control over the total area of the farm; less productive land was wasted and animals were kept separate from neighbours' livestock.

Technology

Increased control over their farms and stock allowed farmers to adopt new, more efficient methods of farming, and developments in farming equipment further increased efficiencies; for example, the Jethro Tull seed drill which allowed for more efficient planting of seeds. It was simple device by today's standards, but it is estimated that its efficiency helped produce crops five times larger than using the old methods.

The Rotherham plough was another invention by Joseph Foljambe that helped farms work more efficiently. Rather than heavy wooden ploughs that had to be pulled by four oxen with two labourers, the Rotherham plough could be pulled by two horses and one driver.

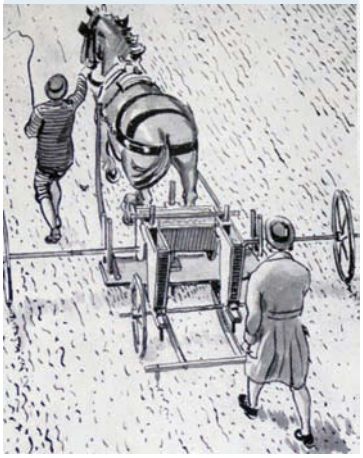
SkillBuilder discussion

Historical questions

Study the image of Jethro Tull's seed drill in **SOURCE 4**. What questions do you have about this and how it could have revolutionised the planting of crops?

SOURCE 3 Traditional ploughing required a team of four or more oxen, an ox driver and a ploughman to operate the heavy rectangular wooden plough, as shown in this artwork based on fourteenth-century illustrations.

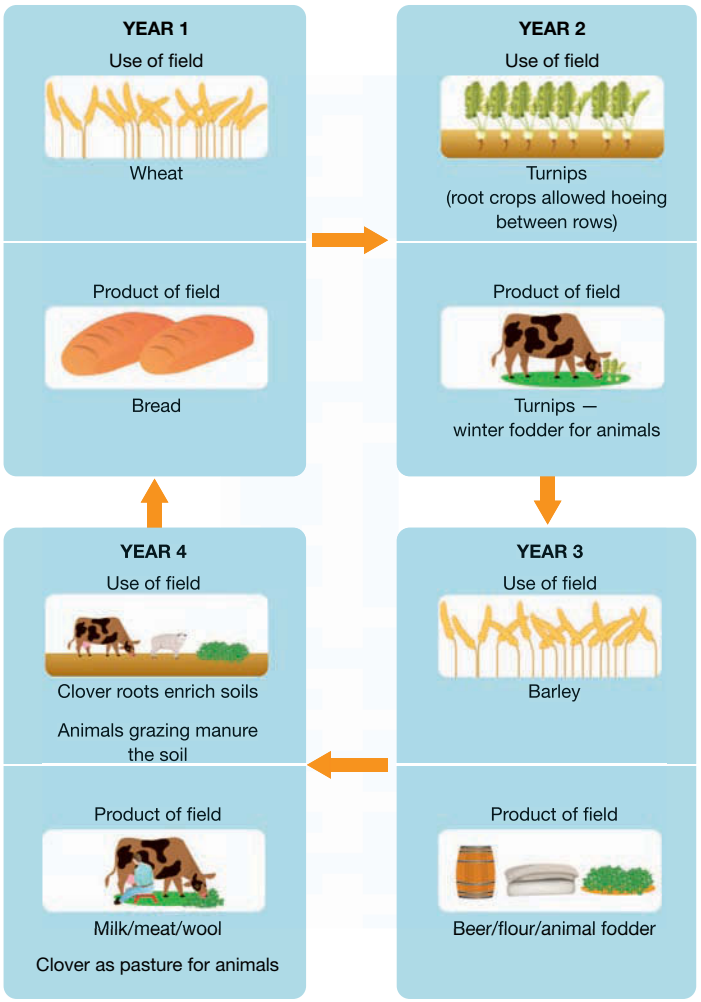
SOURCE 4 Jethro Tull's seed drill, as depicted in this nineteenth-century illustration, revolutionised the planting of crops in England.



Changes in crop rotation methods

Crop rotation methods, such as the four-year rotation system, played a crucial role in revolutionising agricultural practices by improving soil fertility and reducing crop diseases. This practice involved alternating the types of crops grown on the same land each year, allowing the soil to recover its nutrients and maintain productivity. As agriculture became more efficient, it not only increased food production but also supported population growth, leading to wider societal changes. Enhanced agricultural yields contributed to urbanisation, the rise of a more stable economy, and the emergence of a workforce that fuelled the Industrial Revolution.

SOURCE 5 A diagram of crop rotation over a four-year period



Improved stock-breeding methods

Farmers began selective breeding of sheep and cattle, using only the largest and strongest animals which then produced offspring with the best characteristics. The new Leicester breed, introduced in 1755, was a great example of selective breeding.

SOURCE 6 New Leicester sheep were bred by Robert Bakewell. Can you see why they were successful for both wool and meat production?

A business approach to farming

Before the eighteenth century, farming activity was mainly directed towards satisfying local food and clothing needs. Any produce left over could be sold or traded at markets, but this would only be a small proportion of farming output. The improvements of the agricultural revolution not only increased the amount of food available to the farmers and their workers, but also provided increasing surpluses that could be sold to feed the growing urban population. The rural population grew very slowly, but the output per person

employed in agriculture rose dramatically. Exporting grain to other countries also brought profits to farmers who were prepared to innovate and embrace new methods of production.

So, ultimately, when all these new developments came together it resulted in massively increased agricultural yield which would ultimately help sustain and encourage a growing population.

SOURCE 7 Improvements in farming output

The agricultural revolution produced great improvements in the quantity and quality of both crops and livestock. In 1705 England exported 150 million kilograms of wheat, but by 1765 this had risen to 1235 million kilograms. In 1710 sheep sold at market weighed an average 13 kilograms, while cattle weighed an average 167 kilograms. By 1795 this had risen to 36 kilograms for sheep and 360 kilograms for cattle.

SkillBuilder discussion

Using historical sources

SOURCE 7 reveals the large-scale changes that occurred in farming output, while **TABLE 1** shows population growth in England and Wales.

1. How is data like this useful for historians studying this period?
2. What do these sources of information show that a painting cannot?

TABLE 1 Urban and rural population growth in England and Wales, 1751–1861

Year	Total	Urban population	Rural population	Urban (%)	Rural (%)	Urban increase	Rural increase	Urban increase (%)	Rural increase (%)
1751	5 772 000 (estimated)	1 443 000 (estimated)	4 329 000 (estimated)	25.00 (estimated)	75.00 (estimated)	—	—	—	—
1801	8 893 000	3 009 000	5 884 000	33.84	66.16	1 566 000	1 555 000	108.52	35.92
1821	12 000 000	4 805 000	7 195 000	40.04	59.96	1 796 000	1 311 000	59.69	22.28
1841	15 914 000	7 693 000	8 221 000	48.34	51.66	2 888 000	1 026 000	60.10	14.26
1861	20 066 000	11 784 000	8 282 000	58.73	41.27	4 091 000	61 000	53.18	0.74

2.4.3 How did all this affect people?

Agricultural change enabled Britain to support a larger population. Most of this growth occurred in the towns and cities. Population statistics indicate that from the second half of the eighteenth century, rural population growth slowed in comparison with urban population growth (see **TABLE 1**).

In rural areas the owners of farms and large estates benefited from enclosure and other changes to agriculture. Running a farm in a more businesslike manner usually brought good profits, and many landowners became very wealthy during this period. On the other hand, there is evidence to suggest that many labourers in the countryside who did not own land suffered as a result of these changes.

Before enclosure, labourers living on rural estates had some independence and did not rely only on their wages. They were free to gather firewood from the estate, to keep a cow or pig they could graze on common land, and to raise a small crop of their own. The enclosure system removed access to common land and open fields, so the labourer was forced to rely on wages alone. In addition, the opportunity to earn extra money from spinning yarn and weaving cloth disappeared with the growth of textile factories.

Most farm labourers were employed on a casual basis. They were paid a daily rate, according to how much work they did. If the employing farmer had no work on any particular day, the labourer did not get paid. If crops were poor in any given year, a smaller harvest would result in less work for the farm labourer. Simply put, there was no guarantee of ongoing income.

SOURCE 8 From D. Davies, *The Case of the Labourers in Husbandry*, 1795

… 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 …

Conditions in many rural areas became so bad for poor farm labourers that some were driven to extreme action to survive and to try and protect their traditional way of life.

For example, bad weather in 1794–95 had seriously reduced wheat crops throughout Britain. In addition, Britain was at war with France, so importing grain was more difficult than usual. This shortage led to a steep rise in the price of wheat, forcing up the cost of bread. High prices led to protests in many parts of the country, known as the 'food riots'.

SOURCE 9 From the *Ipswich Journal*, August 1795

' … a band of women … entered various houses and shops, seized all the grain, deposited it in the public hall, and then formed a committee to regulate the price at which it should be sold.'

SkillBuilder discussion

Causes and consequences

Read **SOURCES 8** and **9**. Discuss the unintended consequences of enclosure on farm labourers.

In the 1820s the increasing use of labour-saving technology such as the **threshing machine** forced large numbers of labourers and their families into poverty. This placed pressure on the systems in place to care for the poor. In 1830 riots broke out in the south and east of England. The rioters were generally unemployed farm workers, who would burn down haystacks (see **SOURCE 10**) and damage the farm machinery that they blamed for their hardship. The unrest became known as the Swing Riots because wealthy farmers were sent threatening letters signed by 'Captain Swing' – a name used to preserve the anonymity of the group.

The authorities came down very heavily on the rioters when they were caught. Records show that 19 were executed and another 505 were sentenced to transportation to the Australian colonies.

SOURCE 10 Burning of haystacks at night was one tactic of the Captain Swing rioters.

2.4 SkillBuilder activity CONTINUITY AND CHANGE

Examine **TABLE 1**. We can use it to discover large patterns of change and continuity during the time of the Industrial Revolution in a different way from visual or written sources.

Use the following questions to get started:

1. Was the rural population rising or falling during the period from 1751–1861?
2. Identify in which period the urban population experienced the greatest increase in actual numbers.
3. Explain why there is such a significant difference in the percentage increase between urban and rural population growth between 1750 and 1801 when the number increase was so similar.
4. If the trends shown in the table continue, what would you predict to see in the statistics for 1881? Explain your answer.
5. Determine if you can correlate the patterns of change in the table with the information provided in this lesson.
6. Explain how the use of statistics and data can help consolidate your understanding of history.

2.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 7	2, 4, 6, 9	5, 8, 10

REMEMBER AND UNDERSTAND

1. 'Enclosure' of farming lands means enclosing animals in large barns to keep them warm in winter. True or false?
2. Enclosure could allow a farmer to maintain good health and breeding within his livestock. True or false?
3. In **SOURCE 1**, **identify** the areas that would have been common land.
   - A. Fields A and B
   - B. Field C and the land behind the church
   - C. Fields A, B, C
   - D. Field B and the land behind the church
4. **Explain** how the four-field rotation system was an improvement over the three-field rotation system.
5. **Identify** how the business approach to farming differed from the subsistence approach that had operated previously.

ANALYSE AND APPLY

6. Examine **SOURCE 2**. **Explain** why enclosure made the continuation of communal strip farming impossible.
7. Study **SOURCE 4**. **Explain** how this farming practice contributed to increased agricultural productivity.
8. By comparing **SOURCES 1** and **5**, **explain** how enclosure and the use of the four-field system might have overcome the disadvantages of the three-field rotation system.
9. Read **SOURCE 7** and answer the following.
   - a. By what percentage did wheat exports rise between 1705 and 1765?
   - b. How might we explain the increase in weight of livestock sold for slaughter between 1710 and 1795?

EVALUATE AND COMMUNICATE

10. **Explain** why each of the following innovations could only have occurred after the enclosure of farms.
    - a. The four-field crop rotation system
    - b. Selective breeding of animals

Answers and sample responses for this topic are available online.

LESSON 2.5 What drove the Industrial Revolution?

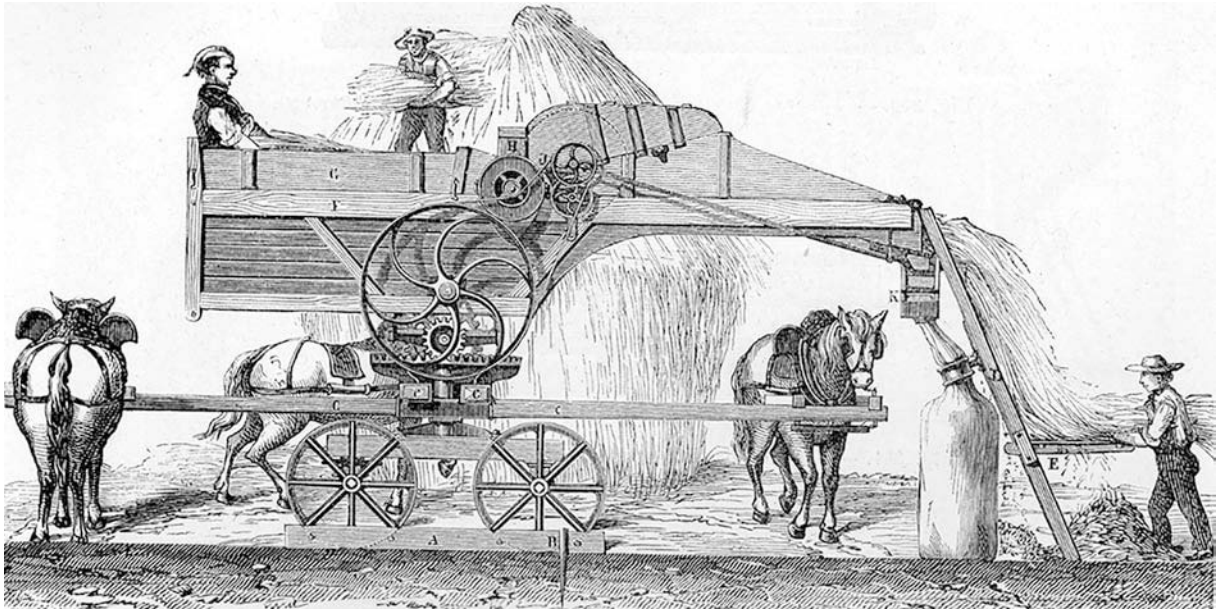
LEARNING INTENTION

By the end of this lesson you should be able to **explain** the significance of key developments that helped ensure the continuity of the Industrial Revolution.

Tune in

You've already seen some examples of how machinery was developed to become more efficient. Waterwheels and windmills were widely used before the Industrial Revolution, but it was the introduction of steam power that revolutionalised the way machinery worked and the way goods and people were transported.

SOURCE 1 Andrew Meikle's threshing machine, shown in this engraving from c. 1850, is an example of a horse-powered machine.



SOURCE 1 shows a horse-powered machine.

1. **What limitations do you think a machine like this might suffer from?**
2. **What potential might there be if it could be powered by steam?**

2.5.1 Horsepower in agriculture and mining

Despite the agricultural and industrial changes of the eighteenth and nineteenth centuries, there was still a continuing reliance on horses as a source of power. The threshing machine in **SOURCE 1** relied on the use of horses. Small ponies, known as pit ponies, were used to haul carts full of coal in underground coalmines. Canal boats or barges used to move goods were hauled along by horses walking along tow-paths on the canal bank (see **SOURCE 2**).

SOURCE 2 Barges were towed along canals by horses as shown in this c. 1880 artwork.

2.5.2 Water power

Water power had been used in England since ancient Roman times. A water wheel with blades or buckets around its rim would be driven by flowing water from a stream or river (see **SOURCES 3** and **4**). The power generated by the turning water wheel was used to mill grain into flour.

Early sawmills used water wheels to power large circular saws. Many of the first textile mills in England were powered by water, with the force of the water sufficient to drive machines in multistorey factory buildings.

SOURCE 3 A medieval flour mill with a water wheel. Water wheels typically date from the twelfth to fifteenth centuries.

SkillBuilder discussion

Historical significance

1. Look at **SOURCES 3** and **4**. How did water power influence the growth of early textile mills and industries during the Industrial Revolution?
2. How did reliance on horses for transport and water for power highlight the technological limits of the eighteenth and nineteenth centuries?

SOURCE 4 A photograph of a steam-powered water mill, placed next to a canal for water power.

2.5.3 Wind power

Like water power, wind power had been used in England for centuries. The wind had been used to drive ships since ancient times, and sailing ships were the standard form of sea transport until the mid-nineteenth century. Windmills were introduced to England in the twelfth century. They were used primarily for milling grain to make flour, and later to drive pumps to drain surplus water from marshlands.

2.5.4 Steam power

One of the most significant and iconic advances of the Industrial Revolution was the development of steam power. The potential of using steam to provide power had been known for centuries, but the first practical steam engine was the 'atmospheric engine' developed by Thomas Newcomen in 1712 (see **SOURCE 5**). It used steam to drive a piston which powered a large horizontal beam. The Newcomen atmospheric engine was used primarily to pump surplus water out of underground mines, particularly coalmines.

Steam power in coalmines

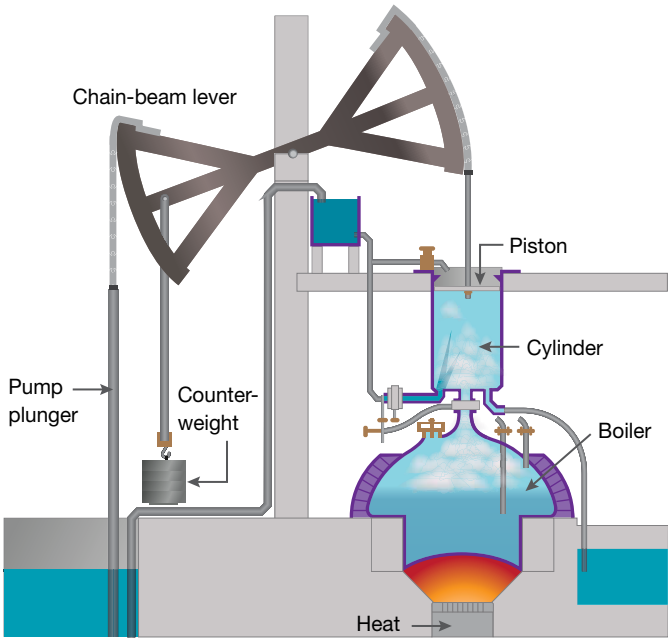
The Newcomen engine (**SOURCE 5**) was a huge step forward because it allowed underground coalmines to be dug deeper. The inability to remove excess water had always been one of the barriers to deep-pit mining, and so had restricted the amount and quality of coal that could be extracted. The coalmining industry really took off from the mid-eighteenth century. As the Industrial Revolution gathered pace, coal would prove to be a very important fuel.

James Watt's steam engine

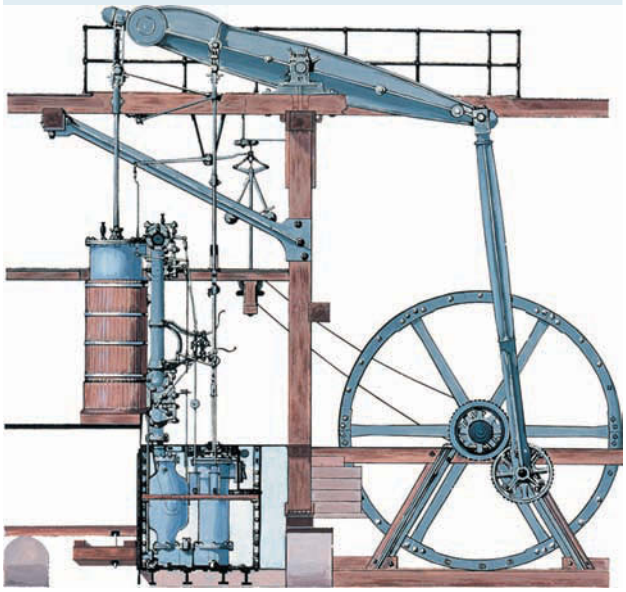
The next big step forward was James Watt's steam engine, developed around 1769. The important new feature was that instead of driving a large beam, Watt's steam engine powered a large flywheel, so it could provide the same type of continuous power that had previously been possible only with a water wheel. This meant the steam engine sold by Watt and his partner, Matthew Boulton, could be used to power many different types of machinery (see **SOURCE 6**).

The development of the steam engine was to be a pivotal event in the Industrial Revolution. Steam engines were able to power larger and larger machines, which in turn led to bigger factories. Their successful use in coalmines saw coal replace wood as the major fuel source. Steam was to revolutionise both land and sea transport in the nineteenth century as railways and steam-driven ships came into use.

SOURCE 5 The Newcomen steam engine drove a large beam that worked a pump to remove water from underground mines.



SOURCE 6 The Boulton and Watt steam engine drove a large wheel that could be used to power many different types of machines.



2.5.5 Transforming the textile industry

Historians agree that the textile industry, especially cotton, drove the Industrial Revolution. In the late eighteenth century, cotton production shifted from homes to factories. Previously, English textile production focused on wool, with cotton being less competitive than Indian imports. Textile work was a **cottage industry**, involving entire families: children cleaned fibres, women spun yarn and men wove cloth. Raw materials came from diverse regions, including slave labour in America. Merchants supplied raw fibres to villages and collected finished textiles, paying villagers for their work. The processes of carding, spinning and weaving are detailed in **TABLE 1**.

The period after the 1750s saw a greater demand for cotton products. This was due to an increased overseas market for cotton goods, particularly in Europe, and increases in population and domestic incomes. With the domestic industry no longer able to meet this demand, inventors began to develop spinning and weaving machines to improve both the quantity and quality of cloth produced.

Spinners and weavers

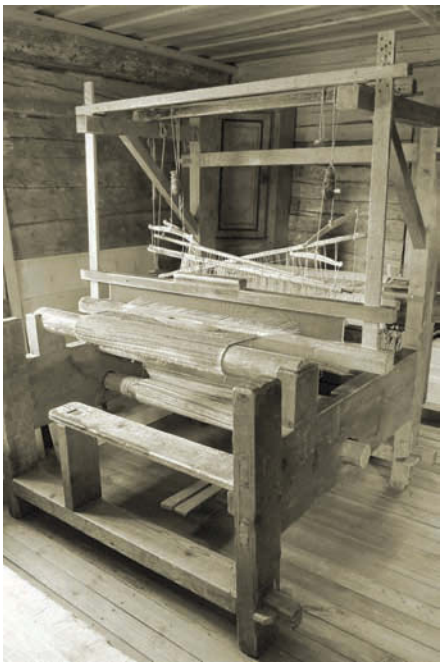
Traditionally, one weaver needed three or four spinners for enough yarn. John Kay's flying shuttle, patented in 1733, boosted weaving efficiency, requiring the output of up to a dozen spinners for one weaver. By the 1750s, it was evident that a faster spinning method was necessary, leading to the development of the spinning jenny in the 1760s. Early models spun eight spindles of yarn at once, with later versions handling over 100 spindles.

TABLE 1 Innovations in the textile industry that improved the quality of cloth

Inventions	Details
	Traditional textile production step 1: The rough fibres were first manually carded, using two hand-held paddles to untangle and straighten the fibres.
	Traditional textile production step 2: The fibres were spun into thread using a spinning wheel.

(continued)

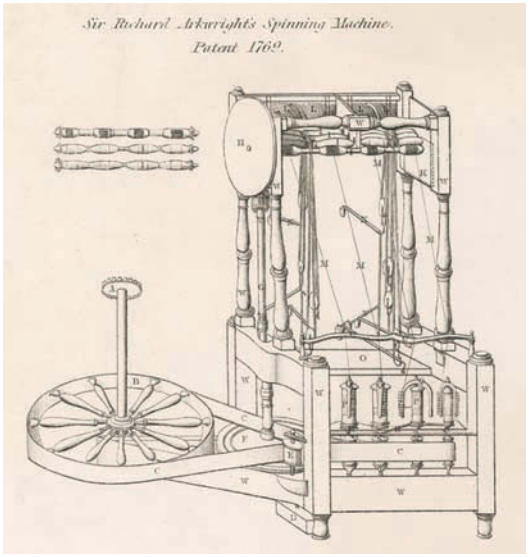
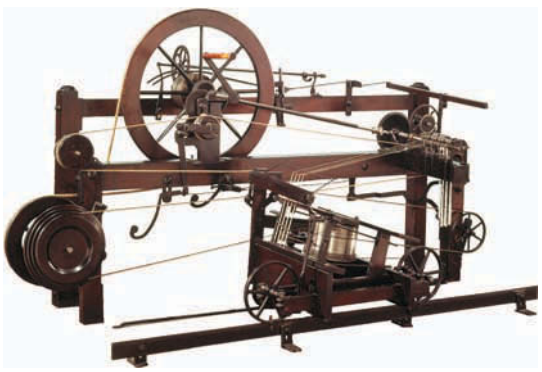
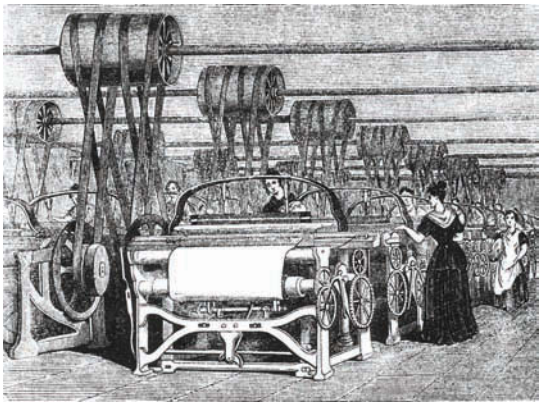
TABLE 1 Innovations in the textile industry that improved the quality of cloth *(continued)*

Inventions	Details
	**Traditional textile production step 3:** The thread could then be woven into cloth on a hand loom, by passing a shuttle carrying a thread (known as the weft) horizontally through fixed vertical threads (known as the warp).
	Innovation in the textile industry, 1733: John Kay invented the flying shuttle, which allowed weaving to be performed more quickly.
	Innovation in the textile industry, 1764: John Hargraves developed the spinning jenny, which could spin multiple threads simultaneously.

The move to factory production

The new spinning and weaving machines outgrew the cottages of spinners and weavers. Larger buildings were needed to house them, and textile production began to be moved into special factories called cotton mills. By the 1780s all stages of textile manufacture were becoming centralised in mills, particularly in the growing towns of Lancashire in northern England. **TABLE 2** shows the progress made in the textile industry over 50 years.

TABLE 2 Innovations in factories that increased textile production

Innovation		Year	Description
	Water frame	1769	James Arkwright patented the water frame, a spinning machine powered by running water. Similar machines were later powered by steam.
	Spinning mule	1779	Samuel Crompton invented the spinning mule, which improved the spinning process to produce better quality thread.
	Power loom	1780s	Textile production began to be centralised in factories. Initially they were built close to rivers to draw on water power, but eventually this became unnecessary as steam power was adopted. Edmund Cartwright developed the power loom, shown in this artwork from c. 1844, which mechanised the weaving process.

SkillBuilder discussion

Chronology

There are many sources in this lesson that show technological progress. Work with a partner to make a timeline that tracks the development of these new technologies.

Did you know?

The first large textile factories in England were located in and around the city of Manchester. The term *manchester* is still used in Australia today to describe household cotton-based items such as bed linen, tablecloths and towels.

2.5 SkillBuilder activity COMMUNICATING

Your task is to **compile** an annotated visual presentation that demonstrates your understanding of the changes that occurred as new power sources were developed during the early years of the Industrial Revolution.

1. Copy or save the visual sources in this lesson to a file where they can be easily accessed. You can print them so you can easily move them around, or use an appropriate program or app that allows you to drag them easily.
2. Think about how the sources relate to each other. You should **consider** the following questions:
   - Were some impossible without the development of others?
   - Did some become obsolete over time?
   - Were some improvements over others?
   - Did some of them hasten the move away from cottage industries?
   - Did they use new forms of power?
3. Arrange the sources in a way that you can connect them with a short explanation of one or two sentences based on your responses in step 2. They don't need to all connect to each other — that would become a bit too chaotic on your page! But you should be able to put together what might resemble a 'family tree' of the developments of power sources during the Industrial Revolution that will help you understand the patterns of change that occurred.
4. **Compare** your presentation with your classmates. Have others come to similar conclusions? Do you think there is a 'right' answer?

2.5 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	4, 6, 7, 10	5, 8

REMEMBER AND UNDERSTAND

1. **Select** three options below that are examples of the use of animals as a source of power that continued even after the agricultural and industrial changes of the eighteenth century.
   - A. To haul coal in mines
   - B. Horse-riding competitions
   - C. To power machinery
   - D. To haul barges along canals
2. Fill in the gaps to **explain** how water was traditionally used to provide power.
   The water wheel had _____ or buckets around its rim. It was driven by _____ water from a stream or _____. The power generated _____ grain into _____ and powered early _____.
3. **Select** two uses of wind power in traditional pre-industrial society.
   - A. Water mills
   - B. Windmills
   - C. Sailing ships
   - D. Steamships
4. **Explain** two factors that led to an increased demand for cotton products by the 1750s.
5. **Identify** why it become necessary to move away from cottage textile production to factory production.

ANALYSE AND APPLY

6. What does **SOURCE 4** tell us about the limitations of water power as a means of driving factory machines?
7. **Explain** what **SOURCES 4, 5** and **6** tell us about the main form of power in England by the middle of the nineteenth century.
8. The early years of the Industrial Revolution did not rely on new forms of power, but made innovative use of traditional forms of power. **Outline** two examples where this was the case.

EVALUATE AND COMMUNICATE

9. Suggest what is happening in the first image in **TABLE 1**. Which members of the family would carry out this task?
10. Many historians claim that the Industrial Revolution did not really take off until steam power was widely used. **Discuss** the major contributions that steam power made to the Industrial Revolution.

Answers and sample responses for this topic are available online.

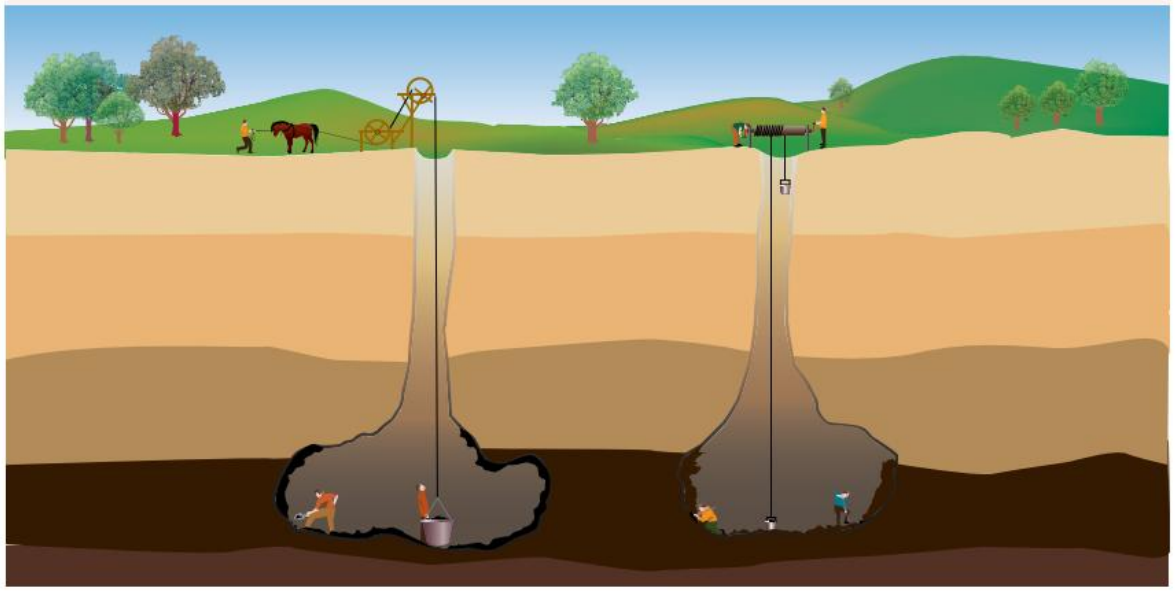
LESSON 2.6 Why was coal and iron so vital?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the relationship between coal and iron and the Industrial Revolution.

Tune in

SOURCE 1 Coalmining was traditionally carried out in shallow bell pits.



1. **How would homes and factories use coal?**
2. **As coal was now able to be accessed more easily (due to developments in coal mining), what do you think happened to its price?**
3. **What consequence would the price changes in coal have for homes and factories?**

2.6.1 Coalmining

The progress of the Industrial Revolution was assisted by the increased use of coal, a more efficient fuel than wood and charcoal. Also, improvements in the production of iron and steel resulted in metals that were stronger and cheaper to produce and could be applied to a wider variety of uses.

Coal is a more efficient fuel than wood, providing longer burn time and greater heat. Britain had abundant coal, but shallow **bell pit** mining limited its availability, making it expensive. Deep-pit mining was hindered by water flooding. The use of steam-driven pumps to remove water made coal cheaper and more available, fuelling steam engines during the Industrial Revolution.

2.6.2 Developments in iron production

Methods of producing iron had been known throughout Europe since ancient times. To produce iron that could be used for tools, weapons and other implements, iron ore extracted from the ground had to have various impurities removed. This was achieved by a process known as smelting, in which heat was applied to the ore in a **blast furnace**. For centuries the source of heat for English blast furnaces had been charcoal, obtained by the heating and partial burning of wood. The product of the blast furnaces was known as **pig iron**.

Burning coke in blast furnaces

The growth in coal production meant that coal became more widely available for use in the smelting process, but impurities in the coal tended to contaminate the iron, compromising its quality.

During the seventeenth century, methods of burning out the impurities in coal to produce **coke** were improved. In 1709 Abraham Darby developed a blast furnace that burned coke to produce iron of a superior quality. The use of coke also allowed the construction of larger blast furnaces capable of producing greater quantities of pig iron.

SOURCE 2 The Iron Bridge in Shropshire, England, built by the grandson of Abraham Darby, is an example of late eighteenth-century iron construction.

SkillBuilder discussion

Historical significance

1. Look at **SOURCE 2**. Why was building the Iron Bridge in Shropshire important for the Industrial Revolution?
2. How did using iron in the Iron Bridge show advancements in construction?
3. What significance did the Iron Bridge have on infrastructure and industrial progress?

Henry Cort and 'puddling'

Although pig iron had many uses, it was brittle because it contained carbon. In 1783 Henry Cort developed a method of reducing the carbon content of pig iron through a process known as 'puddling'. This resulted in a product that was stronger and could be bent, rolled or cast into many different shapes. High-quality iron could now be used for making machinery, boilers for steam-driven engines, and a huge variety of tools and implements, as well as bridges and the framework for buildings.

As iron production methods improved, quantities increased and large-scale production made good-quality iron cheaper. By 1850 Britain was producing more than 70 times as much iron as it had in 1760 (see **TABLE 1**).

TABLE 1 British pig iron production, 1760–1850

Year	Tonnes
1760	30 000
1785	50 000
1796	125 000
1806	244 000
1823	455 000
1830	677 000
1840	1 400 000
1850	2 200 000

Source: P. Riden, 'The output of the British iron industry before 1870', in *Economic History Review*, 2nd series, pp. 443, 448, 455.

2.6 SkillBuilder activity **COMMUNICATING**

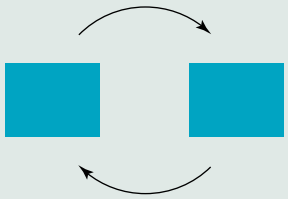
'The Industrial Revolution helped to increase coal and steel production.'

'Increasing coal and steel production helped fuel the Industrial Revolution.'

Your task is to imagine how both these statements could be true, despite them sounding very different.

1. **Consider** the new technologies that affected the following:
   - accessibility of coal
   - production of stronger iron
   - amount of iron that could be produced.
2. **Consider** the effects of iron and coal on the following:
   - cost of raw materials to build infrastructure — blast furnaces, bridges etc.
   - quality of raw materials to build infrastructure.

3. Create a diagram similar to the one below. Write the two quotes in the two text boxes and annotate the arrows using your thoughts from **1** and **2** to **explain** how each statement could be a cause of the other.



4. Synthesise your thoughts to answer the question, 'How was the Industrial Revolution a cycle of cause and effect?'

2.6 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5	2, 4, 6, 7	8, 9, 10

REMEMBER AND UNDERSTAND

1. Why was coal a preferable fuel to the burning of wood?
   - **A.** It was less efficient.
   - **B.** It was more efficient.
   - **C.** It was more plentiful.
   - **D.** It was less plentiful.
2. Pig iron and coal had been used as the traditional source of heat for English blast furnaces. True or false?
3. In what way did Henry Cort's process of puddling improve the production of iron? **Select** all options that apply.
   - **A.** It greatly increased the carbon content of iron.
   - **B.** It greatly reduced the carbon content of iron.
   - **C.** It made it more flexible.
   - **D.** It could be rolled or bent.
4. **Identify** the problem that Abraham Darby was able to solve and explain his solution.

ANALYSE AND APPLY

5. **Describe** how coal was extracted from the bell pits depicted in **SOURCE 1**.
6. **Explain** how this method of mining limited the use of coal before the eighteenth century.
7. The Iron Bridge shown in **SOURCE 2** was opened in the 1780s. **Explain** why such a bridge would not have been practical before this time.
8. Use the information in **TABLE 1** to **create** a line graph. Make sure you keep both the X and Y axes to scale.

EVALUATE AND COMMUNICATE

9. Would it have been possible to increase the quantities and improve the quality of iron products if coalmining techniques had not also improved at around the same time? **Justify** your answer.
10. **Evaluate** in what ways the figures in **TABLE 1 suggest** that a revolutionary change occurred in Britain between 1760 and 1850.

Answers and sample responses for this topic are available online.

LESSON 2.7 What did investment have to do with the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the role of capital, investment and banking in supporting the emerging Industrial Revolution.

Tune in

While **SOURCE 1** is not a picture of the stock exchange, it highlights how the stock market allowed people to invest in companies by buying shares. During the Industrial Revolution, this process was crucial for funding the construction of mills, factories and railways. Individuals sold parts of their companies to raise capital, and as share investment grew, it enabled many innovations with political support.

1. **How did funding and investment impact the development and expansion of mills like Houldsworth Mill?**
2. **As a wider consequence, how important was investment for the progress of the Industrial Revolution?**

SOURCE 1 Houldsworth Mill in Stockport, England (also known as Reddish Mill) was built in 1865, designed by Abraham Stott.

2.7.1 Entrepreneurship and the middle class

In medieval Europe, the most powerful class was the land-owning aristocracy, while the most numerous group was the peasant class who worked the land. The middle class consisted of the tradesmen, craftsmen and merchants, most of whom lived in the towns. The sixteenth century in Britain saw an increase in trade and commerce, and a growth in the wealth of many of the middle class, including many who bought land from aristocrats and established farming on a commercial basis. Many of these middle-class businesspeople entered parliament and sought to have laws passed that would favour trade and commerce.

From 1642, the English Civil War broke out in Britain between the middle-class parliamentarians and their supporters on the one side, and the king and the aristocracy on the other. King Charles I was **deposed** and executed in 1649, and parliament ruled without a king for 11 years. When the monarchy was restored in 1660, the new King Charles II had to negotiate with a much more powerful parliament. The victory in the civil war had given a powerful place to the middle class in Britain, and the English Parliament came to strongly represent the interests of the merchants, traders and others involved in running businesses.

Government support for business

Between 1650 and 1673 Parliament passed the Navigation Acts, which required all goods traded between Britain and its colonies to be carried in British ships. There was also stronger enforcement of the Statute of Monopolies of 1623, which protected the rights of inventors to profit from patents on their inventions. By the eighteenth century, an environment that favoured **entrepreneurship** had developed in Britain.

Scottish philosopher Adam Smith recognised the value of having a government supportive of trade and commerce in his 1776 book *The Wealth of Nations* (see **SOURCE 2**).

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

To found a great empire for the sole purpose of raising up a people of customers may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation whose government is influenced by shopkeepers.

SkillBuilder discussion

Using historical sources

1. What is the quote in **SOURCE 2** actually saying?
2. Discuss how Adam Smith's *The Wealth of Nations* writing illustrates eighteenth-century British economic policies?

SOURCE 3 Adam Smith, whose head has appeared on the British £20 note, believed that entrepreneurship was a significant factor in the creation of wealth.

Entrepreneurship

More and more people saw the advantages of investing in business opportunities. Developments in agriculture encouraged farmers to operate their farms as profit-making businesses. Innovations in the textile industry encouraged investment in larger and larger factories. The increasing demand for iron and coal made investment in larger-scale mining a profitable activity. Much of the progress made during the Industrial Revolution was due to the availability of money through a well-organised banking system, and a willingness of entrepreneurs to invest that money in business ventures.

2.7.2 The importance of banks

Banks are essential for our modern economy, enabling us to save, borrow and finance various business ventures. In pre-industrial times, minimal equipment was needed for industries like textiles and shallow

coalmining. However, building factories or deep-pit mines required significant funding, highlighting the need for an organised banking system.

Growth of the banking system

Modern banking originated in Renaissance Italy, specifically Venice and Florence. In England and Scotland, banking practices flourished in the sixteenth and seventeenth centuries, especially after laws changed in 1546 to allow interest on loans. This spurred profit opportunities from lending money for business ventures.

Goldsmith bankers

In the sixteenth and seventeenth centuries, **goldsmiths** engaged in early banking activities, including safeguarding money and valuables, and exchanging foreign currency. By the early eighteenth century, they had established a network of private banks that funded business enterprises.

SOURCE 4 The Bank of England, established in 1694, became the major source of lending for the government. This artwork was created in the nineteenth century.

SkillBuilder discussion

Continuity and change

1. Describe the scene shown in **SOURCE 4**. How does this differ from banks today?
2. How did eighteenth-century banking practices differ from earlier pre-industrial financial systems?
3. How did lending money with interest from 1546 impact banking growth and business financing, and what shift in economic practices does this reflect?

2.7 SkillBuilder activity HISTORICAL QUESTIONS

Adam Smith is often described as the father of modern economics and of modern capitalism. But why is that? Use a range of appropriate resources to research and investigate Smith's ideas and beliefs. Be careful that you consider the origin of your information carefully.

As you undertake your research, use the following sentence starters to organise your information.

Adam Smith's economic beliefs were:

He reached his conclusions by observing:

The way that Smith's economic theories affected the world included:

His theories are still visible today in:

Adam Smith is significant because:

Finish with a closing statement about why Adam Smith is described as the father of modern economics and of modern capitalism.

2.7 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7	4, 5, 6, 9	3, 8, 10

REMEMBER AND UNDERSTAND

1. **Identify** what is meant by *entrepreneurship*.
   - A. Running the Bank of England
   - B. Organising and/or investing in business opportunities
   - C. Investing with the government
   - D. Running for parliament
2. **Identify** why cottage industries were able to survive without access to a modern banking system.
   - A. They did not need large amounts of money to run successfully.
   - B. The lord of the manor lent them the money.
   - C. The lord of the manor paid for all their expenses.
   - D. They needed large amounts of money to run successfully.
3. The English Parliament supported business interests during the late seventeenth and early eighteenth centuries with the passing of the Navigation Acts and the enforcement of the Statute of Monopolies. True or false?
4. **Outline** how the middle class in Britain become so powerful by the beginning of the eighteenth century.
5. **Explain** the role of goldsmiths in the development of the banking system.

ANALYSE AND APPLY

6. From **SOURCE 2**, **explain** Adam Smith's attitude to the role of the middle class in influencing government decisions.
7. **Examine SOURCE 3**. Identify what is shown in front of Adam Smith's face on this banknote. **Infer** what this tells us about the importance that many people place on Adam Smith's ideas as an influence on the Industrial Revolution.
8. Using **SOURCE 4**, **explain** the role of banking in supporting industrial growth and investment during the Victorian era
9. **Analyse** the significance of the legalisation of the charging of interest on borrowed money in England.

EVALUATE AND COMMUNICATE

10. **Evaluate** how important a successful banking system was as an underlying cause of the Industrial Revolution. **Explain**.

Answers and sample responses for this topic are available online.

LESSON 2.8 How did transport drive the Industrial Revolution?

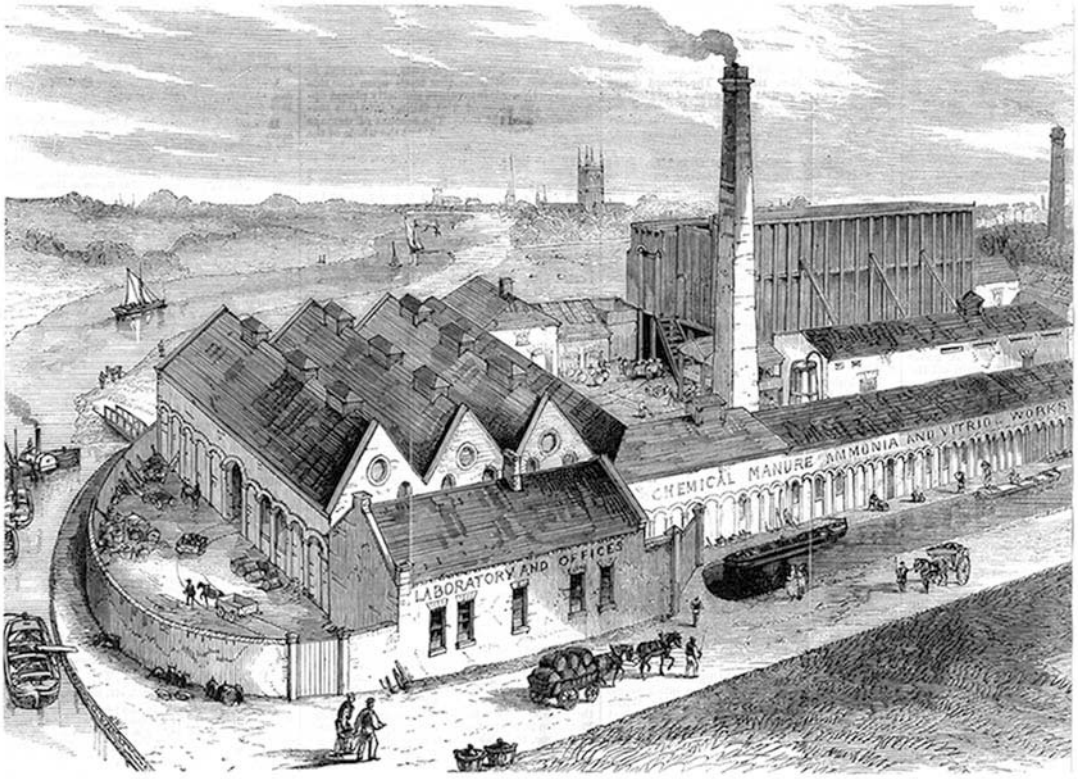
LEARNING INTENTION

By the end of this lesson you should be able to **explain** the revolutionary changes that occurred to transport during the Industrial Revolution.

Tune in

It was all very well for factories to produce goods and to do it more cost effectively as technology developed and improved. But it would have all been for nothing if raw materials could not be brought to the factory or goods could not be taken to their markets.

SOURCE 1 A factory needed access to efficient means of transport to bring in raw materials and send out finished products.



1. **Why did new methods of power mean that factories might need to be close to water?**
2. **What methods of transport are available to the factory in SOURCE 1?**
3. **How do those methods of transport reflect both old and new technologies of the Industrial Revolution?**

2.8.1 The importance of transport

As new technologies were transforming agriculture, the textile industry and mining, the Industrial Revolution also brought great changes in the field of transport. Rapid improvements in methods of transport greatly increased the availability of the raw materials needed to feed the new factories. They also allowed the rapid distribution of finished products to larger numbers of customers.

In pre-industrial times, most goods were produced in small quantities by local producers to suit local needs. Industrialisation often meant that production moved away from local supplies and local markets. If a factory relied on water power, it had to be located next to a fast-flowing river. If it relied on steam power, proximity to coal and water supplies would be necessary. Factories were not producing just for the local market. They needed reliable means of transporting large quantities of raw materials to the factory and finished products away from the factory.

2.8.2 Canals

Transportation of goods by water had always been important in the island nation of Britain. With a large number of navigable rivers, coastal and river shipping had been widely used for centuries. Most roads were still no more than muddy tracks and horse-drawn carts could carry only small loads without getting bogged. Much larger loads could be transported on boats and barges, so rivers and canals were one answer to transporting the products of industrialisation. Alongside each canal was a tow-path on which the horse towing a barge would walk. One horse could tow a barge carrying ten times the weight that could be loaded onto a cart.

SOURCE 2 **(a)** Canals became the major method of transporting goods to and from factories. **(b)** Canals are still used widely in the United Kingdom.

SkillBuilder discussion

Continuity and change

1. Describe the overall differences that you see in the two images in **SOURCE 2**.
2. What do these differences tell you about how canals were used then and now?
3. How significant do you think canals were to the Industrial Revolution?

Privately owned canals allowed builders to charge fees for transporting goods, quickly repaying construction costs and generating profit. Transporting coal by canal was significantly cheaper than by road, reducing coal prices in cities like Liverpool and Manchester by half and making steam power more economical. The success of the Sankey and Bridgewater canals led to a period of 'canal mania', resulting in over 3000 kilometres of canals built across England by 1815 to transport raw materials and finished products.

2.8.3 Roads

Before the eighteenth century, major roads between towns and cities were poorly maintained. In the late seventeenth century, local magistrates could charge tolls for road upkeep. From 1707, trustees collected these tolls and managed maintenance, creating 'turnpikes'. By the 1750s, most main roads to London were turnpikes, and by the 1830s, over 30 000 kilometres of turnpikes connected major cities in England, Wales and Scotland, significantly improving road quality.

SOURCE 3 Main roads were often in a poor state of repair, as shown in this artwork from c. 1824.

2.8.4 Railways

One of the biggest advances in transport came with the growth of the railways. This development came as a result of applying steam engines to tramway systems. In coal and iron ore mines, horses were used to draw wagons out of the mines along tracks. By the beginning of the nineteenth century steam technology had developed sufficiently for experiments to begin in the use of steam to drive moving vehicles. The first locomotives were used to haul trucks loaded with coal from mines. These inspired the engineer George Stephenson to promote the use of steam locomotives to haul a wide variety of goods, as well as passengers.

The first successful railways

The first public railway was opened in north-east England in 1825. Designed to carry coal from mines near Darlington to the port of Stockton, it employed George Stephenson's 'Locomotion No. 1' locomotive. Before long, the owners expanded its activities to provide a passenger service with a regular timetable.

SOURCE 4 Steam locomotives were first used to haul trucks from coalmines, as shown in this nineteenth-century artwork.

In the meantime, Stephenson and his son Robert were contracted to build a railway line between Manchester, the largest textile-producing city, and Liverpool, a major port almost 60 kilometres away. Opened in 1830, the line was constructed as a double track to allow trains to travel in both directions. It was designed to bring imported raw materials to Manchester and to return completed goods to Liverpool for export. Stephenson's latest locomotive, the 'Rocket', was used to haul both goods and passengers between the two cities. The line was a huge financial success and became the model for a succession of railways that were soon constructed throughout Britain.

The railways expand

The growing demand for fast, efficient transport for both raw materials and the products of industrialisation led to a rapid expansion in railway construction. The following 20 years saw huge growth in the rail network. By 1852 there were more than 10 000 kilometres of track in Britain. Lines extended from London to the coast of Wales and north to Glasgow and Edinburgh in Scotland. The industrialised north and Midlands of England were serviced by extensive rail networks, transporting both passengers and a huge variety of goods.

TABLE 1 Three images showing the innovations in railways

Innovation	Description
	Stephenson's Locomotion No. 1 was one of the world's first successful steam locomotives designed to carry both passengers and freight on a public railway. Stephenson's Locomotion No. 1 is now on display at the Darlington Railway Museum. In its time it could reach speeds of 24 km per hour.
	Stephenson's Rocket, shown in this 1894 illustration, was first used on the very successful Manchester to Liverpool line. Stephenson's Rocket was the most reliable and fastest engine, reaching speeds of up to 48 km per hour, incredibly fast for the time.
	The march of progress! In the 1830s, a railway bridge was built over the original Sankey Canal. This artwork was published in 1831.

SkillBuilder discussion

Using historical sources

1. How have the artists depicted the progress of the railways in the second two illustrations in **TABLE 1**?
2. Looking at **TABLE 1**, how would you summarise progress in train design from Stephenson's locomotive No.1 to trains of today?

2.8.5 Developments in shipping

Until the late eighteenth century, all ships were built of timber and powered by sail. The Industrial Revolution brought two major changes to shipping. Advances in the processing of iron led to the development of iron hulls for ships. The strength this gave the hull allowed the building of larger ships able to carry more cargo. The second change was the application of steam power to shipping.

SOURCE 5 The *Cutty Sark* was an exception to the general rule of 'steam meaning speed'. It could transport goods more quickly than many steamships of the time and set a record of 83 days for sailing from Sydney to London in 1883. (The First Fleet of 1788 took around 250 days to sail the same distance.)

The age of the clippers

Despite the development of steam power, square-rigged sailing ships continued to be widely used until the 1870s. Built for speed, these ships were said to travel at a 'good clip' (or speed), and were therefore known as clippers. They generally had iron hulls and were able to compete with steam-driven ships because they were much faster than the early steamships and did not need to use valuable cargo space to carry coal for fuel. Clippers were used extensively from the 1840s until the 1880s for trade between Britain and its colonies.

2.8 SkillBuilder activity **CHRONOLOGY**

Using the information in this lesson, your task is to arrange key developments that occurred in road, canal, rail and shipping transport between 1700 and 1860. You can then identify the consequences of each development.

1. **Identify** and create a timeline of the main developments in transport. Arrange them in your book or using an appropriate program or app and label the key feature of each development; for example, 'speed of transport was increased' or 'more goods could be transported more easily'.
2. **Consider** the consequence that each development would have on the following:
   - cost of raw materials
   - cost of production of manufactured goods
   - price of manufactured goods to the public.

Use two different colours (or another way of defining different ideas), one for 'consequences for individuals and the community' and another for 'consequences for investors and factories'.

3. Decide on a historical argument or contention that could be supported by the evidence you have considered.
   - Did the improvements in transport only benefit factory owners?
   - Did the improvements in transport ultimately help the community?
   - How would you use your findings to convey your argument in a concise and clear way?

2.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 10	4, 5, 7, 9	6, 8

REMEMBER AND UNDERSTAND

1. Why were reliable methods of transport more important to the process of industrialisation than they had been in pre-industrial society?
   - A. To transport finished goods to their local and overseas markets
   - B. To transport raw materials to the factories
   - C. To transport people around Britain
   - D. To transport workers to the factories
2. The use of a barge towed by a horse on a canal was more economical than a loaded cart pulled by a horse. True or false?
3. Complete the following paragraph to **identify** the two main changes to shipping that resulted from the Industrial Revolution.
   Advances in the processing of iron led to the development of _____ for ships. The strength this gave the hull allowed the building of _____ ships able to carry _____ cargo. The second change was the application of _____ to shipping.
4. **Explain** how the construction of railways revolutionised transport in Britain between 1830 and 1852.
5. **Describe** what turnpike trusts were and how were they able to improve road transport.

ANALYSE AND APPLY

6. **Explain** the likely location of the scene shown in **SOURCE 2(a)**. What do you think would be the function of the building on the right side of the painting? **Justify** your answer.
7. What message was the artist who produced **SOURCE 3** attempting to convey?
8. **Investigate** what **TABLE 1** tells us about the possible future use of rail transport in the period after 1830, when **compared** with **SOURCE 4**.
9. **Explain** why it is appropriate to label the third train in **TABLE 1** 'the march of progress'.
10. While initially designed to carry goods, railways soon began carrying passengers and were able to do so at a relatively cheap fare. **Predict** what impact this might have had on ordinary people and their families.

Answers and sample responses for this topic are available online.

LESSON 2.9 How did the Industrial Revolution help create modern cities?

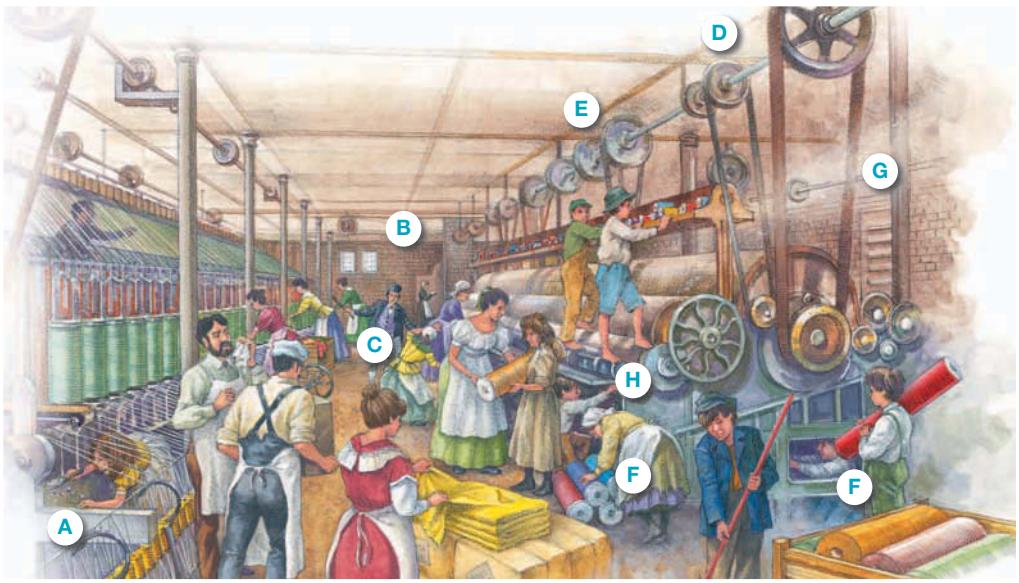
LEARNING INTENTION

By the end of this lesson you should be able to **describe** how working conditions in the mines and factories changed and how the development of cities became a consequence of the Industrial Revolution.

Tune in

A couple of centuries ago, plenty of young people the same age as you — in some cases even much younger — would already be in the workforce. When you get a job, or indeed if you already have part-time or casual employment, you are legally protected by a range of laws to provide a safe working environment and to avoid exploitation. That is not the case in **SOURCE 1**, which illustrates conditions inside a textile mill.

SOURCE 1 An early nineteenth-century textile mill was a dangerous and unhealthy place to work.



A Some children were employed as 'scavengers'; they would collect loose pieces of cotton from under machines while the machines were running.
B Small windows and lack of ventilation made the factory air hard to breathe.
C Overseers would punish anyone responsible for slowing or stopping the machines for any reason.
D Machines were driven by belts attached to drive shafts that were powered by a water wheel or steam engine.
E Machines had no safety fences or guards around them, so workers were always at risk of injury.
F Constant bending and working in cramped conditions often led to physical deformities in factory workers.
G Dust and other residues from the cotton found their way into the workers' lungs, causing severe illness.
H Some children were employed as 'piecers'; they had to repair broken threads on spinning machines while the machines were still running.

1. **What dangers can you see in the image?**
2. **Discuss the measures that might be put in place in a modern setting to avoid those dangers?**

2.9.1 In the factories

During the early years of the Industrial Revolution, laws protecting workers' rights and workplace safety were not yet established. Factories and mines often had hazardous and unhealthy conditions.

In textile factories of the early nineteenth century, working environments were typically challenging. Employees usually worked long hours, often 12 hours or more per day. Conditions were uncomfortable due to poor lighting, inadequate ventilation and excessive heat. Machines lacked safety features such as fences or guards, posing a risk of injury. Children were frequently employed to work under or between machines to keep them running, even while the machinery was in operation, which increased their risk of harm.

SOURCE 2 From an interview with James Patterson, a factory worker, before a parliamentary committee, June 1832

I worked at Mr. Braid's Mill at Duntruin. We worked as long as we could see. I could not say at what hour we stopped. There was no clock in the mill. There was nobody but the master and the master's son had a watch and so we did not know the time. The operatives were not permitted to have a watch. There was one man who had a watch but it was taken from him because he told the men the time.

SOURCE 3 From an interview with former factory worker Sarah Carpenter, published in *The Ashton Chronicle*, 23 June 1849

There was a young woman, Sarah Goodling, who was poorly and so she stopped her machine. James Birch, the overlooker, knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bed-fellow found her dead in bed. There was another called Mary. She knocked her food can down on the floor. The master, Mr. Newton, kicked her where he should not do, and it caused her to wear away till she died. There was another, Caroline Thompson. They beat her till she went out of her mind.

SOURCE 4 From the testimony of Dr Michael Ward before a parliamentary committee, 25 March 1819

I have had frequent opportunities of seeing people coming out from the factories and occasionally attending as patients. Last summer I visited three cotton factories with Dr. Clough of Preston and Mr. Barker of Manchester and we could not remain ten minutes in the factory without gasping for breath. How is it possible for those who are doomed to remain there twelve or fifteen hours to endure it? If we take into account the heated temperature of the air, and the contamination of the air, it is a matter of astonishment to my mind, how the work people can bear the confinement for so great a length of time.

SkillBuilder discussion

Historical sources

Discuss, in groups, the perspectives of the people in **SOURCES 2**, **3** and **4**, and based on these perspectives, what would be your interpretation of conditions in the factories?

2.9.2 In the coalmines

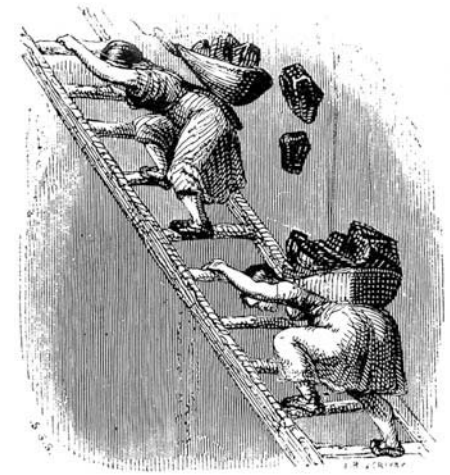
As the development of steam engines allowed for the pumping of water from mines, these mines became much deeper and more hazardous for workers. Problems included:

- inadequate ventilation
- the presence of explosive gases
- the need to haul the coal greater distances to the surface.

The lack of ventilation could lead to miners breathing in poisonous gases or coal dust, both of which could lead to serious lung disease. Other gases were likely to explode when exposed to the flame of a miner's lamp, causing death through cave-ins of shafts and tunnels.

In the early days of deep-pit mining, coal was mined and brought to the surface using human muscle rather than machinery. Entire families were often employed in coalmines. Typically fathers and sons would cut the coal with picks, while mothers and daughters carried the coal to the surface. Whatever the job, it was exhausting and usually hazardous.

TABLE 1 Artists' depictions of work in the coalmines

Work in the coalmines	Description
	Coalmines were dark, dangerous places, where miners were exposed to many risks.
	In the early days of deep-pit mining, human muscle was used to 'hurry' carts of coal through narrow passages, as shown in this nineteenth-century artwork.
	Older girls and women had the hazardous task of hauling baskets of coal up narrow ladders.

SkillBuilder discussion

Communicating

1. Using the images shown in **TABLE 1**, describe the implications of working in a coal mine.
2. How would working in a coal mine compare to working in a factory?

2.9.3 The Mines Commission, 1840–42

In 1840 the British Parliament established a commission to inquire into working conditions in the mines. Over the next two years, many mine workers were called to give evidence, recounting their personal experiences. As a result of the findings of the commission, Parliament passed the *Mines Act 1842*. This changed the law to prevent all girls and women, and boys under 10, from working underground in the mines.

SOURCE 5 Testimony of Isabel Wilson, aged 38, before the 1842 Mines Commission

I have been married 19 years and have had 10 [children]; seven are [alive]. When [I worked in the mines] I was a carrier of coals, which caused me to miscarry five times from the strains, and was [very] ill after each … [My] last child was born on Saturday morning, and I was at work on the Friday night. Once I met with an accident; a coal broke my cheek-bone, which kept me idle some weeks. I have [worked] below 30 years, and so has my husband; he is getting touched in the breath now.

SOURCE 6 Testimony of Jane Johnson, aged 26, before the 1842 Mines Commission

I could carry 2 hundredweight [just over 100 kilograms!] when 15 years of age but I now feel the weakness upon me from the strains. I have been married near 10 years and had 4 children; have usually (worked) till within one or two days of the children's birth. Many women lose their strength early from overwork and get injured in their backs and legs; was crushed by a stone some time since and forced to lose one of my fingers.

SOURCE 7 Testimony of Agnes Kerr, aged 15, before the 1842 Mines Commission

… [I] make 18 to 20 journeys a-day; a journey to and fro is about 200 to 250 fathom [one fathom equals 1.8 metres]; have to ascend and descend many ladders; can carry 1.5 hundredweight [approximately 76 kilograms]. I do not know how many feet there are in a fathom …: know the distance from habit; it is sore crushing work; many lassies cry as they bring up the burdens. Accidents frequently happen from the tugs breaking and the loads falling on those behind and the lasses are much (inflicted) with swelled ankles. I cannot say that I like the work well; for I am obliged to do it.

2.9 SkillBuilder activity USING HISTORICAL SOURCES, COMMUNICATING

If you heard one person make a claim about poor conditions in a workplace you might think they could be exaggerating or overreacting. However, if several people made similar claims over a long period, it might reveal a pattern. It is similar with history. We need to be careful not to take every source at face value, but if similar themes and ideas are repeated it can help build an overall picture of a particular time.

Use **SOURCES 2, 3, 4, 5, 6** and **7** to understand working conditions in factories and mines.

For each source think about the following:

- **Explain** why you think the testimony is believable or not believable.
- Most of these accounts were given before parliamentary committees that were looking into working conditions. Why do you think so many inquiries were made?
- Do you think the conditions could be exaggerated by the eyewitnesses? Why or why not?
- How does hearing many different yet similar accounts help historians gain a picture of the past?
- **Determine** what is more reliable: a single eyewitness account or several accounts. Why?

2.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 7	1, 5, 6, 10	4, 8, 9

REMEMBER AND UNDERSTAND

1. **Decide** whether the following statements are true or false regarding working conditions in early nineteenth-century textile factories.
   a. People typically worked an eight-hour shift.
   b. Working conditions were poor with insufficient lighting, poor ventilation and excessive heat.
   c. Machinery did not have safety guards.
2. Why were children in these factories in particular danger?
   A. They were beaten severely for stealing.
   B. They moved between and under machinery while it was operating.
   C. They had to work long hours just like the adult workers.
   D. They were not paid.
3. Whole families were often employed in coalmines, including fathers, mothers and children. True or false?
4. In addition to mine workers, mine managers and owners would have been called to give evidence before the Mines Commission of 1840–42. **Predict** how their accounts might differ from the workers.
5. **Describe** the consequences of the Commission's findings.

ANALYSE AND APPLY

6. Examine **SOURCE 1** and answer the following.
   a. **Identify** two examples of the unhealthy nature of the atmosphere in the factory.
   b. **Identify** two examples of the work carried out by children in the factory.
   c. **Describe** the method used to drive the machines.
   d. **Explain** how we know that factory owners were not interested in the safety of their workers.
7. **Explain** why factory owners would not want their employees to have access to a clock or watch, as indicated in **SOURCE 2**.
8. From the images in **TABLE 1**, **identify** and **explain** three possible sources of injury to mine workers.

EVALUATE AND COMMUNICATE

9. Did pregnant women receive any special treatment while working in the mines? **Justify** your answer with evidence from **SOURCES 5** and **6**.
10. In **SOURCE 5**, Isabel Wilson describes her husband as being 'touched in the breath'. **Suggest** what you think she means by this statement.

Answers and sample responses for this topic are available online.

LESSON 2.10 How were new challenges addressed?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the difficulties faced by the poor and unemployed and how those challenges were addressed.

Tune in

One would hope that in modern society, there are safety nets for those facing financial hardship. While some support existed during the Industrial Revolution, at times, the system seemed more focused on punishing poverty rather than helping people break the cycle.

SOURCE 1 gives some impression of what it might have been like to be facing hardship. It is likely that the ill (perhaps dying) man in the image would have been the main income earner for the family.

SOURCE 1 This nineteenth-century painting shows a family living in poverty. Under the Old Poor Law system the workhouse was an unpleasant place to live, but families could at least stay together.

1. **Discuss, using the SOURCE 1 caption, what a workhouse might have been.**
2. **What do you think the woman by the bed is thinking?**
3. **What might happen to her children?**

2.10.1 The Old Poor Law

Various structures for helping the poor had existed in Britain since the Middle Ages. In the 1830s this system was reformed and relief for the poor was restricted largely to those who lived in special institutions called **workhouses**.

By the time of the Industrial Revolution, the poor in England were looked after by a system that had been set up in the late sixteenth century. Each village had to take care of its own poor, and those who owned property paid a special tax called the Poor Rate which was used to supply food or other necessities for **paupers** living in their own homes. This was called **outdoor relief**.

In some villages, special places called 'workhouses' were built to house and feed the poor. This was called **indoor relief**. They were often very crowded, unpleasant places to live.

2.10.2 The New Poor Law

Following the Swing Riots of 1830 the British government set up a **royal commission** to investigate the operation of the Poor Laws. The commission made the following recommendations:

- Outdoor relief should be abolished.
- Only those living in the workhouses should be entitled to any assistance.
- The workhouse should be as unpleasant as possible to discourage anybody capable of working from wanting to live there.

In 1834 Parliament passed the Poor Law Amendment Act to put these recommendations into effect. This set up a system known as the New Poor Law, and 350 new workhouses were built by 1839. The workhouse system continued into the early twentieth century.

SOURCE 2 From a Rochester correspondent to *The Times*, 26 December 1840

Upwards of half-a-dozen girls in the workhouse, some of them verging on womanhood, have at times had their persons exposed in the most brutal and indecent manner, by the Master, for the purpose of inflicting on them cruel floggings; and the same girls, at other times, have, in a scarcely less indecent manner, been compelled by him to strip the upper parts of their persons naked, to allow him to scourge them with birch rods on their bared shoulders and waists, and which, from more than one of the statements from the lips of the sufferers, appears to have been inflicted without mercy. One girl says, 'My back was marked with blood'.

2.10.3 Life in the workhouse

Conditions in workhouses were deliberately made as unpleasant as possible. Families were split up, men and women were kept separate and their children were removed from their care. All inmates of the workhouse, except for the very youngest children, were put to work. This work usually consisted of hand-grinding corn, breaking stones or **picking oakum**.

The workhouse was run by the Master, who was expected to manage it on a very tight budget. Strict regulations were imposed on the inhabitants of the workhouse, and the Master had the power to impose savage punishment on those who disobeyed the rules. Parents were rarely allowed to see their children and outside visitors were not allowed. Meals were kept to the bare minimum necessary to sustain life and had to be eaten in silence. In Charles Dickens' *Oliver Twist*, young Oliver asks for more food and is punished by being placed in solitary confinement. Children were given very little education and were usually apprenticed out to local employers at an early age. In Dickens' story, young Oliver Twist was to be apprenticed to a chimney sweep but is eventually apprenticed to an undertaker at the age of nine.

SOURCE 3 This nineteenth-century photograph shows women in a workhouse unpicking short lengths of tar-coated rope — a task known as 'picking oakum'.

SOURCE 4 Workhouse residents were given a minimal diet and forced to eat in silence, as shown in this nineteenth-century photograph.

2.10.4 The Andover workhouse scandal

A scandal arose in 1845 over conditions in the workhouse in the town of Andover. The Master, Mr McDougal, was a bully and a drunk who savagely beat small children and regularly abused women under his care. He had kept rations to such a minimum that starving inmates were found to be trying to eat animal bones they were supposed to be grinding up for fertiliser. The story, published in *The Times* newspaper in London, caused a national outcry.

2.10 SkillBuilder activity USING HISTORICAL SOURCES

The Andover workhouse scandal from section 2.10.4 sounds almost unbelievable. How would you go about verifying the information in that part of the text?

1. Use an appropriate search engine or online database such as Google Scholar to find at least two articles about the scandal.
2. **Compare** and **contrast** the information within them. What details are you able to confirm as reliable or accurate?
3. **Evaluate** the sources themselves. Do they come from reputable and knowledgeable people or institutions?
4. **Discuss** whether you now feel more confident in accepting the information about the Andover workhouse scandal as accurate than you did before you researched it.

2.10 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 7	3, 5, 6, 8	9, 10

REMEMBER AND UNDERSTAND

1. Who was responsible for looking after the poor in pre-industrial England?
   - A. The village or parish
   - B. The village minister
   - C. The village doctor
   - D. The local manor lord
2. The Poor Rate was a special tax paid by those who owned property to fund poor relief. True or false?
3. **Explain** the difference between indoor relief and outdoor relief.
4. **Identify** the three main changes brought in with the passing of the New Poor Law.
   - A. Indoor relief was abolished.
   - B. Workhouses were to be made as unpleasant as possible so that no-one who was capable of working would want to live there.
   - C. Workhouses were to be made as pleasant as possible so that anyone would want to live there.
   - D. Outdoor relief was abolished.
   - E. Only those living in the workhouses would be entitled to any assistance.
   - F. Anyone who was poor would be entitled to assistance.
5. **Explain** why there was a deliberate policy to make the workhouse an unpleasant place to live.
6. **Describe** how children were treated in the workhouse.

ANALYSE AND APPLY

7. From what you can identify in **SOURCE 2**, **describe** the methods used to make the workhouse as unpleasant as possible.
8. **Identify** two things that **SOURCES 3** and **4** tells us about life in the workhouse.

EVALUATE AND COMMUNICATE

9. **Consider** life for the poor under the Old Poor Law and the New Poor Law.
   - A. **Create** a table to compare conditions under each law.
   - B. Do you think life became easier or harder for paupers after 1834? **Justify** your answer.
10. **Determine** what the treatment of paupers under the New Poor Law tells us about attitudes towards poverty in nineteenth-century Britain. **Evaluate** how this relates to the high value placed on business success and entrepreneurship at this time.

Answers and sample responses for this topic are available online.

LESSON 2.11 How were children exploited and protected?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the working conditions experienced by children in factories and mines during the Industrial Revolution.

Tune in

In modern Australia, we are fortunate that nearly all children have access to free state school education. This stands in stark contrast to the Industrial Revolution, when many children were forced to work in highly unsafe conditions instead of receiving an education.

SOURCE 1 gives you some idea of what conditions might have been like.

SOURCE 1 A young trapper opening the door for a truck of coal pushed by children

1. **What obvious dangers can you see in the image?**
2. **What might be some unseen dangers?**
3. **What would it take for you to work in a place like this?**

2.11.1 Children in the Industrial Revolution

Before the Industrial Revolution it was normal practice for children to work to help support their family. In agricultural or domestic work situations this had often been under the supervision of parents, who could have some influence over the type of work carried out by their children. This changed in the early years of the Industrial Revolution. Children who worked in factories and mines were subjected to harsh and often brutal conditions.

Owners of textile mills could employ children for lower wages than adults. Indeed, children often outnumbered adults in factory work. It has been estimated that in 1788 more than two-thirds of employees in cotton mills in England and Scotland were children. While older children and teenagers could often take charge of running a spinning or weaving machine, it was the work carried out by younger children that was the most dangerous.

Piecers and scavengers

Children employed as 'piecers' were required to lean over the spinning machine and repair broken threads. They had to do this while the machine was running, and often had more than one machine to watch. It is estimated that a piecer looking after a number of machines could walk as much as 30 kilometres a day. Other children were employed as 'scavengers'. They had to crawl under machines collecting loose cotton and other waste. This task, also performed while machines were running, was particularly dangerous.

SOURCE 2 From *A Narrative of William Dodd, A Factory Cripple*, 1841

At the age of six I became a piecer … each piecing requires three or four rubs, over a space of three or four inches; and the continual friction of the hand in rubbing the piecing upon the coarse wrapper wears off the skin, and causes the finger to bleed. The position in which the piecer stands to his work is with the right foot forward, and his right side facing the frame. In this position he continues during the day, with his hands, feet, and eyes constantly in motion … the chief weight of his body rests upon his right knee, which is almost always the first joint to give way … my evenings were spent in preparing for the following day — in rubbing my knees, ankles, elbows, and wrists with oil, etc. I went to bed, to cry myself to sleep.

SkillBuilder discussion

Using historical sources

1. Based on **SOURCE 2**, what were some of the physical effects of working as a piecer in a factory during the Industrial Revolution?
2. Read **SOURCE 3**. How does the little girl's job as a scavenger show the dangers of child labour?
3. Discuss what these sources reveal about child working conditions in the Industrial Revolution.

SOURCE 3 From F. Trollope, *Michael Armstrong, the Factory Boy*, 1840

A little girl about seven years old, whose job as scavenger was to collect incessantly from the factory floor, the flying fragments of cotton that might impede the work … while the hissing machinery passed over her, and when this is skilfully done, and the head, body, and the outstretched limbs carefully glued to the floor, the steady moving, but threatening mass, may pass and repass over the dizzy head and trembling body without touching it. But accidents frequently occur; and many are the flaxen locks, rudely torn from infant heads, in the process.

2.11.2 Children in the mines

Children in coalmines were employed as 'hurriers' and 'trappers'. Hurriers were required to carry baskets or tow trucks of coal to the surface. Girls as young as six or seven could be employed in this way, and would continue this work into their teens. The belt or chain around a girl's waist could damage the pelvic bones, and many women who worked in the mines as children later died in childbirth.

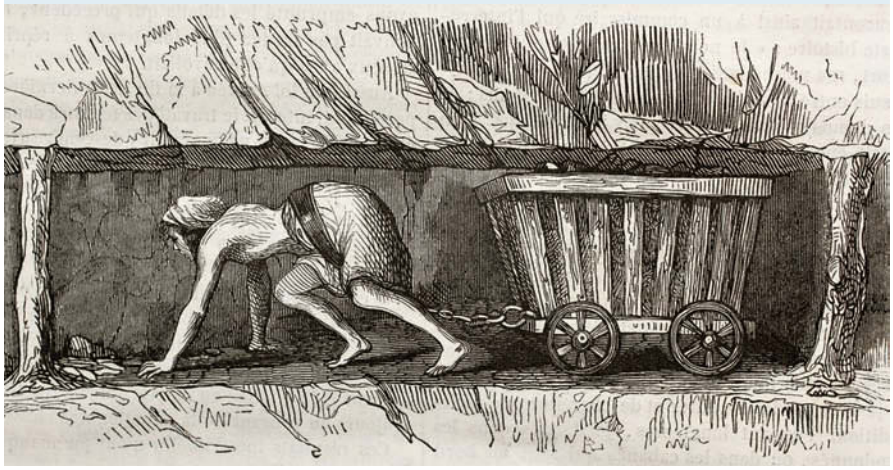
Children as young as four or five were employed as trappers. Their job was to open and close the ventilation doors in the underground tunnels to allow the hurriers pulling their carts to pass through; they often sat in the dark for up to 14 hours a day.

SkillBuilder discussion

Continuity and change

Child labour is still a reality in many parts of the world today. In small groups, discuss what might be done to solve this issue. From your discussion, come up with three possible solutions.

SOURCE 4 This sketch of a young person pulling a truck full of coal was created c. 1842.

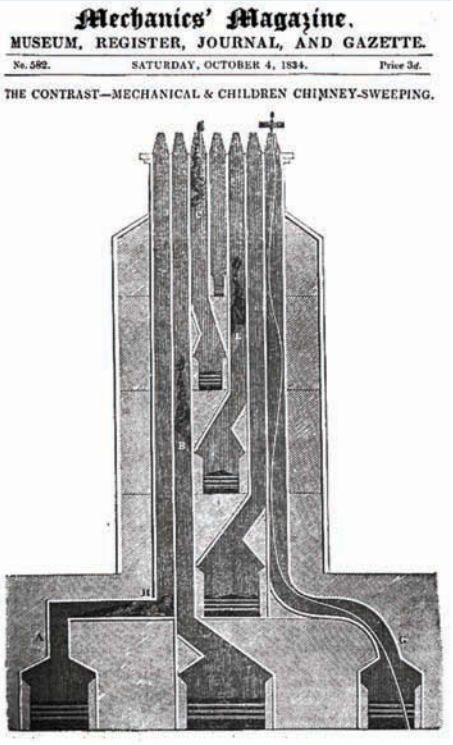


2.11.3 The 'climbing boys'

Another occupation that employed large numbers of children, some as young as six, was that of chimney sweep. A sweep would employ a number of young boys, known as 'climbing boys', to climb up into chimneys and clean them with a hand brush or metal scraper. It was a dangerous and dirty job. Many choked to death from breathing in the dust and soot, while others were injured by falling or by becoming stuck in narrow chimneys.

SOURCE 5 A young chimney sweep stands before the fire grate. 1864 illustration for *London Labour and the London Poor*, book by Henry Mayhew.

SOURCE 6 An 1834 publication showcasing the advantages of mechanical chimney-sweeping. The letters indicate the areas and ways in which a 'climbing boy' could be stuck.


Mechanics' Magazine.
MUSEUM, REGISTER, JOURNAL, AND GAZETTE.
No. 582. SATURDAY, OCTOBER 4, 1834. Price 3d.
THE CONTRAST—MECHANICAL & CHILDREN CHIMNEY-SWEEPING.

2.11.4 Was anything done to protect children?

It may seem that the exploitation of children during the Industrial Revolution went on with no intervention, but that is not entirely true. To address the issue of 'climbing boys' the British Parliament passed laws in 1788, 1834, 1840 and 1864 that aimed to control the employment of chimney sweeps, but most of these laws were ignored and difficult to enforce.

The Factory Acts were a series of laws passed in Britain during the nineteenth century to improve working conditions, particularly for children and women. These acts gradually reduced working hours, set minimum age limits, and introduced safety regulations in factories.

Key Factory Acts include:

- *Factory Act 1833:* Banned children under the age of nine from working in textile factories, limited work hours for older children, and introduced factory inspectors.
- *Factory Act 1844:* Set maximum working hours for women and children, improved safety measures.
- *Factory Act 1847 (Ten Hours Act):* Limited working hours for women and children to 10 hours a day.
- *Factory Act 1878:* Applied regulations to all factories and raised the minimum working age to ten.

Despite these laws, enforcement was weak at first, and child labour remained common until stricter regulations and inspections were introduced later in the century.

2.11 SkillBuilder activity HISTORICAL PERSPECTIVES AND INTERPRETATIONS

Despite child labour being a reality in many areas of the world today, we tend to see it as something quite detached from our society. But, during the Industrial Revolution, families often relied on every member working in order to survive.

Working with a partner, complete the following tasks.

1. **Outline** what the attitudes of each of the following individuals might have been towards child labour in the 1830s:
   a. a factory or mine owner
   b. working-class parents of young children
   c. working-class children
   d. members of Parliament in favour of reform to factory and mine working conditions.
2. **Predict** what their attitude would have been to the introduction of laws that restricted child labour. Would it have been relief, frustration or uncertainty?
3. Why do you think early Factory Acts only reduced rather than abolished child labour? **Explain** your view.

2.11 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 5, 10	1, 4, 6, 7	8, 9

REMEMBER AND UNDERSTAND

1. Why was the employment of children so attractive to the owners of textile factories?
   A. Children were more obedient, so they worked better.
   B. It helped lower costs: all the family members worked together and were therefore more content, which increased their productivity.
   C. It raised costs through cheap labour.
   D. It lowered costs through cheap labour.

2. **Identify** the roles of children in textile factories and coalmines.
   a. _____ were children who had to repair broken threads on the machines.
   b. _____ were children who crawled under the machines gathering up loose cotton and other waste.
   c. _____ carried heavy baskets or towed trucks of coal to the surface.
   d. _____ opened and shut ventilation doors as the carts were pulled through the underground tunnels.
3. What were the risks faced by young girls employed as hurriers in coalmines?
   A. They got lung disease from the gases.
   B. Damage to their backs. Later in life they often suffered from arthritis.
   C. Damage to their pelvic bones. Later in life many of them died in childbirth as a result of this injury.
   D. Their limbs were crushed.
4. What hazards faced by climbing boys are evident in **SOURCE 6**?

ANALYSE AND APPLY

5. From **SOURCE 2**, **identify** the main types of injuries that could be suffered by piecers in a textile factory.
6. Using **SOURCE 3**, **explain** why the job of scavenger in a textile factory was so dangerous.
7. The artists who drew **SOURCES 1** and **4** were attempting to present the negative side of child labour in coal mines. **Explain** how each artist has achieved this in their drawings.
8. **Analyse** what impression the artist was trying to create in **SOURCE 5. Explain** how this has been achieved.
9. The drawings in **SOURCES 1** and **4** were originally published in the report of the Parliamentary Mines Commission in 1842. **Consider** why the Commission would have included drawings of this type in its official report.

EVALUATE AND COMMUNICATE

10. In rural communities children had helped with many different tasks, so the employment of children was not new. **Discuss** why child labour became more of a problem during the Industrial Revolution.

Answers and sample responses for this topic are available online.

LESSON 2.12 How did people respond to the conditions created by the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** why protests about working conditions occurred and how they evolved into organised movements.

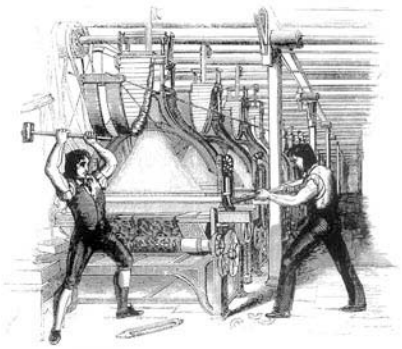
Tune in

Around the world today, a key feature of democracy is the right to belong to a union. Unions engage in collective actions for workers, including negotiating pay and conditions. This has not always been the case and, in fact, some convicts were transported to Australia because they tried to form unions. There were also incidents of violence similar to the violence that occurred during the Swing Riots.

SOURCE 1 shows one such example of violence against machinery that had taken over the work people had previously done.

1. **Discuss the reasons for the men in the image taking part in this type of protest.**
2. **How effective do you think it would be?**

SOURCE 1 This nineteenth-century artwork depicts Luddites smashing power looms in a cotton mill.



2.12.1 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to a number of protest movements by ordinary working people in the early nineteenth century. These are summarised in **TABLE 1**.

TABLE 1 Examples of work reform protests and movements that took place during the Industrial Revolution

Event	Year/s	Description	Outcome
Luddites	1811–17	Skilled artisans destroyed industrial machines.	14 executed, many transported to colonies
Peterloo Massacre	1819	50 000 protesters gathered peacefully at St Peter's Fields near Manchester to demand economic and political reform. They were attacked by mounted troops.	15 were killed and more than 600 seriously wounded
Matchgirls' Strike	1888	Poor wages and exposure to toxic white phosphorus led to severe health issues like 'phossy jaw'. 1400 women and girls walked out in protest, gaining support from journalists and activists.	Bryant & May match factory improved wages and conditions, raising awareness about industrial health hazards.
London Dock Strike	1889	Dockworkers protested low wages, poor conditions, and job insecurity. Over 10,000 workers went on strike, supported by trade unions and the public.	Workers secured a pay increase and better conditions, strengthening trade union power.

SkillBuilder discussion

Using historical sources

1. Describe what is being shown in the cartoon in **SOURCE 2**.
2. What do you think the officer means when he calls 'Remember, the more you kill, the less Poor Rates you'll have to pay, so go to it, lads, show your courage and your loyalty!'?

SOURCE 2 An 1819 cartoon depicting the Peterloo Massacre. The officer is calling to his men: 'Remember, the more you kill, the less Poor Rates you'll have to pay, so go to it, lads, show your courage and your loyalty!'

2.12.2 Trade unions

Trade unions began as groups of workers in similar trades but gained influence with the rise of factories. Factory employers resisted unions advocating for better wages and conditions, leading Parliament to pass laws limiting union activities.

The Combination Acts

In 1799 and 1800 Parliament passed the Combination Acts, which effectively banned workers from combining to form unions. The Combination Acts were **repealed** in 1824, but a series of **strikes** led to the passing of the Combination Act of 1825. This allowed unions to bargain with employers over wages and hours of work, but banned them from using strike action.

The Chartists

Voting rights in Britain were historically limited to men with substantial property, excluding most men and all women. After the **Napoleonic Wars**, movements emerged advocating for more democratic voting. The Reform Act of 1832 reduced property value requirements for voters and allowed certain tenant farmers to vote, but many felt this was insufficient. The Poor Law Amendment Act of 1834 further fuelled discontent as it seemed punitive to those without voting rights. In 1836, the London Working Men's Association was formed by tradesmen like William Lovett and Henry Hetherington who championed working-class rights and universal male **suffrage**.

In 1838 the association published its People's Charter, which set out six aims. These were:

1. the vote for all men over the age of 21
2. secret ballot at elections
3. no property qualification for members of parliament
4. payment of members of parliament, so that standing for parliament was not restricted to the rich
5. equal-sized electorates, so that each vote had equal value
6. annual elections for parliament.

Supporters of the People's Charter became known as Chartists. A number of large public meetings were then held in various parts of England, Wales and Scotland. These meetings were attended by many thousands of working-class people.

In 1839, the Chartists submitted a petition signed by 1.3 million workers, but Parliament refused to consider it. Protest marches occurred nationwide, facing armed troops at times. Several Chartist leaders were arrested, including Lovett, who was imprisoned for a year. In 1842, many workers went on strike for better wages and the People's Charter principles, leading to numerous arrests and over 50 Chartists being sent to Australian colonies. Eventually, all but one of the charter's aims — annual elections — were adopted in Britain, influencing democratic governments worldwide.

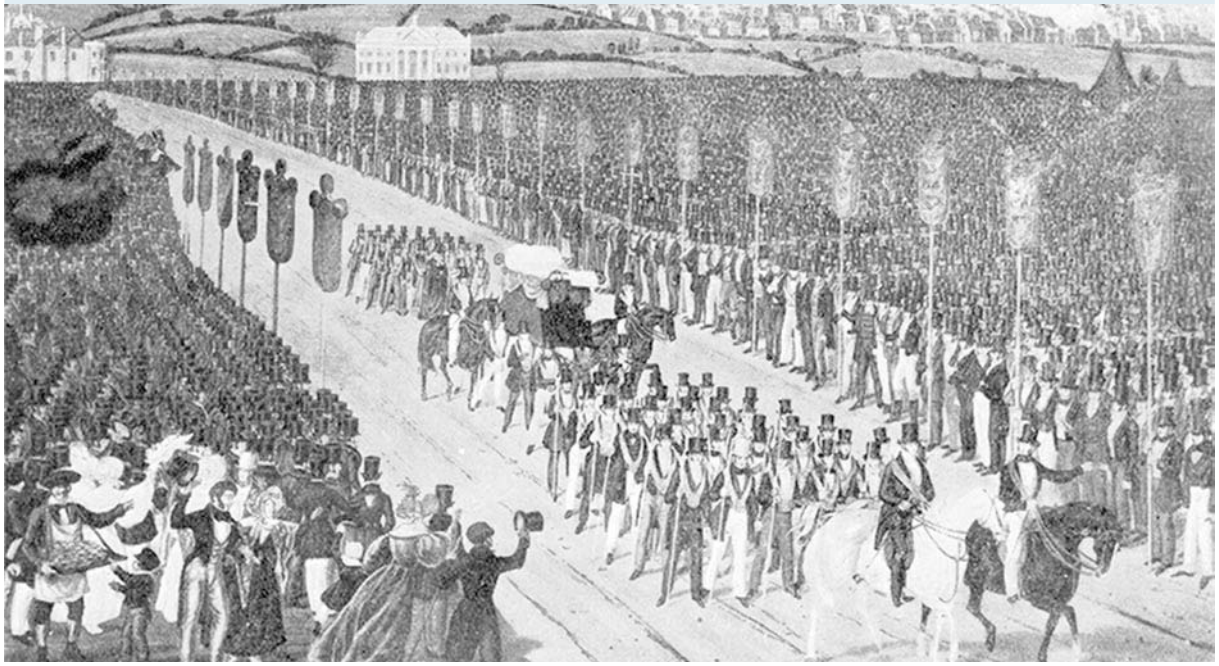
Did you know?

The spirit of British Chartism crossed the world to spark rebellion in the Australian goldfields. The famous Eureka Rebellion in Ballarat, 1854 was led by former British Chartists who brought their fight for democratic rights from Britain to the gold mines. The miners' demands echoed the same calls for justice that had rung out across Britain, proving that the fight for fairness knew no borders!

The Tolpuddle Martyrs

In 1834, six farm labourers in the village of Tolpuddle in Dorset were arrested for swearing an oath of loyalty to their union, the Friendly Society of Agricultural Labourers. It was no longer illegal to belong to a union, so they were prosecuted under an obscure law relating to the swearing of oaths. They were sentenced to seven years' transportation to Van Diemen's Land. Outraged public opinion and the presentation of a huge petition to Parliament led to their being pardoned in 1836. They became an important symbol of the right of free association for workers.

SOURCE 3 More than 50 000 trade union members gathered on 21 April 1834 in Copenhagen Fields (outside London) to present a petition to the Prime Minister in support of the Tolpuddle Martyrs.



The New Model Trade Unions

In the 1850s groups of skilled tradesmen set up their own unions, beginning with the Amalgamated Society of Engineers in 1851. These unions provided members with a wide range of services, such as sickness benefits. They attracted strong support and soon became a model for other worker groups. Consisting largely of skilled tradesmen, these unions tended to be quite conservative and concentrated on negotiation with employers, rather than strike action. This helped make unions more 'respectable' in the eyes of many.

Improved legal status

In response to the growth of unions, in 1867 Parliament set up a royal commission to investigate trade unions. The commission found that most 'new model' unions served a useful social purpose and should have legal status. The Trade Union Act of 1871 gave unions many of the same legal rights as businesses, including the right to own property. In 1875, unions in Britain gained the legal right to bargain on behalf of their members, including the right to strike.

The Women's Protective and Provident League

In 1874 Emma Paterson, after her involvement in men's union work, formed the first women's union, the Women's Protective and Provident League. It focused on traditionally female trades including book binding and tailoring and worked to improve pay and conditions for women working in factories. She worked towards improving conditions right up until her death in 1886, aged 38.

One of the most notable strike actions occurred in 1888 at the Bryant and May match factory. Poor working conditions including the health hazards of exposure to white phosphorus during the match making process had been an issue for some time, but the dismissal of three workers for supposedly speaking to a social reformer resulted in 200 workers leaving in protest. After two weeks the strike ended when the sacked workers were reinstated and other demands of the striking workers were met. Subsequently the Union of Women Match Workers was established.

2.12 SkillBuilder activity COMMUNICATING

The term 'Luddite' is still used today, but has it evolved from its original meaning?

Investigate what the term means in its modern usage. Is it meant as a compliment or an insult? Under what circumstances might it be used?

Discuss in pairs or small groups whether you think the term is appropriate in a modern setting. Consider the extent to which it has changed, or whether it has remained the same.

2.12 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 6	2, 5, 7, 8	4, 9, 10

REMEMBER AND UNDERSTAND

1. The Peterloo Massacre had no effect on attitudes to social problems that had arisen from the Industrial Revolution. True or false?
2. **Describe** why factory owners were opposed to the formation of unions.
3. What was the purpose of the Combination Acts?
   - A. To allow the combination of worker and employer unions
   - B. To prevent workers from using combine harvesters
   - C. To prevent workers from combining to form unions
   - D. To allow for workhouses to be combined with factories
4. **Explain** the issues that led to the formation of the London Working Men's Association.
5. a. **Outline** the demands included in the People's Charter of 1838.
   b. From which group did the main support for the charter come?
   - A. Middle class
   - B. Aristocracy
   - C. The clergy
   - D. Working class
6. **Summarise** the response of the British government at the time to the demands of the Chartists.
7. **Explain** how trade unions had become an accepted part of society by 1875.

ANALYSE AND APPLY

8. **Identify** three features of **SOURCE 2** that suggest to us that the artist was opposed to the actions taken by the troops in the Peterloo Massacre.
9. Consider **SOURCE 3**.
   a. **Analyse** what it tells us about the nature of the protest against the Tolpuddle Martyrs' punishment.
   b. **Consider** why an artist would regard the Tolpuddle Martyrs' protest as an important event to document.

EVALUATE AND COMMUNICATE

10. To what extent do you believe that the development of the People's Charter in 1838 was a major turning point in both British and Australian history? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 2.13 How did the Industrial Revolution help create the slave trade?

LEARNING INTENTION

By the end of this lesson you should be able to give an overview of the slave trade in the eighteenth and nineteenth centuries, and draw conclusions about the impact of the cotton industry on slavery.

Tune in

In 1787 Thomas Clarkson formed the Society for the **Abolition** of the Slave Trade, 15 years after the Mansfield Judgement declared slavery illegal in England. However, it would be 75 years before slavery was finally ended in the United States.

1. **What do you think is the meaning of the phrase 'Am I not a man and a brother?' in SOURCE 1?**
2. **What do you think of when you hear the word 'slavery'?**
3. **Abolition with regard to slavery, meant the ending of legal slavery. Do you think slavery has been abolished completely around the world in the modern world?**

SOURCE 1 The emblem of the Society for the Abolition of the Slave Trade

2.13.1 The origins of the slave trade

Slavery has existed for thousands of years across various civilisations. With the arrival of Europeans in the Americas in the late fifteenth century, the slave trade became **intercontinental**. Over 400 years, millions of Africans were transported to support the economies of America and Europe. While slavery built wealth for many, the slaves themselves gained nothing.

Christopher Columbus saw potential wealth in the New World upon reaching Hispaniola in 1492. Spanish settlers needed many workers, leading to the enslavement or death of many Native Americans. Slaves worked in goldmines under harsh conditions, facing long hours and disease, which led to high mortality rates. African slaves, who had some resistance to European diseases, replaced them.

The English established plantations in the Caribbean and America, growing sugar, cotton and tobacco. They imported African slaves as the native populations dwindled due to disease and overwork, making African slaves crucial to the American economy.

SOURCE 2 shows the importance placed on slavery by one English plantation owner. Some European labourers and convicts were put to work, but in general, European servants were hard to find. Most had come to America to work for themselves, not for someone else. Soon African slaves became household servants as well as manual labourers.

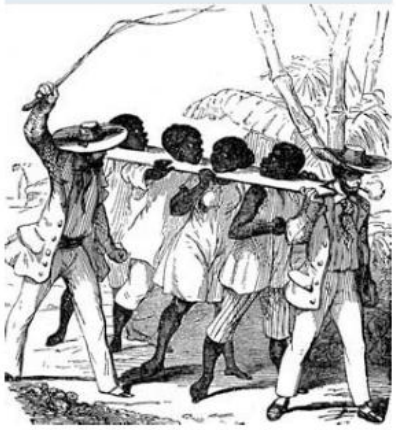
SOURCE 2 Emanuel Downing, a plantation owner from Massachusetts, 1645

I do not see how we can thrive until we get a stock of slaves sufficient to do all our business.

2.13.2 Kidnapped and traded

Early European slave traders raided the African coast and kidnapped any able-bodied Africans they could capture. Sometimes they tempted their victims close to the ships with displays of brightly coloured cloth or decorated beads. Later they developed trading arrangements with African tribal chiefs who raided weaker tribes in the interior and brought the slaves they captured to the coastal depots set up by European slavers. Here slaves would be held until there were enough to fill a slave ship. Once sold, slaves were branded with a red-hot iron to indicate who had bought them. Europeans established coastal forts to protect the valuable trade.

SOURCE 3 Gathering of slaves in Africa, before transportation, created in 1845



2.13.3 The Middle Passage

The Atlantic slave trade, or Triangular Trade, involved ships leaving Europe with goods to sell in West Africa. In exchange for these goods, they loaded their ships with slaves for the Middle Passage across the Atlantic to the Americas, where conditions were horrific and approximately 1.8 million died. The final leg saw ships filled with raw materials like sugar, cotton and tobacco, which were sold in Europe for profit.

SkillBuilder discussion

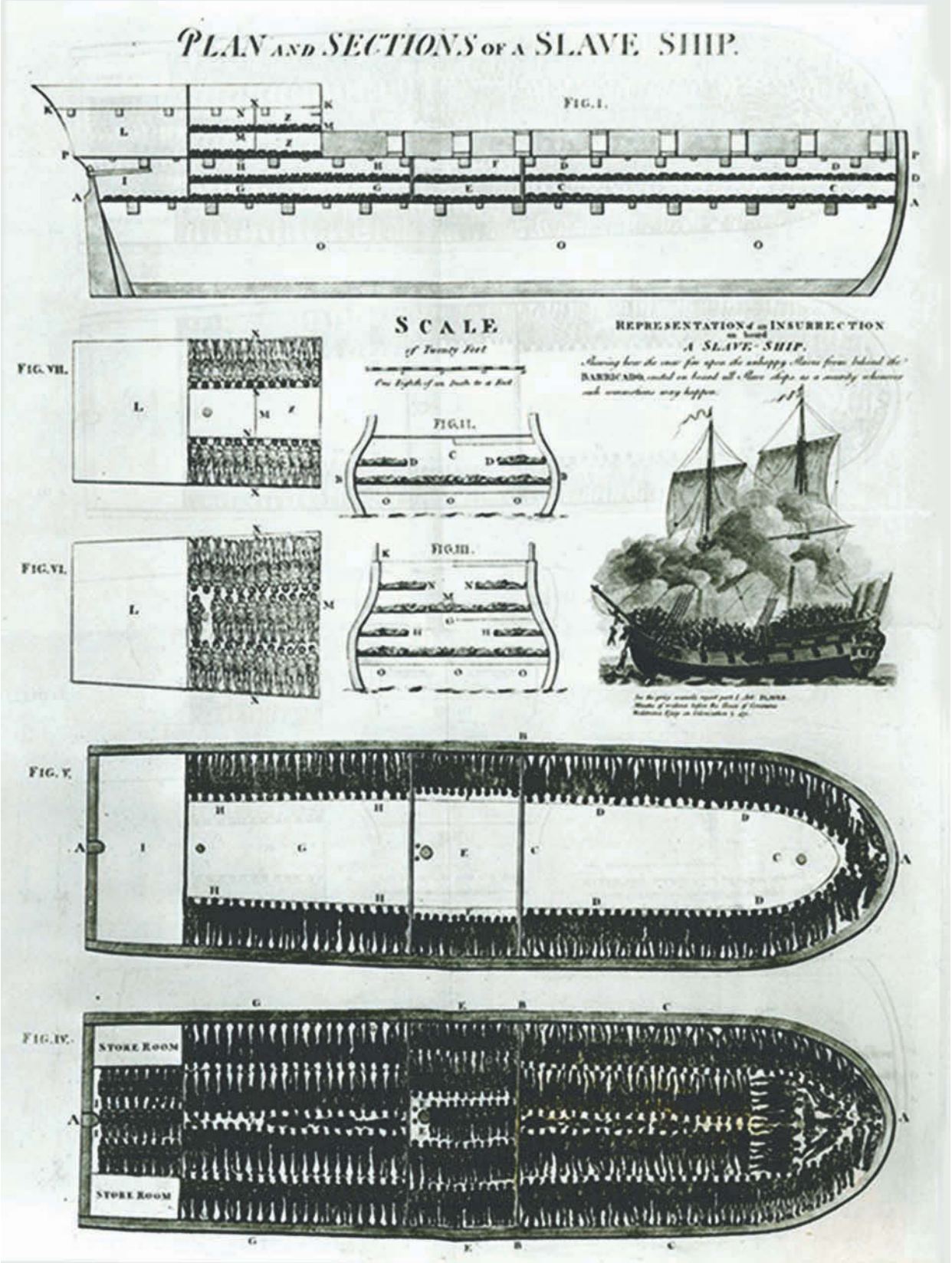
Historical questions

1. Study **SOURCE 4**. Explain why the Atlantic slave trade was called the Triangular Trade?
2. Discuss the main factors influencing the Triangular Trade?

SOURCE 4 This map shows the route the slave ships took in the Triangular Trade.

Source: Map drawn by Spatial Vision.

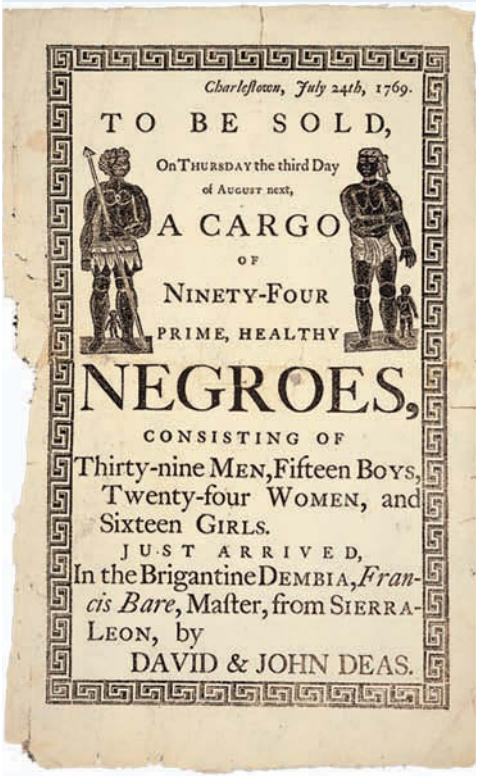
SOURCE 5 This plan of a slave ship from 1789 shows how tightly packed the slaves were.



2.13.4 Sold

As slave ships arrived at ports in the Caribbean and along the coast of North America, plantation owners would gather to make their purchases. Posters like the one shown in **SOURCE 6** advertised upcoming ship arrivals, detailing the number of slaves available and their state of health. There were generally two ways in which a slave sale would take place. The first, referred to as a 'scramble', must have been particularly terrifying for the slaves. Upon arrival in port the slaves were herded together either on the deck of the ship or in a nearby auction yard. Buyers paid a fixed amount before the sale and at a given signal rushed at the slaves, grabbing as many as they could. In the process families would often be separated, husbands from wives, parents from children.

SOURCE 6 A poster advertising an upcoming slave sale


Charlestown, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day of AUGUST next,

A CARGO OF NINETY-FOUR PRIME, HEALTHY

NEGROES,

CONSISTING OF

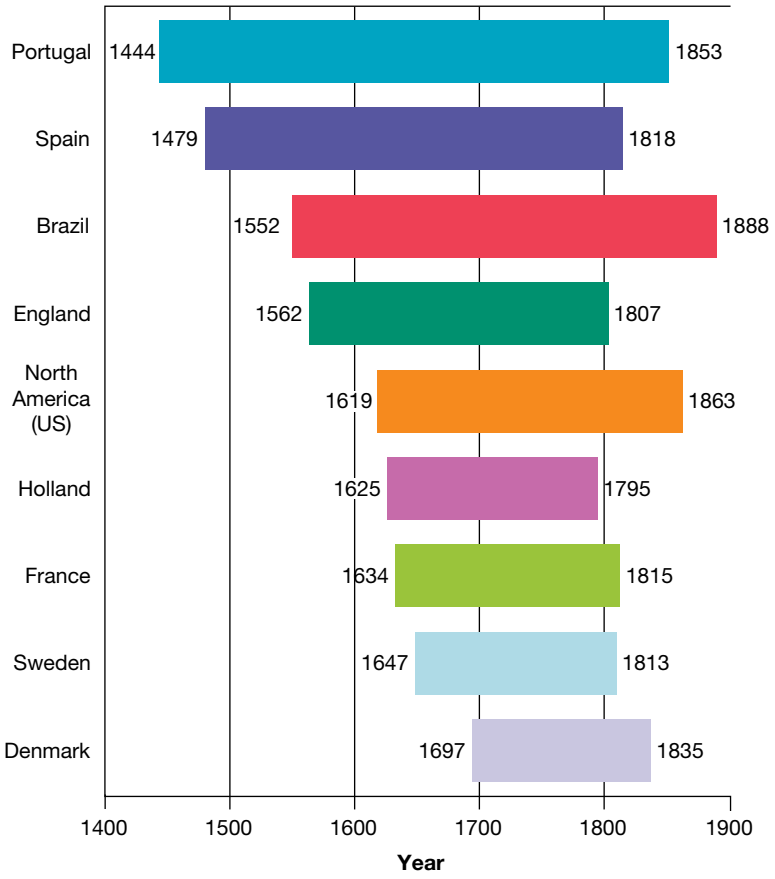
Thirty-nine MEN, Fifteen BOYS, Twenty-four WOMEN, and Sixteen GIRLS.

JUST ARRIVED,

In the Brigantine DEMBIA, *Francis Bare*, Master, from SIERRA-LEON, by

DAVID & JOHN DEAS.

SOURCE 7 A chart showing the approximate time that different countries became engaged in the slave trade



SkillBuilder discussion

Using historical sources

1. What does the language and imagery in **SOURCE 6** reveal about attitudes toward slavery at the time?
2. How might different people in society — such as an enslaved person, an abolitionist, or a slave owner — have reacted to this poster?

The other type of sale took place at an auction at which individual slaves were sold to the highest bidder (see **SOURCE 8**). Slaves were made to stand on a raised platform so they could be inspected by prospective owners. Their teeth would be examined to check their health. Signs of beatings could lower the price because they suggested a poor worker or potential escapee. In reality, scars were more likely to be a sign of violent abuse than of insolence. Sometimes unscrupulous doctors would buy weak or sick slaves in the hope of strengthening them and selling them on for a profit.

During the entire ordeal the slaves themselves knew nothing of what was going to happen to them. Once sold, they were often given a new name and branded a second time by their new owner before being sent to work.

SOURCE 8 **(a)** This painting by German artist Friedrich Schulz illustrates a slave auction in the southern states of the United States. **(b)** 'Price, Birch & Co., dealers in slaves' — A slave auction house, Virginia c. 1860.

(a)

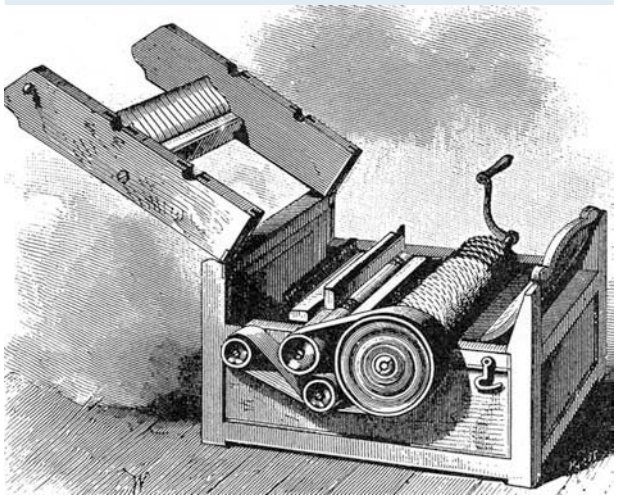
(b)

2.13.5 'King Cotton'

The Industrial Revolution improved many lives by making mass-produced goods cheaper and more accessible. However, it also brought hard labour for others. In Britain, mechanisation boosted the textile industry, increasing the demand for raw materials, especially cotton. Initially sourced from India, Britain turned to the southern United States when demand outpaced supply. The South's climate and soil were ideal for cotton, but fieldwork was gruelling. Eli Whitney's 1793 invention of the cotton gin revolutionised production, allowing slaves to seed over 20 kilograms of cotton daily, compared to half a kilogram before.

Whitney's invention significantly impacted the American cotton fields. It made cotton processing easier, but it also led to an increased demand for labour as production soared. Cotton soon became a crucial part of the southern United States' economy, surpassing tobacco and sugar. The southern states produced 75 per cent of the world's cotton.

SOURCE 9 Eli Whitney's cotton gin



The term 'King Cotton' was coined by southern politicians to emphasise its economic importance. Between 1820 and 1860, cotton production increased seventeen-fold, and the number of enslaved individuals increased by 250 per cent, despite high **infant mortality rates** among them. Only about a quarter of southern farmers owned slaves, yet slavery was integral to the South's economy, making opposition to it rare. Slavery was formally abolished in the United States when Abraham Lincoln signed the Emancipation Proclamation in July 1863. However, various forms of forced labour persisted for many decades afterward.

2.13.6 Life on the plantation

Of every 100 slaves taken captive in Africa, about 25 died before being put to work. Another third of those who survived long enough to reach a plantation died within two years. The survivors experienced the process called 'seasoning' during which they learned their roles and grew to fear the slave drivers. Punishment for wrongdoing was harsh. For any sign of resistance to cruel treatment or for working too slowly, slaves were lashed or made to walk a **treadwheel**. The other slaves were often forced to witness the punishments, which were supposed to be a deterrent. **SOURCE 10** recalls one instance of a slave being punished.

SOURCE 10 Description of a flogging from C. Bull, *Slavery in the United States*, 1836

I had often seen black men whipped, and had always, when the lash was applied with great severity, heard the sufferer cry out and beg for mercy — but in this case, the pain inflicted was so intense, that Billy never uttered so much as a groan. The blood flowed from the commencement, and in a few minutes lay in small puddles at the root of the tree. I saw flakes of flesh as long as my finger. When the whole five hundred lashes had been counted the half dead body was unbound and laid in the shade of the tree upon which I sat.

Slaves' living quarters were very simple. Sometimes the plantation owner would provide basic quarters, but often the slaves would have to build their own. There was little furniture and beds were simply straw or rags on the ground. Slaves who worked as house servants usually had better quarters and food than those who worked in the fields.

SOURCE 11 A modern artist's reconstruction of a typical cotton plantation

- **A** Slaves often had to build their own small quarters.
- **B** Baled cotton was transported on carts.
- **C** Cotton was also transported on barges.
- **D** Labour on a cotton plantation was back-breaking.
- **E** Slave drivers oversaw work on the plantation.

2.13 SkillBuilder activity HISTORICAL QUESTIONS

1. Form into small groups and assign one of the following people to each group member: Frederick Douglas, Harriet Beecher Stowe, John Newton, Nat Turner, John Brown, Harriet Tubman.
2. Once assigned, **conduct research** into their role in the ending of slavery. In particular, see if you can **determine** whether the individual was recognised as important at the time, or if they were only considered so later. This table could be useful for your group to visualise your findings:

Individual	Recognised importance at the time Give a rating out of 5, from 1 = not recognised, to 5 = considered highly important Explain your score	Recognised importance over time since their lifetime

3. **Discuss** the findings of your research, and **evaluate** whose contributions were considered most significant at the time, and the extent to which that may have changed over time.

2.13 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	5, 6, 7	4, 8, 10

REMEMBER AND UNDERSTAND

1. The two types of slave sale that took place were an auction and a scramble. True or false?
2. **Select** three reasons that **explain** why it is difficult to gain accurate figures of the numbers of slaves bought and sold in the slave trade.
   - A. Many slaves died during the journey and were buried at sea.
   - B. The slave traders wanted to keep it a secret.
   - C. The record keeping was inaccurate.
   - D. Slave traders could not count.
3. **Identify** the attitude towards slavery of the plantation owner in **SOURCE 2**.
   - A. Slaves are no use to him at all.
   - B. Slaves deserve their fate
   - C. Slavery is evil
   - D. Slaves are a commodity to help him run his business
4. Specify and **explain** the causes of the Triangular Trade, indicating clearly why people from Africa were transported across the Atlantic Ocean.

ANALYSE AND APPLY

5. **Explain** why slavery became a vital part of the American economy.
6. **Describe** how slave traders took advantage of rivalry between different African tribes.
7. **Outline** why slaves were branded after they were bought.
8. **Identify** why the African slave trade was referred to as the Triangular Trade.

EVALUATE AND COMMUNICATE

9. **Determine** what **SOURCE 5** suggests about the way slaves were regarded by the slave traders.
10. **Examine SOURCES 4, 5, 7** and **8** to **write** a summary paragraph of the experience of a slave from living in freedom to being sold at a slave market. Refer to specific aspects of the sources as you go.

Answers and sample responses for this topic are available online.

LESSON 2.14 What new ideas for society were formed during the Industrial Revolution?

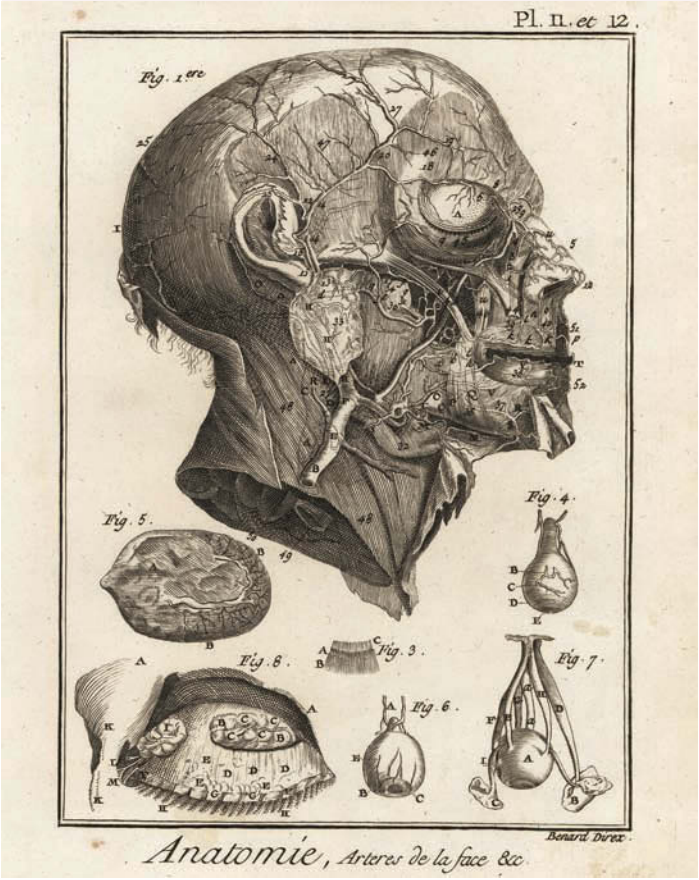
LEARNING INTENTION

By the end of this lesson you should be able to **describe** the key ideas in science, economics, politics and national identity that emerged during the Industrial Revolution.

Tune in

SOURCE 1 shows an illustration of facial anatomy from the first Encyclopedia, compiled by Denis Diderot in the late 1700s. It was a hugely significant work covering all aspects of life, from anatomy to music, from economic theory to farm practices.

SOURCE 1 An illustration showing studies of anatomy



1. **What new approach can you see in the illustration?**
2. **What does it say about the emerging ideas of the time?**

2.14.1 Economic ideas

The seventeenth and eighteenth centuries were a period of significant intellectual development in Britain and Europe. The Scientific Revolution of the seventeenth century led to advancements in physics, mathematics, chemistry and biology. Scientists began to draw conclusions from experimentation and observation, rather than solely relying on religious explanations. In the eighteenth century, the Enlightenment period challenged traditional views of society's structure and the role of religion, promoting the rights of individuals to participate as equals, regardless of social status. This willingness to question existing beliefs and develop new philosophies persisted into the nineteenth century. Many of these new ideas related to the operation of the economy, moving away from the traditional feudal system that was still prevalent in much of Europe.

TABLE 1 The main new ideas in economics that emerged during the Industrial Revolution

Concept	Key ideas	Notable figures	Historical context
Capitalism	Wealth creation through entrepreneurship, minimal regulation, open market competition	Adam Smith	Late eighteenth century, dominated Britain, Europe and the US by late nineteenth century
Socialism	Economic and political equality, collective or state ownership of enterprises	Robert Owen, Karl Marx	Nineteenth century, response to Industrial Revolution, predicted revolutions in Europe
Imperialism	Expansion of European empires, control of foreign resources	Heavy links with capitalist thinkers and leaders such as Theodore Roosevelt and Queen Victoria.	Eighteenth and nineteenth centuries, accelerated industrial growth, European expansion into Africa

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.

SOURCE 3 Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848. What did Marx think would ultimately happen in industrialised European nations?

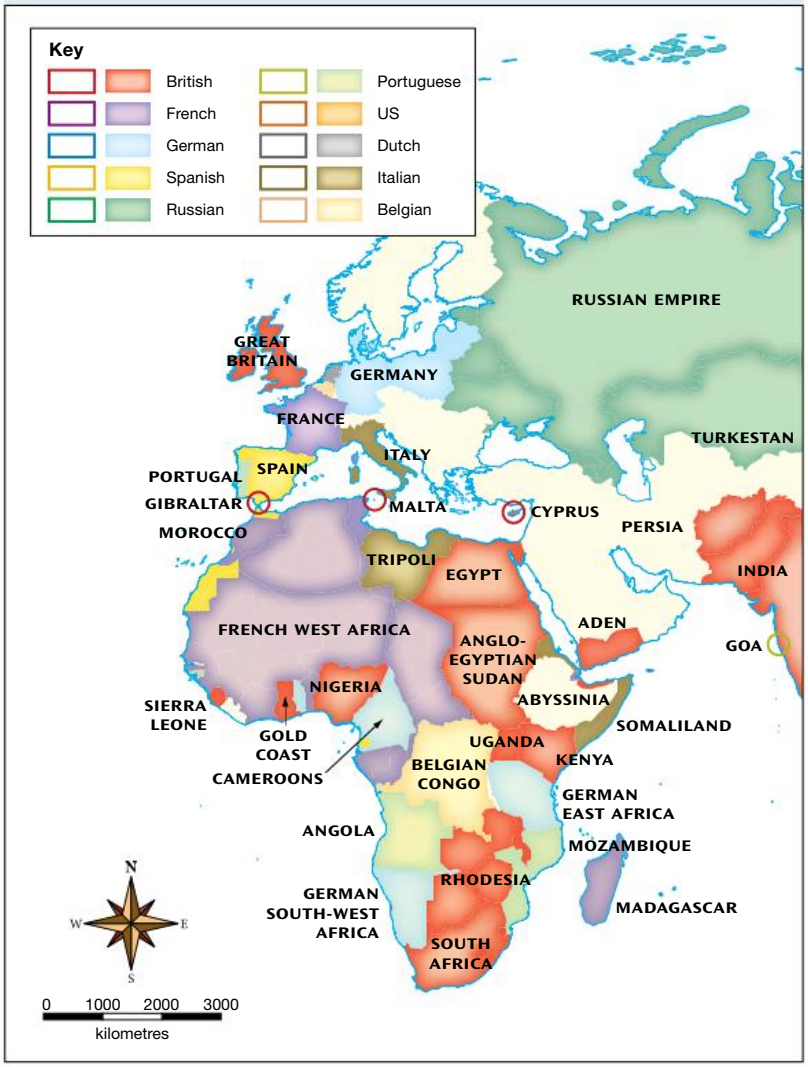
Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other — the bourgeoisie and proletariat … The Communists … openly declare that their ends can only be attained by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletariat have nothing to lose but their chains. They have the world to win. Working men of all countries unite!

SkillBuilder discussion

Continuity and change

1. Refer to **SOURCE 4**. Describe the pattern of control by European nations across Africa in 1914.
2. Mind map the impacts that this would have on Africa.
3. How have things changed? Does the same control exist today?

SOURCE 4 European Imperialism – Imperial territories in Africa, 1914.



Source: Map drawn by Spatial Vision.

2.14.2 Political ideas

Traditional European feudal society had been divided into strict social classes with the royalty and the aristocracy, who owned most of the land, at the 'top'. Then there was the middle class: the tradespeople, artisans and businesspeople. At the 'bottom' were the lower class, the vast numbers of peasants who worked the land for the aristocracy. As Britain industrialised, large numbers of these peasants moved to the towns and became industrial workers. The higher up you were in the social classes, the more power and wealth you held. During the Enlightenment of the eighteenth century, this structure and power imbalance came to be challenged by a number of writers and thinkers who suggested and promoted new ways of organising society.

Egalitarianism

Egalitarianism is the belief that all people are created equal and should all have equal rights. It was an idea proposed by a number of European writers and philosophers during the eighteenth-century Enlightenment and was completely at odds with the traditional division of the population into strict social classes with unequal rights and power. Americans such as Benjamin Franklin had visited Europe and been inspired by many of the ideas of the Enlightenment. Principles of egalitarianism were the foundation of the United States Declaration of Independence in 1776 (see **SOURCE 5**), even though equality was not granted to slaves of African descent at that time.

SOURCE 5 United States Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed …

Egalitarianism was also at the heart of the French Revolution. The delegates to the National Constituent Assembly adopted the Declaration of the Rights of Man and of the Citizen in August 1789 (see **SOURCE 6**). This document enshrined the ideals of egalitarianism for all citizens, including an equal right to elect representatives to make laws. Ideas of egalitarianism strongly influenced reformers like Robert Owen, the Chartists and many socialist writers such as Marx and Engels.

SOURCE 6 National Constituent Assembly of France: Declaration of the Rights of Man and of the Citizen, 1789

Article I — Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.

Article II — The goal of any political association is the conservation of the natural and imprescriptible rights of man. These rights are liberty, property, safety and resistance against oppression.

Article III — The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it.

Article IV — Liberty consists of doing anything which does not harm others: thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.

Article V — The law has the right to forbid only actions harmful to society. Anything which is not forbidden by the law cannot be impeded, and no one can be constrained to do what it does not order.

Article VI — The law is the expression of the general will. All the citizens have the right of contributing personally or through their representatives to its formation. It must be the same for all, either that it protects, or that it punishes. All the citizens, being equal in its eyes, are equally admissible to all public dignities, places and employments, according to their capacity and without distinction other than that of their virtues and of their talents.

Feminism

It did not go unnoticed that the ideas of egalitarianism did not often extend to women of the day. Women's wages were lower than those for men and were described by Emma Paterson as 'disgracefully low', and many women campaigned to help improve pay and conditions. Acknowledged as one of the founding feminist philosophers, Mary Wollstonecraft (1759–1797) observed and railed against women's inequality and brought attention to the issues through her writings.

Later, Bessie Rayner Parkes (1829–1925) continued to observe the unjust situation of women and used her skills as a writer to draw attention to specific causes. As well as women's rights she was also outspoken against slavery and helped gain more than half a million signatures on a petition to end the practice. Her 'Remarks on the Education of Girls' brought attention to the limited career opportunities available to women of her time.

Democracy

Democracy is a system of government where power resides with the people, exercised directly or through elected representatives. This governance model promotes equality, freedom and the rule of law, aiming to safeguard individual rights and encourage citizen engagement in political processes. Originating in ancient Greece, democracy has evolved significantly over time and manifests differently across nations. Key principles include fair elections, freedom of speech, an independent judiciary and transparent government operations. In democratic systems, leaders are accountable to the electorate, ensuring that governmental actions reflect the will of the people and protect their interests.

Liberalism

Liberalism is a political and social philosophy advocating for individual rights, freedom and equality, often supporting democratic governance and civil liberties. Rooted in Enlightenment ideals, liberalism values individual autonomy and endorses policies promoting social justice, free markets and the rule of law. Liberals typically uphold democratic institutions, freedom of speech and privacy rights, viewing government as a means to protect and expand personal freedoms while ensuring equitable treatment for all citizens. This philosophy has significantly influenced modern democracies, emphasising progress, inclusivity and the protection of personal freedoms within a structured legal framework.

Conservatism

Conservatism is a political and social philosophy that prioritises tradition, stability and continuity. It upholds established customs, institutions and moral standards, often advocating for incremental change rather than rapid reform. Conservatives seek to preserve foundational societal principles, such as family values, cultural heritage and respect for authority. Economic policies within conservatism typically favour free markets, limited government intervention and individual responsibility. While the specifics may vary globally, conservatism generally focuses on maintaining social order and sustaining long-standing practices that provide identity and stability in society.

Anarchism

Anarchism is a political philosophy advocating for a society devoid of hierarchical authority and state control, emphasising individual freedom, autonomy and voluntary cooperation. Anarchists argue that centralised power structures, like governments, cause oppression and inequality. Instead, they support a system where individuals and communities self-govern through mutual aid, direct democracy and decentralised organisation. Anarchism encompasses various branches, including social anarchism and individualist anarchism, each proposing different methods to achieve a stateless society. Anarchism's core objective is to establish a society founded on equality, shared responsibility and freedom from coercive authority.

Did you know?

The word 'anarchism' comes from the ancient Greek word 'anarkhos' meaning 'without a ruler', and it was actually first used as an insult! Political opponents would call someone an anarchist to suggest they wanted chaos and disorder, but anarchists eventually embraced the term and redefined it to mean organised society without oppressive government.

Nationalism

Nationalism emerged during the French Revolution. Before then, people were loyal to the king or monarchs, and soldiers fought for them rather than the nation. Article III of the Declaration of the Rights of Man and of the Citizen shifted this loyalty to the nation itself. In 1793, facing war, France introduced the levée en masse, conscripting all citizens for national defence. Nationalist ideas spread unintentionally as other groups discovered their national identity while resisting French rule, especially during Napoleon Bonaparte's reign from 1804 to 1815.

TABLE 2 A summary of the key political ideas at the time of the Industrial Revolution

Philosophy	Description	Key principles
Democracy	System of government where power resides with the people, exercised directly or through elected representatives	Equality, freedom, rule of law, fair elections, freedom of speech, independent judiciary, transparent government operations
Liberalism	Political and social philosophy advocating for individual rights, freedom and equality	Individual autonomy, social justice, free markets, rule of law, democratic institutions, freedom of speech, privacy rights
Conservatism	Political and social philosophy that prioritises tradition, stability and continuity	Tradition, stability, continuity, family values, cultural heritage, respect for authority, free markets, limited government intervention, individual responsibility
Anarchism	Political philosophy advocating for a society devoid of hierarchical authority and state control	Individual freedom, autonomy, voluntary cooperation, mutual aid, direct democracy, decentralised organisation
Nationalism	Doctrine developed during the French Revolution, shifting loyalty from the monarch to the nation	Sovereignty resides in the nation, conscription (levée en masse), national identity, resistance to foreign rule

SOURCE 7 Declaration of the French National Convention, 23 August 1793

From this moment until such time as its enemies shall have been driven from the soil of the Republic, all Frenchmen are in permanent requisition for the services of the armies. The young men shall fight; the married men shall forge arms and transport provisions; the women shall make tents and clothes and shall serve in the hospitals; the children shall turn old lint into linen; the old men shall betake themselves to the public squares in order to arouse the courage of the warriors and preach hatred of kings and the unity of the Republic.

Following the defeat of Napoleon, the old European empires were restored. One of these was the Austro-Hungarian Empire, even though it contained peoples of many nationalities including the Czechs, Slovaks, Poles, Romanians, Croatians, Bosnians and Italians. Nationalism continued to cause unrest in many parts of Europe.

Nationalists in the Ottoman and Austro-Hungarian empires wanted the right to form their own nations. Greece won autonomy from the Ottoman Empire in 1829. Belgium became independent from the Netherlands two years later. In 1848, the ideas of liberalism, socialism and nationalism fuelled popular uprisings in many parts of Europe. Some demands of the revolutionaries were met, but when more demands were sought in response, most of the uprisings were suppressed. However, in the long term the revolutions indicated that many of the key ideas of the period were starting to take hold.

2.14.3 Scientific ideas

The scientific developments of the seventeenth and eighteenth centuries were seen by many as a challenge to the authority of the Christian religion in Europe. Many people still believed in the literal interpretation of the Bible, that God had created the Earth and all life in seven days, and that all human beings were descended from Adam and Eve. The discoveries and publications of Charles Darwin were to challenge these fundamental beliefs.

Did you know?

Ada Lovelace (1815–1852) is often called the first computer programmer. She created the programme for Charles Babbage's prototype digital computer, or 'Analytical Engine' as he called it. Her programming would help the machine calculate Bernoulli numbers and although it was never actually constructed her programme remains as the first ever written for implementation on a computer.

The early programming language 'Ada' was named for her and the second Tuesday in October that recognises contributions of women to science, technology, engineering and maths — subjects you may know collectively as 'STEM' — is known as Ada Lovelace Day.

Darwinism

Charles Darwin, a **naturalist**, sailed around the world on the HMS *Beagle* from 1831 to 1836. He observed variations among animals and plants, leading him to believe species change over time. In his journals, he suggested that life evolves to adapt to environmental changes, with the best-adapted organisms surviving and reproducing — an idea known as 'survival of the fittest'.

In 1859, Darwin published *On the Origin of Species*, detailing his theory of evolution through natural selection. He argued that genetic variations in plants and animals make some more successful than others, explaining the diversity of species.

In 1871, Darwin's book *The Descent of Man* proposed that humans descended from ape-like ancestors. His theories, termed 'Darwinism', were highly controversial at the time.

SOURCE 8 Charles Darwin, *On the Origin of Species*, 1859

As many more individuals of each species are born than can possibly survive; and as, consequently, there is a frequently recurring struggle for existence, it follows that any being, if it vary however slightly in any manner profitable to itself, under the complex and sometimes varying conditions of life, will have a better chance of surviving, and thus be *naturally selected*. From the strong principle of inheritance, any selected variety will tend to propagate its new and modified form.

SkillBuilder discussion

Using historical sources

1. What perspective does the cartoonist have in **SOURCE 9** on Darwin's theory of evolution?
2. Depending on your response to Question 1, do you think that this would be most people's perspective?

SOURCE 9 This cartoon was published in *Punch* magazine in 1882.

Religious responses to Darwinism

Darwin's theories of evolution directly contradicted the Christian churches' teachings about the creation of the world and life within it. The reaction of religious groups to Darwin's theories varied considerably. Leaders of more conservative churches dismissed his theories completely and refused to accept anything other than the literal interpretation of the Biblical creation story. Liberal church leaders claimed the mechanism of evolution as the means by which God had created life and saw no inconsistency between Darwin's theory and their own beliefs. While the scientific community accepts the general principles of Darwin's approach, the theory of evolution remains controversial to this day. There are still some Christian groups that only accept the Biblical creation story.

2.14 SkillBuilder activity COMMUNICATING

A toy company is releasing action figures of significant historical figures. Your task is to design a historical action figure for one of the following people: Adam Smith, Karl Marx, Benjamin Franklin, Charles Darwin or Denis Diderot.

1. Action figures usually have specific clothing designed to reflect their personality. What will your historical figure be wearing? **Sketch** the product.
2. Most action figures come with an accessory or two, whether that be a weapon of some sort, or an item that is associated with that person. What two accessories will accompany your figure? Why are they important to them?
3. The packaging for your figure needs a brief outline of why they deserve to be in action figure form. You can write no more than 70 words for the packaging. How significant is your historical figure? Why do they deserve to be an action figure in the new 'historical figures' range?

2.14 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 5	2, 6, 7, 9	3, 8, 10

REMEMBER AND UNDERSTAND

1. Adam Smith believed that society as a whole would benefit from the efforts of entrepreneurs. True or false?
2. **Identify** in what ways the beliefs of socialists were completely opposed to those of capitalists.
3. What were the key principles of egalitarianism?
   - A. All people are not created equal and should not have equal rights.
   - B. All people are not created equal and should have equal rights.
   - C. All people are created equal and should not have equal rights.
   - D. All people are created equal and should have equal rights.
4. **Describe** the experience Charles Darwin had that led him to develop his ideas about the 'survival of the fittest'.
5. Why were some church leaders able to accept Darwin's theories?
   - A. Because the government forced them to do so
   - B. Because they believed that all God's creatures were created equal
   - C. Because they interpreted evolution as the means by which God had created life on Earth
   - D. Because they believed in scientific principles

ANALYSE AND APPLY

6. **Explain** Adam Smith's concept of the 'invisible hand' as referred to in **SOURCE 2**, and give an example of how it might work.
7. **Infer** what is meant by the following sentence in **SOURCE 5**: 'Governments are instituted among Men, deriving their just powers from the consent of the governed …'.
8. Prior to 1789, the law in France consisted largely of decisions made exclusively by the King and his advisors. **Describe** how Article VI in **SOURCE 6** directly opposes this idea of royal lawmaking power.
9. **Explain** what Darwin meant by the term 'naturally selected' in **SOURCE 8**.

EVALUATE AND COMMUNICATE

10. **Evaluate** some of the possible ways in which Adam Smith's ideas might have influenced the attitudes of many factory owners in Britain during the Industrial Revolution.

Answers and sample responses for this topic are available online.

LESSON 2.15 Why did people move during the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** some of the reasons for the movement of people around the world and **describe** the impacts of those movements.

Tune in

It is not unusual for families or groups of people to migrate from one part of the world to another. It must be emotionally and physically exhausting to start a new life in a different place, and the situation in the eighteenth and nineteenth centuries was not so very different.

1. **What sort of emotions do you think the migrants in SOURCE 1 felt as they set foot in Australia?**
2. **What do you think their biggest hopes and fears might be about starting a new life in Australia?**
3. **How do you think you would feel arriving in a foreign country to start a new life?**

SOURCE 1 Migrants disembarking

2.15.1 Push factors, pull factors

The decisions of migrants to travel thousands of kilometres from their homelands to Australia were based on a variety of factors. These factors are generally divided into 'push' and 'pull' factors.

TABLE 1 Summary of population growth in England and Wales, 1761–1881

Type of factor	Description	Examples
Push factors	Reasons for a migrant to leave their home	Economic, social, political or religious reasons; fleeing Irish Famine; unable to find work
Pull factors	Reasons behind the choice of a particular destination	Opportunity to work the land; similar laws and culture in British Isles colony

Generally speaking, both push and pull factors play a role at the same time. Someone who has every reason to leave their home but no opportunity to leave would likely remain where they are. Alternatively, someone who likes the idea of life in Australia but has no reason to leave is unlikely to take the risk. That means that those who do undertake the journey do so with some level of risk in the attempt to gain something for them and their family.

Of course, some of those who move overseas have no say in whether or not they leave or where they go. These are sometimes called 'unwilling' migrants. Two examples you will have the opportunity to investigate are slaves and convicts.

2.15.2 The population explosion

Before the eighteenth century

The period of the agricultural and industrial revolutions saw rapid population growth throughout Great Britain, but particularly in England and Wales. Improved farming methods appear to have been one cause of the population explosion that occurred between 1750 and 1850. The increase in population provided a ready workforce for newly industrialised factory production.

Population figures for most of Great Britain before the nineteenth century are estimates only, as the first official census was not held until 1801. The best information suggests that population levels had moved up and down dramatically between 1300 and 1700. From a high of close to six million people in 1300, the influence of the **Black Death** and years of **famine** had seen the population depleted to around two million by 1500.

During the sixteenth century the population appears to have doubled, but it grew more slowly during the first half of the seventeenth century, reaching only about five million by 1650. Disease epidemics such as the Great Plague of the 1660s caused the population to level out during the second half of the seventeenth century and by 1700 it remained at about five million.

SOURCE 2 The Black Death struck Europe in the late 1340s and kept the populations low in Britain for centuries.

2.15.3 Eighteenth-century population growth

The British population began to increase steadily again during the first half of the eighteenth century, reaching six million by the late 1750s. Eradication of the plague and improvements in medical science saw a fall in the death rate. By mid-century the changes in agriculture had begun to have an impact, increasing the supply of good-quality food capable of feeding a larger population.

SkillBuilder discussion

Causes and consequences

1. Look at **TABLE 2**. List the main factors that contributed to the rapid population growth in Great Britain between 1750 and 1850.
2. What were the consequences of the population growth?

TABLE 2 Population growth in England and Wales, 1761–1881

Year	Population
1761	6 146 000
1781	7 042 000
1801	8 893 000
1821	12 000 000
1841	15 914 000
1861	20 066 000
1881	25 974 000

Source: From Gardiner and V. Wenborn (eds), *The History Today Companion to British History*, London, 1955, p.150.

The population explosion

Britain's population surged after 1760, doubling every 60 years due to agricultural improvements ensuring reliable crops and the availability of fresh meat and dairy products. Vaccinations reduced deaths from diseases like smallpox, and improved food quality decreased dietary deficiencies and infant mortality. The use of child labour in the late eighteenth and early nineteenth centuries led families to have more children to boost income.

SOURCE 3 Edward Jenner pioneered vaccination against smallpox in 1796, as shown in this nineteenth-century artwork.

2.15.4 The Irish Potato Famine

In the mid-1840s, Ireland experienced a significant deviation from the general trend of improved food quality and affordability seen in Britain. During this period, much of Ireland relied heavily on potatoes due to their ease of cultivation and nutritional value. However, for three consecutive seasons, the potato crops were severely affected by a fungal infection. This was particularly impactful because Ireland's population had increased by 300 per cent over six decades. Although part of the British Empire, Ireland had been neglected and poorly managed, and the assistance provided during the crisis was insufficient. As a result, approximately one million people died, and another one million emigrated to countries such as the United States, Canada and Australia. The famine led to a reduction of Ireland's population by about one quarter, a demographic impact that persists today.

2.15.5 The impact of the population explosion

The Industrial Revolution saw small-scale domestic production superseded by factory production. The rapid growth in population provided a market for the products of these new factories, with cheap clothing readily available because of improvements in textile production. The growing demand provided incentives for the owners of factories to increase production and improve their methods. The population explosion also provided a workforce to work in these factories. While wages were not high, if all members of the family were employed, they could earn enough to provide for the basic essentials of food, clothing and shelter.

SOURCE 4 As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textiles factories.

2.15.6 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to several protest movements by ordinary working people in the early nineteenth century. In addition, trade unions were formed, banned, and then permitted again, and demands for representation were made by workers. This content has been covered in lesson 2.12.

2.15 SkillBuilder activity HISTORICAL QUESTIONS, COMMUNICATING

Your task is to design an action figure based on a historical figure. That figure is someone who was significant in Australia's voting history.

Use the **Voting history** weblink in the Resources panel to investigate the history of Australia's voting rights.

1. As you read through the milestones, **identify** their significance to the colonies and in the global history of voting. In what ways was Australia's voting system pioneering?
2. **Select** one of the following topics: Eureka Stockade, Male suffrage, The Secret Ballot or Women's Suffrage. **Research** the key individuals who played a role in your chosen event.
3. **Design** your action figure. What are they wearing? Does it reflect their background or profession? Your action figure is allowed to have up to three accessories. What would you choose to most effectively tell the story of who they were?
4. **Write** a brief blurb of no more than 50 words that will appear on the packaging for your figurine and **sketch** your packaging.
5. Share and promote your action figure as part of a class display.

2.15 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 8	6, 7

REMEMBER AND UNDERSTAND

1. _____ factors are the reasons to leave one's home. _____ factors are the reasons to choose a destination.
2. **Identify** how the Reform Act made the ability to vote more accessible.
   - A. Lowered the value of the property that a voter was required to own
   - B. Increased the value of property that a voter was required to own
   - C. Abolished the requirement of owning property to vote
   - D. Further restricted the ability to vote for farmers
3. The growth in population encouraged factory owners to increase production. True or false?
4. How does the People's Charter continue to impact many countries today?
5. **Explain** how the changes in agricultural production methods contributed to population growth after 1700.

ANALYSE AND APPLY

6. **Examine SOURCE 4**. As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textile factories. What conclusions can you draw about the conditions experienced by women and children working in factories?
7. It could be said that population growth in Britain before 1800 helped *cause* the Industrial Revolution, while population growth after 1800 was an *effect* of the Industrial Revolution. **Decide** if you agree or disagree with this proposition, using what you have learned so far about industrialisation in Britain in this period.
8. **Explain** what is meant by the term 'unwilling migrants'.

Answers and sample responses for this topic are available online.

LESSON 2.16 Inquiry: What was it like to grow up in an industrial town?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the variety of sources that can be used by historians to understand this period in history.

Background

You are researching the life of a 14-year-old living in one of the large industrial towns in Britain during the Industrial Revolution, so that you can provide a record for future generations to understand what life was like for working-class people at this time. You will create an annotated visual summary of your daily life to describe the living and working conditions that children experienced.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry process

Step 1 Questioning and researching

Write your **inquiry question**.

Conduct research to find appropriate images. Your visual diary should consist of a collection of relevant images that represent different aspects of life in the industrial towns of Britain at this time. Those images could be images you have created yourself or can be images gathered from online sources. Some of the images in this topic that are relevant could be used, but try to look further to gather more perspectives.

Step 2 Using historical sources

Construct a question around each image that will help unpack the overall question. For example, 'How does this image reveal the working conditions for 14-year-olds in industrial towns?'

Step 3 Historical perspectives and interpretations

Each image should be accompanied by a paragraph that answers the question you have asked in your own words. It should **explain** what is happening and make the connection to the life of a 14-year old. It might be something that affects them directly, or it could be an indirect connection because it affects their family. You might like to include a subheading for each image to highlight the aspect of life you are presenting.

Remember the guiding inquiry question: 'What was it like to grow up in an industrial town?' Your images and paragraphs will provide your response to this question. You should provide an overall summary of your answer to the question in a single paragraph.

Step 4 Communicating

Communicate your findings in the form of a booklet, a poster (A2 size) or a PowerPoint (or similar) presentation.

LESSON 2.17 Review

2.17.1 Key knowledge summary

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

2.2 How do we know about the Industrial Revolution?

- Primary sources provide information about the Industrial Revolution.
- Historians play a role in interpreting Industrial Revolution data.
- Artifacts and documents are preserved and studied.

2.3 How did the Industrial Revolution begin and develop?

- Key factors initiated the Industrial Revolution.
- Chronological development of industrial advancements.
- Early industrialisation impacted society and the economy.

2.4 How did changes in agriculture result in changes in society?

- Agricultural innovations led to increased productivity.
- Relationship between agricultural changes and urbanisation.
- Social shifts resulted from agricultural advancements.

2.5 What drove the Industrial Revolution?

- Key drivers behind the Industrial Revolution.
- Technology and innovation played a role in industrial growth.
- Economic and cultural factors contributed to industrialisation.

2.6 Why was coal and iron so vital?

- Importance of coal and iron in industrial processes.
- Geographical distribution of coal and iron resources.
- Impact of coal and iron on technological advancements.

2.7 What did investment have to do with the Industrial Revolution?

- Financial investment contributed to industrial growth.
- Sources of capital for industrial enterprises.
- Relationship between investment and innovation.

2.8 How did transport drive the Industrial Revolution?

- Key developments in transportation during the Industrial Revolution.
- Improved transportation impacted trade and commerce.
- Role of transportation in urbanisation and industrial growth.

2.9 How did the Industrial Revolution help create modern cities?

- Process of urbanisation during the Industrial Revolution.
- Architectural and infrastructural changes in cities.
- Social challenges and opportunities in rapidly growing cities.

2.10 How were new challenges addressed?

- Major challenges faced during the Industrial Revolution.
- Measures taken to address worker exploitation and safety.
- Roles of government and reformers in addressing these challenges.

2.11 How were children exploited and protected?

- Exploitation of child labour during the Industrial Revolution.
- Working conditions and treatment of child workers.
- Laws and reforms introduced to protect child workers.

2.12 How did people respond to the conditions created by the Industrial Revolution?

- Various responses to industrial working conditions.
- Rise of labour unions and worker movements.
- Impact of these movements on labour rights and policies.

2.13 How did the Industrial Revolution help create the slave trade?

- Connection between industrialisation and the demand for slave labour.
- Economic motivations behind the slave trade during the Industrial Revolution.
- Impact of the Industrial Revolution on the transatlantic slave trade.

2.14 What new ideas for society were formed during the Industrial Revolution?

- Key social and political ideas emerged during the Industrial Revolution.
- Influence of these ideas on contemporary society.
- Legacy of these ideas on modern social and political movements.

2.15 Why did people move during the Industrial Revolution?

- Reasons for moving are divided into 'push' factors and 'pull' factors.
- The population explosion of the eighteenth and nineteenth centuries created new challenges for societies.
- Agricultural advances helped society support a larger population.
- The Potato Famine in Ireland highlighted social challenges as well as agricultural ones.

2.16 Inquiry: What was it like to grow up in an industrial town?

- To gain an understanding of life in another time, it's important to consult a variety of sources.

2.17.2 Key terms

abolition the end of legal acceptance of slavery
animal husbandry breeding and caring for livestock, usually in a farm environment
baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.
bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets
Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.
blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore
coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal
colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.
cottage industry small-scale manufacturing in which raw materials are processed in workers' homes
depose remove from power
empire a number of different countries or colonies controlled by the government of one country
enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms
entrepreneur a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit
entrepreneurship the act of being an entrepreneur
fallow land left unplanted
famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time
goldsmith a craftsman who works with gold and other precious metals
indoor relief the provision of assistance to the inmates of a workhouse
industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

infant mortality rate a means of measuring the percentage of babies who fail to survive to their first birthday
intercontinental involving or occurring between two or more continents
middle class the social group between the wealthy upper class and the working class. During the Industrial Revolution, this included merchants, shopkeepers, doctors, lawyers, and other professionals.
Napoleonic Wars a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815
naturalist a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.
outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes
patent a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied
pauper a very poor person
picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.
pig iron the initial product resulting from the smelting of iron ore in a blast furnace
repeal withdrawal of a law or set of laws by Parliament
royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law
rural population people living in the countryside, rather than in towns or cities
strike attempt by employees to put pressure on their employer by refusing to work
subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community
suffrage the right to vote
threshing machine a mechanical device invented in the late 1700s that separated grain from wheat stalks much faster than doing it by hand. The threshing machine could do the work of several people in a fraction of the time.
treadwheel a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.
urban population people living in cities or large towns
workhouse an institution built to house the poor

2.17.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

What were the significant social, agricultural and technological developments that caused the industrialisation of Britain?

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

learnon

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

2.17 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
4, 6, 8, 10, 12, 14	3, 7, 9, 11, 13	1, 2, 5, 15, 16

REMEMBER AND UNDERSTAND

1. What were the two key technological advances that allowed industrialisation to take off in Britain in the latter part of the eighteenth century?
   - **A.** Spinning jenny and power loom
   - **B.** Steel ploughs and sheep breeding
   - **C.** Textile machines and steam power
   - **D.** Railways and clipper ships
2. How did an expanding empire contribute to the Industrial Revolution in Britain?
   - **A.** It allowed the British navy to become more powerful.
   - **B.** It provided a source of raw materials.
   - **C.** It allowed the introduction of new technology.
   - **D.** It made the British Empire the most powerful in the world.
3. What were the major disadvantages of the traditional three-field rotation system?
   - **A.** It left peasant farmers poorer than they had been before.
   - **B.** It allowed the cattle to get in and eat the turnips.
   - **C.** It was very time consuming to harvest crops from the fallow field.
   - **D.** Weeds and animal diseases could spread easily.
4. Joseph Foljambe was famous for developing what?
   - **A.** The Rotherham plough
   - **B.** Changes to crop rotation methods
   - **C.** Improved stock breeding methods
   - **D.** A more businesslike approach to farming
5. Which of the following was not a major factor in child labour reforms during the Industrial Revolution?
   - **A.** The passing of Factory Acts to limit working hours
   - **B.** The abolition of slavery in the British Empire
   - **C.** The efforts of trade unions and labour strikes
   - **D.** Reports exposing poor working conditions in factories and mines
6. How were agricultural workers disadvantaged by enclosure?
   - **A.** They had to work for wealthy farmers rather than wealthy landlords.
   - **B.** They no longer had access to common land.
   - **C.** They were subject to many more diseases.
   - **D.** Their family members had all moved to the towns to work in factories.
7. Who was responsible for looking after the poor in pre-industrial England?
   - **A.** The village or parish
   - **B.** The village minister
   - **C.** The village doctor
   - **D.** The local manor lord
8. Why was there a deliberate policy to make the workhouse an unpleasant place to live?
   - **A.** To make them cheaper to run
   - **B.** To punish poor people
   - **C.** To make the workhouse a reasonable option
   - **D.** To make work seem a better option

9. What was the purpose of the Combination Acts?
   - **A.** To allow the combination of worker and employer unions
   - **B.** To prevent workers from using combine harvesters
   - **C.** To prevent workers from combining to form unions
   - **D.** To allow for workhouses to be combined with factories
10. How many hours a day did the Factory Act of 1819 limit children to working?
   - **A.** 4
   - **B.** 8
   - **C.** 10
   - **D.** 12
11. Which of the following was not an aim of the Chartists?
   - **A.** A secret ballot at elections
   - **B.** Annual election for parliament
   - **C.** The vote for all men and women over the age of 21
   - **D.** No property qualifications for members of parliament

ANALYSE AND APPLY

12. **Explain** why the Industrial Revolution could be described as the most important period of change in modern history.
13. **Judge** why a change in agricultural methods supported the growth of an urban workforce.
14. It is often said that 'necessity is the mother of invention'. **Outline** the way in which one example of a new invention in the eighteenth century was a response to necessity.

EVALUATE AND COMMUNICATE

15. Support for the Tolpuddle Martyrs and the People's Charter demonstrates that many people were becoming more politically active. **Evaluate** underlying or long-term causes of this increased activism.
16. **Determine** how we can tell that the British Parliament was more strongly influenced by the interests of factory owners than by those of ordinary workers. Why might this have been the case?

Answer and samples responses for this topic are available online.

3 Australia: Colonies to nationhood

LESSON SEQUENCE

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3.3 How did migration create Australia's colonial community? 118
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3.5 How did Australia's democracy develop? 130
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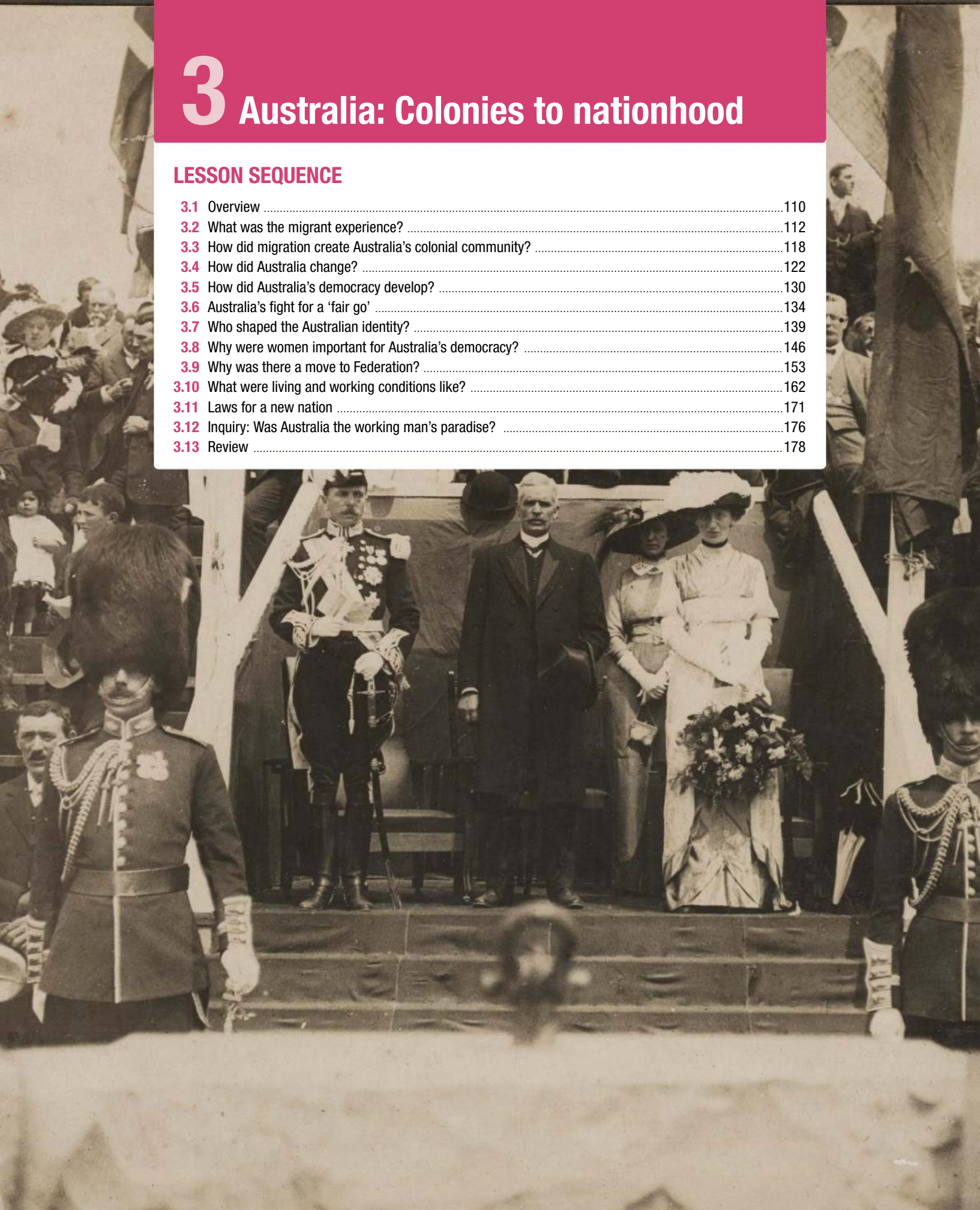


LESSON 3.1 Overview

INQUIRY QUESTION

What significant events, ideas and people shaped Australian society from colonisation to Federation?

On 1 January 1901, six British colonies united to form the Commonwealth of Australia. The first governor-general, Lord Hopetoun, and Prime Minister Edmund Barton were inaugurated. Australians celebrated with parades, pageants and fireworks.

The first federal parliament convened in May 1901. Achieving **Federation** was challenging, marked by the rise of trade unions, political party rivalries, women's rights movements, economic recession and high unemployment. Within three years, the foundations of governance were established, rooted in democratic beliefs and national values from the colonial era. These values, enshrined in the 1901 Constitution, continue to shape Australian identity and are still debated today.

learnon

- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Australia: Colonies to nationhood

1853
Convict transportation to the east coast ends.

1854
Thirty diggers are killed at the Eureka Stockade.

1877
An Australian cricket team defeats the English team by 45 runs in the first test match to be played internationally, giving rise to test cricket.

1883
Premiers agree to the setting up of a federal council to work out a federal constitution.

CE 1850 1860 1870 1880

1851
Gold is discovered in Victoria, sparking one of the world's great gold rushes.

1856
The principle of 'one man, one vote' is instituted in the parliaments of Victoria, New South Wales and South Australia.

1861
Miner's riot and attack on Chinese at Lambing Flat

1880
The bushranger Ned Kelly is hanged in Melbourne.

1891
The Federal Convention in Sydney proposes a constitution. Joseph Cook and other Labor members of Parliament are elected in New South Wales.

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1890
The Great Strikes of the 1890s begin and continue to 1894.

1892
Gold is discovered at Coolgardie in Western Australia.

1899
Australian colonies send troops to the Boer War.

1901
Commonwealth inauguration marks the birth of the nation. The Commonwealth Parliament opens in Melbourne and passes the *Immigration Restriction Act 1901*.

1890 — 1900 — 1910 — 1920 CE

1894
South Australia leads the way in granting women's voting rights.

1898
The First Constitution Bill Referendum is held.

1907
The basic wage is established.

1913
The foundation stone of Canberra, the new national capital, is laid.

LESSON 3.2 What was the migrant experience?

LEARNING INTENTION

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

- **explain** why people migrated from Europe to Australia
- **describe** the experience of a group of new arrivals to Australia.

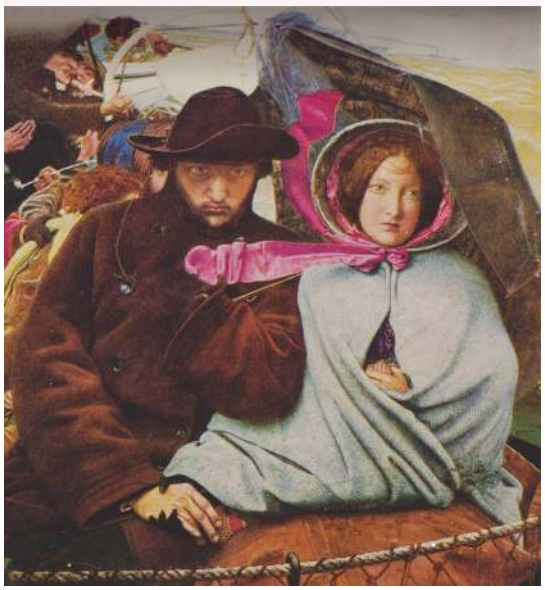
Tune in

Leaving your home and your country can be a very daunting experience.

People all around the world are faced with this reality every day.

1. **Look at the couple in the painting and write what you can see.**
2. **Do you think the decision to leave England was an easy one?**
3. **Can you see what the woman in the painting is holding beneath her blanket? How might this have made the decision to leave easier, and yet possibly more difficult at the same time?**
4. **What do you think the people in the painting have in common with people migrating now, despite being separated by nearly two centuries?**

SOURCE 1 *The last of England* by Ford Madox Brown, 1855



3.2.1 Push and pull factors

The journey from colonisation to Federation in Australia was shaped by significant events, influential figures, and evolving ideas that transformed the nation, setting the stage for diverse migrant experiences.

Convicts were the first involuntary migrants sent to Australia as punishment for criminal convictions. As the colonies expanded, they also attracted free settlers who chose to start a new life in Australia. In the eighteenth century, these settlers mainly came from Europe.

The decisions by migrants to travel thousands of kilometres from Europe to Australia were influenced by different factors. There were push factors motivating them to leave their homes and pull factors attracting them to Australia. These forces often operated simultaneously.

Europe in the first half of the nineteenth century was unstable. Wars and revolutions left many people in difficult situations. In Britain, the Industrial Revolution created challenging living conditions. Unemployment, rising rents and taxes, and harsh conditions in factories and overcrowded cities led many to seek a better life abroad. In Scotland, the Highland Clearances displaced many people, limiting their options for sustenance (see **SOURCE 2**). In Ireland in the 1840s, the potato crop failure caused widespread starvation and hardship.

SkillBuilder discussion

Using historical sources

1. When did the Highland Clearances take place?
2. What does the source show happened to people during the Highland Clearances?
3. How does the source illustrate the 'push' factors in bringing migrants to Australia?

SOURCE 2 This painting, called The Last of the Clan by Thomas Faed, from 1865 depicts the expulsion of a family during the Highland Clearances in Scotland.

SkillBuilder discussion

Historical questions

1. Who is being portrayed in the two images in **SOURCE 3**?
2. What message is being communicated in the text and the pictures?
3. How is the experience of emigration expressed in the cartoon?

SOURCE 3 'Here and there; or, emigration a remedy', a cartoon from the English magazine, *Punch*, in 1848

Until 1850, most European emigrants travelled to the United States or Canada due to lower costs. Those heading to Australia often received government assistance. The British government promoted 'assisted migration' to build colonies with skilled workers like carpenters and masons, though these migrants had no choice in their employment. 'Unassisted migrants,' who paid their own way, included tradespeople looking to start businesses, wealthy individuals seeking better opportunities, and those attracted by land grants and convict labour.

The level of government assistance for migration followed economic cycles. For example:

- During the 1830s, the government decided to sell land rather than give it away to migrants free of charge. The money earned by the government was used to help fund further migration
- 1841 was a depression year for New South Wales. The price of wool had fallen, and unemployment rose. Migrants were not encouraged in the 1840s
- In the 1850s, the gold rushes resulted in massive immigration
- Another depression in the 1890s brought immigration to an abrupt halt.

3.2.2 The voyage

Voluntary migrants from England to Australia had slightly more comfortable voyages than convicts. While some could afford private cabins, 90 per cent endured steerage class, which was, by accounts, cramped, smelly and crowded.

Meals consisted of simple fare like oatmeal, rice and occasional meat stew, and migrants provided their own plates and cutlery. The journey took up to four and a half months, giving ample time for doubts about their decision!

Despite the discomfort, steerage fostered camaraderie among diverse backgrounds. Blacksmiths, businessmen and farmers mingled, often travelling far from home for the first time. However, the lack of privacy sometimes led to tension.

Upon arrival in Australia, finding work was difficult, especially for families. Coastal towns became crowded, pushing migrants inland to farms or on a search for employment. The Henty family, who emigrated in 1829 to breed sheep, exemplify this struggle. They moved from Swan River colony to Van Diemen's Land, finally settling in Portland, becoming Victoria's first permanent European settlers in 1851.

SkillBuilder discussion

1. Study **SOURCE 4**. What part of the ship are these people located on?
2. Who are the people in the scene?
3. What impression of the migrant experience has the artist created?

SOURCE 4 *Emigrants at dinner*, a scene from a migrant ship of the nineteenth century

SkillBuilder discussion

Using historical sources

1. Who is the author of the **SOURCE 5** letter?
2. What has motivated the author to leave England?
3. Why would being placed in the 'first Rank in Society' be of such significance to the author?

SOURCE 5 From a letter written by James Henty, quoted in R. Broome, *The Colonial Experience*, 2009

I have almost come to the conclusion that New South Wales will do more for our family than England ever will. What can we do with ten thousand pounds among all of us? It would be idle to suppose we can live many years longer on less than two hundred pounds a year, unless indeed we chose to descend many steps in the scale of Society, having at the same time an opportunity of doing as well and perhaps considerably better in New South Wales, under British Dominion and a fine climate. Immediately we get there we shall be placed in the first Rank in Society, a circumstance which must not be overlooked.

3.2.3 Caroline Chisholm — the migrant's friend

Between 1830 and 1850, over 200 000 people emigrated to Australia under government emigration schemes. Workers were needed in rural areas of New South Wales; however, the government had no organisation in place to assist the thousands of immigrants who remained in Sydney because they lacked the support to find suitable employment. In 1838, Captain Archibald Chisholm and his wife, Caroline, arrived in Sydney for a two-year stay. Caroline Chisholm became aware of the difficulties facing new arrivals to the colony, and was particularly concerned about the vulnerable position of young women arriving without any money, friends, family or employment.

SOURCE 6 Wood engraving of nineteenth century English humanitarian, Caroline Chisholm (30 May 1808–25 March 1877).

Caroline Chisholm became a familiar figure on the docks as she met immigrants, offering shelter for those who had no support in the colony. Caroline's achievements include:

- In January 1841, Caroline Chisholm appealed to Governor Gipps and the owners of the Sydney Herald for assistance in establishing a girls' home in Sydney.
- She rented cottages in Maitland, New South Wales, as a hostel for homeless immigrants looking for work in the Hunter region in 1842.
- Caroline located suitable and safe rural employment for unaccompanied women and then escorted them to their new homes.
- She stayed in Australia for seven years, providing homes and finding employment for over 11 000 people.
- She fought against the indifference of colonial officials for the rights of the poor and vulnerable.

3.2.4 Tyranny of distance

Family members in England eagerly awaited news from their loved ones in the Australian colonies, as letters took months to arrive and replies could take up to a year. In the mid-eighteenth century, British publications influenced migration to Australia by promoting its potential, despite occasional negative reports about economic depression and transportation.

Most migrants to Australia in the 1800s came from the British Isles, bringing with them their cultural beliefs about society, religion, class and gender. British institutions were established in colonial Australia, but this cultural heritage evolved as more people were born in Australia. These individuals, while still considering themselves British, increasingly identified with their birthplace.

SkillBuilder discussion

Using historical sources

1. What is the subject of the **SOURCE 7** painting?
2. What aspect of the migrant experience is expressed in the painting?
3. How does the source image communicate both the 'push' and the 'pull' of the migrant experience?

SOURCE 7 George Baxter's painting from the mid-nineteenth century, *News from Australia*, depicts a family in England receiving news from a loved one in the colonies.

3.2 SkillBuilder activity HISTORICAL SIGNIFICANCE

Many diverse groups of nineteenth-century people living and working in Australia contributed to the development of our modern nation. Aboriginal and Torres Strait Islander Peoples, South Sea (Pacific) Islanders, free settlers from Europe, Chinese miners and Afghan cameleers were all making their contribution to the Australia we know today.

1. Working in small groups, mind map the kinds of changes that you think would have taken place in nineteenth-century Australia:
   a. What new industries would have been developing?
   b. What new technology would have been emerging?
   c. What new ideas would have been discussed?
   d. What new communities would have been established?
2. Working in small groups, **investigate** one of the following groups of people:
   - South Sea (Pacific Islanders)
   - Free settlers from Britain and Europe
   - Chinese miners
   - Afghan cameleers

   Find out:
   a. Who were they (such as their background, where they came from)?
   b. What did they contribute (such as skills, knowledge, labour, culture)?
   c. What challenges did they face (such as discrimination, harsh conditions)?
3. **Construct** a mind map of your findings, using drawings, keywords and symbols.
4. **Construct** a timeline identifying milestones linked to each group's contributions.
5. Write a response to the question: How did the many different peoples of nineteenth-century Australia contribute to the development of our modern nation?

   OR

   Write a creative diary entry from the perspective of a nineteenth-century individual from one of these groups.

3.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 6, 8, 9	4, 7, 10

REMEMBER AND UNDERSTAND

1. Who were the free settlers?
   - A. Emancipated convicts
   - B. British soldiers sent to garrison the penal settlement
   - C. Officials sent from Britain to manage the colony
   - D. People who chose to settle in Australia
2. **Identify** the two reasons (pull factors) why, up until 1850, most emigrants from Europe travelled to the United States or Canada rather than Australia.
   - A. The voyage was cheaper.
   - B. The countries were less settled.
   - C. The countries were more settled.
   - D. The voyage was safer.
3. **Identify** the meaning of 'cultural baggage'.
   - A. The ideas that someone holds about religion, class, society and so on, which they bring from their country of origin
   - B. The goods and chattels that a migrant takes to a new country
   - C. The new ideas about religion, class, society and so on, that someone acquires in the new country
   - D. The baggage that a migrant leaves behind
4. Write an epitaph (short tribute) describing the contribution of Caroline Chisholm to colonial Australia.
5. **Define** 'push factors' and 'pull factors' and include a unique example of each.

ANALYSE AND APPLY

6. What sort of people did the British government encourage to migrate? **Propose** why this was the case.
7. **Outline** why the level of government assistance for migrants varied throughout the nineteenth century.
8. Match the advantages and disadvantages of assisted migration over unassisted migration.

Advantages of assisted migration: journey	Migrants had no choice of location.
Advantages of assisted migration: work	There was no guarantee of obtaining it.
Disadvantages of assisted migration: work	It was paid for either partly or fully by the government.
Advantages of unassisted migration: work	There was no guarantee of obtaining it.
Disadvantages of unassisted migration: journey	It was arranged before departure.
Disadvantages of unassisted migration: work	It was expensive.

9. **Identify** how long it might have taken to receive a reply to a letter in the Australian colonies.

EVALUATE AND COMMUNICATE

10. **Examine SOURCE 2**. **Evaluate** its reliability as a historical source, and attach as an annotation to the source.

Answers and sample responses for this topic are available online.

LESSON 3.3 How did migration create Australia's colonial community?

LEARNING INTENTION

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

- **identify** the contribution of different groups to Australian society
- **describe** the contributions convicts made to the emerging colonial society.

Tune in

Mary Reibey. Horse stealer, convict, nursemaid, hotel keeper, mother of seven, businesswoman. She must have done something right.

You may have heard the term 'blessing in disguise'. It's when an apparent misfortune turns out to have a fortunate outcome. Perhaps Mary Reibey getting captured and sentenced to transportation was a blessing in disguise.

Mary certainly became very successful, perhaps even more so than if she had remained in England. Discuss this possibility as a class.

SOURCE 1 Mary Reibey, an ex-convict, now appears on the Australian $20 note.

3.3.1 New society, old solutions

Between 1788 and 1868, about 160 000 British and Irish convicts were transported to Australian colonies for crimes such as pick-pocketing, petty theft and forgery. This severe punishment stemmed from the societal conditions of the time.

The Industrial Revolution shifted Britain's economy from agriculture to industry, causing mass unemployment and displacement. Many people flocked to towns in search of work, but jobs were scarce even with the industrial boom. Some people turned to gambling or alcohol, while others resorted to crime to survive.

The government's response to these growing social problems was simply to make criminal punishments harsher. About 200 different crimes drew the death penalty. Yet the threat of hanging did not have the effect the government desired. Public hangings, intended to serve as a warning, took on a carnival atmosphere (see **SOURCE 2**). Thousands of people gathered to watch, even bringing their children to the spectacle. A bulletin called *The Newgate Calendar*, subtitled 'The Malefactors' Bloody Register', was published each month with the names of all those executed. It soon contained biographies and stories of criminals and became a regular bestseller.

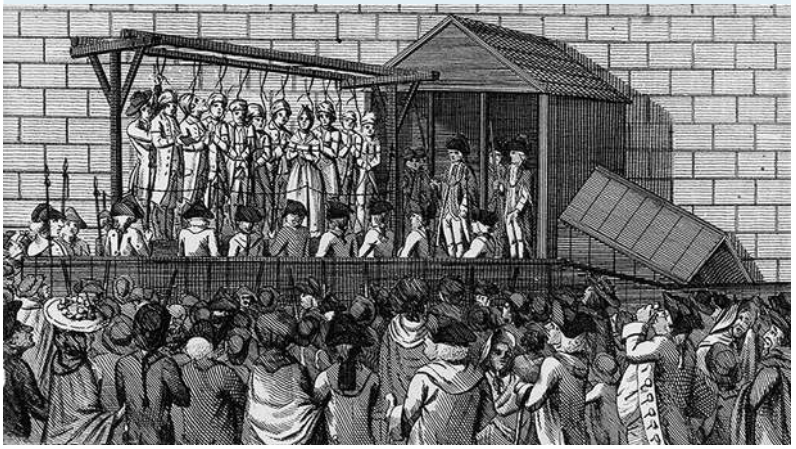
Sometimes, the death penalty was changed to transportation, meaning banishment to serve the sentence in a British colony. In the 1700s, convicts were often sent to America to work on plantations, though plantation owners preferred slaves. The American Revolution of the 1770s ended this practice.

SkillBuilder discussion

Using historical sources

1. What is illustrated in the **SOURCE 2** picture?
2. Why would this event have been on public view?
3. How does this illustration help historians understand the nature of British society and the judicial system during this period?

SOURCE 2 An eighteenth-century artwork showing a public hanging at London's notorious Old Bailey prison



3.3.2 A solution presents itself

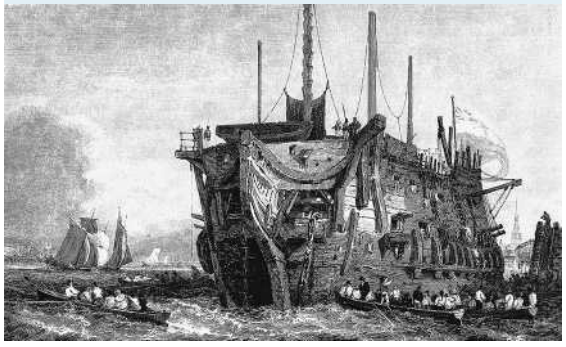
In the 1770s the British government faced a major social problem. The country's prisons were overflowing and the newly independent United States refused to take any more of Britain's unwanted convicts. Old navy ships were converted into floating prisons called hulks after the war with America. Though effective short-term, they soon became overcrowded and unsanitary. The government needed a long-term solution urgently.

SkillBuilder discussion

Using historical sources

1. What does the **SOURCE 3** image depict?
2. What do you imagine conditions would be like on these vessels?
3. Why would these vessels only provide a short term solution to Britain's law and order problems?

SOURCE 3 A prison hulk moored in the Thames River, London. This artwork dates to c. 1826



One distant possibility began to emerge as a real option. In 1770, Captain James Cook charted much of Australia's eastern coast. Due to financial strain and focus on the American colonies, Britain did not act immediately. However, after losing the American colonies, they saw New South Wales as a key solution for military presence, compensating for lost territories and housing convicts for labour. In August 1786, Britain decided to establish a convict settlement in New South Wales.

3.3.3 'A fair go' in Australia

Upon arrival in Australia convicts were given immediate employment according to their skills and their behaviour. Most were assigned to free settlers and landholders. Female convicts served as domestic servants while men laboured in clearing and cultivating land, constructing wharves and houses and mining coal. At the completion of their prison sentences the convicts were called *emancipists.* Convicts could be given early release for good behaviour. These 'ticket of leave' convicts and emancipists were then free to gain their own employment, and establish their own businesses.

Australia's colonial society was established with a rigid division between soldiers and convicts. With emancipation, or freedom, the convict became equal to the freeborn in the eyes of the law. The old class divisions broke down even further with the arrival of increasing numbers of free settlers.

3.3.4 Convict achievement

We already know a little about Mary Reibey (née Haydock). Mary was born in 1777 in Lancashire and transported to Sydney at thirteen for horse stealing. In 1794, she married Thomas Reibey, an Irish officer who became a merchant and ship owner. After Thomas died in 1811, Mary managed their business, opening a warehouse in George Street, Sydney, and expanding her holdings. She acquired multiple warehouses, stores, trading vessels and seven farms on the Hawkesbury River, becoming one of Sydney's wealthiest colonial figures by her death.

In 1812 a trained architect named Francis Greenway was transported to Sydney after being found guilty of forgery. Governor Lachlan Macquarie recognised convict Greenway's talents, granted him a ticket of leave and employed him as his chief architect. Over the next six years Greenway transformed colony architecture, altering and designing buildings and monuments that are now regarded as some of Sydney's most iconic landmarks.

Samuel Terry was transported to Australia in 1801 for the theft of 400 pairs of stockings. While serving his sentence he was employed as a stone cutter. With emancipation in 1807, he began acquiring wealth through hard work and sharp business skills. Samuel Terry invested in farming, trade and commercial enterprises. He was one of the founders of the Bank of New South Wales and was a pioneer in the development of the sheep and cattle industry. At his death in 1838, Samuel Terry was one of the wealthiest men in the colony, having made a remarkable contribution to the economic growth of the colony.

SOURCE 4 Mary Reibey

SOURCE 5 Francis Greenway

SkillBuilder discussion

Using historical sources

1. Read **SOURCE 6**. What surprised Governor Macquarie?
2. Why had Governor Macquarie adopted a new 'line of conduct'?
3. How does this source support the claim that Australia provided the opportunity to break the rigid class structure of English society?

SOURCE 6 Governor Macquarie reporting his policy to the British Government, *Historical Records of Australia,* I,VII, 1810, pp. 275–276.

I was very much surprised and concerned – at the policy adopted by previous governors in respect of those men who had originally been sent out to this country as convicts. But who by long habits of industry and total reformation or manners, had not only become respectable, but by many degrees the most useful members of the community. These persons have never been recognized or received into society. I have, nevertheless, taken upon myself to adopt a new line of conduct, believing that emancipation ... should lead a man back to the rank in society which he has forfeited.

3.3 SkillBuilder activity CAUSES AND CONSEQUENCES, COMMUNICATING

Refer to the sources and text to **assess** the reasons for, and solutions to, Britain's eighteenth-century law and order problems.

Before the publication of modern newspapers, an important event or issue, proclamation or political view would be brought to public attention on a single sheet of cheap paper called a 'broadside'. A broadside was written on one side only and displayed as a poster. They usually included roughly drawn illustrations, such as portraits of the condemned or images of the crime scene or the gallows.

1. **Investigate** the life of one convict who was transported to Australia.
2. **Create** your own broadsheet alerting Londoners to the plight of your chosen convict, and providing another perspective on why so many crimes were being committed in nineteenth-century Britain. Your broadsheet should include a heading in very large letters, a sub-headline **summarising** your main message and no more than 200 words of text **explaining** your subject. You could include an image.

3.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 6	3, 4	2, 7, 8

REMEMBER AND UNDERSTAND

1. **Identify** two reasons why New South Wales was a favourable choice for transportation of convicts.
   - A. It would provide Britain with a military presence in the southern Pacific region.
   - B. The convicts preferred to be sent to Australia rather than America.
   - C. It was a suitable 'dumping ground' for convicts from England.
   - D. It would provide Britain with a military presence near America.
2. **Describe** the scene in **SOURCE 2**. **Evaluate** the effectiveness of the intention to make an example of those being hanged.
3. **Identify** the different ways that the convicts made their contribution to the emerging colonial society.
4. **Explain** why the possibility of transportation to New South Wales began to gain support.
5. **Complete** the paragraph below using the words provided.

Irish	industry	Industrial Revolution	agriculture	economic	1788

Between_____ and 1868, around 160 000 British and _____convicts were transported to the Australian colonies as punishment for a crime they committed. Given the nature of many of their crimes, such as pick-pocketing, petty theft and forgery, the punishment appears harsh. The _____ _____transformed the British _____ base from_____ to _____, displacing thousands of people from their rural village homes and creating mass unemployment.

ANALYSE AND APPLY

6. Examine **SOURCE 4**. **Explain** why you think Mary Reiby would have been considered a suitable personality to be featured on the $20 note.
7. **Examine SOURCES 2** and **3**. **Describe** what is being depicted in the two sources and then **propose** why it could be argued that Britain's legal system offered the poor little protection or justice.
8. **Explain** what *The Newgate Calendar* published and then **infer** reasons why it was subtitled 'The Malefactors Bloody Register'.

Answers and sample responses for this topic are available online.

LESSON 3.4 How did Australia change?

LEARNING INTENTION

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

- **examine** the living and working conditions and overall experiences of non-Europeans in Australia during the nineteenth century
- **describe** the contribution they made to the development of the Australian colonies.

Tune in

'People are flocking in from all countries now, and there is not accommodation for a tenth of them.' This was Victoria in 1852, not long after the discovery of gold in the colony.

SOURCE 1 *Flemington, Melbourne,* by Samuel Charles Brees, painted around 1856. Long columns of Chinese men travelling to the goldfields aroused fear and hostility among European miners.

1. **What is the big change that is happening in Victoria? What are the consequences of that change?**
2. **What challenges can you identify in SOURCE 1 that might lie ahead for the Chinese gold miners in the colony?**

3.4.1 The beginnings of a rush

In 1851, English gold prospector Edward Hargraves returned to Australia after searching for gold in the United States. Noticing similarities between parts of Australia and gold-rich areas in California, he believed gold could be found there too. That same year, he was proven right, with his discovery in New South Wales.

News travelled slowly, so initially, only local diggers worked the site. As word spread, excitement surged in the colonies. To prevent a mass exodus to New South Wales, the Victorian government offered a reward for finding gold near Melbourne. The reward was quickly claimed, fuelling further hysteria. People from all walks of life, including husbands, shepherds, ship crews, teachers, labourers, lawyers and even government officials, rushed to the goldfields.

SOURCE 2 A gold nugget found in the Golden Triangle of central Victoria

From the start, the early goldfields were characterised by a sense of **egalitarianism**. The class system that dominated England had no place there. It was clear from the beginning that, on the goldfields, luck played a more important role than money or social position. Everyone had an equal chance of success if they worked hard. This levelling effect challenged the traditional social structure from which the diggers had sprung. Some people were alarmed, fearing social collapse, with the lower classes challenging the traditional hierarchy.

Many historians trace the Australian idea of the 'fair go' back to the goldfields. In **SOURCE 3**, a miner from Poland, Seweryn Korzelinski, describes the multicultural scene.

SkillBuilder discussion

Using historical sources

1. Read **SOURCE 3**. Who is describing the goldfield scene?
2. What activities are being described?
3. How is the scene 'egalitarian'?

SOURCE 3 Polish miner, Seweryn Korzelinski, describes the egalitarianism on the goldfields.

> This society comprises men from all parts of the world, all countries and religions — all mixed into one society, all dressed similarly, all forced to forget their previous habits, learnings, customs, manners and occupations. Their outward appearance does not signify their previous importance, worth or mental attainments. A colonel pulls up the earth for a sailor, a lawyer wields not a pen but a spade; a priest lends a match to a Negro's pipe; a doctor rests on the same heap of earth with a Chinaman; a man of letters carries a bag of earth. Many a one would not, a short while before, bother to look at a fellow with whom he now works. Here we are all joined by a common designation: digger. Only various shades of skin colour and speech denote nationality and origin, but it is impossible to guess previous station in life or background.

3.4.2 Word spreads

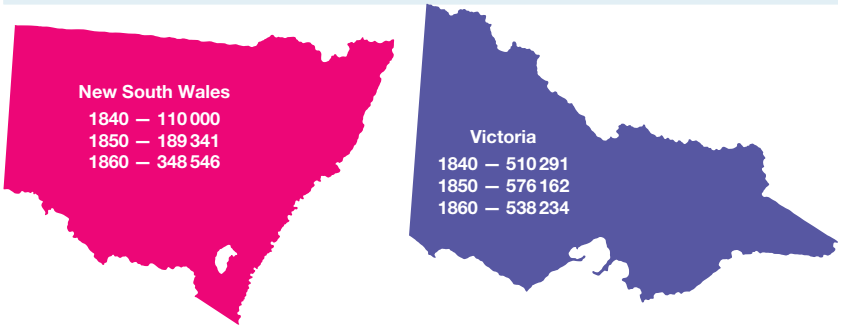
Soon after news of the gold rushes reached England in January 1852, the towns of Ballarat and Bendigo became better known than Melbourne or Adelaide. A new rush of migration followed as Britons of all classes decided to try their luck. The result was a population explosion in Australia that the colonies were unable to cope with. In the two years following the discovery of gold, more people arrived in Australia than all the convicts who had been transported in the previous 64 years. In just one week of October 1852, nearly 8000 people arrived in Melbourne. In four months during 1853, at a time when the population of the city was only 23 000, 50 000 migrants landed at Melbourne's docks.

SkillBuilder discussion

Continuity and change

1. What information is communicated by the data in **SOURCE 4**?
2. Which colony saw the biggest change in numbers?
3. What would have been the impact on the colonies of the changes shown in the source?

SOURCE 4 Population growth of New South Wales and Victoria throughout the gold rush period

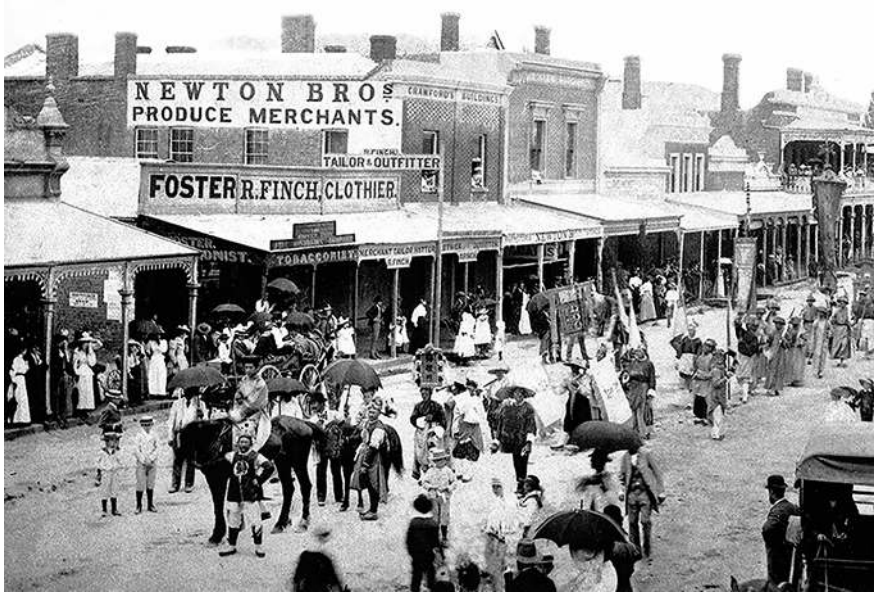


SkillBuilder discussion

Continuity and change

1. Study **SOURCE 5**. Discuss the likely differences in experiences between Chinese migrants and European settlers in Australia.
2. How does the source indicate the changing nature of colonial society?

SOURCE 5 Chinese migrants in Beechworth, Victoria, during the gold rushes



3.4.3 The Chinese in Australia

Mak Sai Ying, also known as John Shying, was the first recorded Chinese immigrant to Australia, arriving in 1818. After a decade of farming, he became the publican of The Lion hotel in Parramatta, indicating his social and economic success. Material advancement was a key motive for most migrants to Australia, including the Chinese. However, Chinese immigration was limited in the early nineteenth century.

In the 1840s, Victoria's labour shortage led squatters to hire small groups of Chinese workers as shepherds on four-year contracts, paid half the wages of local shepherds. Initially welcomed, prejudice and discrimination emerged once gold was discovered in 1851 and Chinese workers competed with Europeans on the goldfields.

The Victorian gold rushes significantly transformed the society established at Port Phillip in 1835. By 1851, over 60 000 Aboriginal Peoples had been displaced by 77 000 Europeans and over 6 million sheep.

Within a decade, the population soared to 540 000, turning Melbourne into a prominent city with thriving inland towns. Many newcomers were from China, particularly the Guangdong province.

SkillBuilder discussion

Using historical sources

1. Who has been quoted in the *Wesleyan Chronicle*?
2. Why was the voyage to Victoria being made?
3. How does this account help historians to understand the experience of the Chinese in colonial Australia?

SOURCE 6 Lum Khen Yang in 'The Wesleyan Chronicle, 1 Feb 1859' quoted in *Colonial Casualties: Chinese in Early Victoria*

Our money and property were plundered, we had not the means of purchasing a morsel to put into our mouths and there appeared no way by which we could extricate ourselves from poverty … We happily heard intelligence regarding a new gold-field in an English colony. We were told that men from all parts of the world were congregated there … that the people were peaceably disposed, and that the country abounded in everything. The idea of going to such a country was delightful … I then made an effort to get as much money as would pay my passage to this productive country.

Chinese miners, distinct in language, culture and appearance, travelled in large groups and were primarily male. They aimed to return to China wealthy, which, along with their hard work, drew discrimination and hostility from some Europeans, partly fuelled by newspaper articles. Other complaints included working on Sundays, opium use (legal but frowned upon) and gambling, making them appear as a threatening presence.

SOURCE 7 The description of the Chinese miners by the Polish digger, Seweryn Korzelinski

Small in stature, with small eyes and long plaits of hair, made even longer by a piece of string with a tassel tied at the end of it. They are very funny to watch when they walk overland, for they usually travel in large groups of a hundred or so, one behind the other in a long line like wild geese. They don't walk normally but take short steps and appear to be running very slowly. Each one carries a long pole over his shoulder with baskets of victuals hanging at both ends.

3.4.4 Conflict on the goldfields

In response to the rising number of Chinese migrants, the Victorian government enacted the first of several racial discrimination laws in 1855, which imposed an additional tax on each Chinese individual arriving in Victoria. Despite this, ships began disembarking passengers at Robe in South Australia. Consequently, long streams of Chinese miners travelled from South Australia to the goldfields in Victoria.

Conflicts soon emerged as European miners expelled Chinese miners from productive claims, prompting resistance from the Chinese. The government intervened by establishing Chinese Protectorates (akin to the Aboriginal Protectorates), providing separate living areas, elected representatives, interpreters and access to legal rights. There was nevertheless significant official prejudice expressed against the Chinese community.

John Fawkner, one of the founders of Melbourne, demanded that the government act to stop 'the Gold Fields of Australia Felix from becoming the property of the Emperor of China' and that they represented 'great social evils, immorality and crime … bringing about results highly detrimental to the habits of the rising generation'.

Some groups of miners went beyond words. As the numbers of Chinese swelled to over 25 000 by 1857, a serious anti-Chinese riot erupted at Buckland River, when 30 to 40 miners pushed the Chinese from their claims, robbed them and then burned their tents. Four Chinese miners drowned in the freezing Buckland River. A similar riot occurred in New South Wales at Lambing Flat, near the town of Young, in 1861.

SkillBuilder discussion

Historical questions

1. What is **SOURCE 8**?
2. Why would the item have been created?
3. How does the source provide an insight into the challenges non-Europeans faced in Australia?

Did you know?

The worst anti-Chinese riots were at Buckland River in Victoria, in 1857, and in 1861 at Lambing Flat, the site of the present-day town of Young in New South Wales. In 1881, New South Wales and Victoria passed laws stating that any ship coming to Australia could carry only one Chinese passenger for every 100 tons of cargo.

SOURCE 8 The Roll Up banner around which a mob of about 1000 men rallied and attacked Chinese miners at Lambing Flat in June 1861. The banner is now on display in the museum at Young.

SkillBuilder discussion

Using historical sources

1. What is being described in **SOURCE 9**?
2. What do you think motivated the rioters?
3. Why do you think the Chinese were continually 'maltreated'?

SOURCE 9 From *The Sydney Morning Herald*, 20 July 1861

… the crowd of rioters took the road to Lambing Flat … every Chinese resident in the township on whom hands could be laid was attacked and maltreated … Unarmed, defenceless, and unresisting Chinese were struck down in the most brutal manner by bludgeons … and by pick handles … every article of property they had endeavoured to take with them was plundered.

3.4.5 Contested history

There are many aspects of studying history that lead to debate and argument. You need to be aware that sources and accounts all present particular perspectives that need to be interrogated by looking at other sources. This is also true in this topic. In many history books the riots, resentment and hostility directed towards the Chinese has created an image of Chinese passivity and helplessness. This may not be the case. The following sources suggest that many Chinese immigrants, in spite of the conditions under which they lived and worked, went on to become successful members of the community.

SkillBuilder discussion

Using historical sources

1. Read **SOURCE 10**. What percentage of the Victorian population were Chinese in the 1850s?
2. What did the Chinese bring to the colony?
3. How did the Chinese contribute to the development of the region?

SOURCE 10 The website www.egold.net.au emphasises the diverse experiences of Chinese people and their contribution to Victoria.

The Chinese, who at one stage during the late 1850s accounted for one in ten Victorians, settled in the key goldfields centres of Bendigo, Ballarat and Castlemaine. They brought with them their distinctive way of life and specialised mining techniques. Some encountered hostility and racist attitudes but as a group the Chinese were renowned for their industry.

Although best known for their role in the goldmining industry, they were involved in many other pursuits on the goldfields. Many worked as herbalists, merchants and restaurateurs. Others played an important role in the development of the region by working as market gardeners and continued to do so well into the twentieth century.

Lee Heng Jacjung was one individual who made a life for himself in Victoria. He arrived in Australia from California and settled on the Fryers Creek diggings, where he acted as an official interpreter. He married and settled near Mount Alexander, and became a valued member of his community. Similarly, James Acoy was an interpreter and prominent businessman in Castlemaine, which had one of the biggest goldfield Chinese communities. In 1855 he married a 17-year-old German girl and built a house in Castlemaine; together the couple had 10 children. While imprisoned for corruption in 1869, he had many supporters across the community who believed his conviction was unjust.

SOURCE 11 From Robert William Dale, *Impressions of Australia*, published in 1889

… the virtues of the Chinaman, rather than his vices, provoke the popular resentment against him. His … industry, his patience, his powers of endurance … make him a very formidable person.

3.4.6 South Sea Islanders and Sugar

The numbers of convicts transported to the colonies were declining by the 1840s. The *Hougoumont* was the last convict ship to arrive in Australia. It arrived at the Swan River colony in 1868 with a final cargo of 229 convicts aboard. A wealthy pastoralist, Benjamin Boyd, suggested bringing Pacific Islanders into Australia as an alternative source of cheap labour. In 1863, a group of islanders, known as *Kanakas*, were brought to Queensland to develop the sugar and cotton industries. Over the next 40 years over 62 000 men, women and children were either kidnapped or tricked aboard boats bound for the Queensland plantations. The term used to describing the capture and enslavement of the Islanders was *blackbirding*, which meant the 'boats that steal people'.

The cotton industry failed as sugar proved to be a more profitable crop. Islanders from places such as Vanuatu, Fiji and New Caledonia were then indentured to work on the Queensland canefields where their labour was exploited and they were denied the protection of the law. The Pacific Islanders suffered the same levels of discrimination as the Aboriginal and Torres Strait Islander communities. The first few years of life in Queensland's isolated communities were the most difficult for Islanders as they were exposed to diseases they had little immunity to, such as the common cold, measles and tuberculosis. They suffered the highest death rate of any groups of immigrants in Australia.

By the 1880s many of the Islanders were living on Christian missions in barracks or Pacific Islander style housing which they constructed themselves. By the 1890s more than one-quarter of the Pacific Islander workers were choosing to re-enlist for employment in Queensland and were playing an increasingly important role in the development of the sugar industry. In 1901 the Pacific Island Labourers Act was passed by the new Commonwealth Government. It was aimed at **deporting** the Pacific Islanders and achieving a White Australia. Islander families were forced apart and Islander property was stolen. It is estimated that approximately 2000 Islanders finally gained exemptions from **deportation** and were permitted to remain in Australia.

SkillBuilder discussion

Historical questions

1. Look at **SOURCE 12**. Discuss what the working and living conditions would be like for Kanaka laborers on Queensland plantations.
2. How does the source photo provide evidence of the contribution made by non-European peoples to the economic development of Australia's colonial community?

SOURCE 12 Kanaka labourers on a Queensland sugar plantation

3.4 SkillBuilder activity COMMUNICATING

Non-Europeans in nineteenth century Australia faced many challenges and made many contributions to the development of nationhood.

1. As a class, brainstorm to **identify** the challenges the non-Europeans faced upon arrival in the Australian colonies: What would life have been like for these groups of people?
2. You have already developed some understanding of the Chinese, Pacific islanders and Afghan cameleers. Working in small groups, select a non-European focus group to research in more detail, for example:
   - *Japanese pearl divers*: The tools, techniques and risks of pearl diving, cultural practices and challenges, work and contribution to the pearling industry.
   - *Afghan cameleers*: What routes they travelled with their camels and what they transported, the role they had in exploration, the relationships they had with Europeans and Aboriginal communities.
3. Research secondary and primary sources such as photos, newspaper reports and oral accounts.
4. **List** your findings under the headings: Role, Challenges, Contribution.
5. Present your findings as a short speech from the perspective of a personality representative of your researched group. **Explain** your daily life, your challenges and your accomplishments.
6. Write a short individual essay response to the question:
   How was Australia changed and developed by the contribution of the non-Europeans of the nineteenth century?
   In your response, consider the connection between the nineteenth century non-Europeans and the multicultural nation we enjoy today.

3.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7, 8	9, 10

REMEMBER AND UNDERSTAND

1. **Identify** why goldfields were initially only populated by local diggers.
   - A. Because the local diggers kept it a secret
   - B. Because it took a long time for news of the discovery to spread
   - C. Because the government made it illegal to tell anyone
   - D. Because the government was worried about potential rioting
2. Fill in the gaps in the following sentences:
   The _____government passed the first of a number of racial discrimination _____ in_____, imposing an extra _____on every Chinese person landing in Victoria. Undeterred, ships began landing at Robe in _____Australia.
3. Why did some Chinese migrants disembark at Adelaide and walk from there to the goldfields?
   - A. Because they were not sure where the goldfields were situated
   - B. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in South Australia
   - C. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in Victoria
   - D. Because of their fear of bushrangers
4. **Explain** why Chinese prospectors were the target of racial abuse.
5. **Explain** why the Pacific Islanders were brought to Queensland.

APPLY AND ANALYSE

6. **Examine SOURCE 10**. **Identify** four occupations of Chinese people other than gold mining.
7. Refer to the sources in this lesson to select images and source text supporting the image of the goldfields as egalitarian.
8. Refer to the sources in this lesson to select images and source text showing the discrimination and challenges faced by the Chinese on the goldfields.

EVALUATE AND COMMUNICATE

9. **Examine** all the sources in this lesson. Create two lists of evidence, one identifying the discrimination against non-Europeans and one identifying the contributions made to colonial Australia. Write your own one-paragraph response to the following question: To what extent was the face of Australia changed during the nineteenth century?
10. Write a new caption to accompany **SOURCE 12** briefly **explaining** the experience of the Pacific Islanders in colonial Australia.

Answers and sample responses for this topic are available online.

LESSON 3.5 How did Australia's democracy develop?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the factors that contributed to the development of Australian egalitarian values and democratic ideals.

Tune in

SOURCE 1 *The Colonial Minstrel* by Charles Thatcher

Hurrah for Australia the golden, Where men of all nations now toil, To none will we e'er be beholden Whilst we've strength to turn up the soil;

There's no poverty here to distress us, 'Tis the country of true liberty, No proud lords can ever oppress us, For here we're untrammelled and free.

Then hurrah for Australia etc …

Oh, government hear our petition, Find work for the strong willing hand,

Our dearest and greatest ambition Is to settle and cultivate land: Australia's thousands are crying For a home in the vast wilderness, Whilst millions of acres are lying In their primitive uselessness.

Then hurrah for Australia etc …

Upset squatterdom's domination, Give every poor man a home, Encourage our great population, And like wanderers no more we'll roam.

1. **Think about the words of our Australian national anthem, *Advance Australia Fair*. We hear it at sporting events; we sing it at school assemblies. How well does it represent us? What images is it trying to convey?**
2. **Now look at SOURCE 1. What are the similarities and differences between these two images of Australia?**

3.5.1 Advance Australia

The 1850s began a period of economic and political transformation in the colonies of Australia. The multicultural and diverse peoples that came with the Gold Rush joined workers in the new agricultural industries to bring about the rise of a powerful free settler movement. Gold miners, farmers and urban workers began making demands for democratic reforms. From the shared experiences of gold rushes and struggles for land, a new independent national identity was also emerging.

3.5.2 The 'squattocracy'

Democratic values were shaped by debates about justice, political representation and the right to financial security. Early nineteenth-century colonial power was in the hands of a new class of wealthy landowners, known as the '**squattocracy**'. The egalitarian ideas that came from the goldfields challenged the political and economic control of this squattocracy.

Many ordinary people hated the inequalities that existed between rich and poor in Britain and Europe. Australia seemed to offer them the chance to gain independence as small farmers. In the 1850s, a popular movement developed calling for '**free selection**'. The first free selection Act was passed in the Victorian Parliament in 1860. In New South Wales free selection Acts were passed in 1861 and similar laws were made in the other colonies.

The ambitions of ordinary people to own land were expressed in a popular song of the time by Charles Thatcher (see **SOURCE 1**), who was well known on the Victorian goldfields.

These free selection laws allowed anyone to select land whether or not it was leased by a squatter. The only land they could not select was land on which squatters had made improvements.

SkillBuilder discussion

Using historical sources

1. What is the subject of the **SOURCE 2** photograph?
2. Where was the photo taken?
3. How does this **SOURCE 2** image help historians to understand the message expressed in the lyrics of the **SOURCE 1** song?

SOURCE 2 *Selector's hut, Gippsland*, an albumen silver photograph by Nicholas Caire, c. 1886, National Gallery of Australia, Canberra.

Australia's colonial economy began to develop with the export of animal skins, whale oil and whalebone. Cattle and fat-tailed sheep were reared to provide the first European settlers with food. With the growth of the colony, and the movement of people further from the original Sydney settlement, sheep were raised to produce wool. By 1840, wool exports were worth three times the value of all other Australian exports.

Australia was producing more than 2 million kilograms of wool every year. Many squatters, like the NSW Corps officer, John Macarthur, were becoming immensely wealthy from 'riding on the sheep's back'. At the time of his death in 1834, Macarthur owned over 9500 hectares of prime grazing land, and had become one of the wealthiest and most powerful men in the colony.

The wool industry came to dominate Australia's nineteenth-century economy. Other sections of the colonial economy also developed:

- Banking grew as squatters borrowed money to improve their flocks and their properties.
- Employment opportunities were created for shepherds, shearers, builders and labourers.
- Transport links were developed, and small towns emerged.
- Docks and warehouses were constructed.
- Wool-broking businesses were established.

3.5.3 A golden avalanche

The Eureka rebellion of 1854 is often seen as a milestone in the struggle for democratic rights and a more equal society. The Eureka Rebellion was led by goldminers fighting against the government's oppressive and discriminatory gold mining licensing laws. It was partly a conflict over what kind of a society Australia should be and what rights each individual should have in the society.

The population trebled in the first decade of the gold rush, with wealth from gold also raising living standards. Although the Eureka rebellion was quickly crushed, it did deliver important reforms, such as the abolition of the hated gold licences. Granting rights to miners accelerated the demands for democratic rights beyond the goldfields and would influence the political life of the colonies for the next 50 years. Over time, many have debated the significance of the Eureka Rebellion. In 1897 the US author, Mark Twain, called it 'the finest thing in Australasian history'.

SkillBuilder discussion

Using historical sources

1. What is at the centre of the **SOURCE 3** painting?
2. Why do you think the miners are swearing allegiance to this flag?
3. How does this image provide evidence of a powerful free settler movement?

SOURCE 3 *Swearing allegiance to the 'Southern Cross'* by Charles Doudiet

Did you know?

In *The Eureka Stockade*, first published in 1855, Raffaello Carboni, an Italian revolutionary, provided a firsthand account of the Eureka rebellion. As a fluent speaker of English, Italian, French, Spanish and German, Carboni became such a prominent leader of the diggers that he was tried for treason after the rebellion was crushed.

3.5.4 Melbourne: 'The wonder of the world'

By the end of the 1850s, the wealth produced by the feverish work of thousands of miners had transformed the city of Melbourne. Grand, extravagant buildings, fashionable suburbs and a busy 'get ahead' atmosphere gave the impression that Melbourne was destined to be one of the great cities of the world. A free public library, university, museum, several theatres and an extensive Parliament House, along with a new water supply from Yan Yean, showed that Melbourne was a leader of culture as well as business in Australia.

Victoria was also transformed. Its population of nearly 540 000 was spread throughout the state. The gold rush migrants were generally young, energetic and determined to make the most of their new lives on the other side of the world.

Developing democracy — the Chartists

Many of the demands made by the leaders of the Eureka rebellion were inspired by a political movement started in 1837 by members of the London Working Men's Association. The association had created a document called the 'People's Charter'. Their movement became known as 'Chartism', and its members called the 'Chartists'.

The Chartists fought to improve living and working conditions for working people through democratic reforms. Their main goal was to give the working classes the right to vote and be represented in Parliament.

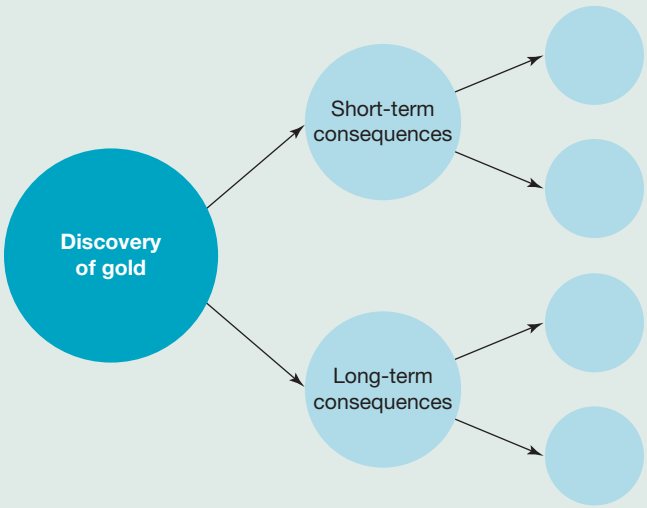
The People's Charter of 1838 made six key demands:

- *Universal male suffrage*: for all men aged 21 and over, regardless of their income or wealth.
- *Secret ballot*: to protect voters from threats or intimidation.
- *No property qualifications for members of parliament*: enabling working class people to stand for election.
- *Payment for parliamentarians*: allowing people who were not wealthy to serve in parliament.
- *Equal constituencies*: ensuring that people living in the overcrowded industrial cities would be given equal representation to residents of less populated areas.
- *Annual parliamentary elections*: to ensure that parliamentarians would only keep power as long as they worked for their constituents.

3.5 SkillBuilder activity HISTORICAL PERSPECTIVES AND INTERPRETATIONS

In this activity you will **investigate** the significance of the Gold Rush to the development of Australia's democracy.

1. The sources and the text in this lesson point out the consequences of the gold rush. **Discuss** the consequences and historical significance of the gold rush (make a start by **examining SOURCE 1**). **Summarise** your conclusions in the diagram shown.
2. Now **consider** the anger of the miners at the license fee.
3. At the time of the Eureka Rebellion the *Ballarat Times* was a strong supporter of the miners. Imagine you are a journalist working for the *Ballarat Times*. You want to **explain** to your readers the goldfield grievances and the injustice of the licence fees. Your article should also provide an explanation of the contribution of the gold rushes to Australia and the egalitarian ideas that were coming from the goldfields and challenging powerful colonial groups such as the squattocracy.



4. Your article will need a headline and will **explain** how Eureka was advancing democratic ideas like voting rights and political representation for workers.

3.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5, 8	2, 4, 6, 7	9, 10

REMEMBER AND UNDERSTAND

1. **Explain** what caused the development of the free settler movement.
   - A. Decreasing population
   - B. The arrival of more convicts
   - C. The growth of the squattocracy
   - D. The arrival of a more multicultural and diverse population
2. **Explain** the aim of the Chartist movement.

3. **Define** 'squattocracy'.
   A. People who lived in poverty in the colony
   B. People who worked on the goldfields
   C. People who were wealthy landowners
   D. People who fought to improve working conditions
4. Identify the democratic values that were being debated in the middle of the nineteenth century in Australia.
5. What is the evidence that the Gold Rush was changing Victoria?

ANALYSE AND APPLY

6. According to Thatcher's song in **SOURCE 1 explain** what the benefits of free selection will be.
7. **Identify** what **SOURCE 2** shows about the hardships faced by free selectors.
8. What impression of the miners protesting at Eureka is communicated in the **SOURCE 3** image?
9. **Explain** the significance of the Chartist movement to the development of democracy in Australia.

EVALUATE AND COMMUNICATE

10. **Conduct** a class debate: Eureka: 'the finest thing in Australasian history or an attack on law and order?'

Answers and sample responses for this topic are available online.

LESSON 3.6 Australia's fight for a 'fair go'

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the events, groups and ideas that contributed to Federation.

Tune in

SOURCE 1 promotes the celebration of Labour Day in Australia. (Sometimes the spelling of the day is the same as for the political party: Labor.)

Labor Day commemorates the struggle that began in the mid-nineteenth century for fair working conditions and the granting of the eight-hour work day.

1. **List all the public holidays we have in Australia and suggest the different reasons we have them.**
2. **Discuss in pairs what you think Labour Day represents, and why it is of significance in many countries around the world.**

SOURCE 1 Poster celebrating Labor Day in Australia.

3.6.1 Australian trade unions develop

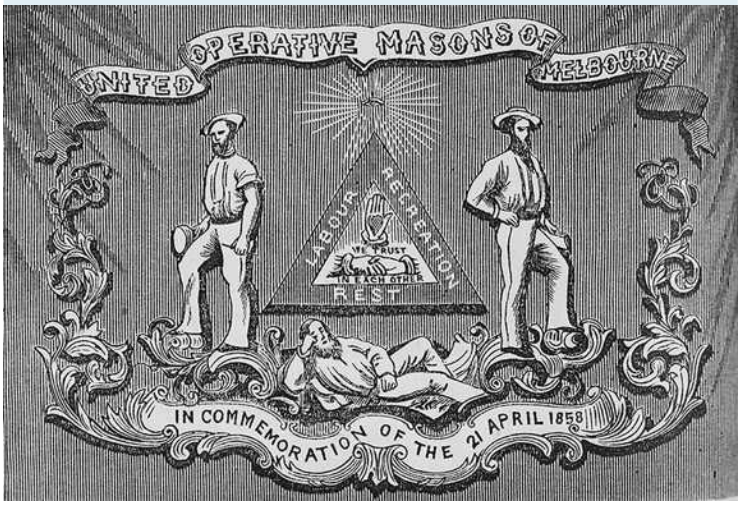
Many people in nations across the world promote the idea that there are characteristics that make their people distinctive. In the late nineteenth century, many Australians appeared to embrace the concept that the most important aspect of the Australian identity — the typical Australian characteristic — was 'mateship'. This characteristic was exemplified by ordinary individuals supporting each other in the struggle against challenging conditions and injustice, particularly in rural areas. For those who held this perspective, the growth of trade unionism was seen as a continuation of a tradition dating back to early convict days and was part of the 'pioneering spirit' of Australia's white history. This belief was further reinforced by the rebels at Eureka.

SkillBuilder discussion

Historical significance

1. What is **SOURCE 2** commemorating?
2. What words on the banner reveal what the United Operative Masons were hoping to achieve?
3. Why do you think this was such an important achievement?

SOURCE 2 A banner for the United Operative Masons of Melbourne commemorating this union's achievement of the eight-hour working day



Trade unionism has significantly influenced Australian life. Trade unions are established by employees within an occupation or industry to negotiate with employers for improved wages and working conditions. The first Australian trade unions were formed in the 1840s. Although temporarily disrupted by the gold rushes, they were soon reorganised. By the 1850s, many trade unions had been established, bolstered by the ambitions of numerous gold rush migrants.

Did you know?

One of the first great victories of the Australian union movement was the winning of the eight-hour work day on 21 April 1856 by the Stonemasons Union. The eight-hour day was confined to the building trades and not extended to most workers until the next century, but it continued to be celebrated with an annual procession. It was well attended. In 1879, the Victorian government declared it a public holiday and in 1934 it was renamed 'Labour Day'.

3.6.2 Tactics and policies

Unions used strikes and pickets to win their objectives. The first full-scale union picket was staged during the Bootmakers' Union strike in 1884. Unions also held strikes to protest against businesses employing Chinese workers, who were paid at much lower rates than Europeans. At its first meeting, in Sydney in 1879, the Inter-Colonial Trade Union Congress (later the **Australian Council of Trade Unions** or **ACTU**) unanimously opposed Chinese immigration. The migration of Chinese workers during the gold rush conflicted with a vision of a future Australia that was racially and culturally British. Creating a 'white Australia' was a rallying call for federation and for the union movement, arguing the need to protect the wages of white workers by excluding non-Europeans from employment in Australia.

SkillBuilder discussion

Historical significance

1. Look carefully at the banner in **SOURCE 3** to identify who the group of men in the photo are representing.
2. What do you notice about the membership of the trade union in this source photo?
3. Broken Hill was a town built on mining. Why do you think the development of the trade union movement would have been particularly important in Broken Hill?

SOURCE 3 Trade unionists with their banner in Broken Hill, NSW, around 1911

Factions and political parties

Workers could have improved their conditions by electing representatives to fight for their rights in the colonial parliaments. At first, however, factions and pressure groups dominated colonial politics. The main groups were the protectionists and the free traders. Both represented the interests of businesspeople.

Political parties began to emerge in the late 1880s as the protectionists and free traders became more organised. The most significant step in the development of political parties, however, was the birth of the labour parties. Since its inception, the Australian Labor Party (ALP) has had links with the trade union movement. Formed in 1891, it is the oldest political party in Australia and one of the oldest labour parties in the world.

The sectarian divide

Among the convicts transported to Australia with the first European settlement were Irish political prisoners found guilty of involvement in rebellions against the British government. Irish rebels were exiled to a penal colony located in a distant land, and ruled over by British officials who were commonly anti-Irish and anti-Catholic in their attitudes. This was the beginning of what is called a 'sectarian divide'; a colonial society divided between Irish Catholics and British Protestants. The distrust was so great that no Catholic priests were allowed into the colony for 30 years.

Irish Catholics played an important role in the birth of the Australian trade union movement, and the foundation of the Australian Labor Party. This was seen to be in opposition to the dominance of British Anglicans and Presbyterians in business. Political unrest in Ireland continued to stir the sectarian divide well into the twentieth century.

SOURCE 4 A portrait of shearers as 'unionist prisoners'. This photograph was taken at Barcaldine, Queensland, in November 1893 to mark the jailing of 13 shearer union leaders.

SkillBuilder discussion

Historical significance

1. Why has the **SOURCE 4** photo been taken?
2. What is the image of union leadership as expressed in this photo?

3.6.3 The great strikes of the 1890s

Trade unions achieved many of their goals up until the end of the 1880s. However, when a severe economic depression began in 1890, employer organisations fought back. Employers said they were fighting for 'freedom of contract'— the right to hire workers who were not union members and to pay them less than the wages that had been won by the unions.

The result was a series of great strikes between 1890 and 1894. The 1890 maritime strike affected all the eastern colonies and involved wharf labourers, seamen, ships' officers, transport workers and shearers. The 1891 shearers' strike saw armed clashes between shearers on the one hand and strike-breakers, the army and police on the other at Barcaldine in Queensland.

SkillBuilder discussion

Using historical sources

1. What event is **SOURCE 5** describing?
2. Why would the treatment of the non-unionists be different from the treatment of the unionists?
3. How does the source news report provide an insight into the challenges faced by trade unions at the beginning of the twentieth century?

SOURCE 5 This news report describes what happened when unionists attempted to stop strike-breakers working at Port Adelaide during the 1890 maritime strike. It was published in *The Advertiser* (Adelaide), 29 October 1890.

About 6 a. m. a large body of unionists had assembled on the wharfs, but nothing serious occurred until about 8 o'clock, when some non-unionists were returning from work along Maclaren wharf and proceeding to the labour bureau for breakfast. They were surrounded by a body of unionists, who commenced to hoot, jeer, and ill treat them. One of the men being rather roughly handled drew a revolver, which he pointed at the unionists, but happily did not fire. The police arriving on the spot arrested three of the unionists and took the weapon away from the non-unionist, but the owner [of the revolver] was not apprehended …

Electing workers' representatives

The strikes failed because the employers were able to find strike-breakers to carry out much of the work and could use the law against the strikers. The failure of the strikes, the support the employers had from governments and the jailing of union leaders made unionists realise they needed new tactics. They decided to get workers' representatives into parliament to change the laws. Labour parties were set up in each colony.

William Guthrie Spence

The mateship and fraternity of the Victorian goldfields provided inspiration for the formation of the union movement, and the foundation of the Australian Shearers Union by William Guthrie Spence.

Spence migrated to Australia from Scotland at the age of six. He had no formal education and so from the age of 13 worked as a farm labourer, and later as a gold miner. Mining impressed upon Spence the need for collective action to protect workers and the conditions of their employment. His success in running the Victorian Miners Association pushed him into working to improve the conditions for shearers. By 1890, the Shearers Union established conditions for their members in New South Wales, Victoria and South Australia.

The defeat of the 1880s strikes led Spence and other unionists to move into politics, and support the movement for federation. In 1891 he supported the first Labour Party election campaign in New South Wales. With Federation, Spence was elected to the first Australian House of Representatives.

3.6.4 Forming the ALP

The Australian Labour Party entered federal politics at Federation, following the first Commonwealth elections in 1901. It comprised 16 members who had been elected to the first sitting of the House of Representatives and eight Senators. It was not until 1908 that the spelling of the party's name was changed to 'Labor'. The American English spelling recognised that many of the ideas of the US 'labor' movement were dominant internationally and influenced the early tactics of the ALP.

Did you know?

Australia's first labour government — indeed the first labour government in the world — was elected in Queensland in 1899. It lasted only seven days. A **minority government** had been formed, with Anderson Dawson as the state's first labour premier. It ended a week later when motions enabling it to continue to govern were defeated.

3.6 SkillBuilder activity COMMUNICATING

Australia of the late colonial period was described by many as a 'working man's paradise', because it was believed to be a land that provided jobs and opportunity. The economic depression of the early 1890s led to high unemployment levels, financial hardship, strikes and social unrest.

Think about what would have motivated one of the men in **SOURCES 3** and **4**, and which nineteenth-century workplace rights he would have been standing up for.

1. Imagine you are a journalist assigned to write a story on the trade union movement. **Investigate** the background to one of the unions referred to in the sources or text of this lesson.
2. You are particularly interested to find out if your unionists consider Australia to be the 'working man's paradise'. **List** five questions that you believe will provide your readers with an understanding of the union's role in the late nineteenth-century workplace, and the long-term aims of the union movement.
3. After you have framed your questions, **suggest** how you think the nineteenth-century unionists would have responded, and why the formation of the Labor Party in 1890 was of such significance to the trade union movement.
4. The newspaper has given you 20 lines to write up the findings from your interview and research. Your headline is 'Is Australia the Working Man's Paradise?'. Begin your short article with a strong statement to grab the reader's attention and then provide evidence to support your opinion piece.

3.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 8	2, 4, 7, 10	3, 6, 9

REMEMBER AND UNDERSTAND

1. **Identify** two reasons why trade unions are formed.
   - A. To ensure that the work is completed on time
   - B. To ensure that previously gained social improvements are maintained
   - C. To bargain with employees for improved wages and conditions
   - D. To bargain with employers for improved wages and conditions
2. **Identify** the economic reason that unions opposed Chinese immigration.
   - A. The Chinese workers were paid more.
   - B. The Chinese workers were unskilled.
   - C. The Chinese workers were not of European descent.
   - D. The Chinese workers were paid less.

3. Whose interests did free traders and protectionists represent?
   A. Women and children's
   B. Business people's
   C. Workers'
   D. Chinese immigrants'
4. How did employers try to lower wages in the 1890s? **Explain** why they might have done this.
5. **Identify** the results of the strikes of the 1890s. **Explain** why they failed.
6. **Identify** four significant aspects about the formation of the ALP and its early history.
7. What was Australia's 'sectarian divide'?

ANALYSE AND APPLY

8. The slogan on the banner in **SOURCE 3** reads, 'To assist but not to injure'. **Explain** why the union might have chosen this slogan.
9. **Identify** from **SOURCE 4** why unionists felt the government was on the side of the employers.

EVALUATE AND COMMUNICATE

10. **Propose** reasons why the goldfields provided inspiration for the development of the union movement, and the career of political figures such as William Guthrie Spence.

Answers and sample responses for this topic are available online.

LESSON 3.7 Who shaped the Australian identity?

LEARNING INTENTION

By the end of this lesson you should be able to **investigate** what the evolving national identity of being 'Australian' meant at the end of the nineteenth century.

Tune in

SOURCE 1 captures an image of Australia that many people in 1894 would have identified with. The art of Tom Roberts and the literature of Banjo Paterson (**SOURCE 2**) contributed greatly to the creation of this distinctly Australian identity.

1. **How would you describe the 'typical' Australian as depicted in SOURCES 1 and 2?**
2. **Discuss in pairs the key features of Australia's twenty-first century identity.**

SOURCE 1 *The Golden Fleece*, painted by Tom Roberts in 1894. You can compare this image to Roberts' more famous work, *Shearing the Rams*.

3.7.1 Radical and nationalist

Ideas of national identity and national types became popular in Europe, Canada and the United States of America in the 1800s, shaping and reshaping maps, alliances and culture.

By the late nineteenth century, two very different kinds of nationalism existed in Australia. A majority of Australians were what historians have called 'imperial loyalists'. They thought of themselves as Australian Britons and felt deep loyalty to Britain and the British Empire. A different kind of sentiment was felt by Australians whom historians have called 'radical nationalists'. These people believed that Australia should be independent from Britain and should create a society that was fairer and more egalitarian than Britain's.

Radical nationalists saw the typical Australian as a bush worker, like the gold rush diggers and the unionist shearers and drovers. He was seen as independent, opposed to class distinctions and English snobbishness, and loyal to his mates. Women usually had very little part in this image. Many Australian short stories, poems and artworks of the 1880s and 1890s depict such 'typical Australians'.

SOURCE 2 Extract from Banjo Paterson's 1889 poem, *Clancy of the Overflow*. This section provides a rather romantic image of droving in contrast to the 'foulness' of city life.

In my wild erratic fancy visions come to me of Clancy

Gone a-droving 'down the Cooper' where the Western drovers go;

As the stock are slowly stringing, Clancy rides behind them singing,

For the drover's life has pleasures that the townsfolk never know.

And the bush hath friends to meet him, and their kindly voices greet him

In the murmur of the breezes and the river on its bars,

And he sees the vision splendid of the sunlit plains extended,

And at night the wond'rous glory of the everlasting stars.

I am sitting in my dingy little office, where a stingy

Ray of sunlight struggles feebly down between the houses tall,

And the foetid air and gritty of the dusty, dirty city

Through the open window floating, spreads its foulness over all.

SkillBuilder discussion

Historical significance

Discuss why the image of Banjo Paterson in **SOURCE 3** was included on the $10 note.

SOURCE 3 Portrait of Banjo Paterson on the Australian $10 note

3.7.2 White and male

Racism was part of both kinds of Australian nationalism. Imperial loyalists believed that Britain had the right to rule over other races they believed were inferior to the British. Radical nationalists wanted to create a workers' paradise in Australia. They thought this dream could be achieved only by keeping out non-Europeans, who they believed did not share their values and whose cheap labour would be used to destroy the gains won by Australian workers. They also considered non-Europeans insufficiently educated or intelligent to share in an Australian democracy.

Identity and the Dreaming

The Dreaming reinforces the physical and spiritual links between the many Aboriginal and Torres Strait Islander Peoples. These shared understandings define identity and reinforce physical obligations and spiritual links with Country. William Barak lived at Coranderrk in the 1880s and 1890s. His artwork recorded encounters with colonial society, life at Coranderrk and the Wurundjeri traditions and stories.

SkillBuilder discussion

Using historical sources

1. Who created the **SOURCE 4** painting?
2. What is illustrated in the source?
3. How does **SOURCE 4** express a different cultural identity to that expressed in the other sources in this lesson?

SOURCE 4 An 1898 painting by Aboriginal artist William Barak (c. 1824–1903) of the Wurundjeri Peoples

In 2022, Elder and Barak descendant, Ron Jones, explained how William Barak expressed the identity of his people during the colonial period:

'... Uncle William's paintings were depicting our culture and our history, through drawings. If people know how to read William Barak's paintings, he's telling the story of Wurundjeri people, not just Wurundjeri but all the people living on Coranderrk.'

Art and literature

Even before stories and poems about the bush were published, there were traditions of storytelling and singing among rural itinerant workers. These had developed from old convict ballads and Irish songs. Writers such as Andrew 'Banjo' Paterson drew on these traditions to create ballads about the bush and its heroic characters. Paterson's works include *Waltzing Matilda, Clancy of the Overflow* and *The Man from Snowy River*.

Henry Lawson (see **SOURCE 5**) also wrote about people living in the bush. His mother, Louisa, was an early Australian campaigner for women's rights, and her strong influence is seen in some of the female characters that feature in Lawson's stories. *The Drover's Wife* (see **SOURCE 6**) depicts a brave and resilient woman protecting her children while her husband is away for long periods.

SOURCE 5 Henry Lawson

SkillBuilder discussion

Historical questions

1. Who is the subject of the **SOURCE 6** story?
2. What happened in the story?
3. What colonial Australian identity is expressed through **SOURCE 6**?

SOURCE 6 Extract from *The Drover's Wife* by Henry Lawson

She is not a coward, but recent events have shaken her nerves. A little son of her brother-in-law was lately bitten by a snake, and died. Besides she has not heard from her husband for six months, and is anxious about him …

… She is used to being left alone. She once lived like this for eighteen months. As a girl she built the usual castles in the air, but all her girlish hopes and aspirations have along been dead. She finds all the excitement and recreation she needs in the Young Ladies' Journal, and Heaven help her! takes a pleasure in the fashion plates …

… One of the children died while she was here alone. She rode nineteen miles for assistance, carrying the dead child.

However, much of the art and writing of the period celebrates hard physical labour and masculine endeavour. Women were often associated with more passive, domestic roles. This is another reason why *The Drover's Wife* is such an extraordinary story.

Many of the works of art also told dramatic stories about the trials and hardships of rural living, though not all of these works portrayed this life as one of heroic struggle.

Paterson and Lawson both contributed to a literary journal called *The Bulletin*. It promoted political ideas such as **republicanism** and white superiority. Its slogan was 'Australia for Australians' until 1908, when it was changed to 'Australia for the White Man'.

SkillBuilder discussion

Historical significance

1. What is happening in the **SOURCE 7** Tom Roberts painting?
2. How has Roberts captured the qualities of the Australian landscape?
3. Why do you think this painting has become one of the most recognisable images of colonial Australia?

SOURCE 7 Tom Roberts' *A break away!* Painted in 1891, this picture shows a lone figure desperately trying to avert disaster as his herd of thirsty sheep rushes for the water.

SkillBuilder discussion

Using historical sources

1. Who are the 'Sons of the South' Lawson refers to in the **SOURCE 8** poem?
2. What is the poet asking the Sons of the South to do?
3. Why do you think Lawson called the poem 'A song of the Republic'?

SOURCE 8 Written by Henry Lawson, published in *The Bulletin* in 1887, *A Song of the Republic* is Lawson's first published poem.

A song of the Republic

Sons of the South, awake! arise!

Sons of the South, and do.

Banish from under your bonny skies

Those old-world errors and wrongs and lies.

Making a hell in a paradise

That belongs to your sons and you.

Sons of the South, make choice between

(Sons of the South, choose true),

The Land of Morn and the Land of E'en,

The Old Dead Tree and the Young Tree Green,

The Land that belongs to the lord and the Queen,

And the Land that belongs to you.

…

Sons of the South, aroused at last!

Sons of the South are few!

But your ranks grow longer and deeper fast,

And ye shall swell to an army vast,

And free from the wrongs of the North and Past

The land that belongs to you.

John Feltham Archibald and *The Bulletin*

John Feltham Archibald was an Irish Catholic born in Geelong West, Victoria. His decision to change his birth name to Jules Francois Archibald reflected his love and great interest in 'everything French'. His other passion in life was the weekly paper he launched in 1880 featuring political, business and literary news. *The Bulletin* gained popular colonial support and gave young writers the opportunity to publish short stories and poetry. The paper encouraged and expressed the emerging nationalist sentiments of the colonial period, particularly through the 'bush poets'.

Qualities such as mateship and resilience were celebrated in the literary works of contributors such as Henry Lawson and Banjo Paterson. The beliefs in freedom of speech, liberty, equality and social justice championed by the paper were not extended to Aboriginal and Torres Strait Islander Peoples or non-European Australians. Despite the narrow definition of an Australian identity, the paper did promote Federation, the labour movement and a group of women writers who are celebrated as greats of Australian literature. Barbara Baynton's stories did not romanticise the bush life of Lawson and Banjo Paterson. Her Australian landscape was harsh and isolated, and dominated by men who lived with the daily struggle for survival in a vast and unforgiving landscape. The realism of her *Bulletin* stories reflected the darker side of the Australian colonial identity.

3.7 SkillBuilder activity USING HISTORICAL SOURCES

Two different aspects of the Australian identity emerged towards the close of the colonial period: the 'imperial loyalists' and the 'radical nationalists'.

- **Define** these two perspectives on Australia.
- **Investigate** some further examples of art and literature expressing the Australian identity of the period.
- **Select** five different primary sources created during the late nineteenth and early twentieth centuries for **analysis** (select different literary forms and different artists).
- **Summarise** your source interpretations in two columns, for example:

Source	Summary of content/Expression of Australian qualities and identity
The Drover's Wife Short story by Henry Lawson	Heroic image of a stoic and resilient woman protecting her children while dealing with the harshness and loneliness of the Australian bush
A break away! Painting by Tom Roberts	A brave, lone horseman working in the isolation of the vast bush desperately trying to control a herd of sheep charging towards water

- **Evaluate** the message and expression of Australian identity of the chosen sources by **identifying** the similarities and differences.
- As a concerned reader of the 1908 *The Bulletin* magazine, write a letter to the editor challenging the racist and sexist view of identity communicated in the slogan 'Australia for the White Man'. **Explain** why you believe *The Bulletin*'s view of our identity does not reflect Australia as you know it. Your letter should suggest *The Bulletin* represent a more inclusive image of the Australian identity, including women (*The Drover's Wife*), non-white Australians (Robert Dowling paintings), city dwellers and children (paintings by E. Phillips Fox).

3.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 6, 7	2, 8, 9	5, 10, 11, 12

REMEMBER AND UNDERSTAND

1. **Identify** the two different types of nationalists that existed in Australia by the late nineteenth century.
   - A. Radical nationalists
   - B. Radical loyalists
   - C. Imperial loyalists
   - D. Imperial nationalists
2. **Identify** the qualities of the typical bush worker as seen in the radical nationalist tradition.
   - A. Law-abiding
   - B. Rebellious
   - C. Opposed to English class distinctions
   - D. Loyal to the British Empire
   - E. Loyal to his 'mates'
   - F. Dependent
3. Women played only a small part in the creation of the image of the 'typical Australian' of radical nationalism. True or False?

4. **Name** two writers who wrote about Australian bush characters.
5. **Explain** why *The Drover's Wife* is an extraordinary story.
6. Use the words provided in the following table to complete the paragraph below **explaining** the role of John Feltham Archibald and *The Bulletin* in shaping colonial identity.

nationalism	Paterson	*The Bulletin*	liberty
Baynton	1880	politics	Federation

John Feltham Archibald launched _____ newspaper in _____ to provide the opportunity for writers like Banjo _____, Henry Lawson and Barbara _____ to publish stories and poetry about life in Australia. *The Bulletin* also covered business and _____. The paper expressed the emerging _____ of the later colonial period, and celebrated mateship and the importance of _____ and equality in the build up to _____. Unfortunately, the paper did not extend the vision of a nation built on the principle of equality to Aboriginal and Torres Strait Islander Peoples or non-European Australians.

ANALYSE AND APPLY

7. In **SOURCE 2**, **identify** the 'pleasures' of the drover's life.
8. **Identify** what **SOURCE 6** suggests about the qualities of bush women.
9. **Examine SOURCE 8**. What is the main point of Lawson's poem?
10. Using all the sources in this lesson **describe** the vision of national character they express. Try to include contradictory elements if you can.
11. **Examine SOURCE 8**. **Explain** what Lawson might have meant by 'old-world errors and wrongs and lies' and the sort of future he predicted for Australia as a republic.

EVALUATE AND COMMUNICATE

12. **Evaluate** the importance of the bush worker as a representative of the Australian character. Is it possible for any one idea to express a 'national type'? **Outline** your view.

Answers and sample responses for this topic are available online.

LESSON 3.8 Why were women important for Australia's democracy?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the significance of the movement advocating for women's right to vote on the development of Australia's democracy.

Tune in

'*I am a human being, and I believe nothing human is outside my sphere.*' — Terence

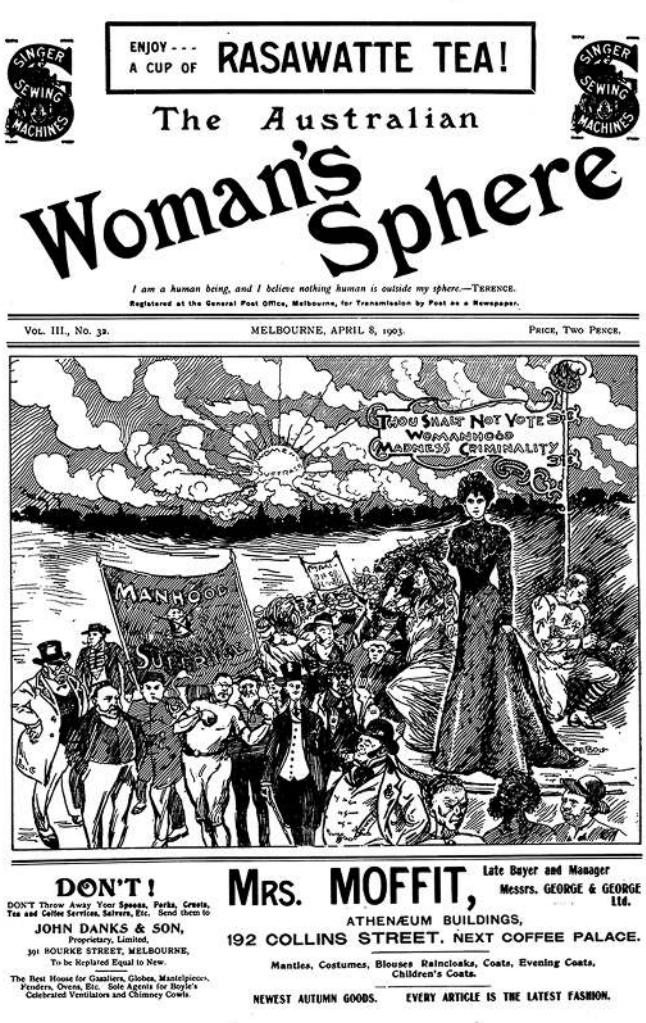
Shown on the front cover of *The Australian Woman's Sphere*, 8 April 1903, a procession of men march under the banner of manhood suffrage, a glass of beer and golf clubs. They include a boxer and men of all classes and even non-European males. The noble Vida Goldstein, representing womanhood, is chained to the pole of 'thou shalt not vote', along with 'madness' and 'criminality'. The rising sun of 'women's suffrage' is in the background. One of the males in the foreground is a brewery owner.

Refer to **SOURCE 1** and the words written in small print beneath the magazine's name, *The Australian Woman's Sphere*.

The words are attributed to Publius Terentius Afer, commonly known as Terence. Terence was a Roman writer who lived in the second century BCE, during the period of the Roman Republic.

1. **What do you think Terence meant by this statement?**
2. **Why did the publishers of *The Australian Woman's Sphere* adopt it as their slogan?**

SOURCE 1 The front cover of *The Australian Woman's Sphere*, 8 April 1903.



3.8.1 Women in the workforce

In the nineteenth century, there was significant social inequality between sexes. Most well-paying jobs were inaccessible to women, who often had to quit working upon marriage. Women endured long hours, harsh conditions and lower pay than men. In the clothing trade, they worked up to 90 hours a week. Female domestic servants earned minimal wages for 14-hour days with rare weekends off, whereas skilled tradesmen earned five times as much, though still barely enough for family essentials.

The Melbourne Tailoresses' Union, founded in 1882, was the first colonial women's trade union. It fought against wage cuts in the female-dominated clothing industry, leading to a parliamentary inquiry into **sweated labour** and the establishment of standards for wages, hours and conditions.

By 1913, women's participation in paid work increased rapidly, making up nearly a quarter of manufacturing employees and enjoying better wages and more independence, particularly in administrative roles involving new typewriters. However, pay rates remained low, with women generally earning only one-third of their male counterparts' wages.

Fighting for women's political rights

Women were expected to focus on their families but had little power in marriage. Many saw women's **suffrage** as essential to overcoming inequality. Laws on marriage, divorce, property and child custody favoured men, prompting women to seek political action.

In the late nineteenth century, women formed organisations in Australian colonies campaigning for the right to vote. They believed voting would improve working conditions, equal pay, education for girls and opportunities in professions. Voting rights were seen as a way to gain more power at home, protect against abuse, secure property and custody rights, and raise the age of consent.

Women's groups also advocated for restricting alcohol consumption (Temperance unions) for a safer society. The Women's Christian Temperance Union (WCTU), founded in 1885, promoted family values and protected women and children. The union encouraged women's participation in politics, aiming for real social change through voting rights.

The Australian Commonwealth Franchise Act

In 1902 the new Australian parliament passed a historic piece of legislation called the *Commonwealth Franchise Act*. The legislation showed great progress in granting women voting rights, but also enforced racism in denying Aboriginal and Torres Strait Islander Peoples the right to vote (except for South Australia, where the right to vote had already been granted). The legislation expressed the principles of the White Australia Policy in excluding 'natives of Asia, Africa, or the islands of the Pacific' (except New Zealand) from gaining the vote. It was not until 1962 that Aboriginal and Torres Strait Islander peoples were finally granted full voting rights.

Did you know?

In 1894, South Australian women gained the vote. New Zealand women had led the way, gaining voting rights in 1893. Women won the vote in Western Australia in 1899, federal government elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

Only South Australia and the Commonwealth had given women the right to stand for election to Parliament as well as to vote. The right of women to stand for election to Parliament was won in New South Wales in 1918, Western Australia in 1920, Tasmania in 1921 and Victoria in 1923. In 1921, with her election to the lower house of Western Australia, Edith Cowan became Australia's first female member of Parliament.

The power of the pen

In New South Wales in 1888, Louisa Lawson (the mother of Henry Lawson) founded a newspaper called *The Dawn* to raise awareness about women's issues. In 1889, she established the Dawn Club to campaign for women's suffrage. In 1891, women's suffrage societies presented the Victorian Parliament with a petition containing more than 30 000 signatures in support of women's voting rights.

Catherine Helen Spence was born in 1825 in Scotland, and her family migrated to South Australia in 1839. She worked as a governess before pursuing a career as a writer. In 1854, Spence's novel, *Clara Robinson: A Tale of South Australia during the Gold Fever*, was published, making it the first novel about Australia written by a woman. In the 1870s, she used her writing skills for campaigns to improve education, welfare and electoral reform. She co-founded the Boarding-Out Society, an organisation that aimed to find homes for orphaned and destitute children, and advocated for the establishment of kindergartens and secondary schools for girls.

In 1897, Catherine Helen Spence became the first Australian woman to run for political office, although she was not successful in her attempt to join the Federal Convention in Adelaide. She continued to campaign for female suffrage across Australia until her death in 1910. Her contributions to social justice were commemorated on the Australian $5 note issued for Australia's centenary of Federation.

SkillBuilder discussion

Causes and consequence

1. How might Catherine Helen Spence's early life and career have influenced her work in social reform and women's suffrage?
2. What were the significant contributions of Catherine Helen Spence to education and social welfare in Australia?

SOURCE 2 Catherine Helen Spence was a Scottish-born Australian author, teacher, journalist and politician. Catherine can be seen on the 2001 issue of the $5 note.

3.8.2 Slow progress

Vida Goldstein fights on

Vida Goldstein was another significant advocate for women's rights. She was born in 1869 in Melbourne, where she worked on initiatives such as slum clearance, prison reform and votes for women. In 1899, she became president of the Women's Suffrage League.

Vida Goldstein ran two women's rights magazines: *The Australian Woman's Sphere* (1900–05) and *The Woman Voter* (1909–19). She unsuccessfully ran for the Senate five times, but her campaigns increased awareness of women's inequality. In 1903, she spoke at a women's meeting in the United States and supported the British women's suffrage movement from 1911 to 1913.

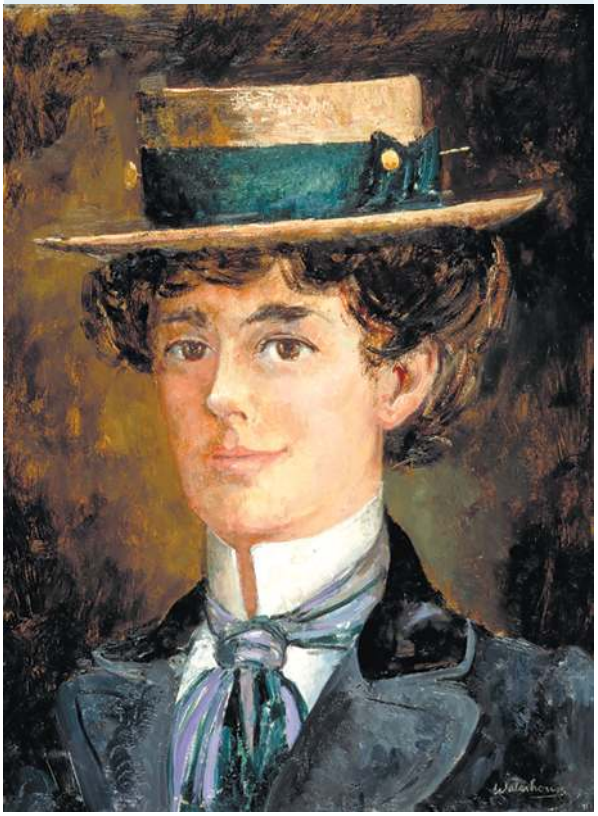
During World War I, Goldstein promoted pacifism and feminism. She founded the Women's Peace Army in 1915 and assisted vulnerable women through charitable work. In 1919, she represented Australia at the Women's Peace Conference in Zurich. Goldstein aimed for complete gender equality and decent living standards for all.

Male politicians opposed women's voting rights, arguing women were not educated or intelligent enough and could be easily influenced by others. They also believed politically active women would neglect their families and increase the divorce rate.

SkillBuilder discussion

Communicating
A number of male politicians argued that women were not sufficiently educated or intelligent enough to vote. What do you think is the artist's response to this argument, as seen through the **SOURCE 3** image?

SOURCE 3 A portrait of Vida Goldstein, painted in 1944 by Phyl Waterhouse



Did you know?

Vida Goldstein supported trade unions and **socialism**. During World War I, she campaigned for peace, despite losing many supporters. She died in 1949. An electorate in Melbourne is now named after her.

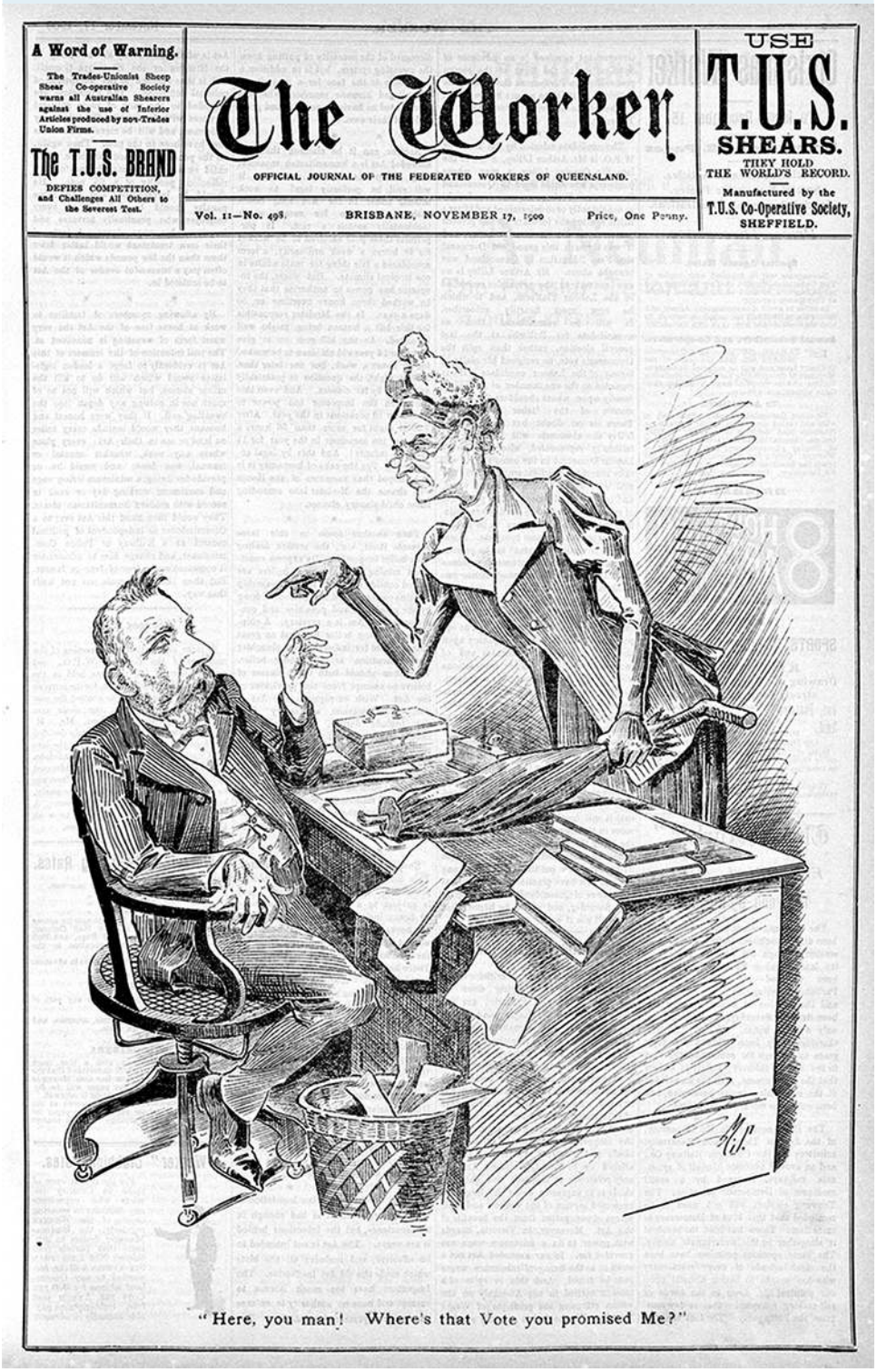
Some newspapers and publications portrayed women who campaigned for voting rights as ugly, unmarried and aggressive, suggesting in a rather obvious way that they were not really 'feminine'. Others portrayed women as too innocent or naive to use their vote responsibly or simply ridiculed the idea.

SkillBuilder discussion

Communication

1. Who are the two personalities represented in the **SOURCE 4** cartoon?
2. What is the image of the woman presented in the cartoon?
3. Why would the woman be presented in this way in the cartoon?

SOURCE 4 'Here, you man! Where's that vote you promised me?' This cartoon was published in *The Worker*, a Queensland trade union newspaper, on 17 November 1900. The woman probably represents Emma Miller, a prominent Queensland feminist of the time, while the man she is intimidating is the unsympathetic Robert Philp, the Queensland premier.



A Word of Warning.

The Trades-Unionist Sheep Shear Co-operative Society warns all Australian Shearers against the use of Inferior Articles produced by non-Trades Union Firms.

The T.U.S. BRAND

DEFIES COMPETITION, and Challenges All Others to the Severest Test.

The Worker

OFFICIAL JOURNAL OF THE FEDERATED WORKERS OF QUEENSLAND.

Vol. II—No. 498. BRISBANE, NOVEMBER 17, 1900 Price, One Penny.

USE T.U.S. SHEARS.

THEY HOLD THE WORLD'S RECORD.

Manufactured by the T.U.S. Co-Operative Society, SHEFFIELD.

"Here, you man! Where's that Vote you promised Me?"

SkillBuilder discussion

Questions

1. Who are the three characters represented in the **SOURCE 5** cartoon?
2. What does the quote 'a question of propriety' mean?
3. How does the Conservative Party representative respond to the Victorian woman?

SOURCE 5 The Victorian woman: 'We demand our votes. We will have 'em.' The Conservative Party: 'I assure you they're very unbecoming, ma'am. Just look at Miss South Australia there!' 'A question of propriety', *The Critic*, 26 August 1899

3.8 SkillBuilder activity USING HISTORICAL SOURCES, COMMUNICATING

1. **SOURCE 1** is the cover image of Vida Goldstein's monthly publication, *The Australian Woman's Sphere*. Vida Goldstein stands in the centre. She is surrounded by men of many nationalities and social groups waving a 'manhood suffrage' banner. There are three foreground figures who stand apart from the procession of suffrage men. Who do you think these groups are?
2. With reference to the lesson text and sources:
   - **Identify** areas of discrimination during this period.
   - Consider the radical nationalist identity, as discussed in the previous topic, and **suggest** how this may have contributed to discrimination against women.
   - Refer to **SOURCES 4** and **5** to **identify** the range of attitudes towards women, discrimination and levels of support for the women's suffrage movement.
3. You have been assigned to work with Vida Goldstein (**SOURCE 3**) on the women's suffrage campaign. Your campaign group is composed of representatives of different organisations, such as the Dawn Club. **Investigate** these groups, personalities and events, such as the 1919 Women's Peace Conference held in Zurich, to locate some background information.
   You need to carefully consider your message, your target audience and your opposition by **analysing** the sources and **evaluating** the range of views the broader Australian community holds about the role and place of women in the early twentieth century.
   Members of your group now need to **persuade** others of your suffrage message. Group members need to take responsibility for one of the protest strategies; for example, writing the letter to Parliament, writing lecture notes for a public meeting, and creating posters and leaflets promoting your cause.

3.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 9	7, 8, 10

REMEMBER AND UNDERSTAND

1. During the nineteenth century, women were treated as equal to men. True or False?
2. Apart from women fruit pickers, who received equal pay, what proportion of men's pay did women generally receive in the early twentieth century?
   - A. One-third
   - B. One-half
   - C. One-quarter
   - D. Two-thirds
3. Match the Australian states with the year in which Australian states gave women the vote.

New South Wales	Victoria	Western Australia	Queensland	South Australia	Tasmania
1894	1899	1902	1903	1905	1908

4. a. **Identify** the reasons that women campaigned for the right to vote.
   b. **Explain** why some people opposed giving women the vote.
5. How did Vida Goldstein and Catherine Helen Spence work to improve Australian society?
   - A. By leading military campaigns during World War I
   - B. By fighting for women's rights and electoral reform
   - C. By establishing new trade routes with Asia
   - D. By writing laws to limit immigration

ANALYSE AND APPLY

6. **Describe** the message of **SOURCE 1**. Is it convincing?
7. **Examine SOURCES 4** and **5**. **Explain** how the campaign for women's votes has been represented in these cartoons.
8. **Identify** what **SOURCES 4** and **5** reveal about attitudes at the time. **Explain** how each source might help us understand the debate over women's suffrage.
9. **Describe** how male government opponents of women's suffrage are depicted in **SOURCES 4** and **5**.
10. **Evaluate** Vida Goldstein's contribution to the female suffrage movement. How significant was her role in achieving women's right to vote in Australia? **Explain** your view.

Answers and sample responses for this topic are available online.

LESSON 3.9 Why was there a move to Federation?

LEARNING INTENTION

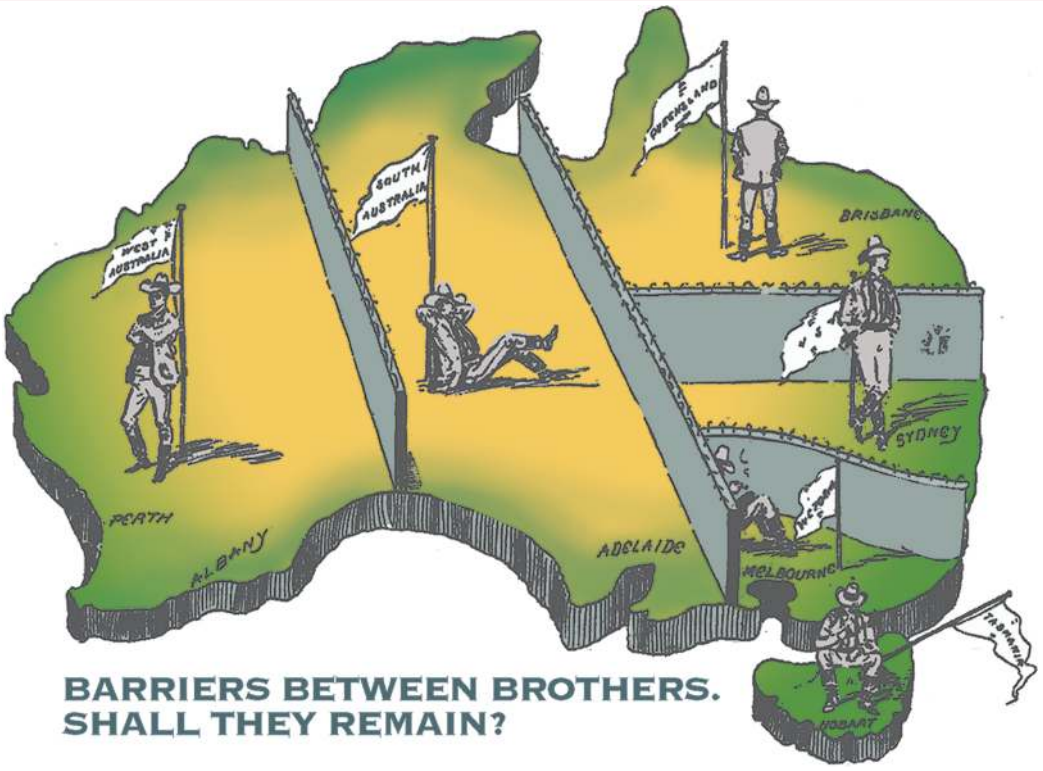
By the end of this lesson you should be able to:

- **identify** the key steps to Federation
- **describe** the ideas and identity of the individuals who shaped the new Commonwealth of Australia.

Tune in

SOURCE 1 presents an image of Australia as it was before Federation.

SOURCE 1 This 1891 newspaper cartoon (with colour added) summed up the way many people saw the colonies at the time. The 'stone walls' at state borders were more than just custom duties. There were many other factors separating the colonies.



1. **Identify three aspects of our lives, as citizens of a modern unified nation, that you think would be different to living in the Australia depicted in SOURCE 1.**
2. **Discuss why the Australian Capital Territory is missing from SOURCE 1.**
3. **Discuss why Federation is of significance to modern Australia.**

3.9.1 Why federate?

Between 1855 and 1860, all colonies except Western Australia had their own governments. They governed independently of each other. For instance, laws concerning trade and **tariffs**, postal services, railway line widths, internal telegraph systems and defence forces differed from colony to colony.

By 1880, the six British colonies were getting closer to merging as one nation. For the next 20 years, the issue of **Federation** dominated political discussion between the colonies until, on 1 January 1901, the Commonwealth of Australia was proclaimed.

The reasons for Federation are quite complex and certain factors were important at different stages of the process.

National defence

By the 1880s, three security issues worried the colonial governments in Australia:

1. The French had been interested in the country from the 1770s, and had a colonial presence in New Caledonia. This was close enough to the Australian east coast for French warships to create problems if relations between Britain and France ever worsened.
2. Germany had established colonial outposts in Northern New Guinea and Samoa, posing a potential threat to colonial sea routes.
3. Russia's Pacific Fleet especially was a potential threat after the **Crimean War**. Fortifications had been built to protect many Australian ports and harbours.

A unified defence force seemed to offer advantages, though most Australians (and the governments) looked to Britain to defend Australia in time of danger.

Immigration concerns

Concerns about non-Europeans entering the country persisted, especially after the gold rushes made many wary of the Chinese. When South Sea Islanders were brought to Queensland, colonists feared job losses or reduced wages. This unrest led politicians to push for a national immigration policy. Various groups supported a white Australia for different reasons, with labour parties particularly opposing non-European migration due to fears of wage suppression.

Transportation and communication

There were also practical concerns, many of them offering economic benefits. The width of railway lines differed between colonies. This meant people had to change trains and goods had to be transferred from one train to another at the borders. It was also argued that a common railway gauge would be vital in any military crisis.

Vision of unity

Some Australians believed that Federation was a national destiny. One of the leaders of the movement was the young lawyer Alfred Deakin. It was his view that each Australian was an 'independent Australian Briton' and that Federation represented 'the highest development of the possibilities of self-government'. Without unity, he argued, 'we find ourselves hampered in commerce, restricted in influence, weakened in prestige'. Another leader was the ambitious and talented Isaac Isaacs from Victoria, who claimed that he looked forward to the day when he could say, because of Federation, 'I am an Australian'.

Did you know?

Alfred Deakin not only helped lead the push for Federation but also went on to become Australia's second Prime Minister and served three times. He was known as the 'father of Federation' for his powerful speeches and tireless efforts to unite the colonies into one nation.

White Australia and Federation

The Australian Natives' Association, founded in 1871, was a voluntary society for supporting white Australians in financial difficulty. Membership was limited to Australian-born whites. The Association supported Federation and endorsed the White Australia policy, excluding non-European settlers and Aboriginal and Torres Strait Islander Peoples.

Before Federation, Aboriginal and Torres Strait Islander Peoples were British subjects and could theoretically vote. However, Queensland removed this right in 1885, followed by Western Australia in 1893. Aboriginal and Torres Strait Islander rights were ignored during the lead-up to Federation, which imposed two limitations on them.

- Article 51 gave the federal government power to make laws for people of any race, *other than the Aboriginal race in any state,* for whom it was deemed necessary to make special laws. The effect of this was to prevent the federal government making laws to benefit Aboriginal and Torres Strait Islander Peoples.
- A second mention of Aboriginal and Torres Strait Islander Peoples was related to the Census. The constitution stated: *In reckoning the numbers of people of the Commonwealth, Aboriginal natives should not be counted*. Larger states did not want the smaller states to increase their numbers by including Aboriginal and Torres Strait Islander Peoples, while smaller states did not want Aboriginal and Torres Strait Islander Peoples included in taxation calculations.

The question of the franchise for Aboriginal and Torres Strait Islander Peoples was more complicated. At the time of Federation, all those who had voting rights in state elections also had voting rights in the federal election. *The Commonwealth Franchise Act* of 1902 took many of these rights away from Aboriginal and Torres Strait Islander Peoples.

3.9.2 Countdown to Federation

Federal Council meets

1886

- The Federal Council of Australasia was set up, and a meeting attended by delegates from all six colonies, and from New Zealand and Fiji.
- The main purpose of the meeting was to agree to ask Britain to guarantee it would defend the colonies if they were ever threatened.

Henry Parkes talks to Tenterfield locals

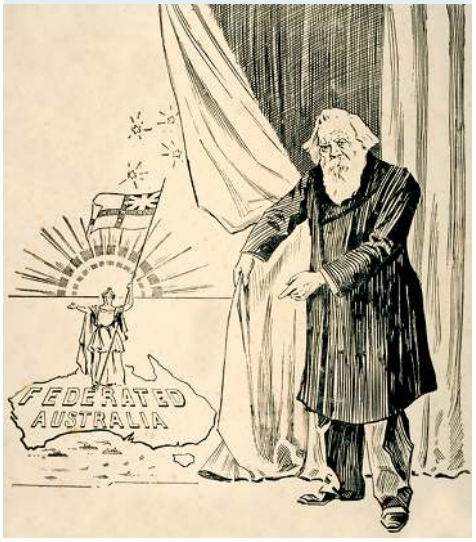
1889

- Sir Henry Parkes (1815–1896), an outspoken and controversial politician, was a prominent supporter of Federation.
- He was premier of New South Wales five times.
- In August 1889, en route to Sydney from Brisbane by train, he stopped in Tenterfield. He spoke to a hall full of locals at a function, challenging them (and all colonists) to think 'national'.

' … I do see very clearly that there may come a time and that time not very remote, when the Australian colonies may be brought more into the position of one great and united people. We should have an outline of Empire, such as we could never hope for as isolated colonies, and our place would be admitted in the rank of nations.'

SOURCE 2 Sir Henry Parkes

SOURCE 3 Sir Henry Parkes unveiling a map of federated Australia



A national constitution drafted

1891

- By the 1890s, it was increasingly apparent to politicians and businessmen that colonists shared a common language and values. A national identity was emerging.
- The Australasian Convention was held, attended by leading politicians from the six colonies and from New Zealand. The purpose was to draft a national constitution.
- The draft for a constitution proposed a federal government and state governments, free trade between the colonies and a national defence force. However, due to the 1890s depression and strikes, the Federation issue was put aside.

The Corowa conference

1893

- Economic issues were the focus at this conference of politicians and businessmen.
- The issue discussed most fiercely was the import/export tariffs each colony imposed. People and goods on trains were searched at borders, as a change of train was required, to ensure no smuggling was taking place and that appropriate customs duties were paid.
- Delegate Quick from Victoria proposed that colonial governments ask their voters to elect representatives for a federal constitutional convention.

Federal constitutional conventions

1897–98

- From this convention (attended by representatives from colonies chosen by the people), a draft constitution was taken back to the five colonial governments. The draft plan saw a two-house federal parliament with an upper house of review that would represent states equally and protect rights.
- Delegates re-assembled in Sydney in September (and again in January 1898 in Melbourne) to consider amendments from the colonial parliaments. Free trade between states, and the national management of immigration and defence were key issues.
- On 16 March 1898, the convention agreed on a draft constitution to be put to the voters of all colonies. (Western Australian and Queensland parliaments were still to agree at this point.)

The referendum

April 1899 to July 1900

- Votes were cast. After some re-votes and a delayed vote in Western Australia, the referendum was completed by July 1900. The majority of voters gave their support for a national government, the Commonwealth of Australia, to be set up in line with the terms laid out in the draft constitution. The results of the vote in each colony are shown in the following table.
- State (formerly colonial) constitutions were recognised in the proposed federal constitution; however, federal laws would overrule any state law where there was a common issue.

The referendum result:

- A majority of votes were cast for Federation but only 61 per cent of those who had the right to vote took part. So, in fact, less than half the colony's voters actually voted for Federation. This demonstrates that many Australians were confused or uncertain about its meaning.

TABLE 1 Referendum vote on the Commonwealth Bill, 1899–1900

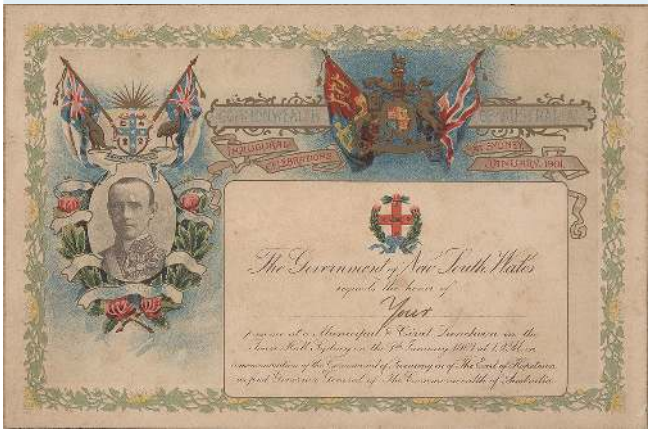
Name of colony	Date	Yes	No	Total
New South Wales	20.6.1899	107 420	82 741	190 161
Victoria	27.7.1899	152 653	9805	162 458
Tasmania	—	13 437	791	14 228
South Australia	29.4.1899	65 990	17 053	83 043
Northern Territory	6.5.1899			
Queensland	2.10.1899	38 488	30 996	69 484
Western Australia	31.7.1900	44 800	19 691	64 491
Total		422 788	161 077	583 865

Australia becomes a nation

1900

- A group of delegates (one notable politician from each colony) travelled to London to have the draft constitution passed by the British Parliament. The British State Secretary responsible for colonies wanted to make amendments but the delegates stood firm.
- The Australian Constitution was passed by the British Parliament, with the British monarch, Queen Victoria, giving it royal assent on 9 July 1900. It set out the rules and principles for governing Australia and outlined the powers of the federal parliament and some powers of state parliaments.

SOURCE 4 An invitation to the Municipal & Civil Luncheon, Commonwealth of Australia Inaugural Celebrations, Town Hall, Sydney, 7 Jan 1901



Federation

1901

- The governor-general, representing Queen Victoria, swore in Sir Edmund Barton and eight chosen ministers on 1 January 1901. (They would act as a caretaker government until the first national elections could be held in March 1901.)
- After this swearing in, the Commonwealth of Australia was proclaimed by Sir Edmund Barton in Centennial Park, Sydney.
- All over Australia on 1 January 1901 there were celebrations. Public buildings were decorated and special arches built over city thoroughfares. There were parties, dances and sports meetings. In the evening, the action continued with fireworks displays. Official luncheons and ceremonies followed (see **SOURCE 4**).
- The Commonwealth of Australia now existed. However, it was still a **British Dominion**. Australia's allegiance to the British monarch was indicated by the role of the governor-general, who represented the monarch.

3.9.3 The Australian vision of government

The nineteenth-century Chartist movement greatly influenced the development of the Australian Constitution. Chartist reforms contributed to shaping the modern British Westminster parliamentary system and provided a foundation for Australia's 1901 Federation government and laws, reflected in principles such as:

- *Responsible government:* Parliamentarians elected and accountable to the people.
- *Common law:* Ensuring the independence of judges and courts ruling according to the law.

While Chartism and the Westminster System laid the groundwork for the nineteenth-century Australian vision, the United States of America also served as a model for Australia's democracy. Public discussion on nationhood and federation included a commitment to maintain a level of independence for each colony. Similar to the United States of America, the Australian system of government divides power between the national (Commonwealth) government and the states. The American Senate inspired Australia's senate, ensuring equal representation in parliament to protect the rights of smaller states.

The Australian Constitution

The Constitution is the document setting out the rules of the Commonwealth, or federal government. The states wanted to retain a lot of their rights. This made the writing of the Constitution a complex task. The issues were resolved in three main ways:

- clearly identifying the powers of the federal government
- creating an upper house, called the Senate, in which all states had the same number of members
- stating that the Constitution could only be changed by a referendum. Changing the Constitution required a majority of voters, and a majority of states.

The Australian Constitution was based on the British, Westminster, system of government and the United States of America's Washington model. This system provided:

- a head of state (governor-general)
- an executive, centred on the prime minister (as leader of the political party forming the government)
- an opposition.

Three arms of government were created: the legislature, executive and judiciary.

The Constitution also provided for the High Court, which has two functions:

- to ensure the laws passed by Parliament are consistent with the Constitution
- to be the final court of appeal on cases that affect all of Australia.

TABLE 2 The three arms of government

The legislature	The executive	The judiciary
Parliament Comprises the Senate (Upper House) and the House of Representatives (Lower House) 	**Governor-general** Queen's or king's representative in Australia, with senior federal ministers 	**High Court** Deals with constitutional matters and appeals from the federal and state Supreme courts

3.9.4 Since 1901

Australia ceased being a British Dominion in 1941, and the last legal ties were severed with Britain in 1986. But Australia still has the British monarch's representative, the governor-general, giving royal assent (approval) to all federal laws.

The Australian Constitution can be changed only by a referendum and then only if the majority of voters *and* the majority of states vote for the proposed change to the Constitution.

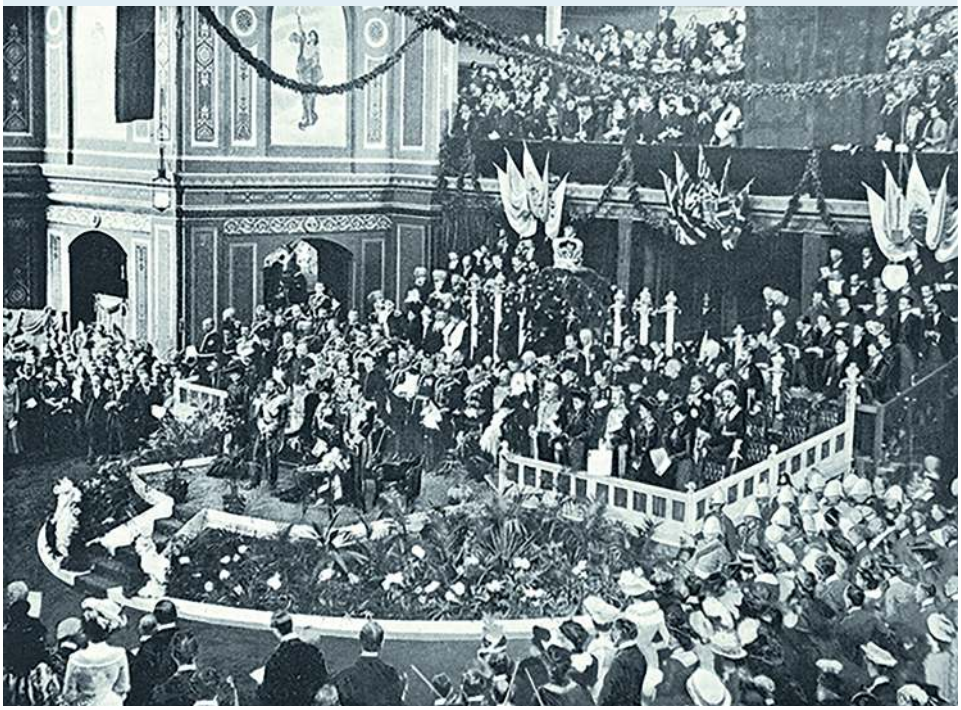
One of the important challenges for Australians in the future is whether our country will become a republic, with possibly a new constitution, flag and bill of rights.

SkillBuilder discussion

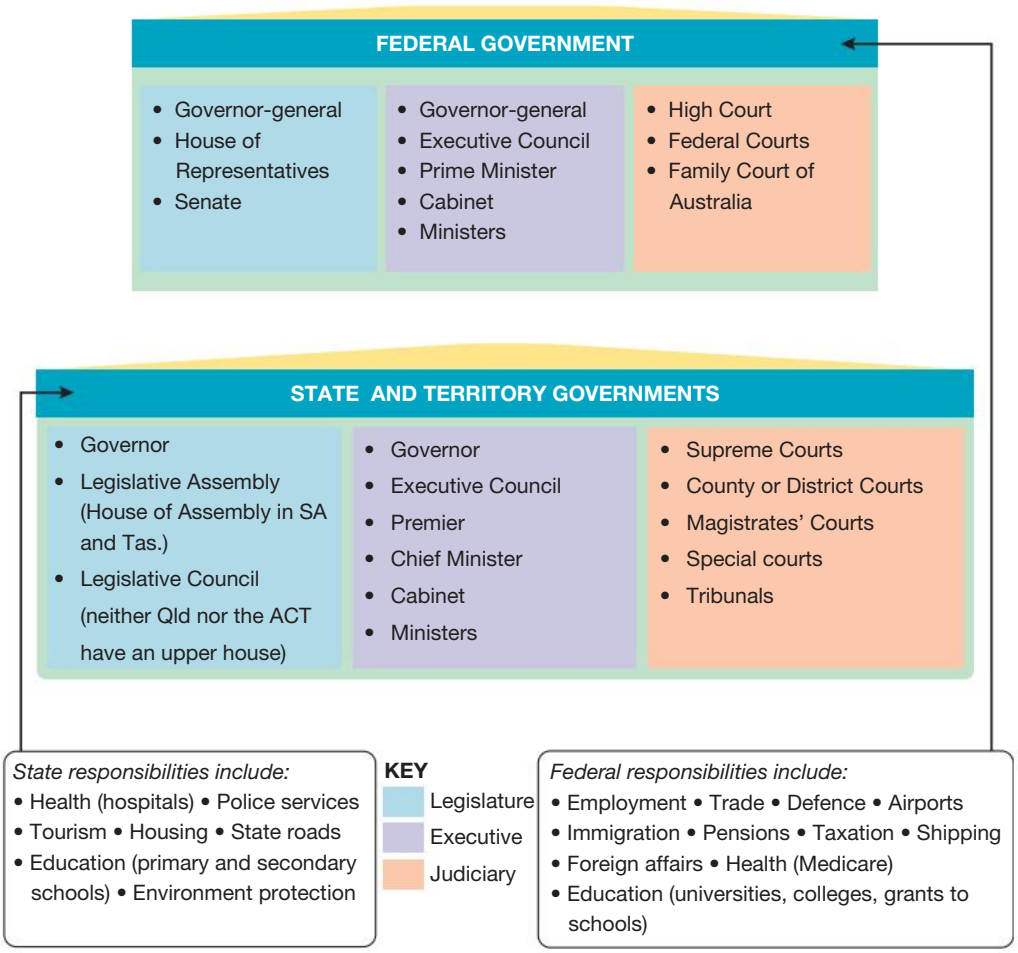
Historical significance

1. What event does the **SOURCE 5** photo capture?
2. Where was the location of the event?
3. How is the significance of the event expressed in the photo?

SOURCE 5 The opening of the first Commonwealth Parliament at the Exhibition Building, Melbourne, 9 May 1901



SOURCE 6 Federal government and state governments in Australia today, as described under the Constitution



3.9 SkillBuilder activity COMMUNICATING

In the late 1880s, the idea of an Australian nation united under one government was a dream that few believed could become reality in just over a decade. Conventions were held in 1897 and 1898, and a referendum on a proposed constitution held in 1898. The New South Wales premier, George Reid, claimed that he supported the idea of Federation but nevertheless voted 'NO' to the constitution.

There were many steps along the way to gaining the 'YES' vote at the 1899 referendum.

Imagine you were one of the delegates who helped organise a people's convention in Bathurst, New South Wales, in 1896. You had previously worked with Robert Quick, a lawyer from Bendigo, to plan out the 'path to Federation' campaign. You need a lot more people to join in to make your dream of 'one people, one destiny' a reality. You also need to understand your opposition. How will you begin?

1. **Investigate** the arguments, and the personalities opposed to Federation; learn more about 'Yes-No Reid', Premier George Dibbs and the Melbourne newspaper *Tocsin*. **Summarise** your research findings, and the text and source information, into a mind-map detailing arguments for and against Federation.
2. You are also aware that for many Australians in 1899, the struggling economy made daily life and work very difficult. Nevertheless, you plan to give a speech to a group of Victorian workers who are more concerned about unemployment and falling wages than the path to Federation. You want to provide your audience with some background to your fight for Federation. Refer to section 3.9.2 for a brief overview of the progress and events to date.

3. **Explain** your argument to your audience by writing a speech titled 'One People, One Destiny'; **identify** the arguments against Federation and the case for Federation. In your speech you need to convince your audience that, in the words of Sir Henry Parkes, the time has come 'for the creation on this Australian continent of an Australian government'.
4. Don't forget you need to stand in front of an image that stirs the Australian nationalist spirit. Appoint another delegate to **construct** a symbol of national unity based on the ideas expressed in the **SOURCE 4** invitation and the illustration of Sir Henry Parkes and his Federated Australia.

3.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 7	2, 5, 6, 8	9, 10, 11, 12

REMEMBER AND UNDERSTAND

1. Who authorised the Australian Constitution?
   A. The governor-general at the British Parliament in London
   B. Queen Victoria at the Australian Parliament in London
   C. Queen Victoria at the British Parliament in London
   D. The governor-general at the Australian Parliament in Melbourne
2. What does the Constitution actually do? **Select** the two correct options from the list below.
   A. It sets out the rules and principles for governing the colonies.
   B. It outlines the powers of the federal parliament and none of the powers of state parliaments.
   C. It sets out the rules and principles for governing Australia.
   D. It outlines the powers of the federal parliament and some powers of state parliaments.
3. Three important responsibilities of the federal government are defence, immigration and taxation. True or False?
4. **List** the reasons for the move to Federation.
5. **Explain** why so few people voted in the final referendum. Why did it still pass?
6. **Identify** three important responsibilities of state governments.

ANALYSE AND APPLY

7. **Describe** whether **SOURCE 1** is supportive or critical of the Federation movement.
8. **Explain** the significance of Henry Parkes in the movement for Federation.
9. **Construct** a timeline to visually represent the stages in the countdown to Federation.
10. **Summarise** the key concerns that led to support for Federation. Which of these do you think would have held the most weight at the time? **Explain** your view.

EVALUATE AND CREATE

11. **Examine** the 'Countdown to Federation' and **identify** three of the most important events in the move towards Federation. Write two or three sentences for each event that **explain** why you chose it.
12. **Identify** the two limitations placed upon Aboriginal and Torres Strait Islander Peoples with Federation, and then **elaborate** on what the impact of this would have been. Express your understanding as a letter to the editor of *The Bulletin* magazine.

Answers and sample responses for this topic are available online.

LESSON 3.10 What were living and working conditions like?

LEARNING INTENTION

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

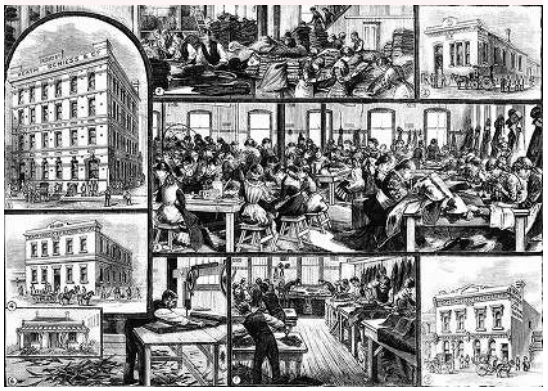
- **identify** the main features of living and working conditions at the end of the nineteenth century
- **compare** them with conditions in Australia at the beginning of the nineteenth century.

Tune in

Mind map all that has changed in our world since the last decades of the twentieth century. Think about the technology that we now use every day and how much that has changed our lives.

The Industrial Revolution changed the lives of ordinary people in the late eighteenth and early nineteenth centuries. **SOURCES 1** and **2** provide you with images of working conditions during the late nineteenth century.

SOURCE 1 An 1882 wood engraving depicting scenes at Beath, Schiess & Co's Victorian clothing factories



SOURCE 2 Inside the workshop of John Faul, Ironmonger at Bendigo, in 1890

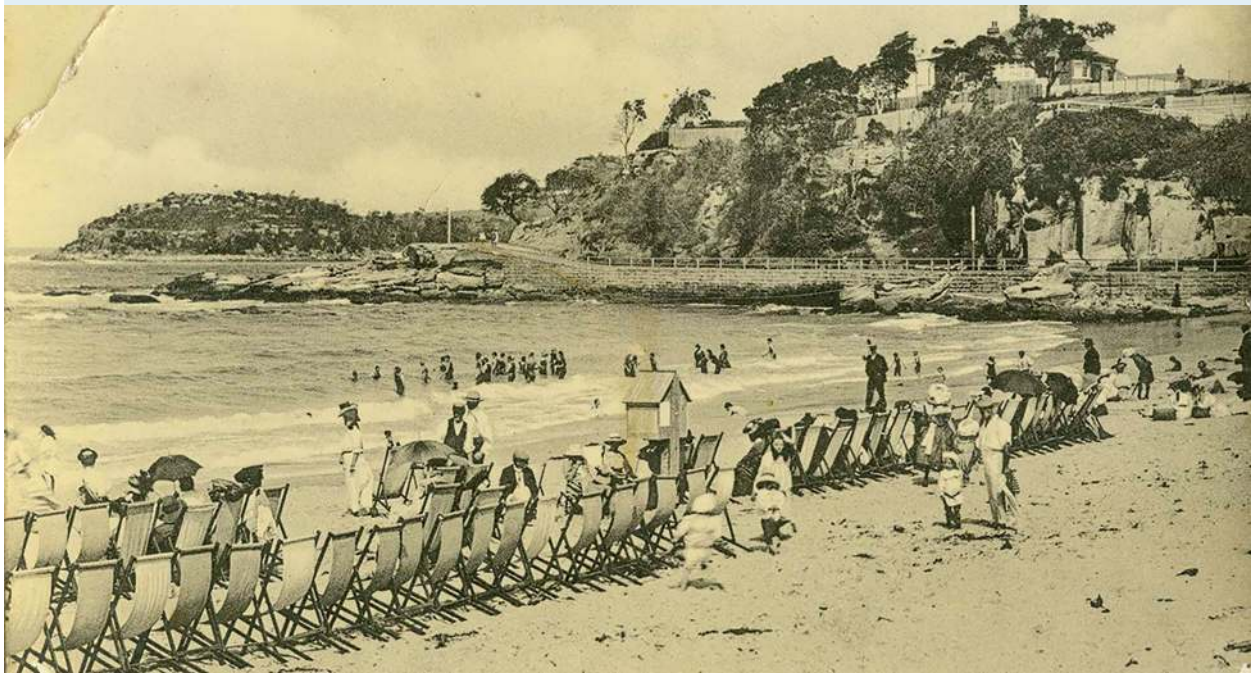
How could historians use these sources as evidence of the great social changes that came with the Industrial Revolution?

3.10.1 Modern life

There were enormous differences between the early 1900s and the way we live today. Most working-class people had little time or money for recreation, and there were few labour-saving devices for housework. The main recreation of many men was drinking in hotels. More respectable forms of entertainment included family picnics, short train and ferry trips, dancing, sing-alongs around the piano and sporting events, especially cricket and football.

One recreational pursuit that became increasingly popular in the new century was going to the beach. As nineteenth-century Australians looked towards the bush and its characters for inspiration, the 'modern' citizen turned to the sand and the surf. While 'surf-bathing' was initially seen as a loutish or vulgar pastime, in the early 1900s the beach became the place where city dwellers might be endowed with life, health and vigour. In 1907 one Sydney paper described bathers at Bondi Beach as 'decidedly handsome, Roman centurions'. The beach also represented a democratic recreation, free and open to all — a kind of sandy egalitarianism.

SOURCE 3 Surf bathing at Manly beach, Sydney, c. 1905



SkillBuilder discussion

Continuity and change

1. What is the subject of the source photo?
2. How does the source indicate the emergence of a more 'modern' Federation period in Australia?

Technology

By the 1880s, new technologies spurred job growth. Manufacturing expansions increased the need for engineers to develop factory machinery, while mechanised processes replaced manual labour in trades like boot making. The **typewriter** created office jobs, initially filled by men but increasingly by women. Advances in copying and **bookkeeping** also transformed office work.

Technological changes influenced home and social life as well. **Telegraph** and telephone services became common, with Melbourne's central business district doubling its telegraph stations between 1880 and 1890 and almost 2000 telephone subscribers by 1890. New communication methods demanded new skills.

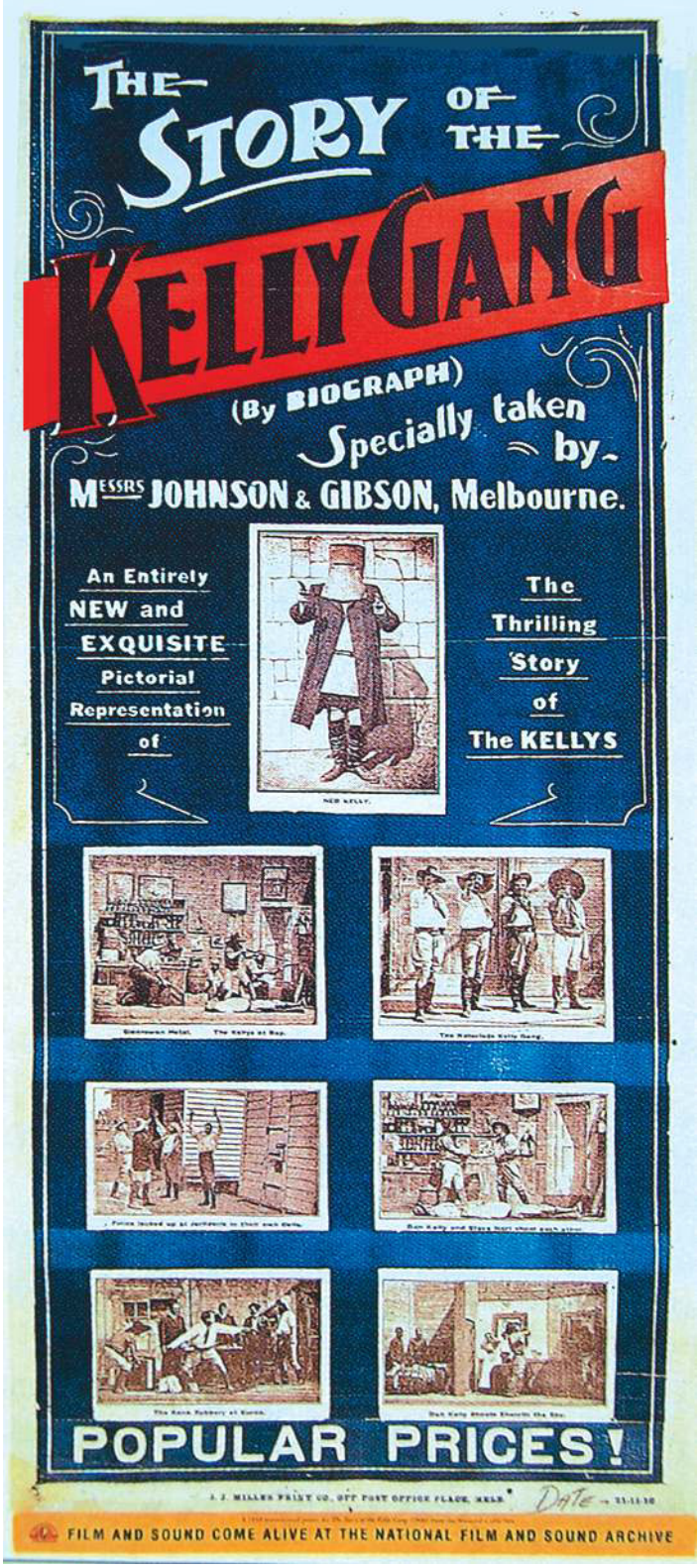
Wealthy individuals could send telegrams, use gas lighting, travel by steamship and ride in motor cars. Air travel began in 1903, and the film industry emerged with *The Story of the Kelly Gang* in 1906. Electricity was a major development, though it often meant longer working hours due to electric lighting.

SkillBuilder discussion

Communicating

1. What does the focus on Ned Kelly in this early film suggest about how Australians viewed their national heroes or legends at the time?
2. Why is it significant that Australia produced the world's first feature film, and what does this tell us about the nation's cultural ambitions shortly after Federation?
3. In what ways has Australia's film industry changed since 1910, and how might a modern portrayal of Ned Kelly differ from this early version?

SOURCE 4 A 1910 poster for the world's first feature film, *The Story of the Kelly Gang*



Source: From the National Film and Sound Archive of Australia

Educating for equality

In 1810 the church, aided by government grants, established schools in the New South Wales colony. During the 1830s, St James Grammar and Scots Church schools were founded in Sydney, along with dozens of small private schools catering for the children of the wealthy. All parents were expected to pay fees to keep their children at church and government schools.

However, government education was failing to change the lives of the children of the poorest groups, creating a divided colonial society. From an early age, most children of convict parents were expected to work, and children at the age of four worked as carpenter's mates, bullock drivers' assistants and waiters. A survey by a government committee in 1848 found that less than half of the colony's children attended school, and that less than half of the adult convict population had even the most basic literacy skills.

In the 1870s, a plan was put forward for a system of national schools that were financed and controlled by the government. Education was made free and compulsory for children between 6 and 13 years of age. Bookshops appeared, public libraries were constructed and programs in adult education began.

SkillBuilder discussion

Using historical sources

1. What is being described in the source?
2. What would have been the dangers of life in 1909 Hugo Street?
3. How does the source dispute the claim that Federation period Australia produced an egalitarian society?

SOURCE 5 From Irene Moores, 'Rabbit-O, Bottle-O, Pennies from Heaven: Hugo Street, 1909', *Sydney Morning Herald*, 23 January 1982

Forty cramped terraces ranged on each side … their balconies overhanging the absurdly narrow footpaths … Each day began with the sloshing of the houses' sills with buckets of water. This cleansed away the sooty factory outfall … A good meal could be made with the addition of waste vegetables — outsize cabbage leaves and such, salvaged from the markets and brought home in billy-carts …

The shopkeepers adjusted to the sale of commodities in the smallest amounts. Deftly-folded paper cones held the [small] weightings of sugar, salt, flour, rice, sago and the quarter-pound package of tea, butter, cheese and cold meats comprising one meal at a time …

At the end of the day a sickly street lamp lit the stage for each night's unpredictable drama. Invariably, arranged fights took place in the lanes.

Modernising Melbourne

The nineteenth-century transformation of Melbourne from a quiet provincial town to the city labelled 'marvellous Melbourne' reflects the broader changes that brought Australia into the modern twentieth-century world.

The first Europeans established a camp on the Yarra River in 1835 on the lands of the Wurundjeri people, part of the Kulin nation. Due to the fertile plains of the region and their agricultural opportunities, the small settlement rapidly expanded. By 1837, the site had been named Melbourne, streets were laid out in a grid system and the population was surging. By the 1840s, Melbourne developed as a major port, based on the export of wool. Roads, bridges and public buildings were constructed, and educational and religious institutions were established. By 1850, Melbourne had grown into a substantial town with a population of 23 000. Despite the signs of progress, the rapid growth left Melbourne with streets full of rubbish and an irregular water supply.

The discovery of gold triggered a dramatic transformation.

SkillBuilder discussion

Causes and consequences

1. Where is the location of the **SOURCE 6** painting?
2. How would you describe the scene?
3. What evidence is there to suggest that 1840s Melbourne was already contributing to the economic development of the colonies?

SOURCE 6 *Melbourne from the south bank of the Yarra, 1840*, painted by Eleanor (Nellie) McGlinn, c. 1875, oil on canvas

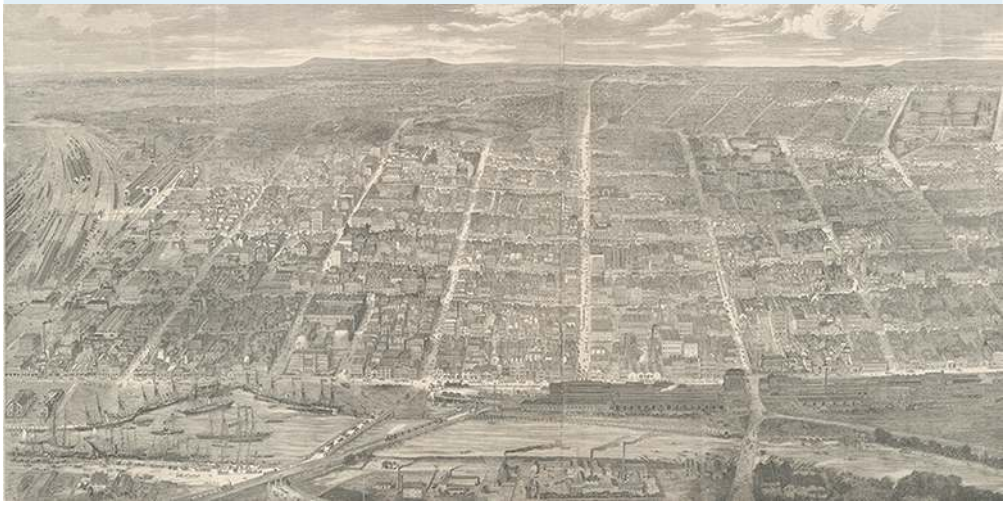
By the end of the 1850s the wealth produced by the feverish work of thousands of gold miners had transformed Melbourne into a city. Some observers compared Melbourne with London or Paris; one claimed that the city had a 'superior radiance' to San Francisco, while another declared Melbourne was 'the overtopping wonder of the world'. Grand, extravagant buildings, fashionable suburbs and a busy 'get ahead' atmosphere gave the impression that Melbourne was destined to be one of the great cities of the world. A free public library, university, museum, several theatres and an extensive Parliament House, along with a new water supply from Yan Yean, showed that Melbourne was a leader of culture as well as business in Australia.

SkillBuilder discussion

Causes and consequences

1. The Yarra is in the foreground of the **SOURCE 7** image. What is happening on the river?
2. How does the source provide evidence of the impact on Melbourne of the rapid population growth?
3. What evidence does the source provide of the challenges for the residents of 1880 Melbourne?

SOURCE 7 A sketch of Melbourne in 1880. Despite its solid appearance here, much of the city would be rebuilt in the 1880s as the population continued to grow and new technology enabled taller buildings.



3.10.2 Showing off: Modern and grand buildings

After the gold rushes of the 1850s, much of Victoria's population moved to Melbourne. By 1881, Melbourne's population reached 268 000 and grew to nearly 500 000 by 1891, when 41 per cent of Victorians lived in the city and suburbs.

Melbourne was seen as a symbol of progress and prosperity. In 1885, English journalist George Augustus Sala called it 'marvellous,' reflecting its status as Australia's greatest city. The skyline featured domes and spires, while affluent suburbs boasted wrought-iron lacework homes.

SkillBuilder discussion

Questions

1. How is the wealth of Gold Rush Victoria expressed in **SOURCE 8**?
2. What is the **SOURCE 8** building?
3. How does this building provide us with an insight into the massive changes of taking place in nineteenth century Australia?

SOURCE 8 The Royal Exhibition Building

The hydraulic lift invention allowed buildings to rise above four or five storeys, making Melbourne comparable to New York and Chicago. In 1887, pressurised water powered lifts through 11 kilometres of pipes.

A key symbol of Melbourne's wealth was the Royal Exhibition Building, completed in 1880. It hosted the Melbourne International Exhibition, attracting over 1 million visitors in eight months.

SOURCE 9 *Allegro con brio: Bourke Street West*, by Tom Roberts, painted around 1886. The Italian phrase in the title is a musical direction meaning 'quickly, with brilliance' and the painting was intended to capture the energy and excitement of 'Marvellous Melbourne'.

SOURCE 10 *Doing the block, Great Collins St*, painted by S.T. Gill, 1880. The novelist Fergus Hume compared this scene to social life in London; even the dogs are socialising.

SkillBuilder discussion

Using historical sources

1. What is the image of Melbourne expressed in the paintings?
2. How do the sources create the impression of Melbourne as a 'London or Paris'?
3. What evidence do the sources provide of the impact of progress and wealth on Melbourne?

SOURCE 11 An artist's impression of the Melbourne Cup, 1888

Did you know?

One of Melbourne's premier sporting events, the Melbourne Cup, was first held in 1861. Today the Melbourne Cup Carnival is enjoyed as much for its party atmosphere as for the race itself. Visitors from interstate and around the world flock to Flemington to 'have a flutter', picnic on the lawn and parade their outfits, both fashionable and outrageous. Nothing much has changed since 1888, when over 100 000 people spread out their food and beverages underneath the gum trees to watch the race.

3.10.3 A darker side to the city and country

In 1901, Australia's population of less than 4 million was mostly concentrated in New South Wales and Victoria. Thirty-six per cent of the New South Wales population lived in Sydney and 41 per cent of Victoria's population lived in Melbourne. In working-class inner-city suburbs many people lived in rows of slums crowded near factories. Semi-skilled and unskilled workers rarely earned enough to buy houses, so most paid rent all their lives for cramped dwellings that were overcrowded and unhealthy. In contrast, wealthier suburbs had large houses with spacious grounds. There was an equally wide disparity in living standards in the bush.

Gangs of young men, called 'larrikins', roamed the city streets. Prostitution and crime also flourished and they, too, had their own areas of the city. For many working-class men and women, life was still a struggle of low pay and hard manual labour, hand-me-down clothes and unsanitary living conditions. By the 1880s overcrowded inner-city housing in areas such as Little Lonsdale Street and some low-lying suburbs, such as Collingwood and Richmond, experienced outbreaks of diseases, including typhoid, tuberculosis and diphtheria. The death rate among babies and young children was higher than London's for most of the 1880s.

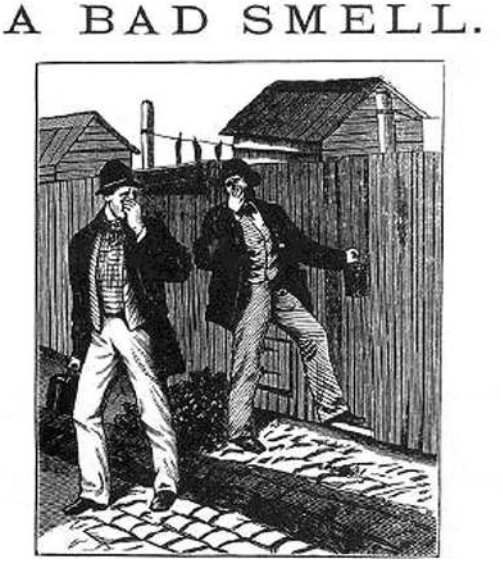
Household and human waste were often dumped in the Yarra River; overflowing **cesspits** and open sewers in city streets caused one Sydney writer to name the city 'Marvellous Smellbourne' because of the city's overwhelming odour of human excrement. It wasn't until 1897 that the city finally had an operating and efficient sewerage system.

SkillBuilder discussion

Using historical sources

1. What does **SOURCE 12** suggest about living and working conditions in late nineteenth-century Australia?
2. In what ways does the source provide evidence of the challenges encountered by the new Commonwealth government?

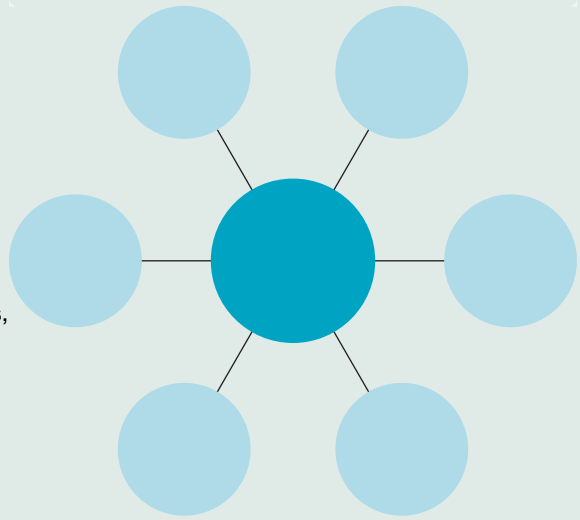
SOURCE 12 'A Bad Smell', *Australian Health Society*, 1880. Two workmen are forced to hold their noses in disgust at the smell of the laneways outside their homes.



3.10 SkillBuilder activity COMMUNICATING

You are a member of the 1880 Melbourne town planning and promotion team. You have a great vision for the future of your city, but you realise that the rapid urban growth of the last 20 years has given the city and its residents many challenges that need to be addressed.

1. Refer to the lesson sources to begin your investigation into the advantages and the disadvantages of living in 1880s Melbourne. Make a list of each.
2. Working in small groups, **analyse** the content of the images and the written reports you researched to **identify** the issues faced by Melbourne's poorer suburbs, such as Collingwood and Richmond.
3. Draw up a simple graphic organiser, such as the one shown here, to **demonstrate** your findings.



4. Work with some members of your team to make five recommendations to Mayor Meares on how the city council could make improvements for the residents of the poorer suburbs. Refer to your list of great city features to present Mayor Meares with some drawings of your vision of a Melbourne that is marvellous for all its residents.
5. Other members of your team are assigned the task of promoting the great things about living in Melbourne. Refer to the sources to help **develop** the promotional campaign ideas. The promotion will need three elements:
   - a catchy musical jingle to express Melbourne's attractions
   - a symbol or logo depicting the city
   - a series of postcards highlighting the beauty and exciting attractions of Melbourne (collect source paintings, sketches, photographs).

3.10 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 7, 10	8, 9, 11, 12

REMEMBER AND UNDERSTAND

1. **Describe** how leisure activities were changing for Australians in the 1900s.
2. What was Melbourne's approximate population in 1891?
   - A. 15 000
   - B. 55 000
   - C. 500 000
   - D. 5 000 000
3. **Determine** whether the following statements are true or false.
   - a. Melbourne's population declined during the 1800s.
   - b. Melbourne's skyline in the 1880s featured elegantly decorated domes and spires, and only New York and Chicago had buildings as high as Melbourne's.
   - c. Melbourne was the first city in the world to have a pressurised water system for powering hydraulic lifts.
4. **Identify** the ways in which the people of Melbourne displayed their success and prosperity.
5. What problems did Melbourne's residents face in the 1880s?
6. **Explain** why Melbourne was jokingly called 'Smellbourne'.

ANALYSE AND APPLY

7. **Examine SOURCES 6, 7** and **8**. What evidence is there that Melbourne was modern and prosperous in the 1880s and how does this contrast with the **SOURCE 6** image of Melbourne in 1840?
8. **Identify** three details from the sources in this lesson that could be used to demonstrate the hardships experienced by many Australians at the end of the nineteenth century.
9. **Examine SOURCE 1**. Describe what the engraving tells us about factory work for men and women. Use as many panels of the image as you can.
10. **Examine SOURCES 1** and **2**. What evidence do the sources and the text provide of the impact of new technology on work and home life?
11. **Explain** why the 1870s introduction of national schools was important in providing a greater sense of equality in Australia.

EVALUATE AND COMMUNICATE

12. Does 1880s Melbourne deserve to be known as a city of progress and prosperity? **Justify** your view.

Answers and sample responses for this topic are available online.

LESSON 3.11 Laws for a new nation

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how laws made by the federal parliament, such as those resulting from the Harvester Judgement or the introduction of pensions, affected working conditions and standards of living.

Tune in

Think about the meaning of the term 'Commonwealth'.

1. **What do you think it means?**
2. **Why do you think many people in 1901 did not really understand the meaning of the 'Commonwealth of Australia'?**
3. **Discuss the contrast between the concept of the Commonwealth, as the writers of our Constitution meant it, and the reality of life in Gloucester Street shown in SOURCE 1.**

SOURCE 1 Slum housing in Gloucester Street, Sydney, in 1900

3.11.1 Creating the Commonwealth

The naming of the Australian nation as a 'Commonwealth' was initially controversial. Many Australians did not understand what it really meant but the writers of the Constitution certainly did. It evoked the ideal of working for the common good. All citizens and their governments would be committed to the pursuit of a kinder, fairer and safer Australia. It would be a nation free of racial or religious conflict; it would be a nation that resolved disputes between workers and their employers fairly and justly; it would be an innovative and optimistic nation. These ideals can be seen in many of the actions of the early Commonwealth.

One of the highest priorities for the new nation was improving the living and working conditions of most Australians.

Despite the harsh inequalities, skilled workers enjoyed better pay and conditions than workers in Britain, Europe or America. Many less skilled employees worked long hours for low pay, but Australia led the world in working conditions, industrial relations and social welfare.

3.11.2 A safer, kinder and fairer Australia?

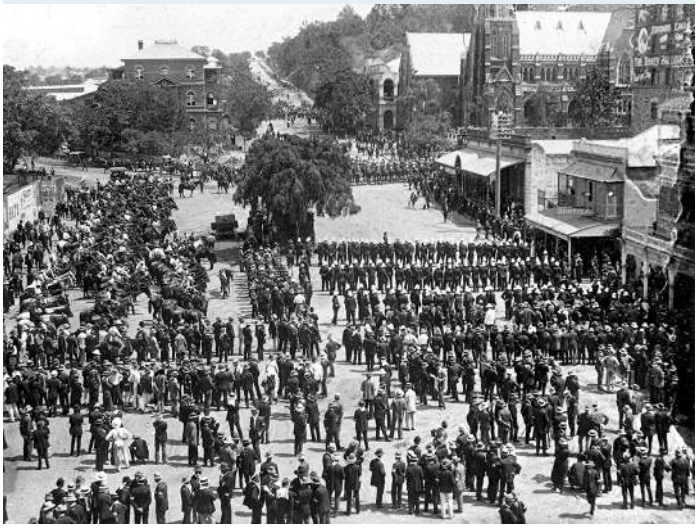
Reforms were possible because this was a time of economic growth. Australia was a big exporter of primary products such as wheat, wool and frozen meat. Manufacturing was a small part of the economy except in Victoria and New South Wales, where the factory workforce grew from 132 000 to 239 000 between 1901 and 1913. This contributed to the growth of cities. But Australian manufacturing could not compete with cheaper imported goods and depended on government tariffs for protection against foreign competition.

SkillBuilder discussion

Continuity and change

1. What is the subject of the **SOURCE 2** photo?
2. How is the power of the union shown in the photo?
3. What do you think the photo suggests about the changes that were taking place in Australia at the beginning of the twentieth century?

SOURCE 2 Protesting workers in Albert Square, Brisbane, during the 1912 general strike. The strike lasted 18 days. It began when the Tramways Company refused to permit workers to wear their union badges.



After Federation, a series of different governments tried to bring about industrial and welfare reforms as shown in **TABLE 1**.

TABLE 1 Some of the industrial and welfare reforms

Year	Event	Description
1904	Creation of the Commonwealth Court of Conciliation and Arbitration	Created to solve disputes between workers and employers
1907	Establishment of the Basic Wage Principle	Establishment of a minimum wage for male workers, forming the basis for Australian wages for the next 60 years
1908	Introduction of Commonwealth Old-age and Invalid Pensions	Introduction of pensions to support the elderly and invalid
1912	Payment of Compensation for Federal Employees	Payment of compensation for federal government employees injured at work
1912	Maternity Allowances Act ('Baby Bonus')	Provided a payment roughly equal to two weeks' pay to mothers on the birth of a child to ensure proper medical attention

The reforms were landmarks in the creation of social justice. The 1890s economic depression had crushed the lives of many Australians who were unable to support themselves. With Federation, there were debates over how the federal or state governments could provide the poor with an income that was not regarded as charity. Delegates at the Melbourne Constitutional Convention were unanimous in agreeing to give parliament the power to legislate for pensions.

Despite the reforms, workers still suffered disadvantages and there were many industrial disputes. Rising prices resulted in several big strikes. In some cases the unions won their demands, but the experiences of these years left many workers disillusioned.

Did you know?

The idea of the basic wage came about in 1907 when Justice Higgins of the Commonwealth Court of Conciliation and Arbitration had to determine whether H.V. McKay's Sunshine Harvester Company was paying a fair wage and was therefore entitled to be protected by tariffs. Higgins decided that a fair minimum wage would provide for 'the normal needs of the average employee regarded as a human being living in a civilised community'. Higgins determined that this meant a wage of 7 shillings a day for an unskilled male worker. A skilled worker had to be paid more, while women were condemned to receive less than half the male wage for the same work.

SkillBuilder discussion

Communicating

1. Who is being described in the **SOURCE 3** text?
2. What comment is being made about literacy levels in Australia?
3. How does the text show the high level of public interest and engagement in Federation?

SOURCE 3 From Albert Metin, a Frenchman who visited Australia at the turn of the century

The Australian workman has become a Gentleman … He changes out of his working clothes at the end of the day, he lodges well, he behaves like a member of decent society. If he has to go to a meeting he will be freshly shaved, neatly dressed and conscious of his appearance … Many keen Labour men say grace at every meal … Everyone can read and libraries are plentiful … Cricket, football, sports of all kinds have their exponents … I was in Melbourne and Sydney at the time of one test [cricket] series and the crowds waiting for the results were nearly as large as those waiting for the result of a federation referendum which was being decided at the same moment.

3.11.3 The Harvester Judgement

At the end of the nineteenth century an agricultural horse-drawn machine for wheat farmers was built in Victoria by H.V. McKay. It was called a 'stripper harvester' and it combined two operations — gathering the heads of wheat and then separating wheat from chaff in preparation for packing.

In 1905, Prime Minister Alfred Deakin introduced a policy he called 'New Protection'. When applied to the stripper harvester, a tariff of 12 pounds was to be paid on harvesters brought into the country. At the time, local manufacturers were charged a tax of 6 pounds, but this did not have to be paid if they provided their workers with a 'fair and reasonable wage'. H.V. McKay argued he was paying fair wages, but the President of the Arbitration Court, Justice Higgins, considered that a fair and reasonable wage was one that met 'the normal needs of the average employee, regarded as a human being living in a civilised community'.

The Harvester decision was a bold step in establishing a minimum wage for Australian men.

3.11.4 Federal laws and white Australia

Despite the Commonwealth ideal of creating a nation free of racial or religious conflict one of the first laws passed by the federal government was the *Immigration Restriction Act 1901*. The Act of 1901 did not mention race or the policy of excluding any migrant according to ethnic or racial background.

Immigration officers applied a dictation test to anyone they determined as unsuitable. The dictation test was designed to prevent non-European migrants from coming to Australia. Under this law, anyone that the government wanted to keep out could be given a dictation test in any language. No matter how many languages an intending migrant knew, officials could always give the test in another language the person did not know to ensure they failed. Non-Europeans continued to be admitted to Australia but the Act gave the government important powers to restrict numbers or refuse individuals.

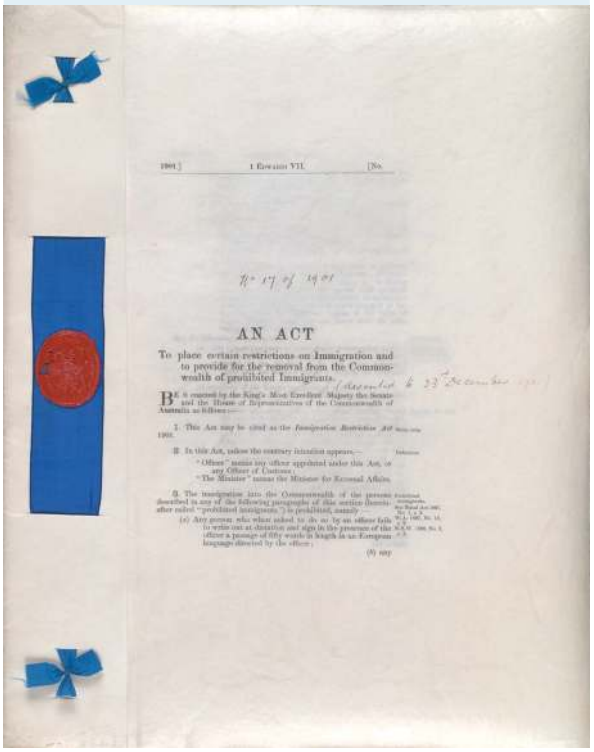
The *Pacific Island Labourers Act* was also passed in 1901. It allowed the Commonwealth Government to deport Pacific Islanders. Only those who had lived in Australia since 1879 and those born in Australia were allowed to stay. About 10 000 Islanders were living in Australia in 1901. At the end of 1909 only 1654 had been granted permission to remain, though the actual number remaining in Australia was approximately 2000.

SkillBuilder discussion

Using historical sources

1. Study **SOURCE 4**. What is the aim of the Act?
2. Why was a person classified a 'prohibited immigrant'?
3. What attitudes and values are expressed through **SOURCE 4**?

SOURCE 4 Extract from the immigration Restriction Act 1901



AN ACT

To place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants.

The White Australia Policy was also shaped the reforms and legislation of the new Commonwealth of Australia. New South Wales introduced progressive legislation in 1900 entitling every person in the community over 60 years of age to a pension if they had lived in the state for 15 years and did not earn more than 50 pounds a year. The exception to the entitlement to the pension was applied to those who were 'Aboriginal, alien or Asiatic'.

3.11 SkillBuilder activity USING HISTORICAL SOURCES

A key concept in this lesson is continuity and change, and the effect of laws on living conditions, and political and legal institutions. Using all the sources in this lesson, **examine** the extent to which Australian society was transformed from the end of the nineteenth century to the beginning of the twentieth century.

1. Begin by **selecting** one source from the lesson to **analyse** for its usefulness to a historian studying changes to living and working conditions during this period. **Identify** the subject matter, the purpose, accuracy and reliability of the source.
2. The creation of the modern nation of Australia is a story full of drama, vision, struggle, optimism and big personalities. The concept of a 'Commonwealth' shaped a whole series of industrial and welfare reforms and laws.
   a. You are a documentary producer and want to bring to life Australia's history from colonial times through to Federation and nation building. To produce this documentary you will be required to intensively **investigate** the archives to locate primary source material such as photographs, paintings, diaries and newspapers from the period. **Select** subjects from this lesson (for example, politics and working conditions) as the focus of your search for primary source material.
   b. Locate five examples of source material from your search showing some features of the change that occurred in Australia during the period.

c. **List** your sources in chronological order.
d. **Evaluate** by identifying what has changed, why it changed and what remained the same.
e. **Construct** a story board (a graphic organiser that tells a story) to **explain** your plan for a segment of the documentary. Your storyboard should show evidence of how the creation of the new Commonwealth of Australia brought change. Include captions to link each of your chosen sources and explain their significance.

3.11 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 10	4, 6, 7	3, 5, 8, 9

REMEMBER AND UNDERSTAND

1. **Define** the meaning of the term 'Commonwealth'.
   A. Working for your state
   B. Working for the common good
   C. Working for the British Empire
   D. Working for yourself
2. What made reforms possible?
   A. Immigration
   B. Independence from Britain
   C. Common laws
   D. Economic growth
3. 'Protection' was meant to destroy Australian manufacturing. True or False?
4. **Explain** how Australians benefited from the federal government's early reforms.
5. **Describe** the impact of the economic depression of the 1890s on the vision for the Commonwealth of Australia.
6. **Identify** the powers of the *Immigration Restriction Act 1901* and the *Pacific Island Labourers Act 1901*.

ANALYSE AND APPLY

7. In **SOURCE 3**, **identify** what it is about the Australian workman that seems to surprise Albert Metin.
8. The Immigration Restriction Act damaged the relations between Australia and the countries of our region. With reference to **SOURCE 4 identify** the impact of the Act on our position in the Asia-Pacific region

EVALUATE AND COMMUNICATE

9. **Evaluate** the extent to which the new Commonwealth Government was responsible for any changes to Australian society. Try to **identify** other factors that caused change.
10. Was Australia really a 'working man's paradise' by 1914? Give reasons to **justify** your point of view.

Answers and sample responses for this topic are available online.

LESSON 3.12 Inquiry: Was Australia the working man's paradise?

LEARNING INTENTION

By the end of this lesson you should be able to **analyse** sources to develop your own understanding of the different interpretations of Australia's achievements during the lead up to Federation.

Background

In 1900 Australia was often described as a 'working man's paradise.' Australia represented the model of a successful nineteenth-century social experiment due to the progressive legislation, reforms and vision that had inspired Federation. Federation was a victory over the many political, economic and social differences that had increasingly divided the colonies from the time of the first European settlement. Federation was finally achieved after a decade of robust campaigning, countless public meetings and many compromises. Despite the many sources of opposition to Federation, at the beginning of the new century Australia succeeded in becoming the only nation on Earth to occupy a whole continent.

SOURCE 1 The Australian Coat of Arms is the official symbol of the Commonwealth of Australia, granted by King George V in 1912

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will put your knowledge and source analysis skills to use by developing a presentation identifying the differing perspectives and interpretations of the achievements of Federation Australia.

Discuss the following:
What do the expressions 'working man's paradise' and 'social laboratory of the world' mean?

Once you have your definitions, put forward the central question:

To what extent did Australia, at the time of Federation, live up to these statements?

Step 1: Questioning and researching

Structure your research according to some key questions, for example:

- To what extent did nineteenth-century Australia advance the quality of life for workers?
- To what extent did the 'social laboratory of the world' pioneer reforms and policies such as women's suffrage, the arbitration system and social welfare?

Work in small groups to conduct your research**,** identifying the key features of nineteenth-century Australia.

Step 2: Using historical sources

Start your Federation period research by revisiting the content in this topic to ensure you are familiar with the key events, personalities and issues of this time. Locate other sources of information and images: historical documents, cartoons, statistics, photographs. Primary sources will add depth to your knowledge of the events, steps forward and the obstacles that shaped the changing nature of nineteenth-century Australia.

Step 3: Historical perspectives and interpretations

Decide how you are going to organise your research findings. **Construct** a timeline from your research so that you have a clear chronology of events. You could make a list of headings based on the key questions you have set yourself. Ensure you keep a record of the source details of additional information you find online, in books or film.

Analyse your sources according to a list of set questions:

- What is the perspective or bias of this source?
- What does the source suggest about Australia's labour and social reforms?
- Does this source support or contradict the idea of Australia as a 'working man's paradise'?

Within your group debate the varying perspectives and interpretations of Federation Australia, as identified through the sources:

- What was the perspective of a union leader, a migrant worker, a government reformer, a wealthy industrialist, a suffragette or a Pacific Islander?
- Write a one-minute statement expressing the perspective of each group researched and debated.

Step 4: Communicating

Discuss how you are going to communicate and present your historical knowledge.

Create a series of posters or Power Point presentation answering the following questions:

- Was Australia truly a 'working man's paradise'? Why or why not? (that is, identify which groups were included in the 'working man's paradise' and which groups were excluded).
- In what ways was Australia a 'social laboratory of the world'?

Your presentation should refer to two to three pieces of primary evidence to support your interpretation.

Present your findings to the class.

Conclude with a class discussion focusing on how Federation ideals and vision shaped modern Australia.

LESSON 3.13 Review

3.13.1 Key knowledge summary

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

3.2 What was the migrant experience?

- Voluntary migration to Australia was motivated by 'push' and 'pull' factors; political instability and poverty pushed people to leave their homelands, while government assistance and the promise of a better future pulled them to Australia.
- Most migrants travelling to the colonies endured harsh conditions of travel, and faced many difficulties upon arrival.
- Caroline Chisolm provided shelter and support for vulnerable unaccompanied women arriving in the colony of New South Wales.
- The majority of early nineteenth-century free settlers came from the British Isles, bringing with them British cultural beliefs and institutions.

3.3 How did migration create Australia's colonial community?

- The American Revolution of the 1770s ended Britain's transportation of convicts to the Americas, causing major social problems with overcrowded and unsanitary British prisons.
- Transportation to the penal colony of New South Wales provided Britan with a solution to the law-and-order crisis and their overcrowded prisons.
- Convicts were given employment immediately upon their arrival in the colony, and early release for good behaviour, enabling convicts such as Mary Reibey and Samuel Terry to flourish with the opportunity to establish businesses. This ultimately led to the growth of the wealth and independence of the colony.

3.4 How did Australia change?

- In 1851 the discovery of gold in Australia ushered in a new wave of free settlers and a rapid and massive increase in the colonial population.
- The Victorian gold rushes transformed the nature of society with an influx of miners from China.
- Competition for gold led to racial conflict on the goldfields, riots and discrimination against the Chinese community.
- Pacific Islanders were brought to Queensland from the mid-nineteenth century to provide cheap labour on the Queensland sugar cane fields.
- In 1901 the Pacific Islanders Labourers Act was passed as part of the new Commonwealth's 'White Australia' policy.

3.5 How did Australia's democracy develop?

- A powerful free settler movement grew with the gold miners, farmers and urban workers who were politically and economically transforming and building the new colonial society.
- A new powerful and wealthy aristocracy, called the 'squattocracy', emerged with the growth of the pastoral industries.
- Free Selection laws were introduced to give ordinary people access to land and independence.
- The development of the wool industry brought wealth into Australia, and the expansion of the colonial economy.
- The free settlers on the goldfields, farms and cities of Australia began demanding rights and improvements to living and working conditions, and political representation.

3.6 Australia's fight for a 'fair go'

- By the 1880s the union movement in Australia was using strikes and protests to win reforms to working conditions and increases to wages.

- Australian political parties began to emerge in the late 1880s, with the Australian Labor Party forming in 1891.
- The great strikes of the 1890s identified the need for worker representation in government to ensure laws could be enacted to safeguard the working conditions and rights of working people.
- William Guthrie Spence founded the Australian Shearers Union in the 1880s, and with Federation was elected to the first Australian House of Representatives.

3.7 Who shaped the Australian identity?

- With ideas of national identity and character being discussed in Europe, Australians became increasingly interested in the 'Australian character' and what being 'Australian' might mean.
- Popular expressions in art and literature emphasised the qualities of the bush worker, struggling heroically against the hardships of the Australian landscape.
- Henry Lawson and A.B. (Banjo) Paterson became two of the more famous writers. They had their poems and stories published in the radical magazine *The Bulletin*, begun by J.F. Archibald.
- Australian painters such as Tom Roberts reinforced the qualities of the bush, and the bushmen, in their impressions of the Australian landscape.
- The colonial image of the Australian identity was very exclusive as women, Aboriginal and Torres Strait Islander Peoples, non-European migrants and city residents were largely ignored in these representations.
- Aboriginal and Torres Strait Islander Peoples' colonial experience was nevertheless expressed through the work of artists and activists like William Barak.
- The darker side of the Australian 'bush poet' experience was also expressed in *The Bulletin* through the literary contributions of a small group of women, headed by Barbara Baynton.

3.8 Why were women important for Australia's democracy?

- Nineteenth century Australia was marked by social inequality between males and females, with women's suffrage being seen as essential to overcoming the inequality.
- Women's groups across Australia campaigned for economic reforms, political representation, including the right to vote and the right to stand for election.
- In 1897 Catherine Helen Spence became the first Australian woman to stand for political office in her bid to become a member of the Federal Convention in Adelaide.
- Vida Goldstein was another political activist running magazines dedicated to women's rights and working on social reforms and the vote for women.
- Women won the vote in South Australia in 1894, Western Australia in 1899, federal elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

3.9 Why was there a move to Federation?

- By 1880 the six British colonies began serious political discussion about unity, and the need and means to form one nation.
- Alfred Deakin and Isaac Isaacs were prominent leaders with a vision of Australia as a modern nation.
- Practical and economic benefits, national defence, and security and immigration concerns were important factors motivating the move to Federation of the colonies.
- After a series of conferences, conventions and referendums in every state, the Australian Constitution was written and sent to Britain for approval in 1900.
- The Australian Constitution was based on the British Westminster System and the United States of America's Washington model.
- The Australian Constitution limited the voting rights of Aboriginal and Torres Strait Islander Peoples, followed by the Commonwealth Franchise Act of 1902.
- A British Act of Parliament was passed, Queen Victoria gave her royal assent, and the Commonwealth of Australia was born.

3.10 What were living and working conditions like?

- By the close of the nineteenth century, new technologies were bringing growth in employment opportunities and changes to home and social life.
- Gas lighting, telegrams, steamships and trains, motor cars, the film industry, and electricity would emerge at the beginning of the twentieth century.
- Free and compulsory education was introduced in Australia in the 1870s.
- The rapid growth of cities such as Melbourne led to the emergence of grand buildings and public amenities, but also outdated and inefficient garbage and sewer facilities.

3.11 Laws for a new nation

- In naming the new Australian nation as a 'commonwealth', the ideal of establishing a nation committed to equality and opportunity was expressed.
- The economic growth of the early twentieth century provided the chance for industrial and welfare reforms, such as old-age and invalid pensions.
- The Harvester judgement of 1905 established a minimum wage for Australian men.
- The *Immigration Restriction Act of 1901* contradicted the ideals of equality and opportunity as it was designed to prevent non-European migrants from entering Australia.

3.12 Inquiry: Was Australia the working man's paradise?

- In 1900, Australia was seen as a 'working man's paradise' and a successful social experiment due to progressive legislation and reforms that led to Federation.
- Federation was achieved after a decade of campaigning and compromises, making Australia the only nation to occupy an entire continent at the start of the new century.

3.13.2 Key terms

Australian Council of Trade Unions (ACTU) the peak union organisation in Australia
bookkeeping the process of recording financial transactions and maintaining financial records for a business or organisation.
British Dominion a self-governing territory belonging to the British Empire
cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as 'nightmen'
Crimean War war fought between Britain and its allies and Russia, 1853–56
deport to forcibly remove someone from a country
egalitarianism equality of all people
Federation movement of colonies to form a nation
free selection a policy introduced in the mid-nineteenth century allowing individuals to purchase and farm small parcels of land, often in areas already occupied by squatters, to encourage closer settlement and break up large estates
minority government a government that has fewer than half the seats in a lower house of parliament
republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)
socialism a political system in which the government controls the economy to ensure greater equality
squattocracy a powerful class of wealthy landowners in colonial Australia who occupied large areas of land for grazing livestock, often without legal title in the early years of European settlement
tariffs a duty charged on imports
telegraph a communication system that transmits messages over long distances using coded signals, often through wires, and was widely used before the invention of the telephone
typewriter a mechanical or electromechanical machine used to produce printed characters on paper, commonly used for writing documents before computers were invented

3.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What significant events, ideas and people shaped Australian society from colonisation to Federation?

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

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

3.13 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
4, 5, 6, 13	1, 2, 9, 10, 11, 12	3, 7, 8, 14

REMEMBER AND UNDERSTAND

1. What were the most important causes of the Eureka Stockade?
   - A. The licence fees were high and the working conditions hard.
   - B. The miners wanted to vote and to avoid paying taxes.
   - C. The licence fees were high and the police treated the miners with cruelty.
   - D. The miners swore allegiance to a different flag.
2. Which of the following was not a consequence of the Eureka Stockade?
   - A. Bentley's hotel was burned down.
   - B. At least 27 miners were killed.
   - C. There was an inquiry into the goldfields.
   - D. The miner's licence was replaced by a 'miner's right'.
3. Why did the selection Acts fail?
   - A. Australia's rainfall is too unreliable.
   - B. There is not enough land.
   - C. Squatters worked out ways to beat the law.
   - D. Selectors were too poor.
4. What made factory workers' lives difficult in the cities in the 1880s?
   - A. They were not educated enough to get a better job.
   - B. They had to compete with children, who were paid less.
   - C. They worked long hours under poor conditions.
   - D. They were jealous of others who earned more.
5. What were the main characteristics of the 'typical Australian' that were popular in the late nineteenth century?
   - A. The typical Australian liked hard work and beer.
   - B. The typical Australian sheared sheep and wrote poems.
   - C. The typical Australian was male, hardworking and heroic.
   - D. The typical Australian was desperate, poor and lonely.

6. Why did some people oppose giving votes to women in Australia?
   - **A.** They thought that women were not educated enough to use their vote responsibly.
   - **B.** They thought that women were bossy and would soon be running the country.
   - **C.** They thought that women were not interested enough in politics.
   - **D.** They thought that women would close all the hotels.
   - **E.** All of the above
7. Which of the following had the least influence on Federation?
   - **A.** Concerns about defence
   - **B.** Ideals of national unity, prosperity and modernity
   - **C.** The desire to have a new flag
   - **D.** A desire to remain British
8. Which of the following had the greatest influence on Federation?
   - **A.** Concerns about defence
   - **B.** Ideals of national unity, prosperity and modernity
   - **C.** The desire to have a new flag
   - **D.** A desire to remain British
9. What was the most important reform in Australian society in the 1900s?
   - **A.** Australians starting to go to the beach
   - **B.** The minimum wage
   - **C.** The maternity allowance
   - **D.** The Australian Constitution
10. What was one of Banjo Paterson's most famous works?
    - **A.** *The Drover's Wife*
    - **B.** *Waltzing Matilda*
    - **C.** *Shearing the Rams*
    - **D.** *The Bulletin*

ANALYSE AND APPLY

11. Examine **SOURCE 1**.

SOURCE 1 This handkerchief was made as a souvenir of Australian Federation. Lord Hopetoun came from Britian to be Australia's first governor-general. The Duke and Duchess of York came from Britian to represent Queen Victoria at the opening of the first Commonwealth Parliament in 1901.

Discuss what conclusion we can draw from this source about the way most Australians saw Australia's relationship with Britain and its empire.

12. Examine **SOURCE 2**.
    a. What is happening in **SOURCE 2**?
    b. Why are the people celebrating?
13. 'The gold rush had a profound impact on Melbourne and Victoria'.
    Identify and **discuss** the short- and long-term consequences of the discovery of gold in Victoria.
14. **Discuss** the significance of the trade union movement to the development of Australia's democracy.

SOURCE 2 Chinese celebrating Australian Federation in Melbourne in 1901

Answers and sample responses for this topic are available online.

4 Australia (1750–1914): Colonisation and conflict

LESSON SEQUENCE

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LESSON 4.1 Overview

INQUIRY QUESTION

What happened when an overseas civilisation attempted to colonise a country with a people who had an established society?

Aboriginal and Torres Strait Islander Peoples readers are advised that this topic may contain images of and references to people who have died.

Warning: Some sources in this topic contain some words and terms used in the past that would be considered inappropriate today.

In this topic, you will explore the impacts of colonisation on Aboriginal and Torres Strait Islander Peoples up to the early twentieth century. These impacts included loss of land, violence, displacement, and the erosion of cultural practices.

learnon

- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Colonisation and conflict: Australia

68 000
Aboriginal and Torres Strait Islander Peoples arrive in Australia (current estimates).

1606
Dutchman Willem Janszoon makes the first documented European landing on the Australian coast.

1788
The British colony of New South Wales is established.

1804
First Nations Australians are killed at Risdon Cove in Tasmania.

1816
Macquarie sends the military to crush resistance by the Darug Peoples.

1824
The 'Black War' begins in Tasmania. First Nations resistance is crushed on the Bathurst Plains in New South Wales.

BCE 68 000 — 13 000 — BCE CE — 1770 — 1780 — 1790 — 1800 — 1810 — 1820

13 000
Land bridges between mainland Australia and Tasmania are flooded.

1770
After more than 50 European ships make contact with the Australian mainland, James Cook maps the east coast and claims it for Britain.

1790–1802
Pemulwuy, a Bidjigal Man, leads First Nations resistance in the Sydney area.

1814
Governor Macquarie organises the first annual Aboriginal conference at Parramatta, near Sydney.

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1835
Businessmen from Tasmania establish an illegal camp at the northern end of Port Phillip Bay

1837
A report of the British Parliament criticises Australian colonial policies towards Aboriginal and Torres Strait Islander Peoples.

1851
Gold is discovered in the newly named Colony of Victoria.

1867–68
A First Nations cricket team tours England.

1884
The Kalkadoon Peoples make their last stand in Queensland.

1830 | 1840 | 1850 | 1860 | 1870 | 1880 | 1890 | 1900 CE

1838
The Myall Creek massacre takes place in New South Wales.

1855
Victorian government introduces heavier taxation for Chinese migrants.

1881
Victoria and New South Wales restrict Chinese immigration.

1901
The Commonwealth Parliament passes the Immigration Restriction Act.

LESSON 4.2 How do we know about colonial policies and their impact on Aboriginal and Torres Strait Islander Peoples?

LEARNING INTENTION

By the end of this lesson you should be able to locate and **identify** written and archaeological primary sources as evidence of colonial policies and their impact on Aboriginal and Torres Strait Islander Peoples.

Tune in

Consider the history of Australia and why the experiences of colonisation — and the responses to it — were so varied.

To investigate and understand the different perspectives on the history of colonisation, you will need to locate and analyse a wide variety of sources. Let's start with some written and visual sources from the time.

SOURCE 1 Extract from a letter from Arthur Phillip, the first governor of New South Wales, to the Marquis of Lansdowne in England, 3 July 1788

My Lord

... the few extracts from my journal, is all the information I am able to give your Lordship, at present, of the Natives; who never come to us & with whom I have never been able to remain but a very short time ...

It has been my determination from the time I landed, never to fire on the Natives, but in a case of absolute necessity, & I have been so fortunate as to have avoided it hitherto ... They do not in my opinion want [lack] personal Courage, they very readily place a confidence & are, I believe, strictly honest amongst themselves ...

SOURCE 2 *The persecuting white men*, a lithograph thought to have been made by George Hamilton between 1848 and 1858

1. **Look at SOURCES 1 and 2 and briefly write down what image of colonial contact they are each communicating.**
2. **Discuss with your partner why you think the evidence SOURCES 1 and 2 provide of race relations during our colonial past is so different.**
3. **What problems do you think historians face when using primary sources as evidence of our colonial past?**

4.2.1 Written sources

Much of the written historical evidence from the colonial period — such as official reports, diaries, letters and newspaper articles — was created by colonisers. This means we often hear only one side of the story.

These sources can contain bias, but they are still useful because they reveal the attitudes, beliefs and values of those who produced them. However, it's equally important to recognise what is missing from the record — especially the voices and perspectives of Aboriginal and Torres Strait Islander Peoples.

For example, settler deaths were usually recorded and investigated by colonial authorities. In contrast, many acts of violence against Aboriginal and Torres Strait Islander Peoples were unrecorded, ignored or misrepresented, meaning historians must read these sources critically and with care.

We should not assume that all Europeans shared the same views or actions during the colonial period. Among those who arrived in Australia in the late eighteenth and nineteenth centuries were individuals who spoke out against the injustices experienced by Aboriginal and Torres Strait Islander Peoples. Some colonists, including missionaries, activists and humanitarians, challenged the violence and policies of dispossession — although these voices were often in the minority and rarely changed the broader impacts of colonisation.

SOURCE 3 From *Captain John Hunter's Journal* (1793), in which he described contacts in the new settlement's first week. Hunter was the second governor of New South Wales.

> In the different opportunities I have had of getting a little acquainted with the natives, who reside in and about this port, I … think that it will be no very difficult matter … to conciliate their friendship and confidence … whenever we have laid aside our arms, and have made signs of friendship, they have always advanced unarmed … I am inclined to think, that by residing some time amongst them, or near them, they will soon discover that we are not their enemies; a light they no doubt considered us in on our first arrival.

4.2.2 Oral history

Aboriginal and Torres Strait Islander Peoples have passed down knowledge through stories, songs and oral traditions for thousands of years. These histories include accounts of Country, culture and early encounters with colonisers, including the loss of land and acts of violence. In many cases, these stories are supported by other historical evidence.

4.2.3 Visual records

Aboriginal and Torres Strait Islander art has long shared cultural knowledge and spiritual beliefs. Some artworks also show early contact with Europeans.

While most European artists ignored these experiences, a few recorded scenes of conflict and colonisation. From the mid-1800s, photographs began to show what life was like, but they must be viewed critically.

SkillBuilder discussion

Using historical sources

1. What type of historical source is the painting by Augustus Earle in **SOURCE 4**?
2. How might the artwork by Augustus Earle help historians understand the nature of gatherings between Aboriginal and Torres Strait Islander Peoples and settlers?
3. Do paintings tell the truth?

SOURCE 4 *The annual meeting of the native tribes at Parramatta, New South Wales, the Governor meeting them*, a watercolour painting by Augustus Earle, c. 1826. From 1814, Governor Macquarie organised annual gatherings of Aboriginal Peoples at Parramatta, known as 'Native Feasts'. Hundreds attended these events into the 1830s. While presented as peaceful meetings, they were part of efforts to control and 'civilise' Aboriginal communities, and took place within a broader context of dispossession and resistance.

SOURCE 5 *A scene in South Australia* by Alexander Schramm (1813–1864)

Did you know?

Non-European immigrants also suffered discrimination during this period. Most of the hostility was directed against Chinese migrants who came to work on the goldfields from the 1850s, but there was also strong prejudice against Pacific Islanders, who worked on Queensland's sugar plantations.

4.2 SkillBuilder activity USING HISTORICAL SOURCES

You are now the historian using the five sources included in this lesson as your evidence of colonial race relations.

Use the following questions as a guide to **construct** your own source annotations:

- What type of source is it?
- When was it written or created, and by whom?
- Why do you think the source was written or created?
- What perspective or message does the source communicate about colonial race relations?

4.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6	3, 7, 8, 9	4, 10

REMEMBER AND UNDERSTAND

1. Which of the following are forms of written evidence that provide information about colonial Australia? **Select** all that may apply.
   - A. Aboriginal and Torres Strait Islander Peoples' artworks
   - B. Diaries
   - C. Official reports
   - D. Letters
2. Which three groups of people suffered discrimination during the colonial period?
   - A. Aboriginal and Torres Strait Islander Peoples
   - B. European migrants
   - C. Chinese people
   - D. Pacific Islanders
3. **Explain** why, in many instances, we only have one side of the story of Australian colonisation.
4. 'Oral history' is the telling of events that were handed down by word of mouth through generations of Aboriginal and Torres Strait Islander Peoples. These records often tell of loss of land, massacres and other injustices. True or False?
5. **Identify** two types of visual records we have from the colonial period. Who created most of them, and what perspectives might be missing?

ANALYSE AND APPLY

6. **SOURCE 1** is an extract from a letter Governor Phillip wrote less than six months after he arrived in Australia.
   - a. **Identify** what Phillip writes about the way he intends to treat Aboriginal Peoples.
   - b. **Describe** the impressions he had formed of Aboriginal Peoples.
7. Read **SOURCE 3**. **Explain** what Captain Hunter says about the Aboriginal Peoples he had encountered.
8. **Summarise** the hope that Hunter expresses in **SOURCE 3** for the future relations between settlers and Aboriginal Peoples.

EVALUATE AND COMMUNICATE

9. Examine **SOURCES 1, 3** and **4**. What do these sources suggest about early British policies or attitudes toward Aboriginal and Torres Strait Islander Peoples?
10. Answer the following
    - a. **Describe** the scene in **SOURCE 4**. What might this image suggest about how the meeting was intended to appear?
    - b. **Evaluate** the effect you think these meetings may have had on Aboriginal Peoples.

Answers and sample responses for this topic are available online.

LESSON 4.3 Where and why did European powers establish colonies in the late eighteenth century?

LEARNING INTENTION

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

- **identify** where and why European powers established colonies in the late eighteenth century
- **explain** how colonisation led to conflict in different parts of the world, including Australia.

Tune in

Did you know that in 1750, Britain and France were powerful countries, and what is now the United States of America was just a handful of British colonies on the east coast of North America?

SOURCE 1 A map of North America in 1750 showing the claims over territories made by England, France and Spain *Note: This map shows European colonial claims, but these lands were already home to many Indigenous nations with their own territories and systems of governance.*

1. **If you were living in one of those colonies, could you ever have imagined how much things could change?**
2. **What comparable changes have taken place in Australia since 1750?**

4.3.1 Global change

Between 1750 and 1901, large numbers of people moved across the world, including to and from Australia. In Europe, political unrest and the social and economic effects of the Industrial Revolution changed how people lived and worked. Some people moved by choice, while others were forced.

These movements had lasting impacts, not only on the people who migrated, but also on the places they arrived in, and on the Aboriginal and Torres Strait Islander Peoples and other communities already living there.

4.3.2 Imperialism and social classes

Imperialism is the practice of one country gaining control over other lands and peoples, usually by creating or expanding an empire. In the late 1700s, many European countries were ruled by monarchs who held great power. Most people lived in rural areas and worked in agriculture. Wealth and power were held by a small group of aristocrats, while the majority of people were poor and had few rights. This inequality was even more extreme in parts of eastern Europe. As European powers expanded their empires, they imposed their control — often through force — over lands and communities around the world.

4.3.3 Europe's overseas colonies

From the early 1500s, Spain colonised much of South America and parts of Central and North America. Portugal took control of Brazil. In the late 1700s, most of Asia and Africa was still governed by local rulers, but European interest in these regions was growing.

SOURCE 2 A map of Europe in 1789

Source: Map drawn by Spatial Vision.

Portugal had small colonies in Africa and Asia, but many were taken by the Dutch. By the 1600s, Britain and France had become major imperial rivals, competing for colonies in North America and India. After the Seven Years' War (1756–63), Britain took control of most of France's colonies in North America and expanded its influence in India.

4.3.4 Revolution in America

Just 12 years after the Seven Years' War, Britain's 13 colonies in North America rebelled. Fighting broke out in April 1775, and on 4 July that year, the colonies issued the Declaration of Independence, claiming they were now a separate nation — the United States of America.

Many colonists were angry at British laws that limited their ability to trade freely and expand westward. They also refused to pay taxes on newspapers and legal documents, arguing that they had 'no taxation without representation' since they had no say in the British Parliament. These tensions quickly turned into open warfare.

Britain created the Indian Reserve in 1763 to set aside lands for Indigenous Peoples who had been British allies during the war with France. The reserve was also intended to limit colonial expansion westward. Territories beyond the reserve were still claimed by Spain, although they remained home to many independent Indigenous Nations.

SOURCE 3 This map of eastern North America in 1775 shows the British province of Quebec (taken from France during the Seven Years' War), the 13 British colonies along the Atlantic coast, and the Indian Reserve.

Source: Map drawn by Spatial Vision.

4.3.5 Britain loses North American colonies

Some colonists supported Britain during the American Revolution. These loyalists, along with several Indigenous nations such as the Iroquois Confederacy, sided with the British, continuing earlier alliances from the conflict with France.

France joined the war to seek revenge for its earlier losses to Britain, and was soon followed by Spain and the Netherlands. Other nations, including Prussia, Russia, Sweden and Denmark, also opposed British interference with trade ships supporting the rebels.

With growing global pressure and military setbacks, British forces surrendered to French and American troops at Yorktown in 1781. The Treaty of Paris, signed in 1783, ended the war and marked the official birth of the United States of America.

Although Britain lost its American colonies, it retained Canada, and in 1788, just five years later, established a new colony in Australia.

4.3.6 Declaring possession in Australia

In 1769, Lieutenant James Cook was commissioned to lead a scientific expedition aboard the HMB *Endeavour* to observe the transit of Venus from Tahiti. This was to help calculate the distance between Earth and the sun.

Cook was also given secret instructions by the British Admiralty to chart the coastline of lands in the southern hemisphere and to claim possession of any territory he encountered, either if it appeared to be unoccupied, or if the local inhabitants gave their consent to British rule.

During his 1770 voyage along Australia's east coast, Cook recorded signs of human habitation. Despite this, on 22 August 1770, he raised the British flag on Possession Island in the Torres Strait and declared the entire east coast a British possession, without seeking or gaining consent from the Kaurareg Peoples, the Traditional Custodians of that land.

Eighteen years later, in 1788, Britain began permanent colonisation with the arrival of the First Fleet and the establishment of a **penal colony** in New South Wales.

SOURCE 4 Captain Arthur Phillip raising the British Union Jack at Sydney Cove. This artwork was painted in 1937.

4.3 SkillBuilder activity USING HISTORICAL SOURCES

Look at the image in **SOURCE 4**. Work in pairs or small groups. Your group has been asked to consider the inclusion of this image in a history textbook. It is your job to **deduce** whether this is a useful image from which to learn about the landing of the First Fleet. To do that you need to think about the limitations of the painting.

1. Consider the following questions individually to help you make your recommendation:
   a. Do you think the events are depicted accurately? How could you try to double-check?
   b. Who is included in the image? Who is excluded?
   c. The year this painting was created, 1937, is around the time of a significant anniversary of the arrival of the First Fleet. What aspect of the arrival do you think the painting most wants to celebrate?
2. Report your findings back to your group and **recommend** your choice. Do you think this image should be included? If so, what can we learn from it? If not, why is it not useful?

4.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 5, 8	1, 4, 6, 9	2, 7, 10

REMEMBER AND UNDERSTAND

1. **Identify** the meaning of 'imperialism'.
   A. When an empire closes itself off to the outside world
   B. The creation of an empire ruled by aristocrats
   C. The creation of empires with overseas territories usually acquired by conquest
   D. Creating an empire that was taken from a royal family
2. Match the following events and dates to complete a timeline of events that changed the map of North America between 1756 and 1783. Place the corresponding letter in the right-hand column.
   a. Rebels issued their Declaration of Independence.
   b. Britain's 13 North American colonies rebelled. War began.
   c. Beginning of the Seven Years' War between Britain and France.
   d. British troops surrendered to the American and French forces at Yorktown, Virginia.
   e. Britain gained control of France's North American colonies including Quebec.

1756	
1763	
April 1775	
4 July 1776	
1781	

3. **Identify** the reasons why Lieutenant James Cook was commissioned to take command of the *HMB Endeavour* in 1769.
4. Consider and then **identify** the reasons why the instructions given to James Cook were 'secret'.
5. **State** why Australia should not have been claimed to be 'terra nullius'.

ANALYSE AND APPLY

6. Using **SOURCE 2**, **identify** three European countries whose borders were much the same in 1789 as they are today.
7. **Compare SOURCE 2** with a map of modern Europe. **Identify** two modern countries that were formed from several European states that existed in 1789.

8. Study **SOURCE 3**. Apart from Quebec, **identify** which North American territory Britain added to its empire through the Seven Years' War.

EVALUATE AND COMMUNICATE

9. **Discuss** if you think Britain's North American colonies would have had any chance of winning independence without the support of France and other European states.
10. **Consider** the meaning of 'imperialism'. Write a new caption for **SOURCE 4**, explaining how the source can be interpreted as an example of British imperialism.

Answers and sample responses for this topic are available online.

LESSON 4.4 Why did conflict occur between colonists and Aboriginal and Torres Strait Islander Peoples?

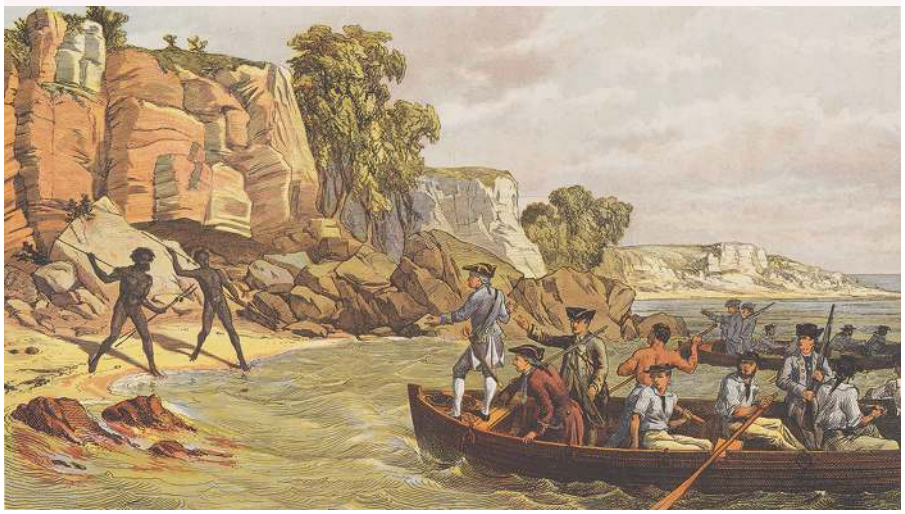
LEARNING INTENTION

By the end of this lesson you should be able to **identify** different perspectives on the first contact between colonists and Aboriginal and Torres Strait Islander Peoples, and **explain** why conflict occurred.

Tune in

Look at **SOURCE 1**.

SOURCE 1 This colonial artwork shows an imagined scene of how Aboriginal Peoples at Botany Bay may have responded to the arrival of Captain James Cook in 1770. The image was created more than 100 years later, in 1872, and reflects the artist's perspective at that time, not an eyewitness account.



1. **As a class, mind map what each side might have seen and felt during this first contact — both the British explorers and the Aboriginal Peoples of Botany Bay. What images, emotions or words come to mind?**
2. **From 1788, Britain began establishing a colony in Australia. British officials claimed this was not an invasion because they defined the land as *terra nullius* — meaning 'land belonging to no one' — under British law. With reference to SOURCES 1 and 3, make a list of reasons why Australia should not be declared terra nullius that could have been presented to King George III.**

4.4.1 The Europeans invade

For tens of thousands of years before British colonisation, Aboriginal and Torres Strait Islander Peoples lived across the continent, maintaining deep spiritual, cultural and economic connections to Country.

Conflict began soon after the arrival of the First Fleet in 1788. British authorities did not recognise the sovereignty of Aboriginal and Torres Strait Islander Peoples or understand their relationships with the land. Instead, the British applied their own legal and cultural ideas of land ownership and use, which led to the seizure and occupation of land without consent.

This misunderstanding — and disregard — of Aboriginal and Torres Strait Islander systems of law, custodianship and territory was a key cause of conflict.

Did you know?

Some Aboriginal and Torres Strait Islander Peoples had contact with visitors from overseas long before British colonisation. From at least the early 1600s, Macassan fishers and traders from what is now Indonesia regularly visited the northern coast of Australia and some Torres Strait Islands to trade goods and harvest sea cucumbers.

Dutch and English explorers also landed on parts of the Australian coast during the 1600s and 1700s. In 1770, Lieutenant James Cook charted the east coast and claimed it for King George III, naming the area New South Wales. This claim was made without the consent of the Aboriginal Peoples who had lived on and cared for the land for thousands of years.

SOURCE 2 From Captain James Cook's journal of his first expedition (1770)

They may appear to some to be the most wretched people on earth, but in reality they are far happier than we Europeans … [The] earth and sea … furnish them with all the things necessary for Life … [They] live in a fine Climate and enjoy a very wholesome Air, so that they have very little need of Clothing … [They] … set no Value upon anything we gave them … this in my opinion argues that they think themselves provided with all the necessarys of Life.

SkillBuilder discussion

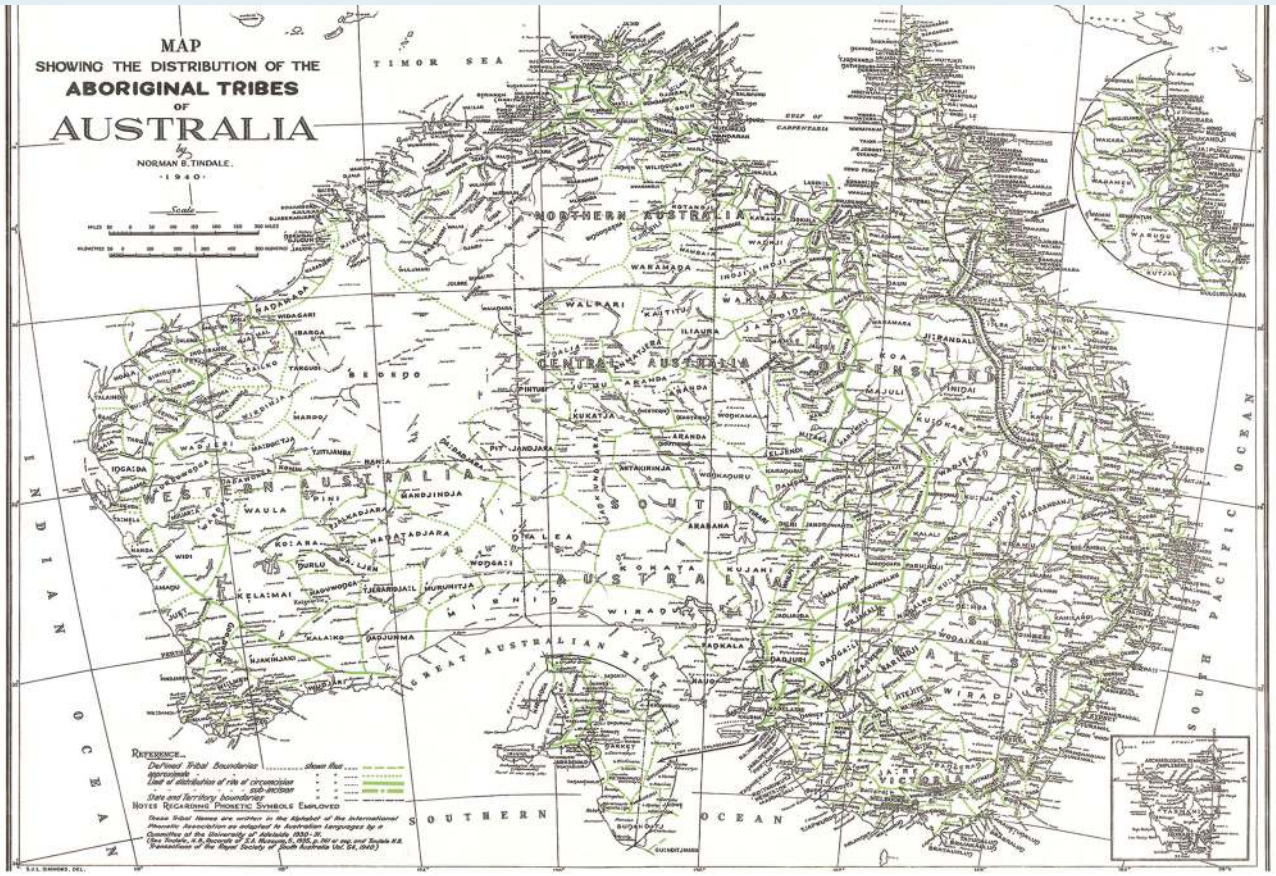
Communicating

Discuss how **SOURCE 2** represents the thoughts or feelings of Captain Cook. What conclusions might he have made about the Aboriginal and Torres Strait Islander Peoples?

The map at **SOURCE 3** was created by anthropologist Norman B. Tindale in 1940. It shows the locations of Aboriginal groups across Australia before British colonisation. Tindale's map is important because it challenged earlier claims that Australia was unoccupied (*terra nullius*) before European arrival. It highlights the diversity of Aboriginal Peoples, their deep connections to Country, and the clear boundaries between groups. While the map is based on Tindale's research and interpretations, it remains a significant resource for understanding Aboriginal cultural heritage, land rights, and continuing discussions around recognition and reconciliation.

Users of this map should be aware that certain words, terms or descriptions may be culturally sensitive and may be considered inappropriate today, but may have reflected the creator's attitude or the period in which they were written.

SOURCE 3 The colonisers' understanding of Aboriginal Peoples groupings across Australia in 1940. *Note: The map shows Aboriginal Nations and does not include Torres Strait Islander groups, who have their own distinct cultures and histories.*



Source: *Map Showing the Distribution of the Aboriginal Tribes of Australia*, Norman B. Tindale, 1940. State Library of New South Wales.

SkillBuilder discussion

Communicating

What does the **SOURCE 3** map tell us about the Aboriginal Peoples' relationships to the land?

Discuss how Aboriginal and Torres Strait Islander Peoples may have reacted to the British going against protocol by wandering freely across the boundaries and territories of many nation groups.

4.4.2 Colonisation begins

The First Fleet, sent from Britain to establish a colony in Australia, arrived in 1788 carrying nearly 1500 men, women and children — most of them **convicts**. The fleet's commander, Captain Arthur Phillip, became the first Governor of New South Wales, and chose Port Jackson (Sydney Harbour) as the site of the first British settlement on 26 January 1788.

'Respecting Natives'

New South Wales was established as a penal colony, and historians continue to debate Britain's motives. Some argue that the colony was simply a place to send unwanted convicts. Others believe it was seen as a chance to exploit Australia's land and resources, or as an opportunity for reform and a new start for those who had broken the law.

Whatever the motive, the early governors of New South Wales were given wide powers, similar to those of prison administrators. They were also instructed by the British government to develop friendly relations with Aboriginal and Torres Strait Islander Peoples, and to extend to them the protection of British law.

However, these ideals were often contradicted by the realities of colonisation. In 1807, Governor Philip Gidley King wrote advice to his successor titled Respecting Natives. In it, he stated that he had not forced Aboriginal Peoples to work, because he regarded them as the 'real proprietors [owners] of the soil'.

Did you know?

Despite giving prior recognition to Aboriginal Peoples as 'real proprietors of the soil', Governor Philip Gidley King issued an official, and contradictory, order in May 1801 authorising settlers to fire on Aboriginal Peoples in areas around Parramatta and Georges River.

Australia as a 'wasteland'

The ways that Aboriginal and Torres Strait Islander Peoples lived and managed the land varied widely across the continent. In his book *Dark Emu*, author Bruce Pascoe challenges the long-held myth that Aboriginal Peoples were simply nomadic. He presents evidence that some communities built permanent shelters, created dams, cultivated crops, used irrigation and sewed clothing, demonstrating sophisticated knowledge of land and resource management.

However, many British colonists failed to recognise these practices. Even when they saw that Aboriginal and Torres Strait Islander Peoples had a deep spiritual connection to Country and managed land with great care, they dismissed it because it did not match European styles of farming or land ownership.

Colonists described Australia as a 'wasteland' — a legal term used in British law to describe land that was 'unused' or 'unproductive', and therefore could be taken without permission. This idea helped justify colonisation and was later expressed in the Latin term *terra nullius*, meaning 'land belonging to no one'. It became a powerful legal concept in debates about Aboriginal land rights in modern Australia.

4.4.3 Culture clash

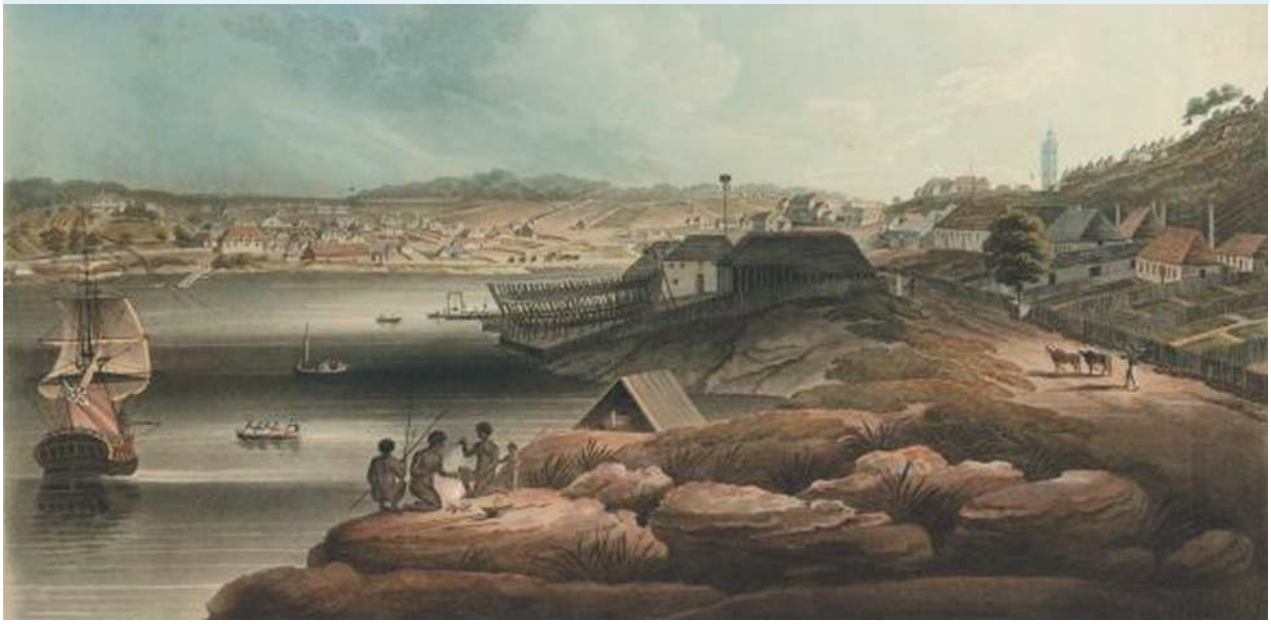
When the British established their colony in 1788, they settled in an area already inhabited by the Dharug, Ku-ring-gai and Tharawal Peoples, custodians of land now known as the Sydney region.

Aboriginal Peoples quickly saw colonists clearing land, fencing waterholes, hunting, fishing without permission, and disturbing sacred sites. These actions ignored long-standing cultural laws and protocols, and were seen as a direct invasion of Country.

Some educated Europeans at the time described Aboriginal Peoples as 'noble savages', living simply and harmoniously with nature. Many others, including convicts and soldiers, misunderstood or feared Aboriginal and Torres Strait Islander Peoples. They did not understand **kinship** systems, laws or spiritual beliefs, or why Aboriginal Peoples didn't build towns, churches or farms like those in Europe.

Instead of seeking negotiation or consent, colonists imposed their own systems, often through force.

SOURCE 4 *A view of Sydney Cove, New South Wales*, engraved by Francis Jukes in 1804



SOURCE 5 *First Government House, Sydney*, a watercolour painted by John Eyre around 1807

SkillBuilder discussion

Communicating

Discuss the messages **SOURCES 4** and **5** portray in relation to colonisation.

4.4.4 Early records of conflict

In May 1788, two convicts were killed in an encounter with Aboriginal Peoples near Rushcutters Bay. Other clashes followed. At first, Governor Arthur Phillip was reluctant to blame Aboriginal Peoples, instead suggesting that the behaviour of the convicts may have provoked violence.

SOURCE 6 From David Collins, *An Account of the English Colony of New South Wales*. The event described occurred in March 1788.

Several convicts came in from the woods; one in particular dangerously wounded with a spear … these people denied giving any provocation to the natives; it was, however, difficult to believe them; they well know the consequences that would attend any acts of violence on their part … any act of cruelty to the natives being contrary to his Majesty's … intentions.

SOURCE 7 From a report of events in January 1800 by Governor John Hunter

Two native boys have lately been most barbarously murdered by several of the settlers at the Hawkesbury River, not withstanding orders on this subject have been repeatedly given pointing out in what circumstances only they were warranted in punishing with such severity.

Governor Phillip initially sought to build friendly relations with local Aboriginal Peoples. However, when they continued to avoid contact with the settlement, he ordered the kidnapping of individuals, hoping they would learn English customs and persuade others to cooperate with the British.

Arabanoo was the first person captured, but he died of smallpox within six months — one of many Aboriginal people affected by this introduced disease. In 1789, two more men — Bennelong and Colebee — were taken. Colebee escaped, but Bennelong was kept at the colony and later sent to England. On his return to Sydney in 1795, Bennelong struggled to live within either British or Aboriginal societies. He died in 1813, and his story is often seen as symbolic of the cultural dislocation experienced by many Aboriginal Peoples as a result of colonisation.

SOURCE 8 From the *Sydney Gazette*, 25 June 1814

The mountain natives have lately become troublesome to the occupiers of remote grounds. Mr. Cox's people at Mulgoa have been several times attacked within the last month and compelled to defend themselves with their muskets, which the assailants seemed less in dread of than could possibly have been expected. On Sunday last, Mr. Campbell's servants at 'Shancomore' were attacked by nearly 400.

SOURCE 9 In this extract from his journal of 10 April 1816, Governor Lachlan Macquarie gave his reasons for sending expeditions to crush the resistance of the Aboriginal and Torres Strait Islander Peoples to colonisation.

I therefore, tho' very unwillingly, felt myself compelled from a … sense of public duty … to inflict terrible … punishment upon them without further loss of time; as they might construe any further forbearance or lenity [leniency] on the part of this Government [as] fear or cowardice.

SkillBuilder discussion

Using historical sources

1. Discuss the accounts given in **SOURCES 8** and **9**.
2. What conclusions can you come to about early conflict?

4.4.5 A landscape and society transformed

When British settlers began occupying the territories of Aboriginal Peoples, they brought profound and often devastating changes. Introduced animals, crops and invasive weeds disrupted traditional food sources and damaged Country. European farming practices altered ecosystems, while land clearing destroyed sacred sites and hunting grounds.

The arrival of the British also led to the spread of new diseases. Because Aboriginal Peoples had no immunity to illnesses like smallpox, these diseases spread quickly and caused severe epidemics. The 1789 smallpox outbreak is estimated to have killed about half of the Aboriginal population around Sydney.

Other introduced diseases — such as influenza, tuberculosis, typhoid, measles and leprosy — continued to impact communities throughout the nineteenth century, contributing to high mortality rates and population decline.

These health impacts, combined with violence, displacement and loss of land, led to enormous suffering and disruption to Aboriginal societies.

For tens of thousands of years, Aboriginal and Torres Strait Islander Peoples sustainably managed their lands through careful use of resources and deep knowledge of Country.

Within 100 years of British colonisation, this balance was disrupted. Over 100 million sheep grazed across Australia, destroying native grasses and displacing traditional food sources like the yam daisy. Hard-hoofed animals compacted the soil, while pests like rabbits caused further damage. These changes led to the decline of native species and made it harder for Aboriginal Peoples to maintain cultural practices.

4.4 SkillBuilder activity **USING HISTORICAL SOURCES, COMMUNICATING**

SOURCE 1 represents the arrival of Captain James Cook at Botany Bay in 1770. Look at the image of the Gadigal Peoples as seen through the eyes of the colonial artist who created this colourful lithograph.

1. **Recall** the differences between the two worlds that the Gadigal Peoples and James Cook and his crew represent.
2. **Construct** a new subheading for this lesson expressing the cultural conflict between the Gadigal Peoples and Europeans.
3. Stand on the beach with the Gadigal Peoples and consider the arrival of Captain Cook and his men through the eyes of the Aboriginal and Torres Strait Islander Peoples. Choose how you want to express the voices from our colonial past that have so often been hidden from history. You may want to create a visual representation of the event, write a story or a short play. Use a variety of communication methods to represent the past.

4.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	5, 7, 8	4, 9

REMEMBER AND UNDERSTAND

1. **Identify** two groups with whom Aboriginal and Torres Strait Islander Peoples had contact before the arrival of the British.
   - A. Portuguese explorers
   - B. Dutch explorers
   - C. Chinese
   - D. Macassans
2. Use the words provided in the following table to complete the paragraph below explaining why Europeans and Aboriginal and Torres Strait Islander Peoples clashed over the land.

understanding	first	use	imposed
British	seeds	custodianship	relationship
conflict	ideas	own	land

   The _____ of _____ were sown soon after the _____ colonists arrived because the _____ authorities had no _____ of the _____ between Aboriginal and Torres Strait Islander Peoples of Australia and their _____. Instead, the British _____ their _____ understanding of land _____ and _____ of _____.
3. What were Governor King's attitudes to the local Darug, Kuring-gai and Tharawal Peoples?
   - A. That they were innocent and naïve
   - B. That they were sly and cunning
   - C. That they were the true owners of the land
   - D. That they had no claim on the land whatsoever
4. a. **Explain** what the British understood by the term 'wasteland'.
   b. **Discuss** why the idea of the Australian continent as a 'wasteland', or 'terra nullius', was so significant for the British colonists and Aboriginal and Torres Strait Islander Peoples of Australia.
5. Consider what the Darug, Kuring-gai and Tharawal Peoples might have thought about the actions of the Europeans after their arrival at Sydney Cove.

ANALYSE AND APPLY

6. Study **SOURCE 1**. **Analyse** what it suggests about Cook's landing at Botany Bay.
7. What does the **SOURCE 3** map tell us about the Aboriginal Peoples of Australia?
8. Examine **SOURCES 4** and **5**.
   a. What do the sources tell us about how Europeans changed the land?
   b. What do the sources suggest about the differences between European and Aboriginal Peoples ways of living?
   c. What do these images reveal about the relationships — or tensions — between the two groups?

EVALUATE AND COMMUNICATE

9. **Evaluate** how Aboriginal Peoples' traditional food sources were affected by the arrival of the Europeans.

Answers and sample responses for this topic are available online.

LESSON 4.5 Who were the Aboriginal and Torres Strait Islander leaders who resisted colonial control?

LEARNING INTENTION

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

- **describe** key examples of resistance to the expansion of European settlement
- **identify** and **explain** the actions of Aboriginal leaders who opposed colonial control
- **analyse** the struggle from the perspective of Aboriginal and Torres Strait Islander Peoples, focusing on leadership, resistance and survival.

Tune in

During the colonial period, the remains of many Aboriginal and Torres Strait Islander Peoples were taken overseas without consent. One well known case is Yagan, a Noongar warrior from Western Australia. After his death in 1833, Yagan's head was sent to England and displayed in a museum until 1964. His remains were finally returned to Australia in 1997 and buried according to Noongar customs.

Sadly, more than 1000 Aboriginal and Torres Strait Islander remains are still held in museums and institutions overseas. Many communities continue to campaign for their return.

SOURCE 1 The remains of returned Aboriginal and Torres Strait Islander Peoples, prepared for respectful reburial.

Why is it important for the remains of Aboriginal and Torres Strait Islander Peoples to be returned to Australia, and how might this impact the reconciliation process and the preservation of cultural heritage?

4.5.1 The Frontier Wars

The growing dispossession of Aboriginal and Torres Strait Islander Peoples from their homelands, and the destruction of Country, led to ongoing conflict, known today as the **Frontier Wars**. These tensions resulted in campaigns of resistance and violence across the continent.

Many historical accounts have suggested this conflict was one-sided. But while Aboriginal and Torres Strait Islander Peoples often lacked the firearms and numbers of the European settlers, they showed extraordinary courage, resilience and tactical skill. Their deep knowledge of Country gave them a significant advantage in many encounters.

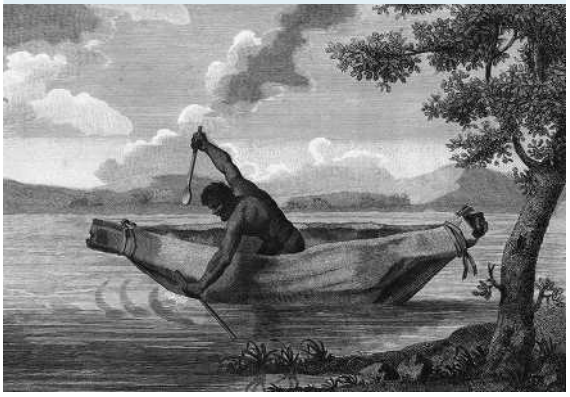
In fact, their resistance often caused fear and uncertainty among the colonists. The following stories highlight two Aboriginal leaders who stood against colonisation.

4.5.2 Pemulwuy

Pemulwuy, a Bidjigal warrior from the Eora language group (Sydney region), led fierce resistance against British colonists between 1790 and 1802. His attacks on farms and settlements were responses to dispossession, hunger and retaliation for violence committed by colonists. Some of his campaigns were highly organised guerrilla operations.

In 1797, Pemulwuy and his warriors fought near Parramatta. He was seriously wounded and captured, but escaped from custody the following month, even while wearing leg irons. Many of his people believed he had supernatural powers and could not be killed by guns.

SOURCE 2 *Pimbloy: Native of New Holland in a canoe of that country*, a print from an engraving by S.J. Neele



Frustrated, Governor King placed a bounty on Pemulwuy's head. In 1802, Pemulwuy was killed, and his head was sent to England for study. Despite this, King described him as a 'brave and independent character'.

4.5.3 Yagan

Yagan was a Noongar warrior and leader from south-western Australia. He became a symbol of resistance after conflict arose between the Noongar Peoples and British settlers on the Swan River, beginning in 1829.

Disputes over land and resources escalated. In one incident, a Noongar man was shot while taking food from a settler's garden — seen by settlers as theft, but by the Noongar as using traditional land. Yagan led a series of retaliatory actions. Colonists saw him as both feared and admired.

Captured in 1832, Yagan was exiled to an island, but escaped. His father and brother were killed, and a reward was offered for Yagan's life. He avoided capture for another year.

In 1833, he was shot in the back by a settler he trusted. Although his death was rewarded, a local newspaper condemned the act as 'wild and treacherous'. His head was taken to England, where it remained in a museum until it was rediscovered and finally returned to Australia in the 1990s.

SOURCE 3 This statue of Yagan was erected on Herrison Island in the Swan River.

SkillBuilder discussion

Historical significance

1. Explain the significance of Yagan in the early conflict.
2. Yagan was referred to as the 'Wallace' of the age – what does this mean?

Did you know?

Until the 1970s, many Australian school textbooks barely mentioned Aboriginal and Torres Strait Islander Peoples, and rarely included stories of resistance leaders like Pemulwuy and Yagan.

In some cases, the histories, cultures and perspectives of Aboriginal and Torres Strait Islander Peoples were ignored entirely.

4.5 SkillBuilder activity **HISTORICAL PERSPECTIVES AND INTERPRETATIONS**

The resistance led by Pemulwuy has been referred to as the 'First Black War'.

1. Working in pairs, **investigate** the background to the Black War to answer the following questions:
   - What was the period of the most violent conflict between the colonists and Aboriginal and Torres Strait Islander Peoples? Who fought? Where did they fight? What happened and what was the outcome?
   - Who are some of the Aboriginal and Torres Strait Islander Peoples resistance leaders, such as Windradyne of the Wiradjuri Peoples? Where and why were they at war and what was the outcome of their fight?
   - **Identify** if the sources are mostly (or all) from colonial perspectives. What can that tell you about a war when the perspectives are overwhelmingly from the colonisers' viewpoint?
2. After completing your research, imagine that you are producing a documentary on Australia's Black Wars, a part of our history that has been largely ignored. **Outline** a proposal for the documentary, convincing investors that this is a story that all Australians should know about. Refer to the sources in this lesson. Then conduct further research to locate sources that express the injustices of the colonisers and the significance of this war for both colonists and Aboriginal and Torres Strait Islander Peoples.

4.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 7	2, 5, 10	6, 8, 9

REMEMBER AND UNDERSTAND

1. **Explain** why both British and Aboriginal and Torres Strait Islander Peoples might have considered Pemulwuy to be a heroic leader.
   - A. Because he was king of the Bidjigal Peoples
   - B. Because he was strong and handsome
   - C. Because he wanted to travel to England
   - D. Because he was fighting for the rights of his people
2. Use the words provided in the following table to complete the paragraph below about the Aboriginal and Torres Strait Islander Peoples–European conflict.

not	Aboriginal and Torres Strait Islander Peoples	courage	manpower
matched	fear	resistance	one-sided
conflict	guns	European	knowledge

Many stories about the _____ between _____ colonists and _____ Australians suggest that it was very _____. However, although Aboriginal and Torres Strait Islander Peoples may _____ have had the _____ of the Europeans, or often their _____, they did not lack _____ or skill. Their _____ and skills about Country, for example, could not be _____ by the Europeans and in many instances the _____ of Aboriginal and Torres Strait Islander Peoples caused the Europeans great _____ and anxiety.

3. **Explain** what might have motivated Pemulwuy to resist European colonisation through acts of violence.
   A. Hatred of all Europeans
   B. Resistance to invasion, loss of land, and retaliation for violence against his people
   C. A desire to expand his territory across Australia
   D. Pressure from colonial authorities
4. **Identify** why Yagan was both feared and admired by the British colonists.
5. **Account for** what might have motivated Yagan to resist the colonists.

ANALYSE AND APPLY

6. **Examine SOURCES 1**, **2** and **3** and then **explain** what they indicate about how Aboriginal and Torres Strait Islander Peoples were viewed in colonial history.
7. **Explain** what the examples of Pemulwuy and Yagan suggest about the possible causes of conflict on the colonial frontier.
8. The remains of Yagan and Pemulwuy were not given a proper burial in the first instance.
   a. **Outline** why this was the case.
   b. **Discuss** why proper burial ceremonies are important in this instance.
9. Choose either Pemulwuy or Yagan. Write one paragraph describing your chosen leader from the perspective of European colonists in the early nineteenth century and one from the perspective of Aboriginal and Torres Strait Islander Peoples at the time.
10. **Propose** whether you think there is any value in recognising the lives of people like Pemulwuy and Yagan with monuments or statues.

Answers and sample responses for this topic are available online.

LESSON 4.6 What happened on the Australian colonial frontier?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the impact of frontier conflict on Aboriginal and Torres Strait Islander Peoples, including events such as the Myall Creek Massacre.

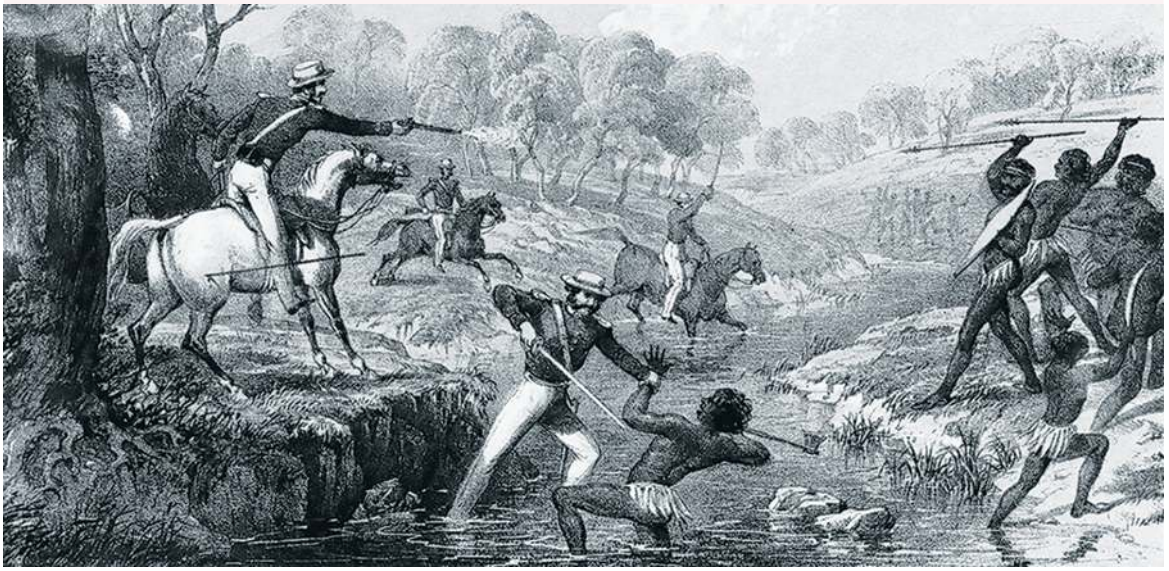
Tune in

Historians often have different interpretations of the same event. When there are different views about what happened in the past, this is known as **contestability**.

One example of this is the debate about the extent of frontier violence in colonial Australia. Some historians argue that violence between European colonists and Aboriginal and Torres Strait Islander Peoples was widespread and a defining feature of Australia's colonial history. Others acknowledge that conflict occurred but have questioned how often and how severe it was.

Today, most historians agree that frontier violence was common and had devastating effects on Aboriginal and Torres Strait Islander Peoples. These events are now recognised as an important and painful part of Australia's past.

SOURCE 1 *Mounted police and blacks*, a lithograph print by Godfrey Charles Mundy, published in London in 1852. This image shows British mounted police shooting Kamilaroi warriors on the Liverpool Plains in northern New South Wales in 1838. Reports from the time state that between 60 and 300 Aboriginal Peoples were killed. No British troopers were reported as killed.



Source: Mundy, Godfrey Charles *Mounted police and blacks* (1852) Lithograph on paper, 10.9 × 18.2 cm Australian War Memorial ART50023

1. **Look carefully at the details of SOURCE 1. Consider when it was created, and by whom.**
2. **Discuss if this image is depicting an invasion, a war or a small-scale conflict. What is your evidence?**
3. **Write a new caption describing what you think is happening in this image.**

4.6.1 A people destroyed

In 1816, resistance from Aboriginal and Torres Strait Islander Peoples in the Sydney region was crushed by military expeditions authorised by Governor Macquarie. By this time, British colonists had already begun expanding their settlements beyond Sydney.

In 1803 and 1804, new settlements were established at Hobart Town and Port Dalrymple (later Launceston) in Van Diemen's Land, which became a separate colony in 1825. At the time of British arrival, there were an estimated 4000 to 7000 Palawa people (Tasmanian Aboriginal Peoples) living across the island. By 1832, fewer than 210 Palawa individuals remained. The impact of colonisation — including violence, dispossession, introduced diseases and policies of forced removal — was devastating.

Some historians have described these events as genocide, a term used to describe the deliberate destruction of a people or cultural group.

Despite the severe impacts, Palawa Peoples survived. Today's communities include descendants of those who endured this period, including Aboriginal women who were taken by sealers to offshore islands. The cultural survival of Palawa Peoples continues to be an important part of Tasmania's history and identity.

War in the 1820s

Although official policy claimed to promote peaceful relations with the Palawa Peoples of Tasmania, by the 1820s a violent frontier conflict had developed across the island, particularly in the east.

In 1828, Governor George Arthur declared martial law and ordered all Aboriginal Peoples to be removed from areas designated as 'settled districts'. This effectively authorised settlers and soldiers to use force against the Palawa Peoples.

In 1830, the colonial government launched a large-scale military campaign known as the Black Line. Over 2000 soldiers, convicts and settlers were organised into a human chain that swept across the island with the aim of capturing or driving Aboriginal Peoples from their lands. The plan was to force survivors into the narrow strip of land at Eaglehawk Neck, cutting them off on the Tasman Peninsula.

Despite the scale of the operation, only two Aboriginal Peoples were captured. Many had already moved or resisted in other ways, highlighting the failure of the operation and the ongoing resilience of Aboriginal communities in the face of invasion.

Two historians' perspectives

Historians often disagree about the past. This is called contestability. Different perspectives on the history of Aboriginal and Torres Strait Islander Peoples in Tasmania reflect ongoing debates among historians. Below are excerpts from two Australian historians who have presented contrasting views.

SOURCE 2 From Windschuttle, Keith (2002), *The Fabrication of Aboriginal History, Volume One: Van Diemen's Land 1803–1847*, Macleay Press, pp. 130, 351, 362, 364, 371, 386

The Aborigines were never starving or even seriously deprived of traditional food … How many Aborigines died violently at the hands of colonists in Van Diemen's Land? … Over the entire period from 1803 to 1831, they [Aborigines killed by colonists] average just four deaths a year … far fewer than the colonists who died at Aboriginal hands …

The orthodox story is that Aboriginal society was devastated by the arrival of the British colonizers … [We] should regard the total pre-colonial Aboriginal population of Tasmania as less than 2000 … Hence it was not surprising that when the British arrived, this small, precarious society quickly collapsed …

SOURCE 3 From Reynolds, Henry (1995), *Fate of a Free People*, Penguin, pp. 4, 81–2, 185

How many Aborigines were killed by the settlers? We will never know with any certainty … There is no doubt that in the earliest years of settlement from 1804 to 1824 the Europeans took more lives than the Aborigines. But in the period of the Black War — from 1824 to 1831 — the mortality rate on each side was more even: perhaps somewhere between 150 and 250 Tasmanians were killed in conflict with the Europeans after 1824 (with another 100 to 150 dying before that date), while they killed about 170 Europeans …

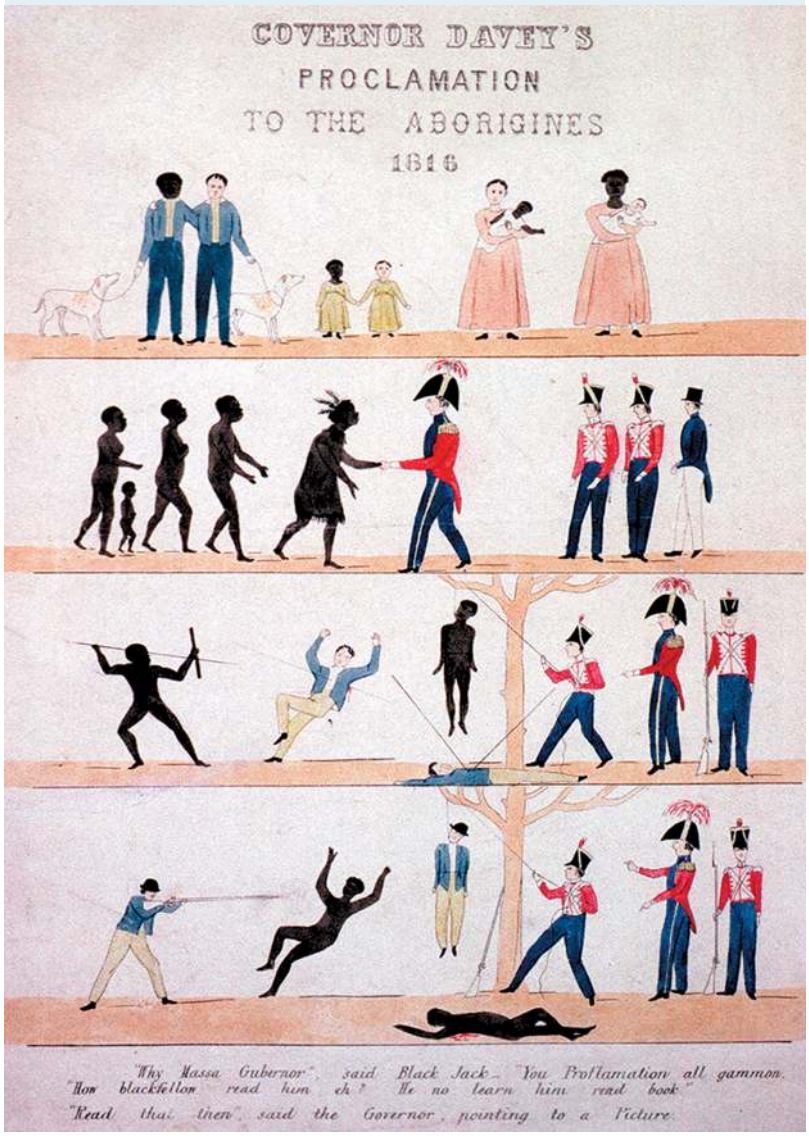
It seems very likely that the mortality rate on Flinders Island was merely a continuation of a catastrophic pattern of death [from diseases] which had begun even before the first permanent settlements in 1803 and 1804 … As Robinson traveled across Tasmania he was told by his Aboriginal companions of whole communities, which had become extinct.

SkillBuilder discussion

Using historical sources

1. Study **SOURCE 4**. What message is the poster trying to communicate, and who was its intended audience?
2. How does the imagery and language used in the poster reflect the attitudes of European settlers towards Aboriginal and Torres Strait Islander Peoples in 1828?
3. What assumptions or stereotypes are present in the poster?

SOURCE 4 As part of Governor Arthur's attempt to control the escalating violence, poster boards like this one were nailed to trees in bushland surrounding the settled districts of Tasmania.



Exile, disease and despair

From 1829 to 1834, George Augustus Robinson, a Methodist lay preacher, working on behalf of the government, travelled among surviving Palawa Peoples in Tasmania. He believed they would not survive if they remained on their homelands and persuaded many to relocate. The move, which some believed would be temporary, turned out to be permanent.

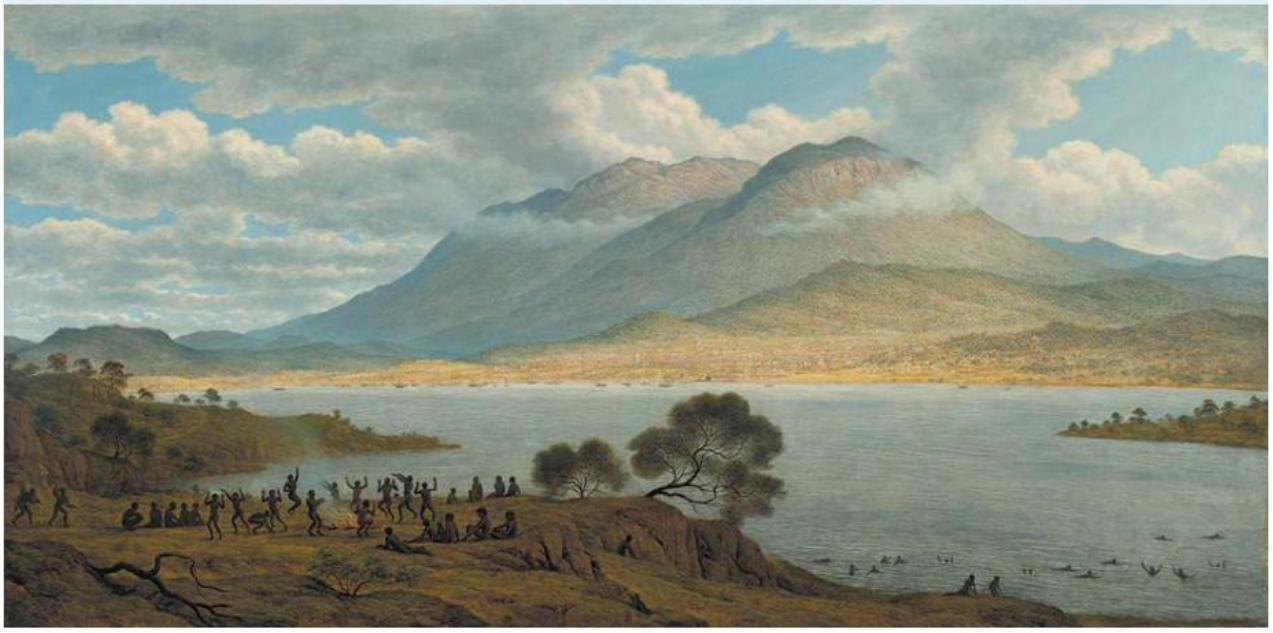
Between the 1820s and 1840s, Palawa Peoples from different language groups were forcibly moved to Flinders Island. There, they were made to wear European clothing and attend Christian services. Many died from disease, poor conditions and despair. In 1847, 47 survivors were moved to Oyster Bay, near Hobart. Over time, most passed away. Truganini, who died in 1876, was long — and inaccurately — described as the 'last' Palawa person.

Today, Tasmania is home to a thriving Aboriginal community. In the 2021 census, more than 30 000 Tasmanians identified as Aboriginal and Torres Strait Islander, making up 5.4 per cent of the population.

SOURCE 5 From journals written by George Augustus Robinson in the 1830s

The [Aboriginal] children have witnessed the massacre of their parents and their relations carried away into captivity by these merciless invaders, their country has been taken from them and the Kangaroos, their chief subsistence, have been slaughtered wholesale for the sake of filthy lucre [money]. Can we wonder then at the hatred they bear to the white inhabitants? … We should make atonement for the misery we have [caused] the original proprietors of this land.

SOURCE 6 *Mount Wellington and Hobart Town from Kangaroo Point*, painted by John Glover (England 1767–Australia 1849) in 1834, oil on canvas, 76.25 × 152.4 cm. National Gallery of Australia, Canberra / Tasmanian Museum & Art Gallery, Hobart. Glover was in Hobart in 1831–32, when Robinson brought in people of the Big River and Oyster Bay regions. Just 10 days after arriving in Hobart, they were shipped to Flinders Island.



Dlid you know?

In some regions, resistance from Aboriginal and Torres Strait Islander Peoples forced **squatters** to abandon their land claims. However, there are also documented cases where squatters used violence — including the poisoning of waterholes and food — to eliminate entire Aboriginal communities. These actions contributed to the devastating impact of colonisation on Aboriginal and Torres Strait Islander Peoples.

4.6.2 New South Wales — a state of conflict

Bathhurst Plains

In the 1820s, on the Bathurst Plains of New South Wales, Wiradjuri leader Windradyne led a strong resistance against the increasing spread of European settlers onto Wiradjuri Country. Tensions escalated as settlers claimed land and resources, leading to violent clashes. In 1824, Governor Thomas Brisbane declared martial law in the region. That year, it is estimated that up to two thirds of the Wiradjuri population in the area were killed by groups of settlers and soldiers. In one reported massacre, at least 100 Wiradjuri people were killed. The skulls of 45 of the victims were reportedly sent to England, a chilling example of the dehumanisation of Aboriginal Peoples during this period.

Major Nunn's massacre

In the early 1830s, European settlers expanded into the Liverpool Plains region, west of present-day Tamworth, on Kamilaroi Country. The Kamilaroi Peoples resisted this encroachment, defending their land and resources. In 1838, a punitive expedition of the Mounted Police, led by Major James Nunn, was sent to suppress this resistance. At Vinegar Hill on the Namoi River, the troopers killed at least 100 Kamilaroi people. The massacre was part of a broader campaign of violence during the frontier wars in New South Wales.

The Myall Creek massacre

Massacres of Aboriginal and Torres Strait Islander Peoples by colonists occurred across Australia, but due to limited records, the true scale remains unknown. The Myall Creek massacre is one of the few instances where perpetrators were held accountable under British law. It remains a deeply confronting example of the violence inflicted on Aboriginal and Torres Strait Islander Peoples during the frontier conflicts and is one of the most well documented.

In 1838, over 30 Wirrayaraay women, children and elderly men were camped peacefully at Myall Creek Station, near Inverell, New South Wales. The younger men were away working, and the station manager, William Hobbs, was absent. On 9 June, 11 armed stockmen—mostly assigned convicts—arrived, claiming to be pursuing Wirrayaraay people for allegedly disturbing cattle. With assistance from another station hand, James Kilmeister, they tied up the defenceless group and murdered them. Another convict, George Anderson, refused to take part and managed to hide a young boy, saving his life.

The victims were killed with swords and their bodies later burned to hide evidence. The perpetrators likely believed they would face no consequences, especially since Wirrayaraay witnesses could not legally testify in court. However, four key factors led to legal action: Anderson's willingness to give evidence, Hobbs reporting the incident, a magistrate's proper investigation, and Governor George Gipps's commitment to justice.

The Myall Creek trials

When 11 of the Myall Creek perpetrators were brought to trial, many members of the public were outraged that the government would attempt to punish white men for killing Aboriginal Peoples. However, the people killed were Wirrayaraay — a distinct group within the Gamilaraay nation — who had been peacefully camped at the station and were known to the settlers

Seven of the men were then charged with the murder of a Wirrayaraay child, whose remains were found at the massacre site. In a second trial, they were found guilty and were hanged in December 1838.

Although this was a rare example of justice being served, it also had a tragic consequence: in future, some perpetrators of massacres ensured that there were no survivors or witnesses left who could testify in court. This meant that many killings of Aboriginal Peoples went unpunished. For example, in the same year, Major Nunn's mounted police force was responsible for killing many more Aboriginal Peoples than those at Myall Creek, but no one was brought to trial because evidence could not be gathered.

4.6 SkillBuilder activity — USING HISTORICAL SOURCES, COMMUNICATING

1. Look at **SOURCES 2** and **3**. **Summarise** the two interpretations of colonial frontier conflict expressed by Windschuttle and Reynolds.
2. **Investigate** the 'History Wars', and the debate over our historical understanding of the nature of British colonisation.
3. Working in pairs, research one of the contested areas or interpretations of the 'History Wars'; for example:
   - black armband/white blindfold
   - spread of smallpox/deliberate or accidental contamination?
   - attempted genocide or fatalities due to unintended actions.

4. **Identify** the different perspectives, or viewpoints, and the evidence each side presents.
5. **Construct** a suitable plaque or memorial stone marking the site of the Myall Creek Massacre, recording the significance of the 'Black War'.

4.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 4	1, 5, 6	7, 8, 9

REMEMBER AND UNDERSTAND

1. **Identify** the meaning of 'genocide'.
   - A. The expulsion of emigrants
   - B. The forcible removal of Aboriginal and Torres Strait Islander children from their families
   - C. The illegal settlement of a colony
   - D. The deliberate wiping out of a race of people
2. **Identify** what was unusual about the Myall Creek Massacre.
3. What happened to many of the Palawa Peoples who were taken to Flinders Island?
   - A. They were kept prisoner.
   - B. They were forced to wear European clothing.
   - C. They were forced to attend sermons on Christianity.
   - D. All of the above
4. **Identify** the two ways that it could be said that a state of war existed in Tasmania in the 1820s.
   - A. Palawa Peoples were ordered out of all settled areas.
   - B. The King of England declared war on Palawa Peoples.
   - C. Thousands of convicts and settlers were formed into lines for a drive to capture or remove all the Palawa Peoples.
   - D. Palawa Peoples declared war on the King of England.
5. **Identify** two outcomes of the Myall Creek trials.

ANALYSE AND APPLY

6. **Examine SOURCE 4** carefully. What was the message of this poster to the people of Tasmania?
7. **SOURCE 4** was intended to show that Palawa Peoples had the same protection under British law as settlers. In what ways did the legal system fail to protect Palawa Peoples? **Analyse** why this happened.

EVALUATE AND COMMUNICATE

8. Look closely at **SOURCE 6**. It depicts the Oyster Bay and Big River people who came into Hobart to celebrate a negotiated peace. Considering all the sources in this lesson, **deduce** why the history of Tasmania's Palawa Peoples is significant for all Australians.
9. **Discuss** why the arrival of the British was such a disaster for Aboriginal and Torres Strait Islander Peoples in Tasmania and New South Wales.

Answers and sample responses for this topic are available online.

LESSON 4.7 Where was Australia Felix?

LEARNING INTENTION

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

- **describe** the effects of rapid colonial settlement and the spread of large-scale cattle and sheep farming in nineteenth-century Victoria
- **explain** how these changes impacted Aboriginal and Torres Strait Islander Peoples, including the destruction of communities and disruption to land and culture
- **analyse** the environmental consequences of colonial land use practices in the region known as Australia Felix.

Tune in

Mind map the meaning of the concepts of 'continuity' and 'change'. What do you think these terms mean and why are they important to historians?

SOURCE 1 *Batman's treaty with the Aborigines at Merri Creek, 6 June 1838*, painted by John Wesley Burtt, c. 1875. This painting depicts an event where John Batman, representing a group of settlers from Van Diemen's Land, claimed to have negotiated a treaty with leaders of the Kulin nation. In exchange for an annual payment of goods such as blankets, mirrors and flour, Batman sought to acquire 234 000 hectares of land. Although this event is sometimes referred to as a 'treaty', it was never recognised as legally valid by the colonial government. It remains the only known attempt by settlers to formally negotiate land use with Aboriginal Peoples in colonial Australia.

Now look at **SOURCE 1**:

1. **What event does the image illustrate?**
2. **This event may be regarded as a turning point in the history of Victoria. After tens of thousands of years of human history in this region, discuss why this event on this day was of such significance.**
3. **Write a short note to John Batman giving him your opinion of the 'treaty' he has just offered the Peoples of the Kulin nation.**

4.7.1 'Australia Felix' — the southern land of happiness

In 1836, explorer Major Thomas Mitchell named a region in southeastern Australia *Australia Felix*, meaning 'lucky' or 'fertile Australia'. He was impressed by the rich soil and green landscapes, especially compared to the dry interior he had travelled through before.

This area — which is now part of Victoria — quickly attracted European settlers who saw the land as ideal for farming. The promise of fertile land led to a rapid increase in colonial settlement, which had lasting impacts on both the environment and the Aboriginal Peoples who had lived there for thousands of years.

SOURCE 2 In 1836, Major Thomas Mitchell travelled across Victoria and recorded his impressions in his journal, *Three Expeditions into the Interior of Eastern Australia.* The publication of his journal in 1838 helped shape European perceptions of Australia.

June 29 – The scene was different from anything I had ever before witnessed, either in New South Wales or elsewhere. A land so inviting, and still without inhabitants! As I stood, the first European intruder on the sublime solitude of those verdant plains, as yet untouched by flocks or herds; I felt conscious of being the harbinger of mighty changes … The land is, in short, open and available in its present state, for all the purposes of civilized man … I named this region Australia Felix ('Happy Australia').

4.7.2 Migrants

The year 1835 is not often highlighted in Australian history. During this period, woolgrowers from Tasmania considered expanding their flocks by moving to the Port Phillip District (now Victoria), which had not seen permanent European settlers. The area appeared open and available for settlement.

This pattern of land occupation soon spread across the continent. Land was cleared for grazing, forests were cut down, and native species were pushed out or treated as pests. These changes had devastating effects on the environment and the Aboriginal and Torres Strait Islander communities whose survival depended on it.

SOURCE 3 *Australia Felix* by Arthur Streeton, 1907

SOURCE 4 From *1835: The Founding of Melbourne and the Conquest of Australia*, by James Boyce, published in 2011

In 1835 an illegal squatter camp was established on the banks of the Yarra River. This brazen act would shape the history of Australia as much as would the arrival of the First Fleet in 1788, because it was now that the continent was fully open to conquest … Melbourne's birth, not Sydney's settlement, signalled the emergence of European control over Australia … Between 1835 and 1838 alone, more land and more people were conquered than in the preceding half century. By the end of the 1840s, squatters had seized nearly twenty million hectares of the most productive and best watered Aboriginal homelands, comprising most of the grasslands in what are now Victoria, New South Wales, South Australia and southern Queensland.

SkillBuilder discussion

Causes and consequences

SOURCE 4 tells us that in 1835 an illegal squatter camp was established on the banks of the Yarra River. Discuss the short- and long-term consequences of this event.

Did you know?

By 1838, more than 300 000 sheep were grazing the open grasslands of Victoria — land traditionally cared for by Aboriginal Peoples for tens of thousands of years. That number grew rapidly, reaching over 1 million by 1841 and 5 million by 1851, transforming the landscape and disrupting traditional food sources and cultural practices.

4.7.3 Batman arrives

Victoria's colonial history is unique. Originally known as the Port Phillip District, the area was off-limits to European settlers under British law. However (as mentioned at the start of this topic) in 1835, John Batman — backed by Tasmanian business interests — explored the region in search of sheep grazing land. He claimed to have negotiated a treaty with the Kulin Peoples, offering goods and a promise of protection in exchange for 234 000 hectares of land. This so-called 'treaty', which was not recognised by the British government and did not reflect an equal or informed agreement, is the only known attempt at a treaty with Aboriginal and Torres Strait Islander Peoples during the colonial era.

SOURCE 5 Letter from John Batman to Governor Arthur, the Lieutenant-Governor of Van Diemen's Land, 25 June 1835

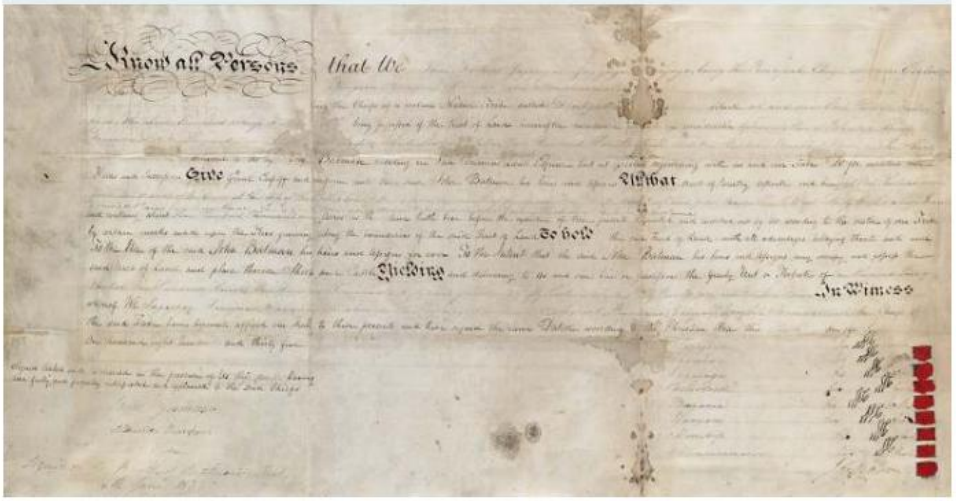
I joined this tribe about twelve o'clock and staid with them until about twelve o'clock the next day, during which time I fully explained to them that the object of my visit was to purchase from them a tract of their country, that I intended to settle among them with my wife and seven daughters, and that I intended to bring to this country, sheep and cattle. I also explained my wish to protect them in every way, to employ them the same as my own natives, and also to clothe and feed them, and I also proposed to pay them an annual tribute as a compensation for the enjoyment of the land. The chiefs appeared most fully to comprehend my proposals … I then explained to them the boundaries of the land which I wished to purchase … and they each delivered to me a piece of the soil for the purpose of putting me in possession thereof, I understanding that it was a form by which they delivered to me the tract of land.

SkillBuilder discussion

Historical significance

1. Using **SOURCES 5** and **6**, discuss the idea that 1835 is a more important date in Australian history than 1788.
2. How was the history of Australia affected by this event?
3. How many people were affected? Were the changes produced long-lasting? How many people were affected and who benefitted from this event?

SOURCE 6 Batman's treaty, known as the 'Melbourne Deed', includes marks allegedly made by Aboriginal chiefs to signify their agreement. The New South Wales governor declared the treaty illegal, asserting that the land belonged to the British government and that settlers, like wool-growers, had to negotiate with the British authorities for land.



4.7.4 Ravaging the environment

As European settlement expanded across Victoria, the impact on the environment was devastating, for both the land and the Aboriginal and Torres Strait Islander Peoples who had managed it sustainably for tens of thousands of years.

Once displaced, the land care practices of Aboriginal and Torres Strait Islander communities were lost to the areas they had long protected.

- More than 5 million sheep and cattle ate the native grasses close to the ground and their hard hooves compacted the soil, creating dust plains in summer and muddy bogs in winter.
- The traditional herbs and vegetables that had sustained Aboriginal and Torres Strait Islander Peoples for thousands of years simply disappeared.
- Water supplies were spoilt, and domestic dogs and cats went bush and attacked both sheep and native animals.
- Soil erosion from the widespread felling of trees became widespread.

SOURCE 7 The wife of an Italian businessman described the Yarra in the 1850s. While her real identity is unknown, Alexandre Dumas published her account in 1855 as *The Journal of Madame Giovanni*.

… these banks are merely a long series of slaughter-houses where sheep are killed; tanneries where their hides are prepared; and factories where their fat is prepared for the market. Here and there appear white mountains twenty five, thirty and forty feet high; these are the bones. These slaughter-houses, tanneries, fat, or rather tallow factories, these bones forming pyramids along the banks, give forth a pestilential odour that made me regard Port Phillip with horror …

The destruction of Country was also deliberate.

- Forests were cleared, causing widespread erosion.
- Parks and wetlands were destroyed to make way for expanding colonial infrastructure.
- The much admired Batman's Hill, a popular park and vantage point, was levelled to make way for the new train station (now Southern Cross) and the material was used to fill the Blue Lake, a natural wetland with abundant wildlife just north of central Melbourne.
- Even the Yarra River, central to Wurundjeri Country and Melbourne's foundation, was deeply affected. The waterfall near the early settlement site was blasted away, and the river itself became polluted and used as a dumping ground.

SkillBuilder discussion

Historical significance
Batman Hill shown in **SOURCE 8**, on the traditional country of the Wurundjeri, was also referred to as Pleasant Hill. Examine the significance of its flattening and the construction of the new railway station, opened in 1859.

SOURCE 8 John Batman's House, on Batman Hill. Watercolor, pencil, pen and ink, by Wilbraham Frederick Evelyn Liardet, c.1875

Not all environmental damage caused by European colonisation was deliberate or motivated purely by profit. In many cases, the destruction of native flora and fauna occurred as Europeans introduced their own plants and animals. Many settlers, unfamiliar with and unable to appreciate the unique Australian environment, longed for the landscapes they had left behind. In trying to recreate familiar surroundings, they altered the land in lasting ways. These changes replaced sustainable land management practices

developed by Aboriginal and Torres Strait Islander Peoples over tens of thousands of years, often with little understanding or concern for long-term environmental impact.

4.7.5 Trouble at Port Phillip

As we have seen, Aboriginal and Torres Strait Islander Peoples across Australia actively resisted European settlement to defend their lands, cultures and communities. By the mid-1800s, most of the valuable land in the Port Phillip District had been taken by European settlers, often through violence, dispossession or legal systems that denied Aboriginal and Torres Strait Islander Peoples sovereignty and rights.

Some settlers lived alongside Aboriginal communities peacefully, but many others displaced, exploited or attacked them. Resistance by Aboriginal and Torres Strait Islander Peoples was often met with violence. While historians continue to debate the extent and nature of this frontier conflict, most agree that widespread violence occurred and had devastating consequences. The events listed here are just a few examples:

- In March 1836, two of Charles Swanston's shepherds were killed, and sheep taken.
- In July 1836, after the deaths of squatter Charles Franks and a shepherd near the Werribee River, Henry Batman led an armed group to retaliate. Reports vary: some describe the deaths of around 10 Aboriginal Peoples, others say entire communities were killed.
- In 1838, Yorta Yorta Peoples near Benalla attacked settlers and property—possibly in response to violence against Aboriginal women. Seven settlers were killed.
- Pastoralist George Faithfull described being ambushed, leading some colonists to abandon their runs or live in fear.
- In 1840, 300 Kulin Peoples were surrounded by soldiers near the Yarra River. One leader, Windberry, was killed. Thirty people were jailed for a month without trial. Ten were later convicted through unfamiliar British legal processes.

4.7.6 Violent conflict in Victoria

The Gippsland region in southeastern Victoria was also a site of significant frontier conflict. In July 1843, Ronald Macalister, the nephew of a prominent settler, was speared near Port Albert. In response, local squatter and explorer Angus McMillan led a group of settlers on a series of violent retaliations.

These attacks resulted in the massacre of up to 100 Gunaikurnai Peoples at Warrigal Creek, with dozens more believed to have been killed in nearby locations. The victims included women and children. The perpetrators attempted to conceal their actions by burying the bodies and destroying evidence.

Despite these atrocities, McMillan was later elected to the Victorian Parliament and commemorated as a pioneer. A federal electorate was named after him. Today, many people question these honours, given the role he played in the killings. Some pastoralists left written accounts of the events, offering chilling insights into the violence that occurred during this period.

SOURCE 9 Neil Black was a prominent squatter in Gippsland who was in no doubt about what was required for success. N. Black, *Journal of the First Few Months Spent in Australia, 30 September 1839–8 May 1840*.

The best way [to procure a run] is to go outside and take up a new run, provided the conscience of the party is sufficiently seared to enable him without remorse to slaughter natives right and left. It is universally and distinctly understood that the chances are very small indeed of a person taking up a new run being able to maintain possession of his place and property without having recourse to such means … I believe, however, that great numbers of the poor creatures have wantonly fallen victims to settlers scarcely less savage though more enlightened than themselves, and that two thirds of them does not care a single straw about taking the life of a native, provided they are not taken up by the Protectors.

4.7 SkillBuilder activity COMMUNICATING

Look at the artist Arthur Streeton's **SOURCE 5** image of *Australia Felix*, or 'happy Australia'. This was the name the surveyor and explorer, Thomas Mitchell, gave in 1836 to the lush pasture lands of western Victoria. Upon his return to Sydney, he reported that he had located excellent farming land. This was the beginning of the land rush to Victoria.

1. a. **Discuss** and **describe** the image of western Victoria that is captured in the source.
   b. Locate some images of the same region as it is today, **identifying** any similarities or differences.
   c. **Investigate** and **identify** the Aboriginal and Torres Strait Islander Peoples who traditionally lived in this region of western Victoria.
   d. Read and **compare** Thomas Mitchell's **SOURCE 4** impression of Victoria with Streeton's **SOURCE 5** painting.
2. **Discuss** the impact you think the land rush would have had on the western Victorian landscape, and the lives of the Aboriginal and Torres Strait Islander Peoples who lived there.
3. Create a representation of a changing Victoria, beginning before 1835 and the colonial period, and ending in the present. Express your image of the land by writing, drawing and gathering pictures of Victoria and her people.

4.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	3, 5, 6, 9	4, 7, 8, 10

REMEMBER AND UNDERSTAND

1. **Identify** what the term *Australia Felix* means.
   A. Great southern land unknown
   B. Great southern land
   C. Felix's homestead
   D. Southern land of happiness
2. Woolgrowers were attracted to the Port Phillip District because they were searching for new land to expand their sheep flock. True or False?
3. **Identify** the causes of violence between Europeans and the Peoples of the Kulin Nation in Port Phillip.
   A. Fighting over land
   B. Abuse of Aboriginal and Torres Strait Islander women
   C. Accusations of theft directed at the Peoples of the Kulin Nation
   D. All of the above
4. **List** the environmental changes that occurred in Victoria as a result of European colonisation.
5. **Recall** the events that are believed to have sparked the massacre of Gunaikurnai Peoples in Gippsland in the 1840s.

ANALYSE AND APPLY

6. Examine **SOURCE 2**. What does Mitchell's description suggest about the significance of the founding of Melbourne and the year 1835?
7. Refer to **SOURCES 5** and **6**. **Discuss** how language differences may have affected the Kulin Peoples' understanding of Batman's treaty. Do you think it could have been seen as a fair or valid agreement?
8. **Identify** one intended and one unintended result of the settlement of Melbourne. Why should we condemn the actions of the colonists? **Discuss**.
9. Choose two examples of conflict between settlers and Aboriginal and Torres Strait Islander Peoples in Victoria. For each, identify:
   a. What caused the conflict
   b. What the outcome was
   c. What this tells us about life on the colonial frontier

EVALUATE AND COMMUNICATE

10. **Explain** how violence between Europeans and the Aboriginal and Torres Strait Islander Peoples of Australia could be considered a war. **Justify** your answer with evidence from the sources located in this lesson.

Answers and sample responses for this topic are available online.

LESSON 4.8 How did colonisers define 'civilisation' and what did this mean for Aboriginal and Torres Strait Islander Peoples?

LEARNING INTENTION

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

- **describe** how colonial authorities attempted to 'civilise' and control Aboriginal and Torres Strait Islander Peoples through missions, reserves and assimilation policies
- **explain** how Aboriginal and Torres Strait Islander Peoples, including leaders such as Simon Wonga and William Barak, resisted these efforts and advocated for their communities' rights, culture and connection to Country.

Tune in

Meet the Kulin community of Coranderrk. The people you see in **SOURCE 1** have worked very hard to establish Coranderrk as one of the most productive farms in the region, even winning first prize for their produce at the 1881 Melbourne International Exhibition.

SOURCE 1 The Kulin Peoples at Coranderrk grew and sold arrowroot, hops and vegetables. As well as tending their fields, they earned money working on nearby properties.

Imagine it is 1882 and you are a journalist keen to learn more about their achievements and their plans for the future of Coranderrk.

Mind-map five questions that will help you to understand the significance of the community pictured in SOURCE 1.

4.8.1 Imposing a British culture

As British settlement expanded after 1835, growing concern in London for the rights of Aboriginal and Torres Strait Islander Peoples led to a recognition in 1837 of their 'plain and sacred right' to the land. It was acknowledged that, as subjects of the British Crown, Aboriginal and Torres Strait Islander Peoples should be protected by law.

Alongside this, British authorities and missionaries promoted efforts to 'civilise' Aboriginal and Torres Strait Islander Peoples. These efforts included attempts to convert them to Christianity, educate them in English, and discourage the use of their traditional languages and cultural practices.

Examples of these efforts include:

- In 1816, Governor Macquarie designated five areas around Sydney where Aboriginal and Torres Strait Islander Peoples could settle if they wished to become farmers. The government offered assistance for six months, and some families also received convict labour to support their farms. Macquarie's aim was to reduce resistance by encouraging Aboriginal and Torres Strait Islander Peoples to adopt British ways of living. Several Darug families were allocated land in what became known as Blacktown.
- A fishing village was also established for Aboriginal and Torres Strait Islander Peoples at Elizabeth Bay. However, after Macquarie's term ended, this land was reallocated to wealthy British settlers.

These programs reflect the belief held by British authorities at the time that Aboriginal and Torres Strait Islander Peoples should be absorbed into settler society, often at the cost of their own cultures and identities.

4.8.2 Schools and missionaries

In 1814, Governor Macquarie established a school in Parramatta for Aboriginal and Torres Strait Islander children, known as the Native Institution. Macquarie believed that by providing education, Aboriginal and Torres Strait Islander Peoples would adopt British customs and cease resisting colonisation.

The institution focused on elementary education, vocational training, and Christian teachings. One notable student was Maria Locke, a Darug Boorooberongal girl, who achieved first place in the 1819 Anniversary Schools Examination — ahead of over 100 white students. Despite this, most students found that the knowledge and skills they acquired at the school did not connect with life in their communities. By 1833, the last remaining Aboriginal and Torres Strait Islander school in the colony had just four students.

From the 1830s, Christian missionaries played an increasing role in attempts to convert Aboriginal and Torres Strait Islander Peoples to Christianity. Many missions focused on children, often removing them from their families and communities to live and learn on mission stations. In some cases, children were forcibly taken, a practice that caused significant intergenerational trauma.

SOURCE 2 From Governor Macquarie's report to Lord Bathurst, Secretary for Colonies in the British government, 1822

I deemed it an act of justice, as well as humanity, to make at least an attempt to ameliorate [improve] their condition, and to endeavour [try] to civilise them.

SOURCE 3 From *Two Years in New South Wales*, by Peter Cunningham, published in 1827

You must absolutely secure the young, wean them from parental influence, and infuse [fill] them with new ideas and opinions … We had an institution here, in Governor Macquarie's time, where the native children were educated, and turned out of it at the age of puberty good readers and writers; but … their native instincts and ideas still remaining paramount [strongest], they took to their old ideas again as soon as freed …

SkillBuilder discussion

Causes and consequences

1. Explain the wider significance of the information in **SOURCES 2** and **3**.
2. Suggest the consequences that these practices had on Aboriginal and Torres Strait Islander Peoples.

4.8.3 The Port Phillip protectorate

In response to growing concerns in Britain about how Aboriginal and Torres Strait Islander Peoples were being treated in the colonies, the British government introduced a Protectorate system in the Port Phillip District in 1839. The aim was to safeguard the rights and welfare of Aboriginal and Torres Strait Islander communities.

Four Protectors were appointed to report on the conditions of Aboriginal and Torres Strait Islander Peoples and investigate crimes committed against them by settlers. However, the Protectors had limited power, and most settler violence went unpunished.

In each Protectorate, land was also set aside for stations where Aboriginal and Torres Strait Islander Peoples were encouraged to settle. Some chose to live on these stations for safety, access to resources, or as part of their own strategies to survive and protect their families and culture, though others resisted or left due to restrictive policies and loss of autonomy.

4.8.4 Some people of Port Phillip you should know

There were Europeans in the Port Phillip District who sought to interact with Aboriginal and Torres Strait Islander Peoples in different ways, sometimes out of compassion or reformist values, but often still within the limits of colonial thinking.

Historian Richard Broome has written about the complex relationships between Aboriginal communities and settlers in his book *Aboriginal Victorians*. He explores how some Europeans supported Aboriginal rights and protection, while others contributed to their displacement.

Billibellary

Billibellary was a respected Elder and ngurungaeta (community leader) of the Wurundjeri-willam Peoples, traditional custodians of the land north of the Yarra River from Melbourne to Lancefield. Also known as Jika Jika, he was a signatory on Batman's treaty and held strong influence across the region.

Billibellary was a man of peace. He sent his children to European schools and encouraged respectful relationships with colonial officials. He was friends with William Thomas, Protector of Aborigines, and joined the Native Police Corps with other Elders. Although this was a way to gain authority and influence, it also showed the difficult choices Aboriginal Peoples had to make under colonisation.

Simon Wonga

Simon Wonga, the ngurungaeta (community leader) of the Wurundjeri Peoples, was born in the 1820s near Healesville. As a young man, he was cared for by William Thomas after being injured while hunting, and the two developed a friendship based on mutual respect and cultural exchange.

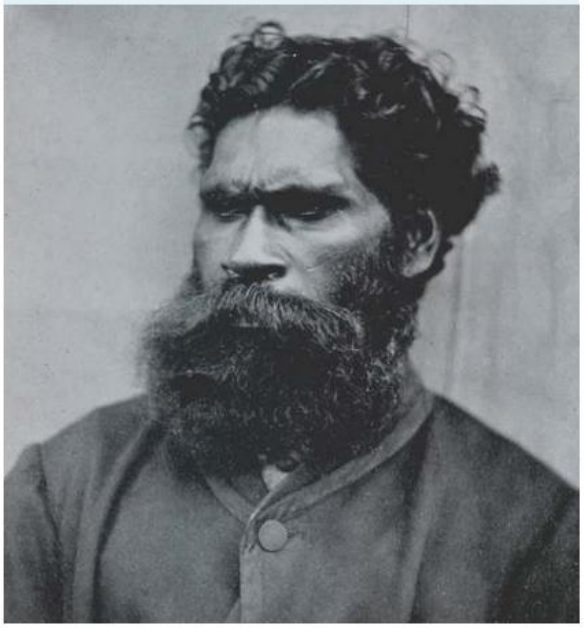
Using his deep knowledge of both Wurundjeri culture and settler systems, Wonga spoke up for his people and led efforts to secure land and justice. In 1859, he helped the Taungurung Peoples gain land, and in 1860, he requested land for the Wurundjeri Peoples. This led to the founding of Coranderrk Aboriginal Station. Wonga lived at Coranderrk until his death in 1875.

William Barak

William Barak, born in 1823 near what is now Croydon, Melbourne, was originally named Beruk Barak. At 19, he joined the Native Police Corps, where he became known by the name William. Alongside his cousin Simon Wonga, Barak played a leading role in establishing and protecting Coranderrk, an Aboriginal farming community near Healesville.

After Wonga's death in 1875, Barak became the respected leader of the Coranderrk community. He worked to preserve Wurundjeri culture through storytelling and art, and became a powerful voice for his people. In 1886, Barak petitioned the Victorian government, demanding better rights and secure land for Aboriginal Peoples. He is remembered for his courage, cultural leadership and lifelong advocacy for his people's freedom and justice.

SOURCE 4 A photograph of William Barak, taken around 1868, Museum Victoria



4.8.5 Coranderk Reserve

One of the most well known farming communities established for Aboriginal and Torres Strait Islander Peoples was Coranderrk Reserve, created near Healesville in 1863. Members of the Kulin Nations who relocated there cleared and fenced the land, and by the 1870s, they had built a successful farm, growing hops, raising cattle and running a dairy.

Despite their hard work, the law did not recognise the people of Coranderrk as the rightful custodians of the land. In 1874, when the Board for the Protection of Aborigines tried to shut the reserve down, Coranderrk residents marched to the Victorian Parliament in protest. Their efforts delayed closure, but new laws passed in 1886 forced many people of mixed descent to leave, which left the community without enough people to keep the farms running. In 1924, Coranderrk was permanently closed.

SOURCE 5 From the *Report of the House of Commons, Select Committee on Aboriginal Tribes (British Settlements), 1837*

[The] native inhabitants of any land have an **incontrovertible** right to their own soil; a plain and sacred right. Europeans have entered their borders uninvited, and, when there, have not only acted as if they were undoubted lords of the soil, but have punished the natives as aggressors if they have [tried] to live in their own country.

4.8 SkillBuilder activity QUESTIONING AND RESEARCHING, COMMUNICATING

Save Coranderrk!

The Coranderrk community is under threat. Despite the public recognition of their achievements, attempts were made in 1874 to close their community down. In 1893, the government took half their land, and now the remaining land could be sold off to local white farmers who are jealous of Coranderrk's success.

1. Work in small groups to design a campaign to raise public awareness of the plight of the Kulin Peoples of Coranderrk. Before you begin your campaign you will need to **investigate** what the leaders of the community, Simon Wonga and William Barak, have already done in their fight for Coranderrk. Set out some questions that you want to ask them, and then research to find the answers.
   Your campaign will require posters, letters to local newspapers and a speech to be delivered to the Aboriginal Protection Board highlighting Coranderrk's history and achievements. Refer to **SOURCE 5**, the 1837 report to the House of Commons, to highlight the injustices that have already been committed. Your campaign also needs to remind the Aboriginal Protection Board and the wider public of the previous government failures to protect Aboriginal and Torres Strait Islander Peoples' 'plain and sacred right' to the land and, as subjects of the Queen, legal protection.
2. Present the letter, speech and posters to Aboriginal Protection Board representatives, played by other class groups.

4.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 9	2, 4, 6, 8	5, 7, 10

REMEMBER AND UNDERSTAND

1. Governor Macquarie set up the Native Institution in Parramatta to protect Aboriginal and Torres Strait Islander Peoples. True or False?
2. **Identify** the key reasons Aboriginal and Torres Strait Islander males might have joined the Native Police Force.
   A. Because it was law for them to do so
   B. To gain access to status and authority and attempt to protect their people
   C. Because they thought it would be fun
   D. For something to do
3. **Identify** the ways that Billibellary responded to the presence of the Europeans.
4. **Identify** what William Barak did for his people.
5. **Identify** the purpose of a protectorate. Select all options that apply.
   A. In a protectorate, Protectors were appointed to investigate crimes committed by settlers against Aboriginal and Torres Strait Islander Peoples.
   B. In a protectorate, Protectors were appointed to investigate crimes committed by Aboriginal and Torres Strait Islander Peoples against settlers.
   C. In a protectorate, land was set aside where settlers were encouraged to stay.
   D. In a protectorate, land was set aside where Aboriginal and Torres Strait Islander Peoples were encouraged to stay.

ANALYSE AND APPLY

6. **Explain** what **SOURCES 2** and **3** suggest about the attitudes of Macquarie and Cunningham and their understanding of Aboriginal and Torres Strait Islander Peoples.
7. Outline what **SOURCE 5** From the Report of the House of Commons acknowledges.
8. What can we learn about William Barak from the photograph in **SOURCE 4**?

EVALUATE AND COMMUNICATE

9. **Explain** how European colonisation disrupted Aboriginal and Torres Strait Islander Peoples' ways of life and relationships with Country.
10. **Discuss** what you think is important for students to know about relations on the frontier in colonial times.

Answers and sample responses for this topic are available online.

LESSON 4.9 Why are there different perspectives on colonial Australia?

LEARNING INTENTION

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

- **compare** different historical perspectives on colonisation
- **explain** why Aboriginal and Torres Strait Islander Peoples' experiences of colonisation differ from those of European settlers
- understand how sources can reflect contrasting views of the same events.

Tune in

Think about the concept of human rights. Have a class brainstorm to identify what you think the basic human rights should be in our twenty-first century Australia.

SOURCE 1 Aboriginal and Torres Strait Islander men, likely Arrernte, in chains at Heavitree Gap, Alice Springs, on 23 June 1906, after being charged with stealing beef and sentenced to prison. This image highlights the harsh treatment of Aboriginal Peoples during the colonial era.

1 **How does this image reflect the power dynamics between Aboriginal and Torres Strait Islander Peoples and colonial authorities?**
2 **Why is it important to study images like this when learning about Australia's history of colonisation?**

4.9.1 Violence in Western Australia and the Northern Territory

By the 1880s, most Australians lived in cities and took pride in their progress. Population growth and booming economies brought optimism and prosperity. There was talk of forming a federation, and artists and writers began celebrating Australian identity. The centenary in Sydney highlighted 100 years of achievement. In 1885, London journalist, George Augustus Sala, praised Melbourne as 'marvellous', boosting city pride.

Outside the cities, life differed greatly. 1885 was notably violent on the frontier, with clashes between settlers and Aboriginal and Torres Strait Islander Peoples. Modern weaponry, bush-bred horses and efficient Native Police coupled with a general acceptance of the inevitability and necessity of the violence led to tragic losses during this period.

Did you know?

The exact number of people who died in frontier conflict during the 1880s is unknown. However, historians estimate that at least 2000 Aboriginal and Torres Strait Islander Peoples lost their lives during this period, likely more. Settler deaths also occurred, though in smaller numbers, and included not only Europeans but also Chinese miners, Pacific Islander labourers, and some Aboriginal and Torres Strait Islander Peoples who had aligned themselves with colonial communities. These conflicts reflect the widespread and lasting impact of colonisation across the continent.

TABLE 1 Some significant points of conflict

Event location	Description
The Kimberley	Alexander Forrest explored the Kimberley in 1879, but European settlement was slow until gold was found at Halls Creek in 1885, attracting cattlemen. Aboriginal and Torres Strait Islander Peoples resisted by robbing tents and attacking travellers, leading to European retaliation. Jandamarra, a Bunuba leader, led a three-year resistance before being killed at Tunnel Creek on 1 April 1897.
Northern Territory	In 1884, four well-respected copper miners were attacked and killed in the far north-west of the Northern Territory, leading to private parties seeking vengeance. One group cornered a number of Aboriginal and Torres Strait Islander Peoples in a lagoon, killing 20 or 30 men according to official reports. Some reports indicated that possibly more than 150 men, women and children were killed.
Queensland	Between the 1860s and the 1890s, Queensland Native Police led by white officers made several brutal attacks on camps. The largest battle occurred in 1884 at Battle Mountain where around 600 Kalkadoon warriors made their last stand against 200 armed whites and Native Police. Almost 85% of the Kalkadoons were killed.

SOURCE 2 The defeat of the Kalkadoons

A Battle Mountain lies about 80 km north-west of Mount Isa. The country is rocky and hilly. Boulders, giant termite mounds and tufts of porcupine grass pepper the landscape.

B Warriors prepared for battle by painting three stripes around their upper arms and legs and a boomerang shape on their chest. The leader wore a thick string around his neck, tied to another around his waist, and a white feather-down headdress.

C Each detachment in the Native Police Force comprised about six native troopers headed by a European officer.

D The landowners were often heavily armed, carrying both .45 Colts and carbines. Native troopers carried carbines but were not trusted to carry revolvers.

E The Kalkadoon warriors were described as 'the elite of the Aboriginal warriors' and as 'tall, muscular men of magnificent physique and endurance, many of whom towered over their European opponents'.

Did you know?

A Royal Commission in Western Australia in 1905 found that for at least 30 years, it had been common practice for Aboriginal and Torres Strait Islander prisoners to be held in heavy neck chains for the entire duration of their sentences. The inquiry also revealed that many Aboriginal and Torres Strait Islander women working on remote cattle and sheep stations had been subjected to serious mistreatment, including being forced to work without pay and denied their basic rights.

SOURCES 3 and **4** provide documented accounts of the violence.

SOURCE 3 From Pedersen, Howard (2007) transcript, *First Australians*, SBS television series, Episode 5

In 1888, the Western Australian Government responded to the incidents of resistance right throughout the Kimberley by putting … a whole network of police stations, to try and quell this growing Aboriginal opposition to European settlement. By the early 1890s a quarter of the whole Western Australian police force is based in the Kimberley, where there's only one per cent of the European settlement population.

SOURCE 4 While official police action was responsible for much of the violence in the Kimberley at this time, it was individual settlers who also typically engaged in the killing. The historian, Henry Reynolds, who has studied relationships on the frontier for much of his life, made this point about how settlers were able to engage in this violence and maintain a clear conscience in his book *Forgotten War*, p. 214:

Many more punitive expeditions were likely mounted than were ever reported … The prominent pioneer pastoralist Aeneas Gunn observed that it was a breach of northern etiquette to ask a man whether he had shot a blackfellow or not. He also expressed the view common amongst his contemporaries that they were not primarily responsible for the widespread violence on the frontier, writing that 'There are few, if any, of the Northern pioneers who would not prefer to live at peace with the natives. But the hostilities are, in the majority of instances, forced upon them.'

4.9.2 Exploitation under 'protection policies'

After gaining self-government in 1856, Australian colonial parliaments showed less concern for Aboriginal and Torres Strait Islander Peoples than the British government had. Much of the 'Crown land' was held by squatters through **pastoral leases**, where they exploited Aboriginal and Torres Strait Islander Peoples as unpaid or underpaid labour. Instead of protecting their rights, colonial governments forced them onto reserves.

From the late nineteenth century, most colonies (and later states) introduced Protection policies, controlling Aboriginal and Torres Strait Islander Peoples through reserve or mission administrators who ignored their traditional ways of life. These policies wrongly assumed that Aboriginal and Torres Strait Islander populations were dying out, and while they claimed to prevent suffering, they often caused significant harm and trauma. Starting in the 1880s, many children were forcibly removed from their families, leading to what is now known as the **Stolen Generations**.

Colonial and state laws gave governments the legal right to separate children from their families without court justification. These children were separated from their families, communities, cultures and languages, and many experienced abuse, neglect and exploitation.

SOURCE 5 From *The Queenslander*, 23 May 1885. *The Queenslander* was the leading weekly Queensland newspaper in the 1880s. It ran a courageous campaign for more humane policies towards Aboriginal and Torres Strait Islander Peoples. *Note: The original source includes a deeply offensive racial term. It has been omitted here but retained in historical records to acknowledge past discrimination and racism.*

On all stations … in this western portion of Queensland a certain number of … [Aborigines are] employed … The vast majority receive no **remuneration**, save **tucker** and clothes. They are … talked of as 'my, or our [derogatory term used at the time]', and are not free to depart when they like … Cases have occurred where blacks belonging to both sexes have been followed, brought back and punished for running away from their nominal employers.

SOURCE 6 From a dispatch of Earl Grey, British Secretary of State, to Governor Fitzroy in 1848. *Note: The language used in this historical source reflects attitudes of the time. Today, the term 'natives' is considered outdated and disrespectful. We now use the correct term Aboriginal and Torres Strait Islander Peoples when referring to the First Peoples of Australia.*

These [squatters'] leases are not intended to deprive the natives of their former right to hunt over these Districts, or to wander over them in search of subsistence [food and other needs] … except over land actually cultivated or fenced in for that purpose.

Did you know?

In 1848, the British Secretary of State, Earl Grey, stated that Aboriginal and Torres Strait Islander Peoples should retain the right to continue using their land for traditional purposes, even when it was leased by settlers. However, these rights were rarely honoured. Nearly 150 years later, the 1996 Wik decision by the High Court confirmed that Native Title rights could co-exist with pastoral leases. This was a major moment in the recognition of Aboriginal and Torres Strait Islander Peoples' land rights in Australia.

An inquiry into the policies that led to the forced removal of Aboriginal and Torres Strait Islander children and adolescents was conducted in the 1990s. The *Bringing Them Home* report acknowledged the deep trauma and hardship experienced by Aboriginal and Torres Strait Islander families, while recognising the resilience of those affected.

By 2001, all state and territory governments had issued formal apologies. In 2008, the Australian Government delivered a national apology, with Prime Minister Kevin Rudd acknowledging the suffering of the Stolen Generations on behalf of the nation. This marked a significant moment in Australia's journey toward reconciliation — recognising the pain caused by past government policies and aiming to foster healing and respect between Aboriginal and Torres Strait Islander Peoples and all Australians.

SOURCE 7 Prime Minister Kevin Rudd, 13 February 2008

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their Country.

SkillBuilder discussion

Continuity and change

1. Considering **SOURCE 7**, discuss in small groups how important it is to work towards reconciliation with Aboriginal and Torres Strait Islander Peoples.
2. Why is it important to understand the diverse experiences and perspectives in Australia's shared history?
3. What suggestions would you make to improve race relations in Australia?

Did you know?

In 1901, when Australia held its first federal election, Aboriginal and Torres Strait Islander men and women in South Australia could vote, along with some men in New South Wales, Victoria and Tasmania. However, in Queensland and Western Australia, they were excluded. The 1902 Commonwealth Franchise Act extended the vote to most women, but specifically excluded Aboriginal and Torres Strait Islander Peoples in most states. This meant that many who once had the right to vote lost it, and full voting rights were not restored until much later in the twentieth century.

4.9 SkillBuilder activity USING HISTORICAL SOURCES, COMMUNICATING

The optimism and prosperity of colonial Australia is in stark contrast with the story of frontier conflict between settlers and Aboriginal and Torres Strait Islander Peoples. **Investigate** one of the regions or resistance campaigns, such as the defeat of the Kalkadoon Peoples, referred to in this lesson, to develop an understanding of why conflict escalated, and why the history of colonial Australia is one of both increasing wealth and violence.

1. Refer to the sources in this lesson to **analyse** the causes of frontier conflict, and how the colonial governments and settlers responded to Aboriginal and Torres Strait Islander Peoples. Begin your analysis by writing questions designed to establish general attitudes. For example: Why would Aeneas Gunn (**SOURCES 3** to **4**) claim that hostilities were forced upon the settlers?

2. **Discuss** in pairs the various perspectives and attitudes expressed in the written sources, ending with the apology given by the Prime Minister in 2008 (**SOURCE 7**).
3. Create a series of posters or messages reinforcing the message of reconciliation as expressed in **SOURCE 7**. You particularly want to communicate the need for recognition of Australia's First Nations Peoples' history, because you are aware that the voices of the people in **SOURCE 1** have often remained hidden in the construction of our colonial past.

4.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4, 7	1, 6, 8, 9	3, 5, 10

REMEMBER AND UNDERSTAND

1. What were the factors that made frontier violence more disastrous for Aboriginal and Torres Strait Islander Peoples in the 1880s? **Select** all options that apply.
   - A. Bush-bred horses
   - B. The destruction of property
   - C. Modern weaponry
   - D. Efficient Native Police
2. Why did settlers view Jandamarra as a particularly formidable resistance leader?
   - A. He had been a member of the police force.
   - B. He stole guns.
   - C. He killed settlers.
   - D. He had been converted to Christianity.
3. **Describe** the conflict at Battle Mountain in your own words.
4. **Identify** what factors made the colonial occupation of remote frontier territories different from the occupation of cities like Melbourne and Sydney.
5. True or false? In some states, Aboriginal and Torres Strait Islander Peoples lost voting rights around the time of Federation.

ANALYSE AND APPLY

6. **Examine SOURCE 1**. **Describe** what this suggests about the nature of frontier violence in the Northern Territory.
7. **Explain** what point Reynolds makes in **SOURCE 3** about settler attitudes to the law.

EVALUATE AND COMMUNICATE

8. With reference to the sources in this lesson, **discuss** the problems of establishing the truth of what happened on the frontier.
9. a. **Discuss** some beliefs that colonisers used to justify the forced removal of Aboriginal and Torres Strait Islander children from their families.
   b. **Describe** the lasting impacts of this policy for Aboriginal and Torres Strait Islander Peoples.
10. **Summarise** three significant things that students should know about frontier conflict in Australia towards the end of the nineteenth century. **Explain** why you have chosen each point.

Answers and sample responses for this topic are available online.

LESSON 4.10 How did colonisation affect the cultures, traditions and beliefs of Torres Strait Islander Peoples?

LEARNING INTENTION

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

- **describe** the history of contact and colonisation of the Torres Strait Islands
- **explain** the impact of colonisation on Torres Strait Islander cultures, traditions and beliefs
- recognise the forms of discrimination experienced by Torres Strait Islander Peoples and how they responded.

Tune in

SOURCE 1 Created around 1845, this painting shows the meeting of an Islander canoe and strangers near the Murray Islands.

The Torres Strait Islands lie between the northern tip of Queensland and Papua New Guinea. Torres Strait Islander Peoples have lived here for thousands of years, maintaining strong cultural and spiritual connections to land and sea.

1. **Look closely at SOURCE 1. What details do you notice about the people, the canoe and the setting?**
2. **How might the geography of the Torres Strait — many small islands, ocean channels and close ties to neighbouring regions — have shaped the Islanders' way of life?**
3. **Based on the image and your reflections, what do you predict their first contact with colonisers may have been like?**

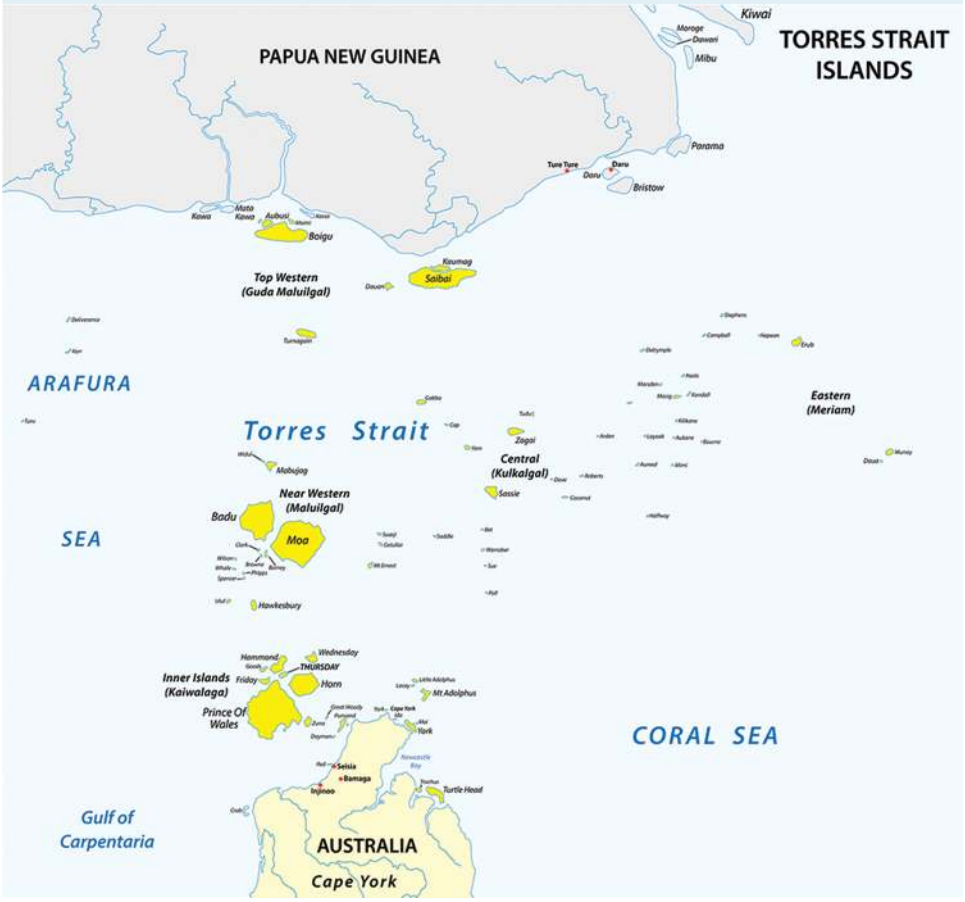
4.10.1 Early contact

The Torres Strait Islands are a group of over 270 islands located between the northern tip of Queensland (Cape York) and Papua New Guinea. While only a portion of the islands are inhabited, many have been home to Torres Strait Islander Peoples for thousands of years.

Each island has its own distinct landscape, traditions and history. Torres Strait Islander Peoples are culturally and linguistically different from Aboriginal Peoples and have strong connections to both land and sea.

Today, Torres Strait Islander Peoples live in 18 communities across 17 islands. They also continue to visit other traditionally owned islands for fishing, seasonal land and sea management, cultural practices and community gatherings.

SOURCE 2 The Torres Strait Islands



Before European arrival, Torres Strait Islander Peoples had long-standing trade and cultural relationships with Aboriginal Peoples of Cape York and communities in Papua New Guinea. This included the exchange of goods, knowledge and ceremonial practices.

In 1770, Captain James Cook claimed part of Australia's eastern coast, and from that time British ships increasingly used the Torres Strait to access the Pacific. European settlement in the region began in 1863 on Albany Island, followed by a pearl shell industry boom in the 1870s, which brought thousands of people from around the world.

In 1871, the London Missionary Society arrived on Erub (Darnley Island) and held the first Christian service. This day is remembered as *The Coming of the Light*, marking the beginning of Christian influence across the islands. Missionaries often blended some traditional practices with Christian teachings. While the missionaries worked to end practices such as revenge killings and warfare, they also

SOURCE 3 Priests Joseph Lui Snr. and Poey Passi at their graduation ceremony on Moa Island, 1925. The merging of pre-colonial beliefs and traditional Christianity is an important part of culture for many Torres Strait Islander Peoples.

introduced new customs, languages and beliefs. Torres Strait Creole ('Ailan Tok'), introduced during this time, is still spoken today. Many Islanders saw Christianity as complementary to their spiritual beliefs, rather than completely replacing them.

4.10.2 Torres Strait industry

The Torres Strait industry has a rich history rooted in trade, pearling and cultural exchange. This region, located between Cape York, Queensland and Papua New Guinea, witnessed early European settlement due to its lucrative pearl beds. Islanders have been essential to the industry, albeit often exploited, shaping their unique economic and cultural landscape.

The shallow waters off the north coast of Australia are rich in Trepang, a sea slug delicacy in Asian cuisine, and host the world's largest pearl shell beds. Pearling has a long history in Australia, with pearl shell traded between the Torres Strait Islands and First Nations mainland Peoples for over 20 000 years. Trepang was traded between Islanders and Indonesia and Malaya for centuries before European settlement.

Europeans found pearl oysters in northern Western Australia in the 1850s. Pearling began in the Torres Strait in 1868 after discovering the South Sea pearl oyster (*Pinctada maxima*). The pearl shell was used to make buttons, buckles, cutlery handles, jewellery and furniture inlay.

Within months of the European discovery of pearl shells, an industry emerged in the Torres Strait, bringing over a thousand workers from across the Pacific. By the mid-1870s, more than 100 pearling boats operated there. While the pearl rush brought wealth to industry operators, it also imposed oppressive colonial rule on the Torres Strait Islander Peoples.

In 1868, the first pearl shell station was established on Tutu (Warrior) Island, home to about 40 Islander families. The industry exploited Islander labour, disrupting traditional community structures. Islanders were often forced to work as divers and deckhands, frequently without pay. **Blackbirding** of Aboriginal and Torres Strait Islander Peoples increased with rising pearl shell demand, leading to rapid depletion of local shell patches. Consequently, pearling became more hazardous as harvesting moved to deeper waters.

Queensland claimed the Torres Strait Islands in 1872, recognising the value of the pearling industry, and **annexed** them in 1879. The pearling workforce grew by bringing **indentured** workers from the Pacific Islands and Asia. Australia became the largest producer of pearl shell, boosting the economy and development of northern Australia.

Did you know?

After introducing the White Australia policy in 1901, the new Australian government tried to recruit divers from the British navy to take on the work of pearl diving. The pearling industry relied on the skills and labour of First Nation Peoples, Asian and Pacific Islander workers as the British recruits found deep water pearl diving too dangerous.

SkillBuilder discussion

Continuity and change

1. Look at **SOURCE 4**, discuss why the pearl industry became so important.
2. What do you know about this industry? What are the dangers?
3. Does this industry still exist today?

SOURCE 4 **(a)** Working as divers and deckhands on the pearling luggers. **(b)** A mother-of-pearl seashell with tint isolated sea pearl.

4.10.3 Discrimination and control

At first, Torres Strait Islander Peoples had more independence under European control compared to mainland Aboriginal Peoples. This was largely due to the Queensland Government Controller, John Douglas, who did not allow Torres Strait Islander Peoples to be classified as Aboriginal under the *Queensland Aborigines Protection Act of 1897*.

Douglas managed to keep outside interference to a minimum. He established Island Councils, which were responsible for maintaining law and order, providing essential services, and running schools. However, after Douglas passed away in 1904, the Queensland government gained more control over the Torres Strait Islands. Torres Strait Islander Peoples were placed under strict rules, which they referred to as 'under the dog Act'.

Torres Strait Islander Peoples faced a curfew, needed passes to leave the islands, and had their wages controlled by the government. They were also required to attend government-run primary schools before working on boats (for boys) or in domestic roles (for girls).

Torres Strait Islander Peoples also faced the same racial discrimination as other Aboriginal Peoples in Queensland and Australia. Public places such as schools, swimming pools and theatres were segregated, and Torres Strait Islander Peoples were not allowed to enter hotels.

In 1936, frustrated by their lack of control over their own lives, Torres Strait Islander workers on government boats went on strike. The strike lasted nine months and resulted in Island Councils gaining more control over the management of their boats and other affairs.

Torres Strait Light Infantry Battalion

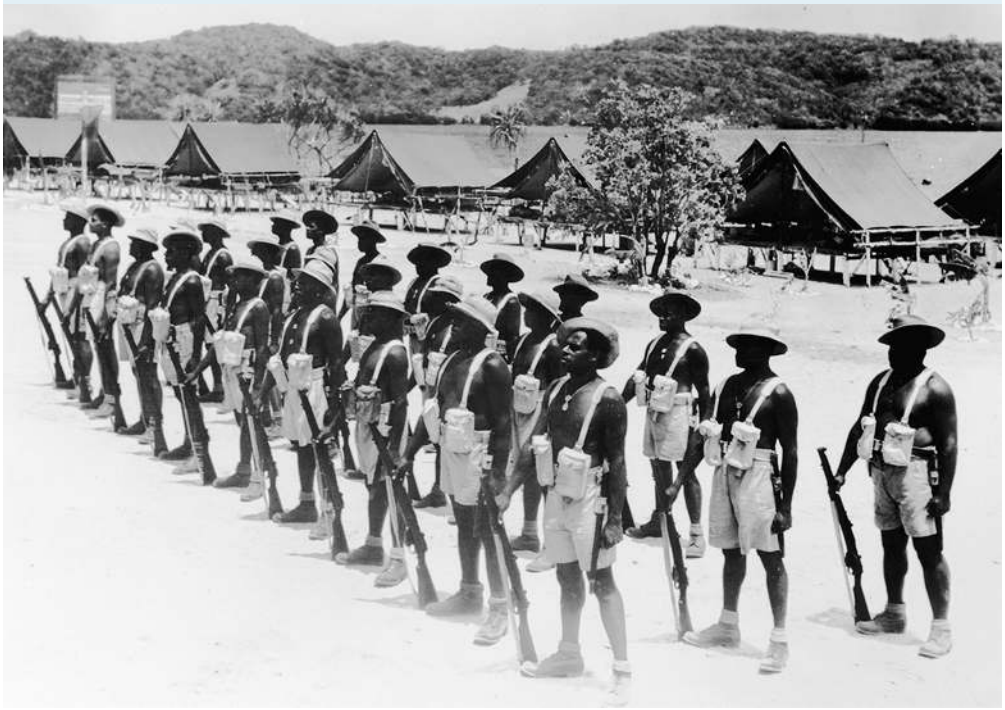
During World War II, over 800 Torres Strait Islander Peoples served in the Torres Strait Light Infantry Battalion, playing a critical role in defending Australia's northern waters and protecting the Torres Strait from Japanese invasion. These soldiers were paid only one third of the wages received by their European counterparts. In 1943 and 1944, they went on strike, demanding equal pay. As a result, their wages were doubled, but they were still not fully equalised. Their actions made them among the earliest military strikers in Australia and influenced later movements for Aboriginal and Torres Strait Islander Peoples' rights.

In 1939, Torres Strait Islander Peoples were officially recognised as a distinct group under the Queensland government's *Torres Strait Islanders Act*. However, despite this recognition, Torres Strait Islander Peoples continued to face oppression, racism, stolen wages and segregation.

SkillBuilder discussion

Historical significance
Study **SOURCE 5**. Discuss why it is important to recognise the contributions of Torres Strait Islander soldiers.

SOURCE 5 Thursday Island, 1945. A squad of the Torres Strait Light Infantry Battalion train in their company lines.



Source: Australian War Memorial 119169.

4.10 SkillBuilder activity QUESTIONING AND RESEARCHING, COMMUNICATING

The experience of dispossession from the land is a story shared by many of the world's First Nations Peoples. The Māori of New Zealand and the Incas of South America also struggled against the impact of colonisation.

1. **Investigate** and collate a series of images documenting the pre-contact history and lifestyle of three other First Nation civilisations around the world; for example, the Māori of New Zealand or the Incas of South America.
2. Working in small groups, **select** one of the groups you have identified.
3. **Recount** the record of dispossession from their traditional lands, and the extent and nature of colonial control.
4. **Outline** the significance of the relationship your chosen people have with the land, and how modern governments have approached issues of land rights for First Nations Peoples. Did the Aboriginal and Torres Strait Islander Peoples have any control? Or were the colonisers making all the decisions?
5. Design a conference poster publicising land rights.

4.10 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 6, 8	1, 4, 7	5, 9, 10

REMEMBER AND UNDERSTAND

1. **Describe** the main characteristics of the Torres Strait Islands and their peoples.
2. What is celebrated by Torres Strait Islander Peoples as 'The Coming of the Light'?
   - A. The first Catholic service performed in the Torres Strait Islands on 1 July 1871
   - B. The first Christian service performed in the Torres Strait Islands on 1 July 1871
   - C. The arrival of the first British settlers on 1 July 1871
   - D. The arrival of the first pearl fisher settlers on 1 July 1871
3. Which of the following changes did Europeans bring to the Torres Strait Islands?
   - A. The complete replacement of all traditional religious beliefs with Christianity
   - B. The incorporation of Christianity into existing religious beliefs and the creation of Torres Strait Creole ('Ailan Tok') as a new shared language
   - C. The establishment of English as the only language spoken in the Torres Strait Islands
   - D. The preservation of all traditional practices without any European influence
4. Following the death of the **harsh** / **supportive** Queensland Government Controller, John Douglas, in 1904 the controls the Queensland government imposed on Torres Strait Islanders **reduced** / **increased** to include strict **curfews** / **food rules**, pass systems and **control** / **removal** of wages.
5. **Explain** how Torres Strait Islander Peoples negotiated with the government for their own rights, and **identify** the outcomes.
6. **Explain** what the sources in this lesson suggest about the changes the Europeans brought to Islander society.
7. **Consider** whether you think the changes that the Europeans brought to Islander society were positive or negative.
8. **Identify** what the sources in this lesson suggest about Islander responses to change.
9. **Explain** why John Douglas' contribution is important to the history of the Torres Strait Islands.
10. Using **SOURCES 1**, **2**, **3** and **4** as your evidence, discuss how Islander culture survived despite the massive change that came with European control.

Answers and sample responses for this topic are available online.

LESSON 4.11 Inquiry: How can we better understand the impact of colonial policies on Aboriginal and Torres Strait Islander Peoples?

LEARNING INTENTION

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

- **describe** the impact of colonial policies on Aboriginal and Torres Strait Islander Peoples
- **identify** and **analyse** different perspectives on the treatment of Aboriginal and Torres Strait Islander Peoples during colonisation
- **investigate** the role of policies and laws that aimed to control and segregate Aboriginal and Torres Strait Islander Peoples from European settlers
- **examine** primary sources to understand the experiences of Aboriginal and Torres Strait Islander Peoples under European colonisation.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Conduct your own inquiry into the impact of colonial policies and laws passed to control, separate and 'protect' Aboriginal and Torres Strait Islander Peoples from the broader European settler population.

Collect a further set of written and illustrated primary sources that explore the relationships between Aboriginal and Torres Strait Islander Peoples and the Europeans. Analyse your selected sources by asking questions, such as the origin of the source and why it was created.

Step 2: Using historical sources

Look at primary **SOURCES 1** to **3** below to begin thinking about the history of Australian colonisation as presented in this topic. What evidence do the four primary sources provide about the relationship between colonial settlers and Aboriginal and Torres Strait Islander Peoples?

SOURCE 1 Bishop Frodsham's description of the role of missionaries in 1906

The Aborigines are disappearing. In the course of a generation or two, at the most, the last Australian blackfellow will have turned his face to warm mother earth … Missionary work then may be only smoothing the pillow of a dying race, but I think if the Lord Jesus came to Australia he would be moved with great compassion for these poor outcasts, living by the wayside, robbed of their land, wounded by the lust and passion of a stronger race, and dying.

Quoted in K. Cole, *A Critical Appraisal of Anglican Mission Policy and Practice in Arnhem Land, 1908-1939*, Keith Cole Publications, Bendigo, 1985, p. 181.

SOURCE 2 The surviving 47 Palawa Peoples incarcerated at Wybalenna, Flinders Island, were transferred to a disused convict station at Oyster Cove in 1847. This photograph shows some of the remaining survivors.

SOURCE 3 Painting by Benjamin Duterrau, 1840. Titled *The Conciliation*, it shows George Augustus Robinson on one of his Friendly Missions, accompanied by Truganini, in an attempt to end the Black War with the Palawa Peoples of lutruwita (Tasmania).

Step 3: Historical perspectives and interpretations

For each source, write a couple of sentences on its significance for understanding the race relations during this period. Aboriginal and Torres Strait Islander Peoples' perspectives on race relations are often overlooked.

Evaluate your sources as evidence of both perspectives.

Step 4: Communicating

Present your inquiry findings as if to the Aboriginal Protection Board. From the nineteenth century to the middle of the twentieth century, the Board controlled the lives and affairs of Aboriginal and Torres Strait Islander Peoples.

Work alongside a group of Aboriginal and Torres Strait Islander Peoples of Australia so that their voices are also heard. Provide the Board with a set of recommendations you believe will improve colonial race relations, protect Aboriginal and Torres Strait Islander Peoples' rights, and develop opportunities for self-determination.

LESSON 4.12 Review

4.12.1 Key knowledge summary

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

4.2 How do we know about colonial policies and their impact on Aboriginal and Torres Strait Islander People?

- Most written sources about colonial Australia come from European settlers, which means the European perspective dominates.
- Historians face the challenge of uncovering Aboriginal and Torres Strait Islander Peoples' perspectives, which are often not well documented.
- A key approach is to re-examine existing records to understand what they might reveal about the views and experiences of Aboriginal and Torres Strait Islander Peoples.
- This remains an important area of Australian history that continues to be explored.

4.3 Where and why did European powers establish colonies in the late eighteenth century?

- In eighteenth-century Europe there was a great gap in the living standards and the rights accorded to the different social classes.
- European imperial powers, such as Spain, France and Great Britain, competed for the control of overseas territory and the creation of colonies.
- Britain lost control of her North American colonies when in 1775 the colonists rebelled against paying British taxes and obeying British laws preventing their own territorial expansion.
- In 1770 Lieutenant James Cook declared British possession of land sighted along the east coast of Australia, under the claim of 'terra nullius'.

4.4 Why did conflict occur between colonists and Aboriginal and Torres Strait Islander Peoples?

- The First Fleet arrived in 1788, with Governor Phillip intent on taking possession of the east coast of Australia, in the mistaken belief that it was available and free for the taking.
- Phillip planned to give the Aboriginal and Torres Strait Islander Peoples the 'gift' of European civilisation, but the newly arrived Europeans were ignorant of Aboriginal and Torres Strait Islander Peoples' society, their values and customs.
- Almost immediately there was resistance and conflict; however, it was the impact of European diseases that caused the worst death toll.
- Violent resistance from Aboriginal and Torres Strait Islander Peoples was punished severely by troops and police. The frontier became a place of fear and anxiety.

4.5 Who were the Aboriginal and Torres Strait Islander leaders who resisted colonial control?

- Individual Aboriginal and Torres Strait Islander leaders, such as Pemulwuy and Yagan, emerged to defend their land and communities.
- As European settlements expanded, resistance from Aboriginal and Torres Strait Islander Peoples was gradually crushed.
- The destruction of communities led to starvation and dispossession, with many survivors moving towards towns to survive on charity.

4.6 What happened on the Australian colonial frontier?

- Tasmania saw one of the most sustained conflicts in the 1820s, with war waging for six years between the Palawa Peoples and the colonial government.
- The colonial government forced Palawa Peoples from settled areas, while they resisted by attacking settlers and their properties.
- George Augustus Robinson negotiated peace, leading to the relocation of many Palawa Peoples to Flinders Island.
- There is historical debate about the extent of the war and casualty numbers on both sides.

- Across Australia, as Europeans expanded their land holdings, Aboriginal and Torres Strait Islander Peoples fiercely resisted, which led to violent reprisals by police, troops and settlers.
- Documented massacres, such as Waterloo Creek and Myall Creek, were significant, although much of the violence remains unrecorded.

4.7 Where was Australia Felix?

- In 1835, a group of Tasmanian businessmen, led by John Batman, explored Port Phillip Bay and founded an illegal settlement.
- Batman negotiated a treaty with some Kulin Nation leaders for the 'purchase' of land, but it was declared invalid by NSW Governor Richard Bourke, who stated all land belonged to the Crown.
- Governor Bourke approved the settlement of Port Phillip, which later became Melbourne, sparking a massive land rush across Australia.
- In 1851, the area became the Colony of Victoria, with a population of 77 000 people and over 5 million sheep.
- The introduction of sheep transformed both the natural environment and the lives of the Aboriginal Peoples of the region.

4.8 How did colonisers define 'civilisation' and what did this mean for Aboriginal and Torres Strait Islander Peoples?

- Colonial governments aimed to 'protect' Aboriginal and Torres Strait Islander Peoples by establishing schools, missions and reserves, but these efforts were often unsuccessful due to a lack of understanding, insufficient resources, and the belief in British cultural superiority.
- Many younger Aboriginal and Torres Strait Islander males were drawn to the Native Police Forces, attracted by the power, status and authority they offered.
- Responses to European society varied among Aboriginal and Torres Strait Islander Peoples. Some chose to engage with European society, while others sought to negotiate for the safety and wellbeing of their communities.

4.9 Why are there different perspectives on colonial Australia?

- In the late nineteenth century, while most Australians lived in cities, violent frontier conflict continued in northern Australia, especially in the 1880s, marked by modern weaponry and widespread violence.
- The Kimberley, northern Queensland and the Northern Territory saw numerous conflicts between European settlers and Aboriginal and Torres Strait Islander Peoples.
- Colonial governments pushed Aboriginal and Torres Strait Islander Peoples onto reserves and started removing children from their families, under the belief that their cultures were dying out and needed to be replaced with European ways of life.
- After the 1901 federation, Aboriginal and Torres Strait Islander Peoples were denied the right to vote, with this right being gradually revoked in the following decades.

4.10 How did colonisation affect the cultures, traditions and beliefs of Torres Strait Islander Peoples?

- European society and economy spread across the Torres Strait Islands, starting with the 1870 pearl rush, followed by the introduction of Christianity by the London Missionary Society.
- Christianity was imposed on Torres Strait Islander Peoples, becoming an integral part of daily life.
- In 1879, the Queensland government claimed ownership of the Torres Strait Islands and began regulating and controlling the Islanders' lives.
- This new governance led to Torres Strait Islanders being subjected to the same discrimination and prejudice experienced by Queensland's Aboriginal Peoples.

4.11 Inquiry: How can we better understand the impact of colonial policies on Aboriginal and Torres Strait Islander Peoples?

- A variety of sources can provide insights into colonial race relations.
- Aboriginal and Torres Strait Islander Peoples' perspectives on colonial race relations are frequently overlooked, making it essential to seek out and consider these perspectives for a fuller understanding of history.

4.12.2 Key terms

annex to take, without permission, possession of territory
blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production
contestability when particular interpretations of the past are open to debate
convict a person imprisoned for a crime
Frontier Wars a series of conflicts between Aboriginal and Torres Strait Islander Peoples defending their land and European settlers who sought to occupy and use the land for their own purposes
Imperialism when a powerful country extends its control over weaker countries or territories, usually to gain economic benefits, resources or political power
incontrovertible certain, undeniable
indenture a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace
kinship a social system that determines how people relate to each other and the land
pastoral lease land that is leased for the purpose of grazing sheep or cattle
penal colony a settlement for convicts
remuneration monetary pay for services
squatters colonists who leased and occupied large tracts of what had been Aboriginal and Torres Strait Islander Peoples' land
Stolen Generations Aboriginal and Torres Strait Islander children who were forcibly removed from their families by Australian federal and state government agencies and church missions, with the aim of assimilating them into white society
terra nullius land belonging to no-one
tucker traditional Australian slang term for food

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

4.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What happened when an overseas civilisation attempted to colonise a country with a people who had an established society?

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

4.12 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 11, 12	3, 5, 6, 10, 13, 14	7, 8, 9, 15

REMEMBER AND UNDERSTAND

1. The First Fleet arrived at Sydney Cove in what year?
   - A. 1770
   - B. 1776
   - C. 1788
   - D. 1801
2. What was the British government's attitude to the ownership of land in Australia in 1788?
   - A. It was owned by the Aboriginal and Torres Strait Islander Peoples and ownership had to be negotiated with a treaty.
   - B. No-one owned the land and it was free for the taking.
   - C. It was owned by the Crown of England and ownership had to be negotiated with the government.
   - D. Ownership of the land would be decided through violent conflict.
3. What was unique about the experiences of Palawa Peoples in Tasmania during colonisation?
   - A. There was a widely recognised war between Europeans and Palawa Peoples.
   - B. Most of Tasmania's Palawa Peoples were moved to Flinders Island.
   - C. Peace was negotiated.
   - D. All of the above
4. Why is 1835 an important year in Australian history for the colonisers?
   - A. John Batman found the Yarra River.
   - B. John Batman signed an illegal 'treaty' to gain control of Kulin land.
   - C. It was the beginning of widespread European occupation of Australia.
   - D. Thomas Mitchell declared Victoria to be 'Australia Felix'.
5. How did Aboriginal and Torres Strait Islander Peoples respond to the European occupation of their lands?
   - A. They were curious and eventually grateful for European goods.
   - B. They waged wars against the Europeans.
   - C. There were many different responses, though resistance was common.
   - D. There were many different responses, though acceptance was common.
6. How did colonial governments treat Aboriginal and Torres Strait Islander Peoples of Australia?
   - A. They offered them friendship and kindness.
   - B. They declared war on them.
   - C. They negotiated with them for mutual benefit.
   - D. They sought to control, regulate and change their cultures.
7. What caused violence on the Australian frontier?
   - A. The two cultures were different.
   - B. The British were cruel.
   - C. The Europeans were jealous of the Traditional Owners.
   - D. There was fear and competition for ownership of the land.
8. Why were the Torres Strait Islander Peoples initially treated differently to Aboriginal and Torres Strait Islander Peoples?
   - A. They lived on a scattered group of islands north of the mainland.
   - B. They embraced Christianity.
   - C. They were traditionally land managers and fishermen.
   - D. They were considered to be less 'civilised'.

9. Which statement accurately describes Protection policies introduced in Australian colonies from the late nineteenth century?
   - **A.** These policies successfully preserved traditional Aboriginal and Torres Strait Islander ways of life on reserves and missions.
   - **B.** Protection policies were based on the correct assumption that Aboriginal and Torres Strait Islander populations were increasing rapidly.
   - **C.** These policies controlled Aboriginal and Torres Strait Islander peoples through administrators who ignored traditional ways of life, and included the forced removal of children from families starting in the 1880s.
   - **D.** Protection policies ended quickly because they were immediately recognised as harmful to Aboriginal and Torres Strait Islander communities.
10. This quote is from which significant event in Australian history?

> 'We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their Country'.

   - **A.** The 1967 Referendum that gave Aboriginal and Torres Strait Islander Peoples the right to vote
   - **B.** The 2008 National Apology to the Stolen Generations delivered by then Prime Minister Kevin Rudd
   - **C.** The Mabo High Court decision recognising native title in 1992
   - **D.** The establishment of the Aboriginal Tent Embassy in 1972

ANALYSE AND APPLY

11. **Explain** if Australia was really terra nullius.
12. **Explain** why the history of the Frontier wars should be taught in schools. Create an extended response to this question. Use a range of sources and information from across the entire topic to **justify** your point of view.
13. **Explain** why protectorates were established.
14. **Analyse** why Simon Wonga and William Barak were such important figures in Australia's colonial history.

EVALUATE AND COMMUNICATE

15. **Evaluate** the consequences of British colonisation of Australia for Aboriginal and Torres Strait Islander Peoples.

Answers and sample responses for this topic are available online.

5 Australians at war: World War I

LESSON SEQUENCE

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5.7 What was the nature of warfare? 272
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LESSON 5.1 Overview

INQUIRY QUESTION

What were the long-term causes of World War I? What were the experiences and perspectives of those who fought? What were the significant events and consequences and why are there differing interpretations?

The years 2014–18 marked the centenary of World War I, an anniversary of enormous significance for Australia and for much of the world.

World War I was a turning point in Australia's history. It was also a turning point for the world, resulting in death and destruction on a massive scale, the rise of communism, and later of fascism, and the fall of empires. Wars have varied causes and horrific consequences, but we can investigate them to avoid repeating the same mistakes of the past and hopefully avert wars in the future.

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- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Australians at war: World War I

1882
Germany, Austria–Hungary and Italy form the Triple Alliance.

1914
28 July: Austria–Hungary declares war on Serbia.

1–3 August: Germany declares war on Russia and France, and invades Belgium.

4 August: Britain declares war on Germany.

5–10 September: French and British armies halt the Germans in Belgium and France.

15 September: Trench warfare begins in Western Europe.

1880 CE — 1910

1907
Britain, France and Russia form the Triple Entente.

1916
March–June: The AIF joins the fight against Germany on the Western Front.

The Australian Light Horse remains in Egypt to fight Turkish forces.

1 July: The British and French launch a big offensive in the Somme Valley on the Western Front.

28 October: The first referendum on conscription is held in Australia.

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1915
25 April: The Anzacs land at Gallipoli.

December: The Allies withdraw from Gallipoli.

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

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

The Armistice, signed on 11 November, ends the fighting.

1915 — 1920 CE

1917
6 April: The USA enters the war.

31 July: The third battle of Ypres (Passchendaele) is launched by the Germans in Belgium.

7 November: Revolution in Russia leads to Russian withdrawal from the war.

20 December: The second conscription referendum is lost in Australia.

LESSON 5.2 How do we know about World War I?

LEARNING INTENTION

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

- **identify** some of the contested issues (areas for debate) from this time.
- **explain** why some gaps in the evidence still exist for this period
- **analyse** a range of visual and written sources about World War I.

Tune in

The monument shown in **SOURCE 1** stands in the Somme Valley in northern France, where more Australian blood was shed than in any other foreign place.

1. **Why do you think so many died there?**
2. **Why do you think Australians were fighting in such a faraway place?**
3. **How do you think the heavy losses at the Somme might have affected Australian attitudes toward war and their relationship with Britain?**

SOURCE 1 Australian 2nd Division monument near the town of Peronne in the Somme Valley, northern France

5.2.1 Sources of information

Because of its global scale and impact, there is an enormous range of sources of evidence about World War I. Australia's population during the war years was under 5 million, yet around 60 000 Australians died in active service. As a result, Australia has among the world's most extensive collections of sources from the war.

Written sources

Thousands of books and articles have been written about World War I over the many years since it ended. There are also vast quantities of written primary sources. These include campaign maps, soldiers' military records, letters, diaries, memoirs and **propaganda** for and against **conscription** for the war. Many of these sources can now be read on the Australian War Memorial website (see **SOURCES 2** and **3**).

Visual sources

Several countries, including France, Belgium and Britain, have substantial museums dedicated to World War I. Yet none of these surpass the outstanding collections of the Australian War Memorial. Its holdings include thousands of photographs and artworks, weapons, equipment and dioramas depicting specific battles. Many documentaries and several excellent websites are dedicated to the subject. **SOURCES 1–4** will offer an idea of the variety of the evidence that we have for WWI.

SOURCE 2 Part of Second Lieutenant C.C.D. St Pinnock's account of the aftermath of fatal charges against Turkish lines by soldiers of the Australian Light Horse at Gallipoli, Türkiye (formerly known as Turkey), on 7 August 1915. Pinnock himself was killed in action just one year later.

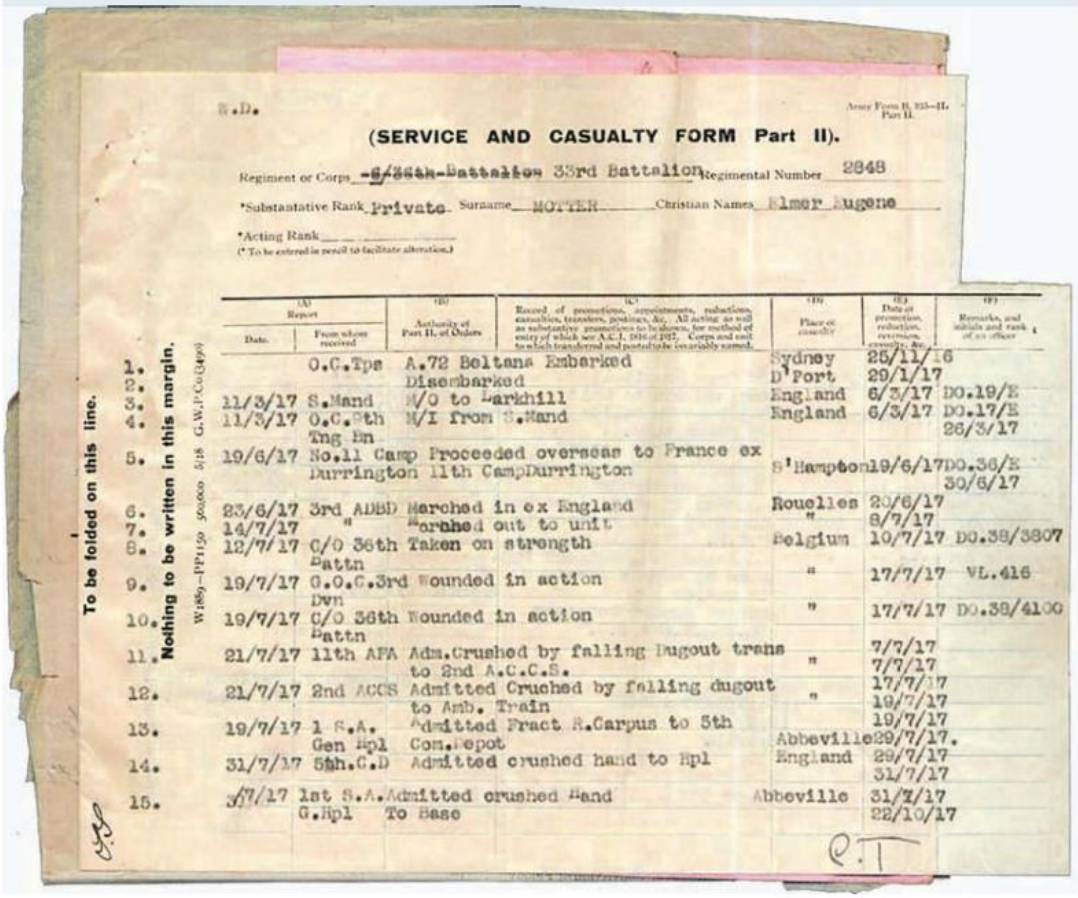
… you can imagine what it was like. Really too awful to write about. All your pals that had been with you for months and months blown and shot out of all recognition. There was no chance whatever of us gaining our point, but the roll call after was the saddest, just fancy only 47 answered their names out of close on 550 men. When I heard what the result was I simply cried like a child.

SkillBuilder discussion

Using historical sources

What does St Pinnock's account reveal about the physical and emotional toll on soldiers during the Gallipoli campaign?

SOURCE 3 Part of the World War I military service record of Private Elmer Motter of the 33rd Australian Battalion



A.I.F.

(SERVICE AND CASUALTY FORM Part II).

Regiment or Corps ~~6/36th Battalion~~ 33rd Battalion Regimental Number 2848

*Substantive Rank Private Surname MOTTER Christian Names Elmer Eugene

*Acting Rank

(* To be entered in pencil to facilitate alteration.)

To be folded on this line. Nothing to be written in this margin.

	(a) Report: Date.	(a) Report: From whom received	(b) Authority (Part II. of Orders)	(c) Record of promotions, appointments, reductions, casualties, transfers, postings, &c. All acting as well as substantive promotions to be shown, for method of entry of which see A.C.I. 1916 of 1917. Corps and unit to which transferred and posted to be invariably named.	(d) Place of casualty	(e) Date of promotion, reduction, reversion, casualty, &c.	(f) Remarks, and initials and rank of an officer
1.		O.C.Tps		A.72 Beltana Embarked	Sydney	25/11/16	
2.				Disembarked	D'Port	29/1/17	
3.	11/3/17	S.Mand		M/O to Larkhill	England	6/3/17	DO.19/E
4.	11/3/17	O.C.36th Tng Bn		M/I from S.Mand	England	6/3/17	DO.17/E 26/3/17
5.	19/6/17	No.11 Camp Durrington		Proceeded overseas to France ex 11th CampDurrington	S'Hampton	19/6/17	DO.36/E 30/6/17
6.	23/6/17	3rd ADBD		Marched in ex England	Rouelles	20/6/17	
7.	14/7/17	"		Marched out to unit	"	6/7/17	
8.	12/7/17	C/O 36th Battn		Taken on strength	Belgium	10/7/17	DO.38/3807
9.	19/7/17	C.O.C.3rd Dvn		Wounded in action	"	17/7/17	VL.416
10.	19/7/17	C/O 36th Battn		Wounded in action	"	17/7/17	DO.38/4100
11.	21/7/17	11th AFA		Adm.Crushed by falling Dugout trans to 2nd A.C.C.S.	"	7/7/17	7/7/17
12.	21/7/17	2nd ACCS		Admitted Crushed by falling dugout to Amb. Train	"	17/7/17	19/7/17
13.	19/7/17	1 S.A. Gen Hpl		Admitted Fract R.Carpus to 5th Con.Depot	Abbeville	19/7/17	29/7/17.
14.	31/7/17	5th.C.D		Admitted crushed hand to Hpl	England	29/7/17	31/7/17
15.	3/7/17	1st S.A. G.Hpl		Admitted crushed Hand To Base	Abbeville	31/7/17	22/10/17

W1859—PP1150 500,000 5/18 G.W.P.Co(349)

P.T.

SkillBuilder discussion

Using historical sources

What else might we infer from the service and casualty form (**SOURCE 3**)?

Did you know?

World War I (the First World War), at the time called 'the Great War', was sometimes described as 'the war to end all wars'. However, in the century since World War I there has hardly been a time when war was not taking place somewhere in the world. Increasingly the main victims have come to be civilians. As many as 231 million people died in wars and other conflicts during the twentieth century. Since the beginning of this century, many more have died.

5.2 SkillBuilder activity USING HISTORICAL SOURCES

Study **SOURCE 4** and read the full caption.

SOURCE 4 The diorama highlights conditions on the **Western Front** in France and Belgium, where Australians fought in trench warfare. In this terrible fighting, soldiers shot, shelled, gassed and bayonetted each other, causing mass casualties.

1. **Describe** the scene.
2. **Explain** what you can tell from its details about conditions under which Australians and others on both sides fought on the Western Front in World War I.
3. With a partner, **evaluate** the purpose of the diorama and how it conveys the horrors of trench warfare.

5.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 8	4, 6, 7	5, 9, 10

REMEMBER AND UNDERSTAND

1. From the following list, **identify** five types of primary sources that are available for studies of World War I.
   - A. Campaign maps
   - B. Diaries
   - C. Weapons
   - D. Photographs
   - E. Feature films such as *Gallipoli*
   - F. Soldiers' military records
   - G. WWI-based computer games
   - H. Letters to and from soldiers
2. Complete the following sentence:
   _____, Belgium, _____ and Australia all have museums dedicated to World War I.
3. World War I has also been described as 'the war to end all wars' and 'the Great War'. True or False?
4. **State** one reason why calling WWI 'the war to end all wars' and 'the Great War' would be considered inappropriate today.
5. Research and cite three credible websites that could provide you with primary sources about the experiences of those who fought in World War I.

ANALYSE AND APPLY

6. **Analyse SOURCE 1**. It shows a place where many Australians fought.
   a. What does the monument suggest about the French people's attitude to Australian soldiers?
   b. Suggest why the street in the source has been named *Avenue des Australiens* (Avenue of Australians).
7. **Examine SOURCE 2**.
   a. How does St Pinnock describe the consequence of the Australian charges against Turkish lines at Gallipoli?
   b. Calculate what percentage of the 550 Australians survived these charges.
8. Look at **SOURCE 3**. Elmer Motter died of wounds in France on 2 September 1918. **State** how long he was in action before he was first wounded.
9. **Evaluate** what each of the sources in this lesson tells us about the experiences of Australian soldiers in World War I.
10. Using **SOURCE 4**, **reflect** on and **describe** the conditions under which Australians fought on the Western Front.

Answers and sample responses for this topic are available online.

LESSON 5.3 What caused World War I?

LEARNING INTENTION

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

- **identify** and **describe** the long-term causes of World War I, such as militarism, the alliance system among European countries in the late nineteenth and early twentieth centuries, imperialism, and nationalism
- **identify** and **describe** the short-term triggers of World War I, such as the assassination of Archduke Franz Ferdinand of Austria–Hungary, the 'July Crisis' and the invasion of Belgium by Germany.

Tune in

World War I was caused by bad driving! Leopold Lojka, the chauffeur of Archduke Franz Ferdinand, made a wrong turn on that fateful day in June 1914 and in trying to rectify his mistake with a three-point turn, he provided the assassin, Gavrio Princip, with the ideal opportunity to act.

The assassination of Franz Ferdinand started a cascade of events that led to the outbreak of World War I.

1. **Do you think wars have simple causes or are the causes usually complicated?**
2. **Can you think of an example of the kinds of things that might cause a war?**
3. **What do you think we mean by the difference between short-term and long-term causes?**

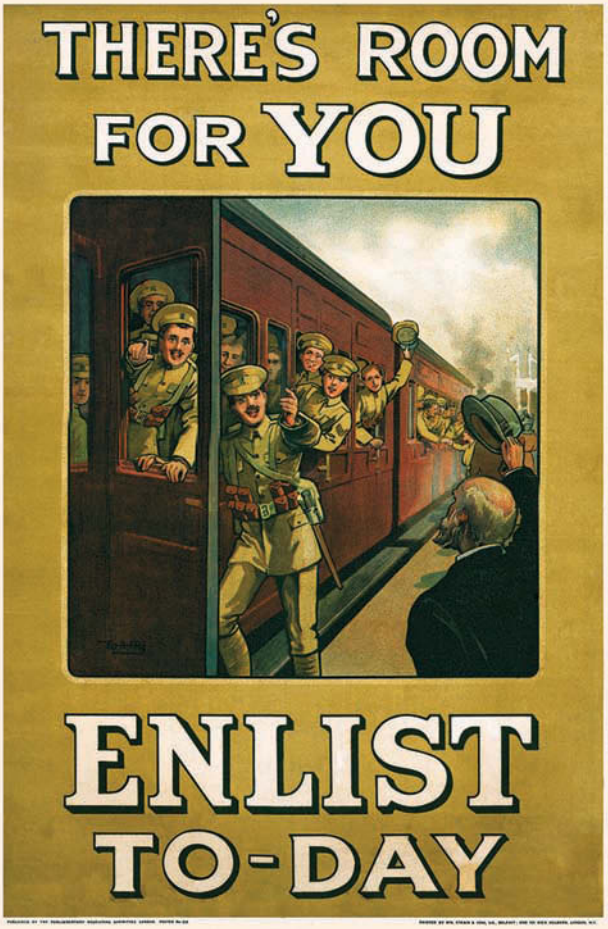
SOURCE 1 An illustration of the assassination of Archduke Franz Ferdinand and Archduchess Sophie of Austria at Sarajevo, Bosnia, 1914

5.3.1 Long-term causes of World War I

The assassination of Franz Ferdinand, the heir to the Austro–Hungarian throne on 28 June 1914, triggered World War I. Within five weeks, Europe's great powers and their empires were at war. Initially expected to last a few months, the conflict continued for four years, causing immense destruction and suffering. Understanding the Great War requires looking beyond this immediate trigger to the complex causes behind it.

Today, we understand that war is devastating and often has unforeseen consequences. However, in early 1914, many viewed wars as a heroic adventure. Schools, books, newspapers and magazines depicted wars as short and glorious. Meanwhile, Europe saw an arms race — this was a stockpiling and manufacturing of more sophisticated weaponry, to both threaten other countries and act as a deterrent against attack. Military spending rose by 300 per cent from 1870 to 1914, and conscription was adopted by continental powers. Historians describe Europe in 1914 as a powder keg primed for explosion.

SOURCE 2 *There's Room for You* by W.A. Fry, 1915. Posters such as this one from Britain emphasised the adventure of war.



Longer-term growing tensions

Imperialism and **nationalism** had caused international tensions and conflicts long before 1914. Fear and suspicion of rivals drove nations to seek security through **alliances** with others. Leaders came to believe that their countries would be safer if they could rely on others to come to their aid if ever they were threatened. But such alliances could also drag countries into conflicts.

Germany's alliances

- In the early 1870s, Germany sought alliances with Austria–Hungary and Russia due to fears of French revenge for Germany taking Alsace and Lorraine.
- Austria–Hungary and Russia had competing interests, making a lasting alliance difficult.
- In 1879, Germany formed the **Dual Alliance** with Austria–Hungary to mutually assist if either was attacked by Russia.
- This alliance became the **Triple Alliance** with Italy's addition in 1882.
- Simultaneously, Germany aimed to maintain friendly relations with Britain and improve ties with Russia.

SkillBuilder discussion

Using historical sources

Study **SOURCE 3**. What can you infer about the geographical advantages or disadvantages that each alliance had? Provide examples to support your points.

SOURCE 3 European alliances at the beginning of 1914

Source: Map drawn by Spatial Vision.

France's alliances

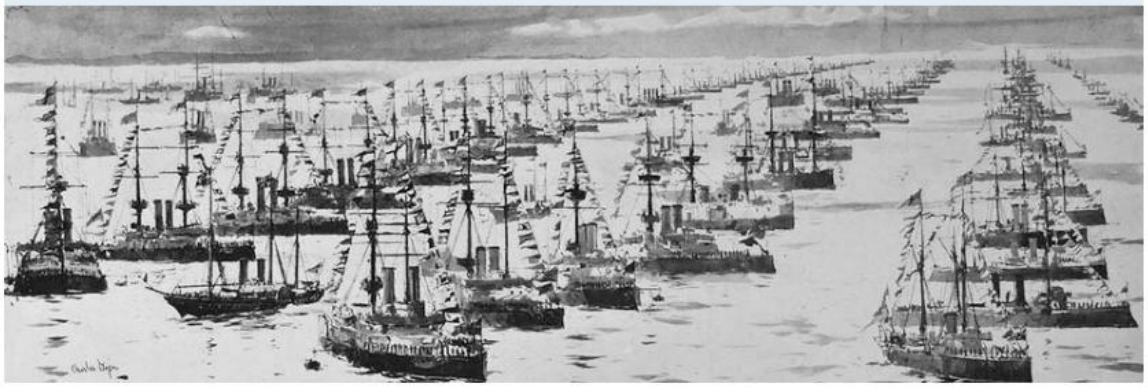
From 1888, Germany's foreign policy took a new direction.

- Germany failed to renew a treaty with Russia in 1890.
- Kaiser Wilhelm II of Germany aimed to create a colonial empire and build up the German navy.
- This raised concerns in Britain, who relied on naval superiority for its empire.
- Britain signed the **Entente Cordiale** (which meant friendly agreement) with France in 1904.
- Britain and Russia settled differences in 1907, forming the **Triple Entente** with France.
- Conflicting interests in North Africa and the Balkans increased tensions.

SOURCE 4 From a statement in 1914 by Sir Edward Grey, Britain's foreign minister from 1905 to 1916

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 5 The (British) Royal Navy's 1st and 2nd Battle Squadrons at sea in 1912



SkillBuilder discussion

Causes and consequences

It was British policy to maintain a navy that was large enough and strong enough to defeat the navies of any two potential enemies. Discuss the significance of this statement in relation to the causes of World War I.

5.3.2 The short-term causes of World War I

Tensions in the Balkans

Nationalism was an especially strong force in Europe's Balkan peninsula, where several national groups had won their independence from the Turkish Ottoman Empire since the 1820s. This alarmed the military leaders of Austria–Hungary, who feared that the Austro–Hungarian Empire could also be infected by national minorities seeking independence. The main problem was tension between Austria and Serbia, the richest and most powerful of the independent Balkan nations.

SOURCE 6 The Balkans and the Austro–Hungarian Empire at the end of 1913

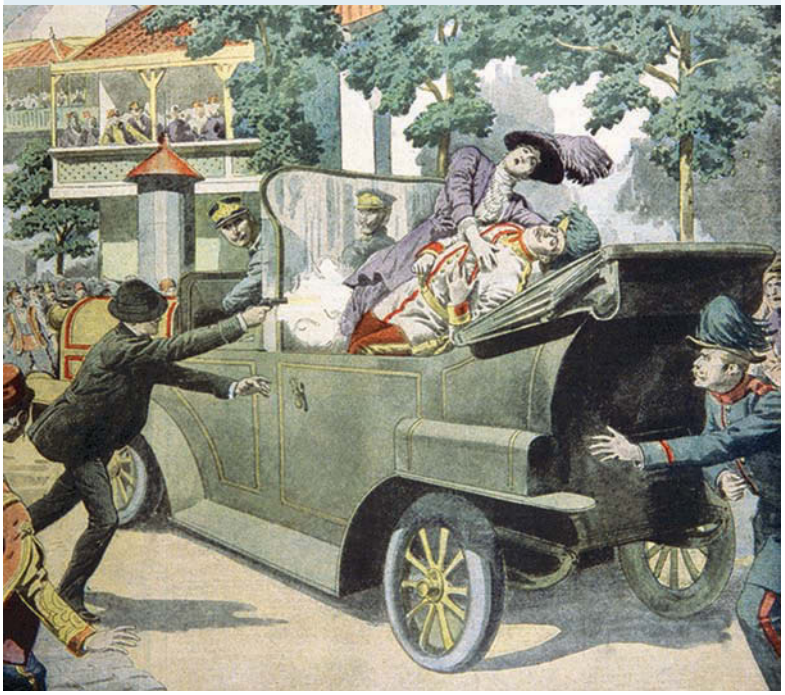
Source: Map drawn by Spatial Vision.

Nationalists in Serbia, a **Slavic** nation, aimed to unite with other Slavs in the Austro–Hungarian Empire. Many Serbs were angered in 1908 when Austria annexed Bosnia and Herzegovina, where Serbs made up much of the population. By 1914, Serbia saw Austria as a barrier to its growth, while Austria viewed Serbia as a threat to its empire. Though Austria–Hungary was stronger, Serbia had Russia's support, which saw itself as the protector of Orthodox Christian Slavs (see **SOURCE 6**).

The assassination of Archduke Franz Ferdinand

On 28 June 1914, during an official visit to the Bosnian town of Sarajevo, the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, the Duchess Sophie, were fatally shot. Their killer was Gavrilo Princip, a 19-year-old Bosnian Serb. Princip and his fellow assassins belonged to an extreme Serbian nationalist group, Young Bosnia. Its aim was to see Bosnia united with Serbia. They were armed and assisted by Danilo Ilić, a member of the Black Hand, a secret society directed by the head of Serbian military intelligence.

SOURCE 7 This illustration appeared in a French magazine, 'Le Petit Journal', on 12 July 1914. The caption read: 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo'.



The assassins did not know that Archduke Franz Ferdinand was strongly opposed to any war against Serbia and wanted political reform in the Austro–Hungarian Empire with more rights for its subjects.

Events soon spiralled out of control. Austria now had an excuse to crush Serbia but needed to be sure of Germany's backing. Germany gave Austria a guarantee of military support and, on 23 July, Austria presented Serbia with an **ultimatum**.

Austria knew that Serbia could never accept all the terms of the ultimatum, especially its demand that Austrian troops be allowed to track down Serb terrorists inside Serbia as this was a direct threat to their national sovereignty.

War begins

Serbia accepted many of the demands and offered to discuss others, but Austria proceeded to declare war on 28 July. Russia began to mobilise its forces to support Serbia on 30 July, so Germany declared war on Russia on 1 August.

After France declared it would stand by its Russian ally, on 3 August Germany declared war on France. As shown in **SOURCE 8**, Russia, Germany, France, Belgium, Britain and their empires were drawn rapidly into a world war.

SkillBuilder discussion

Chronology

1. Study **SOURCE 8**. How much time passed between the assassination of Archduke Franz Ferdinand and Britain's declaration of war?
2. What does this short timeframe tell us about how quickly the situation escalated in Europe?
3. Identify which country's actions created a 'domino effect' that pulled other nations into the war.

SOURCE 8 The steps by which countries were drawn into the war in Europe

5.3 SkillBuilder activity HISTORICAL PERSPECTIVES AND INTERPRETATIONS

With a partner, **evaluate** the significance of the assassination of Archduke Franz Ferdinand as the trigger for World War I. Use the following questions as a guide:

1. If the Serbian government had really been involved in the assassination, would it have accepted most of the Austro–Hungarian ultimatum?
2. As Serbia did accept most of the ultimatum, why did Austria–Hungary still go to war?
3. Is it likely that Austria–Hungary would have gone to war without German backing? Why or why not?
4. The guarantee of military support that Germany gave to Austria–Hungary is often called 'the blank cheque'. What does this term mean?
5. Why did Germany encourage Austro–Hungarian aggression against Serbia?

5.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 7	2, 5, 6, 10	8, 9

REMEMBER AND UNDERSTAND

1. **Identify** three long-term causes that contributed to World War I.
   - A. Fascism
   - B. Alliances
   - C. Democracy
   - D. Nationalism
   - E. Communism
   - F. Imperialism
2. **Outline** Germany's motives for wanting alliances.
   Germany needed allies because during war in _____ it had taken two of France's provinces, Alsace and _____. Germany feared that _____ would want revenge and thus sought allies to help them if France took action.
3. Leaders of the Austro–Hungarian Empire feared nationalism in the Balkans because of national minorities seeking independence from the Empire. True or False?
4. **State** what Serbian nationalists wanted.
5. **Explain** why a potential war between Austria and Serbia was likely to involve other nations.

ANALYSE AND APPLY

6. **Describe SOURCE 2** and **explain** how this image conveys the idea that war is a glorious adventure.
7. Using **SOURCE 3**, **identify** the members of the two rival European alliances at the beginning of 1914.
8. **Examine SOURCES 4** and **5**.
   a. **Outline** why Britain was fearful of steps taken by Kaiser Wilhelm II to expand the German navy.
   b. **Explain** how this development led Britain into an alliance with France and then with Russia.
9. **Demonstrate** how **SOURCE 6** can assist in understanding why Austria–Hungary wanted a war with Serbia.
10. Referring to **SOURCES 6** and **7**, **describe** the steps by which a local conflict quickly became a wider war.

Answers and sample responses for this topic are available online.

LESSON 5.4 Where was World War I fought?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the places where Australians fought during World War I.

Tune in

The battlefronts of World War I were often harsh, unforgiving environments that were made worse by the activities of so many men, machines and animals.

1. **Study SOURCE 1. Discuss some of the difficulties soldiers would have faced in these kinds of conditions.**
2. **Do you think this is exaggerated or an accurate depiction? Explain your response.**

SOURCE 1 'Bringing up the ammunition, Flanders, Autumn 1917', by H. Septimus Power. This painting, which was completed in 1920, shows Australian soldiers with teams of horses struggling through mud as they pull carts loaded with machine-gun ammunition.

5.4.1 The main battlefronts

World War I was fought between two groups of countries — the **Allies** and the **Central Powers**.

- At first the Allies consisted of the British, French and Russian empires along with Serbia and Belgium.
- The Central Powers were Germany, the Austro–Hungarian Empire, Bulgaria and the Turkish Ottoman Empire.

Because Britain, France, Germany and Türkiye had territories outside Europe, the conflict that started in Europe escalated into a global war.

In exchange for territorial promises, Italy left the Triple Alliance and joined the Allies in May 1915. As the war continued, more countries aligned with the Allies. These included Greece, Portugal, Romania, Japan, China, Brazil and several Central American countries, many of which expressed support without participating in combat. The United States of America joined the Allies in 1917.

The Western Front

Germany's strategy was based on its having an enemy to the west (France) and a bigger enemy to the east (Russia), and that it would be impossible to defeat both at the same time. Count Alfred von Schlieffen developed Germany's basic plan in 1905. Under Schlieffen's Plan, during the six weeks the Germans believed Russia would need to mobilise its army, Germany would launch a quick attack to defeat France. The victorious German forces could then be moved by rail to the east to fight Russia.

The aim of the Schlieffen Plan was to avoid fighting a war on two fronts, something that the Germans were unable to do in both World Wars I and II.

SkillBuilder discussion

Using historical sources

1. Discuss how the Schlieffen Plan influenced Germany's military strategy at the outset of World War I.
2. What do you think were the long-term consequences of the failure of the Schlieffen Plan on the Western Front?

SOURCE 2 How the Schlieffen Plan was meant to work

Source: Map drawn by Spatial Vision.

Attacking France through neutral Belgium in August 1914 would avoid the much slower task of a direct invasion across the heavily fortified French–German border. The plan failed largely because of strong Belgian resistance, something Germany had not expected. Belgian resistance delayed Germany's advance and helped French and British forces to halt the Germans in northern France in September 1914. Both sides dug trenches to reduce their losses from enemy **artillery** and machine-gun fire. Over the next four years, millions of lives were lost in huge offensives aimed at breaking the **deadlock** that resulted from trench warfare.

Other locations of war and tension

In addition to the Western Front, World War I saw significant conflict and strategic maneuvers in various other regions that shaped the course of the war.

The war at sea

Germany's naval build-up prompted Britain to ally with France and Russia. Both nations believed navies could determine war outcomes. In 1914, the German fleet was trapped in ports, so the British navy focused on **blockades** that prevented Germany from importing war materials. Germany responded with **U-boats** to sink allied ships. In January 1917, U-boats began attacking neutral ships trading with the allies, leading the United States of America to join the allies in April 1917.

SOURCE 3 Major battlefields of World War I

Source: Map drawn by Spatial Vision.

Other European fronts

When Italy joined the allies, a new front was established along its mountainous border with Austria, where fighting persisted throughout the war. In 1916, Austrian and German forces advanced into Romania after it joined the allies. Following the capture of Armenia by Russian troops in 1915, Turkish forces relocated large numbers of Armenians from Turkish territory. This was known as the Armenian Genocide and the Armenians were essentially marched to death; however, this is disputed by the Turkish government to this day. In the same year, the Allies' attempt to invade Türkiye via the Gallipoli Peninsula was unsuccessful.

War in the colonies

With most of its navy bottled up in port, Germany was unable to defend its colonies. In 1914, South Africa took German south-west Africa, Australia took German New Guinea, and Japan seized Germany's Pacific islands colonies and territory in China. Türkiye's Middle Eastern colonies became a theatre of war from 1915, when Britain encouraged Arab leaders to revolt against the Turks with promises of independent kingdoms. These promises were later dishonoured. Germany, in turn, created colonial problems for Britain by shipping arms to Irish rebels, who staged an unsuccessful revolt against British rule in Ireland in 1916.

Why did Australians enlist?

When Britain declared war on Germany on 4 August 1914, Australia was part of the British Empire and therefore was also at war. Australia was the only combatant that did not impose conscription, so individual Australians still had the choice of whether they would fight. But enthusiastic volunteers from all over the country rushed to **enlist**.

SOURCE 4 Australian soldier Private A.J. McSparrow, in a letter dated 18 March 1915. Private McSparrow died of wounds in August 1916.

I have [enlisted] … and I don't regret it in the very least. I believe it is every young fellow's duty … besides every paper one lifts it has something to say about young fellows being so slow in coming forward … we are the sort of men who should go.

SkillBuilder discussion

Using historical sources

Read **SOURCE 4**. Discuss this man's motivations for joining the war effort.

Do you think Australians thought of themselves as Australians or British, or both?

SOURCE 5 The Australian Labor Party leader, Andrew Fisher, shortly before he was elected prime minister pledged support

Australians will stand beside our own to help and defend her to the last man and the last shilling.

SOURCE 6 Corporal R.E. Antill, in a letter to his parents dated 23 April 1915. Corporal Antill was killed in action in July 1917. ('4/-' means four shillings.)

… things were so [economically] bad in Melbourne … and they are a jolly site worse now … every day that passes 4/- goes down to me and this war is bound to last a good while yet … if I am killed you will get what is due to me just the same, as it goes to the next of kin.

5.4.2 Where did they fight?

Australia quickly recruited a volunteer army it called the Australian Imperial Force (AIF). By September 1914, 20 000 soldiers had been selected and organised into the 1st Infantry Division and a **Light Horse** (mounted) Brigade. By December they were training in Egypt. There the AIF was joined by 10 000 New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).

Australians took part in several theatres of the war on land, at sea and in the air. The most well known campaign was at Gallipoli in 1915, where the Anzacs attempted to capture the Dardanelles in an effort to open up a sea route to Russia. Although the campaign ultimately failed and resulted in heavy casualties, it became a defining moment in Australia's national identity.

Did you know?

More than 8000 Australian soldiers lost their lives during the Gallipoli campaign in 1915, a tragic chapter that helped shape Australia's national identity. The courage, endurance and mateship shown by the Anzacs are remembered every year on Anzac Day, not to glorify war, but to honour the sacrifices made in the hope of peace.

SOURCE 7 Where Australians fought in World War I

Where Australians fought in World War I

Gallipoli

In 1915 Australians played a major role in the Allies' failed attempt to invade Türkiye through an attack on the Gallipoli Peninsula (see lesson 4.6).

The Western Front

By September 1914 French and British forces had halted the German advance on the fields of northern France and Belgium. Between 1916 and 1918, all five Australian Divisions took part in the terrible fighting on the Western Front (see lesson 4.9).

War at sea

In Australia's first action in the war, the small Royal Australian Navy (RAN) sent its only battle cruiser *Australia* with the Australian Naval and Military Force to capture German New Guinea in September 1914. The RAN also escorted convoys of transport ships carrying troops to the war. It drove the Germans out of the Pacific. It also served in the Atlantic and Indian oceans, the Mediterranean and the North Sea.

The Middle East

The Australian Flying Corps, the Australia Light Horse and Australians in the Imperial Camel Corps played a big role in battles against Turkish forces in Egypt and Palestine between 1916 and 1918.

Did you know?

In the days after the Gallipoli landing, Private John Simpson (Kirkpatrick), stretcher-bearer of the 3rd Australian Field Ambulance, who is referenced in our sources, calmly led his donkey up and down the gully from the front line to the beach, evacuating many wounded men, until he was killed on 19 May. Simpson was born in England but enlisted in Perth after working in many different places around Australia. Statues of Simpson and his donkey are located near the Australian War Memorial in Canberra and many other war memorials around Australia.

SOURCE 8 Simpson (in the white shirt fourth from the left) at Blackboy Hill training camp in Perth with members of 3rd Field Ambulance, 1914

Source: Australian War Memorial P04962.001.

5.4 SkillBuilder activity COMMUNICATING

On 9 November 1914, the light cruiser HMAS *Sydney* (I) sank the German raider SMS *Emden* near the Cocos-Keeling group of islands in the Indian Ocean, about 2000 km north-west of Exmouth, Western Australia. This was considered a great feat because the *Emden* had already sunk 25 Allied steamers and two warships and raided Allied bases in the Pacific.

Working in small groups, use the website of the Australian War Memorial or the Royal Australian Navy to **research** more about the incident shown in **SOURCE 9**.

Use this information to **create** a newspaper headline and the kind of news article that might have told of the incident in 1914.

SOURCE 9 *Emden Beached and done for, 9 November 1914*, painted by Arthur Burgess in 1920

5.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6	3, 4, 10	7, 8, 9

REMEMBER AND UNDERSTAND

1. At the beginning of the war, **define** who were the Allies and who were the Central Powers.
2. What was the effect of Britain's naval blockade on Germany's ability to import war materials and to defend its colonies?
   - A. Germany could not defend its overseas colonies from being annexed by other countries.
   - B. Germany was not concerned as they could fight on land.
   - C. Germany could not import war materials.
   - D. It had no effect on Germany whatsoever.
3. The Allies were joined by other countries as World War I progressed. True or False?
4. **Describe** how the Allies arranged for Italy to change sides.

ANALYSE AND APPLY

5. **Explain** why Germany was able to achieve victories on the Eastern Front.
6. Decide on three developments that could be regarded as turning points in the war during 1914 and 1915.
7. Australians had fought for the British Empire in previous conflicts; **explain** why their involvement in World War I was of much greater historical significance.
8. **Analyse** the beliefs and values that contributed to enlistment.

EVALUATE AND COMMUNICATE

9. Based on the locations of the main battlefronts (Western Front, Eastern Front, Gallipoli, Middle East), how effectively did Australian forces contribute to the overall goals of the Allies?
10. Using historical evidence, **explain** why some Australians felt motivated to enlist and **describe** where they served during the war. How did these factors influence Australia's national memory of the conflict?

Answers and sample responses for this topic are available online.

LESSON 5.5 What happened at Gallipoli and why was it significant?

LEARNING INTENTION

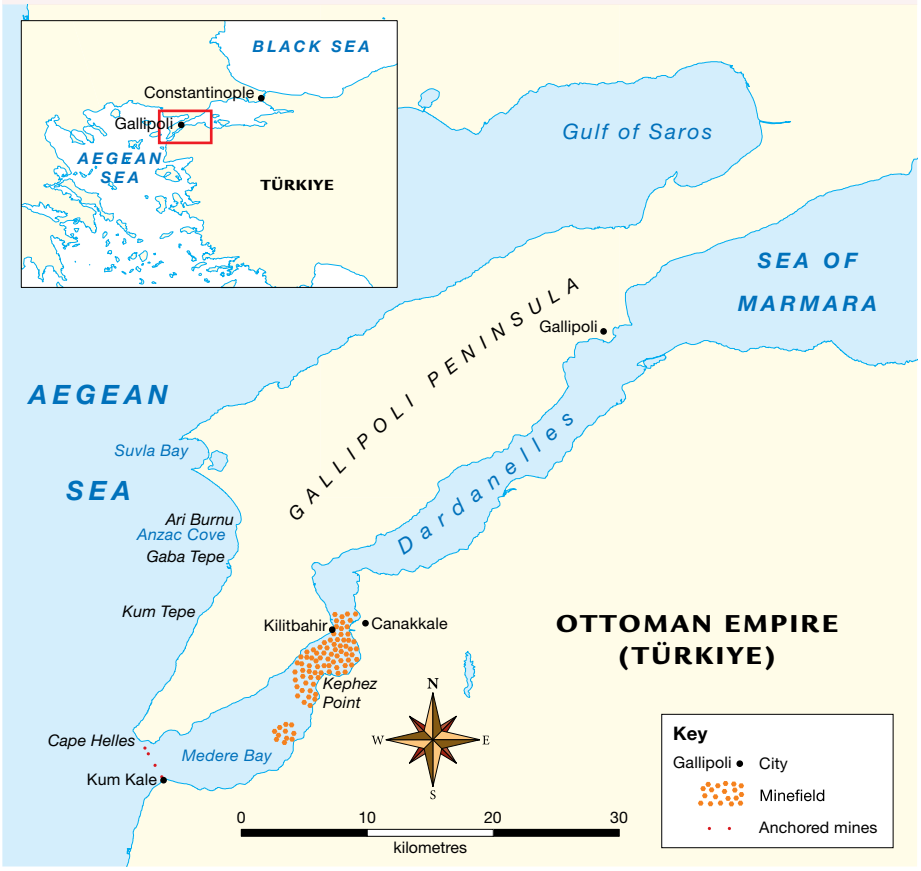
By the end of this lesson you should be able to:

- **explain** why the Gallipoli campaign was fought
- **explain** why Gallipoli was a significant World War I battle.

Tune in

Every year on 25 April, Australians commemorate Anzac Day. It marks the day in 1915 when Australian troops landed under fire on Türkiye's Gallipoli Peninsula.

SOURCE 1 The Gallipoli Peninsula



Source: Map drawn by Spatial Vision.

1. **Why is the Gallipoli landing regarded as so significant?**
2. **Why do you think we commemorate Australian sacrifices in wars on that day rather than a different day in World War I or, for example, a significant day in World War II?**

5.5.1 What was the battle of Gallipoli?

The Battle of Gallipoli, which took place from 25 April 1915 to 9 January 1916, was an important event during World War I. This battle happened on the Gallipoli Peninsula in Turkey. The Allies, which included

Britain and France, wanted to open a sea route to Russia and capture the Ottoman Empire's capital, Constantinople (now Istanbul).

Australia, being part of the British Empire, joined the fight. Australian and New Zealand soldiers, known together as ANZAC (Australian and New Zealand Army Corps), played a key role in this battle. They fought alongside British, French and other Allied troops. The Anzacs were trained in Egypt to form a crucial part of a campaign against Germany's ally, Türkiye.

The strategy for an Allied attack on Gallipoli was based on the idea of Winston Churchill, who, as First Lord of the Admiralty, controlled Britain's Royal Navy. Churchill thought that an attack on Türkiye would shorten the war because:

- Türkiye could be defeated and Austria–Hungary would be threatened
- Greece, Bulgaria and Romania would be persuaded to join the Allies
- supplies could be shipped through the Dardanelles (a narrow strait between the Aegean Sea and the Black Sea) to Russian troops, who were fighting Germany on the Eastern Front.

The first aim was to capture the Dardanelles (see **SOURCE 1**), opening the heavily fortified strait to Allied shipping. A landing of British, French, Anzac and other British Empire troops was planned after a failed naval attack. The Allied forces were to land on the Gallipoli Peninsula.

5.5.2 Why was Gallipoli significant?

The landing at Gallipoli on 25 April 1915 marked a pivotal and tragic event in World War I history. It was significant for creating a unique identity for the Anzac soldiers.

- The first landing of soldiers on the beaches of Gallipoli took place on the morning of 25 April 1915.
- British and French troops landed around Cape Helles.
- Australians and New Zealanders landed before dawn north of Gaba Tepe.
- The Anzacs had to reach the shore in landing craft and climb steep cliffs under Turkish fire.
- Throughout the first day, there was confusion and ferocious fighting, much of it hand-to-hand.
- Both sides suffered heavy losses, but the Anzac lines held.
- Strategically, the landing failed as the Turks still held the high positions.
- For the Anzacs, it was a triumph of courage over inexperience, but they paid a high price. At least 2300 Anzacs died that day.

SkillBuilder discussion

Historical questions

Study **SOURCES 2** and **3**. Create three questions that you have about war and Gallipoli.

SOURCE 2 *Anzac, the Landing 1915*, by George Lambert. Completed between 1920 and 1922, the painting shows men of the 3rd Brigade struggling under fire up the slopes of Ari Burnu shortly after 4.30 am on 25 April 1915.

Source: Australian War Memorial ART02873.

SOURCE 3 From the diary of Sergeant W.E. Turnley, who took part in the initial landing at Anzac Cove (named so after the landing of the ANZAC troops)

There are a couple of lights flashing about — they must have seen us … Crack! Swish! Ping! At last … the suspense is over! … some get ashore safely, some are hit slightly, others are drowned in only a couple of feet of water because in the excitement nobody notices their plight. [One] fellow remains in the boat after all the others have disembarked … he … looks at us dazedly, leaning forward on his rifle … the soldier falls forward into the bottom of the boat, dead.

5.5.3 The long and tragic months on Gallipoli

The Gallipoli campaign was not to be the quick, glorious victory Australians had expected. It was a long, agonising ordeal in which the death toll mounted on both sides. During the first week, the fighting hardly stopped. By early May, most Anzac officers and about half the men in each battalion had been killed or wounded.

TABLE 1 Some of the major events in the battle at Gallipoli

Event	Description
Turkish counterattack	On the night of 18–19 May, 42 000 Turks launched a massive counterattack to drive the Anzacs into the sea. The Turks suffered 10 000 casualties, with a truce arranged around midday so both sides could bury the dead.
Lone Pine	In August, Australian troops aimed to divert Turkish forces. The Lone Pine diversion resulted in savage battles with over 2300 Australian casualties and approximately 6000 Turkish losses. New Zealand troops also suffered heavy casualties in their efforts to clear the foothills and capture Chunuk Bair.
The Nek	On 7 August, Australian Light Horse troops made bayonet charges up a narrow strip of open ground, despite a failed plan to capture the ridges. Naval bombardment stopped too soon, allowing the Turks to return to their positions. Nearly all the charging Light Horsemen were cut down by machine-gun fire.

Life on Gallipoli

These were weeks of loss of life, terror and extraordinary courage. With the Turks occupying much of the high ground above them, none of the Anzacs were ever free from danger. Yet they were forced to adapt to life on Gallipoli with the following measures:

- Soldiers made grenades from jam tins filled with explosives, nails, stones and shrapnel.
- Some men learned to catch Turkish grenades and throw them back before they detonated.
- Mass bayonet charges were frequent but were doomed because, once in open ground, the men were cut down by machine-gun fire.
- Soldiers used tactic of mining under enemy trenches and blowing them up from below.

SOURCE 4 A British soldier looking at a dead comrade, in a gully on the Gallipoli Front. Possibly near Gully Ravine, 29 June 1915.

The heat of summer and the many rotting corpses in **no man's land** brought such incessant swarms of flies that soldiers wrote of their mouths filling with flies when they tried to eat a biscuit with jam. With the flies came diseases such as typhoid and dysentery.

5.5.4 Withdrawal from Gallipoli

After seven months, the British command finally accepted that victory would not be possible.

- This gave some the impression throughout the world that the Allies were inept.
- Winston Churchill, the primary advocate of the Gallipoli campaign, resigned from his government position and subsequently assumed command of an infantry battalion in France.

Ironically, the best-managed part of the entire campaign proved to be the withdrawal of all Allied soldiers during December. The soldiers and war materials were evacuated secretly at night. Throughout the operation every effort was made to convince the Turks that nothing out of the ordinary was going on. Cricket matches were played on the beach, and empty crates were brought ashore each day. When the Turks charged down from the hills on 20 December they found that the enemy had vanished.

SOURCE 5 During the evacuation, the Allied troops needed to make the Turks think they were still in their trenches. One trick was to rig rifles to fire automatically. Once enough water had dripped from the top tin into the bottom tin, its weight pulled the trigger. These were often called 'drip rifles'. This photo of a drip rifle was taken by Australian war correspondent and historian C.E.W. Bean on 17 December 1915.

Source: Australian War Memorial G01291.

Did you know?

When they abandoned Gallipoli, the Anzacs left behind 7591 Australian and 2431 New Zealand dead. Many thousands of other British Empire soldiers and French and Turkish troops also died during the campaign.

5.5 SkillBuilder activity QUESTIONING AND RESEARCHING

Visit the Australian War Memorial website and find at least three more photographs of events of the Gallipoli campaign. Use them to create a photo show or presentation on Gallipoli. **Explain** why you chose each photograph and what each tells us about soldiers' experiences.

1. In pairs or small groups, **evaluate** the significance of the Gallipoli campaign for Australia. In your evaluation, consider:
   a. how important it was to people living at the time
   b. how many people were affected directly and indirectly
   c. whose lives were changed and how they were changed
   d. how long-lasting the consequences were
   e. the legacy of Gallipoli
   f. why Gallipoli was considered a triumph as well as a tragedy.

5.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 7, 10	8, 9

REMEMBER AND UNDERSTAND

1. **Identify** the strategic advantages that Winston Churchill thought would be gained by capturing the Dardanelles.
   - A. Supplies could be shipped through the Dardanelles from the Eastern Front to help the Allies on the Western Front.
   - B. Supplies could be shipped through the Dardanelles to the Eastern Front to help the Russians against Germany.
   - C. Türkiye could be persuaded to join the Allies.
   - D. The defeat of Türkiye would weaken Austria–Hungary.
   - E. Greece, Bulgaria and Romania would be persuaded to join the Allies.
2. The day after the landing it was clear that the Anzacs had the strategic advantage. True or False?
3. At least _____ Anzacs died on the _____ day. By the _____ of May _____ Anzac officers and about _____ men in each battalion had _____. On the night of 18–19 May _____ Turkish forces counterattacked; in courageous but suicidal charges the Turks lost _____ men.
4. **Outline** some of the hardships faced by the Anzacs during the Gallipoli campaign and **describe** ways in which they adapted and coped.
5. **Describe** the aims and consequences of the attacks at Lone Pine and the Nek.

ANALYSE AND APPLY

6. **Analyse SOURCE 1**.
   - a. **Explain** why it was never likely that Allied ships would get past the Turkish minefields.
   - b. **Explain** why it might have been assumed that Allied troops would have more success than ships in trying to get through the Dardanelles.
7. **Describe** the main features that the artist wants us to notice in **SOURCE 2**.
8. **Investigate SOURCE 5** and **identify** reasons why it would have been very difficult for these men to attack the Turkish trenches at Lone Pine without suffering high casualties.
9. **Reflect on SOURCE 5**. Describe how this device worked and how it contributed to the successful withdrawal from Gallipoli.

EVALUATE AND COMMUNICATE

10. To what extent was the Gallipoli campaign a military failure, and how has its legacy influenced national identity in Australia and New Zealand?

Answers and sample responses for this topic are available online.

LESSON 5.6 Why have aspects of the Gallipoli campaign been contested?

LEARNING INTENTION

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

- **explain** how and why some aspects of the Gallipoli campaign have been the subject of historical debate
- **describe** the similarities and differences in historians' views of the Anzac legend over time.

Tune in

SOURCE 1, painted by war artist Frank Crozier in 1919, shows the terrain at Ari Burnu, where the Anzacs landed and established their hold on a small piece of the Gallipoli Peninsula.

Some Australians have objected to the idea that aspects of the **Anzac legend** could be contested.

1. **Why would someone want to avoid discussion of contested issues in history?**
2. **Should anything be regarded as uncontestable?**
3. **How can discussing different perspectives on events like Gallipoli help us better understand both the past and the present?**

SOURCE 1 *The Beach at Anzac*, by Frank Crozier

Source: Australian War Memorial ART02161.

5.6.1 What is a historical debate?

One of the most important concepts in history is **contestability**. It means that interpretations of the past are open to debate. Sometimes this is because of a lack of evidence or the discovery of new evidence. It can also be because historians bring different interpretations of primary sources and perspectives to an investigation. Very often one interpretation of an event comes to be popularly accepted as the truth, and is thought to be the only possible interpretation. But then it is challenged and a new debate begins.

5.6.2 Contestability — the Anzac landing

For much of the twentieth century, most Australians believed that the terrible losses Australian troops suffered during the landing at Gallipoli and, to an extent, the failure of the entire Gallipoli campaign, resulted from the troops being landed at Ari Burnu, north of their intended landing place below Gaba Tepe.

Charles Bean, Australia's official war historian during World War I, stated that the Anzacs were put ashore at the wrong place. He wrote, 'The carefully laid plans had been torn to shreds by the current that had carried the tows [landing craft] too far northward …' Other historians and most people in general accepted this view, believing that the soldiers failed to gain the territory needed for the campaign's success at least partly because of the landing error.

Challenging the accepted interpretation

More recently, several historians have challenged that view. This is common in historical work, partly because historians writing soon after events do not always have all the evidence they need. For example, Bean could not have used the military intelligence that went into planning the Gallipoli campaign because it was kept secret for 50 years.

How to understand the historical debate

To understand this debate or any historical debate, we need to recognise how a new interpretation can challenge an earlier argument. To do this we:

- identify the main argument of the earlier interpretation
- identify the main argument of the later interpretation and how it differs from the earlier interpretation
- analyse the detailed evidence used to support the argument of the later interpretation.

SOURCE 2 From Denis Winter, 'The Anzac landing: the great gamble?' in *Journal of the Australian War Memorial*, April 1984, pp. 15, 18

The problem to be resolved is whether the landing at Anzac was a simple piece of bad luck or whether it was part of Birdwood's plan … An unsuspected sea current provides the strongest point in favour of failure being due to factors beyond human control … But the case against the current is a strong one. Earlier work around the peninsula with submarines meant that the navy was well aware of swift currents around the landing point … the possibility of an unsuspected or unmeasurable current may be discounted …

Colonel W. R. McNicol … gave an address … on the anniversary of the landing, saying that the position attacked was identical with orders …

Source: Australian War Memorial 02161.

SOURCE 3 From Chris Roberts, 'The Landing at Anzac: a reassessment', in *Journal of the Australian War Memorial*, April 1993, pp. 27–29

Birdwood's aim of taking the Turkish defenders by surprise was achieved. A landing north of Gaba Tepe had not been expected and the small garrison defending Anzac Cove put up a brief resistance before fleeing inland … By about 5.00 a.m. the high ground overlooking Anzac Cove had been captured …

Therefore, there is little ground for claiming, as Bean concludes, that the misplaced landing was a major reason for the failure of the ANZAC assault to achieve its intended objective.

Indeed, there is strong evidence that the error was fortunate. Birdwood himself believed so. The strongest Turkish defences were at Gaba Tepe and these covered the original landing beach and its seaward approaches … Birdwood and others believed that heavy casualties would have been experienced had the landing gone as planned.

SkillBuilder discussion

Communicating

In small groups, read **SOURCES 2** and **3** and discuss why there will probably be ongoing historical debate on the issue of the Anzac landing at Gallipoli on 25 April 1915.

5.6 SkillBuilder activity COMMUNICATING

Historians examining the importance of Anzac to Australia came up with the phrase, the 'Anzac legend'. This refers to the representation of Australians in war, that they have shown an endurance, courage and mateship. Of course, true experience is not always the same as this image.

Perhaps the best reflection of the meaning of Anzac is to be found in Charles Bean's *Anzac to Amiens*. In describing the evacuation of the Anzac Cove area, Bean wrote:

'By dawn on December 20th Anzac had faded into a dim blue line lost amid other hills on the horizon as the ships took their human freight to Imbros, Lemnos and Egypt. But Anzac stood, and still stands, for reckless valour in a good cause, for enterprise, resourcefulness, fidelity, comradeship, and endurance that will never own defeat.'

1. Using Charles Bean's quote from *Anzac to Amiens*, **investigate** what is meant by the Anzac legend.
2. **Analyse** how the Anzac legend has been shaped by both historical events and national identity.
3. **Explain** how the Anzac legend reflects the values of endurance, courage and mateship.

5.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 9	3, 5, 6, 7	8, 10

REMEMBER AND UNDERSTAND

1. Use the words provided to complete the following paragraph about historical debate to practise using historical terminology.

only possible	discovery	perspectives	contestability	new
challenged	interpretations	the truth	debate	lack

One of the most important concepts in history is _____. It means that _____ of the past are open to debate. Sometimes this is because of a _____ of evidence or the _____ of _____ evidence. It can also be because historians bring different _____ to an investigation. Very often one interpretation of an event comes to be popularly accepted as _____, and is thought to be the _____ interpretation. But then it is _____ and a new _____ begins.

2. What, according to Bean's long-accepted interpretation of the Gallipoli landing, was the consequence of landing 'too far northward'?
   - A. The Anzacs won the Gallipoli campaign.
   - B. The British won the Gallipoli campaign.
   - C. The Gallipoli campaign failed because the Anzacs could not gain the territory needed to win.
   - D. The Gallipoli campaign failed because they gained more territory than they had planned for.
3. According to Bean, the Anzacs landed in the wrong place in Gallipoli because of strong currents. True or false?
4. **Identify** where, according to Charles Bean, the Anzacs were meant to have landed.
5. **Outline** the steps in understanding a historical debate.

ANALYSE AND APPLY

6. **Examine SOURCE 1** and state what you think are the advantages and disadvantages for the Anzacs of landing at Ari Burnu instead of at Gaba Tepe.
7. In **SOURCE 2**, Denis Winter argues that Bean's interpretation is wrong because the Anzacs were landed where they were intended to be landed, at Ari Burnu. **Explain** what evidence Winter gives to support his interpretation.

8. Read **SOURCE 3**. **Identify** Roberts' main argument and the evidence used to support his interpretation.
9. **State** the significant differences between the interpretations of Winter and Roberts.
10. **Construct** a paragraph explaining your interpretation of the Gallipoli landing, based on the evidence presented in the sources in this lesson.

Answers and sample responses for this topic are available online.

LESSON 5.7 What was the nature of warfare?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the features of trench warfare and the conditions experienced in the trenches of the Western Front.

Tune in

Trench warfare was commonplace in World War I.

Can you imagine what trench warfare must have been like? Millions of men fought in all kinds of weather in trenches on the Western Front during most of World War I.

1. **Have you seen any movies depicting conditions of trench warfare? If so, what impression did those movies give of what it was like?**
2. **Why do you think trench warfare was the main kind of warfare in World War I but not in earlier and later wars?**

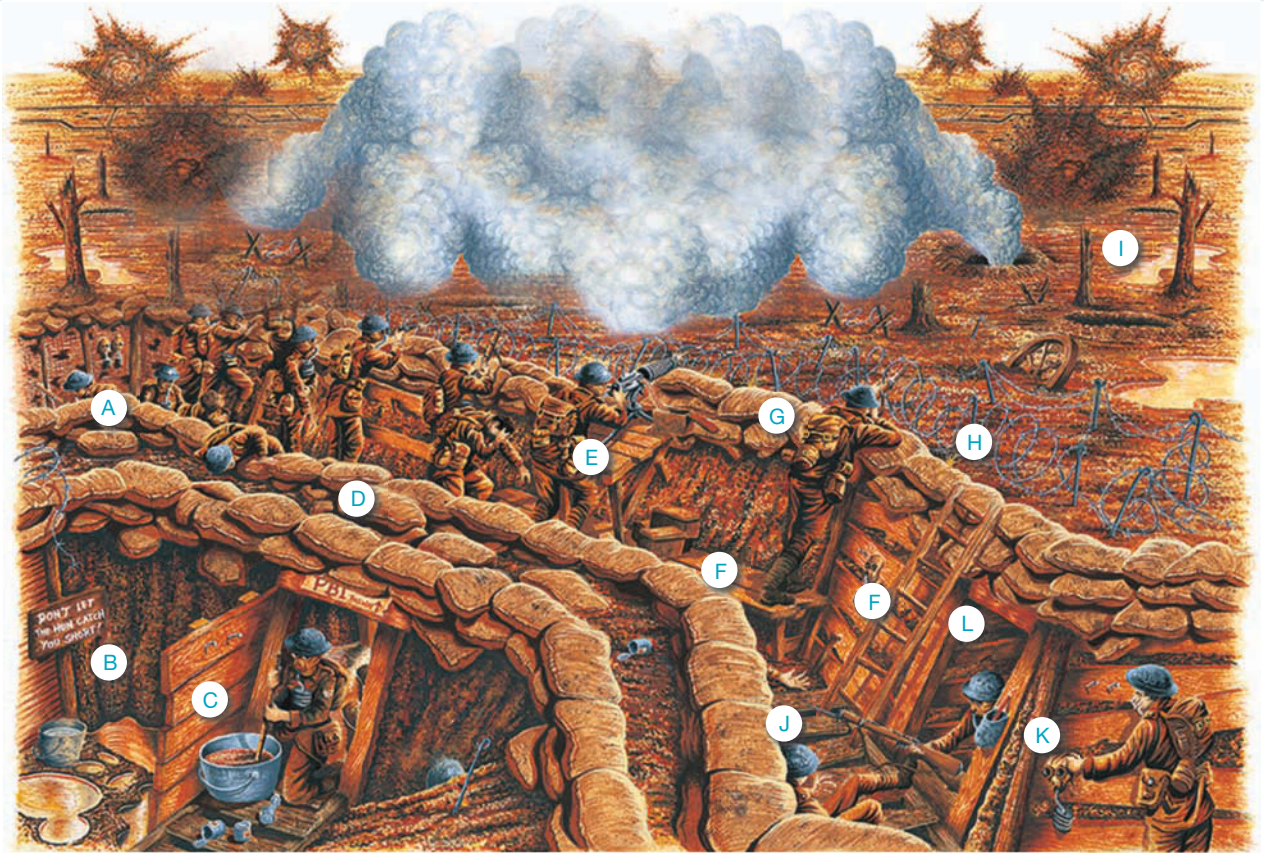
SOURCE 1 A battlefield trench in World War I containing injured British soldiers

5.7.1 The trenches of the Western Front

The main fighting of World War I took place in and around the trenches of the Western Front. By 1915 these stretched over 500 km, from the Belgian coast through to the Swiss Alps, and were home to millions of troops. Trench warfare produced no winners; rather, it was a defensive tactic that led to continual **stalemate**. Over four years, the armies of both sides lived and died in them. When the fighting was at its heaviest, tens of thousands of men could be killed or wounded in a single day. On 1 July 1916, the British forces suffered 57 470 casualties, including 19 240 fatalities. They gained just 7.7 square km of territory.

Most battlefield trenches contained many defensive structures. The most commonly used arrangement was the three-line trench system. This allowed front-line trenches for firing at the enemy, support trenches where troops could be rested, and reserve trenches to hold reinforcements and supplies. Communication trenches linked all three trench lines, allowing for easier movement of troops and information. Some German trenches extended up to 10 m underground.

SOURCE 2 Modern artist's interpretation of a trench system



A Trenches were generally designed in a zigzag pattern; this helped to protect the trench against enemy attack. Each bend could be defended separately if necessary and explosions could be contained.

B Trench toilets were called latrines. They were usually pits 1.5 m deep, dug at the end of a short gangway. Each company had two sanitary personnel whose job it was to keep the latrines in good condition. Officers gave out sanitary duty as a punishment for breaking army regulations.

C The British army employed 300 000 field workers to cook and supply the food for the troops. However, in many instances there was not enough food for the workers to cook. Rations were regularly cut and of a poor standard. The bulk of the diet in the trenches was bully beef (canned corned beef), bread and biscuits.

D Sandbags filled with earth were used to shore up the edges of the trenches; they also helped to absorb bullets and shell fragments. The men packing and then stacking the filled bags worked in pairs and were expected to move 60 bags an hour.

E Machine guns were one of the most deadly weapons. They were able to fire 400–500 bullets every minute.

F Fire steps and scaling ladders were needed to enable the troops to go 'over the top' of the trenches. Going 'over the top' refers to the orders given to troops to leave the trenches and head out into no man's land in an attempt to attack the enemy trenches.

G Each soldier was issued with a kit containing 30 kg of equipment. This included a rifle, two grenades, 220 rounds of ammunition, a steel helmet, wire cutters, field dressing, entrenching tool (a spade), a heavy coat, two sandbags, rolled ground sheet, water bottle, haversack, mess tin, towel, shaving kit, extra socks and preserved food rations. The weight made it very difficult to move quickly, and many men chose to share gear to minimise their load.

H Barbed wire was used extensively throughout the trench system. While it helped to protect the trenches, it made it very difficult to attack the opposing trench. In the dark of night, soldiers were sent out to cut sections of wire to make it easier for the attacking soldiers in morning raids. Minor cuts and grazes caused by the barbed wire often became infected in the unsanitary conditions of the trenches.

I No man's land was the space between the two opposing trenches; it was protected by rows of barbed wire. It could be anywhere from 50 m to 1 km wide.

J Duckboards were wooden planks placed across the bottom of trenches and other areas of muddy ground. They enabled soldiers to stand out of the mud. The trench system was constantly waterlogged, particularly during the winter months. Duckboards protected the men from contracting the dreaded **trench foot** and from sinking deep into the mud.

K The use of mustard gas and other chemical weapons meant that all soldiers needed to have gas masks near at hand. Until all troops could be issued with masks, many soldiers used urine-soaked material to help keep out the deadly gas. Mustard gas was almost odourless and took 12 hours to take effect. It was so powerful that small amounts, added to high-explosive shells, were effective. Once in the soil, mustard gas remained active for several weeks.

L Long, cold, wet winters and hot, dry summers would have made life in the trenches horrendous. Snow, rain and freezing temperatures drastically slowed combat during the winter months. Lack of fresh water, scorching sun with limited coverage, and the stench of dead bodies and rubbish would have made the hotter months unbearable.

5.7 SkillBuilder activity QUESTIONING AND RESEARCHING

The Australian War Memorial (AWM) has a huge collection of photographs of actual scenes of trench warfare during World War I.

1. Use the AWM website to locate some of these photographs and use them to corroborate the details of **SOURCE 2**.
2. Find photographs that show at least three of the following:
   - **a.** trenches filled with mud from heavy rain
   - **b.** trenches in freezing winter conditions
   - **c.** trench warfare landscapes that have been bombarded by artillery
   - **d.** shell craters
   - **e.** dugouts
   - **f.** the effects of gas attacks
   - **g.** the effects of trench foot.
3. Annotate your three photos **accounting for** what they show. Or write a report on what each of your selected three photographs shows and present your report to the class accompanied by the images.

5.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 7, 8	6, 9, 10

REMEMBER AND UNDERSTAND

1. No _____ land was the space between the two opposing _____; it was protected by rows of _____ wire. It could be anywhere from _____ metres to 1 km wide.
2. The British Army employed 300 000 field workers to cook and supply food for the troops during World War I. This meant that the soldiers were well fed and well nourished on a varied diet. True or False?
3. **Explain** why many soldiers chose to share their gear with a fellow soldier.
   - **A.** Because their officers ordered them to do so.
   - **B.** Because they were being generous.
   - **C.** Because their kit was too heavy.
4. **Describe** the features of the three-line trench system and the purpose of each element.
5. Using **SOURCE 2** as your evidence, **explain** if you think trench warfare saved more lives than would have been lost in open warfare.

ANALYSE AND APPLY

6. **Evaluate** the effectiveness of duckboards in trench warfare.
7. Imagine you are a soldier who has been blinded in the trenches. **Describe** what you might experience. Think about your senses, particularly what you might hear, feel and smell.
8. **Explain** the features of trench systems that made attacks on them so difficult for the attacking forces.
9. Referring to **SOURCES 1** and **2**, **explain** how the hazards of trench warfare went beyond the physical impact.
10. **Determine** how, until they were given gas masks, soldiers tried to protect themselves from mustard gas.

Answers and sample responses for this topic are available online.

LESSON 5.8 How did the war impact the Australian home front?

LEARNING INTENTION

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

- **explain** why and how attitudes to the war changed over time in Australia
- **analyse** the different perspectives.

Tune in

In any crisis, people are more likely to be united and willing to make sacrifices if they can believe that everyone is sharing equally in the hardships.

This political cartoon includes the text 'To the memory of the brave lads who fell at Gallipoli, 1915'.

1. **Study SOURCE 1. What message is the illustrator trying to communicate about the cost of war?**
2. **Who do you think the people in the image are?**
3. **Why do you think opposition to the war grew significantly by 1916?**

SOURCE 1 'The Greater Patriot', by Claude Marquet, in *The Worker*, 1916

5.8.1 The war divides Australia

During the first years of fighting, most Australians believed that the war was justified and was worth the sacrifice that was being made. Australians proudly hailed the achievements of the Anzacs as proof of their country's standing among nations. However, as the conflict dragged on, and demanded ever greater sacrifices, Australian society became increasingly divided.

Growing government controls

The Australian government gained new powers to manage Australia's war effort. The war was expensive, in both money and lives, and from 1915 a federal income tax and other taxes were introduced to help pay the interest on growing war debts. The government also took away many democratic rights. Many of the 33 000 people of German descent in Australia were interned in prison camps. If they had become Australian citizens, they could remain free; however, they were often bullied and humiliated.

The War Precautions Act of 1915 and other Acts of Parliament allowed the government to restrict freedom of speech, freedom of association and freedom of the press. It became a crime to say anything that might discourage people from enlisting or to show disloyalty to the British Empire.

According to the government, **censorship** was needed to keep morale high and to withhold information from the enemy. However, it was also used to silence people who criticised the war. Tom Barker was sentenced to 12 months in prison for publishing a cartoon that the government considered might discourage enlistment. Barker was the editor of *Direct Action*, the newspaper of a revolutionary group called the Industrial Workers of the World (IWW). The IWW argued that the war was wrong because the workers only real enemies were the wealthy capitalists who profited from the conflict.

Growing opposition

Most Australians believed wartime propaganda that portrayed German soldiers as monsters who raped nuns, murdered civilians and impaled babies on bayonets. Through newspapers and public meetings, people were continually told that the war was a simple struggle between good and evil, between British civilisation and German barbarism.

At first, opponents of the war were a tiny minority. **Pacifists** opposed it, as did some Irish Australians who resented British rule in Ireland. Some socialists saw it as a clash between capitalist empires for the right to exploit the workers of the world. Gradually, opposition to the war became more widespread. Increased inequality played a part. People's wages did not increase even though the price of goods and services went up by almost 50 per cent.

Did you know?

While many suffered, owners of wool mills and suppliers of war materials made huge profits — a practice known as war profiteering. This growing inequality sparked serious strikes in 1916 and a major general strike in 1917 involving waterside workers, seamen, transport workers and miners.

Patriotic rallies and funds

Many people, possibly a majority, continued to support the war. At patriotic gatherings such as Empire Day, Allies Day and Anzac Day rallies, speakers encouraged Australians to stay loyal to Britain, to hate Germany and to make still greater sacrifices. Governments, churches and citizens organised and supported patriotic funds to help the war effort. They included the National Belgian Relief Fund, the Travelling Kitchen Fund and the Blind Heroes Fund. Local 'win-the-war' leagues donated food and labour to help soldiers' families.

The children's war effort

Schools and community organisations involved children in patriotic activities including raising money and making clothes and equipment for war victims and troops. In particular, schools were used to inspire patriotism in children. At the age of 12, schoolboys became junior cadets. Girls made clothes for the troops and war victims. Children grew vegetables for soldiers' families, read stories of heroes of the British and Australian forces, and recited loyalty pledges. School rolls of honour listed the names of former pupils and teachers who had gone to the war. Children were taught that all Allied countries were good while the Central Powers were evil.

SOURCE 2 Students at Woy Woy Public School during a patriotic pageant in 1916 gather around a roll of honour erected by residents of the district.

5.8.2 Recruiting campaigns

In 1914 there were many more volunteers than the army could accommodate. But as the casualty lists grew, fewer men volunteered than were needed. As Britain requested ever more Australian troops, recruiting campaigns were used to encourage or shame men into enlisting. In some of these campaigns, people marched long distances, calling on others to join them and to enlist. By mid 1916, the campaigns were failing to attract the numbers the government wanted. In 1918, recruiting officers even visited schools in order to urge children to encourage their family members to enlist.

SOURCE 3 Tunnelling Company marching through Perth, June 1916. Many miners from Kalgoorlie goldfields became part of companies tasked with digging tunnels on the Western Front.

The racial barrier to recruiting

When World War I broke out, Aboriginal and Torres Strait Islander Peoples were an oppressed minority whose numbers over the previous century had been reduced by possibly 75 per cent through massacres, disease and dispossession. They had no reason to feel any loyalty to Australia or to the British Empire. The Australian government required recruits for the AIF to be 'substantially of European origin or descent'. Despite this, many Aboriginal and Torres Strait Islander Peoples enlisted. Recent estimates put the total at over 1000 but the actual figure may have been higher. One reason they might have enlisted was that Aboriginal and Torres Strait Islander recruits were generally treated in the same way as other soldiers, receiving the same pay and conditions. For most, this would have been the first time in their lives that they had experienced such equality.

SOURCE 4 From 'Instructions for the Guidance of Enlisting Officers at Approved Military Recruiting Depots', Brisbane, April 1916

Aboriginals, **half-castes**, or men with Asiatic blood are not to be enlisted. This applies to all coloured men.

SkillBuilder discussion

Analysing a source

1. How do the enlistment instructions in **SOURCES 4** and **5** reflect the racial attitudes and policies in Australia during World War I?
2. What differences can you identify between the language and policies in the two sources?
3. How might these enlistment policies have affected the experiences and identities of Aboriginal and mixed-race soldiers who did serve in the Australian military?

SOURCE 5 From 'Instructions to Enlisting and Recruiting Officers', December 1916

Half-castes may be enlisted when, in the opinion of the District Commandant, they are suitable … As a guide in this matter it is to be borne in mind that these men will be required to live with white men and share their accommodation, and their selection is to be judged from this standpoint …

SOURCE 6 *God bless dear Daddy* (1918). Australian artist, Norman Lindsay, produced this poster for the Australian government in 1918.

Source: Australian War Memorial ART00040.

5.8.3 Women's contribution to the war effort

Some 3000 Australian women travelled overseas with the Australian Army Nursing Service. They served in all theatres of the war and on transport and hospital ships. These nurses worked under extreme conditions tending the wounded after battles. Several nurses were wounded and 13 were killed. However, the Australian government refused to allow women to serve in any direct roles in the armed forces. As the men went off to war, many women entered the paid workforce. Thousands more helped with recruiting campaigns, fundraising and charity work.

A few women were able to replace enlisted men in fields such as banking, bookkeeping and typing. For many women, this was not enough. Recognising that the government and military were hostile to the idea of women taking on 'men's roles', women applied for clerical and cooking jobs in the military. They were not accepted, which greatly disappointed many who were aware of how different the situation was in Britain. There, women were employed as munitions workers, drivers, and in factories and on farms. Some British women actually gained military roles as drivers and radio operators when the Women's Army Auxiliary Corps was founded in Britain in 1917.

Voluntary work

Thousands of women helped troops by providing extra clothing, tobacco, medicines and other comforts the army failed to provide. They also made clothes for Allied refugees. Many other women cared for returning soldiers through the Red Cross, including in the Australian Red Cross Voluntary Aid Detachment (see **SOURCE 7**). They met returning hospital ships and provided kitchens and rest homes. The Red Cross raised 12 million pounds during the war to pay for this work.

SOURCE 7 Four members of the Australian Red Cross packing comforts to be sent to servicemen overseas

Women for and against the war

Some of the war's fiercest supporters were women. They helped in recruiting campaigns, issuing posters and pamphlets and speaking at rallies. Some women shamed men into enlisting by handing out white feathers — a symbol of cowardice — to those who had not volunteered. The Australian Women's National League campaigned for conscription. Women were also among the war's strongest critics. Vida Goldstein was among those who formed peace organisations and campaigned against conscription.

The greatest contribution of women would hardly ever be mentioned in the historical record. It was the lifelong care thousands gave to their fathers, husbands, sons and brothers who returned with terrible physical, emotional and mental wounds from the horrors of war.

SOURCE 8 The arrival of the first Australian wounded from Gallipoli at the Third London General Hospital, by George Coates, 1915

5.8 SkillBuilder activity QUESTIONING AND RESEARCHING

1. Conduct online research to locate a World War I propaganda poster portraying German soldiers as monsters.
   a. **Describe** the poster.
   b. **Analyse** the poster to **explain** how it achieves that effect.
   c. **Explain** the purpose of such posters.
2. In small groups, using the sources and other information in this lesson, **discuss** the continuity and change that took place in Australia during World War I. What remained the same and what changed in Australia during World War I when it came to:
   a. attitudes to the war
   b. racial attitudes
   c. roles of women?

5.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

REMEMBER AND UNDERSTAND

1. How did most Australians regard the war during its first two years and why did opposition from men and women grow by 1916?
   - A. It was just but not worth the sacrifice being made.
   - B. It was unjust but worth the sacrifice being made.
   - C. It was just and worth the sacrifice being made.
   - D. It was unjust and not worth the sacrifice being made.
2. Recruiting campaigns were needed by 1915 because as the war progressed and the numbers of dead and wounded grew, fewer men volunteered to join the fighting. True or False?
3. Approximately _____ First Nations Australians enlisted to fight in World War I.
4. **Identify** democratic rights that the Australian government restricted during the war.
5. **Describe** how Australians of German descent were treated.

ANALYSE AND APPLY

6. **Investigate SOURCE 2**.
   - a. **Explain** how the schoolchildren in this source are contributing to the war effort.
   - b. **Summarise** why governments would have involved children in activities such as those depicted in **SOURCE 2**.
7. **Analyse SOURCE 3**. Troops were often marched through the streets on their way to depart for the war.
   - a. **Discuss** how this might have made the troops feel.
   - b. **Clarify** how the scene was intended to make spectators feel.
8. Examine **SOURCES 4** and **5**.
   - a. Use evidence from these sources to **describe** discrimination against Aboriginal and Torres Strait Islander men and Asian men wishing to enlist for World War I.
   - b. **Elaborate** on the extent to which this policy changed in 1916 and the probable reasons for this change.
9. Study **SOURCE 6**. **Identify**:
   - a. the aim of the propaganda poster
   - b. the beliefs and emotions to which it appeals
   - c. its probable effectiveness at the time.
10. Look closely at **SOURCES 7** and **8**. Use these sources and other information in this lesson to **elaborate** on the contribution of Australian women to the war effort.

Answers and sample responses for this topic are available online.

LESSON 5.9 Inquiry: What were the experiences of Anzac troops on the Western Front?

LEARNING INTENTION

By the end of this lesson you should be able to **examine** the perspectives of those who fought or were deployed overseas, using sources such as diaries, letters and newspapers.

Background

After Gallipoli, the Anzacs returned to Egypt to be joined by fresh troops. The Light Horse remained in the Middle East along with Australians serving in the Imperial Camel Corps and the Australian Flying Corps.

Apart from those who fought in the Middle East, most Australian troops left for France in 1916, where for three years they experienced the horrors and savagery of the war on the Western Front.

The Battle of the Somme (1 July to 18 November 1916) was a joint operation between British and French forces aimed at achieving a significant victory over the Germans on the Western Front. For many, the battle is remembered as a notable episode of World War I.

- 1 July 1916: First Battle of the Somme begins to divert German troops from Verdun.
- First day of Somme offensive: British army suffers 57 470 casualties.
- 19 July: Australian 5th Division suffers over 5000 casualties at Fromelles attempting to divert German reserve troops.
- 23 July: AIF suffers almost 23 000 casualties taking and holding Pozières.
- Pozières battle lasts seven weeks under heavy German artillery bombardment.
- End of Battle of the Somme: No side breaks the stalemate.
- Casualties: Germany (450 000), France (200 000), Britain (420 000).

SOURCE 1 Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, quoted in Bill Gammage, *The Broken Years*, 1975, p. 164

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.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Your task is to research the experiences of Anzac troops on the Western Front.

Select an inquiry question below and structure it according to the following template (TEEAC):

1. Topic Sentence
2. Evidence
3. Elaboration
4. Analysis of evidence
5. Conclusive statement

It could be based on one or more of the following:

1. What were the psychological impacts of trench warfare on Anzac troops during the Western Front campaigns?
2. How did the Anzac troops adapt to the harsh conditions of the Western Front, such as weather, terrain and living conditions?
3. In what ways did the experiences of Anzac troops on the Western Front differ from those of other Allied forces?
4. What roles and responsibilities did Anzac troops undertake during key battles on the Western Front, and how did these contribute to the overall war effort?

Step 1: Questioning and researching

Research your question. Begin by visiting the website of the Australian War Memorial.

Step 2: Using historical sources

Locate sources that show experiences of Anzac troops on the Western Front. **Analyse** your sources.

Step 3: Historical perspectives and interpretations

Perspectives are the views of key groups that were affected by the events at the time. Interpretations are what we refer to when we're looking at different historians' views. This is called 'historiography'.

Evaluate the information in the sources.

Step 4: Communicating

What is your answer to your inquiry question? Present your findings in a format that suits the task. Support your answer with examples from your research, analysis and evaluation.

LESSON 5.10 How did World War I end and what was its lasting significance?

LEARNING INTENTION

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

- **explain** how World War I ended and its commemoration
- **evaluate** the significance of World War I to Australia's international relationships.

Tune in

It is difficult to imagine how traumatic World War I was for those who fought in it and for their families, especially the many families that lost loved ones or whose returned family members were forever physically or emotionally scarred by their experiences.

Armistice Day, now Remembrance Day in the Commonwealth and Veterans Day in the United States of America, is commemorated on 11 November. It marks the 1918 armistice between World War I Allies and Germany, signed at 5:45 am and effective at 11:00 am — the 'eleventh hour of the eleventh day of the eleventh month'.

This was largely symbolic as a lack of technological communication meant that the messages to cease fighting weren't received until days later. Some Germans even instructed their soldiers to keep fighting to end the conflict on a more positive note for them. In German East Africa, General Paul von Lettow-Vorbeck kept his troops fighting until 25 November, as he hadn't received confirmation of the war's end. Ultimately, the Treaty of Versailles wasn't signed until 28 June 1919, meaning the war wasn't officially 'over' for another seven months.

SOURCE 1 Crowds fill the Esplanade, Perth on Armistice Day, 11 November 1918.

Source: State Library of Western Australia 304298PD (image 6 of 8).

Look at SOURCE 1. Discuss the mood of the crowd and the emotions of those who had lost close friends and family members.

5.10.1 How did World War I end?

An armistice between the Ottoman Empire and the Allies ended fighting in the Middle East. Days later, the breaking Austro–Hungarian Empire signed an armistice with Italy, but nothing could ever be quite the same again. Notably:

- The survivors of the great armies that had killed and maimed each other for four years with bullets, bayonets, grenades, artillery and gas emerged from their trenches to a world in ruins.
- The German, Austro–Hungarian, Turkish and Russian empires had been shattered.
- Revolutions and civil wars broke out in the defeated empires, and even the victor nations and colonies experienced widespread social unrest.
- In Australia, the war brought deep divisions and there was scarcely a family that had not lost a brother, son, father or uncle on the battlefields.

Repatriation

In 1918, 260 000 Australians needed **repatriation** (returning to their home) after years of fighting in the war. The delay in shipping meant some soldiers waited over 18 months to return. These troops brought the deadly 'Spanish flu', causing nearly 12 000 deaths in Australia and requiring quarantine for many men before reuniting with their families. To repay their sacrifices, Australia provided training and low-interest loans for some servicemen, though not all could readjust after the horrors of war.

SOURCE 2 Australian artillery units parade past Buckingham Palace (London) on Anzac Day, 25 April 1919.

Memorials

Australians were determined that their soldiers' sacrifices would not be forgotten. Across the nation, local committees built memorials in towns, cities and suburbs to display the names of the fallen. In the lands in which Australians fell, memorials and vast war cemeteries were established. Most are in northern France and Belgium, and are maintained with great care by the Commonwealth War Graves Commission.

SOURCE 3 French children at Villers-Bretonneux, in the Somme Valley, tend graves of Australians killed on the Western Front.

Source: Australian War Memorial E05925.

5.10.2 Anzac Day

In 1914, many Australians saw World War I as a chance to prove themselves within Britain's military tradition. The bravery and achievements of the Anzacs during Gallipoli came to symbolise Australia's identity in a way far greater than Federation could, less than two decades earlier.

Anzac Day was first observed in 1916 to commemorate the Gallipoli landings on 25 April 1915, which has come to be viewed, as previously mentioned, as the birth of the Australian nation. Every year, it is commemorated across Australia and New Zealand with dawn services, veterans' marches and gatherings. Given the recent controversy surrounding Australia Day and the contentious nature of what it symbolises for many Aboriginal and Torres Strait Islander Peoples, it has become Australia's unofficial national day marked by schools and churches as well.

SOURCE 4 Bronze statue of Simpson and his donkey at the Australian War Memorial, Canberra

SOURCE 5 Message from King George V to the Australian government, in *The Age*, May 1915

I heartily congratulate you upon the splendid conduct and bravery displayed by the Australian troops in the operations at the Dardanelles, who have indeed proved themselves worthy sons of the Empire.

SOURCE 6 From C.E.W. Bean, *The Story of Anzac*, 1924

What motive sustained them? … It lay in the mettle of the men themselves … life was very dear, but life was not worth living unless they could be true to their idea of Australian Manhood.

Initially, Anzac Day's message echoed British heritage pride, loyalty to the empire, German animosity, sacrifice, and Australia's honour in British military tradition. In 1920, Anzac Day became a public holiday.

The Anzac legend

The Anzac legend is a story rooted in the bravery of troops at Gallipoli and beyond, has evolved over time. Many risked their lives for comrades, with some receiving decorations and others remaining unrecognised. While qualities like courage and mateship were shared by many soldiers, Anzacs stood out. They comprised less than 10 per cent of British Empire forces but achieved unparalleled success on the Western Front, proving themselves as competent as, or even superior to, the British.

Ironically, the Gallipoli campaign, while largely a military failure, enriched and forged Australians a sense of national pride and determination in the face of insurmountable odds.

Did the Anzac legend change Australian nationalism?

In late nineteenth and early twentieth-century Australia, some nationalists viewed Britain as a place with social inequalities. They aspired for an Australia that was fairer, more equal, and independent of Britain. Military historian Bill Gammage has suggested that the Anzac legend may have reduced the influence of this nationalism because the Anzacs fought and died for Britain, highlighting Australia's strong connection with the United Kingdom.

SOURCE 7 From Bill Gammage, *The Broken Years*, 1975, p. 278

But the Anzac tradition also introduced a deep division into Australian life… roughly half those eligible had joined the AIF during the war … A great rift had opened, a rift between those who had fought in the war and those who had not.

In significant ways, this was disastrous. Before the war radical nationalists had led the drive for a social paradise in Australia, but ultimately they were least at ease with the Imperial and martial implications of the Anzac tradition, and during the war they divided over the proper conduct of Australia's war effort …

For their part the conservatives, who before 1914 had exerted a **tenuous** influence on Australian politics and society, were united and given purpose by the war … Naturally enough that dedication and the motives behind it appealed to the men in the trenches …

In short, that general majority which in 1914 had sought to create a social paradise in Australia was both split and made leaderless by the war, and by 1918 no longer existed, while the conservatives had joined with those who had fought in the war to take firm possession of the spirit of Anzac …

The Anzac legend aligned with Australian conservatives who valued loyalty to the British monarchy and empire. They led Anzac Day celebrations in the 1920s and 1930s, viewing it as both a tribute to the empire and national pride. For many veterans, Anzac Day was a reminder of their sacrifice and a chance to reconnect with those who understood their experiences.

Aboriginal and Torres Strait Islander Anzacs and lack of recognition

The Australian War Memorial lists over 1000 Aboriginal and Torres Strait Islander Peoples who fought in World War I. This was despite restrictions and discrimination against their enlistment. Only in very recent times has their service been officially recognised.

SOURCE 8 Treatment of Aboriginal and Torres Strait Islander soldiers during and after World War I, from 'Indigenous defence service', Australian War Memorial

They came from a section of society with few rights, low wages, and poor living conditions. Most Indigenous Australians could not vote and none were counted in the census. But once in the AIF, they were treated as equals … Indigenous Australians in the First World War served on equal terms but after the war, in areas such as education, employment, and civil liberties, Aboriginal ex-servicemen and women found that discrimination remained or, indeed, had worsened during the war period … Only one Indigenous Australian is known to have received land in New South Wales under a 'soldier settlement' scheme, despite the fact that much of the best farming land in Aboriginal reserves was confiscated for soldier settlement blocks.

SkillBuilder discussion

Using historical sources

1. How were Aboriginal and Torres Strait Islander soldiers treated during versus after World War I?
2. Why weren't Aboriginal ex-servicemen given land like others?
3. How useful is this source for understanding their experiences?

The reasons many Aboriginal and Torres Strait Islander Peoples fought in World War I are unclear. After the war, they likely questioned their choice as their situation remained unchanged. In northern and western Australia, about half of the Aboriginal and Torres Strait Islander population lived on reserves under strict control, facing property searches, family separations, bans on traditional activities, unpaid forced labour, and punishment for resistance.

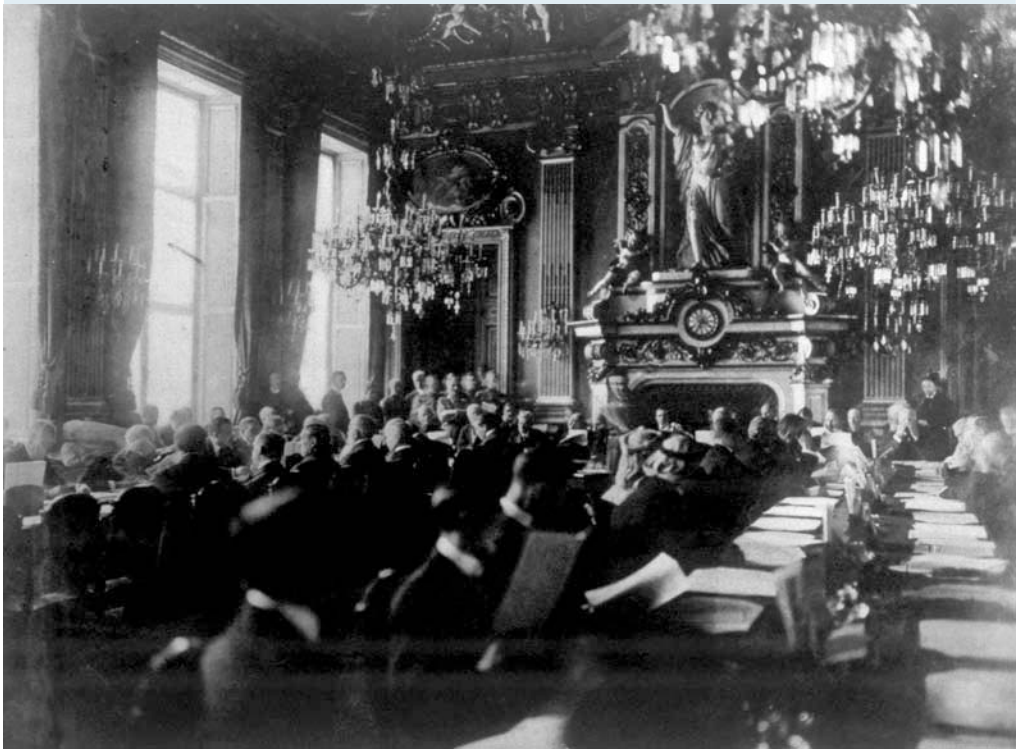
By the late 1920s, most were employed in the cattle industry for very low wages. During the 1920s, two massacres by police occurred in Central and Western Australia, which went unpunished, causing outrage in cities.

In World War II, many Aboriginal and Torres Strait Islander Peoples volunteered again, but some World War I veterans objected, feeling betrayed after fighting for Australia without any improvement in their rights or conditions. William Cooper, leader of the Australian Aborigines League, lost his son Daniel on the Western Front in 1917. He argued that Aboriginal and Torres Strait Islander Peoples had no reason to enlist for World War II, as they had no country and no rights.

5.10.3 How did the war affect Australia's international relations?

In January 1919 at Versailles, just outside Paris, a conference was called to establish the terms of the peace after World War I. At this conference, Australia was represented by Prime Minister W.M. 'Billy' Hughes. Australia was a dominion of the British Empire so it did not have an independent foreign policy. Nor did it seek independence. However, after the Armistice ended hostilities on 11 November 1918, Hughes and the other dominion leaders demanded the right to be represented at the conference. This demand was accepted and the representatives of the dominions, as part of the British Empire delegation, became delegates to the conference. There they were recognised as the representatives of separate nations.

SOURCE 9 Delegates at the Paris Peace Conference



SkillBuilder discussion

Communicating

Over 60 000 Australians had died in World War I. Tens of thousands were permanently disabled, and many ended their lives in hospitals. Discuss what Prime Minister Hughes might have wanted from the conference.

Outcomes of the Paris Peace Conference

The conference, led by the leaders of Britain, France, the United States of America and Italy, culminated in the creation of five treaties that redefined the borders of Europe, as well as certain regions in Asia, Africa and the Pacific Islands. Additionally, these treaties imposed financial penalties.

The peace conference produced several treaties:

- Treaty of Versailles (1919) with Germany
- Treaty of Neuilly (1919) with Bulgaria
- Treaty of St Germain (1920) with Austria
- Treaty of Trianon (1920) with Hungary
- Treaty of Sevres (1920) with Türkiye.

All the defeated powers lost territory:

- Germany lost land on its frontiers and all its colonies.
- The Austro–Hungarian Empire disappeared, leaving Austria and Hungary as small states.
- Bulgaria lost lands to Greece and Yugoslavia.
- Türkiye lost all its Middle Eastern provinces.

Germany and its allies accepted responsibility for all losses suffered by the Allies. This was known as the 'War-Guilt' clause and later became a huge influence of German Rearmament and land reclamation by Nazi Germany in the lead up to World War II. Germany agreed to pay 6.6 billion pounds in reparations. It also had to:

- give up its navy and most of its merchant ships
- limit its army to 100 000 men
- provide free coal and livestock to France and Belgium.

Prime Minister Hughes felt that Germany should compensate Australia for both the cost of the war and the losses incurred, which was achieved. He also opposed Japan's demands for a racial equality clause in the Covenant of the **League of Nations**. He believed that the principle of racial equality would amount to a threat to Australia's right to maintain the White Australia Policy. The majority of delegates voted for Japan's proposal, but it was overruled on the grounds that a major change to the Covenant required a unanimous vote.

The US president wanted a less punitive treaty to strengthen democracy in Germany and ensure lasting peace.

Despite Hughes' assertiveness at the conference, there was no shift towards independence from the British Empire. From 1923, dominions could set their own foreign policies, but while Canada, South Africa and Ireland embraced this, Australia continued to follow British foreign policy.

5.10 SkillBuilder activity COMMUNICATING

1. **Explain** what you believe to be the meaning of Anzac Day in modern Australia, based on:
   a. what you have learned about how the Anzac legend changed Australian nationalism and divided Australians in the decades following the war
   b. your own experiences of Anzac Day commemorations.
2. Share your views with a partner to see what similarities and differences there are between your views.

5.10 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 4, 7	1, 2, 8	5, 9, 10

REMEMBER AND UNDERSTAND

1. The Anzacs helped shape the legendary identity that Australia sought. True or false?
2. Many Australian troops had to endure a very long wait before they were repatriated because of a shortage of _____.
3. **Describe** the effect of the 'Spanish flu' epidemic in Australia.
   - **A.** Quarantining of returning soldiers
   - **B.** 120 000 deaths
   - **C.** Little or no effect
   - **D.** 12 000 deaths
4. **Explain** why many World War I soldiers would have found it difficult to settle back into civilian life.
5. **Describe** how the victor nations and defeated nations were changed by World War I.

ANALYSE AND APPLY

6. **Examine SOURCE 2** and explain the following.
   - **a.** What could have motivated so many Aboriginal and Torres Strait Islander Peoples to enlist?
   - **b.** Why, following the war, did many Aboriginal and Torres Strait Islander veterans have good reasons to regret fighting for Australia?
7. **Reflect on SOURCE 5** and describe what King George V believed the Anzacs had proven.
8. **Analyse SOURCE 6**. How does C. E. W. Bean's view of the Anzac spirit differ from **SOURCE 5**?
9. **Investigate SOURCE 7**. According to Bill Gammage:
   - **a.** Why did the Anzac tradition introduce 'a deep division into Australian life'?
   - **b.** Who were 'least at ease with the imperial and martial implications of the Anzac tradition' (that is, with the idea that it was noble to fight for the British monarch and empire)?
   - **c.** How did the Anzac tradition strengthen the influence of conservatives in Australia?

EVALUATE AND COMMUNICATE

10. **Evaluate** how **SOURCES 3** and **4** can be used as evidence of an ongoing commitment to commemorate the sacrifices of Australians in World War I.

Answers and sample responses for this topic are available online.

LESSON 5.11 Review

5.11.1 Key knowledge summary

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

5.2 How do we know about World War I?

- The knowledge of World War I is derived from a variety of historical documents, including letters, diaries, military records, photographs and official reports.
- These primary sources provide firsthand accounts and evidence of the events, strategies and personal experiences during the war.

5.3 What caused World War I?

- The causes of World War I include the assassination of Archduke Franz Ferdinand, the intricate system of alliances between countries, militarism, imperial ambitions and rising nationalism.
- These factors created a volatile environment that ultimately led to the outbreak of the war.

5.4 Where was World War I fought?

- World War I was fought on multiple fronts, with the most significant being the Western Front in France and Belgium.
- Other key fronts included the Eastern Front in Russia, the Italian Front, the Gallipoli campaign in Turkey, and various colonial fronts in Africa and Asia.

5.5 What happened at Gallipoli and why was it significant?

- The Gallipoli campaign was an attempt by the Allies to secure the Dardanelles Strait and open a sea route to Russia.
- The campaign, which took place from April 1915 to January 1916, ended in failure with heavy casualties on both sides.
- It was significant for its impact on national identity in Australia and New Zealand, where the Anzac troops fought bravely.

5.6 Why have aspects of the Gallipoli campaign been contested?

- Aspects of the Gallipoli campaign have been contested due to debates over strategic decisions, the leadership of military commanders, and the portrayal of the campaign in national histories.
- These disputes often revolve around the planning, execution and consequences of the campaign.

5.7 What was the nature of warfare?

- World War I was characterised by trench warfare, which involved soldiers living and fighting in deep trenches.
- The war also saw the introduction of new technologies such as tanks, machine guns and chemical weapons, which made the conflict more deadly and challenging for the soldiers.

5.8 How did the war impact the Australian home front?

- The war increasingly divided Australians on the home front, especially as it caused increased inequality.
- Patriotic rallies encouraged continued support for the war, patriotic funds were organised to aid the war effort and schools were used to instil patriotism.
- Except for nurses, women were denied any direct role in the armed services. Many other women contributed through voluntary work.
- Women were also among the war's leading critics.
- Recruiting campaigns failed to raise the numbers of new recruits that the government wanted.
- Despite this the government discriminated against Aboriginal and Torres Strait Islander Peoples in recruiting.

5.9 Inquiry: What were the experiences of Anzac troops on the Western Front?

- The experiences of Anzac troops on the Western Front included harsh living conditions, constant danger from enemy fire and the psychological toll of warfare.
- Personal accounts and letters provide insight into their daily lives, the battles they fought and the camaraderie they shared.

5.10 How did World War I end and what was its lasting significance?

- World War I ended with the Armistice on 11 November 1918, followed by the Treaty of Versailles in 1919.
- The war had lasting significance, leading to significant political changes, the redrawing of national boundaries, and setting the stage for social and economic upheavals, as well as World War II.

5.11.2 Key terms

alliances agreements between countries to support each other in case of war
Allies the countries that fought together against the Central Powers in WWI, including Britain, France and Russia
Anzac legend the idea that Australian and New Zealand soldiers showed bravery, mateship and endurance, especially at Gallipoli
artillery large-calibre guns
blockade sealing off an area so that nothing can get in or out
censorship restriction or control of what people can say, hear, see or read
Central Powers the alliance of Germany, Austria–Hungary, the Ottoman Empire and others during WWI
conscription compulsory enlistment of citizens to serve in the armed forces
contestability the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence
deadlock a stalemate in which neither side can gain an advantage
Dual Alliance a military agreement between Germany and Austria–Hungary formed in 1879
enlist to join voluntarily, usually the military
Entente Cordiale a friendly agreement between Britain and France made in 1904
half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)
imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies
League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully
Light Horse Australian mounted troops who fought mainly in the Middle East during WWI
nationalism feeling of loyalty to a nation
no man's land unoccupied ground between the front lines of opposing armies
pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war
propaganda distortion of the truth to persuade people to support an action or point of view
repatriation to be returned to one's home country
Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)
stalemate (from chess) a situation in which neither side can gain a winning advantage
tenuous weak, thin
trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated
Triple Alliance a military alliance between Germany, Austria–Hungary and Italy before WWI
Triple Entente a military understanding between Britain, France and Russia before WWI
U-boats German submarines
ultimatum a final set of demands or terms backed by a threat
Western Front the main battle zone in Western Europe during WWI, especially in France and Belgium

5.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What were the long-term causes of the World War I? What were the experiences and perspectives of those who fought? What were the significant events and consequences and why are there differing interpretations?

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

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

5.11 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9, 10, 12	4, 5, 8, 11, 13	6, 7, 14, 15

REMEMBER AND UNDERSTAND

1. Which of these were members of the Triple Entente?
   - **A.** Australia, New Zealand and Britain
   - **B.** Japan, German and Italy
   - **C.** Britain, France and Russia
   - **D.** Austria–Hungary, Türkiye and Bulgaria
2. Who was the Archduke Franz Ferdinand?
   - **A.** Heir to the throne of Austria
   - **B.** President of France
   - **C.** Heir to the throne of Germany
   - **D.** Heir to the throne of Serbia
3. Approximately when did trench warfare begin on the Western Front?
   - **A.** August 1914
   - **B.** September 1914
   - **C.** April 1915
   - **D.** July 1916
4. Reasons for the Gallipoli campaign included which of the following?
   - **A.** To make Germany send all of its troops to help Türkiye
   - **B.** To force Türkiye to change sides
   - **C.** To lure Austria–Hungary away from the Eastern Front
   - **D.** To defeat Türkiye and threaten Austria–Hungary

5. It is generally agreed that the best-managed part of the Gallipoli campaign was which of these?
   - **A.** The landing at Anzac Cove
   - **B.** The landing at Cape Helles
   - **C.** The withdrawal from Gallipoli
   - **D.** The Battle of Lone Pine
6. What name was given to the exposed land between opposing lines of trenches on the Western Front?
   - **A.** Duckboards
   - **B.** Fire steps
   - **C.** Communication trenches
   - **D.** No man's land
7. Villers-Bretonneux was the village where which of these events took place?
   - **A.** The Armistice was signed in November 1918.
   - **B.** Australians fought during the Battle of the Somme.
   - **C.** Australians played a key role in stopping the German offensive of March–April 1918.
   - **D.** The first large Allied offensive of 1918 began.
8. In Australia, groups opposed to the war from the beginning included which of these?
   - **A.** Some socialists, Irish Catholics and pacifists
   - **B.** All socialists, Irish Catholics and pacifists
   - **C.** Protestants, politicians and war profiteers
   - **D.** Farmers and factory workers
9. The only Australian women who were allowed to serve overseas were in which of these organisations?
   - **A.** The Red Cross
   - **B.** The Australian Army Nursing Service
   - **C.** The Australian Women's National League
   - **D.** The Industrial Workers of the World
10. Approximately what percentage of Australian troops serving overseas became casualties?
    - **A.** 15 per cent
    - **B.** 90 per cent
    - **C.** 35 per cent
    - **D.** 65 per cent

ANALYSE AND APPLY

11. With which countries did Australia have major differences at the 1919 Paris Peace Conference? **Outline** what each of the main differences were.
12. From your perspective, what do you think were the two most significant long-term causes of World War I? Give evidence to **justify** your response.
13. Some young men were so eager to enlist to fight in World War I that they lied about their age.
    - **a.** **Identify** one of the reasons that Australian men enlisted to fight in World War I.
    - **b.** **Analyse** the reason for enlisting that you identified in part **a**. Who might have presented a counter-argument at that time, and what justifications would they have given for their perspective?
14. Using examples related to the Gallipoli campaign, **explain** why historians sometimes disagree about interpretations of historical events.
15. In recent years, the numbers of people attending Anzac Day commemorations have grown. **Suggest** why Anzac Day might still be a historically significant event for many Australians.

Answer and samples responses for this topic are available online.

6 China: From 1750 to present

LESSON SEQUENCE

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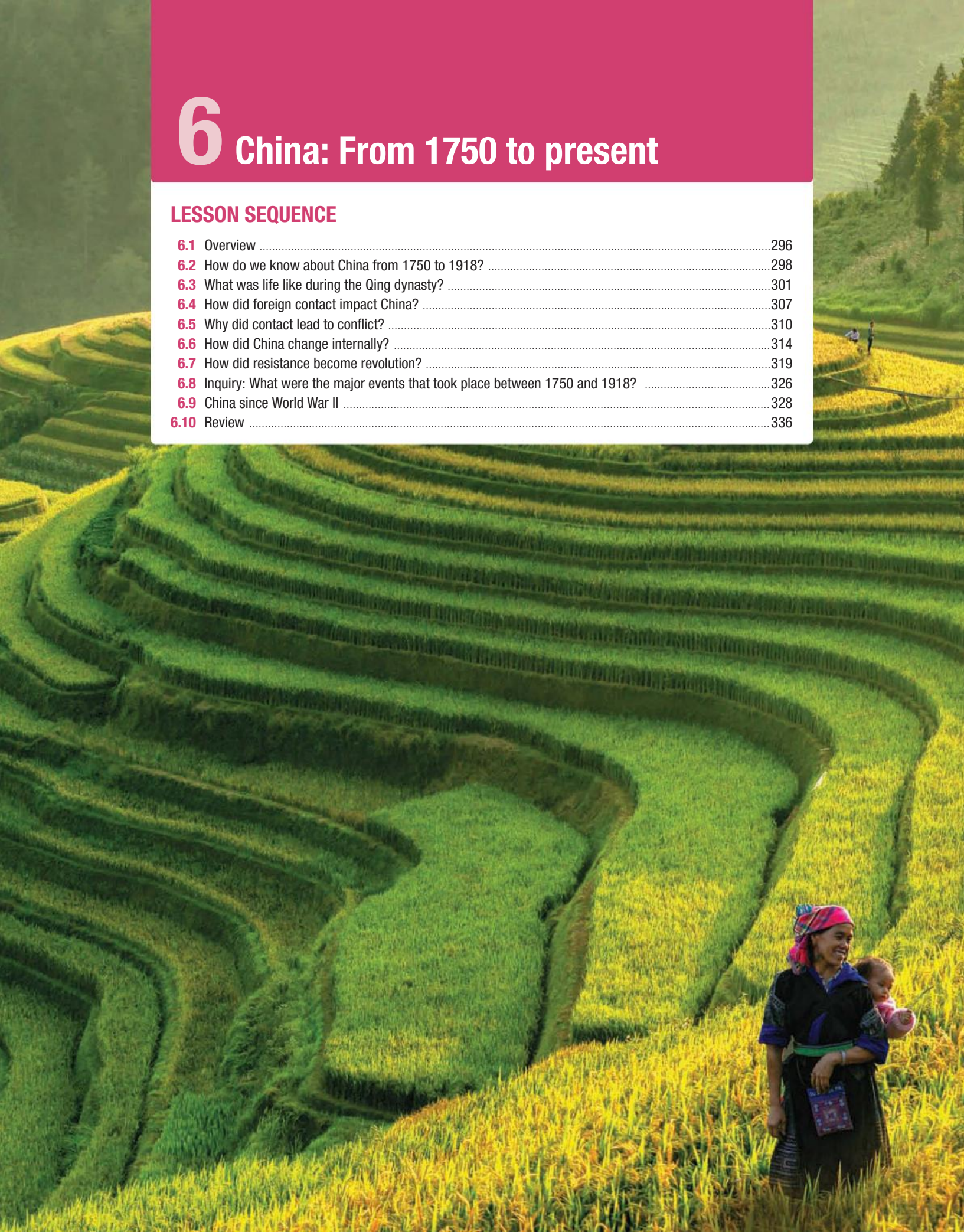

LESSON 6.1 Overview

INQUIRY QUESTION

What were the key social, cultural, economic and political features of Chinese society during the eighteenth and nineteenth centuries?

In 2019–20, Hong Kong experienced a significant wave of demonstrations, marking one of the largest movements in its history. Thousands were arrested amid violent clashes. The immediate causes were complex, with evolving demands centred on democratic development and highlighting Hong Kong's intricate relationship with mainland China. This dynamic is rooted in Hong Kong's history as a British colony until 1997 and the broader historical context, including the end of imperial rule in China and the rise of the Communist Party in 1949.

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

Early 1800s
Despite an import ban on opium, the British smuggle large amounts of it into China. Much of the population becomes addicted.

1842
The First Opium War ends with the signing of the Treaty of Nanjing.

1850
The Taiping Rebellion begins.

CE 1790 1800 1810 1820 1830 1840 1850

1792
Britain sends Sir George Macartney to China in an attempt to encourage diplomatic relations.

1839
The First Opium War begins.

1847–52
Natural disasters strike China, placing great strain on the government.

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1856
The Second Opium War (Arrow War) begins.

1860
The Second Opium War (Arrow War) ends.

1864
The Taiping Rebellion is finally subdued.

1899–1901
Boxer Rebellion

1912
Pu Yi, the last Chinese emperor, abdicates.

1860 1870 1880 1890 1900 1910 1920 CE

1861
The new Empress Dowager Cixi comes to power.

1894–95
Sino-Japanese War

1898
The Hundred Days' Reform attempts to modernise China.

1908
The Dowager Empress Cixi dies.

1911
Revolutions erupt across much of China.

1915
Japan declared '21 demands' on China.

1917
China declared war on Germany.

LESSON 6.2 How do we know about China from 1750 to 1918?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the value and limitations of different types of sources relevant to this topic.

Tune in

The development of photography during the nineteenth century also provided a new medium through which to study many of the key events.

SOURCE 1 shows the aftermath of a battle in the First Opium War.

SOURCE 1 This photograph shows the aftermath of a battle in 1860 during the Second Opium War. Before photography, scenes like this could only be imagined by most people.

1. **How do you think photos like that in SOURCE 1 would provide a new perspective for historians?**
2. **How would they change the way in which people of the time thought about particular events?**
3. **What could be a drawback or limitation of a photograph as a historical source?**

6.2.1 Sources of information

When China started opening up to foreign influence, traders and diplomats began interacting with other countries. This period is well-documented, giving us lots of information about Chinese society at the time.

Chinese sources

Traditional Chinese society valued history, believing that knowing the past influenced present behaviour. Historians use many sources, especially dynastic histories, written by scholars about previous dynasties. These histories offer different perspectives on the same events.

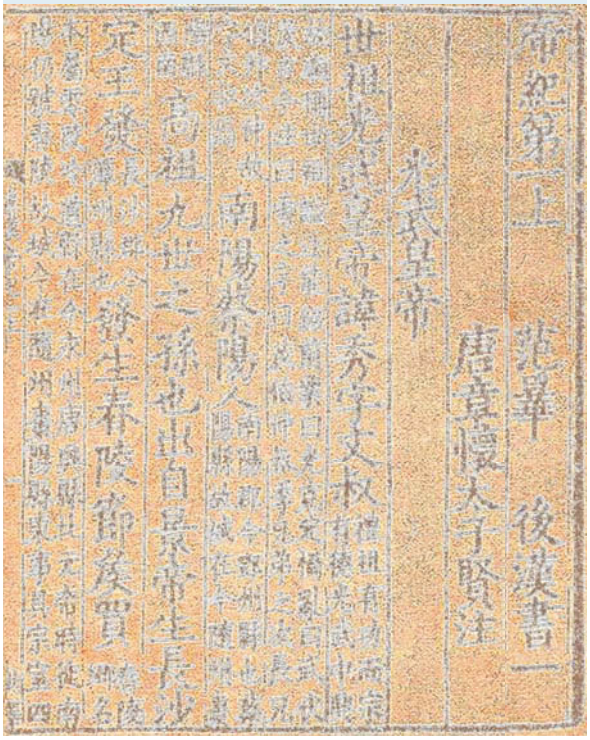
However, the belief in the '**mandate of heaven**' influenced these histories. It was thought that a dynasty fell because the gods were unhappy with the emperor. So, these histories often explored why the previous dynasty collapsed, serving as a moral guide for current emperors. Despite this bias, dynastic histories are very valuable.

SkillBuilder discussion

Using historical sources

1. What information do you think might be contained in **SOURCE 2**?
2. Why might **SOURCE 2** be valuable for historians?
3. What aspects of Chinese history do you think **SOURCE 2** might not tell us?

SOURCE 2 This image shows a page from the *Han Dynastic History*, a classical Chinese history text completed in 111 CE.



'Foreign' sources

Information about China spread through Western visitors, who often compared China to European empires. The emperor was seen as a king ruling loyal subjects. **Jesuit** missionaries like Francis Xavier in the sixteenth century influenced how foreigners viewed China.

In the nineteenth century, as relations with the West worsened, the view of China became less favourable. The emperor was seen as a power-hungry **despot** instead of a noble king. Despite these changing views, many useful documents from that time remain, such as letters, diaries and treaties.

SkillBuilder discussion

Using historical sources

1. Does a photograph really provide different information than text? Discuss.
2. What could be the limitations of a source like this?
3. What might a photograph like **SOURCE 3** NOT be able to tell us?

SOURCE 3 A picture tells a thousand words. This photograph of Canton Harbour in the mid-nineteenth century is more evocative than most written descriptions could be.

The invention of photography in the nineteenth century provided a new way to record history. The Second Opium War (1856–60) was one of the first wars photographed. Photos can reveal details other sources can't, even in everyday scenes. However, it's important to remember that photographers have their own perspectives, so photos aren't always completely reliable.

6.2 SkillBuilder activity USING HISTORICAL SOURCES

You've been asked to write a paragraph about how the development of photography brought a new dimension to the recording of history. You'll need to refer to **SOURCES 1** and **4** to help you analyse what changed.

SOURCE 4 Chinese soldiers in action against British troops during the First Opium War, painted after the event

For each source, **consider** the following questions:

1. Who constructed the image?
2. Why might they have decided to show a particular type of scene?
3. What can a painting bring that a photograph can't?
4. Could they have made a conscious decision as to how to construct the image for maximum effect? **Explain** your response.

Once you've answered those questions you're ready to construct your paragraph, answering the question: What did photography bring to the recording and study of history?

6.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 8	7, 9

REMEMBER AND UNDERSTAND

1. Western views of China changed over time due to
   - A. increasing tensions between China and the West, with the view of the emperor shifting from that of a loving king to a power-hungry despot.
   - B. Western society realising that their romanticised view of China was inaccurate.
   - C. the poor quality of the Jesuit missionary writings used to communicate about Chinese society to the West.
   - D. the decrease of Western visitors to the region, who had previously been the main source of information about Chinese society.

2. Examine **SOURCE 2**. Complete the following paragraph to explain why the dynastic histories are useful to historians.

   The dynastic histories show a record of _____; they also give an impression of the _____ the Chinese placed on _____ history; finally, they can reveal the _____ towards different people and issues, even if they might be subjective.
3. **Describe** how Western visitors initially viewed Chinese culture.
4. **Outline** why traditional Chinese society placed great importance on the study of history.
5. Photography provided an unfiltered view and a new way of recording history. True or false?

ANALYSE AND APPLY

6. **Consider** why it is important to remember that behind every photograph there is a photographer.
7. **Examine SOURCE 2** and explain what the limitations are of this kind of source.
8. **Describe** the attitude towards China as it appears in **SOURCE 3**.
9. **Compare SOURCES 1** and **3**. In what ways could photographs like these be unreliable?

Answers and sample responses for this topic are available online.

LESSON 6.3 What was life like during the Qing dynasty?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** and **discuss** the key features of Qing dynasty China.

Tune in

To the east lay the vast Pacific Ocean, to the west was the mountainous Tibetan Plateau — the 'roof of the world'. In the north was the expansive Gobi Desert, and to the south were mountain ranges and dense jungles.

This was China, largely unknown to the European world until the seventeenth century. Its vast size gave access to a range of raw materials resulting in self-sufficiency. Its location shaped its isolation, and its isolation shaped its culture and politics.

1. **Use the scale on the map to roughly calculate the size of China during the Qing dynasty.**
2. **What modern day country can you find that is of a similar size?**
3. **What modern day countries were part of China during the time of the Qing dynasty?**

SOURCE 1 This map shows the geographical extent of the Qing dynasty.

Source: Map drawn by Spatial Vision.

6.3.1 Naming the emperor

Chinese monarchs had several names, which can be confusing. They had a personal name, an 'era' name and a name used after their death. Once they became monarch, their personal name was never used and often forbidden.

The 'era' name was given to reflect the political situation. For example, an emperor might be called the 'Guangxu emperor' or just 'Guangxu', but not 'emperor Guangxu'. The illustration in **SOURCE 2** shows the Kangxi emperor, the fourth emperor of the Qing dynasty. It is from a silk scroll that today hangs in the Palace Museum, Beijing.

SOURCE 2 The Kangxi emperor, the fourth emperor of the Qing dynasty.

6.3.2 Confucianism

Confucianism was central to China's traditional beliefs. Confucius (551–479 BCE) taught that the family was the foundation of society and rulers should act like fathers to their people. He believed in living by moral values and that rulers should be wise, not wealthy.

Confucius taught the 'five virtues': humanity, honesty, knowledge, integrity and manners. Confucianism focused on harmonious relationships and disapproved of war, believing it was unnecessary when values were balanced.

From the second century CE, Confucian beliefs shaped Chinese society and government. Despite its rigid system, there were many rebellions and changes in dynasties over the centuries.

SOURCE 3 The flag of the Qing dynasty

6.3.3 Government, art and economy

Government

In traditional Chinese society, the emperor ruled with the 'mandate of heaven', signifying divine approval as long as he governed fairly and wisely. Natural disasters like famine, flood or drought were seen as signs of losing this mandate, justifying his overthrow. Assisting the emperor were the Grand Council — comprising nobility and high-ranking bureaucrats — and six Boards of Civil Office managing revenue, punishment, war, work, ceremonies and civil affairs. Officials were chosen through rigorous exams to ensure competence.

The Qing dynasty, China's last imperial dynasty, came to power in 1644. Under their rule, China was divided into 18 provinces, each governed by a provincial leader and further subdivided into districts managed by magistrates. These magistrates oversaw local neighbourhoods of about 1000 homes. Residents were expected to report crimes, with entire communities facing collective punishment if they failed to do so. This system created a climate of fear, deterring rebellion.

The artful Qing

During the Qing era, art, architecture and literature became more diverse. New materials such as glass and enamel were now used in artworks, but many craftsmen also turned to very old themes for their art. Painters of the time learned new techniques from Europe developed during the Renaissance. The technique of perspective and the use of oil-based paints became common during the Qing dynasty.

Economy

In 1750 China's economy was strong. There had been a period of conflict after the overthrow of the previous Ming dynasty, but as the Qing gained more power, peace was restored. The era of peace, combined with the introduction of a range of new foreign food crops, allowed the population to grow. The export of silk, tea and manufactured goods to Europe gave rise to a time of general prosperity. Trade with foreign powers was regarded with suspicion, but within China people were encouraged to participate in local markets. Until the mid-nineteenth century, the Qing economy could be described as active and growing. But this was to change dramatically.

6.3.4 Women in traditional China

China during the Qing dynasty was deeply influenced by Confucianism, which emphasised the family as the foundation of society. This ideology assigned women a domestic role and deemed them **subordinate** to men. Women were expected to follow the 'three subordinations': obedience to their father in childhood, their husband in marriage, and their eldest son as widows. Marriage was more a union of families than individuals, with parents arranging matches. Though women never headed households, their domestic responsibilities were considered compensation for exclusion from public life.

The subservient status of women was starkly symbolised by foot binding, a painful practice thought to have originated from a ninth-century emperor's **concubine**. Over time, it spread from the upper classes to become widespread across China. Women's feet were bound to create a pointed triangular shape, often causing lifelong disability.

Despite societal constraints, some women left significant marks on history. The Dowager Empress Cixi ruled China after her very young son ascended the throne in 1861, eventually governing independently until 1908. Women also played key roles in rebellions: many fought in the Taiping Rebellion of the 1850s, and during the Boxer Rebellion, groups like the Red Lanterns supported or fought alongside the Boxers. A contemporary song praised their efforts, proclaiming, 'The Red Lanterns and the Boxers are brothers and sisters in revolt; with one heart they fight the foreign officials'.

SkillBuilder discussion

Using historical sources

1. Look at **SOURCES 4** and **5**. Discuss the social and cultural factors behind the practice of foot binding.
2. Work with a partner to decide on the long-term physical and social impacts of foot binding on the women who underwent this practice.

SOURCE 4 A 1911 photograph of a woman reveals the effects of years of foot binding. Foot binding was made illegal by the Chinese government in 1911.

SOURCE 4 An image of a nanny or servant from a wealthy household, with lotus (bound) feet. Today, foot binding is viewed as a relic, and its remnants can be found only in museums and the memories of the elderly who experienced it in their youth.

6.3.5 Men in traditional China — the four occupations

Social organisation in imperial China was similar in some ways to Europe's feudal system. All classes were subservient to the emperor. The hierarchical class structure categorised the population into the 'four occupations'. In order of importance, these were:

TABLE 1 Social organisation in China

Class	Description
Shi	Aristocrats, philosophers and government administrators
Nong	Farmers; important because they grew the food that fed the nation
Gong	Artists and craftsmen; valued because they produced goods essential to society
Shang	Merchants; placed at the lowest level because they did not produce anything but profited from others' work

Prior to the mid-nineteenth century, the four occupations would be almost exclusively occupied by men.

The four occupations reflected those who ruled, those who produced, those who created and those who traded. Some of the many occupations not included are soldiers, priests and other religious clergy, and domestic servants.

SOURCE 5 Chinese peasants of the Qing dynasty. This print dates from around 1830.

6.3.6 Children

In China, sons were much more highly valued by their family than daughters. This was because when they married, a son would stay in the family and contribute to its success, but a daughter would not. During times of hardship or famine, a boy's health and wellbeing would be put ahead of that of a girl. Subsequently, many more girls died during harsh times than boys.

SkillBuilder discussion

Historical significance

1. Discuss how the photo in **SOURCE 6** from the mid-1800s shows the roles of sons and daughters in the Qing dynasty China?
2. How might Confucian values have shaped the behaviour of the children in the photo?
3. What social class do you think this family belongs to based on the photo, and why?

SOURCE 6 A mid-nineteenth-century photograph of a Chinese father with his children.

At a young age children were schooled in the Confucian virtues of humanity, honesty, knowledge, integrity and manners. Upon reaching about five years of age, peasant boys began helping in the fields and girls began taking part in household chores. For those of higher social standing, education continued, although learning was strictly in line with Confucian ideals.

6.3 SkillBuilder activity **USING HISTORICAL SOURCES**

Consider the change over time of the geographic nature of Qing dynasty China. Use **SOURCE 1** as a starting point for your research. You should print it, or copy it to an app in which you can edit or mark up the image.

1. First, use an atlas to **identify** which modern day countries are within the borders of the Qing Dynasty.
2. Shade the area of each one in a different colour and label which country it is today.
3. **Annotate** each with a sentence that explains when each one became independent from China.
4. Is there a pattern to the changes? Did the changes occur violently or peacefully?

6.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 6, 10	3, 4, 5, 7	8, 9

REMEMBER AND UNDERSTAND

1. How was marriage in traditional China different from how we would view it today?
   - A. It was viewed as a union between two villages rather than as a union between a man and a woman.
   - B. It was viewed as a union between a man and a woman rather than as a union between two families.
   - C. It was viewed in much the same way.
   - D. It was viewed as a union between two families rather than as a union between a man and a woman.
2. In what way was China self-sufficient?
   - A. China had few natural resources and little arable land.
   - B. China had vast arable lands but few natural resources.
   - C. China had vast natural resources but little arable land.
   - D. China had vast natural resources and arable land.
3. An important idea of Confucianism is that the family is the core of society.

   True or False?
4. Name four geographical features that influenced the isolation of China.
5. **Explain** the impact that favouring the wellbeing of boys over girls might have had on Chinese society.

ANALYSE AND APPLY

6. Look at **SOURCE 3**. **Suggest** reasons why you think a dragon was chosen for the flag of the Qing dynasty.
7. **Summarise** the structure of the Qing government in a simple diagram. How does this help to indicate how much power the emperor held?
8. **Explain** how **SOURCE 4** reflects the social standing of women in traditional China.

EVALUATE AND COMMUNICATE

9. **Discuss** the extent to which Confucianism encouraged change in China.
10. How does the social hierarchy shown in **TABLE 1** reflect the values and priorities of traditional Chinese society?

Answers and sample responses for this topic are available online.

LESSON 6.4 How did foreign contact impact China?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the reasons for, and the impact of, early foreign contact with the Qing dynasty in China.

Tune in

From imperial superpower to crisis state within a century. This was China from the mid-1700s to the mid-1800s. The Qing dynasty went from being an imperial power to a crisis state facing rebellions within its borders and foreign pressures from beyond. What happened?

SOURCE 1 is a nineteenth-century French political cartoon that shows China being carved up by foreign powers; from left to right, Britain, Germany, Russia, France and Japan. The Qing emperor is protesting in the background.

1. **What appears to be happening in this image?**
2. **Can you name any of the countries represented by the figures at the table?**
3. **Predict what might happen next.**

SOURCE 1 Nineteenth-century French political cartoon

6.4.1 Early contact

Foreign influence on China

Starting in the eighteenth century, foreign influence greatly affected China, leading to the fall of the dynastic system and causing much suffering through forced trade and rebellions.

China's self-sufficiency and Confucian ideals made them disdainful of foreigners. The Qing dynasty saw China as the centre of the world and believed foreigners had nothing valuable to offer. The military, including the 'Banner Armies', was designed to protect against foreign interference and internal rebellion. The Banner Armies were a military and social structure used by the Manchu Qing Dynasty (1644–1912) in China. They were divided into eight different banners, each distinguished by a specific colour. These banners represented different divisions of the army and administrative groups within Manchu society. The Banner Armies were responsible for defending the Qing Dynasty against foreign threats, maintaining internal order, and they helped the emperor crush internal rebellion.

The Ming dynasty (before the Qing) also looked down on foreigners. Until the sixteenth century, only a few adventurers and missionaries visited China. But in 1514 an interesting convergence occurred. The Portuguese, who had discovered the sea route to the Spice Islands of the East Indies, were regularly trading in South-East Asia for the valuable spices found there. At the same time Chinese merchants were travelling south through the same region to trade silk, porcelain and other items and often used the same harbours as the Portuguese. Impressed with what they saw, and keen to establish trading ties with the Chinese, the enterprising Portuguese followed the junks back to China.

6.4.2 Increasing European influence

European trade in China

After the Portuguese set up trading posts in China, other European powers like the Spanish, Dutch and British wanted to trade there too. By the late 1700s, the British became the main foreign traders in China, thanks to their base in India and the popularity of tea in Britain.

China had strict rules on foreign trade, limiting it to Guangzhou and imposing various taxes. The British disliked these restrictions and wanted to expand their trade. In 1792, they sent Sir George Macartney to Beijing to negotiate (see **SOURCE 2**), but he failed, partly because he refused to kowtow (bow in respect) to the emperor.

The Chinese were content with minimal trade and saw themselves as self-sufficient, while the British wanted to expand their influence and trade (see **SOURCE 3**). The Chinese emperor even sent a letter to King George III, stating that China didn't need British goods. The failed mission reinforced Chinese superiority in their eyes, but the British saw it as just a temporary setback.

SkillBuilder discussion

Historical significance

1. Explain why the Chinese emperor refused to engage in expanded trade with the British, as seen in **SOURCE 3**.
2. List the consequences of Sir George Macartney's failed mission to China in 1792 for both the British and the Chinese. Discuss the significance of these consequences.

SOURCE 2 A caricature of Lord Macartney's visit to China in 1792, published in Britain the same year. The emperor is portrayed as cunning while Macartney, it is suggested, maintains his composure.

SOURCE 3 From the letter Emperor Qian Long of China sent to George III in 1793

As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures.

SOURCE 4 An excerpt from Lord Macartney's journal of his mission to China

… such exquisite workmanship, and in such profusion, that our presents must shrink from the comparison and hide their diminished heads.

6.4 SkillBuilder activity COMMUNICATING, HISTORICAL PERSPECTIVES AND INTERPRETATIONS

1. When cultures collide, it usually has a range of both intended and unintended effects. This is as true for foreign contact with China as it is for any other topic. Use a grid like the one below to **consider** the intended and unintended effects that foreign contact had on China. There is space to consider 'what next' so you can try to predict how things might turn out in the long-term.

An intended effect of foreign contact for China was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for China was:	The long-term impact of this effect might be:
An intended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:

2. **Consider** this statement: When two cultures clash, the long-term impacts cannot be foreseen.

Could this be true when considering foreign contact with China in the eighteenth and nineteenth centuries? What evidence can you use to **justify** your ideas?

6.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 6, 7	8, 9, 10

REMEMBER AND UNDERSTAND

1. **Select** which of the following statements best sum up how Confucianism influenced Chinese attitudes to foreigners.
   - A. The Chinese believed that China was at the edge of the world and that foreigners could offer a lot.
   - B. The Chinese believed that China was at the edge of the world and that foreigners could offer nothing of value.
   - C. The Chinese believed that China was the centre of the world and that foreigners could offer nothing of value.
   - D. The Chinese believed that China was the centre of the world and that foreigners could offer a lot.
2. Complete the following sentences. _____ armies were the main army units identified by different-coloured _____. Their role was to _____ the empire against foreign _____ and to crush _____.
3. The Portuguese traders were tolerated because they paid tribute to the emperor, who saw that as an acknowledgement of their inferiority. True or false?
4. **Describe** how luck played a role in the 1514 contact between Portuguese and Chinese traders.
5. **Summarise** how Britain came to play a major trading role in China.

ANALYSE AND APPLY

6. **Investigate SOURCE 2**. Why do you think the British artist has portrayed the Chinese emperor in this way?
7. **Analyse SOURCE 2** along with the image portrayed in **SOURCE 2** in lesson 6.3. What are the key differences?

EVALUATE AND COMMUNICATE

8. **Determine** what might explain the change in British attitudes towards China.
9. **Compare** and **contrast SOURCES 3** and **4** in their attitudes towards Chinese products.
10. **Examine SOURCES 3** and **4**. **Evaluate** why a historian would accept these sources as reliable.

Answers and sample responses for this topic are available online.

LESSON 6.5 Why did contact lead to conflict?

LEARNING INTENTION

By the end of this lesson you should be able to understand why foreign contact with China developed into conflict, and the results of that conflict.

Tune in

Like many wars throughout history, the conflicts between China and Western nations had their origins in economics. When trade conditions were not favourable to one side, demands were made on the other, and when those demands were not met the resulting diplomatic crisis escalated until one side used military action to force an outcome.

SOURCE 1 shows the bombardment of a Chinese port by the British Royal Navy.

SOURCE 1 When diplomacy fails. In this image the British Navy bombards Canton during the First Opium War.

BOMBARDMENT OF CANTON BY THE ENGLISH.

1. **What do you think the intended outcome of this action was for the British?**
2. **Why do you think the British would actively destroy a port that they could use themselves?**

6.5.1 Tension boils over in the First Opium War 1839–42

When the Chinese began trading with the British, they enjoyed a trade surplus (that is, they exported more to Britain than they imported, resulting in profit). To address this imbalance, the British began importing opium into China. Previously rare and expensive, opium became cheaper and more widely available, leading to increased use.

Despite an import ban, the British smuggled large quantities into China, aided by widespread corruption and bribery. As addiction spread, the social and economic consequences grew severe, prompting the emperor to act. He appointed Lin Zexu as Imperial Commissioner to address the illegal trade. Lin used both diplomacy and force, including writing an emotional letter to Queen Victoria, urging her to recognise the harm caused by the opium trade and to end it (see **SOURCE 2**).

SOURCE 2 Lin Zexu wrote the following open letter to Queen Victoria. It was published in newspapers in China. In it he refers to the British merchants who illegally trade opium as 'barbarians' and outlines a range of reasons why the trade should cease. Queen Victoria did not see the letter until after the First Opium War had begun.

Dear Your Royal Highness Queen Victoria,

… You have traded in China for two hundred years, … but after this long period of trade, there appear both good persons and bad. There are those who smuggle opium to seduce the Chinese people and cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others, are not tolerated by Chinese law and are hated.

The law [in China] calls for the death penalty for people who sell opium or smoke opium. The deep harm they have caused, and the great profit they have made, should justify their execution.

I have heard that the smoking of opium is very strictly forbidden by your country because the harm caused by opium is clearly understood. Since it is not permitted in your own country, then even less should you let it be passed on to harm other countries.

May you check your wicked people before they come to China, in order to guarantee the peace of your nation, to show further the sincerity of your politeness and submissiveness, and to let the two countries enjoy together the blessings of peace! After receiving this dispatch will you immediately give us a prompt reply regarding the details and circumstances of your stopping the opium traffic.

Yours sincerely, Lin Zexu, Commissioner of the Celestial Empire (China)

SkillBuilder discussion

Using historical sources

1. Work with a partner to establish the reasons Lin Zexu gave in his letter to Queen Victoria for why the opium trade should be stopped.
2. How did Lin Zexu attempt to address the opium problem when he arrived in Guangzhou?

When Lin Zexu arrived in Guangzhou, he arrested many opium dealers and confiscated thousands of opium pipes. Unable to get foreign companies to hand over their opium, he besieged their warehouses. When they surrendered the opium, it was destroyed, increasing tensions with Britain.

In 1839, a Chinese man named Lin Weixi was killed by a British sailor. The Chinese demanded someone be punished, but the British refused. Lin Zexu then blockaded the British, leading to the start of the First Opium War.

The British had superior technology and a well-trained army, while the Chinese forces were less advanced. The war ended in 1842 with the Treaty of Nanjing. China had to open several ports to British trade, cede Hong Kong to Britain and pay compensation. This treaty was the first of many 'unequal treaties' favouring the British.

6.5.2 More conflicts and rebellion

Historians debate whether the First Opium War directly caused the Taiping Rebellion, but either way, the Qing dynasty already faced significant internal issues, including social conflict, economic stagnation, resource strain from population growth, and natural disasters such as the 1847 drought and floods in 1849 and 1852. These problems, combined with their defeat in the First Opium War, overwhelmed the government.

The Taiping Rebellion, led by Hong Xiuquan, began in 1850 and lasted until 1864, spreading across southern China. Inspired by religious visions, Hong promoted a new form of Christianity and sought to overthrow the Qing dynasty, establishing a kingdom with communal land ownership and greater gender equality. The rebellion, one of history's deadliest conflicts, caused an estimated 20 million deaths.

During the rebellion, the Second Opium War (1856–60) erupted when Chinese authorities arrested the crew of the *Arrow*, a ship accused of piracy. Weakened by internal strife, China signed six unequal treaties with Britain, France, Russia and the United States of America, granting concessions to foreigners. Britain and France, seeking to protect their gains, aided the Qing against the Taiping rebels. While this crushed the rebellion, it further exposed Qing weakness and submission to foreign powers.

SOURCE 3 Some of the unequal treaties imposed on China by foreign powers in the nineteenth century

Year	Treaty of	Imposed by
1842	Nanjing	Britain
1844	Wangxia	USA
1844	Whampoa	France
1858	Tianjin	Britain, France
1858	Aigun	Russia
1859	Beijing	Britain, France

A new empress

In 1861 the Xianfeng emperor died. Because his five-year-old son was too young to rule on his own, a group of regents (people appointed to rule in the place of the monarch if they are too young or incapacitated) was formed to take over his duties. Soon, though, the young emperor's mother, Cixi, eliminated the other members of the group and established herself as the new ruler of China — the Empress Dowager (see **SOURCE 4**). In 1889 she nominated the new Guangxu emperor to take over power when she retired from her role as dowager empress. However, in reality he never ruled in his own right, and was always under Cixi's influence even after she stepped down.

SkillBuilder discussion

Communicating

1. Discuss the significance of the Empress Dowager Cixi's clothing and surrounding environment in **SOURCE 4** — how does it reflect her status and power in Chinese society?
2. Considering the historical context of Empress Dowager Cixi's rule, how might this image have been used to convey political messages or influence public perception of her leadership?

SOURCE 4 The Empress Dowager Cixi ruled China from 1861 to 1908

During the time of Cixi, although without her backing, there arose some hopes for reforms of the more rigid aspects of dynastic rule. The scholar Kang Yuwei planned and implemented a series of reforms with the help of the Guangxu emperor. In 1898 the 'Hundred Days' Reform' was intended to introduce radical decrees that would help modernise China, but the powerful and conservative Cixi, who still effectively ruled, rescinded almost all the reforms. She had the emperor arrested and many of the reformers executed. Her absolute rule was once again established over China, yet the problems she faced did not go away.

SOURCE 5 From the Guangxu emperor's Reform Decree of 1898

I shall never feel that my duty as Sovereign is fulfilled until I have raised them all [the Chinese people] to a condition of peaceful prosperity. Moreover, do not the foreign Powers surround our Empire, committing frequent acts of aggression? Unless we learn and adopt the sources of their strength, our plight cannot be remedied.

The Sino-Japanese War

It was not only European powers that were looking to expand their influence into Qing China. Later in the nineteenth century, Japan, too, had ambitions of territorial expansion. They fought with China over control of Korea in 1894 and 1895. The Meiji Restoration period after 1868 had seen Japan become an industrialised state as new technology was introduced from the West. As a result Japan extended its influence in the region and the Korean Peninsula, a longstanding area of conflict between Japan and China, was once again fought over in the Sino-Japanese War of 1894–95.

Japan was victorious and the war ended with the signing of the Treaty of Shimonoseki. The treaty gave Japan considerable rights over the area of Korea, but in addition Japan was also ceded the island of Taiwan as well as large regions of Manchuria in northern China. Almost more important than China's loss of territory was its loss of prestige. The end of the war resulted in Japan playing a more significant role as a foreign power in China and altered the political balance of power in the region. This would have long-term consequences into World War I.

6.5 SkillBuilder activity USING HISTORICAL SOURCES

Locating and identifying relevant primary and secondary sources

Conduct research into what historians have said of the 'unequal treaties'.

1. Using Ebsco Host, Google Scholar, Trove or other relevant online archives, search for information about one of the unequal treaties and what has been said about it by historians.
2. **Arrange** your findings visually. You might find a range of different perspectives from different times, in which case you should arrange them on a timeline. Have perspectives about the treaties changed over time? Why might that have happened?
3. Does it seem to you that most historians would agree that the treaties were 'unequal'? Why or why not?

6.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 8	3, 5, 6, 7, 9	10, 11

REMEMBER AND UNDERSTAND

1. The First Opium War ended in 1842 with the signing of the _____, bringing victory to Britain.
2. The unequal nature of treaties led to much anger in China. True or false?

3. Why did the death of the Xianfeng emperor cause political instability?
   A. Because he left no heir
   B. Because his son was too young to rule
   C. Because he left too many heirs, who fought over the throne
   D. Because he had only daughters
4. In your own words, **summarise** the long-term and short-term causes of the First Opium War.
5. Using bullet points, **create** a timeline that **summarises** the causes of the Taiping Rebellion. Separate them into what you would consider long-term and short-term causes.
6. **Explain** how the loss of prestige in the Sino-Japanese War in 1895 was more important than the loss of territory.

ANALYSE AND APPLY

7. **Summarise** the reforms that are called for in the Guangxu emperor's Reform Decree in **SOURCE 5**.
8. **Explain** the key reasons why Lin Zexu, in **SOURCE 2**, wants the opium trade to stop.

EVALUATE AND COMMUNICATE

9. Write a response to the letter from, or on behalf of, Queen Victoria. In it you should **elaborate** on your understanding of the trade as well as your thoughts on whether or not it should, or could, be stopped.
10. Using the information you have gathered so far in this topic, answer the following question in an extended response: 'Why were British and Chinese world views incompatible in the eighteenth century?'
11. **Consider** what your response would be to the statement that the rigid system of government and power in China helped lead to tension with foreign powers. Use specific evidence to support your ideas.

Answers and sample responses for this topic are available online.

LESSON 6.6 How did China change internally?

LEARNING INTENTION

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

- **evaluate** the patterns of change and continuity in China
- **consider** the relationship between events, ideas, people and movements.

Tune in

The impacts of foreigners on Chinese society since their first arrival in the sixteenth century varied widely. Missionaries spread the ideas of Christianity to many parts of the land; the trade of Western goods introduced new ideas; but perhaps no foreign import had a greater social impact than the addictive drug, opium.

SOURCE 1 A British observer's remarks on the effects of opium, from 1847

> Those who begin its use at twenty may expect to die at thirty years of age: the countenance becomes pallid, the eyes assume a wild brightness, the memory fails, the gait totters, mental exertion and moral courage sink ... atrophy reduces the victim to a ghastly spectacle, who has ceased to live before he has ceased to exist.

SOURCE 1 outlines some of the effects of opium.

1. **What effects would this start to have on the different levels of society — the individual, the ability to work and, eventually, the economy?**
2. **What do you think the reaction from those in power in China might be to those who take opium and those who trade in it?**

6.6.1 Economic effects

The Treaty of Nanjing (1842) ended the Opium War but not the opium trade. Trade with Britain increased, with China exporting tea and silk in exchange for opium. From 1843 to 1855, tea exports rose from 7000 to 42 000 tonnes, and silk exports from 2000 to 56 000 bales.

While this boosted regions near trading ports, it had negative effects. Food production decreased as farmers focused on tea and silk, leading to food shortages and higher prices. The local textile industry also declined due to cheaper, machine-made Western textiles.

Traditional trade routes suffered too. The Canton System relied on inland waterways and roads, but new ports shifted transport to sea routes, hurting those who depended on inland trade.

6.6.2 Social effects

As opium trade continued, it became a drug of dependency for many in China. With increased imports, opium became cheaper and accessible to more people. By the early 1800s, about 2500 tonnes were imported annually, rising to 23 000 tonnes by mid-century. At its peak, nearly all men used opium, and about a quarter were addicted.

High unemployment and easy access to opium were devastating. Opium dens, like the one in **SOURCE 2**, became popular, especially among unemployed men. These dens varied from ornate to simple, reflecting the social status of their patrons. The widespread use of opium is evident from the number of dens. **SOURCE 1** describes the long-term effects of opium use. Despite bans and harsh punishments (**SOURCES 4** and **5**), opium trade and use continued.

Eventually some British politicians recognised the responsibility they had for the disastrous situation in China. Some 60 years after the end of the Opium War, Lord Justice Fry of the British Court of Appeal expressed his views, seen in **SOURCE 3**. However, by then the damage had been done.

Skillbuilder discussion

Causes and consequences

The opium trade was highly lucrative for the British in the nineteenth century, but its impact on China was significant.

1. Do you think all the positive and negative consequences were considered by the British as the trade progressed?
2. How much do you think governments in the modern world have an obligation to try to reach a balance of positive outcomes for both sides?
3. Think about what might happen today if a trade agreement between Australia and another nation had positive outcomes for one side but negative outcomes for the other. How might each country react in that situation?

SOURCE 2 An opium den in Canton, China, c. 1900

SOURCE 3 Lord Justice Fry's comment regarding Britain's moral responsibility for the situation in China, from around 1908

We English, by the policies we have pursued, are morally responsible for every acre of land in China which is withdrawn from the cultivation of grain and devoted to that of the poppy; so that the fact of the growth of the drug in China ought only to increase our sense of responsibility.

SOURCE 4 Edict following the ban on opium in 1839

Let the buyers and smokers of opium be punished with one hundred blows, and condemned to wear the wooden collar for two months. Then, let them declare the seller's name, that he may be seized and punished.

SkillBuilder discussion

Historical significance

1. Study **SOURCE 5**. Discuss in table groups what the wooden collar represents in China's efforts to stop opium use.
2. How effective would you say that these punishments were in stopping opium use and trade?
3. What are the ethical implications of punishing opium users and sellers considering the British promotion of the opium trade in China?

SOURCE 5 An 1804 engraving of a wooden punishment collar as described in **SOURCE 4**. The writing indicates the crime for which the prisoner is being punished.

6.6.3 Expanding contacts

Foreign ideas

The Jesuit missionaries of the sixteenth century introduced Christianity, European ideas and technology, particularly in astronomy and science. While their influence was limited to the emperor's inner circle, some, like Matteo Ricci and Adam Schall von Bell, gained the court's trust and translated Western texts into Chinese, spreading ideas from European scholars like Galileo. This marked the first significant cultural exchange between China and the West in the sixteenth and seventeenth centuries.

By the eighteenth and nineteenth centuries, increased foreign presence and Chinese citizens travelling abroad brought new ideas in science, technology and social reform. Given recent unrest in China, traditional beliefs were increasingly questioned, with the Qing dynasty appearing to lose the mandate of heaven.

In 1898, these ideas culminated in the Hundred Days' Reform, led by the Guangxu emperor. The reform sought to modernise education, strengthen the military and develop industry. However, it failed when conservative opponents, supported by Empress Cixi, removed Guangxu from power, fearing that the changes would amplify foreign influence despite agreeing on the need for modernisation.

The Chinese Diaspora

During the nineteenth century a large number of Chinese decided, or were forced, to emigrate due to different factors. This spreading of the population became known as the Chinese Diaspora. Famines in the southern coastal provinces of Fujian and Guangdong, combined with the effects of the Opium Wars and the Taiping Rebellion, disrupted agricultural and economic activity in many areas, putting further strains on Chinese resources. Around the same time slavery was being abolished in many parts of the world, which created labour shortages. In North America, Chinese migrants replaced African slaves as a major source of labour. The large-scale emigration alarmed the Qing but there was little they could do about it; the unequal treaties forced the government to allow emigration to colonial regions.

SkillBuilder discussion

Continuity and change

1. What were the primary reasons that led to the large-scale emigration of Chinese people during the nineteenth century?
2. How did the discovery of gold in California and Australia influence the migration patterns of Chinese labourers?

SOURCE 6 This photograph from the early twentieth century shows two Chinese labourers at work in the Australian outback.

While many Chinese migrated to other Asian countries in search of work, a great number travelled further afield — to the United States of America, Canada, Australia and Europe. In 1849 gold was discovered in California, and when merchants brought news of the find to China a wave of migration to 'Gold Mountain' occurred. The Australian gold rushes of the 1850s provoked similar migrations and 'New Gold Mountain', as the Australian goldfields became known, saw the beginning of a long period of Chinese migration to Australia.

Across the world Chinese emigrants established what has become the most visible result of the Chinese Diaspora — the 'Chinatown'. Chinatown is the generic name given to that area of a city outside China in which Chinese businesses and restaurants predominate. There are about 20 Chinatowns in Australia, and many of them are thriving areas used as a focal point for traditional celebrations such as Chinese New Year. **SOURCE 7** shows Melbourne's Chinatown.

SOURCE 7 Chinatown in Melbourne. This community was originally established in the 1850s during the gold rushes.

6.6 SkillBuilder activity HISTORICAL SIGNIFICANCE

Identify and explain patterns of change in the development of the modern world

1. Using a world map, construct a visual of the Chinese Diaspora. Include both 'push factors' (reasons to leave China) and 'pull factors' (reasons to migrate to a particular country).
2. Label the countries and regions, with the dates if possible, to which Chinese migrants travelled.
3. What changes — social, demographic, political — did the movement of people from China have on the places to which they emigrated?

6.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5, 7	2, 4, 6, 9	8, 10

REMEMBER AND UNDERSTAND

1. What was the Canton System?
   - A. Local goods arrived at port and were then transported via inland waterways and coastal roads.
   - B. Local goods arrived at one port and were then transported via other ports.
   - C. Foreign goods arrived at one port and were then transported via other ports.
   - D. Foreign goods arrived at port and were then transported via inland waterways and coastal roads.
2. The British and Chinese traders ignored the 1839 ban on opium because it was too lucrative for them to want to stop, despite the social effects. True or false?
3. **Name** three intended outcomes of the Hundred Days' Reform Movement.
4. **Create** a flow chart to explain the sequence of economic impacts of the opium trade.
5. What is meant by a diaspora?
   - A. A system of government ruled by religious leaders
   - B. The movement of people within a single country
   - C. The scattered population of a particular group living outside their ancestral homeland
   - D. A period of peace and prosperity within an empire

ANALYSE AND APPLY

6. **Explain** why the Qing government would be concerned by the image in **SOURCE 2**.
7. **Summarise** the detrimental effects of opium as expressed in **SOURCE 1**.
8. **Determine** how the attitude in **SOURCE 3** differs from most British attitudes towards the opium trade.
9. **Explain** what **SOURCE 6** suggests about the extent and scale of the Chinese Diaspora.

EVALUATE AND COMMUNICATE

10. **Evaluate** which negative effects of opium use outlined in **SOURCE 1** might be identifiable in **SOURCE 2**.

Answers and sample responses for this topic are available online.

LESSON 6.7 How did resistance become revolution?

LEARNING INTENTION

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

- **develop** a historical argument as to why the Qing dynasty was unable to address the challenges it faced
- **identify** how China changed in the twentieth century.

Tune in

Confucianism helped generate a view in China that foreigners were little more than barbarians. It was believed that there was little that could be gained from contact with the outside world. Many people and organisations in China actively sought to get rid of foreigners once and for all, even if that meant challenging the Qing dynasty directly.

SOURCE 1 Partition of China in 1900, at the time of the Boxer Rebellion

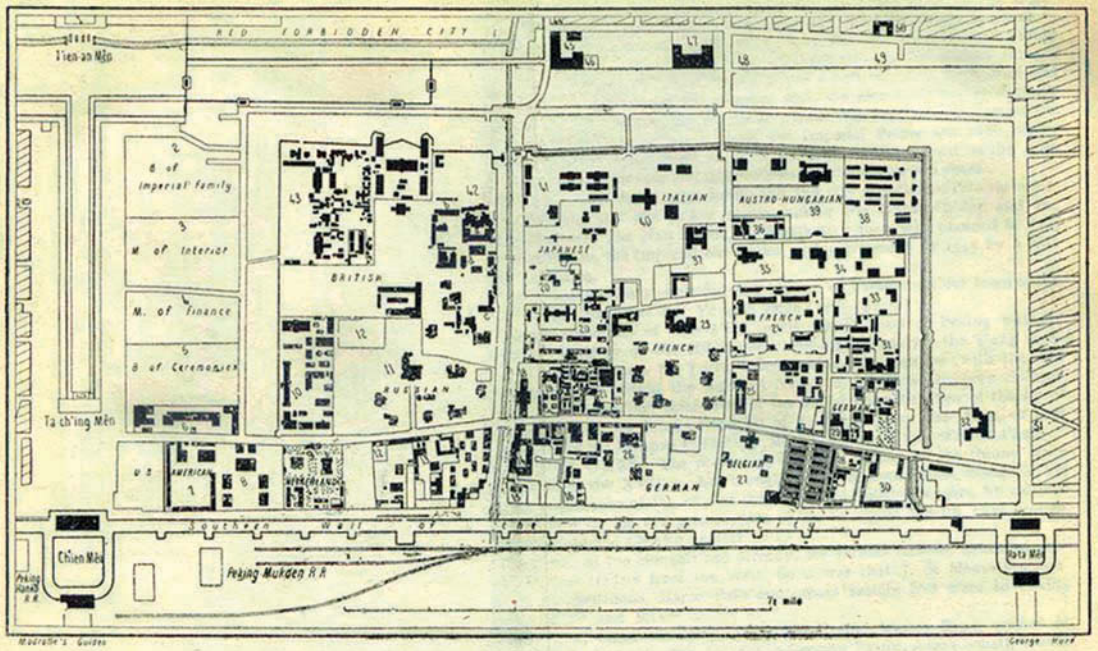
Look at **SOURCE 1** and discuss the following:

1. **What is happening to China?**
2. **What are the foreign powers doing?**
3. **How does this help explain why many in China wanted to expel foreigners from China once and for all?**

6.7.1 The Boxer Rebellion 1899–1901

The Society of Righteous and Harmonious Fists, known as the Boxers, called for expelling foreigners and returning to traditional values. In 1899, they began attacking Christian missionaries, as they resented foreign interference and the extraterritoriality clause that exempted Europeans from Chinese laws. They also targeted telegraph lines and railways.

SOURCE 2 This map from 1912 shows that the foreign legations were concentrated in a small area in Peking (as they had been in 1900), providing focus points for anti-foreign sentiment during the Boxer Rebellion.



PEKING. — LEGATION QUARTER

1. Tzŭ-chin Ch'eng.
2. Tsung-jên Fu.
3. Li-pu.
4. Tu-chih-pu (formerly Hu-pu).
5. Li-pu.
6. French Hospital (St-Michel).
7. U. S. American Guard.
8. U. S. American Legation.
9. Netherlands Legation and Guard ..... a. Minister. b. Guard.
10. Russian Guard.
11. Russian Legation.
12. Russo-asiatic Bank.
13. Banque de l'Indo-Chine.
14. Hôtel des Wagons-lits.
15. German Post Office.
16. Russian Post Office.
17. Hongkong and Shanghai B. C.
18. Yokohama Specie Bank.
19. Spanish Legation.
20. Japanese Guard.
21. Japanese Legation.
22. French Post Office.
23. French Legation.
24. French Guard.
25. French Catholique Church (St-Michel).
26. German Legation.
27. Belgian Legation.
28. German Guard.
29. Deutsch-Asiatische Bank.
30. Stores.
31. German Lazaret.
32. Hopkins Memorial Hospital.
33. Electric Station.
34. Imperial Maritime Customs, Residences and Head Offices.
35. Peking Club.
36. Imperial Post of China, Secretary's Office.
37. Inspectorate General of Imperial Maritime Customs.
38. Austro-Hungarian Guard.
39. Austro-Hungarian Legation.
40. Italian Legation.
41. Italian Guard.
42. British Legation (a. Minister. b. 1st Secretary. c. 2nd Secretary. d. Church.
43. British Guard.
44. Portuguese Legation.
45. Chinese Post Office.
46. Hôtel de Pekin.
47. Peking Han-k'ou R. R., Head Office.
48. International Banking Corporation.
49. Mexican Legation.
50. Telegraph Office.
51. Hôtel du Nord.

In June 1900, the Boxers besieged Beijing's foreign **legations**. An attack by foreign powers forced the Qing government to act, and Empress Dowager Cixi declared war on the foreign powers on 21 June. The Eight Nation Alliance, including Japan, Russia, Great Britain, France, the United States of America, Germany, Italy and Austria-Hungary, formed to counter the Boxers. Australian troops also joined under British command.

Australia's first contingents arrived in August 1900, but most of the fighting was over. Six Australians died from sickness and injury, not in combat. The siege of Beijing ended on 14 August after 55 days, with 66 foreigners and many Christians killed across China. Cixi fled but returned once peace terms were arranged.

The defeat resulted in another punitive peace treaty, reparations and more foreign troops in China, highlighting Qing weakness. Realising reform was crucial, Cixi initiated previously resisted changes to save the Qing dynasty and China.

SOURCE 3 A Boxer fighter from around 1900 with a spear and flag

SOURCE 4 Officers of the Australian Naval Brigade serving in China during the Boxer Rebellion

SkillBuilder discussion

Using historical sources

1. What were the primary grievances of the Boxers as expressed in the rhyme in **SOURCE 5**?
2. How does the rhyme reflect the social and political atmosphere in China during the Boxer Rebellion?

SOURCE 5 The aims of the Boxers as expressed in a rhyme in 1900

No talented people are in sight;

There is nothing but filth and garbage,

Rascals who undermine the Empire,

Leaving its doors wide open.

But we have divine power at our disposal

To arouse our people and arm them,

To save the realm and to protect it from decay.

Our pleasure is to see the Son of Heaven unharmed.

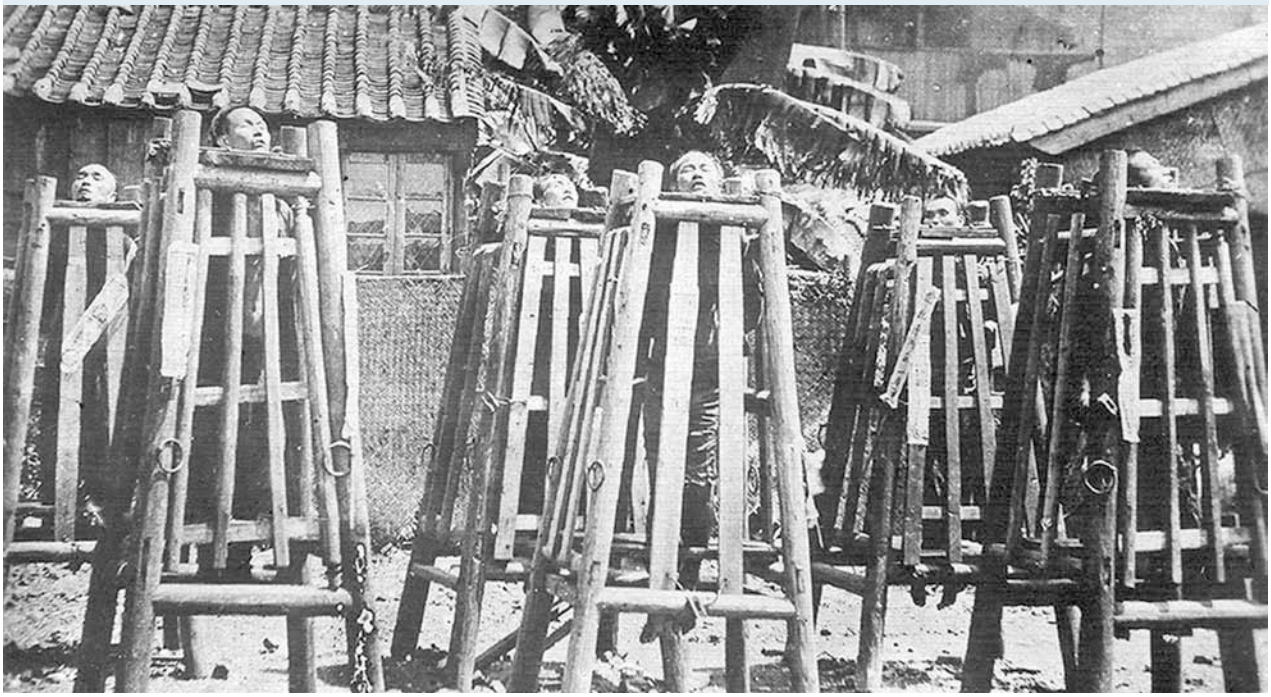
Let the officials perish,

But the people remain invincible.

Bring your own provisions;

Fall in to remove the scourge of the country.

SOURCE 6 This photograph from around 1900 depicts the aftermath of the Boxer Rebellion, showing the execution of captured fighters. It reflects the harsh punishments imposed by authorities during this period.



6.7.2 Reform and revolution

Reform

Major educational changes were among the reforms introduced by the Qing government under the terms of the Boxer Protocol. Modernisation of the curriculum began and for the first time Western subjects were introduced. This helped placate some of the people; for example, those who promoted the Hundred Days' Reform, but it had some negative effects for the government. The new curriculum introduced beliefs and values that conflicted with traditional Confucian beliefs. Those who went through the new system tended to be more critical of the dynasty and were hungry for further change. In losing control of the education system, the Qing lost a key area of popular support.

In 1908 work began on a constitution in which the emperor would retain control over the armed forces, foreign policy and the judicial system but would extend the administrative powers of provincial and local leaders. The military was also decentralised, making it more efficient to run, and was also equipped with Western weapons and trained in Western tactics.

Despite, or perhaps because of, these reforms, the Qing dynasty was doomed. The reforms were intended to modernise China and restore faith in the government, but they were only partially successful. While they did manage to modernise China, they also provided a degree of freedom for its people that was never known before. With this freedom came a demand for further change and, eventually, a demand for the Qing government to be removed from power altogether. A new sense of nationalism was evolving and people began to dream of a new, independent China free from foreign interference.

Revolution

The nineteenth century saw the Qing dynasty struggle against internal and external pressures, including the Opium Wars, the Taiping Rebellion and the Boxer Rebellion. Many Chinese came to believe that only revolution could save the country. This belief culminated in the 1911 revolution.

Before her death in 1908, the Empress Dowager appointed the 3-year-old Pu Yi as the next emperor. His father, Prince Jun, was to act as regent. However, Sun Yixian, who aimed to transform China into a republic, opposed this. Despite a failed coup in 1895 and subsequent exile, Sun saw another opportunity in 1911.

Dissatisfaction with the Qing government led to open rebellion. The imperial army demanded a new constitution before they would act against the rebels. When the constitution was not granted, the Qing dynasty's end became inevitable.

Sun Yixian was confirmed as president designate on 1 January 1912, and Pu Yi abdicated on 12 February 1912. Sun faced a rival in General Yuan Shikai, who had military power and influence over regional warlords. To avoid civil war, Sun stepped down on 10 March 1912.

The declaration of a republic ended 267 years of Qing rule and some 2000 years of the imperial system. However, the new political change did not bring peace to China.

TABLE 1 Key facts about the revolution

Year	Event
1908	Empress Dowager appointed Pu Yi as the next emperor
1911	Revolution led by Sun Yixian
1 January 1912	Sun Yixian confirmed as president designate
12 February 1912	Pu Yi abdicated
10 March 1912	Sun Yixian stepped down to avoid civil war
End of 267 years	End of Qing rule
End of 2000 years	End of the imperial system

6.7.3 A new emperor?

After coming to power it seemed that Yuan Shikai's true ambitions became clear. He had avoided civil war when Sun Yixian (see **SOURCE 7**) had stepped down from power, but China now found itself with two opposing political parties — Sun Yixian's Guomindang (GMD) or Nationalist Party, and the Jinbudang or Progressive Party. Both were formed in 1912. When Yuan organised the murder of a GMD leader in 1913, Sun launched a 'Second Revolution' to remove Yuan from the presidency. Yuan responded by declaring the GMD illegal and suspending Parliament. He also began to talk about making himself emperor.

Had China gone through so much turmoil to end the old imperial system only to have it replaced with a new one? Yuan put the question of his becoming emperor to a vote, but only those who were specially selected were allowed to cast a ballot. Unsurprisingly, the vote was in favour of the new empire, so Yuan crowned himself emperor in December 1915. In defiance of the vote, eight provinces declared independence and nationwide protests ensued. It seemed that China had had enough of monarchy. In March 1916, Yuan finally accepted that his imperial dream was out of reach and announced a return to republican government. He died in June that same year, leaving China once again in political turmoil.

SOURCE 7 Sun Yixian, founder and first leader of the Guomindang

6.7.4 China and World War I

In 1914, the new Chinese republic, only three years old, became an ally of the British and French in World War I. The move away from absolute monarchy was seen as a positive step by the West and China was certainly keen to improve its standing on the world stage. Of significance:

- China was officially neutral until declaring war on Germany in 1917.
- More than 100 000 Chinese volunteer labourers were sent to the Western Front to dig trenches and work in factories.
- China gained little from its alliance with Britain and France.
- The Treaty of Versailles confiscated Germany's overseas colonies, including those in China, and handed them to Japan instead of returning them to China.
- In 1915, Japan made 'Twenty-One Demands' on China, including territorial gains, increasing its power in the region.
- Anti-foreign sentiment rose in China, leading to massive protests in 1919 against the government's failure to protect Chinese interests.
- This sentiment contributed to the creation of the Chinese Communist Party in 1921.

SOURCE 8 Yuan Shikai, first president of the Republic of China

SOURCE 9 Chinese peasants, 1920, pictured with their donkeys, reflecting the agricultural and labour-intensive lifestyle of rural China during this period.

SOURCE 10 A Chinese family outside their house, circa 1890, representing rural life and the modest living conditions of many families in rural China during this time.

SkillBuilder discussion

Historical significance

1. Discuss the insight that **SOURCES 9** and **10** might give us about the lives of peasants in late 1800s to early 1900s China.
2. What do you conclude about the state of the economy during this time?

SOURCE 11 Present-day photo of a Chinese farmer tending the fields

SOURCE 12 Present-day photo of Chinese farmers tending the fields

6.7 SkillBuilder activity HISTORICAL SIGNIFICANCE

Gather a selection of newspaper or magazine articles that address China in some way. This could be to do with trade, culture or sport. Think about how China is represented in the different articles. **Summarise** your thoughts using the following questions:

a. What are the similarities and differences between the different articles and the way China is presented?
b. As you would do for a historical source, **outline** the values and limitations of each article. **Consider** who wrote the articles, what their focus is, and how this can influence their tone. For example, an article about the Beijing Winter Olympics would likely have a different tone to an editorial which addresses the treatment of political dissidents in China.
c. What do your answers to the above questions highlight about the nature of international relations and the way different countries are portrayed in the media?
d. How do you think this shaped perspectives towards the events you investigated in this lesson?

6.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	3, 5, 7, 8	9, 10

REMEMBER AND UNDERSTAND

1. Which of the following events occurred in China between 1750 and 1918?
   A. The establishment of the People's Republic of China
   B. The Opium Wars with Britain
   C. The signing of the Treaty of Versailles
   D. The discovery of the Terracotta Army
2. Controlling education was important in maintaining the Qing dynasty. True or false?
3. Complete the following sentences. The key change of the new constitution was its _____. The emperor was still in command, but the provincial and local leaders would have more power and _____ control. The same changes would be made to the military.
4. **Compare** how Sun Yixian and Yuan Shikai differed in their ambitions for China.
5. **Describe** reasons for the rise in the level of anti-foreign sentiment in China in the initial period after World War I.

ANALYSE AND APPLY

6. **Analyse SOURCE 5** and answer the following:
   a. Who were the 'scourge of the country'?
   b. What is this document asking Chinese people to do?
7. **Explain** what **SOURCE 3** suggests to you about the nature of the fighting during the Boxer Rebellion.

EVALUATE AND COMMUNICATE

8. **Compare** and **contrast** the lives of rural peasants in China during the late 1800s and early 1900s, as depicted in historical photographs, with the lives of rural farmers in present-day China (see **SOURCES 11** and **12**). How have the conditions and lifestyle of rural communities changed over time, and what aspects have remained the same?
9. **Discuss** the extent to which you think change had occurred for peasants in China over the time period studied in this topic.
10. **Compare SOURCES 9–12** and record the changes and continuities that you can see in the photographs.

Answers and sample responses for this topic are available online.

LESSON 6.8 Inquiry: What were the major events that took place between 1750 and 1918?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of major events that took place from 1750 to 1918. You should also be able to **evaluate** the significance of change by determining the substance, permanence and widespread nature of the changes that took place in China.

Background

Is it possible to determine if one historical event was more significant than another?

The period 1750–1918 saw a series of key events take place in China that changed the nation, if not the world, dramatically. These events included:

- Lord Macartney's visit to China (1792)
- the First Opium War (1839–42)
- the Taiping Rebellion (1850–64)
- the Second Opium War (1856–60)
- the Sino-Japanese War (1894–95)
- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–18)

The significance of some of these would have been obvious at the time, but for others it may be that their importance was only realised some time afterwards.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Your task is to undertake an **analysis** of the major events that occurred between 1750 to 1918. Choose the four that you believe were most significant, and share your findings in an appropriate way with your class.

Step 1: Questioning and researching

Refer back through this topic and **consider** why these events were important. There are many ways to 'measure' significance. One helpful way is to **consider** the following three themes:

1. The substance of change: did the event create a substantial change to the way people lived their lives, or perhaps the way the country was governed, or the way a conflict or dispute would be settled?
2. The permanence of change: did the event create a long-term change, or did it create change but only for a short time period?
3. The widespread nature of change: did the event affect many people? Was it spread across much or most of the country, or was it isolated to a small area?

Using these factors can help you sort your ideas and **decide** on the four events you consider to be the most significant.

Step 2: Using historical sources

Present your findings in a visual or graphic organiser. Include a description of why you consider those events to be significant and include an image that helps express your thoughts.

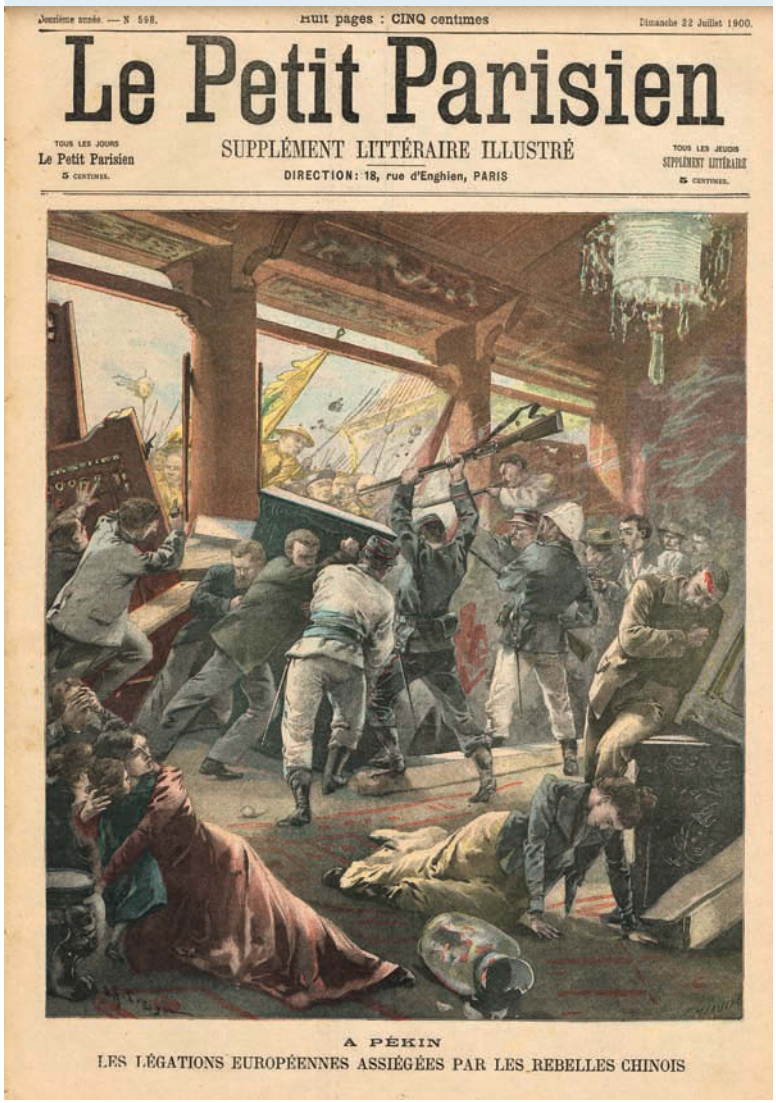
Step 3: Historical perspectives and interpretations

If possible, find out what was said about the event at the time it occurred, either from somebody involved or from newspaper articles of the time, and then find what historians have said about it more recently. Has it always been considered significant, or has its significance been realised more recently?

Step 4: Communicating

Share, display or present your findings among your class as directed by your teacher. Comment on each other's visual summaries with questions, queries or other appropriate comments.

SOURCE 1 Front page of a July, 1900, edition of *Le Petit Parisien*, a popular French newspaper. It ran regular updates and stories during the Boxer Rebellion and its readers were captivated. Images like these can help reveal the significance that events had at the time they were occurring.



Huit pages : CINQ centimes

Dimanche 22 Juillet 1900.

Le Petit Parisien

SUPPLÉMENT LITTÉRAIRE ILLUSTRÉ

DIRECTION: 18, rue d'Enghien, PARIS

A PÉKIN

LES LÉGATIONS EUROPÉENNES ASSIÉGÉES PAR LES REBELLES CHINOIS

LESSON 6.9 China since World War II

LEARNING INTENTION

By the end of this lesson you should be able to understand the historical and political development of China from foreign occupation, the emergence of communism, and the Cultural Revolution, to its status as a global superpower.

Tune in

Since World War II, China has emerged from global isolation to become one of the world's superpowers. It has seen both political and cultural revolutions and has established itself as a key player in the twenty-first century world.

SOURCE 1 Smiling workers read from the Little Red Book, a collection of quotes from China's leader Mao Zedong.

1. **What evidence of modernisation can you see in this propaganda image?**
2. **What is the message of this image?**
3. **Why should we be careful when using highly political images such as these for the study of history? What value and limitations are there in posters like this?**

6.9.1 The legacy of foreign occupation and the 'century of humiliation'

The term 'century of humiliation' describes the period from the mid-nineteenth century to the mid-twentieth century when foreign powers dominated China, and is vital to understanding modern China. The Opium Wars (1839–42 and 1856–60) marked the beginning of this era, as Britain and other Western powers imposed unequal treaties, taking control of Chinese ports and territories. Particularly notable is

Hong Kong, which was ceded to Britain after the First Opium War, becoming a lasting symbol of foreign dominance until its return to China in 1997.

The First Sino–Japanese War (1894–95) was another major blow. Japan's victory over China led to Taiwan's annexation by Japan and signalled China's declining regional influence. This loss also highlighted the failure of the Qing Dynasty to modernise, spurring internal reform movements that would contribute to the 1912 revolution.

In the early twentieth century, Japan expanded its presence in China, culminating in the invasion of Manchuria in 1931 and the Second Sino–Japanese War (1937–45). The conflict was marked by horrific atrocities, including the Nanjing Massacre, where Japanese forces killed an estimated 200 000–300 000 civilians. By the end of World War II, some 20 million Chinese people had perished due to war, famine and forced labour. These events fuelled a deep sense of nationalism and a desire to rebuild China as a strong, independent nation.

6.9.2 The Civil War and the rise of communism

After World War II, the Chinese Civil War (1945–49) resumed between the Nationalists (Guomindang or GMD) and the Communists (CCP). Despite receiving military and financial support from the United States of America, the GMD struggled with corruption, poor governance and a lack of grassroots support in the final years of the civil war, much as they had done in earlier decades. Many Chinese people, especially rural farmers, grew disillusioned with the GMD's inability to address poverty and inequality.

The CCP, led by Mao Zedong, gained widespread support by promising land reforms and emphasising equality. Using guerrilla warfare tactics and a disciplined military strategy, the CCP achieved a series of decisive victories. By 1949, the Nationalists retreated to Taiwan, establishing the Republic of China (ROC). Meanwhile, on 1 October 1949, Mao proclaimed the People's Republic of China (PRC) in Beijing.

This division created an ongoing conflict across the Taiwan Strait. While Taiwan eventually developed into a democracy with a thriving economy, the PRC viewed it as a renegade province. To this day, Taiwan's political status remains a flashpoint in regional and global politics.

6.9.3 The early years of communist rule

In the early years of communist rule, the PRC focused on consolidating power and implementing radical social and economic reforms. Land reforms redistributed property from landlords to peasants, and the government launched campaigns to eradicate illiteracy and improve public health. These initiatives brought significant benefits to many, particularly in rural areas.

However, Mao's ambition to transform China into a global power led to sweeping but often disastrous policies. The Great Leap Forward (1958–62) aimed to rapidly industrialise the economy by mobilising the rural population into communes. Backyard furnaces were used to produce steel, while agricultural practices were centralised. These policies, combined with poor planning and unfavourable weather, led to a catastrophic famine that killed an estimated 15–45 million people.

Despite these failures, Mao's leadership solidified the Communist Party's control over China. The government established a centralised system that emphasised loyalty to the Party, with strict control over the media, education and public discourse.

6.9.4 The Cultural Revolution

In 1966, Mao launched the Cultural Revolution, a decade-long movement aimed at preserving Communist ideology by purging 'counter-revolutionary' elements. Mao feared that his earlier failures, like the Great Leap Forward, had weakened his influence within the Party. To reassert control, he called for a mass movement to eliminate capitalist and traditionalist influences.

The Cultural Revolution unleashed chaos across China. Red Guards, composed mainly of students, were encouraged to denounce teachers, officials and even family members suspected of being 'counter-revolutionaries'. Historical landmarks, religious sites and cultural artifacts were destroyed as part of the campaign against the 'Four Olds' (old customs, cultures, habits and ideas).

One of the most iconic symbols of this era was the *Little Red Book*, a collection of Mao's quotes published in 1964 that became a mandatory guide to revolutionary thought. It was carried by millions and used in public ceremonies to demonstrate loyalty to Mao.

SkillBuilder discussion

Historical significance

1. Who are the individuals in **SOURCE 2**, and what event are they participating in?
2. What is the significance of the Little Red Book in this image? What wider significance does this book have?

SOURCE 2 Members of the Red Guard cheering Mao Zedong and holding the Little Red Book in 1968 during the Cultural Revolution.

The Cultural Revolution had profound consequences. Education systems collapsed, and intellectuals were sent to rural areas for 're-education through labour'. Economic productivity plummeted, and internal divisions within the Communist Party deepened. By the time the movement ended in 1976, following Mao's death, millions of lives had been disrupted, and Chinese society was deeply scarred.

6.9.5 Hong Kong — a city of two systems

Hong Kong's history reflects the broader struggles between foreign powers and Chinese sovereignty. After Britain claimed and occupied the territory in 1841 during the First Opium War, Hong Kong grew into a global financial hub. In 1898, Britain secured a 99-year lease for the New Territories, which expanded its control over the region.

In 1997, the lease ended, and Britain returned Hong Kong to China under the principle of 'one country, two systems', which allowed Hong Kong to maintain its capitalist economy, legal system and freedoms for 50 years. However, tensions have grown in recent years as Beijing has exerted increasing control. Pro-democracy protests, most notably in 2014 and 2019, highlighted the city's struggle to preserve its autonomy.

SkillBuilder discussion

Continuity and change

1. How did the handover of Hong Kong in 1997 mark a significant change in the political and administrative control of the region?
2. In what ways has Hong Kong's governance and relationship with China changed since the end of Britain's 99-year lease, and what aspects of its identity have remained the same?

SOURCE 3 The British flag of Hong Kong is lowered for the final time in 1997 during the official handover of the colony to China after the end of Britain's 99-year lease.

6.9.6 Post-Mao reform and opening up

After Mao's death, Deng Xiaoping emerged as China's new leader. Deng's 'reform and opening up' policies marked a significant departure from Mao's approach. By introducing 'socialism with Chinese characteristics', Deng blended market-oriented reforms with Communist Party control.

Key changes included dismantling agricultural communes, allowing farmers to sell surplus produce, and opening Special Economic Zones (SEZs) to foreign investment. Cities like Shenzhen in the province of Guangdong transformed from rural villages into industrial powerhouses. These reforms fuelled rapid economic growth and are credited with lifting over 800 million people out of poverty between 1981 and 2015. Deng hoped the province would catch up economically with the 'Four Asian Tigers' — Hong Kong, South Korea, Taiwan and Singapore — with economies that sustained high growth throughout the 1950s and 60s.

Deng's era also saw China's reintegration into the global economy. In 2001, China joined the World Trade Organisation (WTO), further boosting trade and investment. However, the rapid development created new challenges, including environmental degradation, corruption and widening income inequality.

6.9.7 The Tiananmen Square protests and political control

In 1989, calls for political reform reached a peak with the Tiananmen Square protests. Students and workers gathered in Beijing to demand greater freedoms and government accountability. For weeks, protesters occupied the square, creating a symbol of hope for democracy.

On 4 June 1989, the Chinese government declared martial law and sent troops to clear the square. The military crackdown resulted in hundreds, possibly thousands, of deaths. Images of the 'Tank man', a lone protester standing in front of tanks, became an enduring symbol of resistance.

SOURCE 4 'Tank man', the unidentified protestor, blocks the path of a line of tanks during the Tiananmen Square protests in 1989.

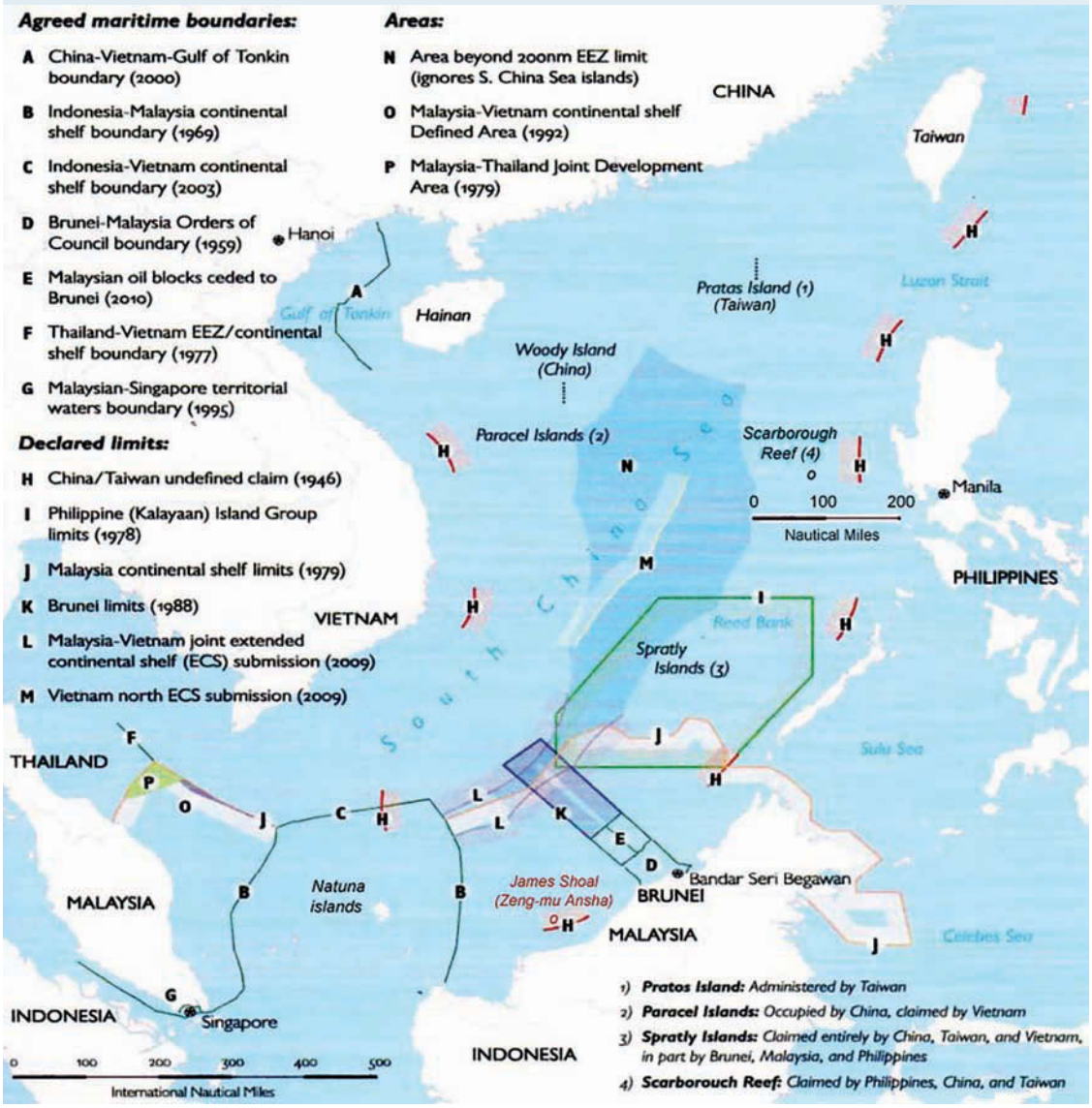
The government's response to the protests highlighted its determination to maintain control with little regard of human cost. It also signalled that while economic reforms would continue, political liberalisation was off the table.

6.9.8 Presidents of modern China — continuity and change

China's leaders since Deng Xiaoping have navigated the balance between reform and control. Jiang Zemin (1989–2002) focused on economic modernisation and fostering international partnerships, overseeing China's entry into the WTO. His successor, Hu Jintao (2002–12), emphasised sustainable growth and reducing inequality through his vision of a harmonious society.

Xi Jinping, China's current leader, has centralised power to an unprecedented degree. Xi's 'China Dream' promotes national strength, technological innovation and military modernisation. Initiatives like the Belt and Road Initiative (BRI) aim to expand China's influence through infrastructure projects across Asia, Africa and Europe. The adoption of the nine-dash line in the South China Sea — used by the communist party to baselessly illustrate claims in the South China Sea — has provoked widespread criticism and claims of illegality under international and maritime law.

SOURCE 5 The nine-dash line is China's claim to most of the South China Sea. The claim is generally regarded as having no legal basis in international law and is widely condemned.



SkillBuilder discussion

Historical questions

1. What does the nine-dash line represent, and how does it relate to China's territorial claims in the South China Sea?
2. Why is the nine-dash line controversial in terms of international law and global diplomacy?
3. How have other countries and international organisations responded to China's claim to the South China Sea, and what historical factors may influence these reactions?

Xi's tenure has also been marked by increased authoritarianism. Human rights abuses, such as the treatment of Uyghur Muslims in Xinjiang, and crackdowns on dissent in Hong Kong have drawn global criticism. Internally, Xi's anti-corruption campaign has targeted officials, consolidating his control over the Party.

SOURCE 6 China's current president, Xi Jinping, during the opening session of the fourteenth National People's Congress in 2024.

6.9.9 Taiwan — a divided history

The Taiwan issue remains one of the most sensitive topics in Chinese politics. The PRC views Taiwan as a part of China, while Taiwan operates as a separate government with its own democratic system. The 1995–96 Taiwan Strait Crisis highlighted the tensions when China conducted missile tests near Taiwan, prompting the US to deploy naval forces to the region.

Today, Taiwan's people are divided between those who support formal independence and those who prefer the current status quo. The Taiwan Strait remains a flashpoint, with both sides maintaining significant military presence in the region.

6.9.10 Cultural expression and national identity

China's modern history has been shaped not only by politics but also by cultural expression. During the Cultural Revolution, art and literature were suppressed, but in the decades since, China has embraced its heritage. Events like the 2008 Beijing Olympics celebrated China's achievements and history, showcasing its rise as a global power in a manner not entirely dissimilar to Japan's experience with the 1964 Olympics.

At the same time, censorship remains pervasive. The government tightly controls media, the internet and public discourse. Despite these restrictions, Chinese filmmakers, authors and artists have gained international recognition, blending tradition and modernity in their work.

A nation in flux

China's journey since World War II is a story of extraordinary transformation. From a nation devastated by war and occupation, it has risen to become a global superpower. Yet challenges remain, including economic inequality, environmental issues, internal political dissent, and regional and global tensions.

Understanding China's modern history offers valuable lessons about resilience, the impact of ideology, and the complexities of balancing tradition with modernisation. For students of history, China's evolution is a powerful example of a nation's ability to adapt and redefine its place in the world.

6.9 SkillBuilder activity CONTINUITY AND CHANGE

Investigate how the Chinese Communist Party (CCP) has changed the way it has ruled China from 1949 to the present day. Focus on key periods and leadership styles, major policies, and shifts in political and economic control.

1. Choose three key time periods, such as:
   - Mao Zedong's leadership (1949–76)
   - Deng Xiaoping's reforms (1978–97)
   - China under recent leaders (1997–present).
2. For each period, find out:
   - Who was the leader?
   - What were the main goals and policies?
   - How did the government control the people and economy?
3. Were there any major changes in political freedoms or daily life?

Present your findings as a short report (300–500 words), visual timeline or a short slideshow (4–6 slides).

6.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 5, 7	1, 2, 6, 10	4, 8, 9

REMEMBER AND UNDERSTAND

1. **Define** the term 'century of humiliation' in your own words, and outline the key events that contributed to it.
2. How did the Chinese Communist Part gain support during the Chinese Civil War, and how was this different to the perceptions of the Guomindang?
3. What were Deng Xiaoping's key goals for his 'Reform and Opening Up' policies?

ANALYSE AND APPLY

4. What role do the Opium Wars play as a long-term cause of China's 'century of humiliation'?
5. What does **SOURCE 3** reveal about China's reemergence during the twentieth century?
6. What are the value and limitations of photographs such as that in **SOURCE 4** when thinking about the Tiananmen Square events of June 1989?
7. What does **SOURCE 5** suggest about the nature of China's relationship with its neighbours in the region?

EVALUATE AND COMMUNICATE

8. To what extent do you think China has overcome its 'century of humiliation'? What evidence could you present to support your thoughts?
9. How has President Xi Jinping shaped China's position in the current world, and what long term consequences do you think there could be of his policies?
10. What key challenges does China face in the twenty-first century? How might those challenges be addressed?

Answers and sample responses for this topic are available online.

LESSON 6.10 Review

6.10.1 Key knowledge summary

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

6.2 How do we know about China from 1750 to 1918?

- Traditional Chinese Confucian society placed great importance on knowledge and study.
- Chinese royal historians recorded the events of the royal families in what were known as the 'dynastic histories'.
- Modern historians must evaluate these sources carefully because they would often portray the represented dynasty in a very positive way, even though that was not always the case.
- The development of photography provided an entirely new medium through which to interpret historical events. However, like any other source, photography must be viewed with a critical eye.

6.3 What was life like during the Qing dynasty?

- Prior to the seventeenth century, China was largely isolated from and unknown to the European world.
- The key influencing philosophy of Confucianism formed the basis of Chinese culture, law and society for centuries, resulting in an inward-looking traditional system of government.
- The emperor had ultimate power and ruled by what was known as the 'mandate of heaven'.
- If heaven turned against the emperor through bad harvests or failure in warfare, then the emperor was seen to have lost the mandate. This often resulted in the overthrow of the emperor and the rise of a different ruling family or 'dynasty'.
- Life in traditional China was governed closely by Confucianism, which resulted in a social structure not unlike the feudal system in Europe.
- The family was seen as the basic building block of society, so its structure remained very rigid.
- All members of the family were expected to know their place; women were subordinate to men.
- Socially, the 'four occupations' classified the population into a hierarchy, though in reality not all occupations were reflected in these four.
- Political challenges in the late nineteenth century began to defy social norms. As a result, twentieth-century Chinese society saw dramatic changes to many rules and customs previously held for centuries.

6.4 How did foreign contact impact China?

- The first Europeans to make contact with China were traders in the fifteenth and sixteenth centuries.
- They were not regarded as a threat to the Chinese, who felt that there was little that foreigners could offer them.
- However, more European powers began to seek trade. The Chinese attempted to limit the trade to specified cities under what became known as the 'Canton System'.
- This ultimately led to conflict with the foreign powers, in particular the British, when the British attempts to increase trade were rebuffed.
- Traditional Chinese weapons were no match for Western technology and China's repeated defeats at the hands of the foreign powers led to a range of 'unequal treaties' being signed and an increased sense of bitterness and resentment towards foreign influence in China.

6.5 Why did contact lead to conflict?

- The mid- to late-nineteenth century saw great change in China, brought about largely by foreign influence.
- Pleas from Lin Zexu directly to Queen Victoria had little effect on foreign trade and influence.
- China's defeat in the Opium Wars, fought against a coalition of foreign powers, led to internal resentment towards the weak Qing dynasty.

- The resultant Taiping Rebellion and Boxer Rebellion saw Chinese anger directed both at the foreign powers and at the Qing dynasty itself.
- The emergence of Japan as a major world power presented a new threat for China.
- The monarchy found itself under threat from home and abroad, and attempts at reform to modernise and strengthen the country were resisted by then Empress Dowager Cixi.

6.6 How did China change internally?

- In addition to the political changes influenced by foreign powers, the economic and social effects also began to be felt more widely.
- The shift in agriculture from food crops to silk and tea to meet the British demand resulted in a fall in food production.
- This shortage drove prices up, making it difficult for poorer people to afford basic staple products.
- Socially, British imports of opium had a significant impact.
- More opium coming into China resulted in greater quantities of the drug being available more cheaply than ever before.
- Its use became widespread and at one point an estimated one-quarter of the adult male population was addicted.
- Foreign ideas also started to spread in China.
- Reformers called for modernisation of the country, but this was resisted because of the fear of ever-increasing foreign influence.
- The Qing dynasty was trying desperately to hang on to traditional power in a modernising world.

6.7 How did resistance become revolution?

- The Boxer Rebellion is the most well known of the violent reactions to foreign influence.
- The Boxers called for the expulsion of foreigners from China and a return to traditional values.
- The Empress Dowager Cixi was in a difficult position because secretly she agreed with the Boxers, but publicly denounced the uprising in the hope of reducing the harsh treatment imposed by the foreign powers after the uprising was crushed.
- Cixi's death in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai, which ultimately led to the declaration of China as a republic in 1911 and the end of the 267-year-old Qing dynasty.
- Politically, the China that emerged in the first part of the twentieth century was drastically different to the China of the nineteenth century.
- It had become a republic with a president as head of state, rather than a monarchy with an all-powerful emperor.
- However, the new government faced challenges of its own.
- Japan's 'Twenty-One Demands' of 1915 was yet another humiliating imposition on China that once again saw foreign influence creating tensions both within China and with the international community.

6.8 Inquiry: What were the major events that took place between 1750 and 1918?

The key events that occurred between 1750 and 1918 in China that had a profound impact:

- Lord Macartney's visit to China (1792)
- the First Opium War (1839–42)
- the Taiping Rebellion (1850–64)
- the Second Opium War (1856–60)
- the Sino-Japanese War (1894–95)
- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–18)

6.9 China since World War II

- Since World War II, China has emerged from global isolation to become one of the world's superpowers.
- The term 'century of humiliation' describes the period from the mid-nineteenth century to the mid-twentieth century when foreign powers dominated China.
- After World War II, the Chinese Civil War resumed, leading to the establishment of the People's Republic of China in 1949.
- The Great Leap Forward aimed to rapidly industrialise the economy but led to a catastrophic famine.
- The Cultural Revolution, launched in 1966, aimed to preserve communist ideology but resulted in widespread chaos and destruction.

6.10.2 Key terms

concubine a woman who lives with a man she is not married to and has a lower social rank than his wife
despot a ruler with almost unlimited power who uses it unfairly or cruelly
Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism
legation a foreign country's diplomatic office, similar to an embassy
mandate of heaven the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly
subordinate having a lower or less important position

6.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What were the key social, cultural, economic and political features of Chinese society during the eighteenth and nineteenth centuries?

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

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

6.10 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7, 12, 15	3, 4, 6, 9, 13	5, 8, 10, 11, 14

REMEMBER AND UNDERSTAND

1. Which of the following best describes the structure of Qing China's government?
   - **A.** The emperor was elected by the people in a direct vote.
   - **B.** The emperor answered only to the members of the Grand Council.
   - **C.** The emperor ruled by the 'mandate of heaven'.
   - **D.** None of the above.
2. The Opium War was fought over
   - **A.** the failure of China to sell opium to Britain.
   - **B.** China's refusal to pay for British imports of tea.
   - **C.** China's naval blockade that prevented British ships from entering its ports.
   - **D.** British demands for further trading rights in China.
3. The rebellion that spread through southern China in the 1850s was
   - **A.** the Taiping Rebellion.
   - **B.** the Arrow War.
   - **C.** the Boxer Rebellion.
   - **D.** None of the above.
4. Which of the following best describes the economic effects of foreign influence in China?
   - **A.** Increased trade in silk made it more affordable for more of the population to wear silk clothing.
   - **B.** A shift from food crops to cash crops gave peasants the opportunity to diversify their crops.
   - **C.** A shift from food crops to cash crops made food more expensive and unaffordable for the poor.
   - **D.** A shift from cash crops to food crops made food less expensive and more affordable for the poor.
5. What was the Chinese Diaspora?
   - **A.** Movement of the Chinese population within China
   - **B.** Mass migration of Chinese around the world
   - **C.** The returning home of many Chinese migrants after the fall of the Qing dynasty
   - **D.** The migration of many Chinese to Japan as one of the 'Twenty-One Demands'
6. The Hundred Days' Reform movement called for
   - **A.** the modernisation of China in the areas of education and the military.
   - **B.** the expulsion of all foreigners from China.
   - **C.** a declaration of war by China on Great Britain.
   - **D.** the closure of all trading ports and an end to the Canton System.
7. Which of the following provided a 'pull' factor for large numbers of Chinese migrants to Australia in the nineteenth century?
   - **A.** Australian federation
   - **B.** The prospect of large areas of pasture land
   - **C.** The gold rushes
   - **D.** The centenary of European settlement in 1888
8. Which of the following statements is most accurate?
   - **A.** The end of the Qing dynasty in 1915 led to China's involvement in World War I.
   - **B.** The death of Cixi in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai.
   - **C.** Dissatisfaction with the Qing government in 1911 led to internal uprisings and the fall of the dynasty.
   - **D.** Sun Yixian briefly appointed himself emperor but was forced to reintroduce a republican government.

9. Examine the source below. It depicts a number of foreign nations ready to fight over the unconscious China. Analyse the source by answering the following questions.

The Western cartoon from 1900 is entitled 'The real trouble will come with the wake'. The cartoon shows animal personifications of the countries that had a strong influence in China.

a. The caption states that 'The real trouble will come with the wake'. A wake is a gathering held after a funeral. With that in mind, what does the caption suggest will happen next?
   - A. China will take its revenge on the other foreign countries.
   - B. The remaining countries will start fighting each other for territory.
   - C. China will no longer exist as a sovereign country.
   - D. China will become a part of the British Empire.

b. Another interpretation could be that the Chinese dragon is simply sleeping, and that the caption could be a play on the word 'wake'. Considering this interpretation, suggest what might happen next.
   - A. China will take its revenge on the other foreign countries.
   - B. The remaining countries will start fighting each other for territory.
   - C. China will no longer exist as a sovereign country.
   - D. China will become a part of the British Empire.

10. The First Opium War ended in 1842 with the signing of a now infamous treaty. What was the name of the treaty?
   - A. The Treaty of Beijing
   - B. The Treaty of Nanjing
   - C. The Treaty of Xi'an
   - D. The Treaty of Luoyang

ANALYSE AND APPLY

11. **Explain** how the unequal treaties exposed weaknesses in the Qing dynasty.
12. **Outline** the role of women in the Qing dynasty.
13. **Explain** how the Boxer Rebellion could be rising against the Qing dynasty but be claiming to save China at the same time.
14. **Determine** how and why did Confucianism, which had helped provide a basis for stability in China for centuries, become one of the reasons for China's inability to address the challenges it faced in the period 1750–1918?
15. **Explain** how the end of imperial rule in China created new problems as much as solving old ones.

Answers and sample responses for this topic are available online.

7 Japan

LESSON SEQUENCE

online only

7.1 Overview
7.2 What do we know about Tokugawa Japan?
7.3 How did Japan expand and modernise in the Meiji era?
7.4 What changed in the era of the World Wars?
7.5 How did Japan regrow and recover?
7.6 What changes and challenges exist today?
7.7 Inquiry: How significant was the modernising phase in the Meiji era?
7.8 Review

LESSON 7.1 Overview

INQUIRY QUESTION

What were the key social, cultural, economic and political features of Japan during the eighteenth and nineteenth centuries?

Japan boasts a rich and complex history that spans centuries of both isolation and interaction with the world. This topic explores the history of Japan from 1750 to the present, beginning with Tokugawa Japan, a period characterised by isolation and strict social order. Japan has been shaped by its political structure established by the Tokugawa shōgunate, the roles of the emperor, shōgun, *daimyō* and samurai, and the laws that maintained peace and stability. The economic developments within this era, despite Japan's seclusion from the rest of the world, are significant, as are the socio–political dynamics and the economic growth that defined this historical period and set the stage for Japan's transformation.

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

1868: Meiji Restoration — Emperor Meiji ascends to the throne, marking the end of the Tokugawa Shōgunate

1871: Abolition of the feudal system

1889: Declaration of the Meiji Constitution

1894–95: First Sino-Japanese War

1904–05: Russo-Japanese War

1914–18: Japan participates in World War I on the side of the Allies

1923: Great Kanto Earthquake

1945: Atomic bombings of Hiroshima and Nagasaki; Japan surrenders, ending World War II

193–45: Second Sino-Japanese War

1700 BCE — 1740 — 1780 — 1820

SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING

1947: Adoption of the post-war Constitution of Japan

1945 – Present: Post-War and Modern Japan

1952: Treaty of San Francisco — end of Allied occupation

1964: Tokyo hosts the Summer Olympics

1989: Death of Emperor Shōwa (Hirohito); start of the Heisei Era

2011: Great East Japan Earthquake and Tsunami

2019: Ascension of Emperor Naruhito; start of the Reiwa Era

1860 — 1900 — 1940 — 1980 — 2020 — CE

1941–45: World War II

1868–1912: Meiji Era

1912–45: Taishō and Shōwa Eras

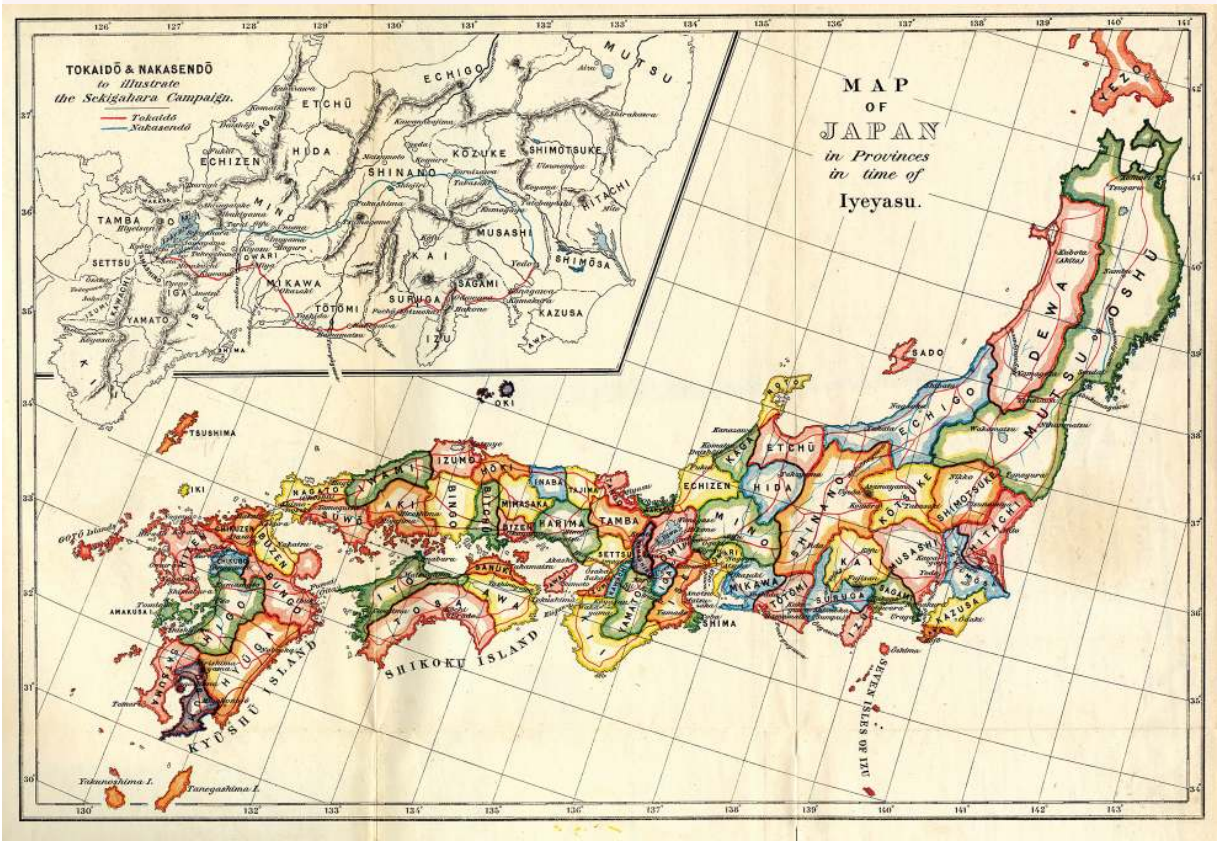
LESSON 7.2 What do we know about Tokugawa Japan?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the key social, cultural, economic and political features of Japan during the Tokugawa era.

Tune in

SOURCE 1 An illustrated map of Japan c.1600 published in 1903



1. **SOURCE 1 is an illustrated map of Japan. Write down some dot points of what you know about Japan.**
2. **Describe Japan in relation to other countries.**
3. **Have you, or someone you know, been to Japan? What did you learn about the place from yours or someone else's experience?**

7.2.1 Political structure — feudal rule and centralised authority

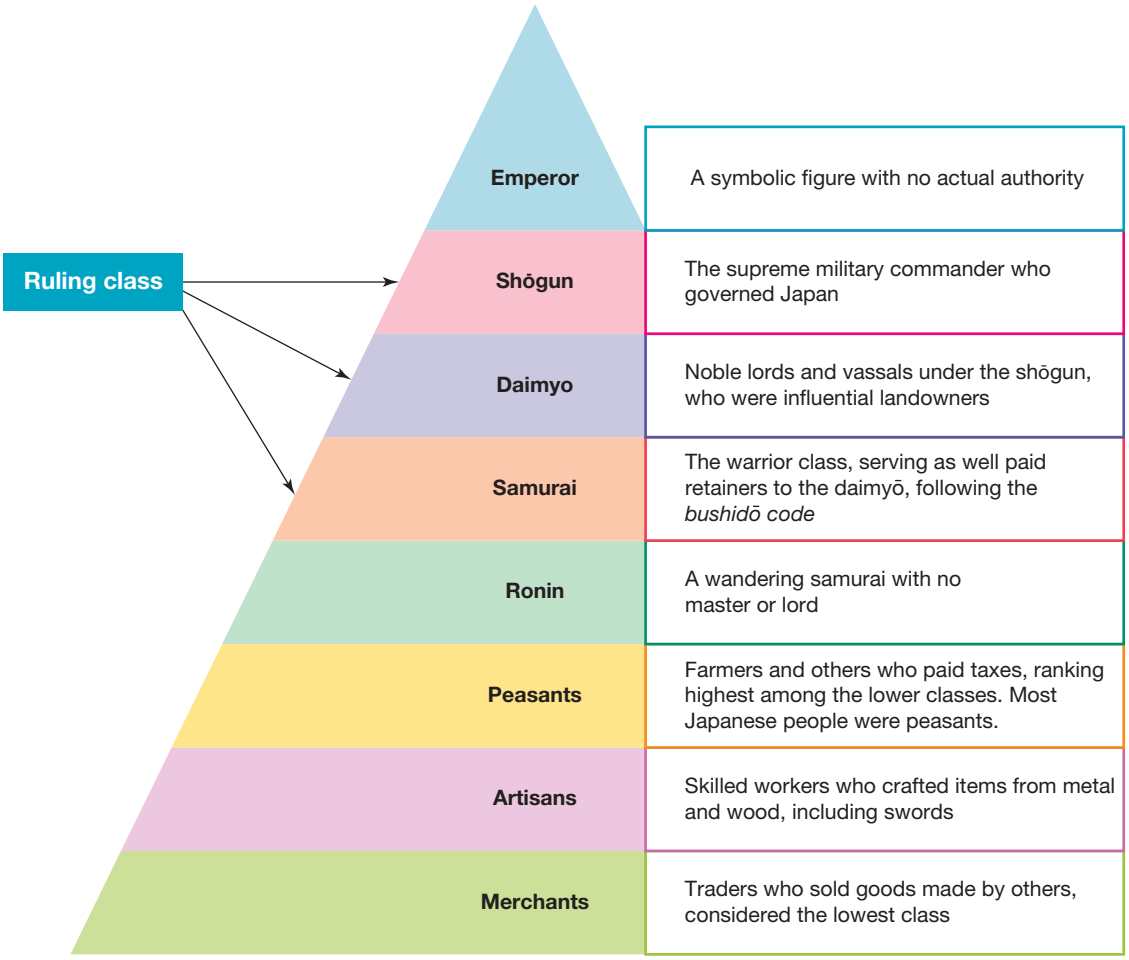
Japan in the mid-nineteenth century was a time of relative peace and stability under the feudal rule of the Tokugawa shōgunate. Led by a military commander called a **'shōgun'**, this government had shaped Japan politically, economically and socially since 1603. Prior to that, the nation was rocked by a series of civil wars fought between claimants to the position of shōgun. The Tokugawa family emerged as the victors and made changes that would ensure the title of shōgun would be passed down to succeeding generations for the next two and a half centuries.

The shōgun was at the top of the political system and held the true power in Japan. The emperor, based in Kyoto, remained a symbolic figure with no real authority. The shōgunate governed through a strict hierarchy to ensure obedience.

Below the shōgun were the ***daimyō***, or regional lords, who controlled large domains and were key to the system's functioning. However, the shōgunate kept them in check using *sankin-kōtai*, or 'alternate attendance'. Under this policy, the *daimyō* had to live in the capital every second year and even had to leave their families there as hostages. They lived comfortably, but were not allowed to leave the city. This arrangement drained their wealth and ensured loyalty, as maintaining residences in Edo (now Tokyo) and their home provinces was expensive for the *daimyō*.

Samurai, the warrior class, served the *daimyō* and shōgun. They were expected to uphold values such as loyalty and discipline, outlined in the *bushidō* code. Over time, however, the need for military action decreased, and many samurai transitioned into bureaucratic or administrative roles, becoming part of the government machinery.

SOURCE 2 A diagram of the social system in Japan during the Tokugawa period



SkillBuilder discussion

Communicating

1. Study **SOURCE 2**. How do you think the different roles contributed to the stability of the Tokugawa shōgunate?
2. Despite the strict social hierarchy, merchants gained significant wealth during the Tokugawa period. What factors contributed to their economic success?

Laws in shōgunate Japan were strict and aimed at maintaining peace. For example, people needed permission to change jobs or move to another domain. Travel was heavily monitored, with checkpoints on major roads ensuring that movement across Japan was controlled and that no unauthorised weapons could be brought into the capital. This tightly regulated system helped prevent uprisings and ensured that power remained concentrated in Edo.

7.2.2 Economic development — growth in isolation

Japan's economy grew significantly during the Tokugawa period, even as the country adopted a policy of isolation called ***sakoku*** ('closed country'). From the 1630s, foreign trade was strictly limited to prevent the spread of Christianity and reduce foreign influence. Only Chinese and Dutch **merchants** were allowed to trade at the port of Nagasaki and even that was under strict government supervision.

Despite this isolation, internal trade and industry thrived. Improvements in agriculture were a cornerstone of economic growth. Farmers developed better irrigation systems and farming techniques, leading to increased rice production. Rice was not only the staple food but also the primary currency, with wealth often measured in *koku* (the amount of rice needed to feed one person for a year).

As farming became more efficient, surplus rice allowed other industries to expand. Cities like Edo, Osaka and Kyoto became bustling hubs of trade and craftsmanship. Merchants, although ranked at the bottom of the social hierarchy, became increasingly wealthy and influential. They facilitated the flow of goods such as silk, tea, sake and pottery, and their success led to a growing urban middle class.

Markets and specialised shops appeared in urban areas, creating a vibrant economy. Despite the rigid class system, wealth began to shift into the hands of merchants, challenging traditional power structures and laying the groundwork for future societal changes.

7.2.3 Social life — a strict hierarchy

The Tokugawa period was characterised by a rigid social structure that determined people's roles and status.

- At the top were the samurai, followed by farmers, **artisans** and merchants.
- Below them were the *eta* and *hinin*, outcast groups who performed tasks considered impure, such as handling dead animals or working as entertainers.

This hierarchy was reinforced by laws that dictated everything from clothing to marriage. For example, only samurai could wear two swords, a symbol of their status. Farmers were expected to focus on agriculture and were heavily taxed, while merchants, despite their wealth, were viewed as less respectable because they did not produce goods themselves.

The Tokugawa era also placed importance on family and community. Villages operated as collective units, with everyone contributing to tasks such as farming or maintaining infrastructure. Religious practices, particularly **Buddhism** and **Shintōism**, played a central role in daily life, helping to unify communities and reinforce moral values.

However, life in urban areas was quite different. Cities like Edo became cultural melting pots where people from all classes mingled, and new forms of entertainment and art flourished.

SOURCE 3 An illustration of a samurai on horseback, wearing armour and horned helmet, carrying bow and arrows

7.2.4 Cultural flourishing — arts and education

The stability of the Tokugawa period allowed culture to thrive, particularly in cities. This era saw the rise of popular arts like **Kabuki** theatre, ***ukiyo-e*** woodblock prints and **haiku** poetry.

SkillBuilder discussion

Historical significance

1. Where might you have seen the image in **SOURCE 4** before?
2. Discuss why this image has become important and significant.

SOURCE 4 Probably the most famous of all Japanese woodblock images, Katsushika Hokusai's (1760–1849) *Great Wave off Kanagawa* (circa 1830)

Kabuki, a form of drama that combined music, dance and elaborate costumes, became immensely popular among townspeople. The themes often reflected everyday life or historical tales, making it relatable and entertaining. Similarly, *ukiyo-e* prints depicted scenes from nature, urban life and kabuki actors, offering a glimpse into Edo-period culture. Artists like Hokusai and Hiroshige became famous for their striking depictions of landscapes and cityscapes.

Education expanded during this time, especially for the samurai class, who needed to learn administration and governance. Schools for commoners also became more widespread, teaching basic reading, writing and arithmetic. This focus on education contributed to a relatively high literacy rate, particularly compared to other countries at the time.

7.2.5 The end of isolation

By the early nineteenth century, the Tokugawa system began to face significant challenges. **Peasant** uprisings became more common, driven by high taxes and crop failures. Urban populations grew restless as merchants gained wealth but remained excluded from political power.

Externally, the arrival of Western powers posed a critical threat. In 1853, US Commodore Matthew Perry sailed into Edo Bay with a fleet of steam-powered 'black ships', demanding that Japan open its ports to US trade. The black ships were well armed and more powerful than those of the Japanese. Commodore Perry informed them that he would return in one year for their answer.

SOURCE 5 The signing of the Treaty of Kanagawa 1854

This '**gunboat diplomacy**' exposed the limits of Japan's isolationist policies and marked the beginning of its decline. The Japanese were left with little choice but to sign the Treaty of Kanagawa in 1854. It was a watershed moment in Japan's history.

The treaty marked Japan's first formal agreement with a western power. Its terms included:

- opening the ports of Shimoda and Hakodate to American ships for supplies and refuge
- ensuring the safety and proper treatment of shipwrecked American sailors
- allowing the United States to station a consul in Japan.

Although the treaty did not establish full trade relations, it effectively ended Japan's era of isolation. Soon after, other Western nations demanded similar agreements, leading to a series of unequal treaties that undermined Japanese sovereignty.

As dissatisfaction grew, reformist groups began pushing for change. By 1868, the **Meiji Restoration** brought an end to Tokugawa rule, restoring power to the emperor and initiating a period of rapid modernisation and industrialisation.

The signing of the Treaty of Kanagawa revealed the weaknesses of the Tokugawa shōgunate and deepened existing divisions within Japanese society. Many saw the shōgunate's inability to resist foreign demands as a failure of leadership, leading to growing dissatisfaction among samurai, *daimyō* and commoners alike.

Key consequences included:

- *Loss of prestige:* The shōgunate's authority was eroded as its inability to protect Japan from foreign encroachment became clear.
- *Economic strain:* The arrival of foreign merchants disrupted local markets, causing inflation and economic instability. The opening of ports also led to the outflow of Japanese gold, as unequal exchange rates favoured Western traders.
- *Political unrest:* Opposition to the shōgunate grew, particularly among reformist samurai and *daimyō* who believed Japan needed to modernise to resist foreign powers.

7.2.6 Japan's response — from crisis to reform

The period following Perry's mission was marked by intense debate over how Japan should respond to the challenges posed by Western imperialism. Two main factions emerged:

- *Isolationists:* Advocated for preserving traditional policies and resisting foreign influence.
- *Modernisers:* Called for adopting Western technology and practices to strengthen Japan.
  One of the most significant responses was the rise of the *sonnō jōi* ('Revere the Emperor, Expel the Barbarians') movement, which sought to restore the emperor's power and resist foreign influence. This movement gained traction among disillusioned samurai and intellectuals, leading to increased feelings of nationalism rather than loyalties to individual *daimyō* and provinces.

7.2.7 The path to the Meiji Restoration

Between 1854 and 1868, Japan experienced significant political turmoil. Key events included:

- *The Ansei treaties (1858):* These agreements granted further trade privileges to Western powers and allowed foreigners to live and trade in Japanese cities. The treaties deepened dissatisfaction with the shōgunate.
- *Civil unrest:* Peasant uprisings, samurai rebellions and violent anti-foreigner incidents became more common as economic hardships and social discontent grew.
- *Chōshū and satsuma alliances:* Powerful clans like the Chōshū and Satsuma opposed the shōgunate and began modernising their military forces, often with western help. However, when those two clans clashed with foreign forces in 1863, they were defeated and forced to pledge that no further attacks would take place.

In 1866, the Chōshū and Satsuma clans formed an alliance against the Tokugawa shōgunate. After the death of the Emperor Komei in 1867, the shōgun agreed to relinquish power to the new Emperor Meiji. For two and half centuries the emperor had been no more than a symbolic figure, but was now increasingly seen as a unifying leader for a new era in Japanese history.

On 6 April 1868 the Charter Oath was proclaimed in Kyoto's Imperial Palace. It was the key document that outlined the path that Japan would take during the modernisation of Japan. In effect, it was the document that initiated and formalised the Meiji Restoration.

The period between Perry's arrival in 1853 and the beginning of the Meiji Restoration in 1868 was one of profound change. Japan's initial response to Perry's demands set off a chain reaction that exposed the need for modernisation and adaptation. Within decades, Japan would emerge as a major global power. This transformation came at the cost of significant internal strife and the end of centuries-old traditions.

SOURCE 6 This painting from 1877 shows the newly established conscript army's victory over rebelling samurai who were fighting to, among other things, regain the right to carry their swords.

SkillBuilder discussion

Continuity and change

1. What are some examples of 'change' that can be seen in **SOURCE 6**?
2. What words would you use to describe the emotions of some of the men seated on the right, and the men kneeling on the left?
3. Consider the value and limitations of a source such as this for a historian studying this topic.

SkillBuilder activity HISTORICAL QUESTIONS

1. **List** the types of primary and secondary sources available from the Tokugawa period. What can they tell us about daily life during this time? You may use the sources available in this lesson.
2. **List** research questions that you are curious about in relation to the Tokugawa period. You may wish to find out more about something that you have covered in this lesson. Choose one question to answer.
3. Do the sources help answer your chosen question? Or do you need to investigate further?
4. In pairs, **investigate** to answer your chosen question (you may take turns). Consider the reliability of the information you find.

7.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 7	2, 5, 8	3, 6, 9

REMEMBER AND UNDERSTAND

1. Despite having an emperor, who held true power in Japan?
   - A. The Prime Minister
   - B. The shōgun
   - C. The samurai council
   - D. The daimyō lords
2. How did 'alternate attendance' help ensure loyalty from the daimyō?
   - A. It required daimyō to spend every other year in Edo, keeping them under the shōgun's watchful eye and draining their finances through expensive travel and maintaining two residences.
   - B. It forced daimyō to rotate their armies between different provinces, preventing them from building up military strength in one location.
   - C. It mandated that daimyō alternate between governing their domains and serving in the shōgun's administration in Kyoto.
   - D. It required daimyō to send their children to alternate between Buddhist temples and Confucian schools to ensure proper education.
3. **Define** the term 'gunboat diplomacy' in your own words.

ANALYSE AND APPLY

4. In what ways did arts and culture flourish during the Tokugawa era?
5. What was the key disagreement between the two Japanese factions that emerged following Commodore Perry's arrival?
6. Consider the examples of Tokugawa-era woodblocks, Kabuki theatre or haiku poetry. **Analyse** the way in which they reflect the flourishing culture of the time.

EVALUATE AND COMMUNICATE

7. To what extent do you think fear played a key role in maintaining discipline and order during the Tokugawa era?
8. **Consider** what could be some long-term consequences of the Treaty of Kanagawa to the Tokugawa shōgunate. Share and **summarise** your thoughts in groups.
9. **Explain** the significance of the 1868 Charter Oath. Why do you think it created tension between different groups in Japan? Why might some groups support it while others opposed it?

Answers and sample responses for this topic are available online.

LESSON 7.3 How did Japan expand and modernise in the Meiji era?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the causes and consequences of contact with other countries.

Tune in

The Meiji Restoration was a period of massive change for Japan. Its leaders had seen the negative impact that foreign influence had had on China and were desperate to avoid suffering the same fate. They saw modernisation as the best way forward and 'borrowed' Western ideals to help shape the new state. Between 1868 and 1912, Japan went from being a target of imperialism to being an agent of it.

SOURCE 1 Changes in the Japanese Empire from 1870 to 1942

1. **Describe the change in the Japanese Empire from 1870.**
2. **Discuss how these changes might have happened.**

7.3.1 The Charter Oath

In 1868, the new Japanese government declared its intention to modernise via the **Charter Oath**. It provided the framework by which Japan would end feudalism and strengthen the nation through adoption of a range of Western ideas. Its statement that 'Knowledge shall be sought throughout the world so as to invigorate the foundations of imperial rule' was adopted enthusiastically. The rallying call of 'expel the barbarians' was abandoned and there was a definite sense of urgency with which Japan wanted to ensure it could learn from foreign powers rather than be subject to them.

SOURCE 1 An excerpt from the Charter Oath of 1868

By this oath, we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

Deliberative assemblies shall be widely established and all matters decided by open discussion.

All classes, high and low, shall be united in vigorously carrying out the administration of affairs of state.

The common people, no less than the civil and military officials, shall all be allowed to pursue their own calling so that there may be no discontent.

Evil customs of the past shall be broken off and everything based upon the just laws of Nature.

Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.

7.3.2 Ending feudalism

Modernising Japan meant that feudalism had to be replaced by a more modern social and political structure. The *daimyō* were persuaded to surrender their lands to the emperor, although many of them remained in place as governors of those areas.

Significantly, class restrictions on some occupations that had existed under feudalism were removed and all classes became equal before the law in 1871. This helped the emergence of the middle class that had been a feature of the late Tokugawa period.

The samurai were the class that suffered most under the new Meiji era. The new Japanese army relied on conscription to bolster its numbers. The samurai, once the only class permitted to undertake military activity, lost their privileges, their jobs and their income. As a final humiliation they were forbidden to carry their traditional swords. The two razor-sharp weapons they carried were considered the soul of a samurai and to be without them was unthinkable. Some found administrative roles in the new regime, some became officers in the new army or businessmen. Most, however, fell into poverty.

7.3.3 The new constitution

In February 1889, the Meiji Constitution was signed and proclaimed by the emperor. The new parliament, called a 'Diet', consisted of two houses. The House of Peers was made up of members of the nobility, and the members of the House of Representatives were elected. Only about 5 per cent of the population were eligible to vote so it was not democratic in the way we would define it today.

The role of the emperor in the new constitution was significantly altered. In fact, the emperor was now the most important person within the constitution and had the power to summon or dismiss the parliament, called a '**Diet**'. However, much of the real power still rested with neither the emperor nor the Diet, but with a group of elder statesmen called the genro. These men held power through their high ranks in the army and navy, and through membership in the Privy Council, which was the key policy-making body and so wielded great influence.

7.3.4 Domestic change

Foreign experts were brought in to advise on a wide range of projects aimed at modernising the country, from education to the military. As well as bringing foreigners in, the Meiji government sent experts overseas to establish missions. The 1871 **Iwakura Missions** was the most important of these. Over nearly two years, the 48 members of the mission visited the United States, Britain, continental Europe and Asia to gather information on industry, technology and military developments.

SkillBuilder discussion

Using historical sources

1. Examine **SOURCE 2** and describe the visible influences of western influence.
2. Why might the Japanese people look to United States, Britain and continental Europe?

SOURCE 2 Members of the Iwakura Mission dressed in a mixture of traditional and western clothing, suggesting the beginnings of western influence in Japanese culture.

Military changes

The imperial army was modelled on Germany's powerful military. Conscription began in 1873, requiring all men to serve three years in the regular army and four years in reserves. This marked a departure from the feudal system, which had restricted commoners from owning swords.

Similarly, the navy adopted the structure and training of the British Royal Navy, the leading naval force at the time, and invested in steam-powered warships.

Social changes

Education was seen as crucial to Japan's modernisation. After the Ministry of Education was established in 1871, compulsory primary education for both sexes began in 1872, drawing from French and German systems. Initially using foreign teachers, Japan's system became self-sufficient by the late nineteenth century. By 1905, attendance at compulsory education exceeded 95 per cent.

Social changes accompanied Japan's fascination with Western culture. Western attire became standard for official events, influencing general society's fashion. Dietary habits shifted with the introduction of meat, bread, beer and dairy, replacing some traditional Buddhist restrictions on meat consumption.

Culture

Western ideas influenced Japanese writers, artists, painters and musicians. Fukuzawa Yukichi was a significant proponent of Western ideas. His popular 1869 book *Conditions in the West* was a basic guide to the history, culture and politics of the west. Western literature was translated into Japanese for domestic readers and from the 1880s original Japanese works appeared.

The Tokyo Art School was established in 1876 and although its early works tended to be reproductions and copies of western styles, traditional Japanese styles saw a revival.

Western architecture became common as western-trained Japanese architects returned from overseas missions with new ideas. Tokyo's Central Station and the Bank of Japan building are two of the most famous examples of Meiji architecture.

Did You Know?

When Japan opened to the West it imported Mozart and Beethoven too. Music schools like the Tokyo School of Music (1887) made Western music so fashionable that playing piano became an essential skill for well educated young ladies.

Industry and economy

Japan's modernisation required rapid industrialisation. Initially, the government developed heavy industry, transport and communication, then sold them to the private sector. This led to the rise of the ***zaibatsu***, powerful corporations like Mitsubishi and Kawasaki, which bought these industries. They dominated Japan's industrial and banking sectors for decades.

External influences also boosted Japan's economy. Foreign wars created demand for their products before World War I, leading to significant economic growth.

- Between 1893 and 1913 Japan's demand for industrial goods increased six-fold.
- Shipbuilding grew 500 per cent between 1900 and 1914.
- The number of factories in Japan increased from 10 000 to 45 000 from 1905 to 1920.

7.3.5 Early challenges

At times of great change and upheaval, there is commonly some level of resentment towards the regime that is introducing the change. Many peasants in Japan resented the introduction of new taxes and conscription. At times their protests resulted in violence.

The most serious resistance came in 1877 from a group of dissatisfied and disaffected former samurai, led by Saigo Takamori. Saigo had been a leading figure in the early Meiji government but the loss of samurai privileges and the replacement of them with a conscript army angered him and others to the point of revolt. The rebellion saw fierce battles but ended in Saigo's defeat. It was significant because it marked the end of samurai resistance and solidified Meiji authority.

7.3.6 Expansion

Having abandoned isolationism after 1853, Japan undertook a series of successful expansionist wars. By 1914 they had seen victories over China and Russia and had established an empire that stretched from Korea and the Kuril Islands to Taiwan.

Japan's first conflict was with China in 1894, stemming from a centuries-old rivalry over control of Korea. An uprising in Korea led to both China and Japan sending troops to protect their interests. When the crisis was over China withdrew its forces but Japan refused to do the same, sparking the Sino–Japanese War. Japan emerged victorious, concluding the war with the Treaty of Shimonoseki. Its terms included granting Japan control of Taiwan, and an assurance from China that Korea would be independent. Japan's victory stunned the world, transforming its image from a small developing nation to a potential threat in the Far East. The Treaty of Shimonoseki also gave Japan control over Port Arthur in Korea, but Russia, backed by Britain and France, forced Japan to relinquish this claim in what Japan called the 'triple intervention'. Japan, unable to resist, was furious and humiliated. Despite its rapid modernisation Japan realised it was not going to gain equal treatment by the major western nations.

SOURCE 3 An illustration of Japanese soldiers in action during the Sino–Japanese War

When an alliance was signed between Japan and Britain in 1902, the situation changed. Japan knew it could now fight Russia without the threat of escalation. Control and influence in Korea was once again the spark for conflict. The Russo–Japanese War began in 1904 when Japan attacked Port Arthur. The war was short-lived but costly. Japan destroyed the Russian fleet at the Battle of Tsushima and took advantage of fighting a quick war, while Russia could not transport the troops it needed to the region fast enough to replace losses. The war ended in 1905 with the Treaty of Portsmouth. Japanese domination in Korea was recognised and Japan gained control of important railways in southern Manchuria, a region of China adjacent to the northern border with Korea.

Despite officially being 'independent', Korea was now under the control of Japan. Ito Hirobumi, former Prime Minister of Japan and one of the architects of the Meiji Restoration, was assassinated by a Korean nationalist in October 1909. Japan formally annexed Korea the following year and would remain in control of it until the end of World War II in 1945.

7.3.7 Japan renewed

When the Emperor Meiji came to power in 1868, Japan was a nation at risk of becoming colonised and controlled by foreign powers. His funeral in 1912 was attended by officials from all the major western powers, revealing just how respected and significant Japan had become in such a short time.

SkillBuilder activity **USING HISTORICAL SOURCES**

Tsuda Umeko was born in Edo (present-day Tokyo) in 1864, the daughter of agriculturalist, Tsuda Sen, and his wife, Hatsuko. In 1871, at only 6 years old, she travelled to the United States with the Iwakura Mission as one of the first female Japanese overseas students.

1. What information does this source provide about the delegation of female Japanese students to the United States of America?
2. Choose one of the women in the image to research more about. Complete a short profile of their achievements.
3. What can we infer about Japanese society's attitudes toward women's education from the fact that a 6-year-old girl was sent overseas for study in 1871? Consider what this suggests about changing social values during the Meiji period.
4. This source mentions Tsuda Umeko was 'one of the first female Japanese overseas students'. What additional sources would you need to learn more about this historical event?

SOURCE 4 The delegation of female Japanese students, photographed at the Centennial Exposition in Philadelphia, 1876. From left to right, Tsuda Umeko, Yamakawa Sutematsu, Nagai Shigeko.

Source: Tsuda University; © Jiji

7.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 8	2, 6, 9	3, 5, 7

REMEMBER AND UNDERSTAND

1. **Identify** the document that provided the framework by which Japan would modernise?
2. Which class suffered the most under the new Meiji era? **Outline** why that was the case.
3. Make a list of the key areas of Japanese culture that began to draw inspiration and influence from the West.
4. **Explain** why Japan's victory over China in the Sino–Japanese War stunned the world.

ANALYSE AND APPLY

5. What were the most important events in the period from 1868 to 1912 for Japan? Make a timeline that features what you consider to be the five most significant events of that period.
6. **Explain** why the 'triple intervention' was so humiliating to Japan.

EVALUATE AND COMMUNICATE

7. **Evaluate** the role that Western influence played in one of the following: literature, visual art, or music.
8. How is the photograph in **SOURCE 2** useful in illustrating the modernisation of Japan during the Meiji Era?
9. 'The modernisation of Japan between 1868 and 1912 first amazed, then stunned, and finally frightened the major Western powers.' What events would you suggest could be used to support and discuss this claim? Do you agree with it?

Answers and sample responses for this topic are available online.

LESSON 7.4 What changed in the era of the World Wars?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** significant events and influencing ideas that contributed to continuity and change in Japan.

Tune in

SOURCE 1 captures the heartbreaking aftermath of the atomic bombing of Hiroshima on 6 August 1945. The image vividly depicts the widespread destruction caused by the explosion, showing the decimated cityscape and the immense human suffering in the wake of one of history's most tragic events. The bombing left an indelible mark on the world, highlighting the devastating power of nuclear weapons and the profound impact of war on both the environment and its people.

SOURCE 1 The extent of devastation of Hiroshima after the dropping of the atomic bomb in 1945

1. **Discuss the scene in the image.**
2. **Mind map all that you know about Hiroshima.**

The first half of the twentieth century was a time of upheaval for Japan. Emerging from victories against China and Russia, it found itself seeking further influence in Asia at the end of World War I. Despite periods of peace and progressiveness in the 1920s, it was soon seen as a threat by western nations. The 1930s saw Japanese expansion in eastern Asia and the eventual development of war, first against China and then against the United States and its allies. Japan's defeat in World War II resulted in its economic and military destruction.

7.4.1 Japan and World War I

Japan played a strategically important role during World War I (1914–18). An earlier treaty with Great Britain meant Japan was a member of the Allies, and its primary goal was to expand its influence in Asia and the Pacific. While much of the fighting occurred in Europe, Japan took advantage of the conflict by seizing German-controlled territories in China and the Pacific, including the German colony of Qingdao. Japan's navy also provided security in the Indian and Pacific Oceans, helping to protect Allied shipping routes. These actions allowed Japan to grow its empire without facing much military resistance.

The war's end brought Japan to the Treaty of Versailles in 1919. Despite its significant role in the war, Japan was overshadowed by major European powers at the peace talks. Japan sought formal recognition of its new territories and proposed a racial equality clause, which was rejected by Western powers like the United States and Australia due to their restrictive immigration policies. This rejection upset many Japanese, highlighting their unequal treatment by the West.

The rejection of the racial equality clause and Japan's exclusion from key decisions at Versailles led to a growing sense of nationalism and resentment within the country. Many Japanese citizens felt their nation had been unfairly treated and that it needed to assert itself more aggressively on the global stage. This frustration would eventually contribute to the rise of militarism and the expansion of Japan's empire in the following decades.

7.4.2 The Taisho era

The Taisho era (1912–26) was a time of contrast for Japan. It is remembered as a period of significant transformation in Japan, as the country continued to modernise and adapt to new political and social ideas. Under Emperor Taisho, Japan experienced a wave of political reform that was often called '**Taisho Democracy**'.

TABLE 1 Some of the main elements of reform under Taisho Democracy

Element of reform	Description of reform
Political parties	Kenseiki, Seyukai and the Japanese communist party (founded in 1922) became more powerful and revealed a degree of tolerance in the nation's political landscape.
Government shift	There was greater participation of ordinary citizens in politics although full democracy was still far from realised.
Middle class	The middle class and urbanisation grew, although full democracy was still far from realised.
Modernisation	New Western ideas in art, culture and technology were embraced.

During this period, Japan saw some social changes, with the rise of women's rights movements, labour unions and other social organisations. In major cities like Tokyo, people began to embrace modern fashion, Western-style architecture and consumer goods, thanks to an import boom after World War I. The new liberation that women experience in many countries in the 1920s was recognisable in Japan. 'Modern girls', nicknamed '**moga**', could be seen in the streets of Tokyo, wearing western-style clothes and sporting modern haircuts and symbolising the Taisho period. The arts flourished, and Japan saw

the development of new cultural movements such as cinema and literature that reflected both Western influence and traditional Japanese culture. It also saw the establishment of the national broadcaster, NHK, which is still active today.

SOURCE 2 Young 'moga' (modern girls) stroll down a street in the Ginza neighbourhood of Tokyo, 1928.

However, the Taisho era was not without its problems and challenges.

- While there were democratic reforms, political instability remained high, with frequent changes in government and corruption scandals.
- The seeming acceptance of a more progressive political atmosphere was countered by policies such as the Peace Preservation Law of 1925, which banned any ideas that could be interpreted as anti-capitalist or anti-government. In 1928, the law was used to justify the arrest of thousands of communist party members.
- The economy was affected by the aftermath of World War I, as Japan experienced inflation and economic hardship. These challenges led to widespread dissatisfaction, especially among farmers and industrial workers, who struggled to make ends meet.
- While Japan was modernising, the benefits of these changes were not evenly distributed, leading to societal tensions. In 1923, a major earthquake struck Tokyo and Yokohama. The Great Kanto earthquake resulted in approximately 140 000 deaths and destroyed more than half the buildings in the affected areas. The government's response had varying levels of success. Modern buildings replaced many older structures, and there was a sense of national unity in the initial distribution of aid. However, false rumours about Korean residents taking advantage of the disaster led to violence against them, resulting in additional fatalities.
- The Taisho era also marked a time of Japan's increasing militarism. While many in Japan supported the idea of democracy, the military, which had grown in power, believed that Japan's future depended on expanding its influence abroad. This tension between democracy and militarism would set the stage for the political changes that followed, leading to a more authoritarian government in the 1930s.

7.4.3 The ‘dark valley’ of the 1930s and the rise of militarism

The 1930s in Japan are often referred to as the ‘dark valley’, a period marked by economic depression, social unrest and the rise of militarism. The Great Depression, which began in 1929, had a devastating effect on Japan’s economy. Unemployment soared, industries collapsed, and poverty spread, particularly in rural areas. Japanese citizens became frustrated with the government’s inability to address the crisis, driving them to support more radical parties and ideas.

Amid this chaos, the military began to gain more influence. The civilian government struggled to respond effectively to the economic crisis. The military, which had always been a powerful institution in Japan, began to take on a more dominant role. Many military leaders argued that Japan needed to expand its empire to secure resources and ensure national security. This ideology led to a more aggressive foreign policy, with the military pushing for expansion into China and other parts of Asia.

The rise of militarism in the 1930s also saw the growth of ultra-nationalist ideas. Many people in Japan began to view the military as the country’s saviour and believed that Japan should be led by strong, decisive military leaders rather than weak politicians.

SkillBuilder discussion

Historical significance

Consider **SOURCE 3**. A hand grenade is a throwable or rifle-launched small explosive weapon. Discuss why the Imperial Japanese Army may have held grenade-throwing contests.

SOURCE 3 1930s winners of grenades throwing contest, in the Imperial Japanese Army

In 1932, the military played a key role in the assassination of Prime Minister Inukai Tsuyoshi, signalling the beginning of the military’s dominance in politics. The frequency of similar events has led some to label this period a time of ‘government by assassination’. By 1936, Japan was moving towards a more authoritarian state, with the military in control of the government and civilian political parties losing their influence.

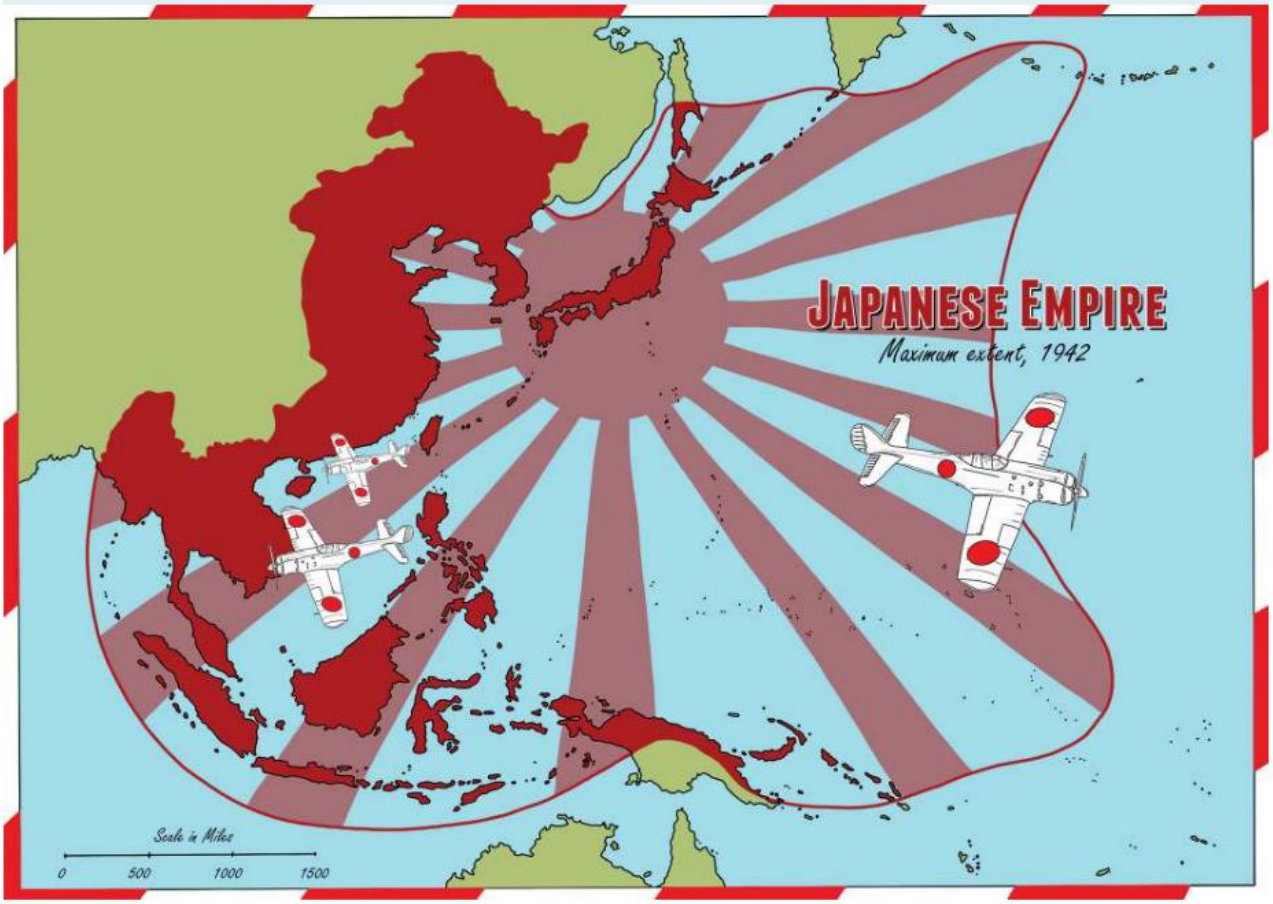
This period also saw the rise of propaganda that glorified Japan’s imperial destiny and the idea of Japan as the leader of Asia. This laid the groundwork for Japan’s aggressive actions in the late 1930s and early 1940s.

7.4.4 Japan at war, 1931–45

Between 1931 and 1945, Japan's military expansion grew and led to a series of conflicts that would change the course of history.

The key to Japan's strategic approach was to fight and win the war quickly. They did not have the resources to fight a long conflict.

SOURCE 4 An illustration of the furthest extent of the Japanese Empire in June 1942



SOURCE 5 A quote credited to Japanese Admiral Isoroku Yamamoto who was killed during World War II

In the first six to twelve months of war with the United States I will run wild… after that I have no expectation of success.

SkillBuilder discussion

Using historical sources

1. Discuss the sentiment of the quote in **SOURCE 5** and propose what the statement means.
2. Did the statement come true? Provide evidence for your answer.

TABLE 2 The table provides a timeline of key events of Japanese expansion and World War II.

Date	Event
1931	Japan invades Manchuria and establishes the puppet state of Manchukuo.
1932	Assassination of Prime Minister Inukai Tsuyoshi by the military, marking the beginning of military dominance in Japanese politics.
1936	Japan moves towards a more authoritarian state with the military in control of the government.
1937	Japan launches a full-scale invasion of China, starting the Second Sino–Japanese War.
1940	Japan signs the Tripartite Pact with Nazi Germany and Fascist Italy, forming the Axis powers. The United States, alarmed by its expansion, places a range of trade embargos on Japan, including oil.
1941	Desperate for a supply of oil, Japan looks to occupy the Dutch East Indies but is wary of a potential response from the US Navy stationed in Pearl Harbor, Hawaii. On 7 December 1941, Japan pre-emptively attacks the Pearl Harbor naval base, thereby initiating World War II in the Pacific.
1942 (February)	Singapore falls to Japanese forces. Darwin and other parts of northern Australia are bombed. Many in Australia fear a full Japanese invasion.
1942 (May)	The Battle of Coral Sea prevents Japan from cutting the link between Australia and the United States. It is the first time a Japanese advance has been stopped.
1942 (June)	Japan's naval attack against the US base on Midway is defeated, marking a turning point in the war.
1944	Capture of the island of Saipan puts the Japanese home islands within reach of US bombers.
1945 (early)	US forces reach Okinawa.
1945 (August)	Atomic bombs are dropped on Hiroshima and Nagasaki.
1945 (August 15)	The Japanese emperor announces Japan's surrender.
1945 (September 2)	Formal documents of surrender are signed, ending World War II in the Pacific.

There is little doubt that casualties of the war on both sides would have been enormous, but debate still continues whether the use of nuclear bombs was necessary since Japan was already seeking ways to negotiate for peace. Either way, the cities of Hiroshima and Nagasaki were targeted, killing tens of thousands of people.

On 2 September 1945, the formal documents of surrender were signed, bringing World War II in the Pacific to an end.

SkillBuilder activity CAUSES AND CONSEQUENCES

The objective of this activity is to explore the causes and consequences of key historical events in Japan during the era of the World Wars, specifically focusing on militarism, the Great Depression and ultra-nationalist ideas.

1. Divide into groups of three.
2. Choose one of the three topics: militarism, the Great Depression or ultra-nationalist ideas.
3. **Investigate** your chosen topic using credible sources.
4. **Identify** the causes that led to the development of your topic in Japan.
5. **Identify** the consequences of these causes on Japanese society and its role in global events.
6. **Summarise** your findings in a short presentation.

7.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 7	1, 2, 6, 8	4, 5, 9

REMEMBER AND UNDERSTAND

1. What role did Japan play in World War I?
   - A. Japan remained neutral throughout the entire war.
   - B. Japan joined the Central Powers alongside Germany and Austria-Hungary.
   - C. Japan joined the Allied Powers and seized German territories in the Pacific and China.
   - D. Japan only provided economic support to both sides without military involvement.
2. **Describe** why the Taisho era was a time of contrast for Japan.
3. What key challenge did Japan face that prompted Japan's attack of Pearl Harbor?
4. **Identify** the factors that led to Japan's declining fortunes in World War II.

ANALYSE AND APPLY

5. In what way could Japan's experience at the end of World War I be similar to the 'triple intervention' after the Sino–Japanese War? What does that suggest to you about Western attitudes towards Japan?
6. **Explain** why the military was able to gain more influence during the time known as the 'dark valley'?
7. How does the photograph in **SOURCE 1** reveal both change and continuity for Japan?

EVALUATE AND COMMUNICATE

8. To what extent would it be true to say that the Taisho era ended because there were challenges that were too great to solve?
9. Which of the following statements do you think is more accurate:
   'Japan was defeated in World War II because of weakness'
   or
   'Japan was defeated in World War II because of the Allies' strength'?
   Provide evidence to support each statement.

Answers and sample responses for this topic are available online.

LESSON 7.5 How did Japan regrow and recover?

LEARNING INTENTION

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

- **explain** the experiences and perspectives of individuals, groups and movements within Japan
- **discuss** their impact on the society over time.

Tune in

After Japan's surrender in World War II, the country was occupied by the United States. The occupation led to significant political, social and economic changes.

As Commander in Chief of the Pacific Fleet, Nimitz led US forces in the fight against Japan. He was crucial during Japan's surrender, which took place aboard the USS Missouri in Tokyo Bay on 2 September 1945.

1. **What role do you think Admiral Nimitz played in shaping the future of Japan after the war, and how might his actions be viewed from both an American and Japanese perspective?**
2. **Why might the statue of Admiral Nimitz be located in Honolulu, and what significance does this location hold in the context of World War II and the Pacific campaign?**

SOURCE 1 The statue of Admiral Chester W. Nimitz in Honolulu honours the US naval officer who played a key role in the Pacific during World War II.

7.5.1 US occupation

When the Americans arrived in Japan in August 1945, they expected resistance from the Japanese people and heavy casualties. What they discovered was a population shocked by their defeat yet relieved that the war was over. After the official surrender, American soldiers were ordered to be on their best behaviour. After years of oppressive rule under wartime conditions, the Japanese were generally ready to cooperate with the occupying forces.

The occupation lasted from 1945 to 1952 and in that time Japan was transformed. It was the first time the nation had been under foreign control and the occupation aimed to dismantle Japan's militarism and transform it into a peaceful, democratic society. American General Douglas MacArthur, the Supreme Commander of the Allied Powers, played a central role in overseeing this process. He stated that his role was 'not concerned with how to keep Japan down, but how to get her on her feet again'.

General Douglas MacArthur's respected, diligent approach led to a peaceful occupation of Japan. Notably, he opposed treating Emperor Hirohito as a war criminal despite pressure, believing it would destabilise the nation and harm allied control.

SkillBuilder discussion

Historical significance

1. Analyse the significance of the image in **SOURCE 2**.
2. American General Douglas MacArthur was focused on 'how to get Japan on her feet again'. What does this indicate?

SOURCE 2 American General Douglas MacArthur and Emperor Hirohito, photographed at the US embassy in Tokyo

7.5.2 Adoption of a new constitution

Post-war Japan needed a new constitution in 1947, drafted with American ideals but involving Japanese officials for compatibility. Yoshida Shigeru, imprisoned during the war for opposing the army's power, became prime minister. The new constitution made the emperor a symbolic figurehead without political power, a revolutionary change from his former divine status. It established a parliamentary government focused on human rights and democratic governance, coming into effect in 1947.

Article 9 of the constitution was particularly notable. It said that 'the Japanese people forever renounce war as a sovereign right of the nation' and prohibited Japan from maintaining military forces capable of engaging in combat. This clause reflected the global desire for peace after the horrors of World War II and continues to shape Japan's post-war identity as a pacifist nation. However, Japan was allowed to maintain a self-defence force for security purposes.

The occupation also brought sweeping social reforms.

- Land reform programs redistributed farmland from large landowners to tenant farmers, creating a more equitable rural economy.
- The reforms resulted in around 90 per cent of farmers owning their own land, whereas previously most of the land was owned by absentee landlords.
- Educational reforms promoted critical thinking, equal access and co-education, reshaping Japan's approach to learning.
- Women gained the right to vote and legal equality, marking a significant step towards gender equality.

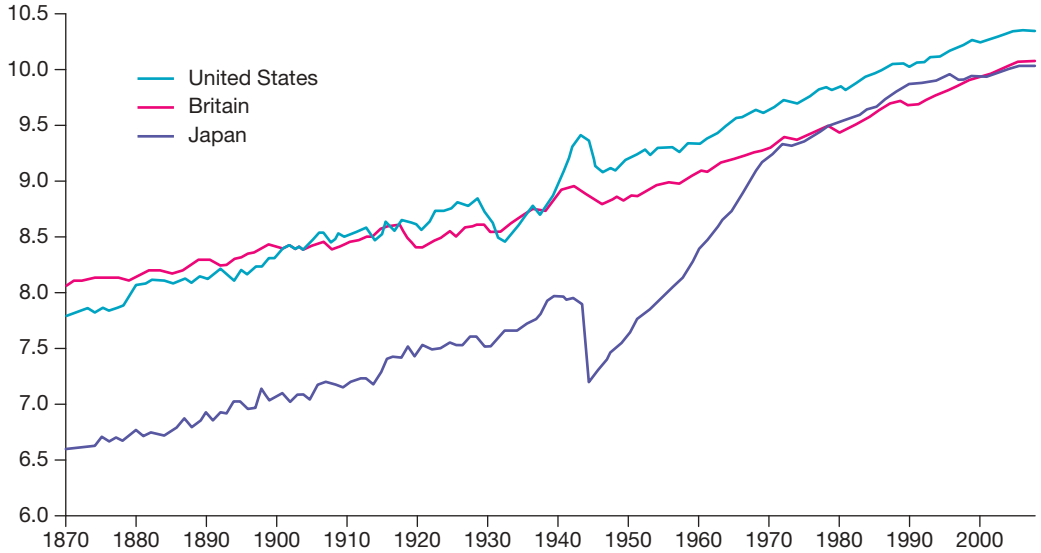
Despite these changes, the occupation faced several challenges. Some Japanese disagreed with the foreign presence and the introduction of Western ideals. Additionally, the onset of the Cold War in the late 1940s led the United States to prioritise rebuilding Japan as a strong ally against communism over democratisation efforts. Consequently, early plans to dismantle the *zaibatsu* — powerful companies that controlled much of the Japanese economy during the war — were set aside as they were seen as beneficial for Japan's economic recovery. Other adjustments included permitting former wartime officials to return to politics.

By the end of the occupation in 1952, Japan had transformed into a constitutional democracy with a commitment to peace and rebuilding.

7.5.3 Economic Recovery and the 'Japanese miracle'

The aftermath of World War II left Japan in ruins. Its cities, industries and infrastructure were devastated. Millions of people faced unemployment and poverty. Despite these challenges, Japan experienced an unprecedented period of economic growth between the 1950s and the 1980s, a phenomenon often referred to as the 'Japanese Miracle'.

SOURCE 3 Growth in Real Per Capita GDP in Japan, Britain and the US from 1870 to 2008



Source: Maddison Project Database, version 2013. Bolt, J. and J. L. van Zanden (2014). The Maddison Project: collaborative research on historical national accounts. The Economic History Review, 67 (3): 627–651, working paper.

SkillBuilder discussion

Causes and consequences

1. Study **SOURCE 3**. Explain the overall trends in the data. What caused the changes in economic growth in these economies?
2. Discuss how Japan performed economically compared to the United States and Britain. What caused this?

The recovery was driven by several factors. Government economic policies promoted industrial growth, technological innovation and exports. The Ministry of Trade and Industry collaborated with businesses to develop strategic industries like steel, electronics and automobiles, leading companies like Toyota, Sony and Honda to global leadership.

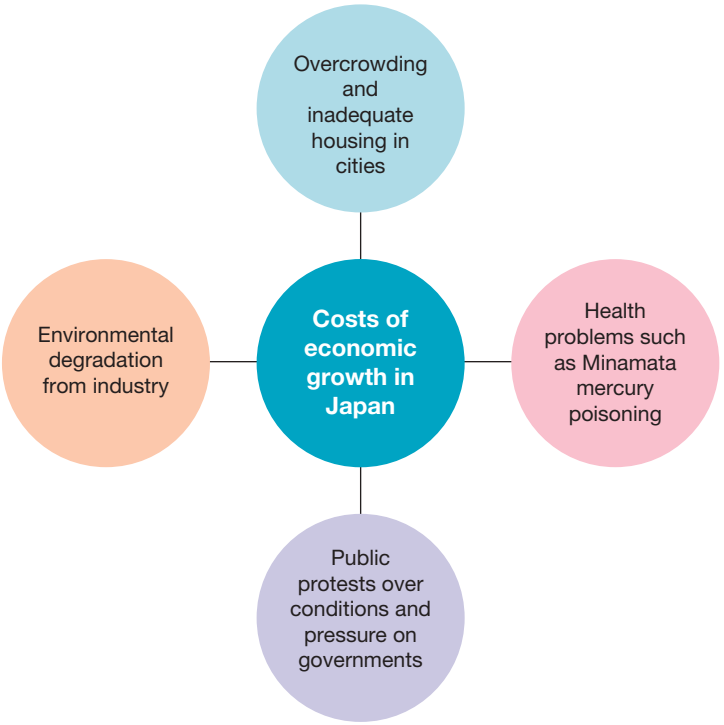
Japanese workers' dedication and strong work ethic were pivotal. Labour unions worked with management to boost productivity, and a focus on education created a skilled workforce. The government also promoted savings and investment, providing capital for industrial growth.

Internationally, the United States offered financial aid and market access, and the Korean War increased demand for Japanese goods. By the 1960s, Japan's economy grew at an average of 10 per cent per year, becoming the world's second-largest economy by the 1970s.

However, this rapid growth came with significant costs, shown in **SOURCE 4**.

Despite these challenges, the Japanese Miracle remains a remarkable example of recovery and development. It demonstrated Japan's resilience and ability to adapt to changing circumstances, paving the way for its emergence as a global economic power.

SOURCE 4 The main costs and challenges of Japan's post–war economic growth



7.5.4 Cultural changes and Japan's role in the global community

From 1945 to 1980, Japan experienced significant cultural changes influenced by internal and external factors. The US occupation introduced Western democratic ideals and consumer culture, continuing trends from the Taisho era. These influences merged with traditional Japanese values, creating a unique cultural fusion.

- Western-style clothing, food and entertainment became popular, especially among young people. Traditional attire like **kimonos** was reserved for formal events, while urban fashion leaned towards Western styles. Japanese cuisine coexisted with imported foods like hamburgers and pizza.
- Japanese culture gained international recognition through filmmakers like Akira Kurosawa and Yasujirō Ozu, and icons like Astro Boy and Godzilla. The rise of robotics and technology in Japanese society during the post-war era is mirrored in the adventures of Astro Boy, a robot with human-like qualities. The animation, which has anti-war themes, also explores moral dilemmas, such as the treatment of robots as sentient beings and the use of atomic power for something useful to help people. Authors Yukio Mishima and Haruki Murakami resonated globally, while technological innovations boosted cultural exports.

SOURCE 5 Astro Boy, created by Osamu Tezuka in 1952, reflected a fascination with technology.

- Baseball, introduced during the Meiji Restoration, surged in popularity post-war and remains widely loved.
- Japan's economy rebuilt, becoming a major exporter and global trade player by the 1960s and 1970s. The country joined global organisations such as the United Nations and hosted the 1964 Tokyo Olympics, symbolising its recovery and modernity.

SOURCE 6 The opening ceremony of the 1964 Olympics, held in Tokyo.

Japan's growing prominence in the post-war era faced several challenges. Some Asian neighbours, including China and Korea, viewed Japan's rise with caution due to historical wartime aggression, leading to ongoing tensions among the nations. The 1950s were marked by high Cold War tension, which influenced the Far East. Diplomatic relations between Japan and Russia were strained, making the 1956 negotiations difficult. However, a trade settlement was reached, and diplomatic relations were normalised. Relations improved slightly in the 1960s as Russia sought Japanese technological assistance for its eastern territories in exchange for raw materials, occurring during a period of hostility between Russia and China.

Japan's relations with China were influenced by a complex history predating World War II. Japan did not formally recognise the People's Republic of China, recognising instead the Nationalist Chinese government in Taiwan. Trade resumed with China after the communist victory, and by the mid-1960s, Japan had become China's largest trading partner, with Russia–China tensions also affecting Japan.

Domestically, rapid modernisation raised concerns about preserving cultural heritage. While consumerism increased prosperity, it also prompted debates regarding materialism and social values.

By 1980, Japan had successfully navigated a path that balanced tradition and innovation. Its cultural changes and increasing role in the global community reflected the resilience and adaptability of a nation that had risen from the ashes of war to become a leader on the world stage.

7.5 SkillBuilder activity CHRONOLOGY

Use the reading content in this lesson to create a timeline to show how Japan recovered after World War II.

- Include significant events.
- Reference significant people.

Is there anything else you could add to your timeline?

7.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 7, 8	1, 4, 6, 10	3, 5, 9

REMEMBER AND UNDERSTAND

1. Why did the Japanese generally cooperate with the Americans during the occupation period?
   - A. They were forced to cooperate under threat of continued warfare.
   - B. They welcomed American democracy and had always opposed their own government.
   - C. War exhaustion, respect for authority, and the emperor's call for cooperation made resistance seem pointless.
   - D. The Americans promised to restore Japan's pre-war territories if they cooperated.
2. How did Article 9 of the 1947 Constitution impact Japan's military policies?
3. **Outline** the role of the Ministry of International Trade and Industry (MITI) in Japan's post-war economic recovery.

ANALYSE AND APPLY

4. **Explain** how General MacArthur's decision to protect Emperor Hirohito from persecution contributed to the stability of post-war Japan.
5. How did Cold War tensions influence the US approach to Japan's democratisation and economic reforms during the occupation?
6. How would you describe the trend seen in the graph in **SOURCE 3**? What are the values and limitations of this source for historians studying Japan's post-war recovery?
7. **Describe** what the photograph in **SOURCE 6** reveals about the changing nature of Japan's relationship with the international community.

EVALUATE AND COMMUNICATE

8. How did Japan balance Western influences with traditional culture in the post-war era, and was this balance beneficial or detrimental?
9. Japan's post-war economic growth is often referred to as the 'Japanese miracle'. How important was the international situation in aiding that economic growth?
10. **Evaluate** how Japan's wartime experiences influenced the creators of Astro Boy. In your response, assess which features of the stories most effectively reflect those wartime influences.

Answers and sample responses for this topic are available online.

LESSON 7.6 What changes and challenges exist today?

LEARNING INTENTION

By the end of the lesson you should be able to **explain** continuities and changes in ways of life and living conditions, political and legal institutions, and cultural expression.

Tune in

Look at **SOURCE 1**.

SOURCE 1 *Naruto* is a widely popular manga and anime series.

Discuss with a partner what you know about the hugely popular Japanese manga and anime series called *Naruto,* and why it is iconic.

7.6.1 Japan as a technological and cultural leader

Since the 1980s, Japan has become a global leader in technology and culture, blending innovation with tradition. It is renowned for advancements in robotics, transportation and electronics. It has also influenced global tastes through **anime**, cuisine and fashion. It has challenges, like an ageing population and economic pressures, but is a key player in international politics and the global economy, showing resilience and adaptability in a rapidly changing world.

Some of the great things to come out of Japan include:

- Sony's groundbreaking electronics
- Nintendo's revolutionary video games
- Toyota and Honda's advanced automotive engineering
- Robotics and AI solutions, including elderly care robots
- Shinkansen (bullet trains)
- **manga** and anime series like *Naruto*, *Dragon Ball* and *Neon Genesis Evangelion*
- popular cuisine such as sushi and ramen
- Hiroshi Yoshimura's ambient music
- fashion trends from Tokyo's Harajuku district.

The balance of innovation and tradition makes Japan unique. It has managed to preserve its heritage — such as tea ceremonies and sumo wrestling — while leading in cutting-edge industries.

7.6.2 Social and demographic challenges

Japan faces significant social and demographic challenges, particularly its ageing population and declining birth rate. Many Japanese people live well into their 80s and 90s. However, fewer young people are being born to support the ageing population. This has caused a shrinking workforce, putting pressure on the economy and social systems like pensions and healthcare.

One reason is the high cost of living, especially in urban areas like Tokyo. Many young people delay marriage and starting families due to financial concerns or career priorities. Efforts to encourage immigration or support families through childcare benefits and housing assistance have had limited success so far.

Another challenge is social isolation, particularly among the elderly. Many older adults live alone, and there is a growing need for care workers and social programs to help them. The term *hikikomori* refers to those who withdraw from mainstream society, and it is not only limited to the aged. Japan's elderly also contribute positively, volunteering and sharing traditional knowledge with younger generations.

Japan's approach to these challenges is being closely watched by other countries facing similar problems, making it a test case for the future of ageing societies.

7.6.3 Japan's modern role in international politics and the global economy

Japan plays a key role in international politics and the global economy. As the world's third-largest economy, it is a major player in trade and technology. Japan is part of global organisations like the United Nations (UN) and the G7, where it works with other leading nations on issues like climate change, economic growth and security.

Japan is also a strong ally of the United States, maintaining a partnership that began after World War II. This alliance includes hosting US military bases, which are seen as important for stability in the Asia–Pacific region. At the same time, Japan has sought to improve relations with its neighbours, such as South Korea and China, despite historical tensions.

In recent years, Japan has focused on promoting 'soft power' through its culture and technology. Events like the Tokyo 2020 Olympics (held in 2021 due to COVID-19) showed Japan's resilience and cultural heritage to the world. Japan is also a leader in green technology, working on innovations like hydrogen-powered vehicles to address environmental challenges.

While Japan's influence in the global economy remains strong, it faces competition from rapidly growing countries like China and India. To stay competitive, Japan continues to invest in research and development, particularly in robotics, renewable energy and digital technology.

7.6.4 Changes and challenges

The emperor

The role of Japan's emperor has changed dramatically since the Meiji Restoration in 1868. Before this, Japan's emperors had little political power, serving mainly as symbolic figures while the shōguns ruled. The Meiji Restoration transformed this, placing the emperor at the centre of government and promoting the idea of the emperor as a divine ruler.

After World War II, this changed again. The 1947 Constitution, written during the US occupation, declared the emperor a 'symbol of the state and the unity of the people' with no political power. Emperor Hirohito publicly renounced his divine status, marking a significant shift in Japan's identity.

SOURCE 2 Emperor Naruhito at his coronation ceremony in Tokyo, 22 October 2019

SkillBuilder discussion

Continuity and change

1. Look at **SOURCE 2**. How has the emperor's role changed over time?
2. Discuss whether there is a need for a modern society to have an emperor.

Today, the emperor's role is mostly ceremonial. He attends events, greets foreign dignitaries and performs traditional rituals. Emperor Akihito, who reigned from 1989 to 2019, was particularly active in promoting peace, apologising for Japan's actions during World War II, and connecting with the public. His son, Emperor Naruhito, continues this legacy, emphasising environmental issues and cultural exchange.

The emperor remains an important symbol of continuity and tradition in Japan. While modern Japan is a democracy, the imperial family connects the nation to its history, playing a unique role in maintaining Japan's cultural identity in a rapidly changing world.

Shintōism

Shintōism has played a pivotal role in shaping Japan's national identity and cultural practices since the Meiji Restoration in 1868. The Meiji government elevated Shintōism to a state religion, separating it from Buddhism and establishing State Shintōism as a means to unify the nation under the emperor's divine authority. Shrines were nationalised, and Shintō rituals became central to fostering loyalty and patriotism.

Following Japan's defeat in World War II, the Allied Occupation dismantled State Shintōism, separating religion from the state under the new constitution. Despite this, Shintō practices remained deeply ingrained in Japanese culture. Community shrines continued to serve as centres of tradition, and seasonal festivals (*matsuri*) preserved local identities and cultural heritage.

Today, Shintōism endures as a cultural rather than strictly religious tradition. Ceremonies like *hatsumode* (New Year shrine visits) and *shichi-go-san* (celebrations for children) are widely practised. Shintōism's emphasis on harmony with nature influences modern Japanese aesthetics, environmental ethics and architecture. While fewer Japanese identify as religious, the values and rituals of Shintōism persist as a cornerstone of Japan's cultural identity, linking its past to its present.

Geishas

Geishas, iconic symbols of Japanese cultural arts, emerged in the eighteenth century and became established as skilled entertainers in music, dance and conversation by the 1800s. During the Meiji era, they adapted to modernising Japan, performing for dignitaries and foreign visitors. The upheavals of the twentieth century, including industrialisation and World War II, challenged their prominence, and Western influences diluted traditional entertainment.

Post-war, geisha numbers declined significantly, but their role evolved into preserving traditional arts. Today, geishas remain rare but continue rigorous training, serving as ambassadors of Japan's cultural heritage to both domestic and international audiences, reflecting a commitment to preserving unique cultural identity.

SOURCE 3 A maiko (apprentice geisha) poses for photos during the new year festival in Kyoto.

Life in Tokyo

Tokyo is a bustling global metropolis, home to over 37 million people in its greater area. Known for its cutting-edge technology, efficient public transportation and vibrant culture blending tradition and modernity, Tokyo is a symbol of Japan's economic and cultural influence. Iconic landmarks like the Tokyo Skytree coexist with historic sites like Senso-ji Temple, illustrating the city's layered history.

In 1750, Tokyo — then Edo — was the seat of the Tokugawa shōgunate. As a major urban centre, Edo boasted a population of over one million, with a rigid social hierarchy shaping daily life. Merchants, artisans and samurai dominated the cityscape, and entertainment flourished in the form of kabuki theatres and *ukiyo-e* art.

SOURCE 4 Present-day skyline of Tokyo

After the Meiji Restoration in 1868, Edo was renamed Tokyo and became Japan's imperial capital. Rapid industrialisation and modernisation transformed everyday life, with railways, factories and Western influences altering work, education and leisure.

Tokyo's devastation during World War II gave way to remarkable post-war recovery, fuelled by the US occupation and economic reforms. By the 1960s, Tokyo was a modern hub of technology and industry. Subsequent decades saw the rise of urban sprawl, high-tech industries and pop culture, shaping Tokyo into the dynamic city it is today.

7.6 SkillBuilder activity — CONTINUITY AND CHANGE

Imagine yourself as a time traveler who visits Japan twice, once in 1850 (late Tokugawa period) and again in 2026.

For each time period note the following:

- one way of life example (clothing, food, daily routine)
- one living condition example (housing, transportation, technology)
- one political/legal change (government, laws, social structure)
- one cultural expression (art, education, entertainment, traditions).

7.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 7	2, 4, 8	3, 6

REMEMBER AND UNDERSTAND

1. **Outline** the ways in which the role of the Emperor has changed in Japan since the Meiji Restoration.
2. How has Shintōism changed since the Meiji Restoration?
3. What are the demographic challenges facing Japan today?

ANALYSE AND APPLY

4. Internationally, Japan combines both 'soft' power (e.g., anime, fashion and cuisine) with economic and political influence. **Explain** how these factors play a role in Japan's global identity.
5. What does **SOURCE 2** suggest about Japan's relationship with tradition and culture?

EVALUATE AND COMMUNICATE

6. To what extent has Japan effectively managed relations with its neighbours since 1980?
7. Consider the great things to come out of Japan (see 7.6.1). Rank these in terms of importance. **Provide** reasons for your rankings.
8. Look at **SOURCE 4** and think about what you have learnt in this lesson. **Discuss** how Japan manages to combine cutting edge technology with tradition.

Answers and sample responses for this topic are available online.

LESSON 7.7 Inquiry: How significant was the modernising phase in the Meiji era?

LEARNING INTENTION

By the end of this lesson you should be able to **examine** the significance of the modernising phase in the Meiji era.

Background

The Meiji period marked a significant transformation in Japan as it shifted from a feudal society to a modern industrialised nation. This era saw the rapid adoption of Western technology, education and political systems, propelling Japan onto the global stage as a formidable power. The modernisation efforts not only enhanced Japan's military and economic capabilities but also had lasting social and cultural impacts, shaping the nation's future path.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Historical questions

Write your inquiry question. Some ideas have been provided for you:

a. How did the Meiji strategy modernise Japan?
b. What were the immediate, longer-term and lasting consequences of modernisation?
c. What are some popular opinions on the Meiji period?

Research your question.

Step 2: Using historical sources

Analyse the value of the sources provided and others that you find.

Analyse any arguments or perspectives in the sources.

Step 3: Communicating

What is your answer to your inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

LESSON 7.8 Review

7.8.1 Key knowledge summary

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

7.2 What do we know about Tokugawa Japan?

- Tokugawa period (Edo era) began in 1603 and lasted until 1868.
- Edo (now Tokyo) was the seat of the Tokugawa shōgunate.
- The population of over one million people had a rigid social hierarchy.
- Merchants, artisans and samurai dominated the cityscape.
- Entertainment flourished through kabuki theatres and *ukiyo-e* art.

7.3 How did Japan expand and modernise in the Meiji era?

- Meiji Restoration in 1868 marked the end of the shōgunate, renaming Edo to Tokyo.
- Rapid industrialisation and modernisation of Japan occurred.
- Railways, factories and Western influences were introduced.
- There were significant changes in work, education and leisure activities.

7.4 What changed in the era of the World Wars?

- Tokyo suffered devastation during World War II.
- Post-war recovery was remarkable, aided by US occupation and economic reforms.
- By the 1960s, Tokyo emerged as a modern hub of technology and industry.

7.5 How did Japan regrow and recover?

- Post-WWII Tokyo saw rapid urbanisation and economic development.
- High-tech industries and pop culture flourished.
- Tokyo transformed into a dynamic, influential global city.

7.6 What changes and challenges exist today?

- Tokyo is a bustling global metropolis with over 37 million people.
- It is known for its cutting-edge technology and efficient public transportation.
- It blends tradition and modernity, with landmarks like Tokyo Skytree and Senso-ji Temple.

7.7 Inquiry: How significant was the modernising phase in the Meiji era?

- The inquiry allows you to consider how the Meiji strategy modernised Japan, and what the immediate, longer-term and lasting consequences of modernisation were.

7.8.2 Key terms

artisans skilled craftspeople
anime Japanese animated TV shows and movies that are often adaptations of manga
Buddhism a major world religion and philosophy that emphasises the path to enlightenment through meditation, ethical conduct, and wisdom
Charter Oath a statement made by Japan's emperor in 1868 promising to make the country more modern and fair
daimyō great feudal lord of Japan during the shōgunate period
gunboat diplomacy when a country uses the threat of military force to get what it wants from another country
geisha a traditional Japanese female entertainer who performs music, dance and other arts
haiku a short Japanese poem with three lines and a total of 17 syllables, usually about nature
Iwakura Missions trips made by Japanese leaders to the United States and Europe in the 1870s to learn about Western ways and help modernise Japan
kabuki a colourful form of theatre combining play-acting, dance and music
merchant a person who buys and sells goods for profit
Meiji Restoration the period of time when Japan's emperor regained power in 1868, leading to major changes and modernisation

Moga modern Japanese women in the 1920s who adopted Western fashion and lifestyles
manga Japanese comic books or graphic novels that tell stories through pictures and text
peasant a poor, working-class person who typically worked on farms
shōgun the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion
Shintōism an ancient Japanese religion that believes in nature spirits and ancestor worship
samurai the warrior class in Japan during the shōgunate period
sakoku Japan's policy of national isolation, where foreign influence and trade were severely restricted
Taisho Democracy a period in Japan from 1912 to 1926 when democratic ideas and civil rights became more prominent
ukiyo-e a style of Japanese art that shows scenes from everyday life, often using woodblock prints
zaibatsu large family-owned business groups that controlled much of Japan's economy before World War II

7.8.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

What were the key social, cultural, economic and political features of Japan during the eighteenth and nineteenth centuries?

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

learnon

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

7.8 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 8, 11, 15	2, 4, 7, 12, 14	5, 6, 9, 10, 13

REMEMBER AND UNDERSTAND

1. Despite having an emperor, who held the true power in Tokugawa Japan?
   - **A.** Shōgun
   - **B.** Daimyo
   - **C.** Samurai
   - **D.** Emperor
2. What was the purpose of 'alternate attendance' in Tokugawa Japan?
   - **A.** To promote trade
   - **B.** To ensure loyalty from the daimyō
   - **C.** To train samurai
   - **D.** To celebrate festivals

3. What document provided the framework for Japan's modernisation during the Meiji era?
   - **A.** The Tokugawa Charter
   - **B.** The Imperial Rescript
   - **C.** The 1868 Charter Oath
   - **D.** The Meiji Constitution
4. Which class suffered the most under the new Meiji era reforms?
   - **A.** Samurai
   - **B.** Farmers
   - **C.** Merchants
   - **D.** Artisans
5. Why was the Taisho era considered a time of contrast for Japan?
   - **A.** Economic growth and political instability
   - **B.** Military expansion and cultural isolation
   - **C.** Industrialisation and traditionalism
   - **D.** Technological advancement and social regression
6. What key challenge did Japan face that prompted the attack on Pearl Harbor?
   - **A.** Territorial expansion in Asia
   - **B.** Economic sanctions by Western powers
   - **C.** Political unrest
   - **D.** Cultural conflicts
7. How did Article 9 of the 1947 Constitution impact Japan's military policies?
   - **A.** It expanded military capabilities.
   - **B.** It restricted military activities.
   - **C.** It promoted international military alliances.
   - **D.** It increased defence spending.
8. What role did the Ministry of International Trade and Industry (MITI) play in Japan's post-war economic recovery?
   - **A.** It regulated domestic trade.
   - **B.** It controlled foreign investment.
   - **C.** It facilitated industrial growth.
   - **D.** It managed agricultural policies.
9. What are the demographic challenges facing Japan today?
   - **A.** High birth rates and economic instability
   - **B.** Ageing population and low birth rates
   - **C.** High immigration rates and cultural integration
   - **D.** Overpopulation and resource depletion
10. Internationally, Japan is known for combining 'soft' power with economic and political influence. Which of the following is not considered a soft power element?
    - **A.** Anime
    - **B.** Fashion
    - **C.** Cuisine
    - **D.** Military prowess

ANALYSE AND APPLY

11. How did the Treaty of Kanagawa impact Japan's international relations in the long term?
12. What influence did Western literature have on Japanese culture during the Meiji era?
13. **Identify** and **explain** the significance of one major event in Japan's history between 1868 and 1912 that influenced its modernisation.
14. **Describe** the role of the Ministry of International Trade and Industry (MITI) in Japan's post-war economic growth.
15. **Discuss** how the occupation period under American control influenced Japan's political structure and governance.

Answers and sample responses for this topic are available online.

8 Geographical concepts and skills

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8.4 SkillBuilder: Concluding and decision-making ..... online only
8.5 SkillBuilder: Communicating ..... online only
8.6 SkillBuilder: Describing spatial relationships in thematic maps ..... online only
8.7 SkillBuilder: Describing divergence graphs ..... online only
8.8 SkillBuilder: Describing patterns and correlations on a topographic map ..... online only
8.9 SkillBuilder: Constructing and describing a transect on a topographic map ..... online only
8.10 SkillBuilder: Constructing multiple line and cumulative line graphs ..... online only
8.11 SkillBuilder: Constructing a land use map ..... online only
8.12 SkillBuilder: Constructing ternary graphs ..... online only
8.13 SkillBuilder: Constructing and describing isoline maps ..... online only
8.14 SkillBuilder: Constructing and describing a flow map ..... online only
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LESSON 8.1 Overview

INQUIRY QUESTION

Why is Geography important to study, and what skills do I need to understand Geography?

When you study Geography, you are building knowledge and skills that you and your community will need now and into the future. The concepts and skills that you use in Geography can also be applied to everyday situations, such as finding your way from one place to another. Studying Geography may help you in a future career here in Australia or somewhere overseas.

Throughout your study of Geography, you will cover topics that will give you a better understanding of the social and physical aspects of the world around you, at both the local and global scale. You will investigate important issues that need to be addressed now and in the future.

learnon

- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Geography concepts and skills

SkillBuilder

Use the SkillBuilder activities to develop these Geographical concepts and skills:

- GEOGRAPHICAL INQUIRY
- CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 8.2 Geography concepts and skills

LEARNING INTENTION

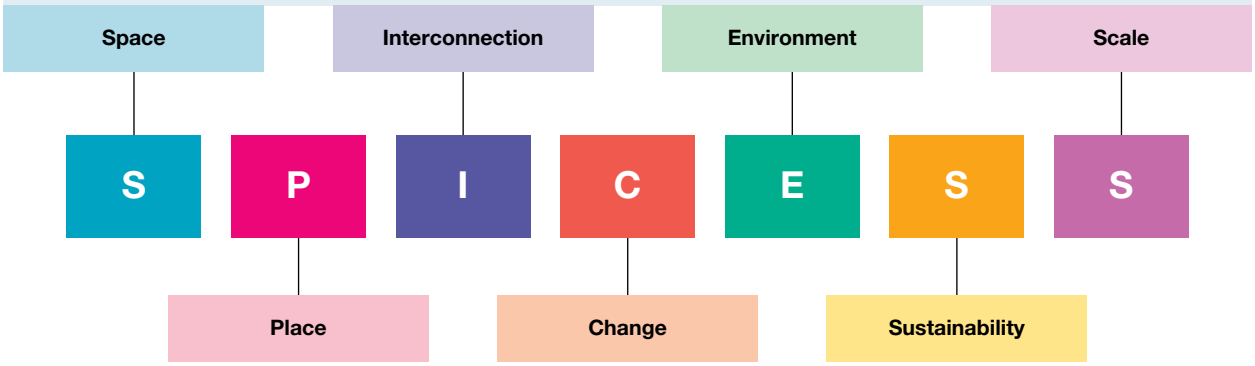
By the end of this lesson you should be able to:

- **identify, explain** and **apply** the seven Geography concepts using the acronym SPICESS
- **explain** the three Geographical skills.

8.2.1 Introduction

Geographical concepts help you make sense of your world. By using these concepts, you can investigate and understand the world you live in, and you can use them to try to imagine a different world. The concepts help you to think geographically. The seven major concepts space, place, interconnection, change, environment, sustainability and scale will be explored in detail in the following sections and through the activities and exercises in this lesson.

FIGURE 1 A way to remember the seven geographical concepts is to think of the term SPICESS.



What is space?

The concept of **space** is about where things are located and distributed on the surface of the Earth.

A site can be described by its absolute location; for example, latitude and longitude, a grid reference, street directory reference or an address. Or a place can be described using its relative location — where it is in relation to another place in terms of distance and direction.

When referring to space in Geography we can have absolute or relative location.

- Absolute location is the unique location of a site or geographical feature. For example, the absolute location of Shepparton is 36°22' South longitude and 124°24' East Latitude.
- Relative location is the location of a place or feature in relation to other places. It can be described by direction and distance from other places and features. For example, Shepparton is 189 km NNE of Melbourne.

What is place?

A **place** is a part of the Earth's surface with meaning to people. To understand our world, we study the variety of places, their impact on our lives, and how we shape them.

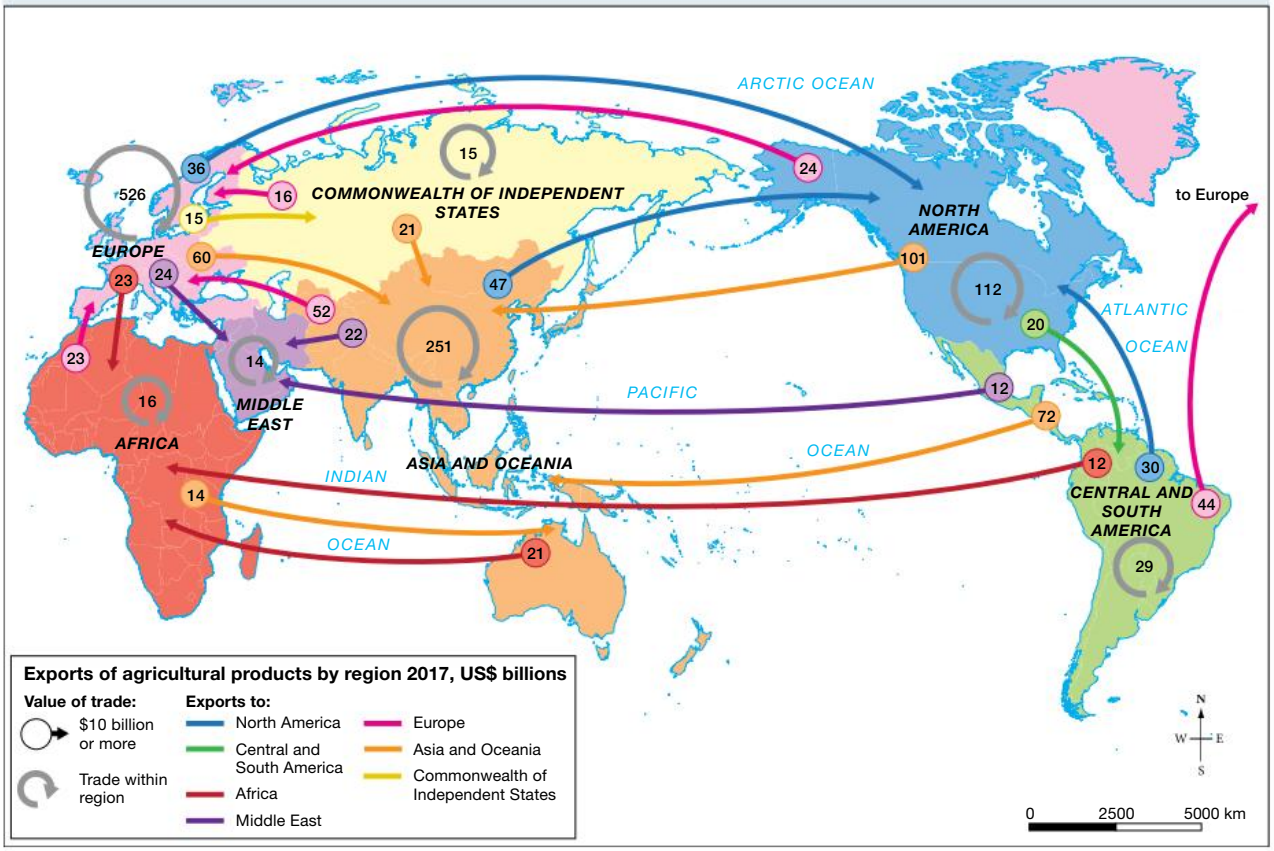
Everywhere is a place, from biomes like deserts to specific areas such as the Sahara Desert. Places can be natural, like an oasis, or man-made, like Las Vegas. They serve different functions; for example, Canberra as an administrative centre, the MCG for sports events, and the Great Barrier Reef for its coral biome beauty. People connect to places and each other through movement and technology, linking us to familiar locations like our neighbourhood or favourite vacation spots.

FIGURE 2 Located in a desert biome, this array of greenhouses in Almeria, Spain, allows for the control of soil, moisture, nutrients and weather conditions, enabling the large-scale farming of fruit and vegetables.

What is interconnection?

People and things are connected to other people and things in their own and other places, and understanding these connections helps us to understand how and why places are changing.

FIGURE 3 World trade flows — exports of agricultural products by region, US$ billion



Source: Based on data from WTO. Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

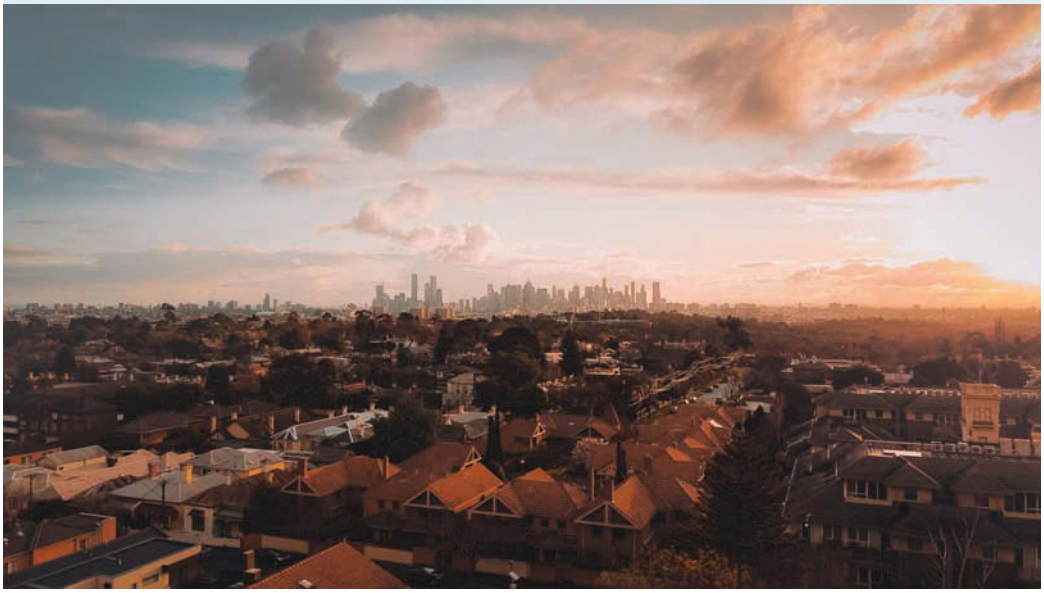
Look at **FIGURE 3**. Discuss the interconnectedness of the world through exports. What trends do you see, and how might these have changed since the map was drawn?

Individual geographical features can be interconnected; for example, the climate within a place or biome, such as a tropical rainforest, can influence natural vegetation, while removal of this vegetation can affect climate. People can be interconnected to other people and other places via employment, communications, sporting events or cultural ties. The manufacture of a product may create **interconnections** between suppliers, manufacturers, retailers and consumers. Trade in goods and services creates interconnections across the globe.

What is change?

The concept of **change** is about using time to better understand a place, an environment, a spatial pattern or a geographical problem.

FIGURE 4 A view of Melbourne's city skyline



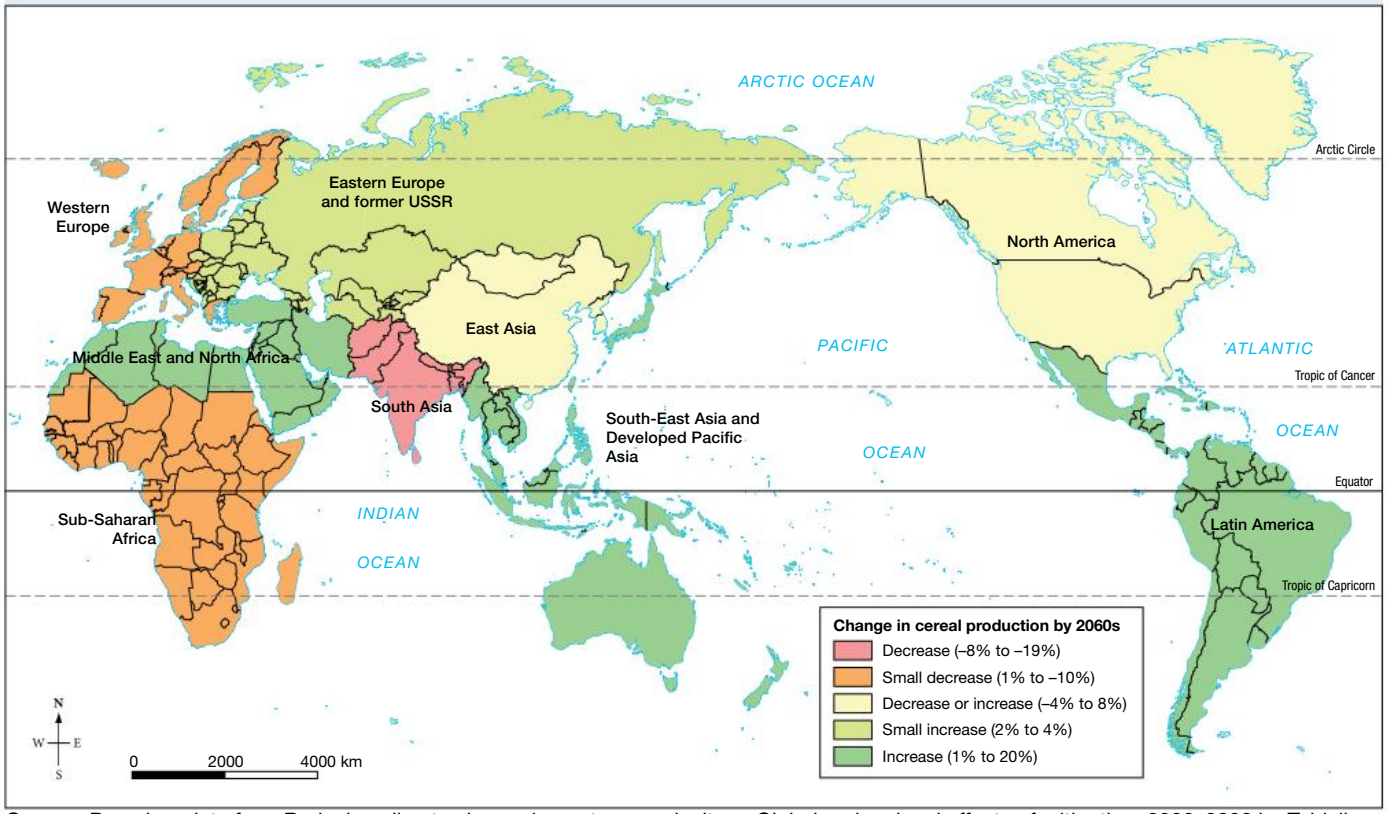
SkillBuilder discussion

Concluding and decision-making

How has Melbourne changed during your lifetime? How has your town or suburb changed?

From a geographical time perspective, change can be very slow — think of processes such as the formation of mountains or soil. On the other hand, a volcanic eruption or landslide can change landforms rapidly. It may take some years for the boundary of a city to expand outwards, but in the space of a few weeks whole suburbs can be demolished to make way for a freeway. Change can also have physical, economic and social implications for people and communities. Consider the effect of the COVID-19 pandemic.

FIGURE 5 Mapping potential change: predictions of the effects of climate change on cereal crops



Source: Based on data from Reducing climate change impacts on agriculture: Global and regional effects of mitigation, 2000•2080 by Tubiello F N, Fisher G in Technological Forecasting and Social Change 2007, 747: 1030-56. Map drawn by Spatial Vision.

What is environment?

People live in and depend on the **environment**, so it has an important influence on our lives.

The biological and physical world that makes up the environment is important to us as a source of food and raw materials, a means of absorbing and recycling wastes, and a source of enjoyment and inspiration.

People perceive, adapt and use environments in many ways. For example, three different people could look at a well-vegetated hillside; one might see it as a source of timber for construction, another might see a slope that could be cleared and terraced to produce food, while another might view it as a scenic environment for ecotourism.

FIGURE 6 The East Kolkata wetlands act as a sewage filtration system and recycle nutrients through the soil to allow a wide range of food crops to be grown. The ponds provide one-third of the city's fish supply.

What is sustainability?

Sustainability is about maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future.

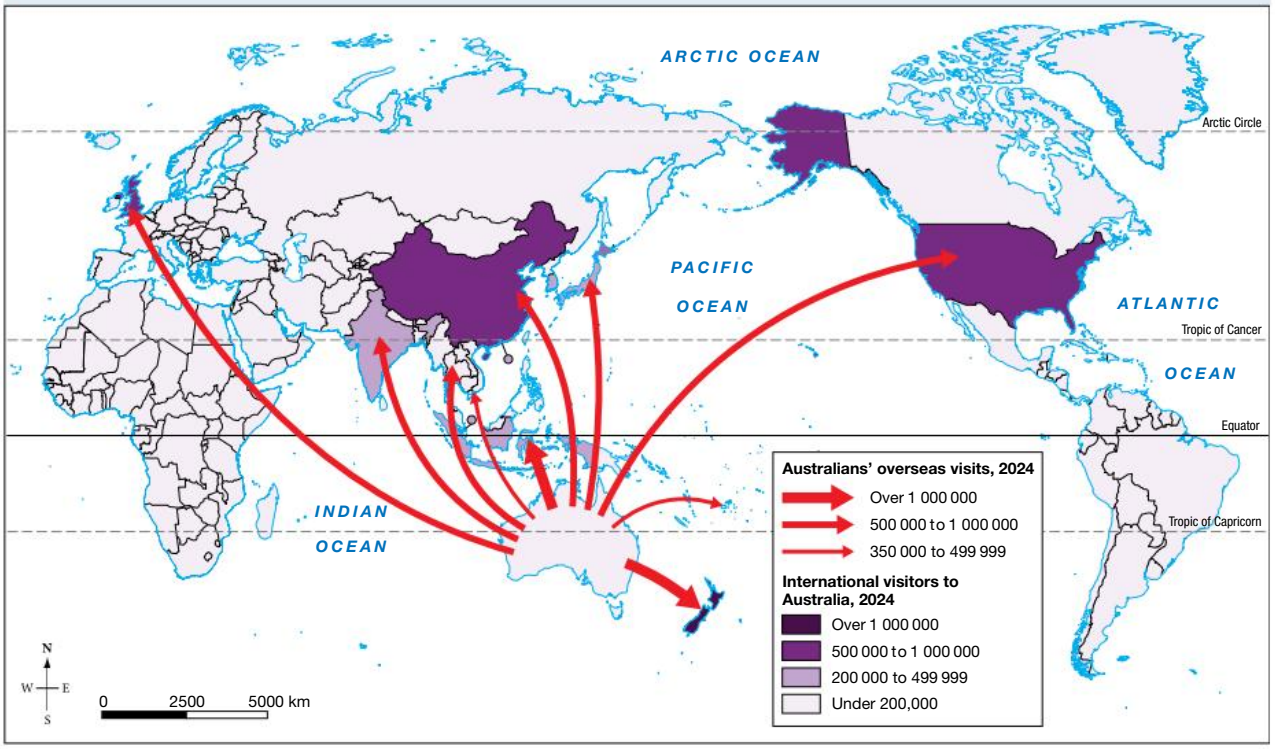
Sustainability involves maintaining and managing our resources and environments for our needs today and for future generations. It is important to understand the causes of unsustainable situations to be able to make informed decisions on the best way to manage our natural world.

What is scale?

When we examine geographical questions at different spatial levels we are using the concept of **scale** to find more complete answers.

Scale enables us to examine issues from different perspectives, from personal to local, regional, national or global. Using scale helps in the analysis and explanation of phenomena. For example, climate is the most important factor in determining vegetation type on a global scale, whereas, at a local scale, soil and drainage might be more important. Different activities can also have an impact at a range of scales; for example, the construction of an international airport in Cairns saw the development of tourism evolve from a local to an international scale, with direct flights between Australia and South-East Asia.

FIGURE 7 Country of origin for tourists visiting Australia, and destinations for Australian tourists



Source: Adapted from Australian Bureau of Statistics. Map drawn by Spatial Vision.

8.2.2 Geographical skills

In addition to the concepts you study in Geography, there are a range of essential practical skills that you will learn, practise and build.

The specific Geographical skills you'll use in Year 9 are listed below. These can be categorised into the three core Geography skills.

TABLE 1 The skills that you will use in Geography

Skill	Description
Geographical inquiry	Develop a range of questions for geographical inquiry related to a phenomenon, issue or challenge. Conduct fieldwork to collect, process and compare information from primary and secondary sources. Use geospatial technologies and digital tools to present and analyse information in various formats, including graphs and maps. Understand how our interconnected and interdependent world shapes the planet's future.
Concluding and decision-making	Analyse data from various sources to justify conclusions and propose strategies. Consider ethical values to address issues using geographical concepts. Evaluate environmental, economic and social factors to assess the interconnectedness of biomes and food security. Draw conclusions on balancing food production with maintaining sustainable biomes. Theorise how information and communication technologies will shape future interactions with the natural world. Develop and evaluate strategies using environmental, economic or social criteria, recommending actions and predicting their impacts on food security and the connectivity of biomes.
Communicating	Develop communication skills using geographical concepts and knowledge. Express ideas on a wide range of concepts and issues using digital and non-digital formats. Consider your audience, acknowledge sources and choose appropriate methods of communication to ensure your message is clear and well-presented. Explore new ways of presenting information, such as developing a documentary or podcast, to enhance fieldwork reports or research assignments.

To help develop your Geographical skills further, see bonus SkillBuilders from lessons 8.6 to 8.19.

SkillBuilder activity GEOGRAPHICAL INQUIRY

Think about a place you've visited for a hike, holiday or school trip — a natural site like a beach, mountain or park. What changes did you notice from tourism (e.g., litter, crowds, signs, walkways)?

1. With your place in mind, answer the following questions:
   a. Why do people visit this place?
   b. What problems might occur if too many people visit?
   c. What is 'ecotourism'? Why is it important?
2. Collect some additional information about your chosen place, such as:
   - visitor numbers over time
   - management strategies used by park authorities
   - maps showing location and trails
   - satellite images to show change over time.
3. In pairs, come up with five geographical inquiry questions about managing ecotourism at your local landform site. Use these sentence starters, and complete some extra research to answer your questions:
   What is…
   Where is…
   Why is…
   How does…
   What if…
   Example: What is the impact of tourism on the walking tracks at [local site]?
4. Answer the following based on what you've discovered.
   a. What are the biggest challenges of managing ecotourism here?
   b. What actions could be taken to protect the landform while still allowing people to visit?

8.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 6	2, 5, 7, 8	3, 9, 10

REMEMBER AND UNDERSTAND

1. Which of the following most accurately defines the concept of ‘space’ in Geography?
   - A. The arrangement of objects and people on the Earth’s surface
   - B. The physical distance between two locations
   - C. An area with defined boundaries
   - D. The atmosphere surrounding the Earth
2. What is meant by the geographical concept of ‘place’?
   - A. A physical location with a specific address
   - B. A location that holds meaning and significance for individuals or groups
   - C. An area characterised by a particular climate
   - D. A space used for human activities
3. How does interconnection influence geographical phenomena and the overall wellbeing of a population?
   - A. It separates regions from one another.
   - B. It shows how features and processes are related and affect each other.
   - C. It identifies isolated geographical locations.
   - D. It maps the boundaries of continents.
4. Which of the following is an example of a natural environment?
   - A. A city park
   - B. A rainforest
   - C. A shopping mall
   - D. A residential neighbourhood
5. What does sustainability aim to achieve in Geography?
   - A. Unlimited consumption of resources
   - B. Preservation of resources for future generations
   - C. Economic growth without environmental concerns
   - D. Expansion of urban areas

ANALYSE AND APPLY

6. **Explain** the concept of ‘scale’ in geography.
7. **Describe** the concept of ‘change’ and its importance in understanding the liveability of a place.
8. What are the key steps involved in conducting a geographical inquiry?
9. Why is concluding and decision-making critical in geographical studies?

EVALUATE AND COMMUNICATE

10. **Reflect** on the various ways you might collect and encounter geographical information. **Suggest** three methods to present this information to an audience.

Answers and sample responses for this topic are available online.

LESSON 8.3 SkillBuilder: Geographical inquiry

online only

What are interviews that survey people's opinions?

Surveys collect primary data, such as data that has been gathered in the field. Conducting a survey interview means asking questions, recording and collecting responses, and collating the number of responses. In this lesson you will create your own survey.

LESSON 8.4 SkillBuilder: Concluding and decision-making

online only

What is a satellite image?

A satellite image is an image taken from a satellite orbiting the Earth. Satellite images allow us to see very large areas — much larger than those that can be visualised using vertical aerial photography. A satellite image often does not use the natural colours that we expect to highlight spatial patterns more clearly. In this lesson you will analyse satellite images to draw conclusions and communicate the change in an area.

LESSON 8.5 SkillBuilder: Communicating

online only

What is a fieldwork report?

A fieldwork report helps you process all the information that you have gathered during fieldwork. You sort your data, create tables and graphs, and select images. You interpret the data as text or annotated images to communicate your ideas. In this lesson you will practice communicating the findings of a fieldwork report.

LESSON 8.6 SkillBuilder: Describing spatial relationships in thematic maps

online only

What are spatial relationships in thematic maps?

A spatial relationship is the interconnection between two or more pieces of information in a thematic map, and the degree to which they influence each other's distribution in space. Describing these relationships helps us understand how one thing affects another.

LESSON 8.7 SkillBuilder: Describing divergence graphs

online only

What is a divergence graph?

A divergence graph is a graph that is drawn above and below a zero line. Those numbers above the line are positive, showing the amount above zero. Negative numbers that are shown indicate that the data has fallen below zero.

LESSON 8.8 SkillBuilder: Describing patterns and correlations on a topographic map

online only

What is a pattern?

A pattern is the way in which features are distributed or spread. A correlation shows how two or more features are interconnected — that is, the relationship between the features. In this lesson you will describe the patterns and correlations seen on a topographic map.

LESSON 8.9 SkillBuilder: Constructing and describing a transect on a topographic map

online only

What is a transect?

A transect is a cross-section with additional detail which summarises information about the environment. In addition to the shape of the land, a transect shows what is on the ground, including landforms, vegetation, soil types, settlements and infrastructure.

LESSON 8.10 SkillBuilder: Constructing multiple line and cumulative line graphs

online only

What are multiple line and cumulative line graphs?

Multiple line graphs consist of a number of separate lines drawn on a single graph. Cumulative line graphs are more complex to read, because each set of data is added to the previous line graph in a new layer or level. Both formats show change over time, and both show trends effectively.

LESSON 8.11 SkillBuilder: Constructing a land use map

online only

What is a land use map?

A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork.

A land use map shows simplified information about the uses made of an area of land. In a built environment, a land use map may show a shopping centre, a local shopping strip, or the types of houses in a street. In a rural environment, a land use map may show vegetation types or agricultural activities.

LESSON 8.12 SkillBuilder: Constructing ternary graphs

online only

What are ternary graphs?

Ternary graphs are triangular graphs that show the relationship or interconnection between features. They are particularly useful when a feature has three components and the three components add up to 100 per cent.

LESSON 8.13 SkillBuilder: Constructing and describing isoline maps

online only

What is an isoline map?

An isoline map shows lines that join all the places with the same value. Isoline maps show gradual change in one type of data over a continuous area. Isolines do not cross or touch each other. The same difference is always shown between each isoline and the next over the entire map.

LESSON 8.14 SkillBuilder: Constructing and describing a flow map

online only

What is a flow map?

A flow map is a map that shows the movement of people or objects from one place to another. Arrows are drawn from the point of origin to the destination. Sometimes these lines are scaled to indicate how much of the feature is moving. Thicker lines show a larger amount; thinner lines show a smaller amount.

LESSON 8.15 SkillBuilder: Constructing a table of data for GIS

online only

Why are there tables within GIS?

Geographical information systems, or GIS, use tables to organise and store information about points, lines and polygons (vector data). These tables have rows and columns, called fields. The GIS software links the rows in the table to the points, lines or polygons on a map.

LESSON 8.16 SkillBuilder: GIS — deconstructing a map

online only

What is GIS?

A geographical information system (GIS) is a storage system for information or data, which is stored as numbers, words or pictures. In this lesson you will deconstruct a map and create a simple GIS overlay.

LESSON 8.17 SkillBuilder: Interpreting a geographical cartoon

online only

What are geographical cartoons?

Geographical cartoons are humorous or satirical drawings on topical geographical issues, social trends and events. A cartoon conveys the artist's perspective on a topic, generally simplifying the issue.

LESSON 8.18 Review

8.18.1 Key knowledge summary

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

8.2 Geographical concepts and skills

- The acronym SPICESS helps you remember the seven geographical concepts: space, place, interconnection, change, environment, sustainability and scale.
- The three Geographical skills that you will develop throughout your course are:
  - *Geographical inquiry:* This involves developing and refining geographical questions to investigate places and phenomena by collecting, recording and interpreting data from various sources, including fieldwork and maps. It also involves analysing information to identify patterns, trends and relationships.
  - *Concluding and decision-making:* This involves drawing conclusions based on evidence from geographical data and research; evaluating different perspectives and solutions to geographical challenges; and making informed decisions about environmental, social and economic issues.
  - *Communicating:* This involves presenting geographical findings using maps, graphs, reports and digital tools; using geographical terminology and data to support explanations; and sharing findings in different formats to inform and engage audiences.

8.18.2 Key terms

change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area
environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people
interconnection refers to the ways people and/or geographical phenomena are connected through environmental processes and human activity, influencing place characteristics
place an area on the Earth's surface which is identified and has meaning for people
scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels
space where things are located and distributed on the surface of the Earth
sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

8.18.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

Why is Geography important to study, and what skills do I need to understand Geography?

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

learnon

eWorkbooks Customisable worksheets for this topic
Reflection

Digital document Key terms glossary

8.18 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 7, 11, 12	1, 2, 5, 6, 9, 13	4, 8, 10, 14, 15

REMEMBER AND UNDERSTAND

1. What do you think the term liveability refers to in Geography?
   - **A.** How often a place is visited
   - **B.** How suitable a place is for farming
   - **C.** How well a place meets the needs of its residents
   - **D.** How easy it is to find a location on a map
2. Which SPICESS concept would you use to study how humans move between cities and affect both places?
   - **A.** Change
   - **B.** Environment
   - **C.** Scale
   - **D.** Interconnection
3. A geographer investigating pollution levels in a river at local, regional and national levels is using the concept of:
   - **A.** place.
   - **B.** scale.
   - **C.** space.
   - **D.** change.
4. Which statement best describes the concept of place in Geography?
   - **A.** A fixed point on a map
   - **B.** An area of land with no human activity
   - **C.** A location given meaning by people
   - **D.** A part of the Earth unaffected by humans
5. Which of the following best represents ‘environment’ in the SPICESS framework?
   - **A.** Population density maps
   - **B.** Cultural celebrations
   - **C.** Natural and built surroundings that support life
   - **D.** Border disputes between countries
6. A city with high liveability is likely to have:
   - **A.** poor access to education.
   - **B.** high levels of crime.
   - **C.** clean air and green spaces.
   - **D.** few job opportunities.
7. Which of the following is an example of a qualitative method used to study place?
   - **A.** Census data
   - **B.** Climate graphs
   - **C.** Surveys and interviews
   - **D.** Population statistics

8. The concept of ‘change’ in Geography helps us understand:
   - **A.** how music has evolved over time.
   - **B.** why places and environments stay the same.
   - **C.** how places, environments and spatial patterns evolve over time.
   - **D.** the best route to travel.
9. The liveability of a place can change over time due to:
   - **A.** changes in latitude.
   - **B.** population migration and infrastructure development.
   - **C.** rotation of the Earth.
   - **D.** movements of tectonic plates.
10. Which of the following is not a factor that influences a person’s sense of place?
   - **A.** Personal memories
   - **B.** Emotional connection
   - **C.** Cultural background
   - **D.** Soil composition

ANALYSE AND APPLY

11. **Explain** how access to public transport can affect the interconnectedness of a suburb.
12. **Describe** how different people (e.g., young families, the elderly, migrants) may value place in different ways.
13. **Compare** two different places you know. How do their features differ (e.g., services, safety, green spaces)?

EVALUATE AND COMMUNICATE

14. **Evaluate** the benefits and challenges of using GIS to study urban wellbeing.
15. **Propose** one local action or strategy that could improve place in your community, and **explain** how it would benefit residents.

Answers and sample responses for this topic are available online.

LESSON 8.3 SkillBuilder: Geographical inquiry online only

LEARNING INTENTION

By the end of this lesson you should be able to write interview questions that gather both qualitative and quantitative information about a specific topic.

8.3.1 Tell me

Surveys collect primary data, such as data that has been gathered in the field. Conducting a survey means asking questions, recording and collecting responses, and collating the number of responses. You can use basic questionnaires or more advanced sampling techniques, such as interviews. You can also use a variety of tally methods. A survey is taken from a few people in a population and is therefore a sample.

Interviews are particularly useful for gathering information on attitudes and values. The information that is gathered can be either quantitative (involving numbers) or qualitative (involving ideas), or both.

Why are interviews that survey people's opinions useful?

Surveys are useful because they provide data gathered for a specific topic that might not be available by other means. They allow a wide range of data to be gathered in an efficient and simple way.

An interview, which is an advanced survey technique, allows you to explore attitudes and values without being restricted by survey categories. It may be difficult to then quantify the responses, but an interview does offer great flexibility, with a wide range of question types and varied responses. You also have the chance to add questions during the interview to pursue an idea that is raised.

Interviews are useful for:

- obtaining data or information that may not be available from another source
- summarising people's activities, such as recreational activities
- providing a snapshot of people's opinions, values and attitudes
- testing people's perspectives on the world, such as how a person rates a feature
- improving your understanding of a topic by speaking with people, or by obtaining first-hand information before collating it.

A good interviewer:

- thinks about the information that needs to be gathered
- works out which groups of people to interview — by age, gender, locality, business and so on
- decides on the best time to conduct the interview
- decides on the best place to conduct the interview — for example, in a park, in the middle of a shopping complex, in a cafe, or in an office
- writes a set of longer and more detailed predetermined questions
- writes open-ended questions that allow interviewees to express their opinions
- includes no more than about 15 questions to ensure people retain interest in the interview
- develops supplementary questions in response to anticipated answers
- sets a time limit of 15 to 20 minutes.

8.3.2 Show me

You will need:

- a computer on which to design your questions
- a list of people to interview
- a questionnaire
- pens for people to use to write their answers
- sound- and/or video-recording devices
- a risk assessment carried out by the school to ensure your safety in approaching people — ask your teacher and check with your family that it is okay to conduct an interview.

Procedure

Step 1

Determine the purpose of using the interview technique. What is your topic?

Step 2

Begin by developing 10–15 open questions that allow the interviewee to express their opinion. No question should be answerable with a simple 'yes' or 'no'. The **FIGURE 1** model provides some sample questions.

Step 3

Test your questions on a classmate or family member. Rework any questions to improve clarity of expression and to draw a more extended response from the interviewee.

Step 4

You need to practise an interview on someone so that you are confident when talking to members of the public. When conducting an interview, use the following guidelines.

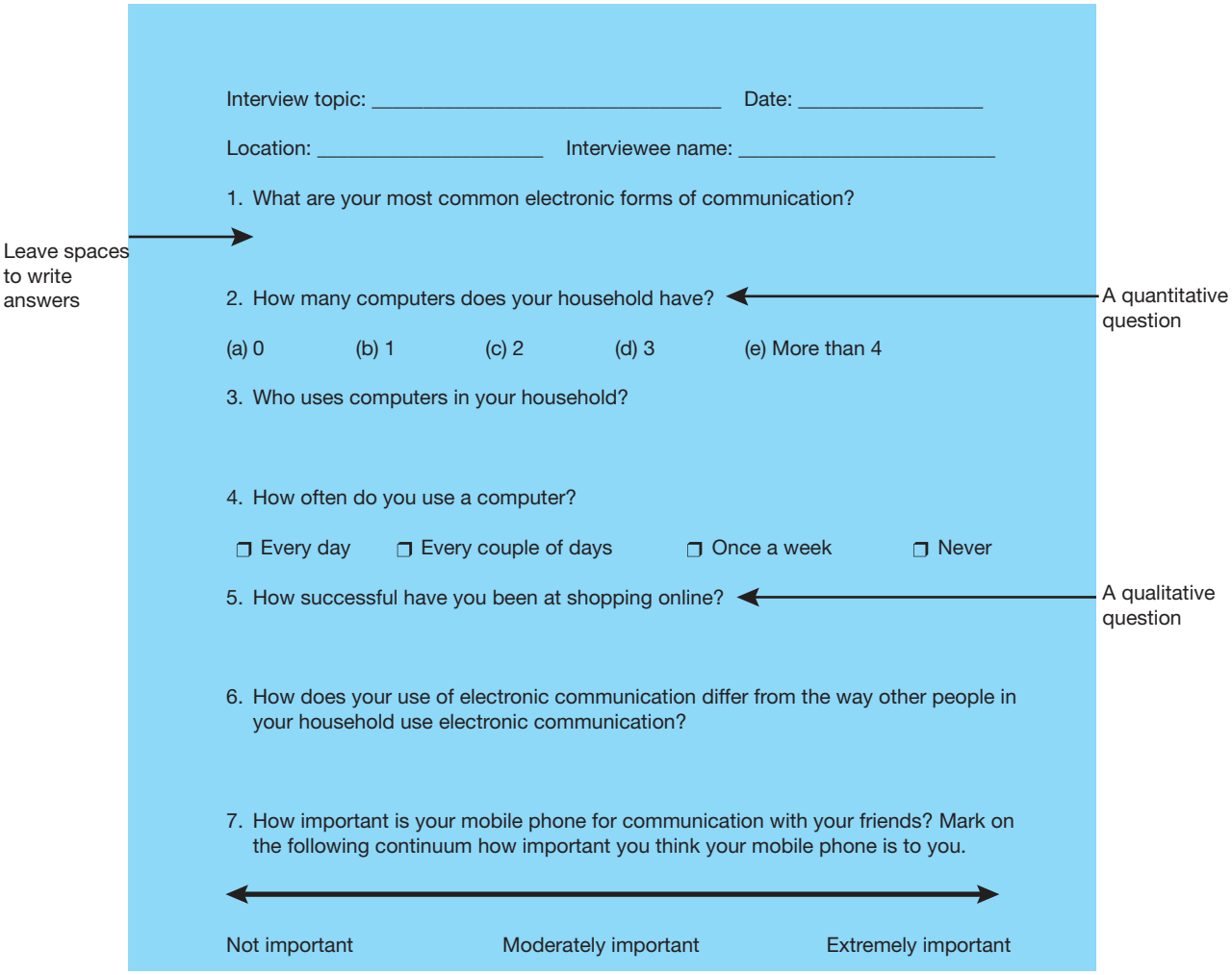
- Have some form of identification provided by your school so that people know you are genuinely collecting information.
- Introduce yourself and clearly state where you are from. Do not be offended if a person does not want to participate — that is their right.
- If you are going to record the interview, then seek permission from the person to do so.
- Explain to the person the purpose of the interview; that is, give some details about the topic to be discussed.
- Use a separate interview sheet for each person.
- Speak clearly so that you do not have to repeat yourself.
- Use a non-threatening tone of voice.
- Listen carefully to the answers given.
- Don't ask an interviewee to repeat their responses if they cover information for one question in the answer to another question. Write the information in the appropriate place on the sheet.
- Be prepared to slot in an additional question if the person has some great information to give you. Be equally prepared to leave a question out if your interviewee says they would rather not answer a specific question.
- Take notes, using your notetaking skills. Don't use full sentences — use key words and facts only — and don't make the person wait while you write.
- Try to keep your own opinion out of the answers; be neutral about the responses, even when you do not agree.
- Never interrupt an answer and always allow plenty of time for the interview — it should not go for longer than 20 minutes.
- Always thank the person for their time and support when you have finished.

Step 5

Collating your information will take time, because you need to seek common themes through each interview. Quantitative data can be placed in tables. Qualitative data needs to be classified according to the percentage of people with the same or similar viewpoints.

Model

FIGURE 1 Sample interview questions



8.3.3 Let me do it

Complete the following activities to practise this skill.

8.3 Skillbuilder activity

1. Create a set of interview questions that seek the opinion of your local community on technology consumption and e-waste management (look at question 2 to ensure your survey provides you with the information you will need to answer these questions). Conduct your survey, organise your data and summarise your findings. Use the checklist to ensure you cover all aspects of the task.

2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. What did people understand by the term e-waste?
   b. Does the community dispose of its e-waste effectively?
   c. Are there enough e-waste recycling depots for the community?
   d. Is there enough advertising about how to deal with e-waste?
   e. Which local community groups ought to be responsible for e-waste management?
   f. Present your quantitative data in a graph and write a paragraph summary of the information gathered within this section of your survey.

Checklist

I have:

- thought about the information that needs to be gathered
- worked out which groups of people to interview
- decided when is the best time to conduct the interview
- decided where is the best place to conduct the interview
- written a set of longer and more detailed predetermined questions
- written open-ended questions that allow the interviewees to express their opinions
- Included some closed questions to ensure quantitative data is included.
- included no more than about 15 questions to ensure people retain interest in the interview
- developed supplementary questions in response to anticipated answers
- set a time limit of 15 to 20 minutes.

LESSON 8.4 SkillBuilder: Concluding and decision-making online only

LEARNING INTENTION

By the end of this lesson you should be able to identify and interpret some changes shown in satellite images over time.

8.4.1 Tell me

A satellite image is an image taken from a satellite orbiting the Earth. Satellite images allow us to see very large areas — much larger than those that can be visualised using vertical aerial photography. A satellite image often does not use the natural colours that we expect. This is referred to as using false colours, and these are applied in the computer processing of the images in order to highlight spatial patterns more clearly.

How is a satellite image useful?

Satellite images are valuable for identifying trends, patterns, and relationships due to their size. Cartographers enhance these images with intensified or false colours to distinguish features. They offer more information than topographic maps or aerial photos, allowing better understanding of environmental changes over time.

Satellite images are useful for:

- identifying changes in heat patterns from different surfaces
- assessing vegetation modifications
- identifying urban sprawl
- tracking data across international boundaries.

A good interpretation of a satellite image:

- translates the false colours
- identifies patterns
- makes logical inferences
- uses distance and direction to locate places.

8.4.2 Show me

You will need:

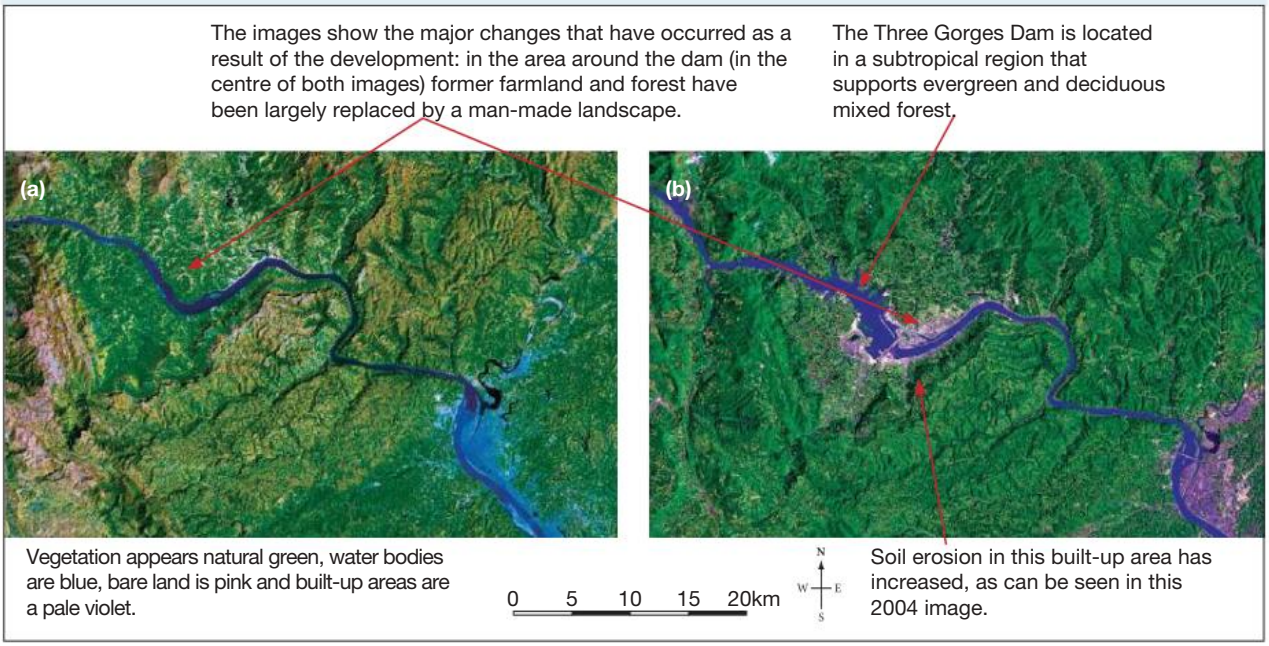
- two satellite images of the same place, taken at different times
- an atlas.

Model

In 1987, the Yangtze River ran through a deep gorge surrounded by high hills and dense subtropical forests. By 2004, the Three Gorges Dam was built, creating a reservoir that flooded eight kilometers up the river and led to new urban areas developing on both sides. A town emerged in the southeast, covering about 36 square kilometers.

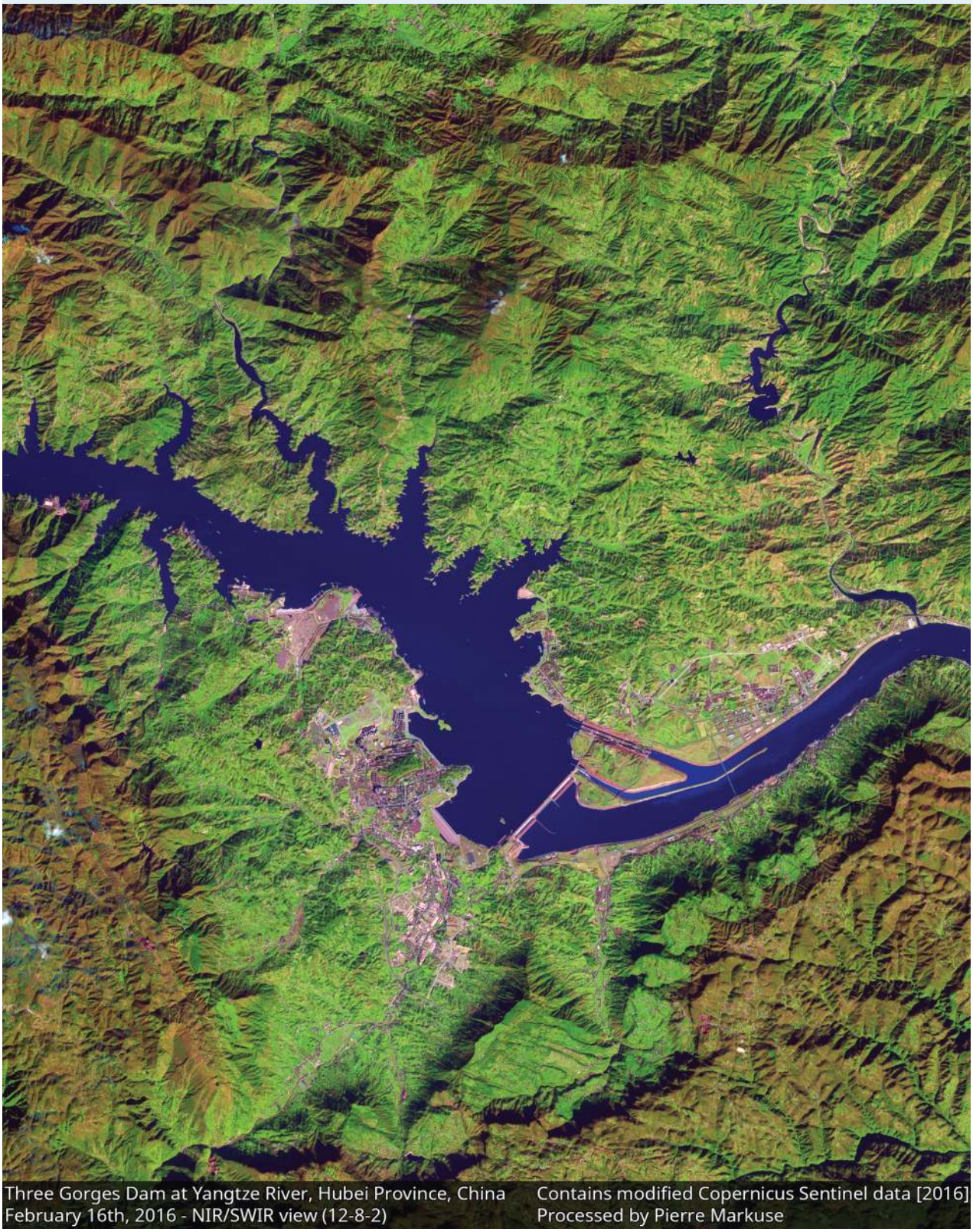
By 2016, the reservoir had expanded, prompting significant development along its shores. Urbanisation increased with the southeast town growing and new infrastructure connecting previously isolated areas. The dam became an economic hub, affecting trade, transport and tourism, while some former forest areas were submerged or replaced by urban sprawl.

FIGURE 1 Change over time around the Yangtze River, China: **(a)** in 1987 and **(b)** in 2004, after the building of the Three Gorges Dam



Source: Geoscience Australia.

FIGURE 2 Around the Yangtze River, China, 2016, around 30 years after the building of the Three Gorges Dam



Procedure

Step 1

Determine the dates for the satellite images. Consider the time span between the images. In **FIGURE 1**, the time span is 17 years. Check that the satellite images are at the same scale. Note that in **FIGURE 1**, the 1987 and 2004 images show slightly different areas, but at the same scale. The central area of interest is covered by both images.

Step 2

Study the satellite images carefully, identifying the key features of the place. In satellite imagery, true colours are not always used. It is helpful to learn the colours commonly used in false-colour imagery.

TABLE 1 Colours commonly used in false-colour satellite imagery

Green	Vegetation
Dark blue	Water — the deeper the water, the darker the colour
Bright blue to mauve/grey	Housing and industrial areas
White to cream	Beaches and sands
Yellow	Barren areas, heavily grazed or fallow land
Pink to red	Recent plant growth, suburban parklands
Red	Flourishing vegetation, including forests (mangroves appearing brown)

In the description in **FIGURE 1**, the colours have been included to help you see the patterns evident in the satellite images.

Step 3

To interpret the colours, you need to comment on where the various colours appear. Use compass directions, scale or features identifiable on the satellite image, such as roads and rivers, to help reference the place that you are discussing. For example, the text above **FIGURE 1** says 'The water (blue) filled behind the two-kilometre dam wall'.

Step 4

Use the same feature in each of the satellite images as a reference point for identifying change. It may be the road system, a railway line passing across the region, a river flowing through the area or a town established in the earliest dated image. For example, in **FIGURE 1** the Yangtze River is a key feature that allows you to identify points by using the bends in the river as a reference point.

Step 5

It may be possible to make inferences from the satellite image. You may be able to see changes in topography, and these may relate to changes in land use. For example, in 1987 the area of the present-day dam was surrounded by high, barren hills and areas of dense subtropical forest; by 2004 a human-constructed landscape surrounded the dam.

8.4.3 Let me do it

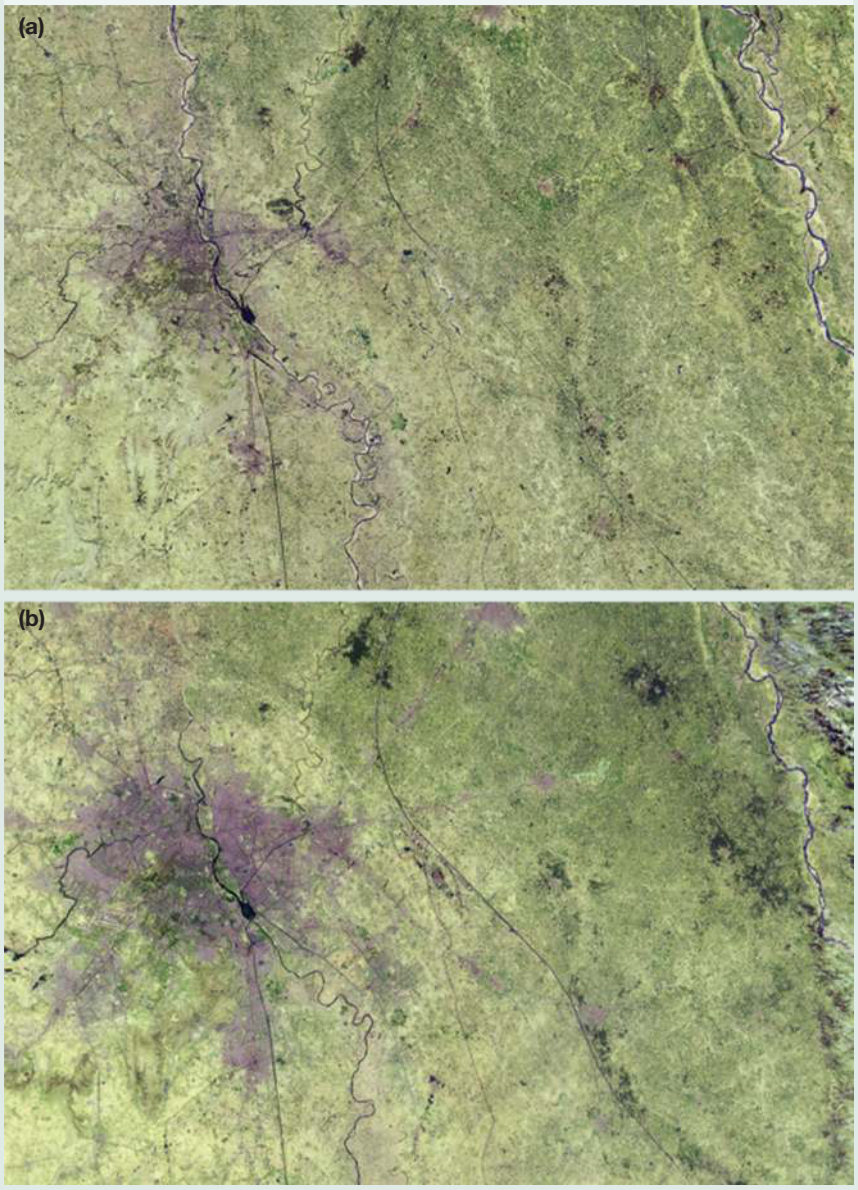
Complete the following activities to practise this skill.

8.4 Skillbuilder activity

1. Refer to the satellite images of New Delhi in 1989 and 2018 shown in **FIGURES 3(a) and (b)**. Write a description of the change that has occurred over time to the boundaries of New Delhi. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Is New Delhi a growing or declining city? Explain your answer.
   b. How has the vegetation cover of the area changed?

c. How has the road pattern changed?
d. Why do you think New Delhi has not expanded into the south-east corner of the satellite image?
e. Discuss whether the growth of New Delhi would affect food security in the area.
f. Describe three other issues faced by residents of New Delhi as the city expands.
g. Propose two measures that could be put in place by the regional government to minimise the environmental impact of the city's expansion.

FIGURE 3 New Delhi, India in **(a)** 1989 and **(b)** 2018



*note that 2018 is the most recent comparable image

Checklist

I have:

- translated the false colours
- identified patterns
- made logical inferences
- used distance and direction to locate places.

LESSON 8.5 SkillBuilder: Communicating online only

LEARNING INTENTION

By the end of this lesson you should be able to create an annotated visual display to report on your findings from fieldwork.

8.5.1 Tell me

A fieldwork report helps you process the information gathered during fieldwork. You organise data, create tables and graphs, and select images. You interpret the data as text or annotated images and then compile it logically to convey your ideas. Finally, you summarise your findings in a statement or recommendations on the topic. A fieldwork report can be presented in various formats such as a word-processed document, an annotated visual display (AVD), an oral presentation with PowerPoint, a podcast, an online publication or other media forms.

How is a fieldwork report useful?

A fieldwork report is used to summarise the findings from your time in the field. Your fieldwork report will highlight a particular environment, social issue or key inquiry question that you are investigating. You may be presenting this information in order to inform your classmates, to raise community awareness, or to encourage a relevant authority to take action. Many organisations undertake fieldwork investigations to determine future plans.

Fieldwork reports are also useful for:

- synthesising and summarising all the information collected in the field
- displaying your ideas for classmates to see
- resolving land use issues, such as transport infrastructure expansions
- providing input to local and national government planning and strategies
- determining the route of a new bicycle path
- testing for mineral resources.

A good fieldwork report presented as an AVD:

- is clearly structured and has a title
- includes an introduction
- contains statements of findings, which provide a range of data sources, such as graphs (of various types), tables and photographs
- includes evidence that you have identified patterns in the data, been able to describe the current situation, and synthesised data to come up with a clear understanding of the topic
- clearly states limitations and successes
- has a conclusion.

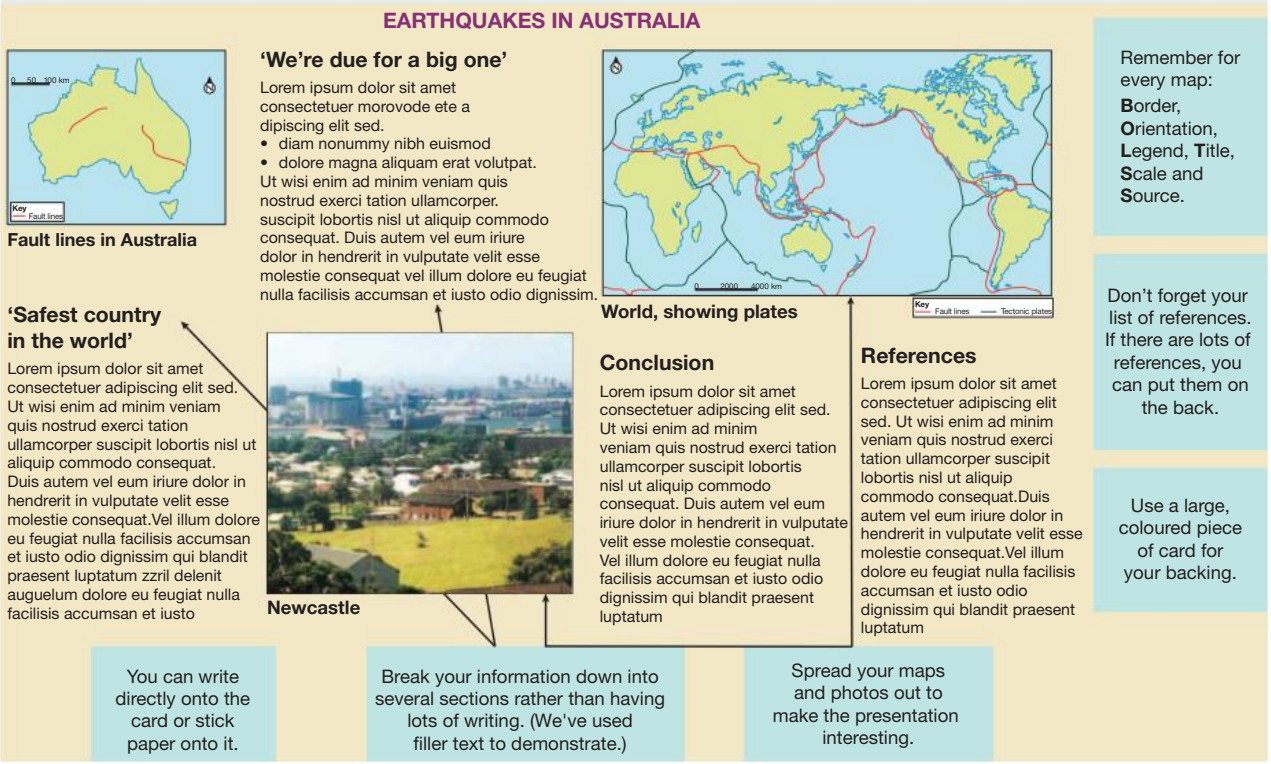
8.5.2 Show me

You will need:

- a large piece of chart paper on which to present your material
- a piece of A4 paper for planning the layout
- maps of the location
- data collected in the field that has been selected and processed to produce tables and a range of graphs
- photographs that have been selected for relevance and referred to in the text
- relevant secondary data.

Model

FIGURE 1 An AVD completed from secondary sources



Procedure

To complete an AVD you need to have all your information readily available.

Step 1

Determine a simple, short and concise title for your fieldwork study.

Step 2

On a separate sheet of paper, sketch a layout for your work. There are a number of things to consider when positioning material.

- A short and precise introduction should appear in the top left corner (see Step 3).
- A map showing location should be close to the introduction.
- You need to describe your method (see Step 4).
- Findings — the primary data collected — should be presented in tables, graphs and photographs (see Step 5).
- If you include secondary data, decide where it fits into the 'story' that is being told (see Step 6).
- State the limitations and successes of the fieldwork (see Step 7).
- Incorporate a conclusion (see Step 8).

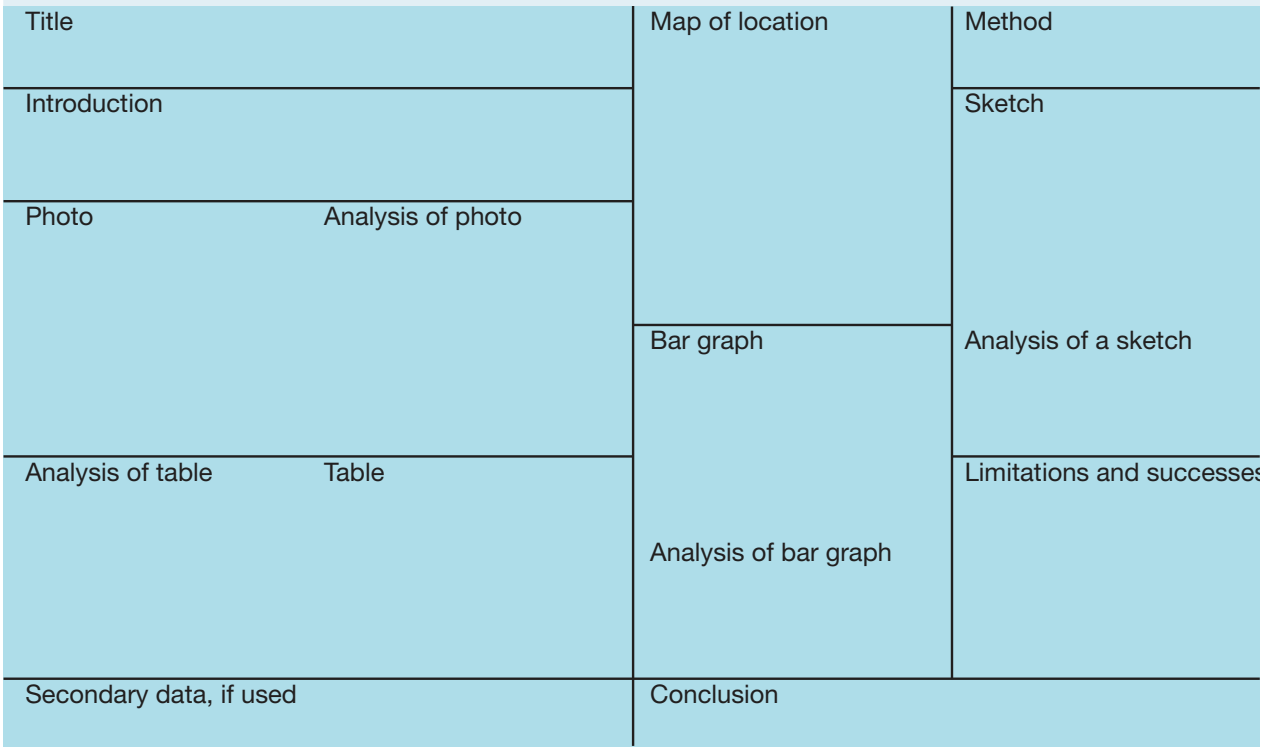
Step 3

Begin with an introduction. This should be short and should state clearly the aims of the fieldwork and the location of the investigation, shown as a map. For example, 'This fieldwork aims to investigate [topic] and was undertaken at [place] on [dates]'.

Step 4

The next section is the method. State where you went within the broader location; what information you gathered; the methods you used to gather information; and why you collected that information. This should be a concise paragraph. For example: 'We visited three places along the coastline. One was a bayside beach [name], the second a rocky headland [name] and the third an ocean beach [name]. We observed the waves, counted the tourists and photographed sand build-up at each site. We hoped this data would show…'

FIGURE 2 Sample layout of an AVD



Step 5

The findings are the main focus of the report. This is where you present the information that you gathered in the field. It is important that your work has a clear structure to guide the reader through the development of the ideas. Look for interconnections between the data, and set out the information in an organised manner. **FIGURE 3** shows a section taken from an AVD.

The various maps, graphs, diagrams and photographs are presented in this section with a discussion of the important findings that each item of data reveals. Place the analysis close to each item of data.

It is a good idea to number the items and refer to the numbering system in the text; this ensures the reader is connecting with the appropriate data. For example, '**FIGURE 2** shows …' or 'The photograph in **FIGURE 5** displays …'

FIGURE 3 Sample section showing text and photograph closely connected

When storms occur and waves are larger, more material is carried away in the backwash to deep water.

Backwash — the movement of water back to the sea is shifting sand, shells, seaweed and other materials down the beach and out to sea.

All data should incorporate the geographic conventions: BOLTSS. Annotations to photographs and diagrams are recommended, because these save space and connect the reader with the data.

Step 6

Consider whether you need to include any information from a secondary source. This is information that is reported by someone else and appears in a magazine, newspaper, journal, government report or the internet, or is spoken (in a podcast, speech or interview, for example). This information is not the focus of your work and must only supplement your fieldwork findings. Therefore, it must be very brief. **FIGURE 4** shows how secondary data might be done as a précis in an AVD.

Step 7

Include a statement about the limitations and successes of the fieldwork. The limitations should cover anything that went wrong or ways in which the fieldwork could be improved. The successes should include new things learned and any interest that you may have gained from the investigation.

Step 8

End your report with a conclusion. This should relate to the aims of the fieldwork. For example, 'From the fieldwork investigation, it is possible to conclude that …' Go back to your aims and check you have answered what you set out to discover.

FIGURE 4 A secondary source and a précis of it for the AVD

Residents and beach visitors were treated to a spectacular sight when a large sand dredge began restoring the eroded beach in April 2024. The beach had gradually been washed away over the years with every winter storm that arrived.

Under a master plan for the area, a total revamp is planned, including recreating the beach. A partnership between the city council, the community, and the state government, will contribute $7.2 million to the project, including adding 250,000 cubic metres of sand reclaimed from the sea. A new 60-metre-wide stretch of sand over a length of 1.2 kilometers will appear.

As the area had been neglected for some time, the master plan is extensive with plantings of native trees, enhancement of wetlands, plantings for shade, a foreshore bicycle trail, sealed parking bays, and redevelopment of the Life Saving Club building, including a café. An up-and-coming local sculptor has kindly offered to donate a sculpture 'The Wave' to be placed along the foreshore. Council will support this installation.

The renourished beach is a reflection of the Council's commitment to continually improving foreshore amenities for residents and the beach-going population.

The Inquirer, 10 pril, 2024

Précis of article

The recreated beach is 60 metres wide by 1200 metres long. A sand dredge took 250 000 cubic metres of sand from the sea. Trees have been planted to hold soil and provide shade, the wetlands have been developed, and community wellbeing has been enhanced by a bicycle path, car parking and a cafe at the revamped surf lifesaving club.

8.5.3 Let me do it

Complete the following activities to practise this skill.

8.5 Skillbulider activity

1. During Year 9 Geography, your class should undertake fieldwork. This lesson can only be completed after that has taken place. Some of the activities in this topic suggest undertaking fieldwork in the school grounds or at a local ***environment***. Practise an AVD layout to report your findings for one of these ***environments***. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. What forms of land degradation might you find in this ***environment***?
   b. How would you rate your local ***environment*** in terms of degradation?
   c. Can you suggest some activities that could help to improve the ***environment***?
   d. Which local authorities ought to be concerned about this ***environment***?
   e. How might you alert the local community to the degradation taking place?

Checklist

I have:

- clearly structured the layout
- included a title and introduction
- provided statements of findings from a range of data sources – various graph types, tables and photographs
- provided evidence that I have identified patterns in the data, been able to describe the current situation, and synthesised data to show a clear understanding of the topic
- clearly stated limitations and successes
- added a conclusion.

LESSON 8.6 SkillBuilder: Describing spatial relationships in thematic maps online only

LEARNING INTENTION

By the end of this lesson you should be able to describe spatial relationships in thematic maps.

8.6.1 Tell me

A spatial relationship is the interconnection between two or more pieces of information in a thematic map, and the degree to which they influence each other's distribution in space.

This could mean the similarities that maps have to where things are located or areas of high frequency. Spatial relationships also highlight potential issues such as areas that are experiencing high traffic or high rates of animal deaths.

How are spatial relationships in thematic maps useful?

Spatial relationships between features or information in thematic maps are the links between the distribution of those features. Finding these links can help us to see patterns of behaviour and links between environments. They are useful in helping you understand how one thing affects another.

They are used by:

- councils, when determining planning permits
- transport authorities, when determining new freeways, rail links and tunnels
- meteorologists, when predicting the weekly weather.

A description of a spatial relationship in thematic maps:

- clearly identifies which features on thematic maps are linked or interconnected
- points out obvious anomalies (these are examples of where the general pattern or interconnection does not apply or exist)
- describes the extent of interconnections (e.g. as strong or weak).

8.6.2 Show me

You will need:

- two thematic maps that can be compared
- an atlas.

Model

The maps in **FIGURES 1(a)** and **1(b)** show that, across Asia, there is a strong interconnection between climate and biomes. In areas of high rainfall throughout the tropics, rainforest biomes dominate. In western India's hot desert and in the cold mountains, desert biomes exist. In central Asia, the cold deserts and semi-deserts are so dry that desert and grassland biomes dominate the environment. There is no interconnection between climate and the wetland biomes of north-east China and Bangladesh's delta region, but in Asia overall there is a strong spatial relationship between biomes and climate.

Procedure

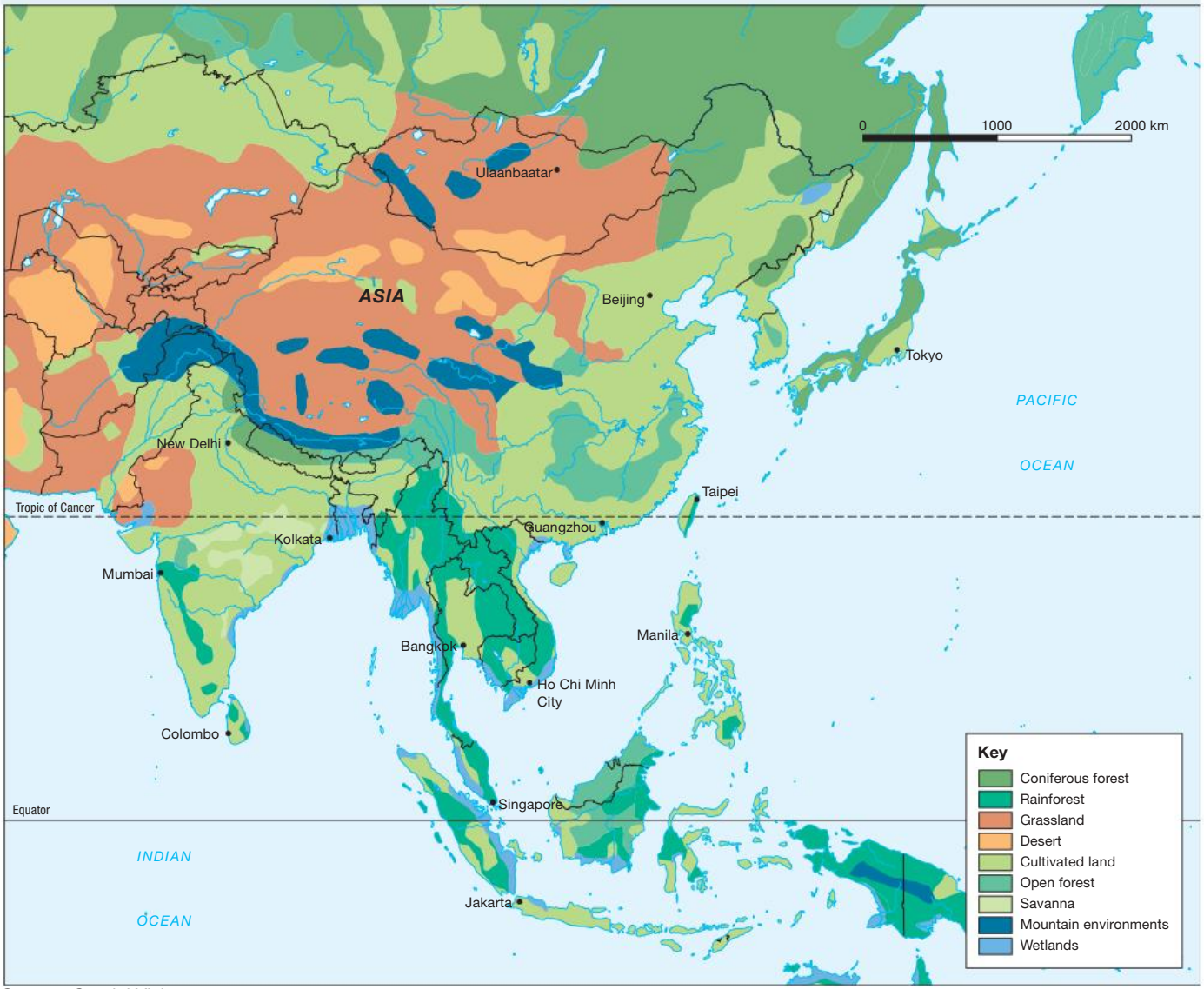
Step 1

Use an atlas to familiarise yourself with the mapped area. Place names are important to use in your writing. In **FIGURES 1(a)** and **1(b)**, identify places such as India and China.

Step 2

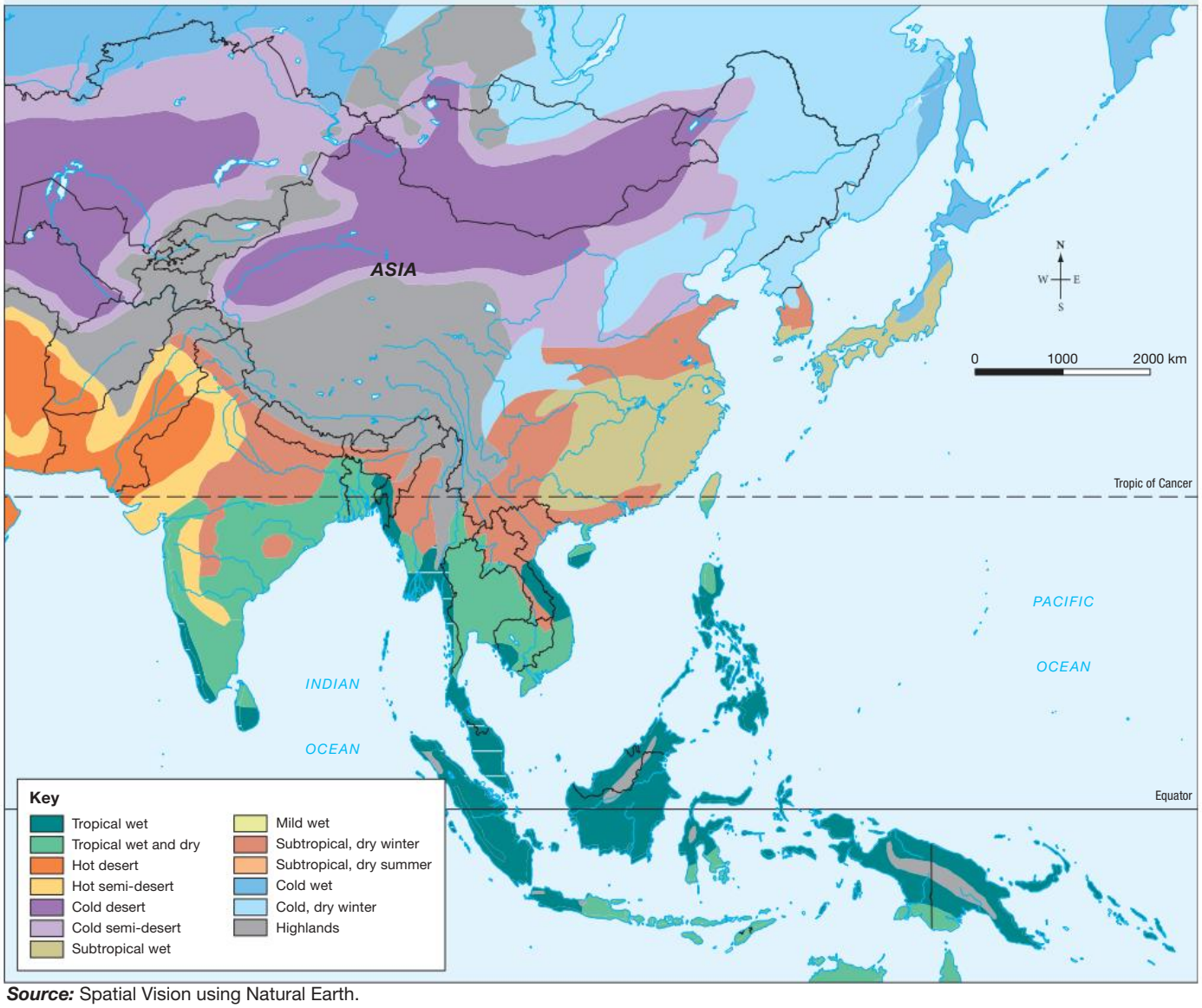
Identify areas on both maps that have a distinct interconnection by looking for similar patterns in similar parts of the maps. In **FIGURES 1(a)** and **1(b)**, biomes are clearly linked to climate, with temperatures, rainfall and other climatic factors having an important role in determining what will grow in an area. Write a few sentences outlining where these strong interconnections occur. For example: 'In central Asia, the cold deserts and semi-deserts are so dry that desert and grassland biomes dominate the environment.'

FIGURE 1(a) Thematic map of Asia showing biomes



Source: Spatial Vision.

FIGURE 1(b) Thematic map of Asia showing climatic zones



Source: Spatial Vision using Natural Earth.

Step 3

Search the maps carefully and look for any areas where there seem to be no connections between biomes and climate. These are the anomalies because they do not fit the general pattern of a link between climate and biome. If necessary, write a few sentences outlining where there are no interconnections. For example: 'The wetland biomes of north-east China and the Bangladesh delta are not linked to climate.'

Step 4

Conclude your paragraph with a final statement about spatial relationships. For example: 'In Asia there is a strong spatial relationship between biomes and climate.'

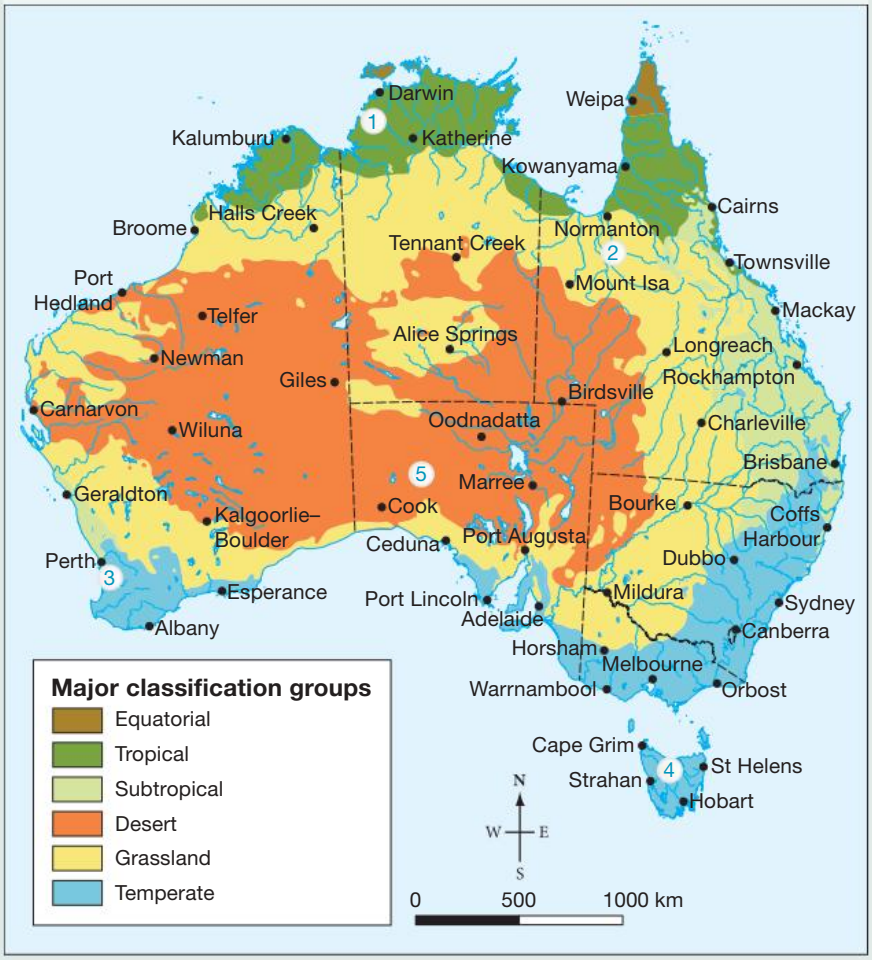
8.6.3 Let me do it

Complete the following activities to practise this skill.

8.6 Skillbulider activity

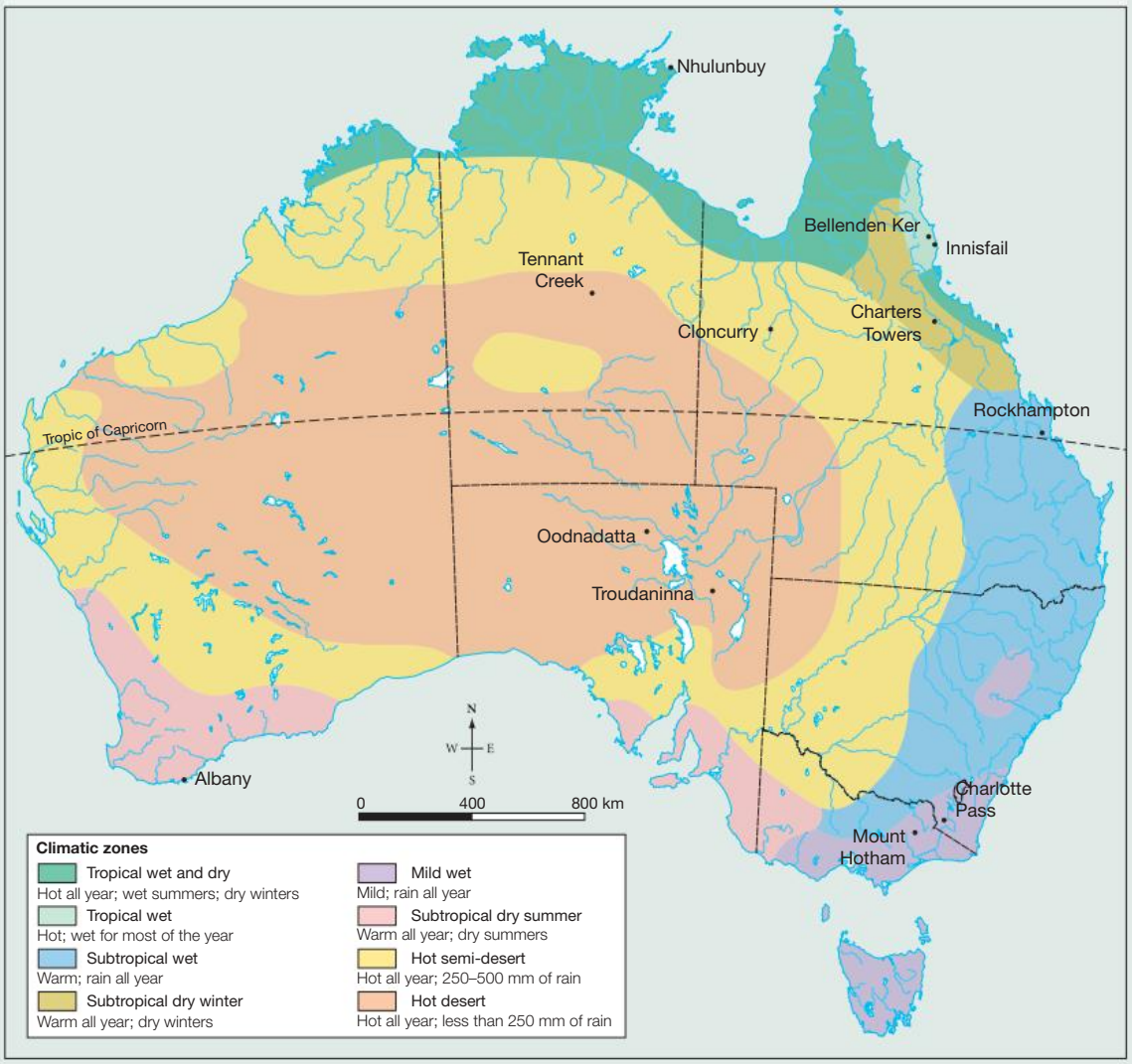
1. Study the thematic maps showing Australia's biomes and climate, shown in **FIGURES 2** and **3**. In a paragraph, describe the ***spatial*** relationship between biomes and climate in Australia. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Is there a strong relationship between Australia's arid climates and desert biomes? Explain your answer.
   b. Is there a ***spatial*** relationship between Australia's tropical rainforests and climate?
   c. Is the ***spatial*** relationship between climate and the savanna (grassland) biome strong or weak? Explain your answer.
   d. Name the main biome found in Tasmania. Why might there be only one biome on the map?
   e. Find one biome that does not occur in Australia. Suggest reasons why this is the case.

FIGURE 2 Major biomes of Australia



Source: Data copyright Commonwealth of Australia, 2013 Bureau of Meteorology. Map drawn by Spatial Vision.

FIGURE 3 Climatic zones of Australia



Source: MAPgraphics Pty Ltd, Brisbane

Checklist

I have:

- clearly identified which features on thematic maps are linked or interconnected
- pointed out obvious anomalies, where no linkages or interconnections can be observed
- described the extent of interconnections (e.g. as strong or weak).

LESSON 8.7 SkillBuilder: Describing divergence graphs online only

LEARNING INTENTION

By the end of this lesson you should be able to describe the information presented in a divergence graph.

8.7.1 Tell me

A divergence graph is a graph that is drawn above and below a zero line. Those numbers above the line are positive, showing the amount above zero. Negative numbers that are shown indicate that the data has fallen below zero.

You may have seen graphs with negative numbers in climate graphs, where some months of the year in some places are below 0° C on average.

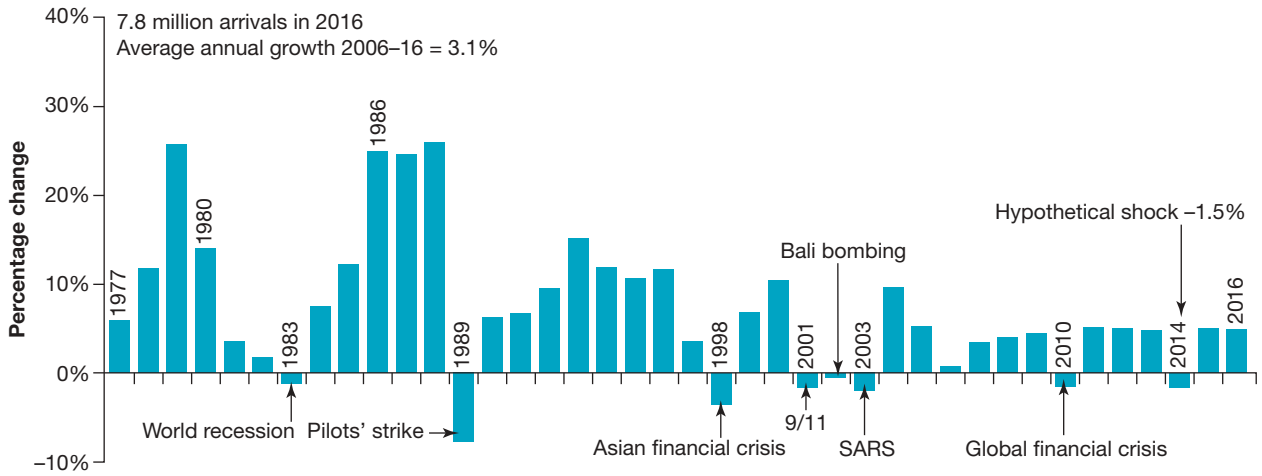
Why is a graph with negative numbers useful?

A divergence graph allows you to identify changes away from the normal in a trend. A trend is a common pattern of gradual change. A divergence graph can indicate data that varies considerably over time.

A good interpretation of a graph with negative numbers:

- identifies and communicates key features such as patterns, peaks and troughs
- clearly represents and communicates the data (e.g. about a specific place).

FIGURE 1 Australia's past tourism trends



Australia's tourism industry has experienced fluctuating highs and lows over the 40 years between 1977 and 2017. The 1980s was a period of high percentage change in tourism (20–30 per cent), hit by a world recession and pilots' strike (negative growth) but rebounding strongly afterwards (15 per cent) in the early 1990s. The percentage change in tourism was not as strong (<10 per cent) between the 1990s and early 2000s. The 1990s saw more growth than the 2000s (5 per cent), when global events had a big impact. More recently, Australian tourism has been affected by the global financial crisis (with negative growth in 2010).

During the COVID-19 pandemic, international arrivals to Australia virtually came to a complete halt (negative growth between 99.7 and 99.2 per cent). Consider the shape of how this compares with the data presented for the 40 years prior in this graph.

8.7.2 Show me

You will need:

- a graph showing trends, including negative trends.

Procedure

Step 1

Read the title of the graph carefully to see what data has been graphed, and to check the locations and dates to which the graph refers.

Step 2

Study the labels on both axes and any key or legend provided to add to your knowledge. In **FIGURE 1**, you can see that the timeframe of the information is from 1977 to 2016, and that the number of visitors to Australia is represented on the vertical axis as percentage change.

Step 3

Study the shape of the graph. In **FIGURE 1**, you will note that some features are related to global events, such as recessions, pilots' strike, terrorism and disease outbreaks (SARS). At times, the graph flattens out as there is little change, such as in the late 2000s.

Step 4

Write a few sentences to outline the shape of the graph; for example, '**FIGURE 1** shows that Australian tourism has experienced fluctuating highs and lows for the past 40 years.' In your description, include any events that affected the change. For example, the text below **FIGURE 1** includes the explanation that the 1980s was 'a period of high percentage change in tourism (20–30 per cent), hit by a world recession and pilots' strike (negative growth)'. Also look for periods of time where the change was either slow (2010 in **FIGURE 1**) or rapid (1989 in **FIGURE 1**).

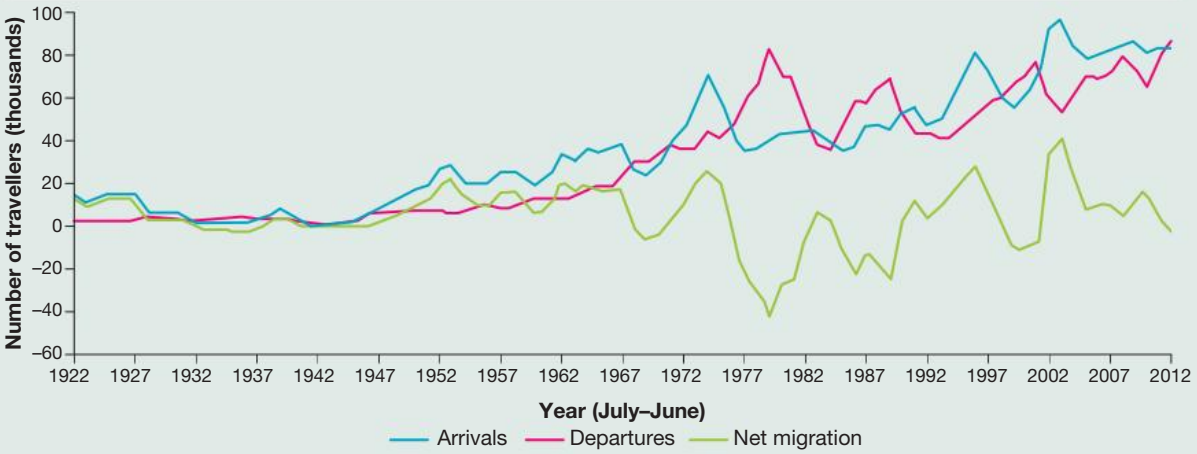
8.7.3 Let me do it

Complete the following activities to practise this skill.

8.7 Skillbuilder activity

1. Using the graph shown in **FIGURE 2**, explain what has happened to the level of migration in New Zealand. Use the net migration line as the basis for your answer. Use the checklist to ensure you have covered all aspects of the task.

FIGURE 2 New Zealand migration trends: Annual permanent and long-term arrivals, departures and net migration, 1922–2012



2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. What is the trend for the line indicating the number of arrivals?
   b. What is the trend for the line indicating the number of departures?
   c. In which years did the population of New Zealand lose more people than it gained?
   d. Identify a period of time when increases happened slowly and a period when they happened quickly. Identify a period of time when decreases happened slowly and a period when they happened quickly.
   e. If net migration is the difference between arrivals and departures, what has happened to people's attitudes towards migration to New Zealand?
3. a. Using the data in **TABLE 1** showing monthly short-term arrivals to Australia collected by the Australian Bureau of Statistics, create a divergence graph that shows the month-by-month impact of the global COVID-19 pandemic on international travellers to Australia.
   b. Using the steps in the Show me section, write a short analysis of how tourist arrivals changed in Australia during 2020.

TABLE 1 Monthly arrivals to Australia for short-term visits (2019–2020)

Month	Arrivals ('000)	% change*
Jul	790.4	2.1
Aug	789.2	6.4
Sep	695.0	0.7
Oct	774.0	2.7
Nov	815.9	1.7
Dec	1077.7	1.9
Jan	766.6	4.8
Feb	685.4	–26.1
Mar	331.9	–60.3
Apr	2.2	–99.7
May	3.4	–99.5
Jun	5.4	–99.2
Annual total	6 737.2	–27.9

*Compared to same month in the previous year
Source: ABS, Overseas Arrivals — Unprecedented Fall in 2019–20, Media Release 14 August 2020.

Checklist

I have:

- identified and communicated key features such as patterns, peaks and troughs
- clearly represented and communicated the data about a specific ***place***.

LESSON 8.8 SkillBuilder: Describing patterns and correlations on a topographic map online only

LEARNING INTENTION

By the end of this lesson you should be able to analyse and describe patterns and correlations seen on a topographic map.

8.8.1 Tell me

A **pattern** is the way in which features are distributed or spread. A **correlation** shows how two or more features are interconnected — that is, the relationship between the features.

Why are patterns and correlations in topographic maps useful?

Patterns and correlations in a topographic map can show us cause-and-effect connections. A feature may be seen to occur at a place on a map and, when we ask why, other features on the topographic map help to explain the answer.

Topographic maps are useful for showing:

- landforms and land use connections
- water features and flooding, for emergency services
- vegetation cover and slopes, for fire authorities
- landforms and settlements, for urban developers.

A good description of patterns and correlations in a topographic map:

- uses placenames
- mentions distances
- identifies regions
- identifies connections
- notes anomalies
- is written in paragraphs and includes an introduction that identifies the place and a conclusion that summarises the key findings.

8.8.2 Show me

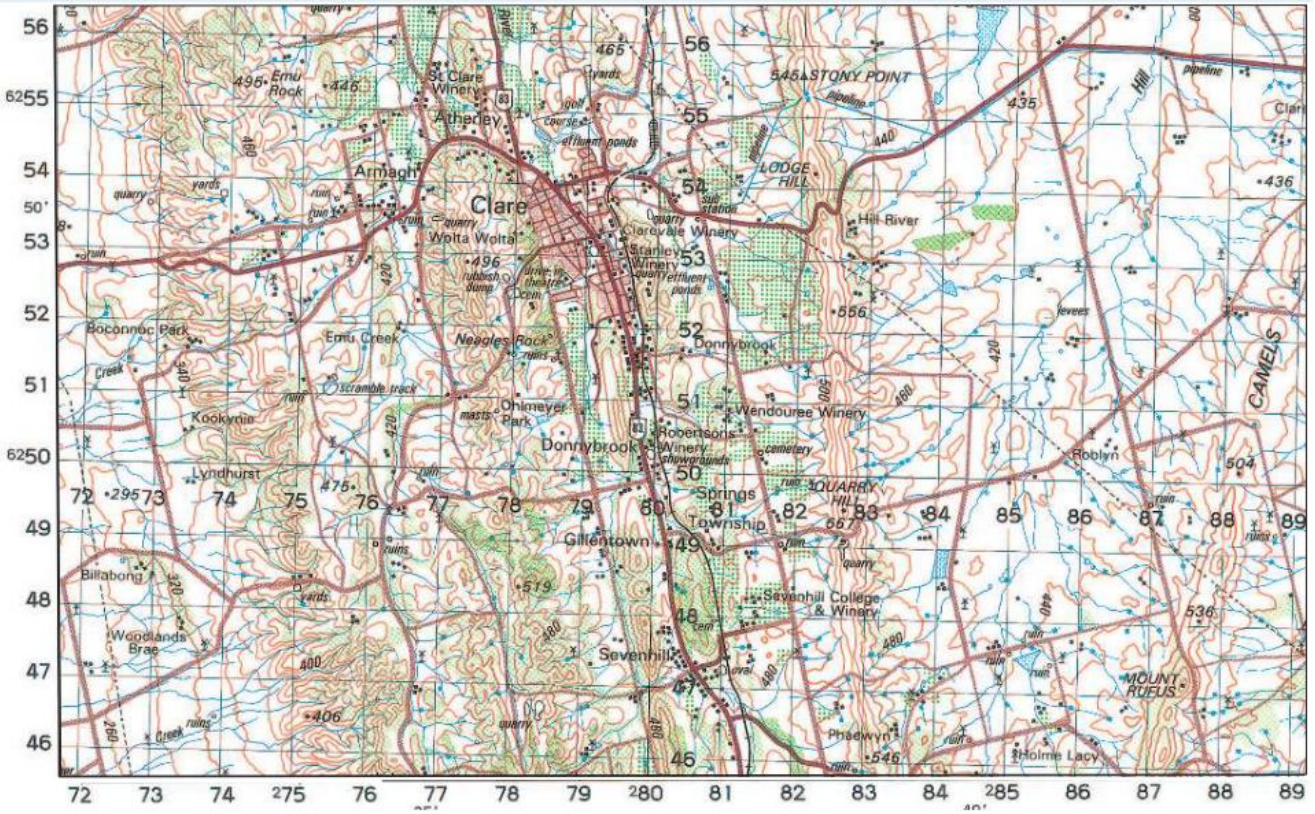
You will need:

- a topographic map of the place being considered.

Model

In the environs of the township of Clare, South Australia, the eastern ridge slopes are used extensively for grape growing. Roads run parallel to the ridge and, owing to the steepness of the land, it is possible to drive over the ridge at only a few points, such as at Hughes Park (GR 800405). Settlements follow the ridge road along North Road. Streams that have their source on the ridge tend to flow west and form larger streams. Those streams flowing to the east are often dammed. Windmills throughout the flatter areas suggest water is needed for animal pasture in the drier months of the year. Spring Gully Conservation Park is a treed area on the steepest part of the ridge. The vineyards to the north at White Hut and Stanley Flat are not on sloped land, suggesting that the types of grapes grown there differ from those across most of the area. The Clare Valley region is an important vineyard area, adding significantly to the agricultural output of South Australia.

FIGURE 1 Topographic map extract showing the Clare Valley, South Australia



Source: Spatial Vision.

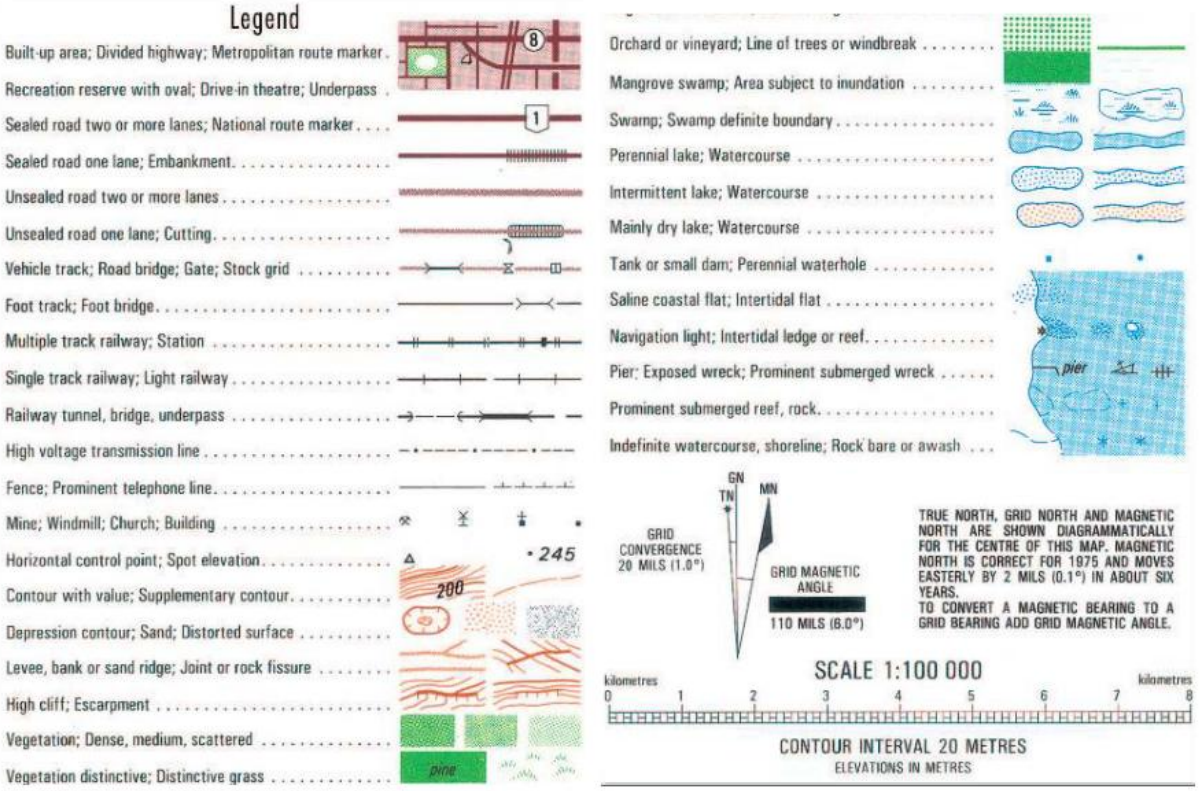


FIGURE 2 Looking across the Clare Valley in South Australia

Procedure

Step 1

Take the time to carefully analyse the topographic map, particularly its legend. Visualise the landforms and land use of the mapped place.

Step 2

Systematically look for connections between features, beginning with places that have strong connections. Try this list of connections that can be applied to most topographic maps:

- landforms and water or drainage
- landforms and vegetation types
- landforms and settlement
- landforms and agricultural use
- water and vegetation
- settlement and agricultural uses.

After you have identified these connections, write a few sentences describing any connections that are obvious. Begin by introducing the place being discussed, as in the model description, which opens with 'In the environs of the township of Clare, South Australia … ' An example of a connection found in **FIGURE 1** is that there is a strong link between land slope and vineyards.

Step 3

Now systematically look for any anomalies that are evident. You are looking for things that seem unusual or show no connections. For example, in **FIGURE 1**, the wineries at White Hut and Stanley Flat are not on east-facing slopes.

Step 4

Complete your description with a concluding statement about the place. The model description concludes with the statement: 'The Clare Valley region is an important vineyard area, adding significantly to the agricultural output of South Australia.'

8.8.3 Let me do it

Complete the following activities to practise this skill.

8.8 Skillbuilder activity

1. Using the topographic map extract of the Griffith, NSW, area (**FIGURE 1** in subtopic 8.18) write a paragraph identifying any patterns and correlations that are evident. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Why are the water channels straight? Is there an ***interconnection*** between slope and water resources? Explain your answer.
   b. To what extent is there a correlation between orchards and slope? Explain your answer.
   c. Describe the direction of development of Griffith township. Suggest why it has developed in this way.
   d. How do we know that the irrigated orchards are smallholdings?
   e. Is there a correlation between land slope and agricultural land use?

Checklist

I have:

- used placenames
- mentioned distances
- identified regions
- identified connections
- noted anomalies
- written in paragraphs and included an introduction that identifies the ***place*** and a conclusion that summarises the key findings.

LESSON 8.9 SkillBuilder: Constructing and describing a transect on a topographic map online only

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe a transect on a topographic map.

8.9.1 Tell me

A transect is a cross-section with additional detail which summarises information about the environment. In addition to the shape of the land, a transect shows what is on the ground, including landforms, vegetation, soil types, settlements and infrastructure.

How are transects useful?

Transects can show:
- one or more features that occur along a line between two places
- interconnections between features
- change that occurs along the line.

You can use transects to identify changes in landforms, vegetation and land use. They can also help to show the way certain features, such as landforms, influence other features, such as vegetation. They help us to understand interconnections in the environment.

Transects are used by:
- land developers wanting to explore the key features of an environment
- agronomists seeking to record plant species between two points
- journalists wanting to show differences within a country.

A good transect:
- is drawn in pencil
- has ruled axes
- has labelled axes
- uses small dots
- is drawn with a smooth curve
- identifies key aspects such as slope, landform, vegetation and land use
- includes a title.

A good description of a transect:
- describes the key aspects of slope, landform, vegetation and land use
- identifies interconnections between key features
- notes any anomalies.

8.9.2 Show me

You will need:
- a topographic map of the region being considered
- a piece of paper with a straight edge for marking the contours
- another sheet of paper, or graph paper, to draw the transect on
- a light grey pencil
- a ruler.

Model

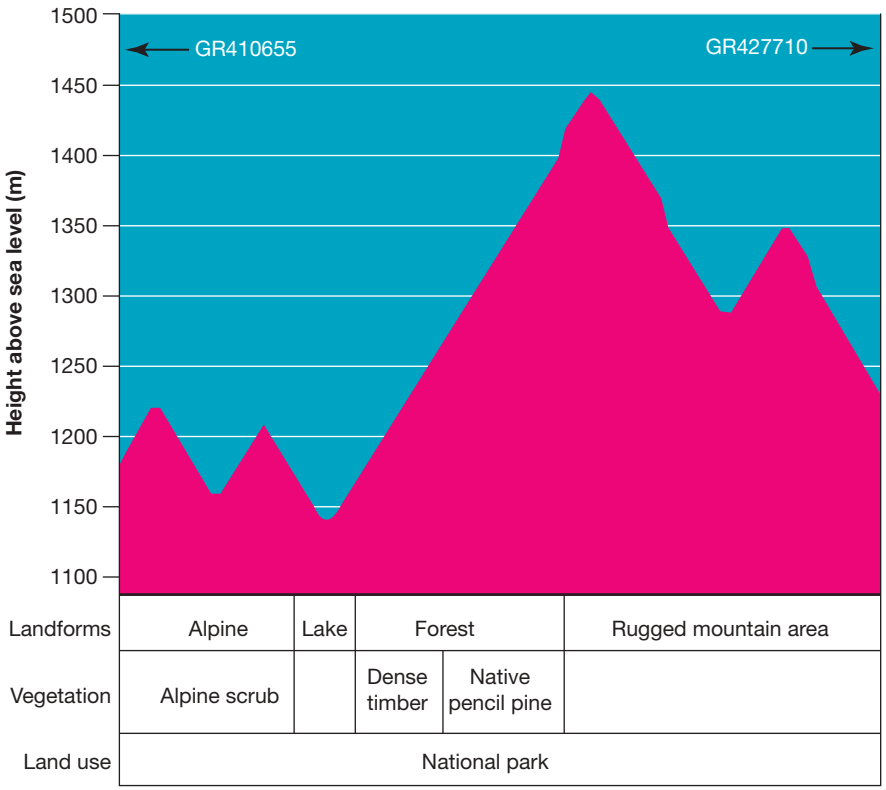
Description of transect

The transect reveals that the main vegetation in the southern areas of the Walls of Jerusalem National Park (where the undulating land reaches 1200 metres) is light alpine scrub. This area contains a lake before the scrub changes to dense timber as the land increases in height. The dense timber gives way to native pencil pines as the land gains further height from 1250 metres to 1400 metres. Where the land rises to 1450 metres, the area is described as rugged mountains. All of this area is designated national parkland.

Procedure

To complete a transect, you must have a topographic map of the place you wish to examine. You then need to choose the area you would like to look at and the two points that will give you the best line through that area. Remember that you will be examining the land's shape and features. In **FIGURE 1**, the two selected points are grid references 410655 and 427710.

FIGURE 1 A transect of the Walls of Jerusalem National Park, Tasmania



Step 1

Place the straight edge of a piece of paper between the two points. Mark the two extremities of your transect on the edge. Label these 'Start' and 'Finish' or give them placenames or grid references from the map.

Step 2

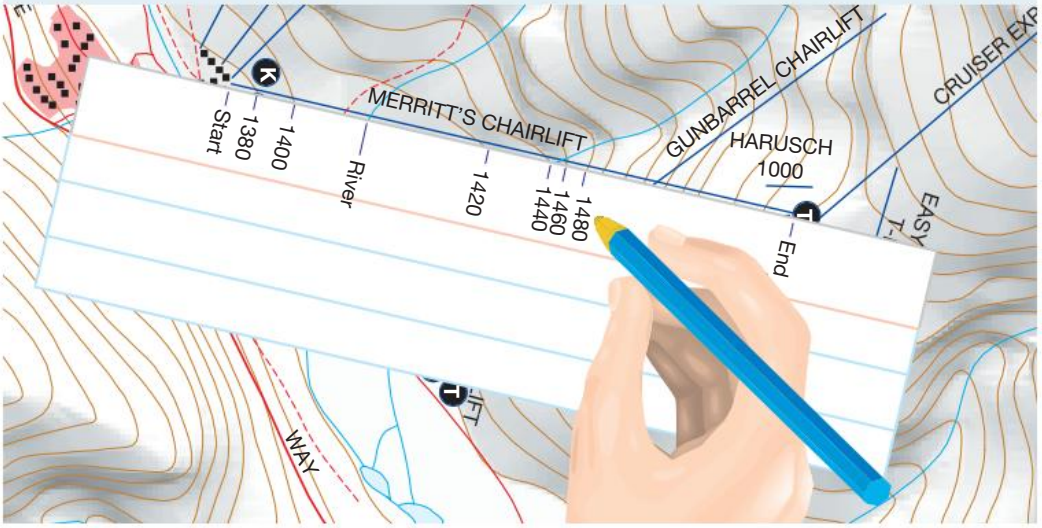
Create a mark where each contour line touches the edge of the paper. Beside each mark, write the height of the contour line (see **FIGURE 2**). (It's a good idea to check the contour interval on the topographic map. This will tell you how many metres the lines increase or decrease by.) It may be necessary to lift the page edge or follow the contour line to find a number. Hold your page firmly and lift the edges to prevent your page moving off the line of the transect. When you have completed all the contour markings, you can lift the page away from the map.

Step 3

On the other sheet of paper, use your ruler to draw a vertical and a horizontal axis. The horizontal base line should be as long as your cross-section from start to finish. The vertical scale needs to give a realistic impression of the slopes and landforms. If you exaggerate the scale too much, you distort the shape of

the land and a hilly area can appear mountainous. Although some vertical exaggeration is acceptable, try to choose a vertical scale carefully. For this exercise, use one centimetre to represent 100 metres.

FIGURE 2 Marking the contour lines



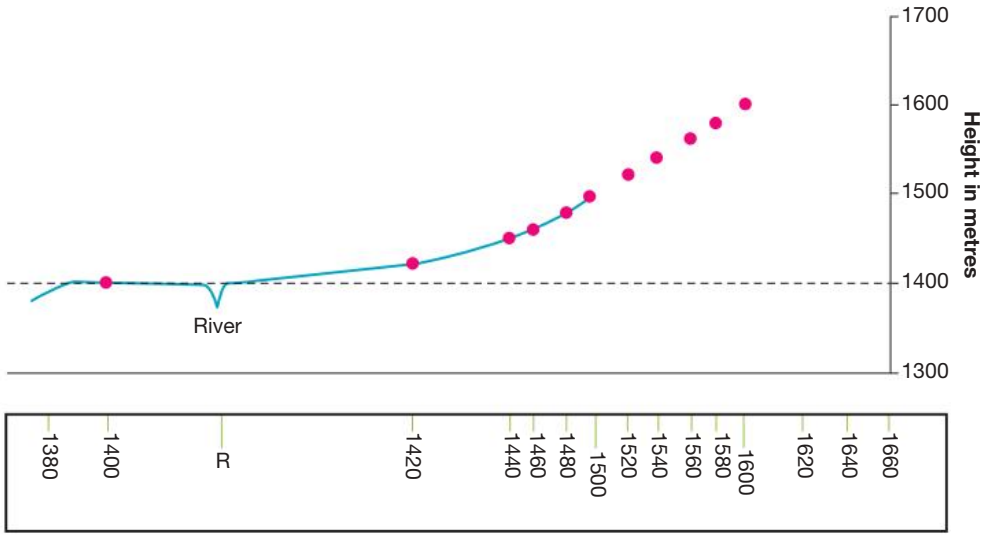
Step 4

Place the marked edge of the paper along the horizontal axis. At each contour marking, find the matching height on the vertical scale. Put a small dot directly across from that height and above the contour marked on the edge of the paper.

Step 5

Join the dots with a smooth line to show the slope of the land, as shown in **FIGURE 3**. Notice that a notch has been used to show a river on the cross-section, and that the river has been labelled. Think about the depth of the river, and keep the notch shallow. Other features can be marked in a similar way when preparing the cross-section.

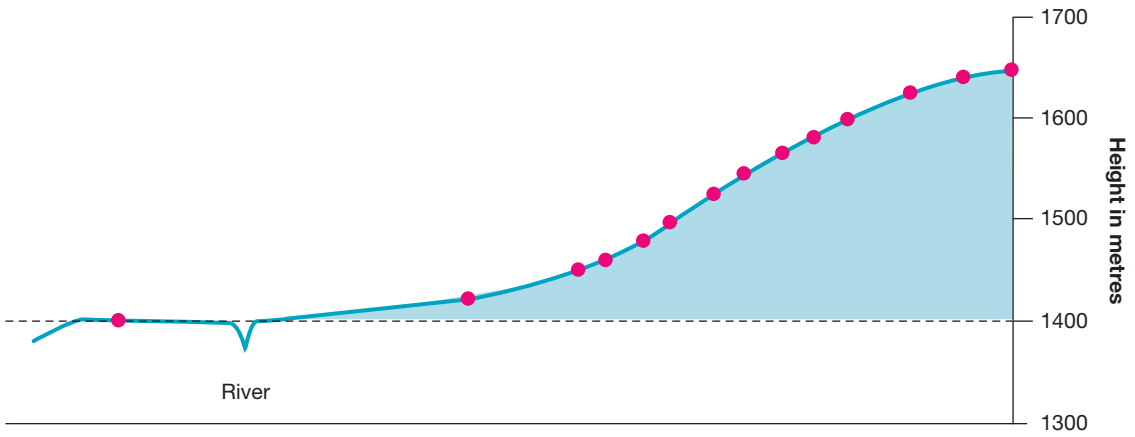
FIGURE 3 Drawing up the shape of the transect



Step 6

Complete the cross-section with the geographical conventions of a title and labelled axes. Shade the area below the line of your cross-section (see **FIGURE 4**).

FIGURE 4 The shape of the land is completed.



Step 7

Beneath your completed cross-section, draw a table, like that in **FIGURE 1**, to indicate when a feature changes on the transect. Label each category to the left of the vertical axis, as in **FIGURE 1**. Common categories used here include landforms, vegetation, land use, transport, settlement and sometimes soils, depending on what you would like to show on your transect.

Step 8

Complete your transect by referring back to the map to determine where a feature occurs, such as native pencil pine in **FIGURE 1**. Place your paper edge back onto the topographic map to be accurate. **FIGURE 1** shows three categories completed: landforms, vegetation and land use.

Step 9

Check that the geographical conventions are complete on your transect: include a title and label the axes as 'Height above sea level' and 'Distance'.

Step 10

Compare your transect with that of a classmate. Are the transects identical shapes? If not, it will be because you have chosen different scales to draw the vertical axis. Land formations can become distorted or misshapen by the choice of scale, and this is referred to as vertical exaggeration. To calculate the vertical exaggeration (VE) of your transect, find the scale bar on your map. In **FIGURE 1**, the original map had a scale of 1 centimetre to 250 metres, and the transect in **FIGURE 1** had a scale of 1 centimetre to approximately 75 metres. The vertical exaggeration of 3.3 is found by dividing the horizontal scale by the vertical scale:

$$\begin{aligned} \text{VE} &= \frac{250}{75} \\ &= 3.3 \end{aligned}$$

The VE is reflected in the shape of the transect, which has sharp, high peaks that are not truly representative of the real world. Ideally, vertical exaggeration should not distort the natural shape too much.

Step 11

Write a description of the transect. Be sure to:

- describe the key aspects of slope, landform, vegetation and land use
- identify interconnections between key features
- make note of any anomalies.

8.9.3 Let me do it

Complete the following activities to practise this skill.

8.9 Skillbuilder activity

1. Using the topographic map for Dalywoi Bay provided (you can download a copy of the map from the Resources panel), construct a transect from grid reference 017310 to grid reference 080295. Use the categories of landforms, vegetation and land use. Also calculate the vertical exaggeration of your transect. Once complete, write a description of the transect. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. List the biomes found on your transect.
   b. Using the scale, mark the horizontal distance on your transect where the land is affected by water.
   c. How is the vegetation interconnected with the shape of the land?
   d. How does the landform affect human activities?
   e. If you were to build a house on the land shown in your transect, where would you choose to build, and why?

Checklist

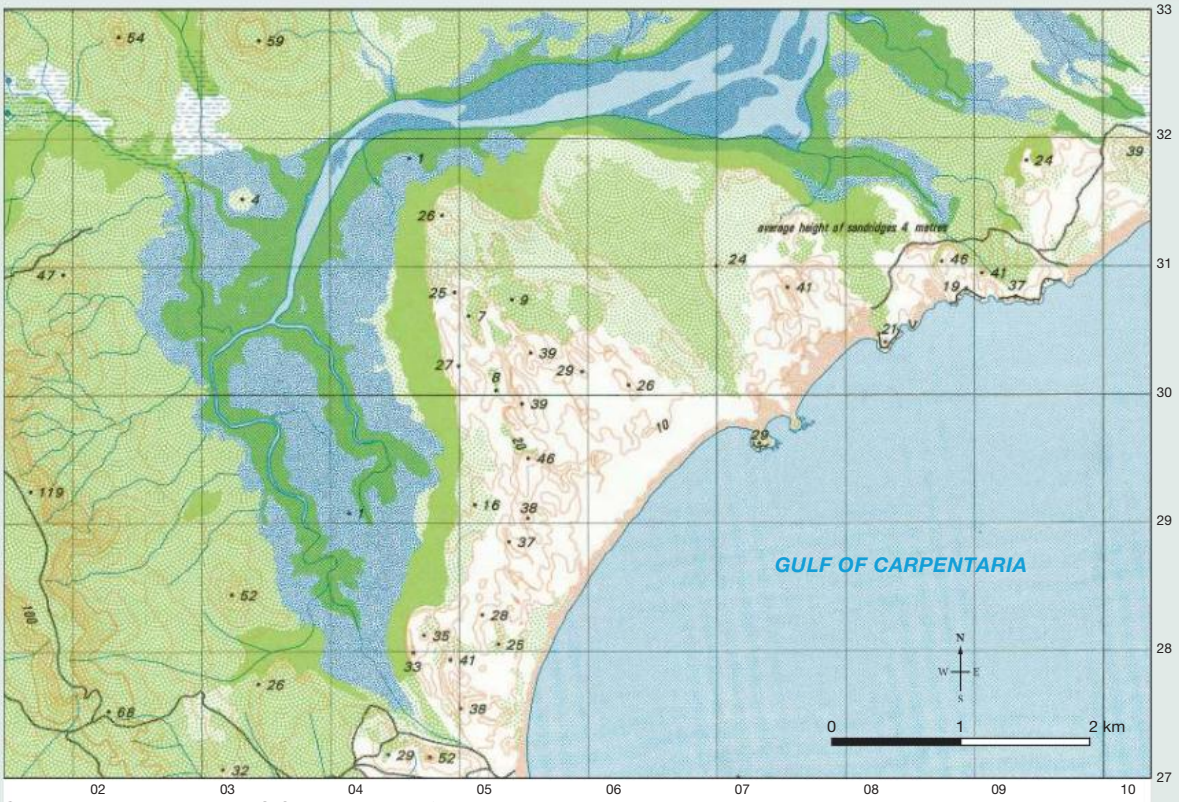
In drawing a transect, I have:

- drawn in pencil
- ruled the axes
- labelled the axes
- used small dots
- drawn with a smooth curve
- identified key aspects such as slope, landform, vegetation and land use
- included a title.

In describing a transect, I have:

- described the key aspects of slope, landforms, vegetation and land use
- identified ***interconnections*** between the key features
- noted any anomalies.

FIGURE 5 Dalywoi Bay, Northern Territory



Source: The Australian Army © Commonwealth of Australia 1999

Key

Vehicle track; Road bridge; Stock grid	Swamp; Swamp definite boundary
Mine; Building; Ruin; Church; Windpump; Yard	Perennial lake; Watercourse
Fence; Horizontal control point; Spot elevation	Intermittent lake; Watercourse
Contour with value and cliff; Pinnacle	Mainly dry lake; Watercourse
Depression contours; Sand; Distorted surface	Tank or Small dam; Waterhole
Levee; Sandbridge	Saline coastal flat; Intertidal flat; Rock bare or awash
Razorback ridgeline; fault line	Lighthouse; Intertidal ledge or reef
Vegetation; Dense, medium, scattered; Cleared lane	Exposed wreck; Submerged wreck
Rain forest; Pine	Submerged reef; Submerged rock
Orchard or vineyard; Line if trees or windbreak	Indefinite watercourse; Mangrove swamp
Watercourse; Area subject to inundation	

LESSON 8.10 SkillBuilder: Constructing multiple line and cumulative line graphs online only

LEARNING INTENTION

By the end of this lesson you should be able to
- explain the uses for multiple line graphs and cumulative line graphs
- construct these to represent data.

8.10.1 Tell me

Multiple line graphs consist of a number of separate lines drawn on a single graph. **Cumulative line graphs** are more complex to read, because each set of data is added to the previous line graph in a new layer or level. Both formats show change over time, and both show trends effectively.

FIGURE 1 There are many ways to transform and display a set of data, but understanding the best way to present it is an important part of helping people understand what the data set shows.

How are multiple line graphs and cumulative line graphs useful?

Multiple line graphs and cumulative line graphs are useful when comparing the change in one set of data with changes in other sets of data, and are easier to read than a table of statistics. Sometimes in multiple line graphs the lines may cross one another, so a coloured key is used. Cumulative line graphs are good for showing the breakdown
of a total quantity.

They are also useful for:
- showing a pattern of change
- comparing changes in components of the total
- showing trends in data.

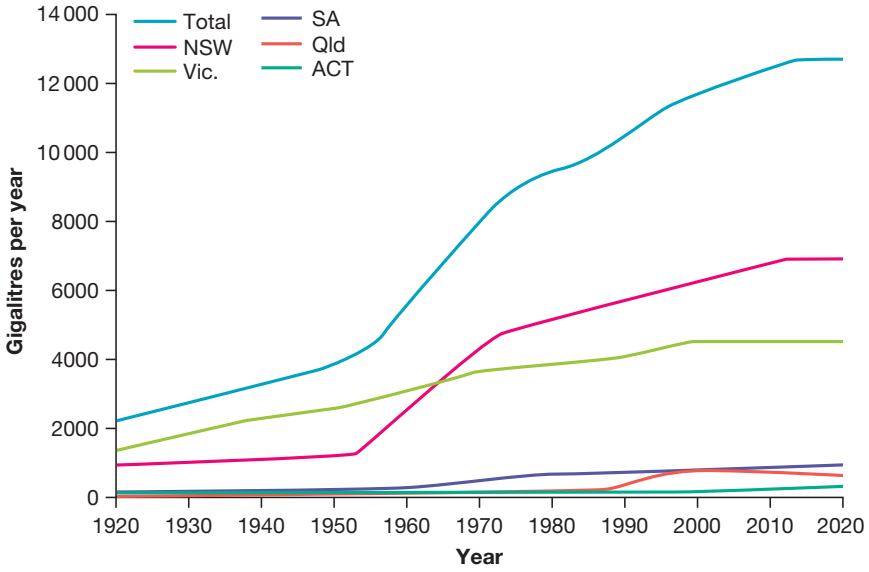
Good multiple line graphs and cumulative line graphs:
- have labelled axes
- include a clear title or caption that identifies places and dates for the data.

8.10.2 Show me

You will need:
- data for multiple places or uses shown over time
- access to a computer
- a blank Excel spreadsheet.

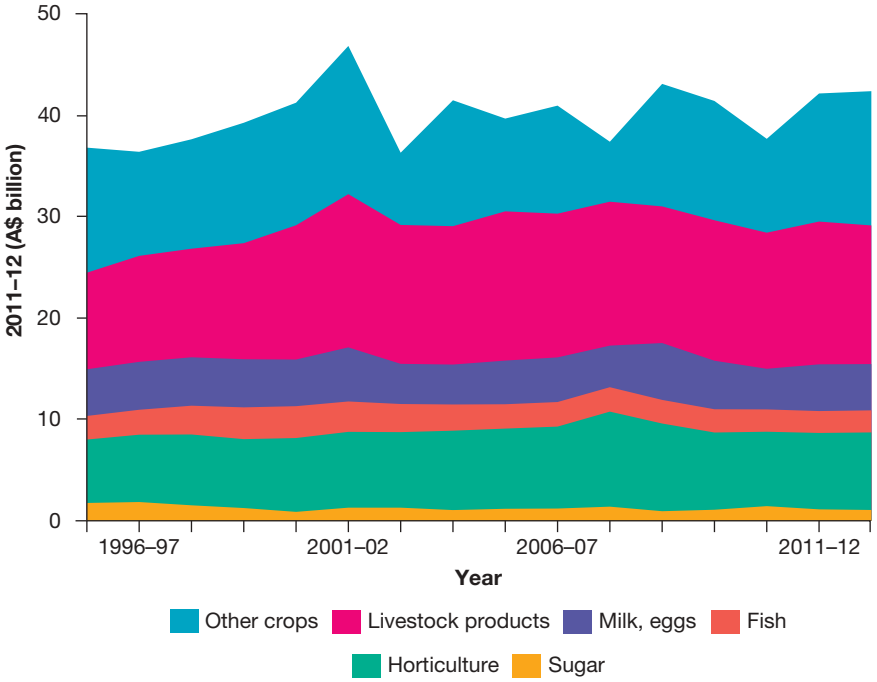
Model

FIGURE 2 Water use by five states in the Murray–Darling Basin, 1920–2020, as a multiple line graph



Source: Food and Agriculture Organization of the United Nations, 2012 FAOSTAT, http://faostat3.fao.org/home/index.html.

FIGURE 3 Value of Australian farms and fisheries food production, 1996–2012, as a cumulative line graph



Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

Procedure

Step 1

To complete multiple line graphs and cumulative line graphs you must have an appropriate set of data to graph. Both types of graphs can be completed from the same data set.

TABLE 1 Agricultural food production, selected grains (1000 tonnes), Australia, 2006–12

Crops	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Wheat	10 822	13 569	21 420	21 834	27 410	21 923
Barley	4257	7160	7997	7865	7995	8349
Oats	748	1502	1160	1162	1128	1274

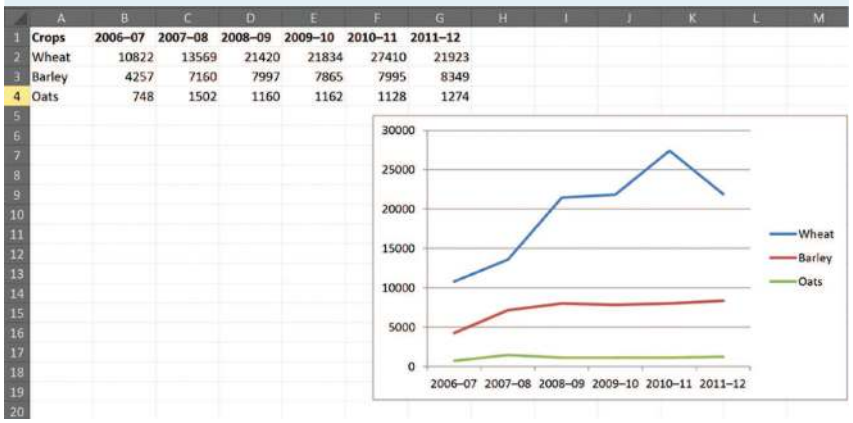
Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

Place all the data into an Excel spreadsheet. At this stage, if you have spaces in your numbers, close them up or replace them with commas, as spaces can create problems in Excel.

Step 2

Click on the Insert tab and select a multiple line chart. You will then have to add the axis labels. Do this by clicking on your graph's outer border, selecting the Layout tab in the Chart Tools section, clicking on Axis Titles in the Labels section, and following the steps from there (see **FIGURE 4**).

FIGURE 4 An Excel-generated multiple line graph



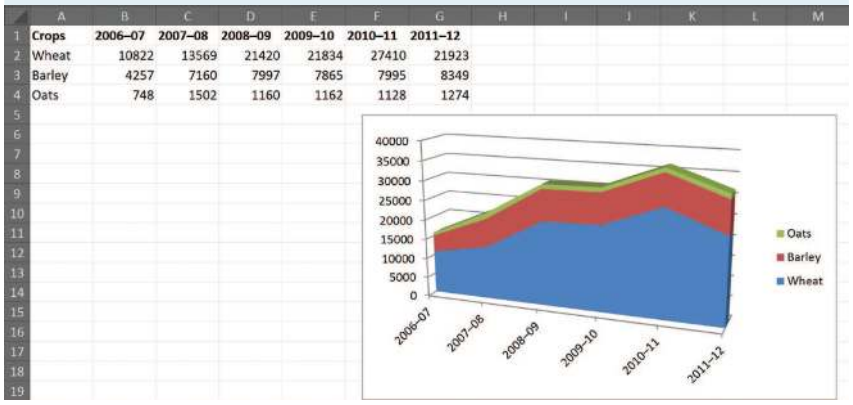
Step 3

A cumulative line graph can be generated by selecting the table data and selecting an Area chart from the Charts section under the Insert tab. Don't forget to add axis labels (see **FIGURE 5**).

Step 4

Check that you have included labels on all axes, units of measurement, and a title or caption.

FIGURE 5 An Excel-generated cumulative line graph



8.10.3 Let me do it

Complete the following activities to practise this skill.

8.10 Skillbuilder activity

1. Use the data in **TABLE 2** to construct a multiple line graph and a cumulative line graph for four Asian countries to which Australia exports food. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Australian total food exports by selected destination, A$million, 2006–12

Country	2006–07	2007-08	2008–09	2009–10	2010–11	2011–12
China	664	917	1178	1426	1540	2174
Indonesia	1566	1702	2652	2129	2288	2272
Japan	4752	4553	5517	4278	4207	4448
Republic of Korea	1850	1655	1873	1925	1994	2338

Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Which country received the greatest value of food exports from Australia?
   b. Which country showed the greatest change in its level of importation of food from Australia?
   c. From 2006 to 2012, which country was most consistent in its level of importation of food from Australia?
   d. Suggest why these Asian countries need to import food from Australia.
   e. Which graph showed you a clearer picture of the data: the multiple line graph or the cumulative line graph? Explain.

Checklist

I have:
- labelled the axes
- included a clear title or caption that identifies places and dates for the data.

LESSON 8.11 SkillBuilder: Constructing a land use map online only

LEARNING INTENTION

By the end of this lesson you should be able to create a land use map and explain when they are used.

8.11.1 Tell me

A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork.

A land use map shows simplified information about the uses made of an area of land. In a built environment, a land use map may show a shopping centre, a local shopping strip, or the types of houses in a street. In a rural environment, a land use map may show vegetation types or agricultural activities.

Why is a land use map useful?

A land use map is useful when focusing on an aspect of an environment or when comparing the interconnections between two or more data sets. It allows us to simplify data and express it in a map format, using blocks of colour to represent generalised information. A land use map breaks down information into key elements and allows us to more readily identify and describe patterns.

Land use maps are useful for:

- displaying historic features of tourist towns
- outlining transport routes
- determining crop plantings
- helping pedestrians to access shops.

A good land use map:

- is drawn in pencil
- is coloured
- incorporates a key/legend
- includes labelled features if necessary
- includes a clear title.

FIGURE 1 Land use maps are often found to help people navigate public areas, such as historic towns.

8.11.2 Show me

You will need:

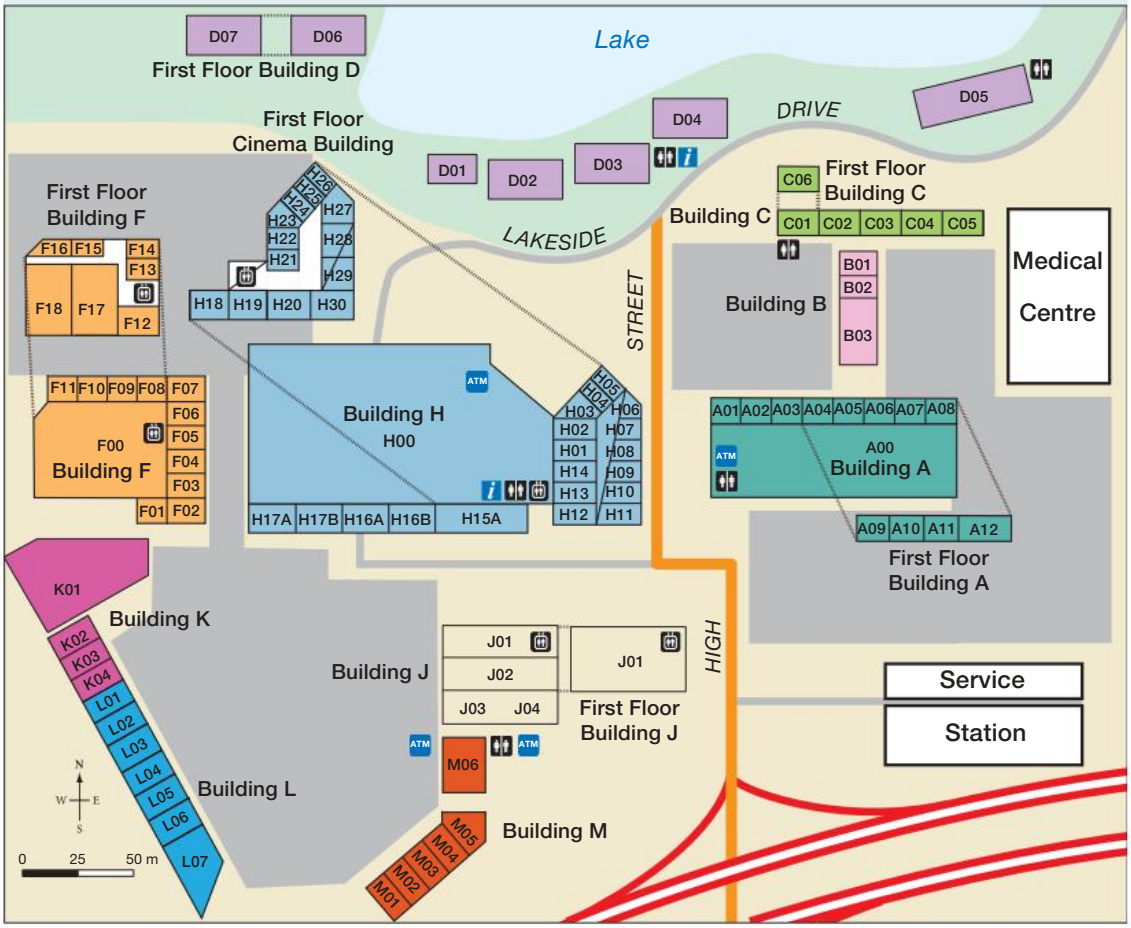
- an aerial photograph or map (topographic or plan) of the area being considered or undertaken as fieldwork
- a base map that is to be coloured
- a predetermined key/legend
- coloured pencils.

Model

Blue Lake Shopping Centre has a range of facilities. Large areas of the centre are devoted to shopping, eating and 'playing', as the key shows. At the centre of the complex is a library and cinema area. In this complex, there are also professional offices such as law firms, dentists and property management firms (which all fall under the 'work' heading). Beside the lake is a restaurant area, and there are other eateries

throughout the complex. Shoppers are well catered for, with a variety of transport available to bring them to the centre. Buses service the centre, a taxi rank is provided, and there is ample car parking. Visitors to the shopping centre would find most of their needs fulfilled.

FIGURE 2(a) Blue Lake Shopping Centre plan and key



Work
Professional services and banks

A01	Family Eye and Vision Centre
A03	Century 21 Victoria Point
A04	Ray White
A05	Shine Lawyers
A06	Westpac
A07	Westpac
A08	Westpac
A09	Frank Bauer & Associates
A10	Centre Management Office
A11	Centre Management Office
A12	Place Real Estate
C02	Dignified Funerals
C03	JP Ryan
C04	The Professionals
C05	The Professionals
D07	Weightwatchers
F09	Red Door Acupuncture and Massage
F13	Dylan & Perez Financial Planning
F14	Dylan & Perez Financial Planning
F15	Spick & Span Cleaners
F16	Spick & Span Cleaners
F18	Spick & Span Cleaners
H12	Aussie Home Loans
H15	H & R Block
H16A	Kumar Dentistry
H16B	Blue Lake Medical Clinic
H18	Aligned Chiropractors
H19	Smith & Aziz Chartered Accountants
H20	Kate Bowen MP
H22	Fresh Start Training Group
H27	Wong Podiatry
H28	Davis & Sharp Lawyers
H29	Davis & Sharp Lawyers
H30	Blue Lake Physiotherapy
M06	Centrelink

Shop
A great variety of retail stores

A00	Woolworths
F02	Blue Lake Florist
F03	Black Cat Newsagency
F04	Black Cat Newsagency
F05	Black Cat Newsagency
F06	Point Break Surfwear
H01	Crystal's Clothing
H09	The Wooden Spoon Kitchenware
H10	The Point Homewares
H14	Samadi Hair & Beauty Products
H17A	Mathers
J02	Dwyer's Pharmacy
J03	West's Auto Service Centre
J04	West's Auto Service Centre
K01	Spotlight
K02	Blue Lake Lawnmowers
K03	The Outdoor Shop
K04	The Outdoor Shop
L01	Blue Lake Pool Service
L02	Fraser's Fishing and Tackle
L03	Lifeline Victoria Point
L04	Hardy's Lighting
L06	Stegbar
L07	Blue Lake Marine Supplies
M05	Blue Lake Cleaning Supplies

Eat
Restaurants, cafés and food

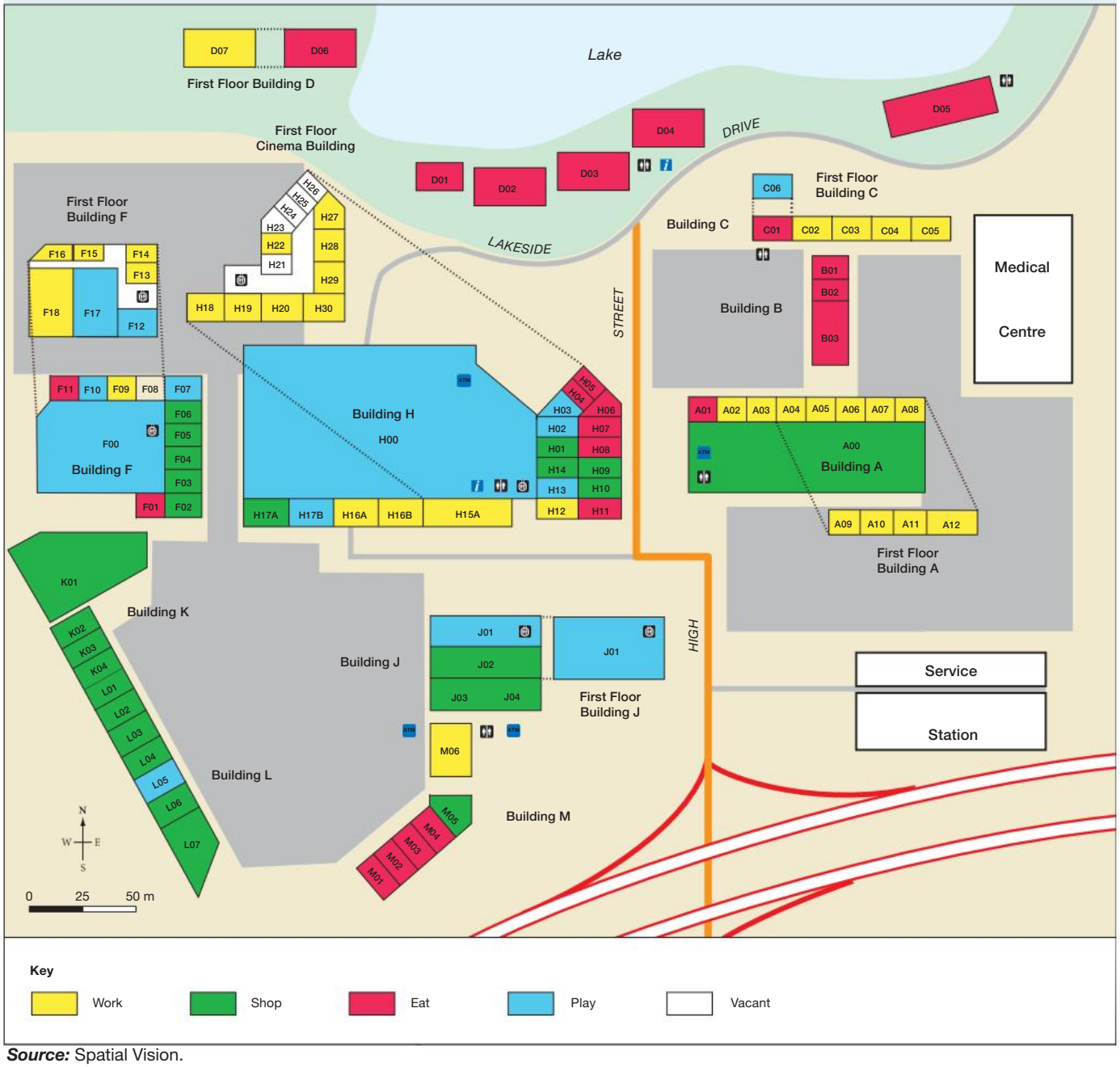
A01	Full Moon Café
B01	Brian's Meats
B02	Brian's Meats
B03	Big Orange Fruit Barn
C01	Bo Thai
D01	Udaipur Indian Restaurant
D02	Paganini's
D03	Piggy's Café
D04	Perfumed River Vietnamese
D05	Tabouli Lebanese Restaurant
D06	The Kasbah
F01	The Double Shot
F11	Decadent Desserts
H04	Time Out Restaurant and Bar
H05	Time Out Restaurant and Bar
H06	Okonomiyaki
H07	Bob's Burgers
H08	Blue Lake Icecreamery
H11	Baker's Delight
M01	Nan & Pop's Bakehouse
M02	The Battered Cod Fish Restaurant
M03	Shanghai Joe's Chinese Restaurant
M04	Nonya Malay Restaurant

Play
A great range of activities

C06	Bright Star Coaching & Tutoring
F00	Blue Lake Library
F07	La Bohème Nails & Beauty
F10	Painterly Art Classes
F12	Yamamoto Music Lessons
F17	Blue Lake Library
H00	Cineplex
H02	Crazy Amusement Centre
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision.

FIGURE 2(b) Land use map of Blue Lake Shopping Centre



Source: Spatial Vision.

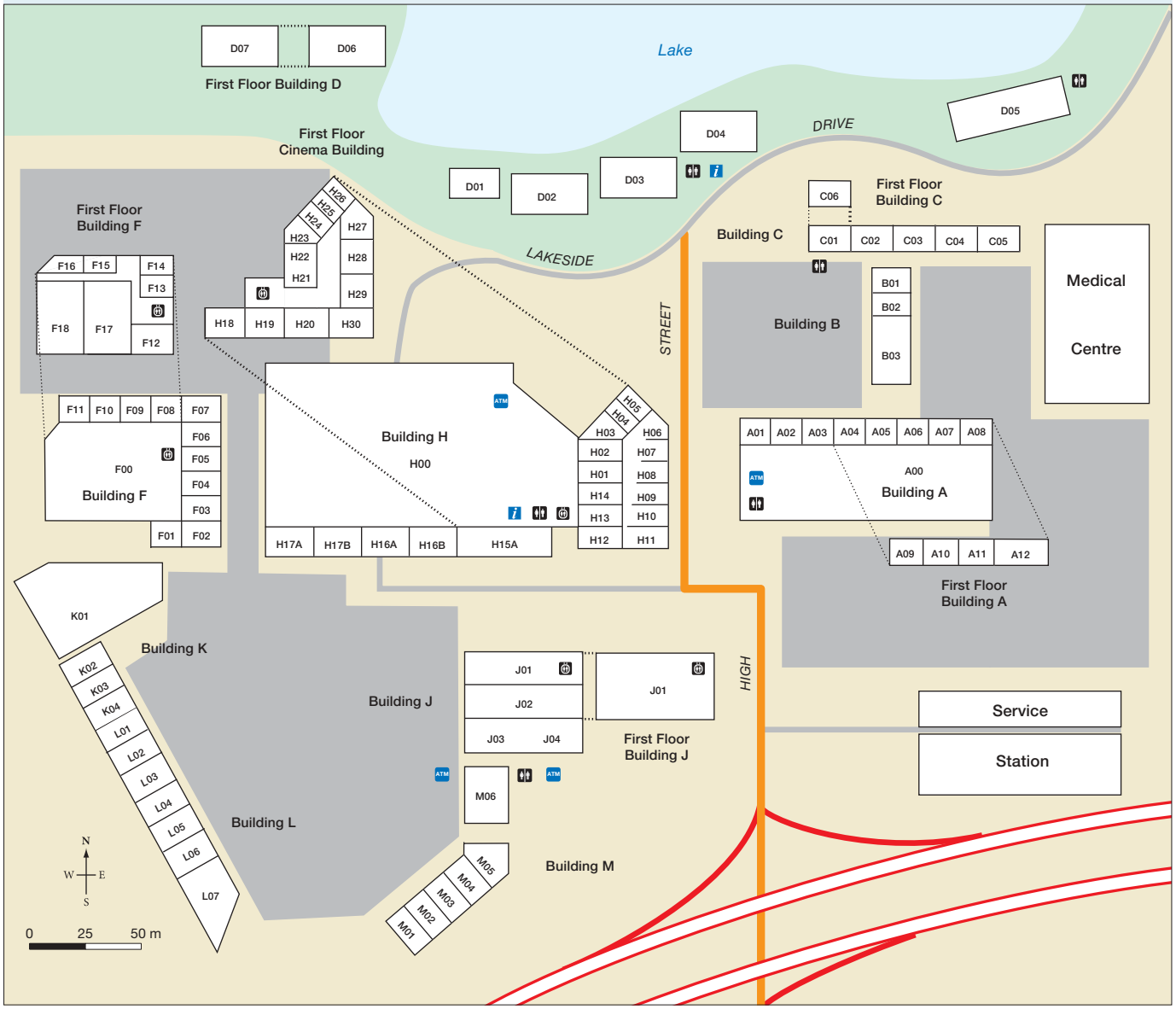
Procedure

To complete a land use map from an aerial photograph or map, or during fieldwork, you must determine the area to be mapped and acquire or create a base map of that area.

Step 1

Orientate the base map and the aerial photograph or, if on fieldwork, orientate yourself with the base map.

FIGURE 3 Base map of Blue Lake shopping complex

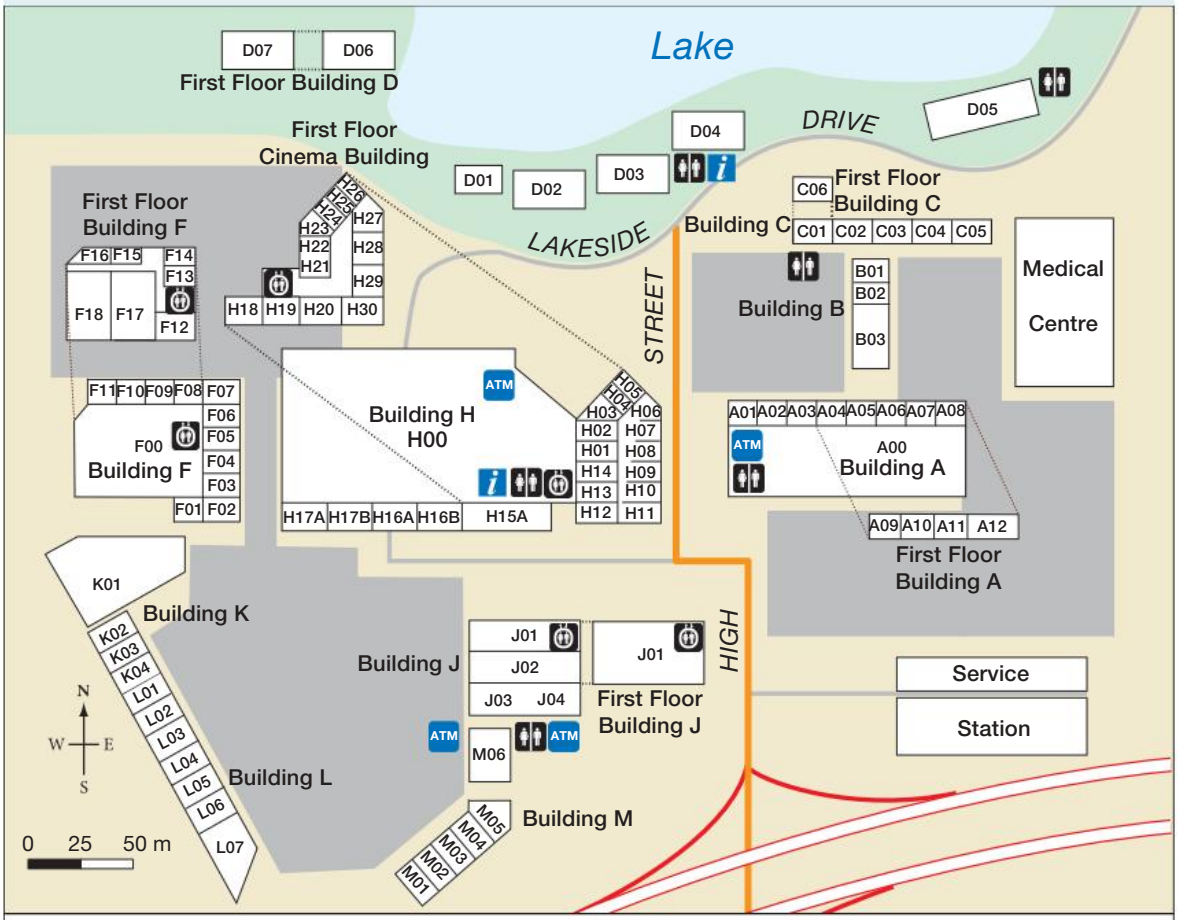


Source: Spatial Vision.

Step 2

What is the theme of your mapping? Is it land use or types of shops, for example? What categories are you expecting to find? Create a key/legend that you will use for the colouring of your map. **FIGURE 2(a)** shows a range of shop types, services and activity areas colour coded in the legend. These have then been simplified into broader activity categories in **FIGURE 2(b)**.

FIGURE 4 Base map with legend



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Professional services and banks

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H12	Aussie Home Loans
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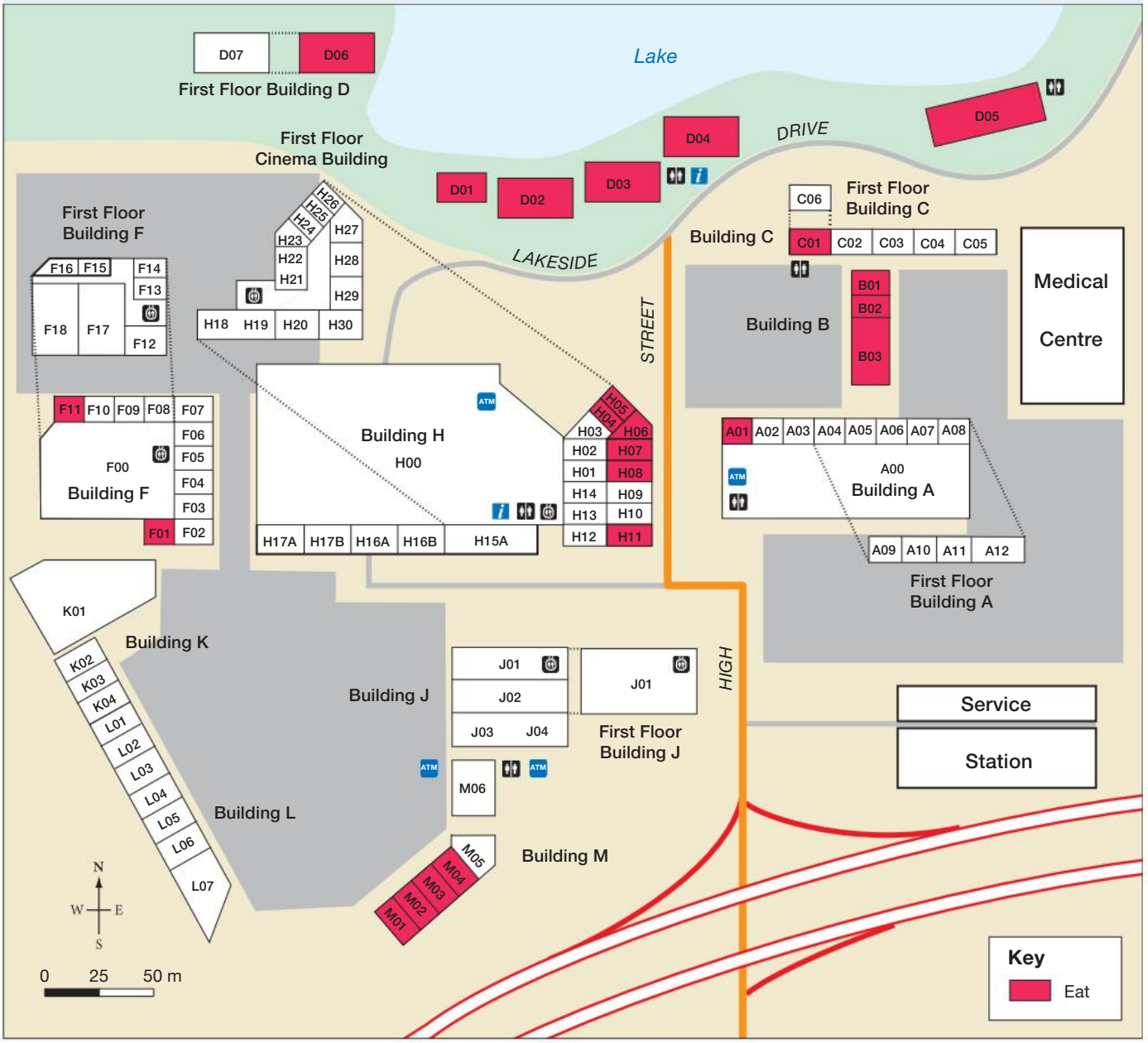
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision.

Step 3

Identify a starting point to colour your base map according to your pre-determined key. Take care to be accurate and neat. Identify reference points to check off on the base map.

FIGURE 5 Colouring of the base map has commenced.



Source: Spatial Vision.

Step 4

When the map is complete, ensure that the key is attached. Check that the BOLTSS are complete.

The map would look like **FIGURE 2(b).**

8.11.3 Let me do it

Complete the following activities to practise this skill.

8.11 Skillbuilder activity

1. Complete a land use map of your local area by walking along a street and mapping the land uses. First, create a base map by identifying the main features of the ***environment***, such as major roads, waterways, vacant land and parks. Colour the various land uses on your base map and add those colours to the key. You can use a mapping app to help you with this process. Complete the task according to the steps in the Show me section. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. With which land use is most of the map taken up?
   b. Which of the land uses on your map have been built by people?
   c. What proportion of your land use map is natural ***environment***?
   d. Suggest why there are trees in the built ***environment***.
   e. Suggest how the ***environment*** might change over time.

Checklist

I have:

- drawn in pencil
- added colour
- incorporated a key/legend
- included labelled features as necessary
- included a clear title.

FIGURE 6 An aerial photo can help significantly in constructing a land use map.

LESSON 8.12 SkillBuilder: Constructing ternary graphs online only

LEARNING INTENTION

By the end of this lesson, you should be able to construct a ternary graph.

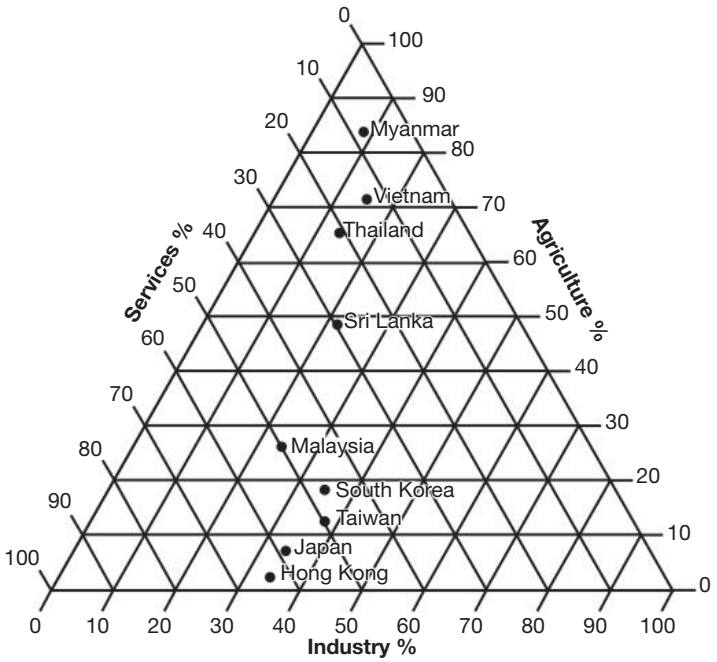
8.12.1 Tell me

Ternary graphs are triangular graphs that show the relationship or interconnection between three features.

Why are ternary graphs useful?

Ternary graphs are particularly useful when a feature has three components, and the three components add up to 100 per cent. Ternary graphs are most often used to represent elements such as soil types, employment structures and age structures. They allow us to clearly see the interconnection between features. For example, with soil types, three different properties can be identified — clay, sand and silt. They can be graphed according to the proportion of each within a soil type, such as clay loam, sandy clay loam or silty clay loam.

FIGURE 1 Economic activity in selected countries



Ternary graphs are useful for:

- economists comparing economic features
- demographers considering population structures
- agriculturalists considering soil types.

A good ternary graph:

- is constructed as an equilateral triangle
- has each side of the triangle divided into 10 lines
- has lines drawn across the triangle that always total 100 per cent
- contains accurately plotted data
- has labelled axes
- includes a clear title.

8.12.2 Show me

You will need:

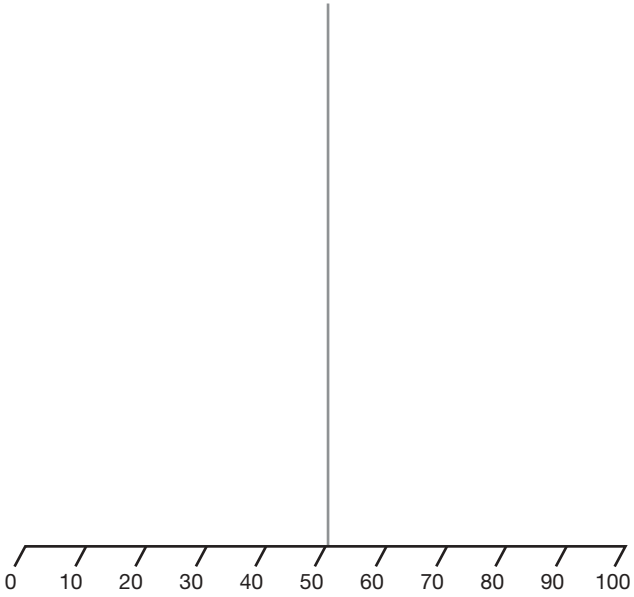
- data on three features expressed as percentages and totalling 100 per cent
- a pencil
- a ruler
- an eraser.

Procedure

Step 1

Create an equilateral triangle — all three sides are equal length and all three internal angles are 60°. Each side of the triangle becomes an axis on the graph. Begin by drawing a 10-cm horizontal line, and draw ten marks that are 1 cm apart. Label these 0 to 10, with 0 on the left-hand side of your line and 100 at the right-hand side. Angle these marks to the left at 60° (see **FIGURE 2**).

FIGURE 2 Forming the equilateral triangle



Step 2

At the 50 per cent mark, draw a faint vertical line of about 9 cm length, which will help you to draw the other two axes (see **FIGURE 2**). Later, you can rub this line out.

Step 3

From the 0 per cent mark, draw a diagonal line that is 10 cm long and intersects with the vertical line shown in **FIGURE 2**. (It will intersect a few millimetres below the top of the vertical line.) Draw 10 marks that are 1 cm apart along this diagonal axis. However, this time, mark 100 per cent at the bottom of the line and 0 at the top (see **FIGURE 3**).

Step 4

Repeat step 3, but on the other side of the vertical line to complete the triangle, this time reversing the markings, so 0 is at the bottom of the line and 100 is at the top. Your base graph should show a flow of 0 to 100 per cent around the graph, as in **FIGURE 4**.

FIGURE 3 Creating a second axis

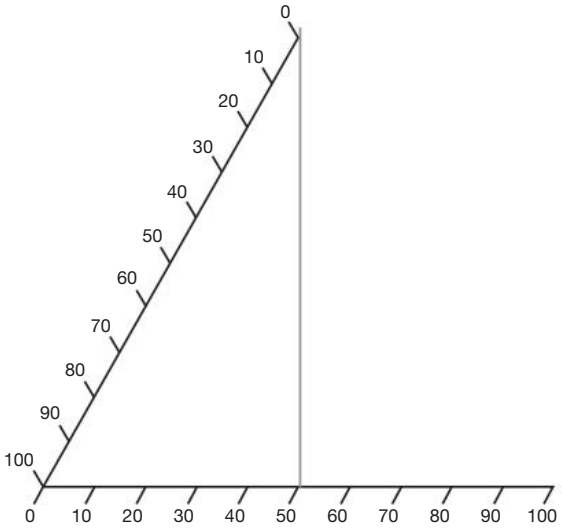
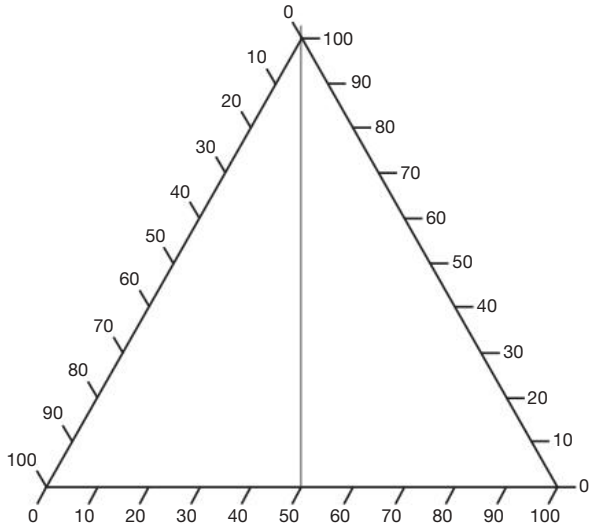


FIGURE 4 A ternary graph outline



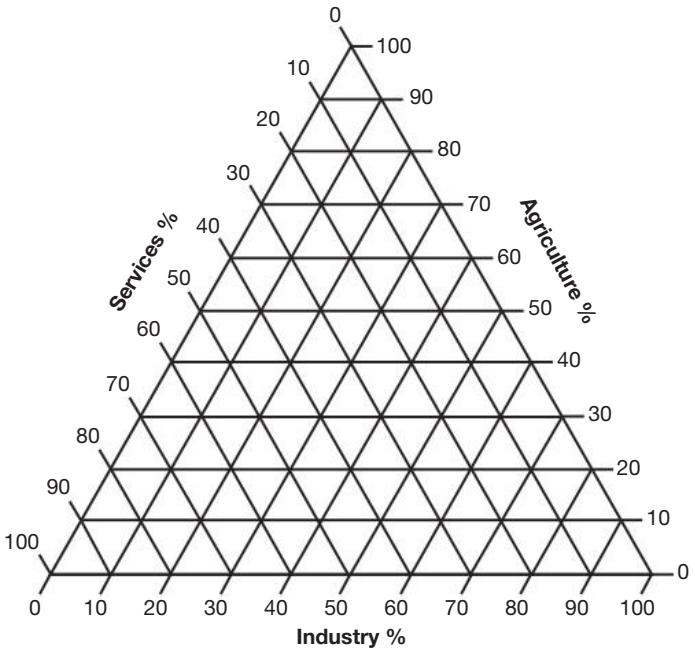
Step 5

Erase the vertical line that you drew to centre your graph.

Step 6

Use a ruler to carefully join the points across the triangle that add to 100 per cent. This will provide a grid on which you can plot data (see **FIGURE 5**).

FIGURE 5 A ternary graph with its grid completed and axes labelled



Step 7

Label the axes with the three features that you are going to plot. (In the **FIGURE 1** model, this is Services, Industry and Agriculture.) Put the percentage symbol (%) after each label (see **FIGURE 5**).

Step 8

Sample data for **FIGURE 1** would appear in a table such as **TABLE 1**.

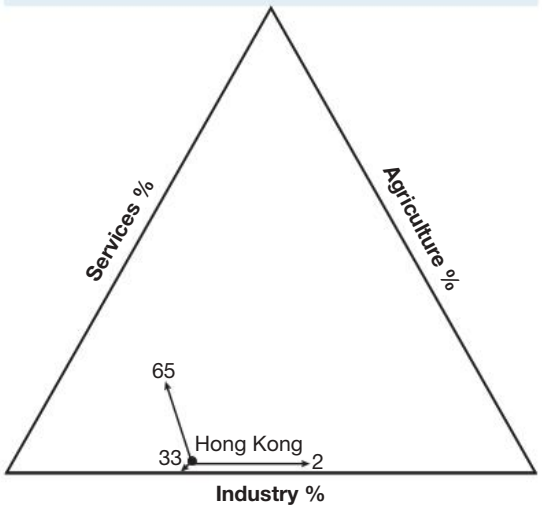
TABLE 1 Sample data on economic activity for selected countries in **FIGURE 1**

Country	Agriculture %	Industry %	Services %
Hong Kong	2	33	65
Myanmar	84	8	8
Sri Lanka	49	21	30

To plot data, you need to find the point where the percentages for the three features intersect. Plotting and reading ternary graphs requires concentration. You need to follow the diagonal lines sloping down from left to right (\) from the left-hand axis, the diagonal lines sloping up from left to right (/) from the bottom axis, and the horizontal lines from the right-hand axis. Look at the patterns outlined in **FIGURE 6** to make sure you read the grid correctly. (Correctly angling the markers that fall outside the triangle will help you in plotting and reading the graph.)

When plotting country data, find the spot represented by the three sets of data and draw a small dot. Label it with the country name. Check that you can find the three countries in **TABLE 1** on your ternary graph.

FIGURE 6 Reading the grid



Step 9

Complete the graph with an appropriate title. In this case, the graph shows economic activity in selected countries.

8.12.3 Let me do it

Complete the following activities to practise this skill.

8.12 Skillbuilder activity

1. Use the data presented in **TABLE 2** to construct a ternary graph on labour force by occupation, 2011–12, in selected countries. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Labour force by occupation, 2011–12, selected countries

Country	Agriculture %	Manufacturing %	Services %
Australia	4	21	75
Colombia	18	14	68
Finland	4	24	74
Germany	2	24	74
India	53	19	28
Indonesia	38	13	49
Italy	4	28	68
Sri Lanka	32	26	42
South Korea	6	24	70
Thailand	41	13	46
Venezuela	7	22	71
Vietnam	48	22	30

2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Which country has the greatest percentage of its population employed in agriculture?
   b. Which country has the greatest percentage of its people employed in services?
   c. Which countries have the lowest percentage of people employed in manufacturing?
   d. Which country has the most even distribution across the three areas of employment?
   e. On your graph, plot where you think the following countries would be placed: the United States, Gambia and Argentina. Explain your answer.

Checklist

I have:

- constructed an equilateral triangle
- divided each side of the triangle into 10
- drawn lines across the triangle that always total 100 per cent
- accurately plotted the data
- labelled the axes
- provided a clear title.

LESSON 8.13 SkillBuilder: Constructing and describing isoline maps online only

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe an isoline map.

8.13.1 Tell me

An isoline map shows lines that join all the places with the same value. Isoline maps show gradual change in one type of data over a continuous area. Isolines do not cross or touch each other. The same difference is always shown between each isoline and the next over the entire map.

Why is an isoline map useful?

Isoline maps are easy to understand, especially when coloured between the lines. These maps do not consider boundaries or borders, as the lines connect all places of the same value. Trends and gradual changes are easily identified. Some isoline maps can show change over time.

Isoline maps are useful for:

- showing data over large areas
- showing trends in data
- allowing you to identify and describe patterns
- comparing maps over different time periods.

Examples of isoline maps include daily weather maps (showing places with the same atmospheric pressure), topographic maps with contour lines, and global isotherm maps (places of equal mean surface temperature are connected; such maps are used when discussing climate change).

A good isoline map:

- has small dots for data presentation
- has dots joined with a fine line
- is drawn with pencil
- is coloured or shaded between the isolines
- uses BOLTSS.

A good description of an isoline map:

- identifies and communicates key features
- clearly represents and communicates the data.

8.13.2 Show me

You will need:

- a base map
- a set of data to plot
- a pencil
- an eraser
- an atlas (optional).

Procedure: Constructing an isoline map

Step 1

Select a set of data to map, and plot the relevant figure at each of the places listed. **FIGURE 1** is an example of this for travel times by car to Copenhagen airport.

FIGURE 1 An isoline map showing places of equal travel time to Copenhagen airport by car

Source: Spatial Vision.

Step 2

Select a value to use for intervals within the data set. In **FIGURE 1**, the interval was set at 30 minutes. Draw lines (isolines) joining places of the same value; in this example, that would be 30 minutes, 60 minutes, 90 minutes and so on. You may need to go between some points to show where you think the isoline would be; for example, the 60-minute isoline would pass between a place where the travel time is 50 minutes and another where the travel time is 70 minutes. Remember that isolines will not touch and will not cross at any point.

Step 3

Create a legend for your map with a colour system that indicates a gradation of colour, where the lowest data is the lightest shade and the highest data is the darkest. Shade between the isolines according to the legend. **FIGURE 2** shows a completed coloured isoline map.

Step 4

Don't forget to apply BOLTSS to your map.

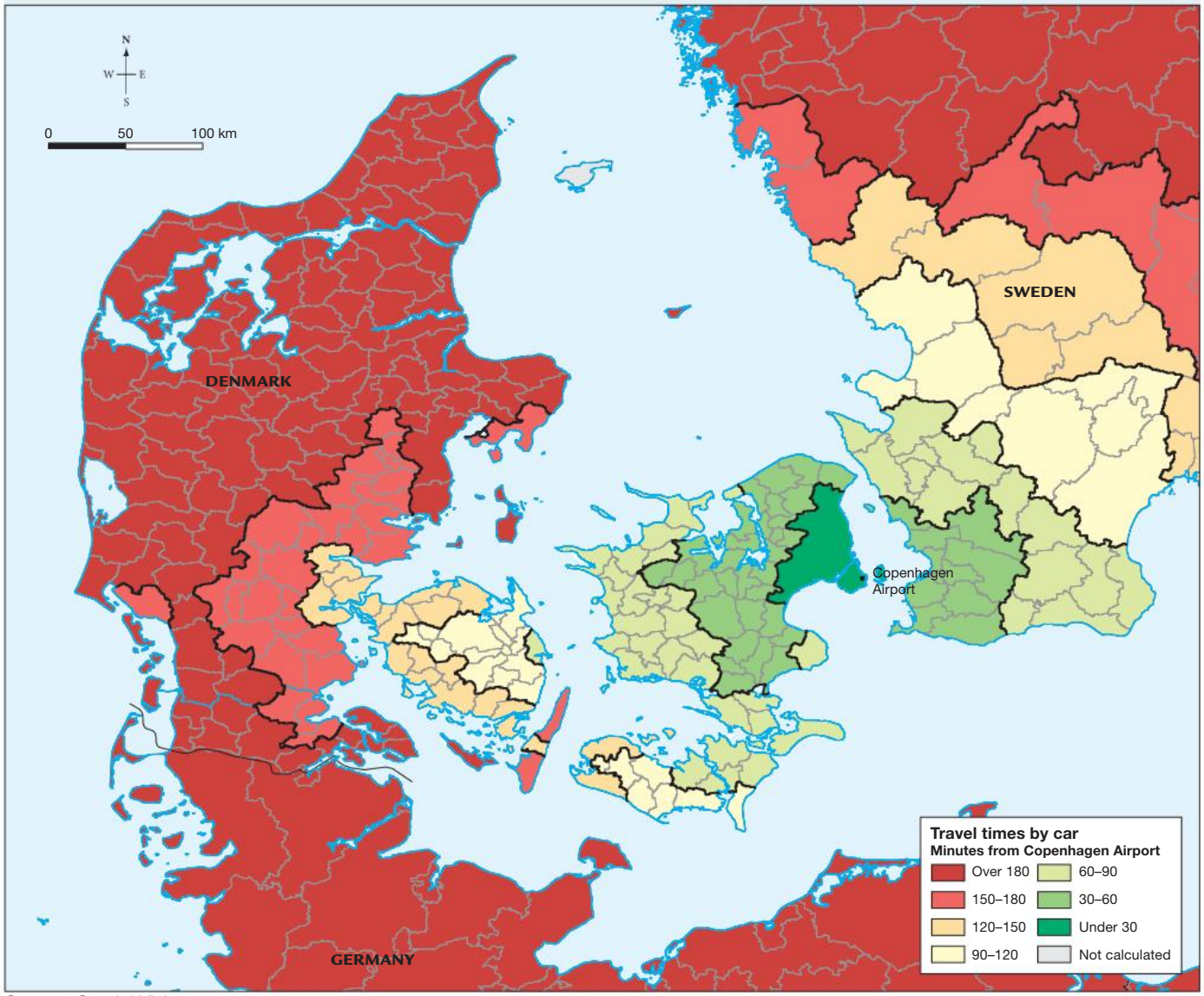
Model

Interpreting an isoline map

Step 5

First, make sure you know what feature is being mapped by checking the map title or caption. In **FIGURE 2**, this feature is travel time by car to Copenhagen airport.

FIGURE 2 A coloured isoline map showing travel time to Copenhagen airport by car



Source: Spatial Vision.

Step 6

Check the key/legend so that you understand the value of each isoline and the intervals used between them.

Step 7

Describe the areas where there are high or low data values that help to form a pattern. You may need to refer to an atlas to check the topography and establish whether any country borders are involved. In **FIGURE 2**, some of the data is from Sweden as people travel from there to Copenhagen, their nearest airport. People living west of central Copenhagen travel similar distances to the airport in similar times (60–90 minutes) to those living in southern Sweden.

Step 8

Look for any anomalies that may need explaining. For example, in **FIGURE 2** you can see that it takes 150–180 minutes to get to the airport from one island, suggesting that a ferry service is probably required to reach the road system by car.

Model interpretation

The isoline maps in **FIGURES 1 and 2** show that it takes less than 30 minutes of travel time by car to reach Copenhagen airport in Denmark from places closest to the airport, even when it is on a different island or in a different country (Sweden). People living west of central Copenhagen travel similar distances to the airport in similar times (60–90 minutes) to those living in southern Sweden. This suggests that connections such as bridges and tunnels between islands and countries are provided, and cross-border movement is easy. From one island it takes 150–180 minutes to get to the airport, suggesting that a ferry service is probably required to reach the road system by car.

8.13.3 Let me do it

Complete the following activities to practise this skill.

8.13 Skillbuilder activity

1. Use the data in **TABLE 1** and base map provided in **FIGURE 3** to construct an isoline map of the travel times by bicycle throughout Copenhagen to the city centre. Use the following steps to help you.
   a. Plot on the map the number of minutes it takes to travel from each ***place*** to Copenhagen city centre by writing the number of minutes by the dot beside each placename.
   b. Draw a line (an isoline) connecting all the ***places*** from which it would take 30 minutes to travel to the centre of Copenhagen.
   c. Draw in additional isolines at 5-minute intervals to show travel times to Copenhagen city centre.
2. Describe the pattern evident on your isoline map. Use the checklist for describing isoline maps to ensure you cover all aspects of the task.

TABLE 1 Travel times by bicycle to Copenhagen city centre

Suburb of Copenhagen	Travel time (minutes)
Albertslund	45
Ballerup	48
Brøndby	40
Frederiksberg	25
Furesø	50
Gentofte	33
Glostrup	40
Gladsaxe	38
Herlev	42
Hvidovre	34
Ishøj	55
Lyngby–Taarbæk	45
Rødovre	35
Tårnby	30

3. Based on what you have learned in this lesson, apply your skills to answer the following questions.

FIGURE 3 A base map of the suburbs around Copenhagen city centre

Source: Spatial Vision.

a. Is Copenhagen city centre more accessible to Furesø or Hvidovre by bicycle? Use figures in your answer.
b. Does Tårnby or Brøndby provide easier bicycle access to the city? Quote the distances involved.
c. From which direction would you have the greatest level of access to the city centre by bicycle? Use figures in your answer.

d. Which part of the map would encourage cyclists to live in the area? Explain your answer using figures.
e. In which area of the city would you prefer to live if you had to cycle to the city centre each day for work? Explain your answer, including figures.

Checklist

In drawing an isoline map I have:
- plotted data using small dots
- joined the dots to create a fine isoline
- drawn using pencil
- coloured or shaded between the isolines
- completed my map with BOLTSS.

In describing an isoline map I have:
- identified and communicated key features
- clearly represented and communicated the data.

LESSON 8.14 SkillBuilder: Constructing and describing a flow map online only

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe a flow map.

8.14.1 Tell me

A flow map is a map that shows the movement of people or objects from one place to another. Arrows are drawn from the point of origin to the destination. Sometimes these lines are scaled to indicate how much of the feature is moving. Thicker lines show a larger amount; thinner lines show a smaller amount.

How is a flow map useful?

A flow map is used to give us a visual image of the movement of something that might otherwise be provided through a set of statistics or a lengthy paragraph of text. Interconnections between destinations and places of origin are made very clear, and regional patterns can be readily identified.

Flow maps are useful when trying to understand:
- individual movements, such as use of transport systems and aisles in supermarkets
- local movements, such as traffic flows at intersections or the use of pathways in parks
- national movements, such as the importation of cars to Australian states
- regional movements, such as flows between states of Australia or between countries within the Pacific
- global movements, such as imports and exports, human movement and communication.

A good flow map:
- is drawn in pencil initially and then coloured appropriately
- uses arrows to indicate flow directions
- may use scaled arrow widths, which are also explained in a key/legend
- includes labelled features as necessary
- has a clear title, which identifies places and dates.

A good description of a flow map:

- identifies and communicates key features of the movement, patterns and places shown
- clearly represents and communicates the data with the use of statistics, places and dates.

8.14.2 Show me

You will need:

- a set of data that shows the movement of an object
- a base map that corresponds to the places included in your data set
- a light grey pencil
- a set of coloured pencils
- a ruler
- an eraser.

Model

Between 1996 and 2001, people moved from the southern states to Queensland, and from the eastern states to Western Australia. All states experienced migration of residents to Queensland, with more than 10 000 migrants from each of Victoria and New South Wales, and 5000–10 000 from Tasmania and South Australia. New South Wales lost more people than it gained, with inflows of 1000 to 1500 from South Australia and Tasmania only. Victoria, however, had inflows from all the surrounding states, including Tasmania (totalling between 16 000 and 31 500), which indicates that Victoria's net loss — more than 10 000 to Queensland — was far less than that of New South Wales, which had a loss of 13 500–17 000 or more.

Procedure

To complete a flow map, you will need to convert a table of data to a coloured map.

Step 1

If you are planning to simply show the flow between places, then you need only identify each place and draw an arrow from the origin to the destination. Writing numbers on the flow lines is another method for creating a basic flow map. (If you use this method, go now to step 5.) On the other hand, if you want to create a map that provides an instant snapshot of the quantities of a feature being moved, then a scaled flow map is a better option. Your first step is to determine the scale you will use. Look over the data set that you have and establish no more than five categories that will allow you to represent the data. **FIGURE 2** shows how these appear in the key of the **FIGURE 1** model.

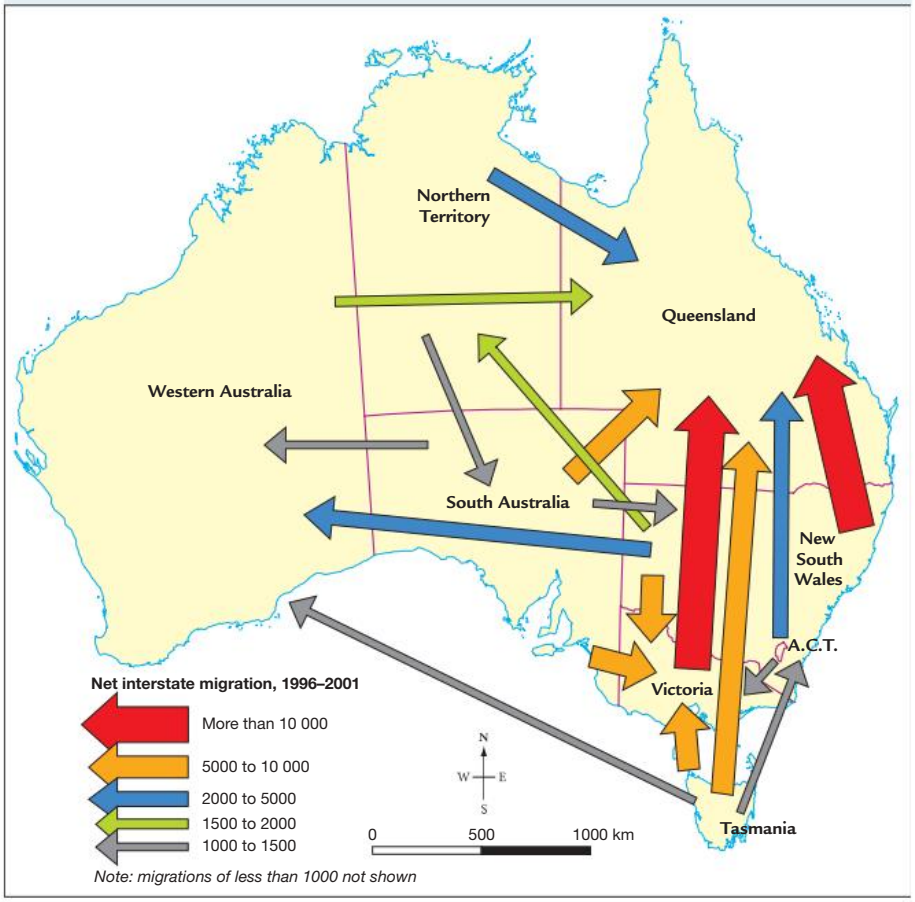
Step 2

Draw up the key, or legend, for the base map. Note that you will have to work in millimetres; otherwise, your arrows will dominate the map. In a key such as **FIGURE 2**, one millimetre could be used to represent 1000 people. This will avoid having very wide arrows for the larger values, and allow the arrows to fit within the map. Label your key appropriately.

Step 3

Rule an arrow of the appropriate width from a place of origin to a place of destination. Before you begin, think where you will place each arrow, as it is best to avoid overlapping them. This is most important if you are mapping global data.

FIGURE 1 Interstate migration flows, 1996–2001

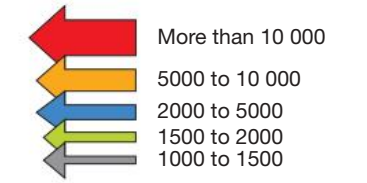


Source: Spatial Vision.

Step 4

As you draw arrows between the places of origin and destination, use your ruler to keep the arrow widths consistent. Neatness is important. Colour the arrows as you go to avoid confusion at the end.

FIGURE 2 Scaled arrows for the flow map in **FIGURE 1**



Step 5

Ensure that the completed map includes geographical conventions (BOLTSS).

Step 6

Look at the completed map and identify any patterns that are evident. Is there an interconnection between the widest arrows? Is there an interconnection between the narrowest arrows? Write a few sentences to explain any patterns you can identify. In the **FIGURE 1** model, people moved from the southern states to Queensland – more than 10 000 from Victoria, 5000–10 000 from Tasmania, 2000–5000 from the ACT and more than 10 000 from New South Wales. They also moved from the eastern states to Western Australia — 2000–5000 from New South Wales, 1000–1500 from Tasmania, and 1000–1500 from South Australia.

Step 7

Look for any anomalies in the pattern — arrows that stand out as being different. Write a sentence to identify any anomalies. For example, in **FIGURE 1**, although Victoria had an inflow from all its surrounding states, including Tasmania, fewer than 1000 Victorians moved to each of the states of Western Australia, South Australia, New South Wales, ACT or Tasmania.

8.14.3 Let me do it

Complete the following activities to practise this skill.

8.14 SkillBuilder activity

1. Using a blank world map and the data in **TABLE 1**, construct a flow map of ivory smuggled from Africa to Asia. Think carefully about the ***scale*** you choose, as the data for China is high. Note that the flow is from Africa to Asia, so the arrows need to go from Africa to the appropriate country in Asia. Use the checklist for drawing a flow map to ensure you cover all aspects of the task.

TABLE 1 Ten Asian countries with the most ivory seized, 1989–2011 — total weight of seizures in kilograms

India	Singapore	Malaysia	Japan	Philippines	Vietnam	Taiwan	Hong Kong	Thailand	China
6758	8028	8527	8618	10 659	13 426	18 370	20 638	21 364	41 095

Source: TRAFFIC, Tom Milliken.

2. Write a description of the supply of smuggled ivory to Asia. Use the checklist for interpreting a flow map to ensure you cover all aspects of the task.
3. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Which Asian country had the most smuggled ivory seized?
   b. Which Asian country had the least smuggled ivory seized?
   c. Describe the areas of Asia to which *smaller* quantities of ivory are smuggled and the areas to which *larger* quantities are smuggled.
   d. Does distance seem to affect the amount of ivory smuggled? Explain your answer, using the map ***scale*** to help you.
   e. Does the country's wealth influence the smuggling of ivory? Explain your answer.

Checklist

In drawing a flow map I have:
- drawn in pencil initially and then coloured appropriately
- used arrows to indicate flow directions
- used ***scaled*** arrow widths, which are also explained in a key/legend
- included labelled features as necessary
- provided a clear title, which identifies ***places*** and dates.

In interpreting a flow map I have:
- identified and communicated key features of the movement, patterns and ***places*** shown
- clearly represented and communicated the data with the use of statistics, ***places*** and dates.

LESSON 8.15 SkillBuilder: Constructing a table of data for GIS online only

LEARNING INTENTION

By the end of this lesson you should be able to construct a table of data for GIS.

8.15.1 Tell me

A geographical information system, or GIS, uses tables to organise and store information about points, lines and polygons (vector data). These tables have rows and columns, called fields. The GIS software links the rows in the table to the points, lines or polygons on a map. GIS software also stores data as pixels in an image, called raster data.

The tables can be drawn with a spreadsheet program and linked to a GIS if there is relevant information about location in the table. However, specialist software is required.

Why are tables useful in GIS?

Tables are very useful for storing large amounts of information, because they help to organise it. Creating tables makes it easy for GIS software to read data and to import or export the data to other programs, such as Excel.

A table allows us to access the original data. Maps, on the other hand, often use symbols and colours to represent information, and therefore they may not be as precise. Setting up the structure for a table helps us to understand how information may be stored digitally.

A good table of data:

- places point, line and polygon features into separate tables
- has rows in the table that relate to the points, lines or polygons on the map
- has columns called *fields*, which store the data as numbers (integers) or text
- has column (field) names that are no more than ten characters long and contain no spaces
- identifies the date, source and collector of the data, and stores this in the GIS program – this is called *metadata* in a GIS.

8.15.2 Show me

You will need:

- a piece of paper or a spreadsheet
- a data set — in this case, the results of a class survey about mobile phones.

Procedure

Imagine that your class has conducted a survey to find out how many mobile phones there are in each home, asking the following questions:

- Where do you live?
- How many people are in your home?
- How many mobile phones are in your home?

You can use the responses to construct a table of data and use GIS to plot the results on a map.

Step 1

Draw a table with rows and columns. For this data, there should be 11 rows (for ten students plus the heading row) and four columns (see **FIGURE 1**).

Give each of the columns a heading to represent the data collected. Each heading must be short (no more than ten characters) and use underscores instead of spaces.

Create four columns: sample number, address, the number of people in the home and the number of mobile phones (see **FIGURE 1**).

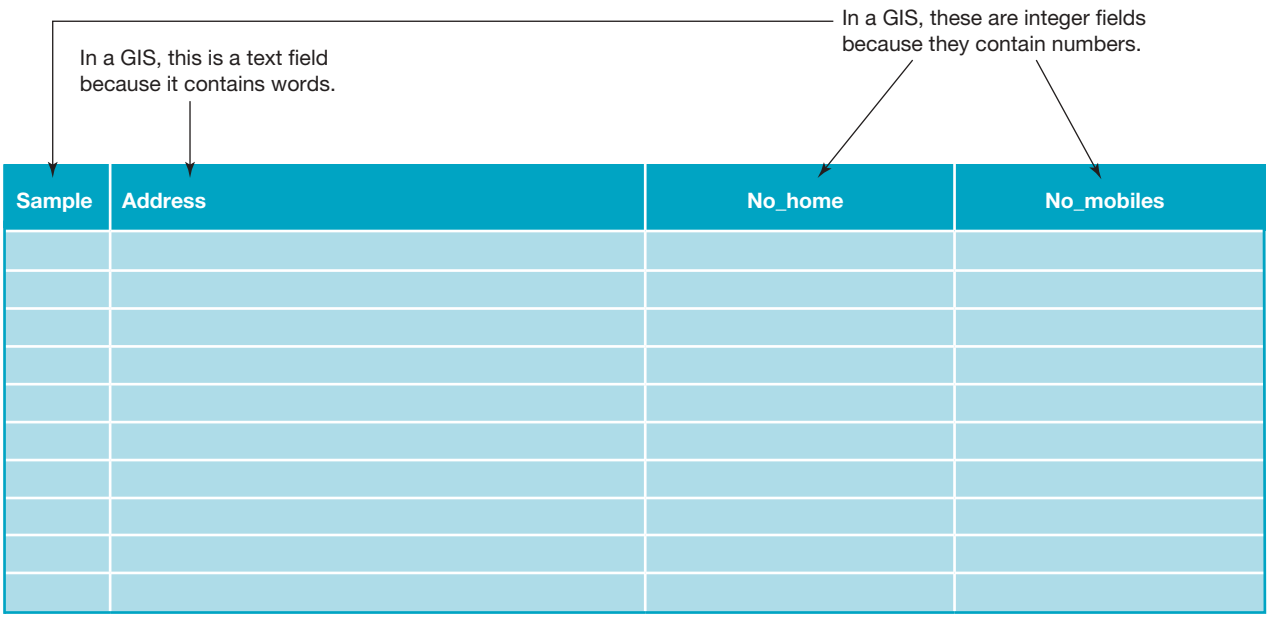
FIGURE 1 Give each column a short heading of no more than ten characters.

Sample	Address	No_home	No_mobiles

Step 3

Identify which columns (fields) contain text and which contain numbers (integers). You have to set this first when using GIS software (see **FIGURE 2**).

FIGURE 2 Work out which are text fields and which are number (integer) fields.



Step 4

Enter the collected data into the table. A thematic map of the data can then be created using GIS software. In this case, there will be two layers on the map. Each land parcel is coloured according to the number of people in the home, and the columns represent the number of mobile phones (see the **FIGURE 3** model). The map is shown in **FIGURE 4**.

Model

FIGURE 3 Data displayed in table form

In a GIS, each row in the table is linked to a polygon on the map

Sample	Address	No_home	No_mobiles
1	42 Jacob Street	2	4
2	27 Jacob Street	3	3
3	36 Adele Avenue	4	3
4	34 Flint Street	4	1
5	35 Flint Street	5	3
6	25 Flint Street	4	2
7	12 Jess Court	4	2
8	2 Jess Court	4	4
9	12 Flint Street	5	3
10	52 Jacob Street	6	2

FIGURE 4 Map showing the number of mobile phones in each home

Source: Spatial Vision.

8.15.3 Let me do it

Complete the following activities to practise this skill.

8.15 SkillBuilder activity

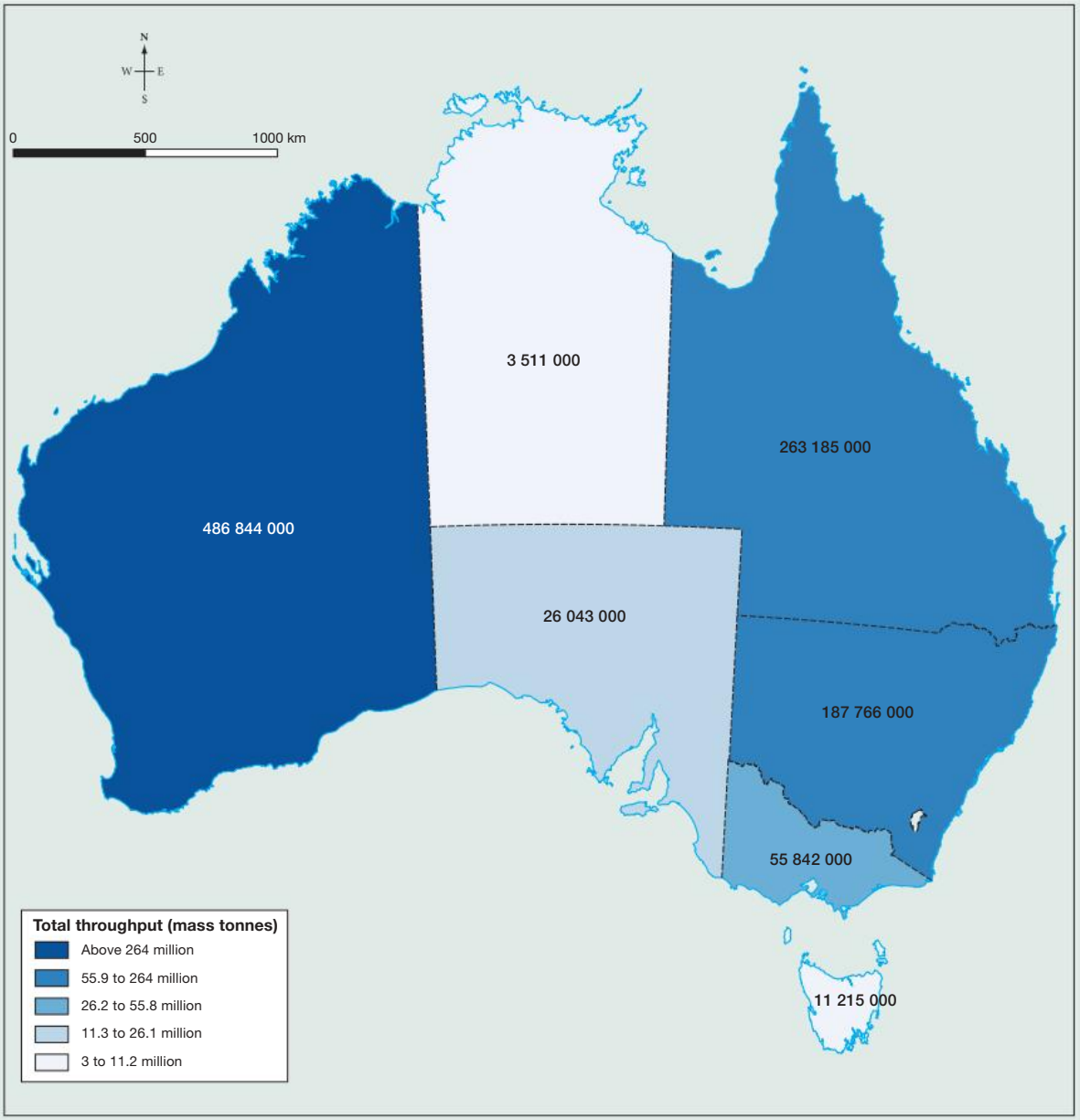
1. Create tables of data for the two maps shown in **FIGURES 5** and **6**. **TABLE 1** should be for the polygons (states) and **TABLE 2** for the points (ports). **TABLE 1** should have two columns, or fields, and **TABLE 2** should have four columns. Identify the text and integer fields in each table. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Which state handled the most cargo by tonnage in 2011–12, and which two states handled the least cargo?
   b. Name the two main ports exporting:
      i. iron ore
      ii. coal.
   c. Compare the distribution of coal-exporting ports with that of iron ore–exporting ports. What does this tell us about the location of these resources in Australia?
   d. Why are the values for wool exports much smaller than those for iron ore and coal?
   e. Why is wool exported from ports in the southern part of Australia?

Checklist

I have:

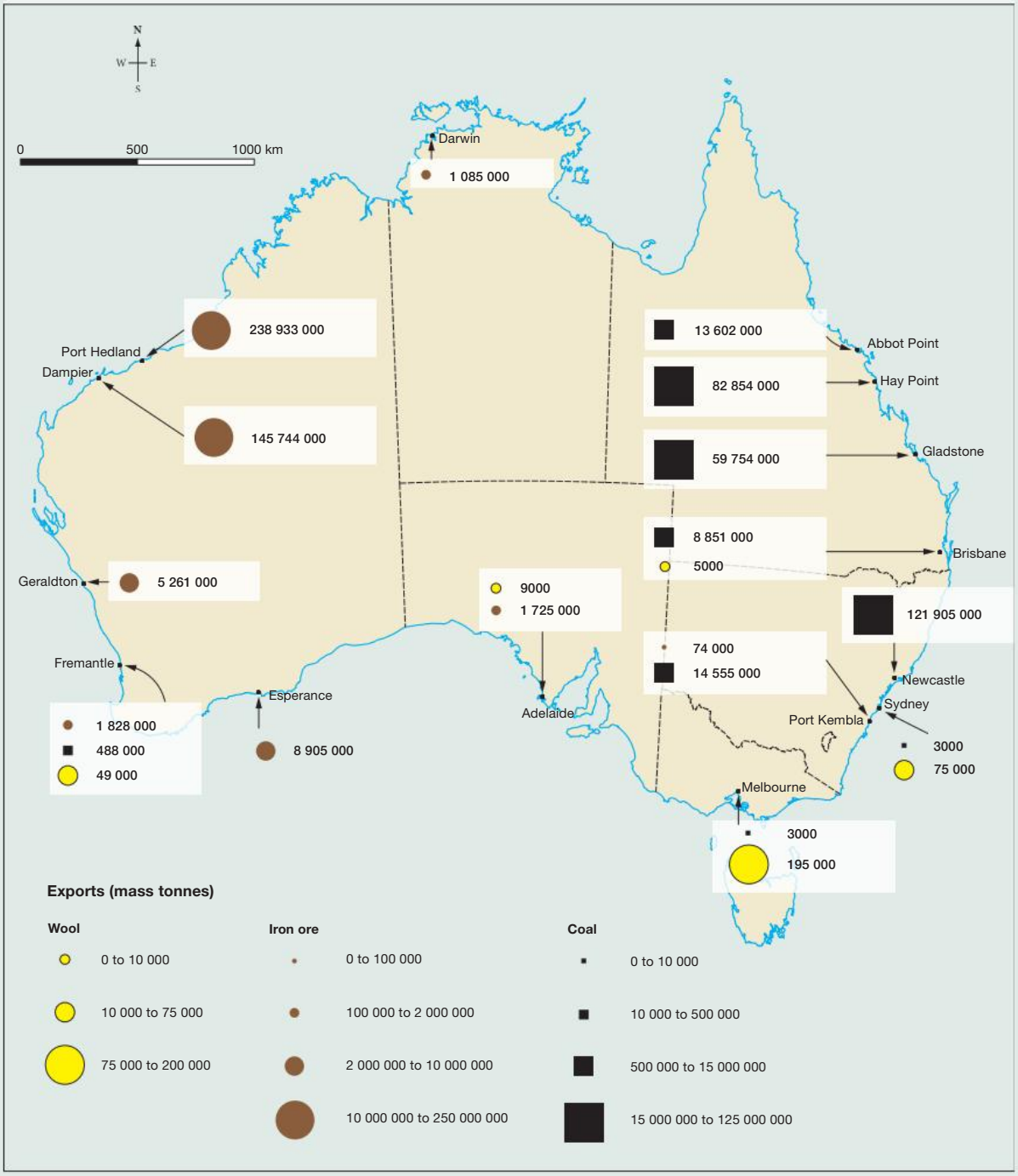
- created separate tables for polygon and point data (and line data, where relevant)
- created rows in the table that relate to the points, lines or polygons on the map
- identified the text and numeric fields
- ensured that the field headings have been shortened if necessary and contain no spaces
- entered the data as correctly as possible
- added explanatory notes (metadata) about the source of the data and the values in each field
- included a title for the tables.

FIGURE 5 Cargo handled by ports in Australian states and territories, in mass tonnes, 2011–12



Source: Data © Commonwealth of Australia Geoscience Australia 2013. Map drawn by Spatial Vision.

FIGURE 6 Ports exporting iron ore, coal and wool, in mass tonnes, 2011–12



Source: Spatial Vision.

LESSON 8.16 SkillBuilder: GIS — deconstructing a map online only

LEARNING INTENTION

By the end of this lesson you should be able to deconstruct a topographic map to create a simple GIS overlay map.

8.16.1 Tell me

A geographical information system (GIS) is a storage system for information or data, which is stored as numbers, words or pictures. The data has the location attached so that it may be viewed as a map or as an image. GIS can process huge amounts of information to produce maps that would take a long time to draw by hand. Specialised computer programs produce maps from the data.

In this lesson, map layers will be created in a similar way to that used by cartographers and GIS specialists when making digital maps, but with much simpler tools and processes.

How is GIS useful?

Analysing large amounts of information using a computer is much faster than doing it manually and provides a much deeper understanding of the information. GIS allows multiple series of information to be displayed in a succession of map layers. The spatial distribution of the data and the relationship to other data may be compared. GIS is used in many professions wherever maps are required, such as in urban planning, logistics, resource management, policing and public health.

A GIS stores data in three ways: as points, lines or polygons (called vector data); as tables (called tabular data); and as pixels in an image (called raster data). A satellite image, for example, would be called a raster image in GIS.

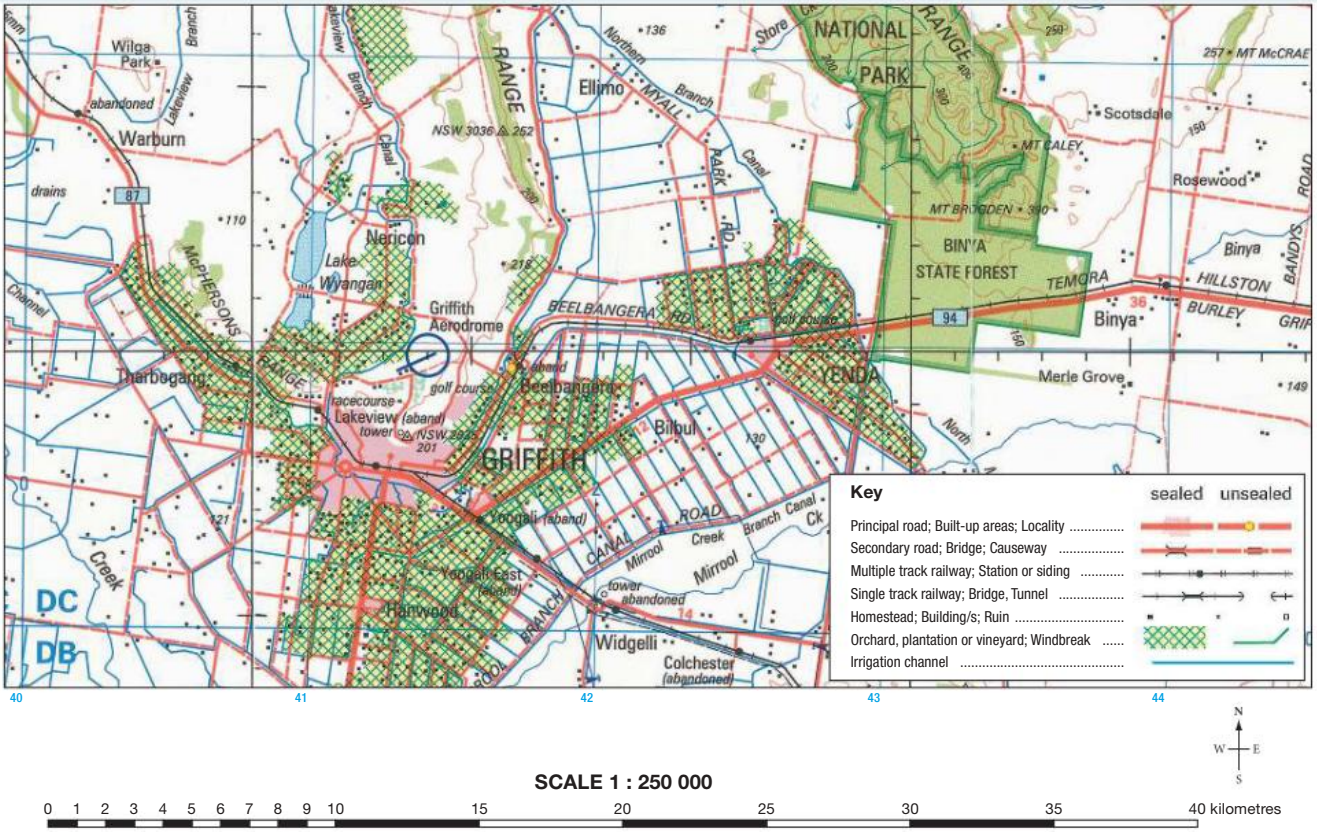
A GIS program:

- stores similar information together
- stores data attached to points, lines and polygons in separate files
- stores the location of each point, line or polygon digitally
- includes tables of data in which each row is linked to a location and each column stores information as numbers or words
- includes information about the source of the data — known as metadata.

A breakdown of maps such as a GIS:

- traces each set of point, line and polygon data onto three pieces of tracing paper or clear transparency sheet
- uses appropriate colours for the features
- layers the features, with points on top, lines underneath and polygons on the bottom
- includes BOLTSS.

FIGURE 1 Example of a section of a topographic map: Griffith, New South Wales



Source: © Geoscience Australia.

8.16.2 Show me

You will need:

- a topographic map
- three pieces of tracing paper
- coloured pencils.

FIGURE 2 Example of a satellite image (called a raster image in GIS). This shows a section of the area that appears in **FIGURE 1**.

Source: © Geoscience Australia.

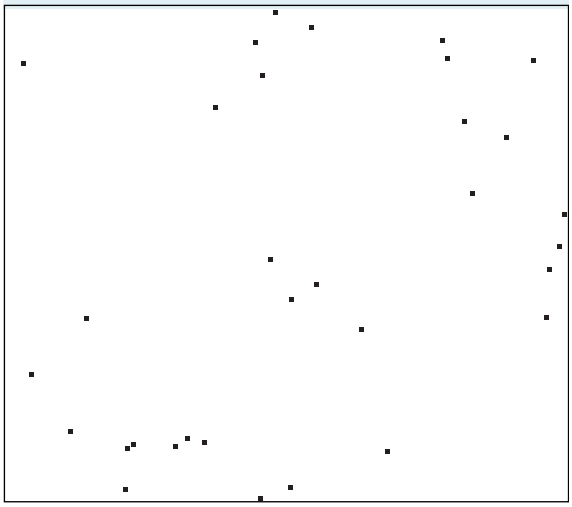
Procedure

Step 1

Point features on the map have a location that may be defined using either a grid reference or latitude and longitude. The map of Griffith shown in **FIGURE 1** (**Topographic map of Griffith, New South Wales** digital document in the Resources panel) has many point features, such as spot elevation (height), bores, wells, buildings, gates and stock grids.

Overlay one piece of tracing paper on the topographic map and, using an appropriate colour, mark the homesteads (or farmsteads) as point data on the tracing paper.

FIGURE 3 Point features are marked on the first layer of tracing paper.

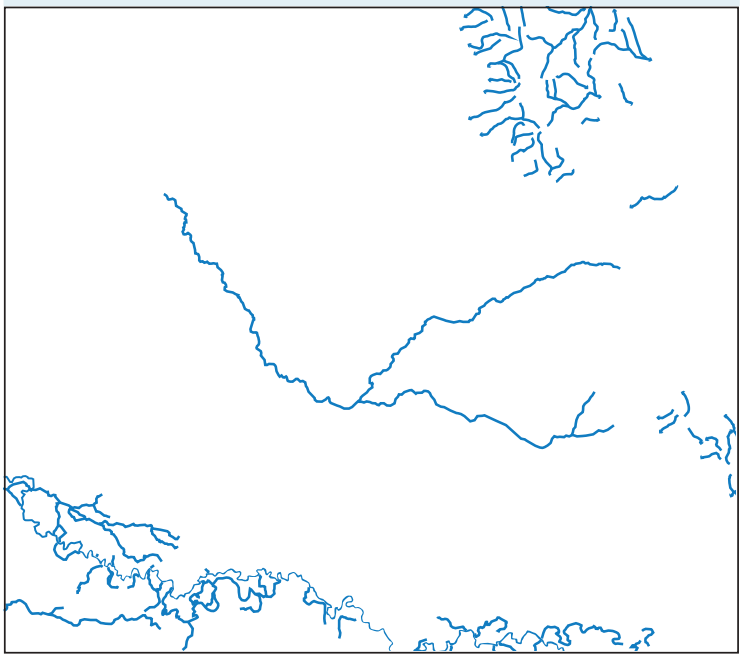


Step 2

Line features on the map may be straight or winding. Their location is determined by joining multiple points. **FIGURE 1** has many line features, such as roads, railway lines, rivers and creeks, irrigation channels and power lines.

Overlay a second piece of tracing paper on the topographic map and, with an appropriate colour, trace the rivers and creeks (line features).

FIGURE 4 Line features of rivers and creeks are traced onto a second piece of tracing paper.



Step 3

A polygon is a shape that has many sides. Its location on the map is determined by joining multiple points. **FIGURE 1** has many polygon features, such as orchards, vineyards, national parks, lagoons, swamps and forested areas.

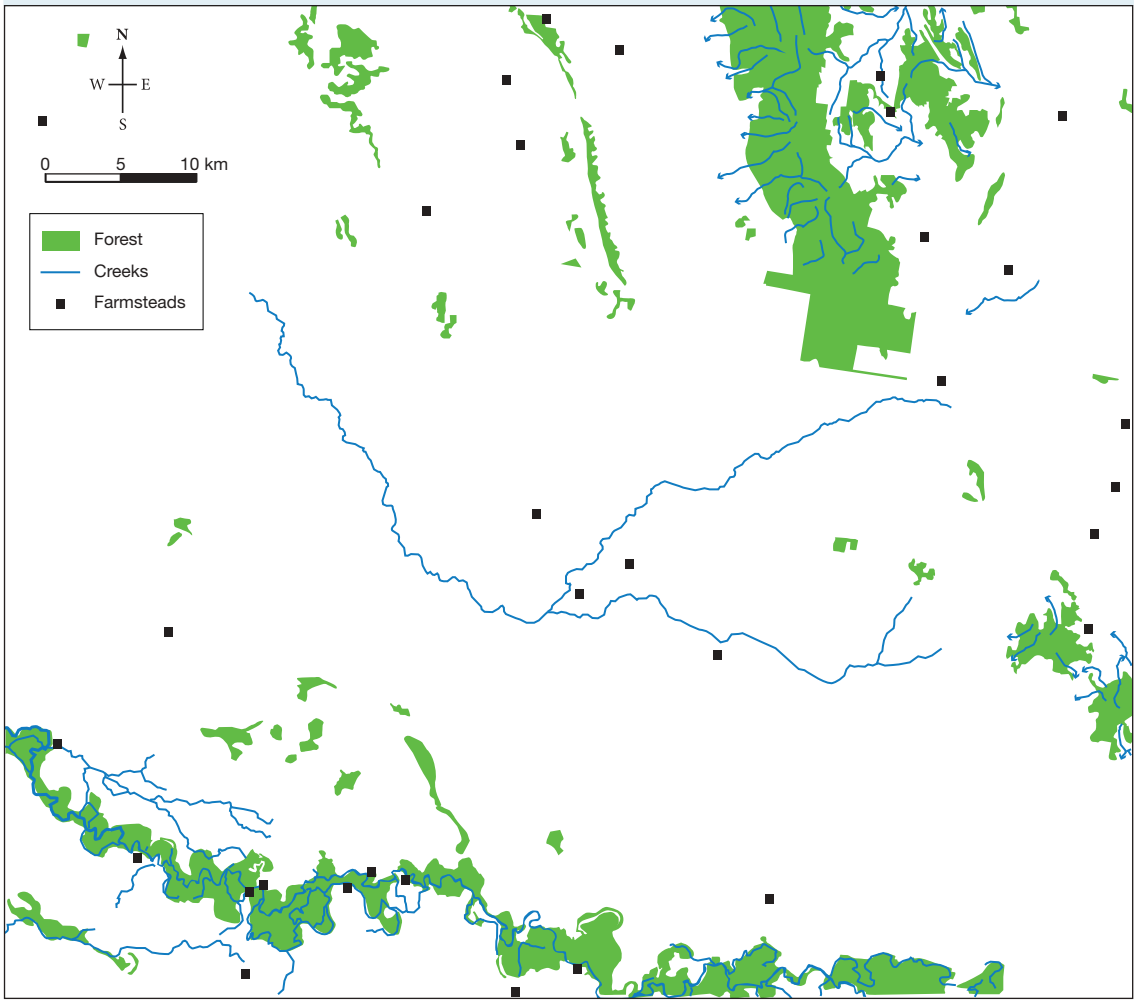
Overlay a third piece of tracing paper on the topographic map and, with an appropriate colour, trace the forests (polygon data).

FIGURE 5 The polygon data of forests are traced onto a third piece of tracing paper.

Step 4

Place the three tracing-paper layers in the following order: point features on top, line features underneath, and polygon features at the bottom. Provide BOLTSS for your map. In GIS, the finished map would be called a layout.

FIGURE 6 The three layers of tracing paper are now combined, and BOLTSS is added. This simple GIS overlay map shows farmsteads, rivers, creeks and forest areas in Griffith area.



8.16.3 Let me do it

Complete the following activities to practise this skill.

8.16 SkillBuilder activity

1. Use the **FIGURE 1** map of Griffith provided in the Resources panel. Choose one point feature, one line feature and one polygon feature and create three tracing-paper overlays. Organise the layers appropriately and add BOLTSS to your map. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. What is the name of the district through which the Murrumbidgee River flows?
   b. The original biome for this area is likely to have been forest. What has happened to this biome and how would you describe the distribution of forest in the area today?
   c. Compare the number of creeks in the map in **FIGURE 1** with the number of channels. What is the purpose of the many channels and canals?
   d. **FIGURE 1** shows a part of Australia that has undergone ***change***. Using Google Earth and the map, identify the area where there has been the least ***change*** and the area where there has been the most ***change***. Explain your choice.

e. This area is an example of intensive farming. What does this mean? Provide at least one piece of evidence from both the map in **FIGURE 1** and the satellite image in **FIGURE 2** (or Google Earth) to support this statement.
f. Maps and satellite photographs show different ways of recording information. Identify two pieces of information visible in **FIGURE 2** (or Google Earth) that are not shown on the **FIGURE 1** map.

Checklist

I have:
- traced each set of point, line and polygon data onto a separate piece of tracing paper
- used appropriate colours for the features
- layered the features, with points on top, lines underneath and polygons on the bottom
- included BOLTSS.

LESSON 8.17 SkillBuilder: Interpreting a geographical cartoon online only

LEARNING INTENTION

By the end of this lesson you should be able to interpret the key messages of a geographical cartoon.

8.17.1 Tell me

Geographical cartoons are humorous or satirical drawings on topical geographical issues, social trends and events. A cartoon conveys the artist's perspective on a topic, generally simplifying the issue.

How are cartoons useful?

Cartoons promote an interest in a topic or issue, and encourage discussion and debate. The cartoonist's message about a geographical topic is evident. Our feelings, attitudes and values are expressed in our response to the cartoon. Your response to geographical cartoons encourages discussion and evaluation of alternative responses as you take in other people's viewpoints and perspectives.

Cartoons are useful for:
- showing the key points of a geographical topic
- exaggerating the key points of an issue
- encouraging a response to an issue, whether in agreement or disagreement with the cartoonist
- presenting information, an issue, or a viewpoint in an interesting way.

A good interpretation of a cartoon:
- recognises the issue
- analyses the components of the cartoon
- identifies the cartoonist's personal opinion or message
- allows a personal response to the geographical topic.

8.17.2 Show me

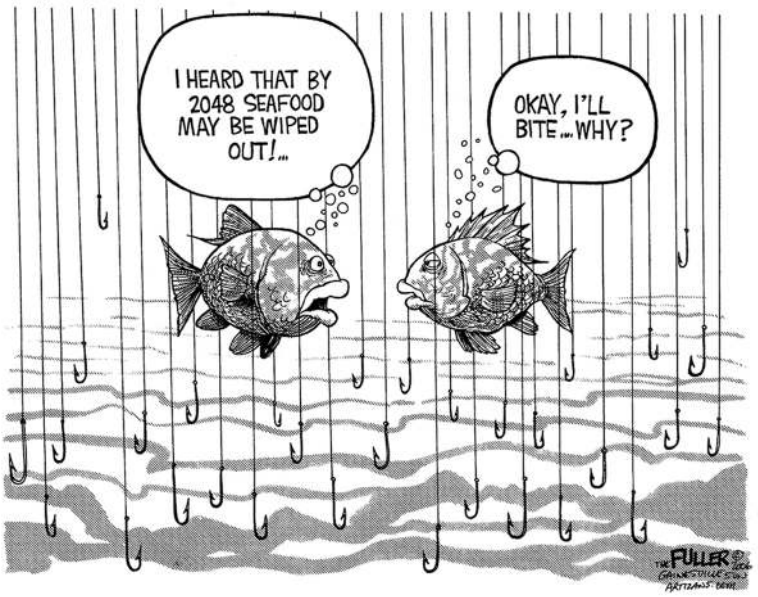
You will need:
- a geographical cartoon.

Procedure

Step 1

Take the time to study the cartoon and carefully look for the overall idea. Next, focus on the artistic work of the cartoonist and any subtleties that have been included. Consider different relative sizes of parts of the drawing, as well as any wording or attitudes expressed in the image. **FIGURE 1** is about overfishing our oceans. In this case, the subtleties are in the words of the fish — what are the fish really saying?

FIGURE 1 Cartoon on overfishing



Step 2

Consider the overarching issue: in this case, overfishing. What is your general knowledge of the topic? In Geography classes, when you are given a cartoon, you know that it relates to the topic you are studying. If you are viewing a cartoon from elsewhere, then you have to think through the issue being portrayed. Things to look for in a cartoon include the following.

- *Symbolism* — conveying ideas in a concise manner through the use of symbols. In **FIGURE 1**, the large number of hooks suggests overfishing.
- *Stereotyping* — our fixed mental picture of something. In **FIGURE 1**, the fish are drawn in a stereotypical way. Be wary of stereotyping in a cartoon that involves people.
- *Caricatures* — overemphasis or distortion of physical features. In **FIGURE 1**, the fish have large eyes and mouths to draw our attention to their conversation and to give them human qualities.
- *Visual metaphors* — the artist's means of helping us understand the topic. In **FIGURE 1**, the large number of hooks and the use of the word *bite* suggest the fish will be caught.
- *Exaggeration or distortion* — for example, making things appear larger, smaller or greater in number than they really are. The number of fishing hooks is an exaggeration or distortion of commercial fishing techniques.
- *Humour* — the use of visual or verbal jokes or wit to make the viewer smile or laugh. Irony and satire are commonly used.
- *Perspective* — the point of view of the cartoonist. In **FIGURE 1**, it is evident that the cartoonist believes that most fish will be gone by 2048, a date well into the future.
- *Captions* — text-based content that adds to the visual content. In **FIGURE 1**, both of the fish have speech bubbles in which they discuss the sustainability of the fishing industry. (A speech bubble

usually has a pointed end, like this , but because they are fish and cannot actually talk, the cartoonist has used 'thought bubbles', like this .)

Step 3

- What issue does the cartoon convey? In **FIGURE 1**, the issue is overfishing.
- What geographical concepts are related to the issue in the cartoon? In **FIGURE 1**, the concepts of environment (the ocean), space (global), change (commercial fishing causing a decline in fish numbers), scale (global), interconnection (fishing techniques and human demand decreasing fish resources) and sustainability (the future) can be mentioned.
- What are the geographical implications of the cartoon? The cartoon in **FIGURE 1** implies that the future of the fishing industry could be at risk.

Step 4

Complete your writing with a concluding statement on how you feel about the topic of the cartoon.

Model

The cartoon shown in **FIGURE 1** is about overfishing our oceans. The cartoonist suggests that by 2048 there will be no more fish left in the oceans. It is not clear why the cartoonist chose this date (perhaps it's just a random date well into the future). The cartoon uses exaggeration, as there will be fish, but the quantities may not make it economical to fish using the techniques currently available. The string of hooks in this cartoon is also unrealistic, as this is not the way commercial fishing is undertaken. Our wider perspective on the topic tells us that actual fishing techniques are trawling and purse-seine netting to maximise the catch at any one time. The cartoon plays on the word *bite*. It can mean (a) that a fish bites a hook or (b) that someone reacts or responds to something. Thus, the second fish reacts to the first fish's statement and asks the question *why*, but it might also bite one of the many hooks that surround it. The answer to the *why* question is obvious to the audience — the fish will be caught because it will be impossible to avoid capture. This cartoon makes us think about the issue of taking fish from the ocean, and it questions the sustainability of the fishing industry — too many people are fishing for a limited resource.

8.17.3 Let me do it

Complete the following activities to practise this skill.

8.17 SkillBuilder activity

1. Using the steps outlined in the Show me section, write a paragraph analysing the geographical issue portrayed in the **FIGURE 2** cartoon. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Why is the fishing trawler drawn so small?
   b. Has the trawler caught many fish? Explain your answer.
   c. Explain the discussion between the two fish.
   d. What message do you think is being conveyed in this cartoon?
   e. How does this cartoon make you feel?
   f. Based on your knowledge of overfishing and your understanding of this cartoon, what is your opinion on this issue?

FIGURE 2 Unsustainable fishing

Checklist

I have:

- recognised the issue
- analysed the components of the cartoon
- identified the cartoonist's personal opinion or message
- stated my personal response on the geographical topic.

9 Biomes and food production

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LESSON 9.1 Overview

INQUIRY QUESTION

What are biomes? Are they just another part of the landscape or do we need them to survive?

Where do the foods we eat and the natural products we use each day come from? The answer is biomes. Biomes are communities of plants and animals that extend over large areas. Some are dense forests; some are deserts; some are grasslands, like much of Australia; and so the variations continue. Within each biome, plants and animals have adaptations that allow them to survive.

Sourcing food is a fundamental part of every organism's life, and for many humans where their next meal will come from is a source of great worry. What are the foods we eat, and why do these vary across the globe? How do we modify biomes to produce the food we need, and how can we build on our understanding of food sourcing and production strategies to feed the world's future generations?

learnon

Pre-test
Online pre-test

eWorkbook
Customisable worksheets for this topic

Digital document
Key terms glossary

Video eLesson
Biomes and food production

SkillBuilder

Use the SkillBuilder activities to develop these Geographical concepts and skills:

- GEOGRAPHICAL INQUIRY
- CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 9.2 What are the major biomes around the world?

LEARNING INTENTION

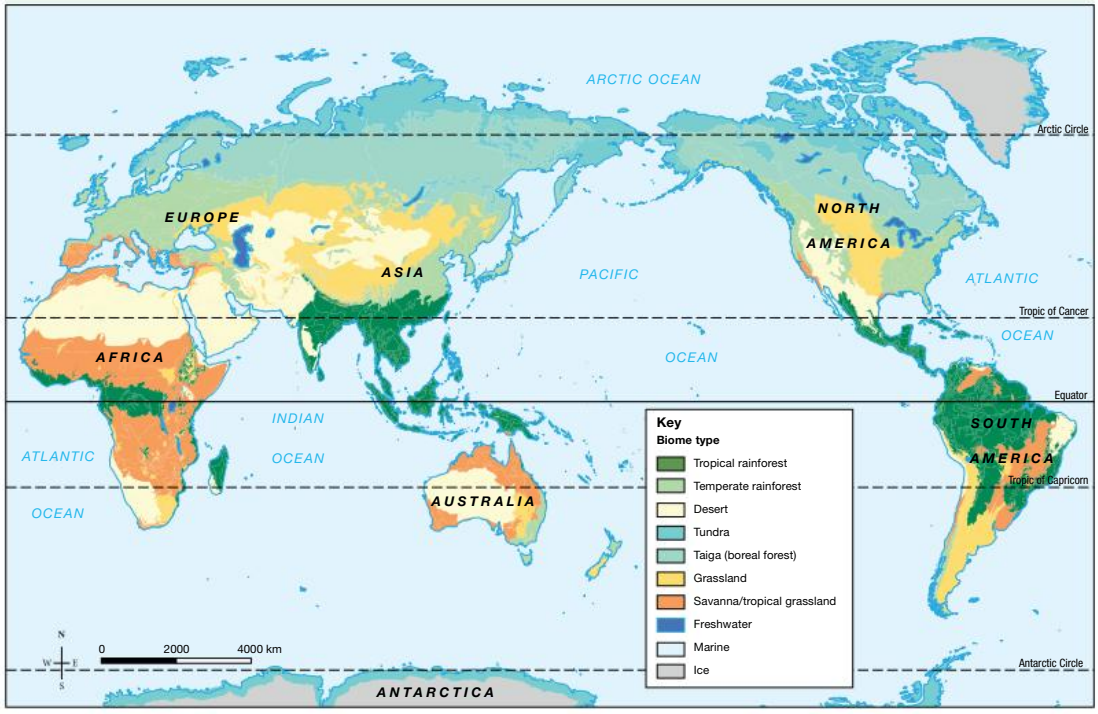
By the end of this lesson you should be able to:

- **describe** the distribution of the Earth's major biomes
- **identify** the similar characteristics that biomes share.

Tune in

Refer to **FIGURE 1**. Tropical rainforests are located near the equator, and taiga and tundra are located near the poles.

FIGURE 1 Major biomes of the world



Source: Redrawn by Spatial Vision based on the information from the Nature Conservancy and GIS Data.

1. **Can you suggest why this is so?**
2. **Why would the major deserts be located close to the tropics of Cancer and Capricorn?**

9.2.1 The world's major biomes

Biomes are sometimes referred to as ecosystems. They are places that share similar climate and life forms. There are five distinct terrestrial or land-based biomes across the Earth: forest, desert, grassland, **tundra** and aquatic. Within each, there are variations in the visible landscape, and in the plants and animals that survive in a particular climate.

Forests

Forests are diverse ecosystems on Earth, housing approximately 1.5 to 1.7 billion people. They range from hot, wet tropical rainforests to temperate forests and contain a variety of plant and animal life. Over 50 per cent of all known plant and animal species are found in tropical rainforests. Forests are sources of more than 7000 modern medicines, as well as many fruits and nuts. They help regulate the global climate by absorbing and using energy from the Sun rather than reflecting it back into the atmosphere. Forest plants recycle water back into the atmosphere, produce oxygen and store carbon. However, forests face threats from **deforestation**.

SkillBuilder discussion

Communicating

1. Examine **FIGURE 2**. List the various natural elements you can see.
2. With a partner, discuss what role each element has.

FIGURE 2 An image of a forest biome

Deserts

Deserts are places of low rainfall and comprise the arid and semi-arid regions of the world. Generally they are places of temperature extremes — hot by day and cold by night. Most animals that inhabit deserts are nocturnal (active at night), and desert vegetation is sparse. Desert rain often evaporates before it hits the ground, or else it falls in short, heavy bursts. Following periods of heavy rain, deserts teem with life. Not all deserts are hot. Antarctica and the Gobi Desert in central Asia are cold deserts. About 300 million people around the world live in desert regions.

FIGURE 3 An image of a desert biome

Grasslands

Grasslands can be seen as transitional environments between forest and desert. Dominated by grass, they have small, widely spaced trees or no trees at all. The coarseness and height of the grass varies with location. They are mainly inhabited by grazing animals, reptiles and ground-nesting birds, though many other animals can be found in areas with more tree cover. Grasslands have long been prized for livestock grazing, but overgrazing is unsustainable and places grasslands at risk of becoming deserts. More than 1 billion people inhabit the grassland areas of the world.

SkillBuilder discussion

Concluding and decision-making

1. Examine **FIGURE 4**. In which country/continent do you think this photo was taken?
2. Describe the vegetation.
3. What do you think the main diet of the cows is?

FIGURE 4 An image of a grassland biome with cattle grazing

Tundra

Tundra is found in the coldest regions of the world and lies beyond the **treeline**. Around 4 million people live in this biome. The landscape is characterised by grasses, dwarf shrubs, mosses and lichens. The growing season is short. Tundra falls into three distinct categories — Arctic, Antarctic and alpine — but they share the common characteristic of low temperatures. In Arctic regions there is a layer beneath the surface known as permafrost — permanently frozen ground. The tundra biome is the most vulnerable to global warming, because its plants and animals have little tolerance for environmental changes that reduce snow cover.

FIGURE 5 An image of a tundra biome

Aquatic

Water covers about three-quarters of the Earth. Aquatic biomes can be classified as freshwater or marine. Freshwater biomes contain very little salt and are found on land; these include lakes, rivers and wetlands. Marine biomes are the saltwater regions of the Earth and include oceans, coral reefs and estuaries. Marine environments are teeming with plant and animal life and are a major food source. Compounds from marine life have also been used in products such as cosmetics and toothpaste. Elements taken from the roots of mangroves have been used in the development of cancer medications.

FIGURE 6 An image of an aquatic biome

SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 6**. Describe what you see.
2. Do you think this is a marine or freshwater environment? Explain your reasoning.

9.2 SkillBuilder activity CONCLUDING AND DECISION-MAKING

1. **Investigate** one of the Australian biomes and **examine** how plants and animals have adapted to survive in it. **Create** a class collage depicting the way plants and animals have adapted to the Australian environment.
2. **Explore** what this biome is like in another place on Earth. With the aid of a Venn diagram, **compare** the two places.

9.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 7	3, 4, 8, 9	6, 10

REMEMBER AND UNDERSTAND

1. **Identify** which terrestrial biome has the greatest biodiversity.
   - A. Tundra
   - B. Aquatic
   - C. Grassland
   - D. Forest
2. **Select** which of the following are the broad characteristics shared by a type of biome. Choose all that apply.
   - A. Climate
   - B. Longitude
   - C. Life forms
   - D. All of the above
3. **Identify** the five major biomes of the Earth and classify them as either aquatic or terrestrial.
4. Look carefully at **FIGURE 1**. Using geographic terminology and concepts (including reference to latitude), **identify** the location and characteristics of the major biomes.

ANALYSE AND APPLY

5. **Reflect on** what you have learned about forest biomes.
   a. Complete the following sentences.
   Over _____ of all known plant and animal species are found in _____ rainforests. Forests are the source of over _____ modern medicines, and many fruits and nuts originate in this biome.
   b. **Explain** why rainforests are sometimes referred to as the Earth's lungs.
6. Are all biomes equally important? **Reflect on** your answer.
7. **Identify** the important functions performed by the forest biome.
8. **Select** one of the categories of biomes described in this lesson. Suggest how this biome might be changed and used by humans and what impact this change might have on the environment.

EVALUATE AND COMMUNICATE

9. **Predict** what might happen if the permafrost beneath the Arctic surface thawed.
10. 'Deserts are a dry, lifeless plain.' Discuss to what extent do you agree with this statement?

Answers and sample responses for this topic are available online.

LESSON 9.3 How do we characterise biomes?

LEARNING INTENTION

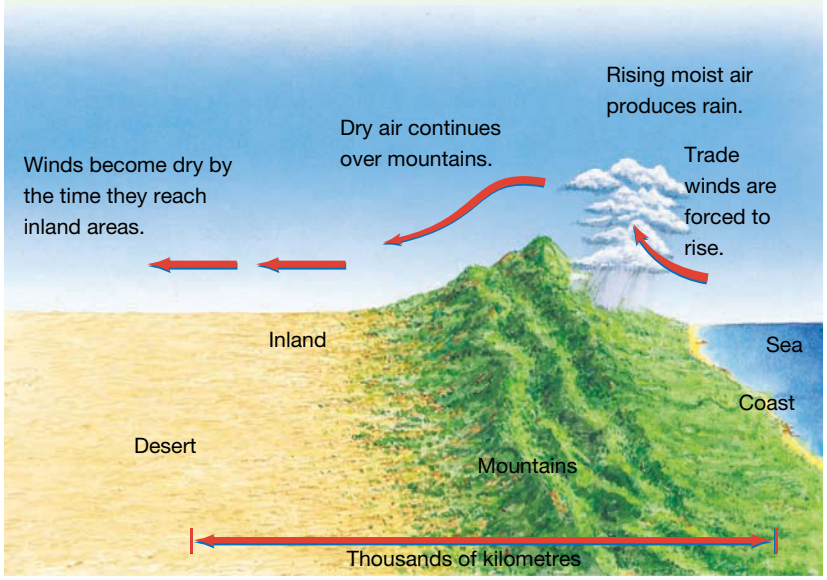
By the end of this lesson you should be able to:

- **identify** and **explain** the factors that influence the development of biomes
- **explain** why biomes vary across the surface of the Earth.

Tune in

Different biomes are located in different places over the Earth's surface. Variations in temperature and rainfall lead to the development of different soil conditions. The interaction between the different biophysical environmental elements can be used to explain all **biodiversity** on the planet.

FIGURE 1 The process of rain shadows forming on the leeward side of mountains.



Refer to **FIGURE 1**.

1. **Describe the seasonal temperature and rainfall variations where you live and comment on how these elements have led to 'your' biome.**
2. **How can topography create variations within biomes? Also consider the impact of the 'rain shadow effect' in your answer. Refer to FIGURE 1 for ideas.**

9.3.1 Climate's influence on biomes

Biomes are controlled by climate. In turn, climate is influenced by factors such as latitude, altitude and distance from the sea, the direction of prevailing winds, and the location of mountain ranges. These play a key role in determining a region's climate and soil, which ultimately influence which plants and animals will inhabit it.

Temperature and rainfall patterns across the Earth determine which plant and animal species can survive in a particular biome. For instance, a polar bear could not survive in the hot climate of a desert or a tropical rainforest. Camels would not survive in the polar regions of the Earth, and fish cannot survive without water. The plants and animals of a region have evolved over time, enabling them to survive the variations in the region's climate conditions. Similarities have been found in the adaptations of plant and animal species in mountain regions and those found near the poles.

Landform

The major geographical influence on climate is the location of mountain ranges (see **FIGURE 1**). Mountain ranges affect the amount of **precipitation** that reaches inland areas, because they pose a barrier to moisture-laden prevailing winds. **Rain shadows** form on the **leeward** side of mountains (opposite to the **windward** side). Deserts often form in rain shadows.

Altitude also plays a significant role in determining the climate. Temperatures fall by 0.65 °C for every 100 metres increase in elevation. This can be illustrated by Mt Kilimanjaro (**FIGURE 2**), which is located on the border of Tanzania and Kenya in Africa, at approximately 3° latitude from the equator. Towering 5895 metres above sea level, Mt Kilimanjaro is the highest mountain in Africa. Depending on the time of the day, the temperature at the base of the mountain ranges from 21 °C to 27 °C. At the summit, temperatures can plummet to –26 °C. As you move from base to summit, variations occur in the landscape as it transitions from rainforest to alpine desert to desert tundra.

SkillBuilder discussion

Concluding and decision-making

1. Mt Kilimanjaro, **FIGURE 2**, has snow on its summit due to its altitude. What is 'altitude'?
2. Do we have a similar scenario in Australia? If yes, where would you find it?

FIGURE 2 Mt Kilimanjaro: its altitude is the reason it has snow on its summit.

Latitude

The Sun's rays are more direct at the equator. With more energy focused on that region, it heats up faster. At the poles, the Sun's rays are spread over a larger area and therefore cannot heat up as effectively. As a result, areas at the poles are much cooler than areas at the equator (see **FIGURE 3**).

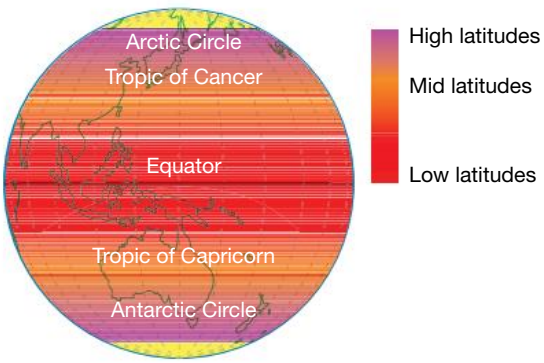
The tilt of the Earth on its axis also has a role to play. When a hemisphere tilts towards the Sun, the Sun's rays hit it more directly. This means that a larger space is in more intense sunlight for longer. The days are longer and warmer, and the hemisphere experiences summer. The reverse is true when a hemisphere tilts away from the Sun in winter. Recent studies including the Milankovich Cycle suggest there are periodic shifts in the Earth's axial tilt which could explain why ice ages occur.

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURE 3**. In which latitudes is Australia situated?
2. In which latitudes do you think it would be most comfortable to live and why?

FIGURE 3 Latitude is a key factor in climate.



Ocean currents and air movement

When cold ocean currents flow close to a warm land mass, a desert is more likely to form. This is because cold ocean currents cool the air above, causing less evaporation and making the air drier. As this air moves over the warm land, it heats up, making it less likely to release any moisture it holds; thus, deserts form. For example, cold ocean currents flow off the coast of Western Australia, while Australia's east-coast Pacific Ocean currents are warmer. As a result, Perth on average receives less rainfall than Sydney.

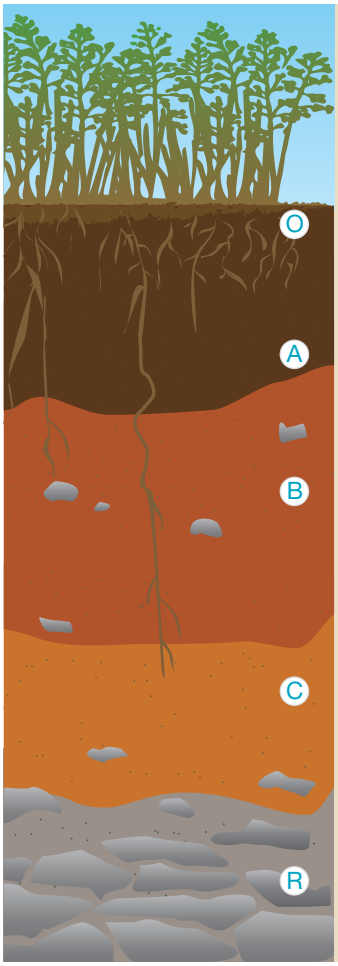
9.3.2 The role of soil in biomes

Soil is important in determining which plants and animals inhabit a particular biome. Soils not only vary around the world but also within regions. The characteristics of soil are determined by:

- temperature
- rainfall
- the rocks and minerals that make up the bedrock, which is the basis of soil development.

The amount of vegetation present also plays an important role in determining the quality of the soil. **FIGURE 4** shows a typical soil profile. The different soil layers are referred to as horizons.

FIGURE 4 A typical soil profile has several distinct layers.



Horizon O (organic matter): A thin layer of decomposing matter, humus, and material that has not started to decompose, such as leaf litter

Horizon A (topsoil): The upper layer of soil, nearest the surface. It is rich in nutrients to support plant growth and usually dark in colour. Most plant roots and soil organisms are found in this horizon, which will also contain some minerals. In areas of high rainfall, such as tropical rainforests, minerals will be leached out of this layer. A constant supply of decomposing organic matter is needed to maintain soil fertility.

Horizon B (subsoil): Plant litter is not present in horizon B; as a result, little humus is present. Nutrients leached from horizon A accumulate in this layer, which will be lighter in colour and contain more minerals than the horizon above.

Horizon C (parent material): Weathered rock that has not broken down far enough to be soil. Nutrients leached from horizon A are also found in this layer. It will have a high mineral content; the type is determined by the underlying bedrock.

Horizon R (bedrock): Underlying layer of partly weathered rock

SkillBuilder discussion

Communicating

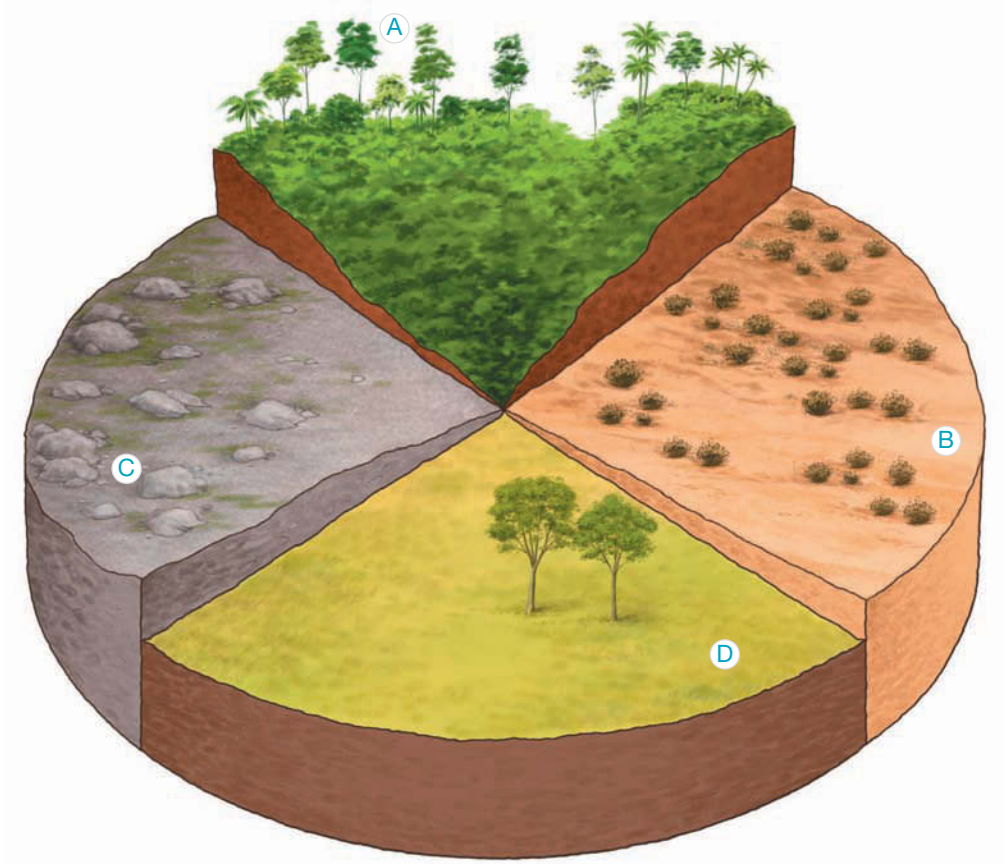
1. In a group study **FIGURE 4**. In which horizon do the plants grow?
2. Discuss what would happen if Horizon O was to be worn away. How might this affect the ecosystem?

Why do soils differ?

Biomes at higher latitudes (farther from the equator) have lower temperatures and seasonally varying amounts of sunlight than those at lower latitudes. Precipitation also varies by location, with lower latitudes generally receiving more rain.

Temperature and precipitation influence soil development. Soil moisture, nutrient content and growing season length are also critical. High temperatures and moisture promote rapid **erosion** of bedrock and faster organic decomposition, enriching the soil. This process supports plant growth, which contributes to ongoing soil enrichment, as shown in **FIGURE 5**.

FIGURE 5 Different biomes have different soil and vegetation characteristics.



A Tropical rainforest
- High temperatures cause weathering, or breakdown, of rocks and organic matter.
- High rainfall leaches nutrients from the soil.
- Soil is often reddish because of high iron levels.
- **Organic matter** is often a shallow layer on the surface. Nutrients are constantly recycled, allowing the rainforest to flourish.
- Soil fertility is rapidly lost if trees are removed, as the supply of organic material is no longer present.

B Desert
- Limited vegetation means a limited supply of organic material for soil development.
- High temperatures rapidly break down any organic material.
- Soils are pale in colour rather than dark.
- Lack of rainfall limits plant growth.
- Lack of vegetation makes surface soil unstable and easily blown away.
- Soil does not have time to develop and mature.

C Temperate
- Generally brown in colour, soils have distinctive horizons and are generally about a metre deep.
- Soils are ideal for agriculture; they are not subjected to the extremes of climate found in high and low latitudes.
- Moderate climate; temperature and rainfall are sufficient for plant growth.
- Dominated by temperate grasslands and deciduous forests.

D Tundra
- Soil is shallow and poorly developed.
- Some layers are frozen for long periods.
- Subsoil may be permanently frozen.
- Soil is covered by ice and snow for most of the year.
- Growing season may be limited to a few weeks.
- Soil may contain large amounts of organic material but extreme cold means it breaks down very slowly.
- Trees are absent; mosses and stunted grasses dominate.

9.3 SkillBuilder activity CONCLUDING AND DECISION-MAKING

Use an atlas, either online or physical, to locate Rwanda in central Africa.

1. **Discuss** the type of biome would you expect to find in Rwanda? **Justify** your answer.
2. What do you think the soil would be like in Rwanda? Use the internet to test your theory.

9.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	4, 5, 8	6, 7, 10

REMEMBER AND UNDERSTAND

1. Which of the following statements is correct about the development of biomes?
   - A. Soil and wind are the only factors that influence biomes.
   - B. Water and heat are the major influences on the development of biomes.
   - C. Biomes are only influenced by human activity.
   - D. Latitude and altitude have no impact on biome development.
2. The difference between the windward and leeward sides of a mountain range is
   - A. windward is always to the west.
   - B. leeward is close to the sea.
   - C. windward faces the direction of the wind and leeward is on the opposite side of a mountain.
3. **Explain** how temperature and rainfall can influence the development of soil across different biomes.
4. **Describe** the different characteristics of soils in the tropical rainforest, tundra, desert and temperate biomes.
5. **Describe** the role played by soil organisms in maintaining soil quality and fertility.

ANALYSE AND APPLY

6. **Consider** why you would expect to find soil variations within biomes. **Reflect** on your answer.
7. **Predict** the changes that might occur if earthworms or micro-organisms within the soil were no longer present.
8. **Consider** what type of climate and biomes you would expect to find at the equator. Why?

EVALUATE AND CREATE

9. **Discuss** the climate and landscape on Mt Kilimanjaro. Why is there so much variation?
10. **Investigate** some of the factors that create variations in biomes.

Answers and sample responses for this topic are available online.

LESSON 9.4 What are Australia's major biomes?

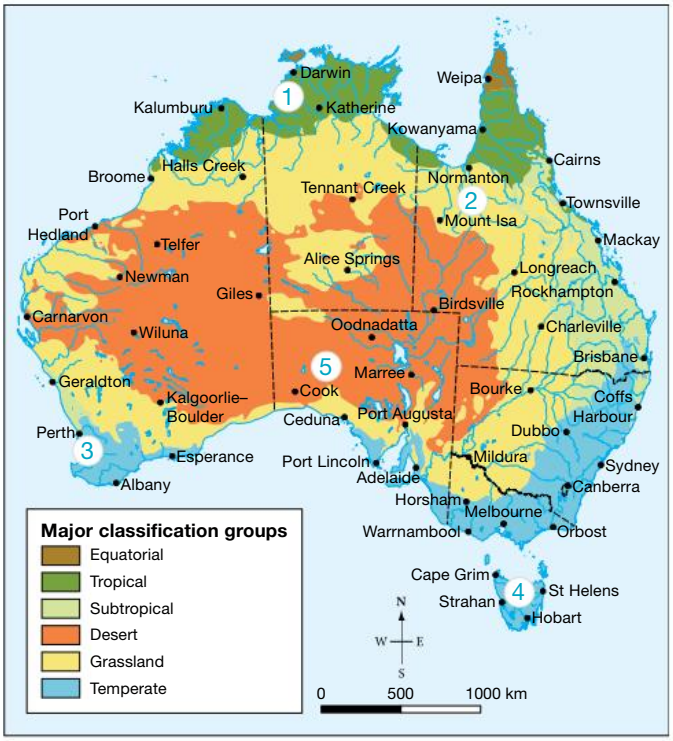
LEARNING INTENTION

By the end of this lesson you should be able to **explain** why Australia has such a diverse range of biomes.

Tune in

Australia as a landmass has a significant range of contrasting biomes.

FIGURE 1 Climate classification of Australia



Source: Data copyright Commonwealth of Australia, 2013 Bureau of Meteorology. Map drawn by Spatial Vision.

Refer to **FIGURE 1**.

1. **Which is the largest biome on the map in terms of area?**
2. **Locate on the map which biome you live in and give its name.**

9.4.1 Factors shaping Australian biomes

Australia is a land of contrasts. Its mountain ranges and river systems are small by world standards. In the north there are tropical rainforests and savanna grasslands. In the centre there is a wide expanse of desert that is second in area only to the Sahara Desert in Africa. In the south, temperate forests and grasslands dominate. Australia also has vast wetlands and coastal ecosystems.

Before European colonisation, the Australian landscape was shaped largely by natural processes and traditional practices. With European occupation came large-scale land clearing, **irrigation** of the land through water diversion from rivers and the draining of wetlands. New plant and animal species were introduced to the landscape. However, despite the large-scale changes made since European occupation, Australia's major biomes are still clearly evident.

Wetlands and rivers

In tropical northern Australia, wetlands have been inhabited by Aboriginal and Torres Strait Islander Peoples since the beginning of The Dreaming (more than 50 000 years). These areas provided them with food and water, and they use wetland plants such as river reeds and lily leaves to make fishing traps. Today, wetlands are still important habitats for native and migratory birds. In many parts of Australia, they are under threat, because water is diverted from rivers to produce food crops and cotton.

SkillBuilder discussion

Concluding and decision-making

1. On a map of Australia locate Kakadu National Park.
2. What current land uses occur in Kakadu National Park?
3. Looking at **FIGURE 2**, what visible signs of wildlife can you see?

FIGURE 2 This billabong in Kakadu National Park is part of an extensive wetland system.

Savanna (grasslands)

Grassland, pampas, savanna, chaparral, cerrado, prairie, rangeland and steppe describe flat landscapes dominated by grass, with few or no trees. These biomes exist where rainfall is between 250 mm and 900 mm per year — enough for grass but not forests. Grasslands can be found in temperate and tropical regions, with distinct wet and dry seasons in the tropics and hot summers and cool winters in temperate areas.

These environments are fragile and can quickly become deserts without proper management. Regular burning helps seeds germinate and prevents tree dominance. Grasslands provide essential habitats for native species. Aboriginal and Torres Strait Islander Peoples historically hunted using controlled burns, but since European settlement, grasslands have primarily been used for grazing, reducing access to native wildlife.

FIGURE 3 Savanna biomes are typically dominated by grasses and scattered trees.

Seagrass meadows

Seagrasses are submerged flowering plants that form colonies off long, sandy ocean beaches, creating dense areas that resemble meadows. Of the 60 known species of seagrass, at least half are found in Australia's tropical and temperate waters. Western Australia is home to some of the largest seagrass meadows, including the Wooramel seagrass bank in the Shark Bay World Heritage area, the largest seagrass bank in the world. Seagrasses provide important habitats for a wide variety of marine creatures, including rock lobsters, dugongs and sea turtles. They also absorb nutrients from coastal run-off, slow water flow, help stabilise sediment and keep water clear.

SkillBuilder discussion

Communicating

1. On a map of Australia locate Shark Bay World Heritage area.
2. **FIGURE 4** shows a sea turtle in a seagrass meadow. In a group, discuss possible effects if seagrass meadows declined.
3. What current uses occur in the Shark Bay World Heritage area?

FIGURE 4 Seagrass meadows provide food, shelter and breeding grounds for marine life.

Old-growth forests

An old-growth forest is one in its oldest growth stage. It is multi-layered, and the trees are of mixed ages. Generally, there are few signs of human disturbance. These forests are biologically diverse, often home to rare or endangered species, and show signs of natural regeneration and decomposition. The trees within some old-growth forests have been felled for their timber and to create paper products. **Logging** can reduce biodiversity, affecting not only the forest itself but also the indigenous plant and animal species that rely on the old-growth habitat. It is estimated that **clear-felling** of Tasmania's old-growth forests would release as much as 650 tonnes of carbon per hectare into the atmosphere.

FIGURE 5 Different layers of vegetation can be seen in old-growth forests.

Deserts

Australian deserts are places of temperature extremes. During the day, temperatures sometimes exceed 50 °C, but at night this can drop to freezing. Some, such as the Simpson Desert and the Great Sandy Desert, are dominated by sand. The Nullarbor Plain and Barkly Tableland are mainly smooth and flat, while the Gibson Desert and Sturt Stony Desert contain low, rocky hills. In some areas, the landscape is dominated by spinifex and acacia shrubs.

SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 6**. What are your first impressions of what you see?
2. What might cause the ripples in the sand?
3. What time of day do you think this photo was taken?

FIGURE 6 Vegetation in desert biomes has specific adaptations that enable it to survive.

9.4 SkillBuilder activity **COMMUNICATING**

Select one of the climate zones shown in **FIGURE 1** and **investigate** the biomes found within it. Prepare a report on the importance of one of these biomes and **discuss** how it has changed over time. What do you think should be done to protect it?

9.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 8	3, 4, 6, 10	7, 9

REMEMBER AND UNDERSTAND

1. Complete the following sentence:
   Biodiversity refers to the _____ of flora and _____ in an area. It is an _____component of ensuring a _____ environment and maintaining the _____ of ecosystems.
2. **Identify** the eight types of biomes you would expect to find in Australia.
   - A. Old-growth forests
   - B. Seagrass meadows
   - C. Savanna
   - D. Wetlands and rivers
   - E. Prairie
   - F. Tropical rainforests
   - G. Coral reefs
   - H. Mountains
   - I. Steppe
   - J. Desert

3. Most of Australia's native grasslands have disappeared due to the introduction of European plants. True or false?
4. With the aid of a flow diagram, **explain** how the Australian environment changed when European occupiers arrived. Include the following: natural processes, wetland draining, land clearing, introduced species, irrigation.
5. **Explain** why Australia has such a wide variety of biomes.

ANALYSE AND APPLY

6. **Identify** three environmental impacts of clear-felling Australia's old-growth forests.
   - A. Creation of new habitats
   - B. Large amounts of carbon released into the atmosphere
   - C. Forests replaced by plantation timber
   - D. Reduction in biodiversity
   - E. Increased sediment in waterways
7. Analyse what the impact of draining wetlands on native and migratory birds would be.

EVALUATE AND COMMUNICATE

8. **Predict** what might happen if Australia's old-growth forests were logged.
9. **Propose** why burning is an essential element in maintaining the grassland biome.
10. **Justify** why seagrass meadows are often referred to as 'the forests of the sea'.

Answers and sample responses for this topic are available online.

LESSON 9.5 What is the importance of biomes to humans?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the characteristics, potential to produce food, and importance of at least one biome.

Tune in

Humans have created their own biomes by selectively planting cereal crops and developing grassland to feed grazing animals for food production.

Refer to **FIGURE 1**.

The grassland shown in **FIGURE 1** is typical of rolling country suited to grazing animals. The image indicates that the land has been cleared of trees with some evidence of what would have been the natural biome for the area.

1. **Why would a farmer retain some trees on grazing land?**
2. **Why would this property be unsuited to growing cereal crops such as wheat?**

FIGURE 1 Human-induced grasslands used for grazing farm animals.

9.5.1 Grasslands

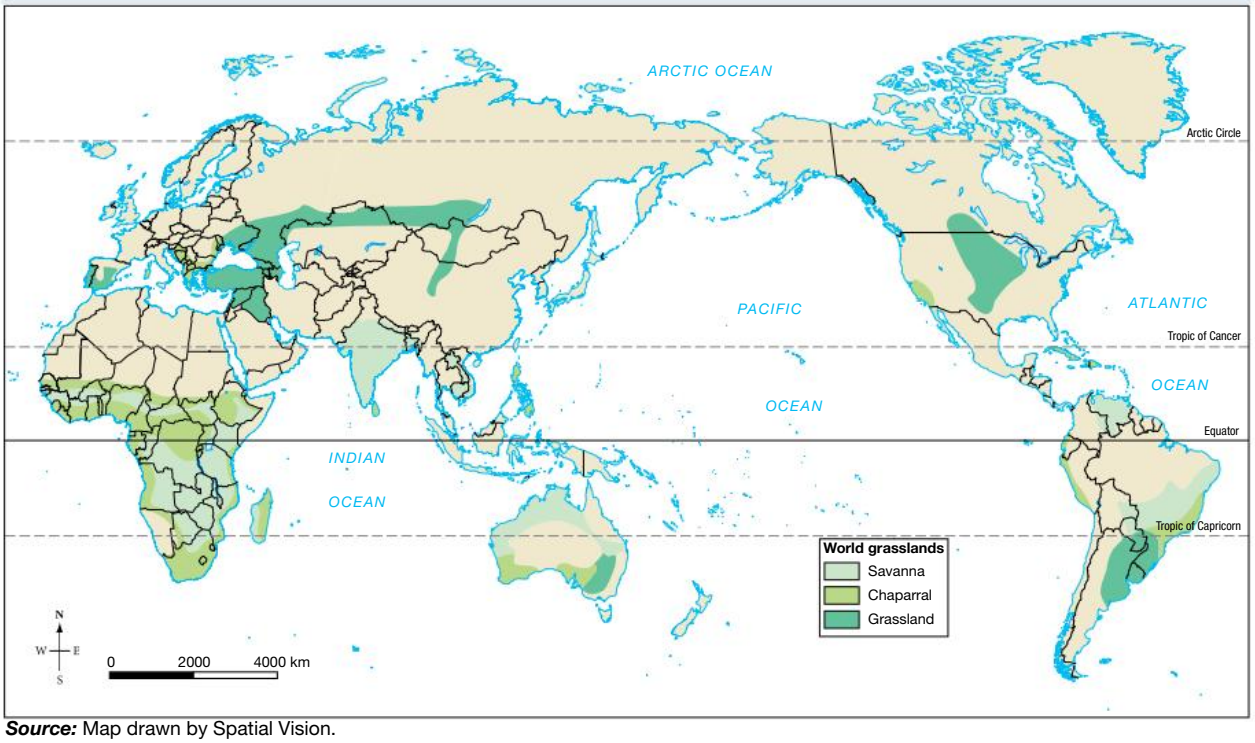
Grasslands can occur naturally or as a result of human activity. The presence of large numbers of grazing animals and frequent fires prevent the growth of tree seedlings and promote the spread of grasses. Unlike other plant species, grasses can continue to grow even when they are continually grazed by animals because their growth points are low and close to the soil. Because grasses are fast-growing, they can support a high density of grazing animals, and they regenerate quickly after fire.

FIGURE 2 Wheat production in Australia is valued at over $13 billion each year.

Some grasses can be up to 2 metres in height, with roots extending down to 1 metre below the soil. The biome depends on annual regeneration of its grasses, so it is almost impossible to re-establish a grassland ecosystem once desert has taken over.

Grasslands are the most useful biome for agriculture because the soils are generally deep and fertile. Almost 1 billion people depend on grasslands for their livelihood or as a food source. Grasslands are ideally suited for growing crops or creating pasture for grazing animals. The prairies of North America, for example, are one of the richest agricultural regions on Earth.

FIGURE 3 Grasslands occupy about a quarter of the Earth's land surface.



Source: Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 3**. Between which latitudes do the grasslands occur?
2. In Australia, where are the grasslands found?
3. Why do you think there are no grasslands above the Arctic Circle?

In more recent times, grasslands have been used for livestock grazing and are increasingly under pressure from **urbanisation**. Grasslands have also become popular tourist destinations, with people flocking to them to see majestic herds such as wildebeest, caribou and zebra, as well as the migratory birds that periodically inhabit these environments.

All the major food grains — corn, wheat, oats, barley, millet, rye and sorghum — have their origins in the grassland biome. Wild varieties of these grains are used to help keep cultivated strains disease free. Many native grass species have been used to treat diseases including HIV and cancer. Others have proven to have properties useful for treating headaches and toothache.

SkillBuilder discussion

Communicating

Less than one per cent of Australia's native grasslands remains. Why is this significant loss less noticed than the decline of rainforests and coral reefs? How would different groups value grasslands?

a. Graziers (sheep and cattle farmers)
b. City dwellers
c. Environmentalists
d. International tourists
e. Traditional owners

FIGURE 4 Grasslands can support a high density of grazing animals. In Australia, this includes fine wool production.

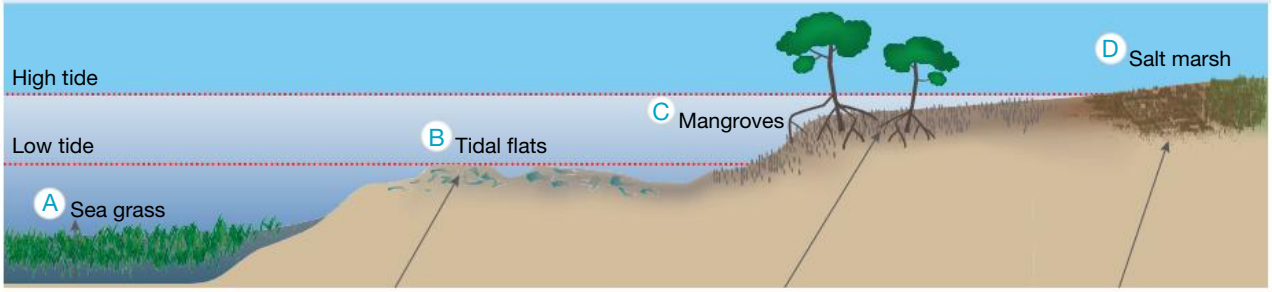
Grasslands provide various plant fibres for clothing, with cotton being the most common. Harvested from cottonseed, it is turned into yarn for garments. Flax and hemp, sourced from plant stalks, are sturdier than cotton; hemp is notably absorbent and UV-blocking.

Historically, grasslands covered 42 per cent of the Earth's surface, but now occupies only about 25 per cent. In Australia, less than one per cent of native grasslands remain, making them highly threatened. Since European settlement, much native grassland has been cleared or altered for farming and development, including planting introduced grasses for livestock grazing.

9.5.2 Coastal wetlands

Wetlands are biomes where the ground is saturated, either permanently or seasonally. They are found on every continent except Antarctica. Wetlands include areas that are commonly referred to as marshes, swamps and bogs. In coastal areas they are often tidal and are flooded for part of the day. In the past, they were often considered a 'waste of space', and in developed nations they were sometimes drained for agriculture or the spread of urban settlements.

FIGURE 5 Cross-section of a wetland



A Seagrass meadows:
- are covered by water all the time
- bind the mud and provide shelter for young fish
- produce organic matter, which is consumed by marine creatures.

B Tidal flats:
- are covered by tides most of the time
- are exposed for short periods of the day (low tide)
- are formed by silt and sand that has been deposited by tides and rivers
- provide a feeding area for birds and fish.

C Mangroves:
- have **pneumatophores** that trap sediment and pollutants from the land and sea
- change shallow water into swampland
- store water and release it slowly into the ecosystem
- have leaves that decompose and provide a food source for marine life
- provide shelter, breeding grounds and a nursery for marine creatures and birds.

D Salt marshes:
- are covered by water several times per year
- provide decomposing plant matter — an additional food source for marine life
- have high concentrations of salt.

Wetlands are a highly productive biome. They provide important habitats and breeding grounds for a variety of marine and freshwater species. In fact, a wide variety of aquatic species that we eat, such as fish, begin their life cycle in the sheltered waters of wetlands. They are also important nesting places for a large number of migratory birds.

Wetlands are a natural filtering system and help purify water and filter out pollutants before they reach the coast. In addition, they help regulate river flow and stabilise the shoreline. **FIGURE 5** shows a cross-section through a mangrove wetland.

FIGURE 6 Pneumatophores — the exposed root system of mangroves

FIGURE 7 The Ord River Delta in Western Australia, with mangroves lining the water channels.

SkillBuilder discussion

Concluding and decision-making

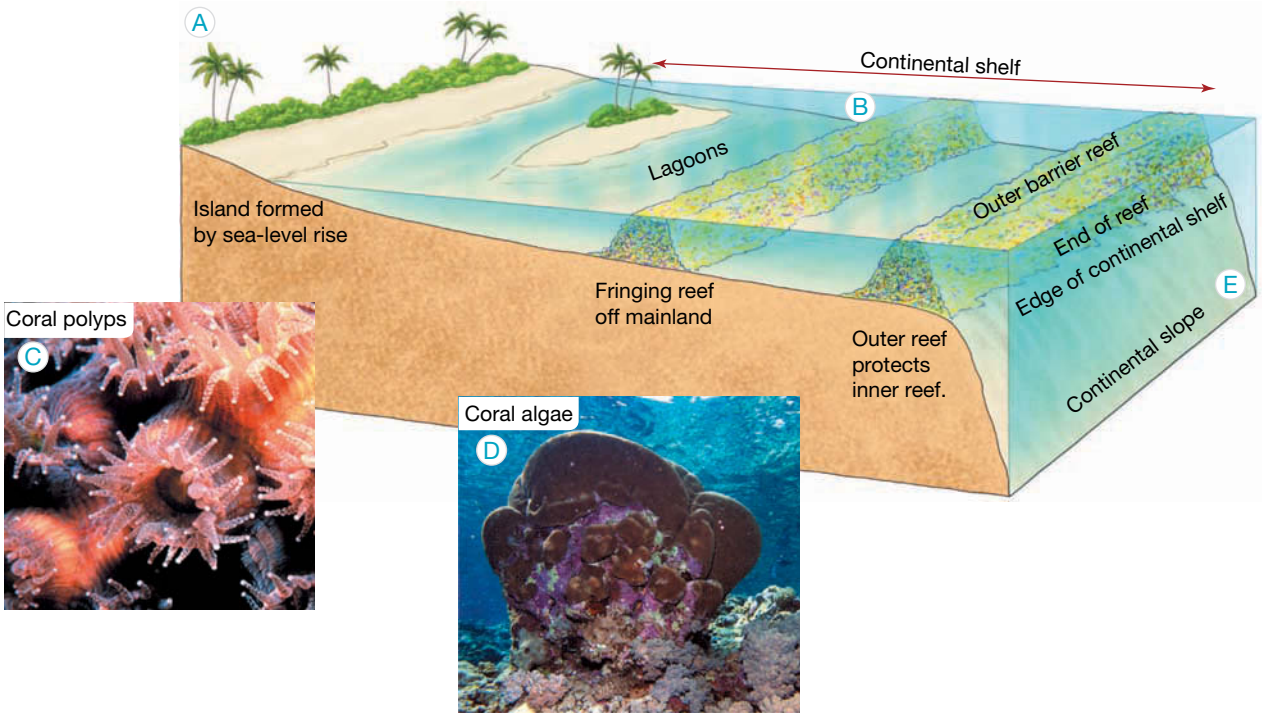
1. On a map of Australia locate the Ord River.
2. **FIGURE 7** shows the mangroves lining the river channels. How do the pneumatophores, the exposed root system of mangroves, help them survive?
3. What is the land use around the Ord River?

9.5.3 Coral reefs

Coral reefs are found in spaces around tropical and subtropical shores. They require specific temperatures and sea conditions and an area free from sediment. Coral reefs are built by tiny animals called coral polyps by secreting calcium carbonate underneath their body to create the hard coral structures seen in a coral reef. A reef is a layer of living coral growing on the remains of millions of layers of dead coral. There are inner and outer reefs as well as coral cays (small islands of coral) and coral atolls. Coral reefs are one of the oldest and most diverse ecosystems on Earth and one of the most vulnerable to human activity.

FIGURE 8 outlines the anatomy of a coral reef, and provides a close-up image of some of the millions of coral polyps that combine to form a reef. **FIGURE 9** shows how different reefs are formed over time.

FIGURE 8 Anatomy of a coral reef



A Continental island and fringing reef

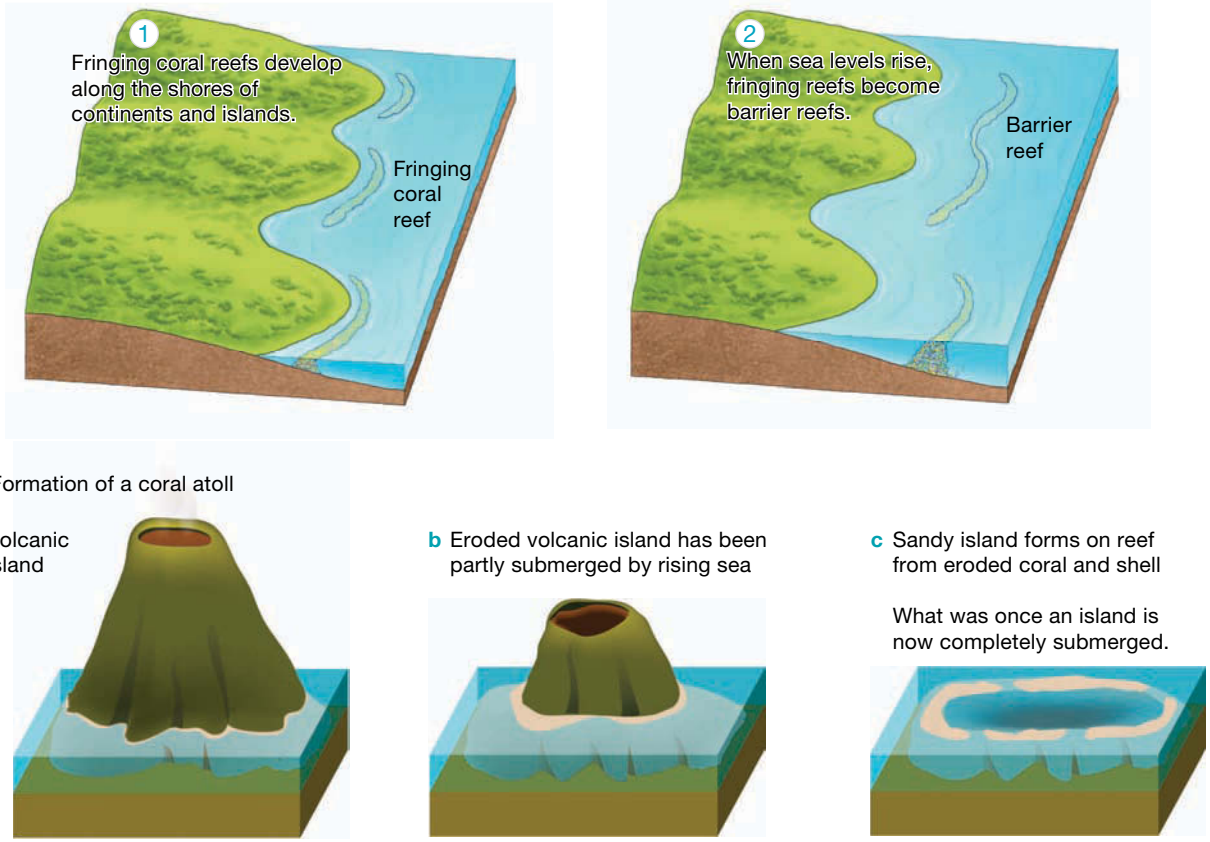
B
- Corals form in warm shallow saltwater where the temperature is between 18 °C and 26 °C.
- Water must be clear, with abundant sunlight and gentle wave action to provide oxygen and distribute nutrients.

C Coral polyps have soft, hollow bodies shaped like a sac with tentacles around the opening. They cover themselves in a limestone skeleton and divide and form new polyps.

D Producers such as algae give coral its colour and provide a food source for marine life such as fish. Coral reefs support at least one-third of all marine species. They are the marine equivalent of the tropical rainforest.

E Beyond the continental shelf, the water is too deep and cold for coral. Sunlight cannot penetrate to allow coral growth.

FIGURE 9 The formation of fringing reefs, barrier reefs and coral atolls



Today, about 500 million people rely on reef systems, either for their livelihood, as a source of food or as a means of protecting their homes along the coastline. (Coral reefs help break up wave action, so waves have less energy when they reach the shoreline, thus reducing coastal erosion.) It is estimated that coral reefs contribute between US$28.8 billion and US$375 billion to the global economy each year.

Reefs are important to both the fishing and tourism industries. Approximately 2 million people visit Australia's Great Barrier Reef Marine Park each year, generating more than A$2 billion for the local economy. Nearly one-third of all tourists who visit Australia visit the Great Barrier Reef. Ningaloo Reef does not attract quite as many tourists, but it is one of the world's longest fringing reefs — and one of the easiest to access as it is so close to shore. Tourist numbers to the area have been increasing by around 10 per cent each year.

Coral reefs have been found to contain compounds vital to the development of new medicines:

- Painkillers have been developed from the venom of cone shells.
- Some cancer treatments come from algae.
- Treatments for cardiovascular disease and HIV include compounds that were originally found in coral reefs.

Threats to coral reefs

Reefs face a variety of threats:

- Urban development requires land clearing and wetland drainage, which increases erosion. Sediment washed into water prevents sunlight penetrating the water.
- Contamination by fossil fuels, chemical waste and agricultural fertilisers pollutes the sea.
- Tourism damages coral through boats dropping anchor, or tourists taking coral or walking on it.
- Global warming increases water temperature, which bleaches the coral, turning it white and destroying the reef system.

- Predators, such as the crown of thorns starfish, prey on coral polyps, which affects the whole ecosystem.
- Ocean acidification changes the pH of the water leading to a hostile environment.

9.5 SkillBuilder activity COMMUNICATING

Grasslands are located on six of the Earth's seven continents. **Investigate** one of the grassland biomes. Using ICT, **create** a presentation on your chosen biome that covers the following:

a. the characteristics of the environment, including climate and the types of grasses that dominate this place
b. the animals that are commonly found there
c. how the environment is used and changed for the production of food, fibre and wood products
d. threats to this particular grassland, including the scale of these threats
e. what is being done to manage this grassland environment in a sustainable manner.

9.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 8, 10	2, 5, 6, 12	7, 9, 11

REMEMBER AND UNDERSTAND

1. Mangroves are adapted to survive in their wetland environment. A wetland is:
   A. a biome that is permanently covered with water.
   B. a biome that is covered with water in the morning.
   C. a biome where the ground is saturated either permanently or seasonally.
   D. a biome that only exists in winter and spring.
2. **Select** all of the statements that are true.
   A. Fringing reefs develop close to the shoreline, whereas barrier reefs develop further from the shore.
   B. Barrier reefs develop close to the shoreline, whereas fringing reefs develop further from the shore.
   C. Barrier reefs are sometimes referred to as outer reefs and provide protection for inner (fringing) reefs.
   D. Barrier reefs are often separated from the shore by shallow water.
3. **Explain** why Australian grasslands are under threat.
4. **Explain** what a grassland is.
5. **Explain** why mangroves are able to survive in wetlands.

ANALYSE AND APPLY

6. **Describe** the global distribution of grasslands. (Use **FIGURE 3** to help you.) Include at least three observations in your descriptions:
   - one about how much of the Earth is grassland
   - one about where the grasslands are located
   - one about the kind of climate where you would find grasslands.
7. **Identify** and **describe** three major threats to coral reefs and **explain** whether each threat is likely to increase or decrease with global warming.
8. In some places, attempts are being made to re-establish native grasses. **Identify** why it is important to re-establish native grasslands.
9. Wetlands have been described as a natural purification system. **Identify** which part of the wetland environment would perform this function. **State** reasons for your answer.

EVALUATE AND COMMUNICATE

10. Wetlands were once described as ‘a waste of space’. Do you think this is an accurate description? **Justify** your answer.
11. Coral reefs are highly susceptible to climate change.
    a. **Discuss** what you understand by the term ‘climate change’.
    b. **Discuss** how the coral reef environment would change if sea temperatures were to rise by 2 °C.
12. **Propose** five key threats to coral reefs.

Answers and sample responses for this topic are available online.

LESSON 9.6 What are the major staple foods of the world?

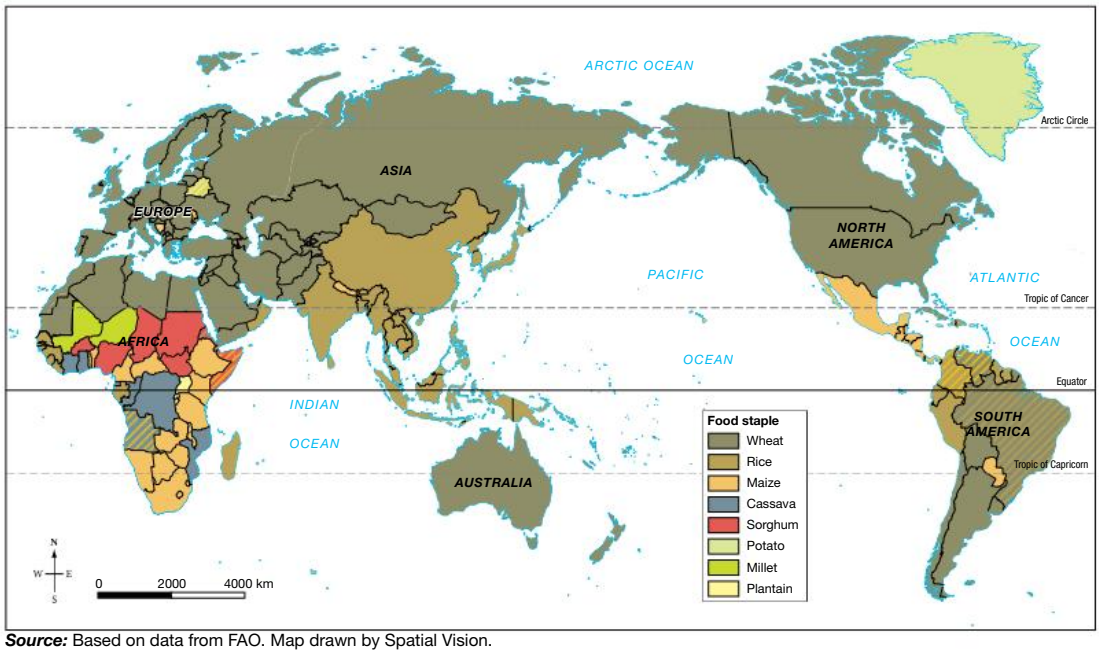
LEARNING INTENTION

By the end of this lesson you should be able to **identify** the major staple foods throughout the world, and how environments are modified to improve food production.

Tune in

Cereal crops are a vital source of food for over half of the world’s population.

FIGURE 1 Staple foods around the world



Source: Based on data from FAO. Map drawn by Spatial Vision.

Refer to **FIGURE 1**.

1. **Why would there be such a variety of food staples over the African continent?**
2. **The map maker for FIGURE 1 decided to show all of Australia as a wheat-producing area. Can you suggest why this approach was taken considering that Australia also produces other staple crops?**

9.6.1 The major food staples

Global food production, especially of staple foods, has a significant impact on the world's biomes. Staple foods are those that are eaten regularly and in such quantities that they constitute a dominant portion of a diet. They form part of the normal, everyday meals of the people living in a particular place or country. Staple foods vary from place to place but are typically inexpensive or readily available. The staple food of an area is normally interconnected to the climate of that area and the type of land.

Most staple foods are cereals, such as wheat, barley, rye, oats, maize (corn) and rice; or root vegetables, such as potatoes, yams, taro and cassava. Rice, maize and wheat provide 60 per cent of the world's food energy intake; 4 billion people rely on them as their staple food.

Other staple foods include legumes, such as soybeans and sago; fruits, such as breadfruit and plantains (a type of banana); and fish.

SkillBuilder discussion

Communicating

1. In groups, study **FIGURE 2**. Make a list of all the products shown.
2. Make a list of all the wheat products a person might consume.
3. Discuss your list with other groups in your class.

FIGURE 2 Wheat is used in a wide variety of foods such as breads, biscuits, cakes, breakfast cereals and pasta.

9.6.2 Wheat, maize and fish

Wheat

Wheat is a cereal grain that is cultivated across the world. In 2024, the total world production of wheat reached approximately 780 million tonnes, making it the second most produced cereal after maize (1.2 billion tonnes) and above rice (520 million tonnes). World trade in wheat is greater than for all other crops combined.

Wheat was one of the first crops to be easily cultivated on a large scale, with the added advantage of yielding a harvest that could be stored for a long time. Wheat covers more land area than any other commercial crop and is the most important staple food for humans.

FIGURE 3 Corn cobs drying outside in Serbia

Maize

Maize, or corn, was commonly grown throughout the Americas in the late fifteenth and early sixteenth centuries. Explorers and traders carried maize back to Europe and introduced it to other countries. It then spread to the rest of the world, thanks to its ability to grow in different environments. Sugar-rich varieties called sweet corn are usually grown for human consumption,

while field corn varieties are used for animal feed and **biofuel**. Maize is the most widely grown grain crop in the Americas, covering 70–100 million acres of farmland in the United States alone, which accounts for nearly 40 per cent of all maize grown in the world.

TABLE 1 Top five maize producers, 2024

Rank	Country	Production of maize in 2024 (Metric tonnes approx.)
1	United States of America	390 000 000
2	China, mainland	288 800 000
3	Brazil	129 000 000
4	Argentina	56 860 704
5	Ukraine	35 880 050

Source: Food and Agriculture Organization of the United Nations. FAOSTAT. [Top 10 World's Biggest Maize-Producing countries, The Science Agriculture].

Fish

Fish is a staple food in many societies. The oceans provide an irreplaceable, renewable source of food and nutrition essential to good health. In general, people in developing countries, especially those in coastal areas, are much more dependent on fish as a staple food than those in the developed world. About 3 billion people rely on fish as their primary source of animal protein.

FIGURE 4 A fish haul in Bali, Indonesia

9.6.3 Challenges to feeding the global population

At the beginning of the twentieth century, the world population was less than 2 billion people. The current world population is more than 7.9 billion. Earth's population is projected to rise to 9 billion people by 2050, and we all need food. What can we do to ensure there is enough for everyone?

There is currently about 16.6 square kilometres of **arable** land **per capita** in East and South Asia. With population growth, and almost no additional land available for agricultural expansion, arable land per capita will continue to decline.

9.6.4 Food production increases

Agricultural yields vary widely around the world depending on climate, management practices and the types of crops grown. Globally, 15 million square kilometres of land is used for growing crops — altogether, that's about the size of South America. Approximately 32 million square kilometres of land around the world is used for pasture — an area about the size of Africa. Across the Earth, most land that is suitable for agriculture is already used for that purpose and, in the past 50 years, we have increased our food production.

According to the UN Food and Agriculture Organization (FAO), the three main factors that have affected recent increases in world crop food production are:

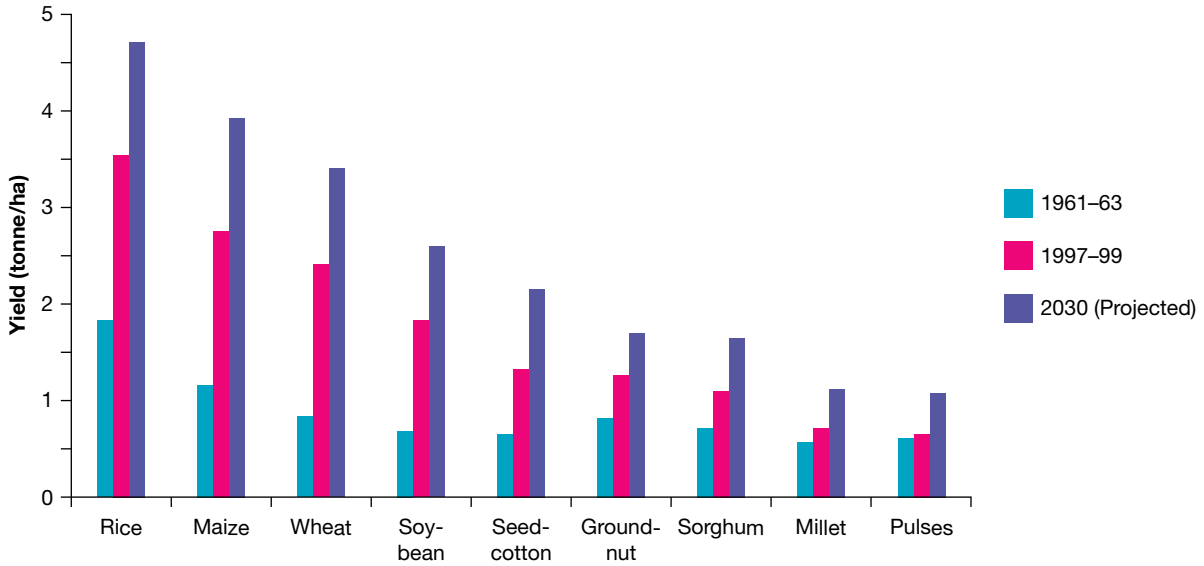
- increased cropland and rangeland area
- increased yield per unit area
- greater cropping intensity.

FAO projections suggest that cereal demand will increase by almost 50 per cent by 2050. This can either be obtained by increasing yields, expanding cropland through conversion of natural habitats, or growing

crops more efficiently. **FIGURE 5** shows the growth in crop yields in developing countries from 1961 to the growth that is predicted for 2030. Rice, maize and wheat have had significant increases in yield.

Agricultural **innovations** have also changed and increased global food production. They have boosted crop yields through advanced seed genetics, agronomic practices (scientific production of food plants) and product innovations that help farmers maximise productivity and quality. In this way, the nutritional content of crops can be increased.

FIGURE 5 Crop yields in developing countries, 1961–2030



Source: Food and Agriculture Organization of the United Nations, 2002, World agriculture towards 2015/2030 — Summary report, https://www.fao.org/global-perspectives-studies/resources/detail/en/c/411230/. Reproduced with permission.

SkillBuilder discussion

Communicating

1. Study **FIGURE 5**. In a group, discuss the trend in crop yields in developing countries.
2. What do you understand by the terms 'pulses', 'sorghum' and 'seed-cotton'.
3. Why do you think rice has the largest yield?

9.6.5 Increasing our food production

In the past, growth in food production resulted mainly from increased crop yields per unit of land and to a lesser extent from expansion of cropland. From the early 1960s until 2014, total world cropland increased by only around 10 per cent, but total agricultural production grew by 60 per cent. Increases in yields of crops, such as sweet potatoes and cereals, were brought about by a combination of:

- increased agricultural inputs
- more intensive use of land
- the spread of improved crop varieties.

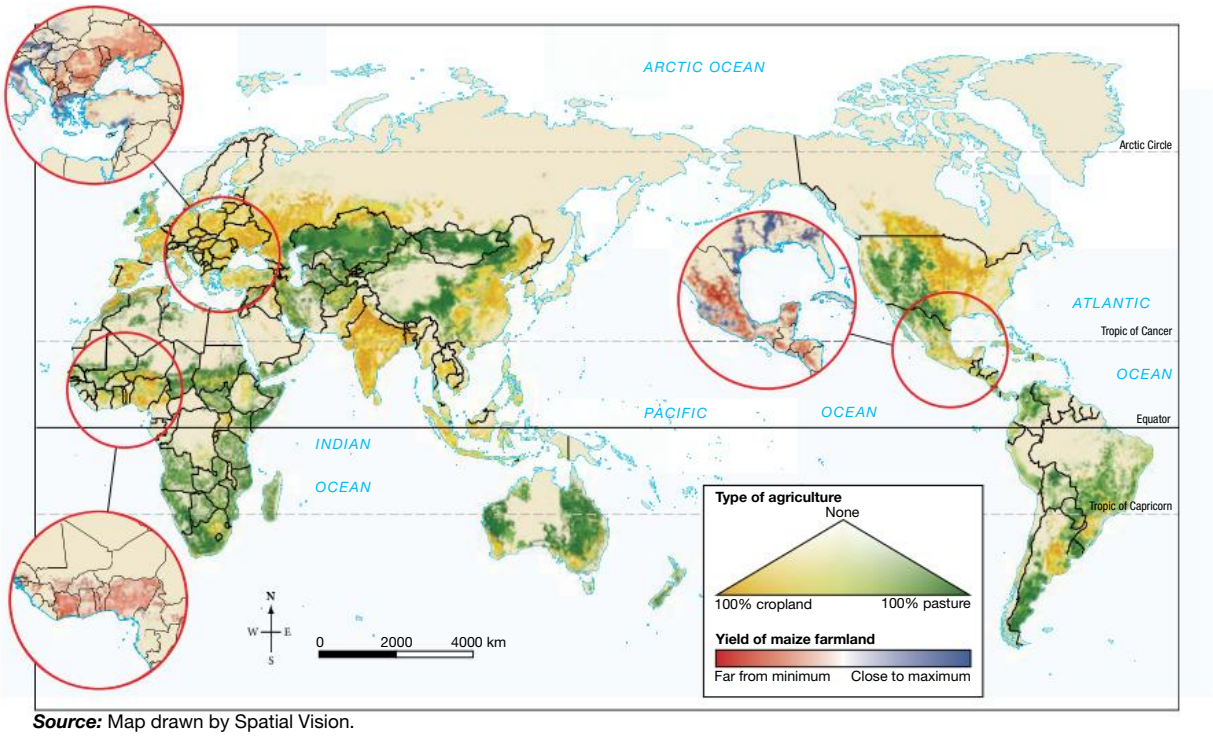
In some places, such as parts of Africa and South-East Asia, increases in fisheries (areas where boats are used to catch fish) and expansion of cropland areas were the main reasons for the increase in food supply. In addition, cattle herds became larger. In many regions — such as in the savanna grasslands of Africa, the Andes and the mountains of Central Asia — livestock is a primary factor in food security today.

Since the 1960s, agriculture has been more productive, with world per capita agricultural production increasing by 25 per cent in response to a doubling of the world population.

It is possible to get even more food out of the land we are already using. For example, **FIGURE 6** shows the places where maize yields could increase and become more **sustainable** by improving nutrient and water management, seed types and markets.

It also shows that crops occupy half the available agricultural land space. Almost all future population growth will occur in the developing world. This increased population, combined with higher standards of living in developing countries, will create enormous strains on land, water, energy and other natural resources.

FIGURE 6 World distribution of cropland, pasture and maize. More maize could be grown if improvements were made to seeds, irrigation, fertiliser and markets.



Source: Map drawn by Spatial Vision.

9.6.6 The impact of the Green Revolution

The Green Revolution, which began with new **hybrids** of rice and wheat, led to increased yields. Green revolutions have occurred in the United States, Europe and Australia (1950s–1960s) and New Zealand, Mexico and many Asian countries (late 1960s–1980s). This revolution boosted cereal crop output, especially in developing countries, where high-yield varieties were widely adopted.

By 2024, cereal harvests had tripled while the population doubled. Advances in irrigation, fertiliser use, precision agriculture and sustainable farming have further increased productivity by integrating technologies like drone monitoring, AI analytics and genetically edited crops to ensure ecological health alongside agricultural growth.

FIGURE 7 Applying fertiliser to crops in the Punjab, India

9.6 SkillBuilder activity CONCLUDING AND DECISION-MAKING

Research the background of the Green Revolution — why it occurred, the key places involved and the changes that resulted. **Create** a dot-point summary of your findings. For help with notetaking efficiency, go to 13.5 SkillBuilder: Using and referencing quotes, or 13.4 SkillBuilder: Using Cornell Notetaking.

9.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4, 7, 9	1, 3, 5, 10	6, 8, 11, 12

REMEMBER AND UNDERSTAND

1. **Select** the main staple foods of the world for the places (continents) they are grown. (Note some areas may have more than one staple to include.)

Region	Staples
Asia	Maize
Europe	Wheat
North America	Rice
Sub-Saharan Africa	Millet
Central America	Sorghum

2. From the following reasons, **select** why plants, rather than animals, typically dominate as the major staple foods of the world.
   - A. Plants are cheaper.
   - B. Plants are more easily available.
   - C. People can grow what suits their region.
   - D. All of the above
3. Australia is a major exporter of wheat. **Explain** why Australia is able to produce such a surplus.
4. Refer to **FIGURE 6** and **describe** the distribution of places in the world with pasture and grasslands.
5. **Explain** how crop production could be increased in places such as Eastern Europe or Western Africa.

ANALYSE AND APPLY

6. **Describe** why agricultural innovations can change food production.
7. With the increase in world population and greater pressure on fish stocks, **explain** what can be done to sustain fish stocks in oceans and lakes.
8. Maize is currently used as feed for animals, as biofuel and as food for humans. **Explain** why this might become an unsustainable environmental practice in the future.

EVALUATE AND COMMUNICATE

9. **Suggest** why, even though fish is a staple food for many people, it can't be a staple food for everyone.
10. Consider **FIGURE 6**.
    - a. **Propose** reasons why some regions are much higher crop producers than others.
    - b. **Propose** how a potential increase in maize crop yields could be of benefit to a future world population.
11. Would food production be secure if we grew fewer crops and caught fewer fish? **Justify** your view, giving specific examples to support your ideas.
12. **FIGURE 5** refers to crop yields in developing countries over time. **Suggest** why rice, maize and wheat have the greatest increases in yields. Would these increases be similar in the developed regions of the world? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 9.7 How and why do we modify biomes for agriculture?

LEARNING INTENTION

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

- **explain** the ways in which humans alter biomes
- **describe** how humans use new processes and technologies to improve food production.

Tune in

Greenhouses are an important innovation that humans have developed to make growing crops possible despite the restrictions of local temperature and rainfall conditions.

FIGURE 1 Vegetables growing inside a greenhouse

1. **What food crops can you see in FIGURE 1? If you are unsure, have a guess at what food crops could be grown in a greenhouse environment.**
2. **Can you give reasons as to why the food crops are growing so well in this greenhouse environment?**

9.7.1 Using technology for food production

In the twentieth century, rapid global population growth gave rise to serious concerns about the ability of agriculture to feed humanity. However, newer processes and technology produced additional gains in food production.

Across the world, people have modified biomes to produce food through the application of innovative technologies. In general, the focus of agriculture is to modify water, climate, soils, land and crops.

9.7.2 Modified climate

Irrigation is the artificial application of water to land or soil to supplement natural rainfall, boosting agricultural production in dry areas and during inadequate rainfall periods.

Flood irrigation, where water is distributed over the soil surface by gravity, is the most common and ancient form of irrigation globally. Modern methods include computer-controlled drip systems delivering precise water amounts to plants' root zones.

Greenhouses modify climate by providing an artificial environment for growing flowers, vegetables, fruits and tobacco, protecting crops from extreme temperatures and pests.

They allow year-round cultivation, especially valuable in high-latitude countries. The largest concentration of plastic greenhouses is around Almeria, Spain, transforming semi-arid pastureland into greenhouse **horticulture** since the 1970s. Almeria now spans about 26 000 hectares of greenhouses, making it Europe's market garden.

FIGURE 2 NASA satellite image of greenhouses in the Almeria region

SkillBuilder discussion

Concluding and decision-making

1. In **FIGURE 2**, what percentage of the land shown is covered by greenhouses?
2. What material do you think the greenhouses are made of?
3. What impact might this mass of greenhouses have upon the local ecosystem?

9.7.3 Soil modification

Fertilisers are organic or inorganic materials that are added to soils to supply one or more essential plant nutrients. Fertilisers play a key role in producing high-yield harvests; it is estimated that about 40 to 60 per cent of crop yields are due to fertiliser use, and that by adding fertiliser to crops, food for almost half the people on Earth is produced. The snapshot of data in **TABLE 1** shows us that fertiliser use has increased dramatically across the world during a 60-year period.

SkillBuilder discussion

Concluding and decision-making

1. Study **TABLE 1**. Explain the overall world trend in fertiliser use from 1961 to 2022.
2. Discuss what is surprising or stands out and how you might explain this.
3. What are the effects from the patterns shown in the data?

TABLE 1 Nitrogen fertiliser use per hectare of cropland, 1961–2022

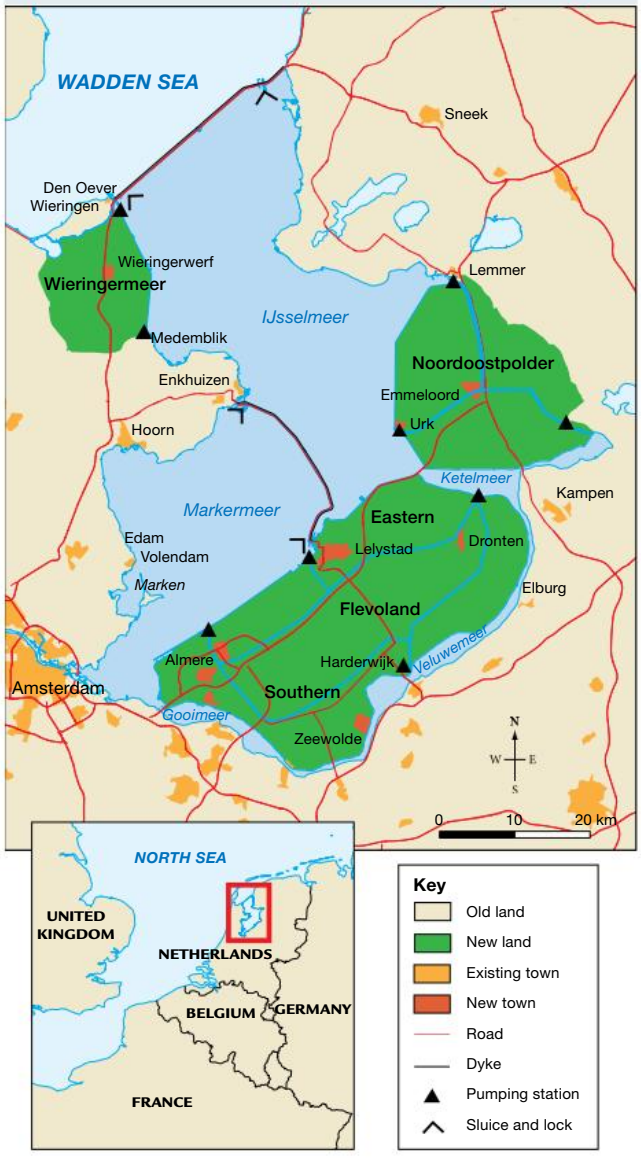
Country	1961	2021	Absolute change	Relative change
Australia	2.17 kg/ha	38.04 kg/ha	+35.87 kg/ha	+1,653%
China	5.21 kg/ha	166.40 kg/ha	+161.19 kg/ha	+3,094%
United Kingdom	54.44 kg/ha	133.56 kg/ha	+79.12 kg/ha	+145%
United States	12.96 kg/ha	59.26 kg/ha	+46.30 kg/ha	+357%
World	7.54 kg/ha	65.45 kg/ha	+57.91 kg/ha	+768%

9.7.4 Landscape modification

People change landscapes in order to produce food. **Undulating** land can be flattened, steep slopes terraced or stepped, and wetlands drained. Land reclamation is the process of creating new land from seas, rivers or lakes. In addition, it can involve turning previously unfarmed land, or degraded land, into arable land by fixing major deficiencies in the soil's structure, drainage or fertility.

In the Netherlands, the Dutch have tackled huge reclamation schemes to add land area to their country. One such scheme is the IJsselmeer (see **FIGURE 3**), where four large areas (*polders*) have been reclaimed from the sea, adding an extra 1650 square kilometres for cultivation. This has increased the food supply in the Netherlands and created an overspill town for Amsterdam.

FIGURE 3 Land reclamation in the Netherlands



Source: Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

1. In **FIGURE 3**, what percentage of the large map is 'new land'?
2. How was the 'new land' made?
3. Why was the 'new land' created?

9.7 SkillBuilder activity GEOGRAPHICAL INQUIRY

Investigate one fibre or grain product that can only be grown commercially in Australia by modifying the biome. **Create** a PMI chart to show the P = Positive, M = Minus, I + Interesting questions surrounding the production of this crop in Australia. **Consider** the positive and negative environmental, social and economic impacts.

9.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 5, 8	1, 4, 6, 9	7, 10

REMEMBER AND UNDERSTAND

1. What is the most common form of irrigation in the world?
   - A. Computer-controlled drip systems
   - B. Sprinklers
   - C. Flood irrigation
   - D. Dams
2. What changes to the landscape are made by land reclamation?
   - A. Flattening the land
   - B. Terracing slopes
   - C. Draining wetlands
   - D. All of the above
3. To improve food production, climate, soils and landscapes can be modified. True or false?
4. **Explain** what greenhouse horticulture is.
5. **Explain** how fertilisers improve crop yields.

ANALYSE AND APPLY

6. Refer to **FIGURES 1** and **2**. **Explain** how greenhouses modify spaces and places on the Earth's surface.
7. **Explain** how land that is reclaimed from the sea, such as the Netherlands' *polders*, is made productive for farming and food production.

EVALUATE AND COMMUNICATE

8. Refer to **FIGURE 3**. Use the scale to **determine** the approximate area of new land created in Flevoland.
9. Study **FIGURE 3**. **Discuss** what the purpose of the pumping stations might be.
10. People can modify landscapes in order to produce food. **Elaborate** on what can be done with:
    - a. undulating land
    - b. steep slopes
    - c. wetlands.

Answers and sample responses for this topic are available online.

LESSON 9.8 What types of agriculture are practised in Australia and Asia?

LEARNING INTENTION

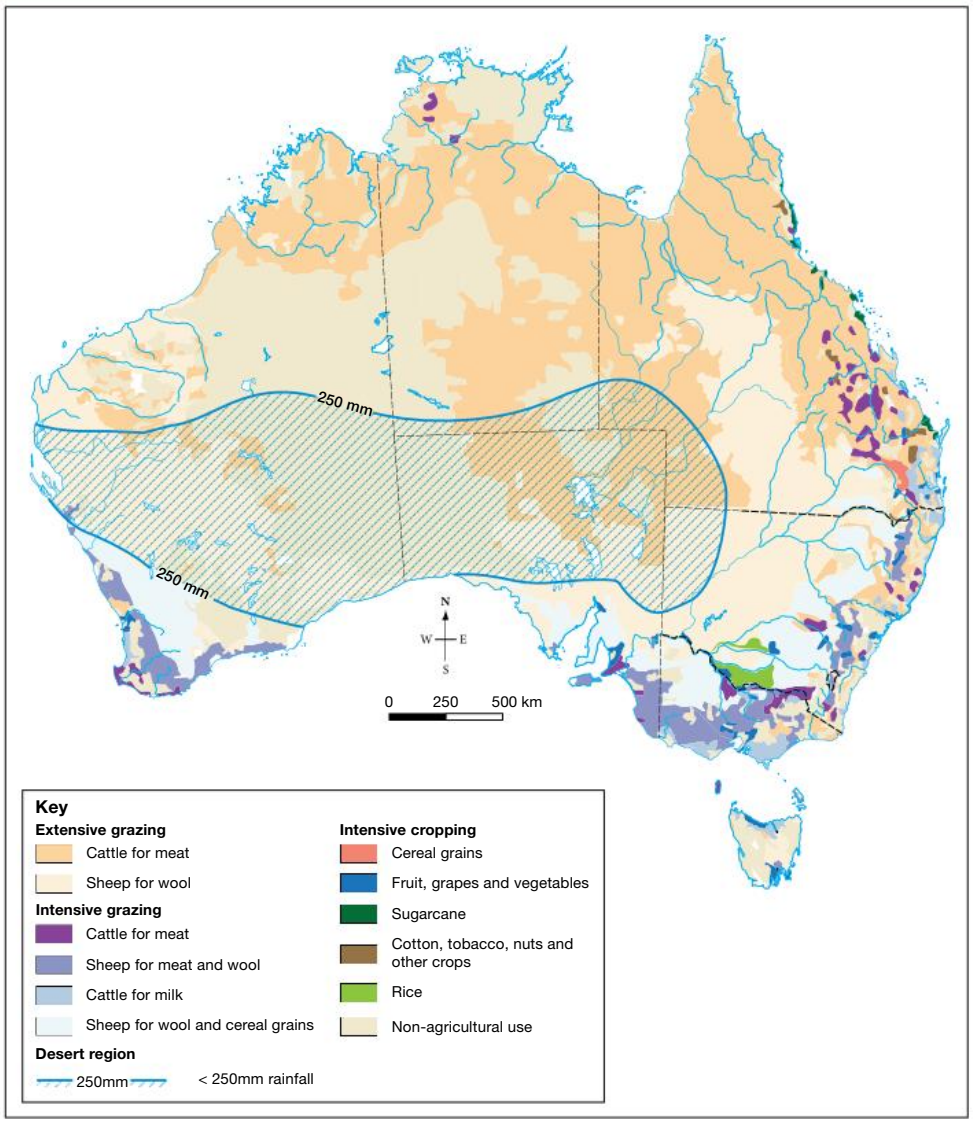
By the end of this lesson you should be able to:

- **identify** the biomes in Australia and Asia that produce some of the foods and plant material that people consume
- **explain** the interconnections between climate, soils and land use.

Tune in

Most of Australia's intensive grazing and intensive cropping agriculture practices are located relatively close to the coast. This core pattern of Australia's agriculture being near the coast has persisted; however, the specific agricultural practices have adapted to modern challenges and opportunities.

FIGURE 1 Types of agriculture in Australia



Source: Based on data from Commonwealth of Australia Geoscience Australia 2013. Map redrawn by Spatial Vision.

Refer to **FIGURE 1**.

1. **Can you think of reasons why most intensive agricultural practices are relatively close to the coast in Australia?**
2. **What aspects, as shown on the map, indicate that agricultural practices would be difficult in the central part of Australia? Hint: think of distance from markets and climate.**

9.8.1 The distribution of agriculture

Modern food production in Australia can be described as commercial agricultural practices that produce food for local and global markets. Farms may produce a single crop, such as sugar cane, or they may be mixed farms that produce cereal grains and sheep for wool, for example. Farms today use sophisticated technology, and in many cases are managed by large corporations with an **agribusiness** approach.

There is a wide range of agriculture types in Australia, as shown in **FIGURE 1**. They occupy space across all biomes found in Australia, from the tropics to the temperate zones.

The location of farms in Australia shows that there is a change in the pattern of farming types from the well-watered urban coastal regions towards the arid interior. Because much of Australia's inland rainfall is less than 250 millimetres, **extensive farm** types in these places are limited to open-range cattle and sheep farming.

SkillBuilder discussion

Communicating

1. Look at **FIGURE 2**. I na group, discuss what a similar scene might have looked like 50 years ago.
2. How would you describe the landscape?
3. Why is this type of farming called 'extensive'?

FIGURE 2 Cattle mustering

9.8.2 Types of farming in Australia

Extensive farming of sheep or cattle

Sheep and cattle stations for livestock farming, also known as grazing, are found in semi-arid and desert grassland biomes, with rainfall of less than 250 millimetres. In 2024, Australia's 28 million cattle were predominantly farmed in Queensland, New South Wales and Victoria, while our 70 million sheep were found mainly in New South Wales, Victoria and Western Australia. Farms are generally large in scale, sometimes covering hundreds of square kilometres. These days, they have very few employees, and often use helicopters and motor vehicles for mustering. Meat and wool products go to both local and overseas markets for cash returns.

FIGURE 3 Harvesting wheat

Wheat farms

About 30 000 farms in Australia grow wheat as a major crop, and the average farm size is 920 hectares, or just over 9.2 square kilometres. Wheat production in Australia for the 2023–24 season was 34.5 million tonnes. As in other areas of the world, extensive wheat farming is found in mid-latitude temperate climates that have warm summers and cool winters, and annual rainfall of approximately 500 millimetres. In Australia, these conditions occur away from the coast in the semi-arid zone. The biome associated with this form of food production is generally open grassland, **mallee** or savanna that has been cleared for the planting of crops.

Soils can be improved by the application of fertilisers, and crop yields increased by the use of disease-resistant, fast-growing seed varieties. Wheat farms are highly mechanised, using large machinery for ploughing, planting and harvesting. The farm produce, which can amount to 2 tonnes per hectare, is sold to large corporations in local and international markets.

Mixed farms

Mixed farms combine both grazing and cropping practices. They are located closer to markets in the wetter areas, and are generally small in scale, but operate in much the same way as cattle and sheep farms.

Intensive farming

Intensive farms are close to urban centres, producing dairy, horticulture and market gardening crops. They produce milk, fruit, vegetables and flowers, all of which are perishable, sometimes bulky, and expensive to transport. The market gardens are capital- and labour-intensive, because the cost of land near the city is high, and many workers are required for harvesting.

Plantation farming

This form of agriculture can often be found in warm, well-watered tropical places. **Plantations** produce a wide range of produce such as coffee, sugar cane, cocoa, bananas, rubber, tobacco and palm oil. Farms can be 50 hectares or more in size. Although many such farms in Australia are family owned, in other parts of the world they are often operated by large multinational companies. Biomes that contain plantations are mainly tropical forests or savanna, and require large-scale clearing to allow for farming. Cash returns are high, and markets are both local and global.

CASE STUDY

Horticulture around Carnavon, Western Australia

Modern-day food production relies heavily on technology to create ideal farming conditions. This may involve reshaping the land to allow for large agricultural machinery and for the even distribution and drainage of water. Uneven or unreliable rainfall can be supplemented by irrigation. As a result of such changes, large areas can become important farmland.

Carnarvon, located in the Gascoyne region of Western Australia, is an important horticulture and food-growing centre for the state. The farmland in the area around the Gascoyne River delta is very fertile, but because the river does not regularly flow, fruit and vegetable

FIGURE 4 A banana plantation near Carnarvon

production relies on irrigation from **aquifers**. Some pastoral leases close to the coast also have access to Carnarvon Artesian Basin for irrigating food for stock.

The wider Gascoyne region has continued to sustain a diverse agricultural sector. The most important commodities in the region now include fruit and vegetables, with an annual value of approximately $105 million, and livestock, predominantly cattle, valued at around $32 million annually. 2025 data showed that of the 1050 businesses in the area, 30 per cent were in the agriculture, forestry or fishing industries, with construction being the next highest at just over 17 per cent. The 2200 hectares of zoned horticultural land close to Carnarvon produce an even wider range of fresh produce, including avocados, bananas, capsicums, tomatoes and mangoes.

To investigate the area in more detail, study the topographic map shown in **FIGURE 5**.

FIGURE 5 Topographic map extract, Carnarvon, Western Australia

Source: Based on data from Commonwealth of Australia Geoscience Australia 2020. Map redrawn by Spatial Vision.

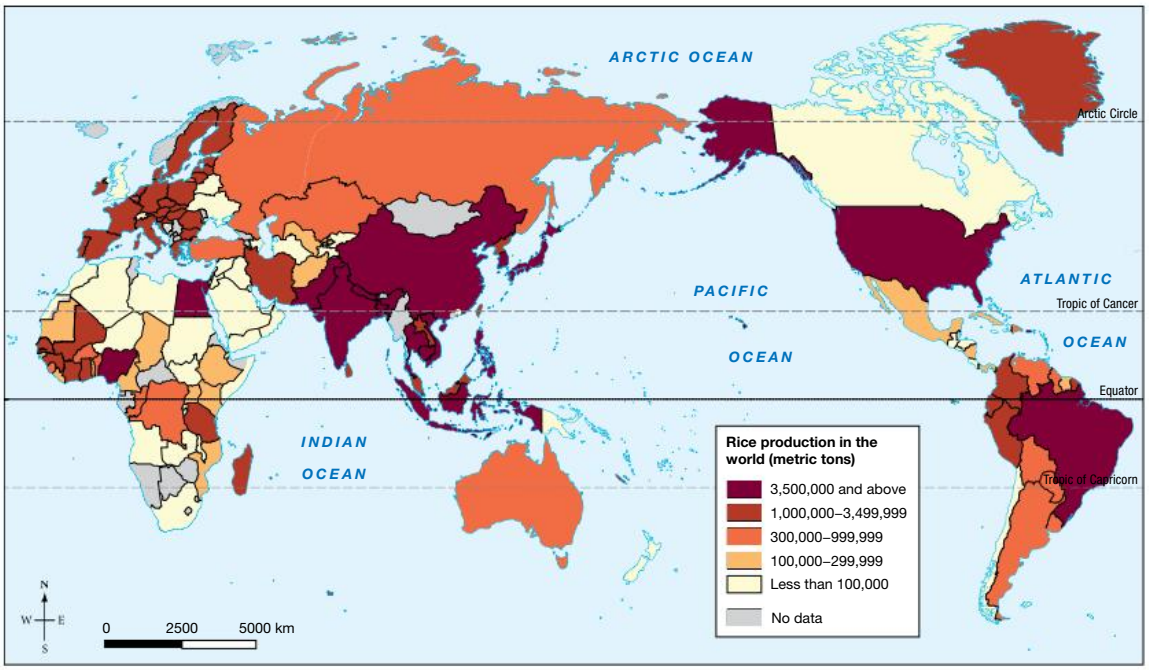
9.8.3 Rice — an important food crop

Rice is the seed of a semi-aquatic grass. In warm climates, in more than 100 countries, it is cultivated extensively for its edible grain. Rice is one of the most important staple foods of more than half of the world's population, and it influences the livelihoods and economies of several billion people. In Asia, rice provides about 49 per cent of the calories and 39 per cent of the protein in people's diet. In 2024, rice production was over 500 million tonnes.

FIGURE 6 shows that the largest concentration of rice is grown in Asia. About 132 million hectares are cultivated with this crop, producing 88 per cent of the world's rice. Of this, 48 million hectares and 31 per cent of the global rice crop are in South-East Asia alone.

Countries with the largest areas under rice cultivation are India, China, Indonesia, Bangladesh, Thailand, Vietnam, Myanmar (Burma) and the Philippines, with 80 per cent of the total rice area.

FIGURE 6 Rice production in the world (metric tonnes)



Source: Based on data from '2023/2024 Rice Production', U.S. Department of Agriculture. Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURE 6**. Where are the two major rice-producing regions in the world?
2. Which is the top rice-producing country?
3. Why do you think Australia is not on the list?

Factors affecting rice production in Asia

Climate and topography

Rice can be grown in a range of environments that are hot or cool, wet or dry. It can be grown at sea level on coastal plains and at high altitudes in the Himalayas. However, ideal conditions in South-East Asia include high temperatures, large amounts of water, flat land and fertile soil.

In Yunnan Province, China, the mountain slopes have been cultivated in terraced rice paddies by the Hani people for at least 1300 years (see **FIGURE 7**). The terraces stop erosion and surface run-off.

FIGURE 7 Rice terraces in Yunnan Province, China. These terraces are at an elevation of 1570 metres.

Irrigation

Traditional rice cultivation involves flooding the paddy fields (*padi* meaning 'rice plant' in Malay) for part of the year. These fields are small, and earth embankments (*bunds*) surround them. Rice farmers usually plant the seeds first in little seedbeds and transfer them into flooded paddy fields, which are already ploughed. Canals carry water to and from the fields. Houses and settlements are often located on embankments or raised islands near the rice fields.

Approximately 45 per cent of the rice area in South-East Asia is irrigated, with the largest areas being in Indonesia, Vietnam, the Philippines and Thailand. High-yielding areas of irrigated rice can also be found in China, Japan and the Republic of Korea. Because water is available for most of the year in these places, farmers can grow rice all year long. This intensive scale of farming can produce two or sometimes three crops a year.

Upland rice is grown where there is not enough moisture to nurture the crops; an example of such cultivation takes place in Laos. This method produces fewer rice varieties, since only a small amount of nutrients is available compared to rice grown in paddy fields.

Impacts on potential yield

Rice yields can be limited if any of the following conditions exist:

- poor production management
- losses caused by weeds (biotic factor)
- pests and diseases (biotic factor)
- inadequate land formation and irrigation water
- inadequate drainage that leads to a build-up of **salinity** and alkalinity.

FIGURE 8 Planting rice in paddy fields in north-east Thailand

SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 8**. Describe the landscape.
2. What features of the landscape have been modified by humans?

Technology

Agricultural biotechnology, especially in China, has produced rice that is resistant to pests. There are also genes for herbicide resistance, disease resistance, salt and drought tolerance, grain quality and photosynthetic efficiency. Genetic engineering may be the way of the future in rice cultivation in some parts of the world.

In the Philippines, through cross-breeding rather than genetic engineering, a new strain of rice has been developed that grows well in soils lacking phosphorus (see **FIGURE 9**). This could have a significant positive impact on crop yields.

FIGURE 9 Rice demonstration plots at the International Rice Research Institute in the Philippines

Environmental issues

Increasing temperatures, due to global warming, may be causing a drop in rice production in Asia, where more than 90 per cent of the world's rice is produced and consumed. The Food and Agriculture Organization of the United Nations (FAO) has found that in six of Asia's most important rice-producing countries — China, India, Indonesia, the Philippines, Thailand and Vietnam — rising temperatures over the past 25 years have led to a 10–20 per cent decline in rice output.

Scientists state that if rice production methods cannot be changed, or if new rice strains able to withstand higher temperatures cannot be developed, there will be a loss in rice production over the next few decades as days and nights get hotter. People may need to turn to a new staple crop.

Rice growing is eco-friendly and has a positive impact on the environment. Rice fields create a wetland habitat for many species of birds, mammals and reptiles. Without rice farming, wetland environments created by flooded rice fields would be vastly reduced.

9.8 SkillBuilder activity **GEOGRAPHICAL INQUIRY, COMMUNICATING**

Collect information on the percentage of land used for the different forms of farming in Australia and present this data in a graph. Comment on the details shown in your graph.

9.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 6, 7	1, 4, 5, 9	8, 10

REMEMBER AND UNDERSTAND

1. **Determine** whether the following statements are true or false.
   a. Cattle ranching is closest to urban centres.
   b. Orchards are an example of intensive farming.
2. Extensive, large-scale sheep farms are typically located in _____ and _____ regions of Australia.
3. Refer to **FIGURE 6**. **Select** which two countries produce most of the world's rice.
4. Using the **FIGURE 1** map of agriculture types in Australia, **describe** and **explain** the location of:
   a. cereal farms
   b. dairy farms.

ANALYSE AND APPLY

5. **Consider** the location of the orchards in **FIGURE 5**. **Suggest** two reasons why this land might have been chosen for growing fruits and vegetables. Consider the environment and the need for transporting produce to consumers.
6. **Identify** what the impact of flood or drought would be on any of the commercial methods of food production.

EVALUATE AND COMMUNICATE

7. **Predict** the impact of the growth of Australian capital cities on the sustainability of surrounding market gardens.
8. **Discuss** why much of Australia's food production is available for export.
9. a. **Discuss** the other top-ten rice-producing countries in the world. What is the geographical location of these places?
   b. **Discuss** why places in Asia are ideally suited to rice growing.
10. Study **FIGURE 5** to **investigate** the following questions.
    a. Using the contour lines and spot heights as a guide, estimate the average elevation of the map area.
    b. What is the importance of topography (the shape of the land) to irrigation?
    c. Why might orchards not have been established on the land immediately north of the One Tree Point Nature Reserve?
    d. Approximately what percentage of the map area is labelled as land used for orchards or vineyards?
    e. What would be the advantages and disadvantages of locating processing factories close to growing areas?
    f. In 2015, Tropical Cyclone Olwyn caused significant damage to plantations in Carnarvon. Based on the location of farm allotments shown in **FIGURE 5**, what other hazards, apart from strong winds, might fruit and vegetable growers near Carnarvon have faced as a result of TC Olwyn?

Answers and sample responses for this topic are available online.

LESSON 9.9 How are the world's biomes and food production interconnected?

LEARNING INTENTION

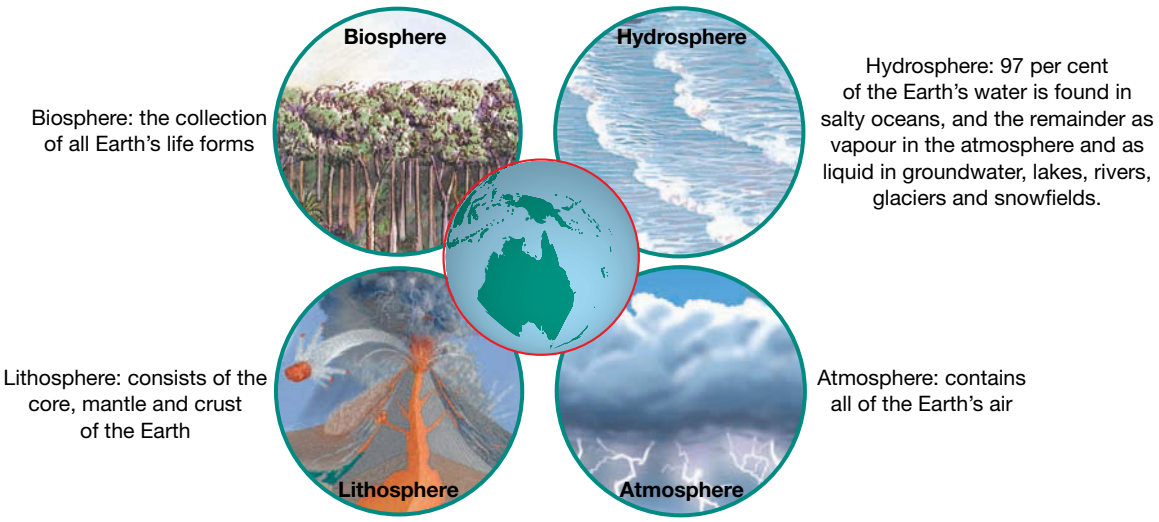
By the end of this lesson you should be able to:

- **identify** Earth's four biophysical spheres
- **explain** the interconnection between the world's biomes and food production
- **discuss** the effects of food production on the environment.

Tune in

The four spheres of planet Earth, being the atmosphere, hydrosphere, lithosphere and biosphere, control all forms of agricultural production. In fact, the biosphere is largely a product of the forces that operate in the atmosphere, hydrosphere and lithosphere with which it closely interacts.

FIGURE 1 The Earth's four spheres



Refer to **FIGURE 1**.

1. **Can you think why the atmosphere and hydrosphere are critical to food production?**
2. **Brainstorm the ways agriculture might have an impact on a natural biome.**
3. **What effect do you think it would have on the plants and animals?**

9.9.1 Our biophysical world

Food is essential to human life, and over the past centuries we have been able to produce more to feed our growing population. But while technology has enabled us to increase production, it has come at a price. Large-scale clearing of our forests, the overfishing of our oceans and the constant overuse of soils has resulted in a significant deterioration of our biophysical world.

Planet Earth is made up of four spheres: the atmosphere, lithosphere, hydrosphere and biosphere (see **FIGURE 1**). All these spheres are interconnected and make up our natural or **biophysical environment**. For example, rain falling from a cloud (atmosphere) may soak into the soil (lithosphere) or flow into a river (hydrosphere) before being taken up by a plant or animal (biosphere) where it may evaporate and return to the atmosphere. (It is interesting to note that 97 per cent of the Earth's water is found in salty oceans, and the remainder as vapour in the atmosphere and as liquid in **groundwater**, lakes, rivers, glaciers and snowfields.)

Natural events, such as storms or earthquakes, or human activities can create changes to one or all of these spheres. The production of food, whether from the land or sea, has the potential to change the natural environment. In doing so, it increases the likelihood of food insecurity. **TABLE 1** shows how food production can affect the biophysical world. As can be seen, activities such as land clearing and irrigation can have impacts on all four of the Earth's spheres.

TABLE 1 How food production affects the biophysical world

Activities	Atmosphere	Lithosphere	Biosphere	Hydrosphere
Clearing of native vegetation for agriculture	x	x	x	x
Overgrazing animals		x	x	x
Overusing irrigation water, causing saline soils		x	x	x
Burning forests to clear land for cultivation	x	x	x	x
Run-off of pesticides and fertilisers into streams		x	x	x
Producing greenhouse gases by grazing animals and rice farming	x			
Changing from native vegetation to cropping		x	x	x
Withdrawing water from rivers and lakes for irrigation	x	x	x	x
Overcropping soils		x	x	x
Overfishing some species			x	

SkillBuilder discussion

Geographical inquiry

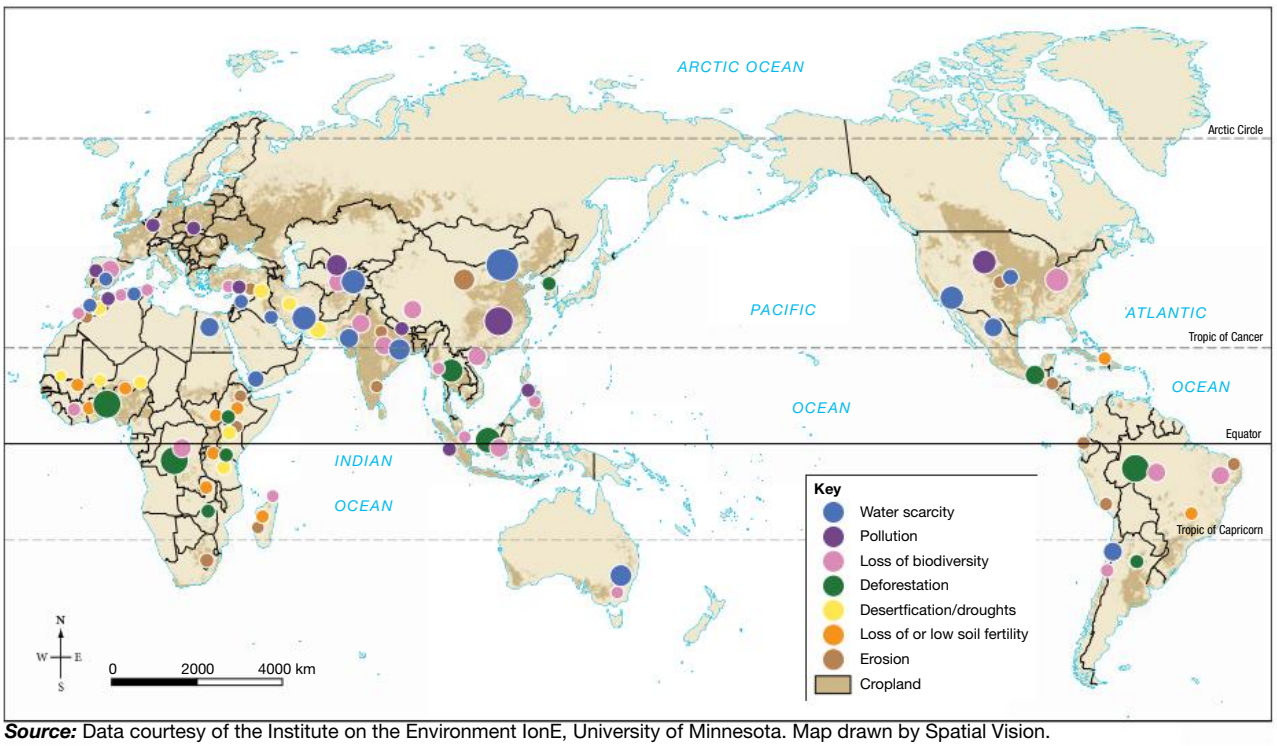
1. Study **TABLE 1**. Which activities affect the biosphere?
2. Which activities affect the atmosphere?
3. Which activities affect the hydrosphere?

9.9.2 Changing our biophysical world

Currently, the world produces enough food to feed all its people. We produce 17 per cent more food per person than was produced 30 years ago, and the rate of food production has been greater than the rate of population growth. This has been the result of improved farming methods; the increased use of fertilisers and pesticides; large-scale irrigation; and the development of new technologies, ranging from farm machinery to better quality seeds.

There have been many benefits associated with this change, especially in terms of human wellbeing and economic development. However, at the same time, humans have changed the Earth's biomes more rapidly and more extensively than in any other time period. The loss of biodiversity and **degradation** of land and water (which are essential to agriculture) is not sustainable. With an expected population of 9.7 billion in 2050, it has been estimated that food production will need to increase by approximately 70 per cent. The global distribution of environmental risks associated with food production can be seen in **FIGURE 2**.

FIGURE 2 State of the world's land and water resources for food and agriculture



Source: Data courtesy of the Institute on the Environment IonE, University of Minnesota. Map drawn by Spatial Vision.

SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 2**. In groups and using an atlas, identify areas of the world experiencing water scarcity.
2. Identify areas of the world experiencing loss of biodiversity.
3. Identify areas of the world experiencing loss of or low soil fertility.

9.9 SkillBuilder activity COMMUNICATING

Use the following labels to **create** a flow diagram showing how the clearing of native vegetation can affect all four of the Earth's spheres.

- Soil is left bare and exposed to wind and water erosion.
- There is less evaporation of water from vegetation.
- There is a loss of habitat for birds, animals and insects.
- Increased water runs off from exposed land.
- Increased sediment builds up in streams.

9.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 5, 8	6, 9, 10

REMEMBER AND UNDERSTAND

1. **State** whether the following statements are true or false.
   a. Technology has enabled us to increase our food production rapidly over time.
   b. The expected population of the world in 2050 is 9.7 billion.
   c. 97 per cent of the Earth's water is found in ponds, lakes and rivers.
2. Refer to **TABLE 1** and select all that apply. Producing greenhouse gases by grazing animals and rice farming affects the
   A. atmosphere.
   B. biosphere.
   C. hydrosphere.
   D. lithosphere.
3. Refer to **TABLE 1**. Overcropping soils affects the
   A. atmosphere.
   B. biosphere.
   C. hydrosphere.
   D. lithosphere.
4. **Describe** the biophysical environment of your local area.
5. Using **FIGURE 1**, **explain** how a bird might interconnect with the four Earth spheres.

ANALYSE AND APPLY

6. Refer to **FIGURE 2** and your atlas.
   a. **Distinguish** the main environmental issues facing Australia's food production.
   b. **Identify** in which places in the world deforestation is a major concern.
   c. **Identify** which continents suffer from water scarcity.
   d. **Identify** what you notice about the location and distribution of regions that do not have environmental problems relating to food production.
7. **Identify** which of Earth's spheres will be most impacted by each of the following activities.
   a. Application of organic fertilisers to soil
   b. Introduction of an aquatic pest species into a fish-farming enterprise
   c. Excessive pumping of groundwater for irrigation
   d. Construction of large-scale dams in semi-arid regions
8. **Identify** which of the activities in question 7 could have a positive impact on the affected sphere.

EVALUATE AND COMMUNICATE

9. Refer to **FIGURE 2**.
   a. **Discuss** why water scarcity is an issue for all continents except Europe.
   b. **Discuss** one way in which pollution may impact on food production.
10. If climate change was to lead to a higher frequency of drought in the southern hemisphere, **predict** how this might affect Australia's land and water resources.

Answers and sample responses for this topic are available online.

LESSON 9.10 How has deforestation changed the forest biome?

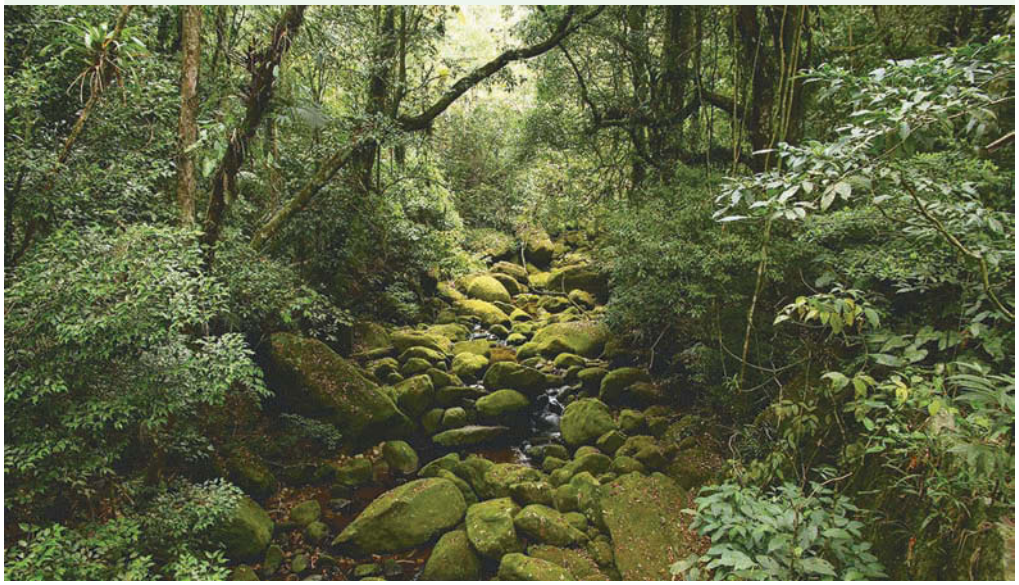
LEARNING INTENTION

By the end of this lesson you should be able to **describe** how large-scale deforestation has occurred around the world as forests have been cleared to create land for food production and to be used for timber products, and the environmental consequences of this.

Tune in

Forests are an important part of the biosphere, being often referred to as the 'lungs of the Earth'. Yet paradoxically they are under threat from land clearance by humans for agriculture.

FIGURE 1 Rainforest in Serra dos Orgaos National Park (Rio de Janeiro state, Brazil)



Refer to **FIGURE 1**.

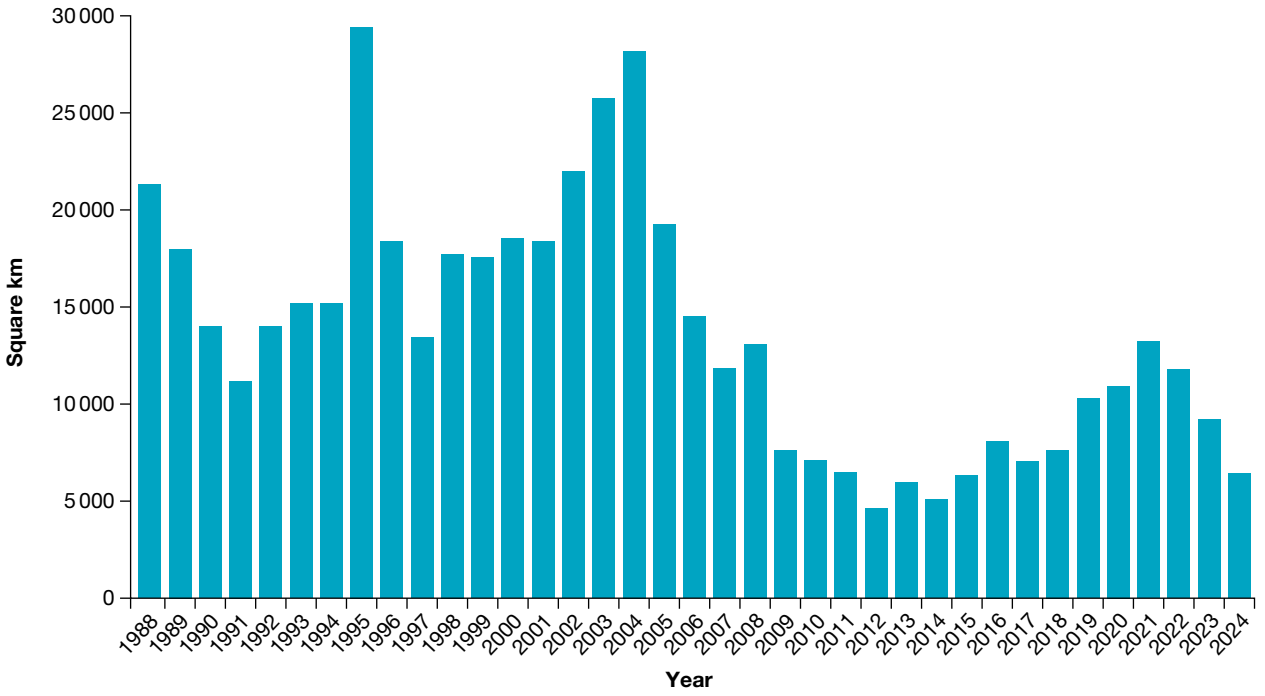
1. **What elements of this environment do you notice that are different from a farmed area?**
2. **Why would this be a place of greater biodiversity when compared to a palm oil plantation or a cattle ranch?**

9.10.1 Why are forests important?

In pre-industrial times, nearly 45 per cent of the world's land surface was covered in forest. Today, this figure is only 30 per cent. With industrialisation, technological development and population growth, large-scale deforestation has occurred as a result of the increasing need over time for timber products and land for food. It is estimated that of the forest cover lost, 85 per cent can be readily attributed to human activity — with 30 per cent due to clearing, 20 per cent through degradation and 35 per cent through fragmentation. Agricultural use now accounts for 37 per cent of the Earth's land surface.

Human society, the global economy and forests are interconnected, with more than 1 billion people depending on forests and forest products. Forest biomes offer us many goods and services, from providing wood and food products to supporting biological diversity. They provide habitat for a wide range of animals, plants and insects. Forests contribute to soil and water conservation, and they absorb **greenhouse gases**. Despite the growing awareness of the value of preserving forests, large-scale clearing continues. **FIGURE 2** shows the annual rate of deforestation in the Brazilian Amazon.

FIGURE 2 Deforestation in the Brazilian Amazon since 1988



SkillBuilder discussion

Geographical inquiry

1. Refer to **FIGURE 2**. In groups, describe the pattern of annual loss of Amazon forest.
2. How would you describe the years of 2021 and 2022?
3. What do you think may have contributed to the loss in these two years?

9.10.2 Why do we clear forests?

Clearing forests provides timber, paper, ores and minerals. Sometimes forests are flooded for dam construction to generate hydroelectricity. They may also be cleared for food production, including subsistence farming, cattle grazing, plantations and crop cultivation.

Road construction, often funded by governments, changes rainforest environments by improving access and making land available, benefiting the landless poor and reducing population pressures elsewhere. Businesses gain improved access to mining resources and forest timbers, allowing them to establish large cattle ranches and farms.

9.10.3 The impacts of forest clearing

FIGURE 3 illustrates some changes that forest clearing in the Amazon can have on the environment.

FIGURE 3 Impacts of clearing the Amazon forest

- **A** New farmland with mixed crops established
- **B** Smoke from clearing and burning
- **C** Newly cleared land, trees cut down and burned. This is called slash-and-burn agriculture.
- **D** Weeds and exotic species invade edges of remaining forest.
- **E** New road gives access to more settlers and to animal poachers.
- **F** Large cattle ranch
- **G** Introduced cattle erode the fragile topsoil with their hard hooves.
- **H** Erosion of topsoil increases, caused by rain on exposed soils.
- **I** Flooding increases as the stream channel is clogged with sediment.
- **J** The river carries more sediment as soil is washed into streams.
- **K** Fences stop movement of rainforest animals in search of food.
- **L** Pesticides and fertilisers wash into the river.
- **M** Farm is abandoned as soil fertility is lost.
- **N** Weeds and other species dominate bare land.
- **O** Harvesting of timber reduces forest biodiversity.

SkillBuilder discussion

Concluding and decision-making

1. **FIGURE 3** shows 15 impacts of clearing the Amazon forest. What are the negative impacts of 'impact G'?
2. What are the negative impacts of 'impact K'?
3. What are the positive impacts of 'impact A'?

9.10 SkillBuilder activity CONCLUDING AND DECISION-MAKING

Research soybean farming in the Amazon. How does it compare with cattle ranching in terms of environmental sustainability?

9.10 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7	3, 5, 6, 8	4, 9, 10

REMEMBER AND UNDERSTAND

1. **State** whether the following statements are true or false.
   a. Subsistence farming in the Amazon could be referred to as slash-and-burn farming.
   b. Forests covered 45 per cent of the Earth's land in pre-industrial times, but human activity has decreased this to 30 per cent through large-scale deforestation.
2. The advantage of road building in the Amazon is:
   A. faster travel times.
   B. animals crossing the road are easy to see.
   C. better visibility across a region.
3. The large-scale clearing of tropical rainforests is considered to be an _____ practice.

ANALYSE AND APPLY

4. **Consider** what ways the environmental changes of small-scale subsistence farming differ from those of large-scale soybean cropping.
5. Refer to **FIGURE 2**. **Describe** the total loss in Brazilian forests since 1988.
6. Opening up the rainforest with roads can lead to fragmentation of the forest. **Identify** what the effect of this might be on:
   a. native animals
   b. local indigenous populations.
7. **Identify** how a small-scale farmer from the Amazon and an environmentalist from another country might view the resources of a rainforest.
8. Refer to **FIGURE 3**. **Consider** three changes to the river as a result of forest clearing.

EVALUATE AND COMMUNICATE

9. **Evaluate** how changes as a result of forest clearing might affect farming downstream.
10. **Discuss** two methods that could be used in the Amazon to reduce the amount of sediment washing into the river. **Propose** a plan for how this might be achieved and the outcomes you would expect.

Answers and sample responses for this topic are available online.

LESSON 9.11 How has overfishing changed the ocean biome?

LEARNING INTENTION

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

- **outline** the problem of overfishing
- **discuss** the benefits and problems with aquaculture.

Tune in

Over 75 per cent of the Earth's surface is covered by oceans and seas, which have their own unique biome structure.

FIGURE 1 An illustrative attempt at raising awareness of unsustainable fishing

Refer to **FIGURE 1**.

1. **What does this image indicate about sustainability in the ocean biome?**
2. **How could fishing be more sustainable into the future?**

9.11.1 Overfishing — causes and consequences

The ocean biome has always been seen as an unlimited source of food for humans. However, overfishing is causing the collapse of many of our most important marine ecosystems and threatens the main source of protein for more than 1 billion people worldwide. **Aquaculture** is a possible solution but, at the same time, it has its own issues.

To summarise:

- Overfishing is catching fish at a rate higher than they can repopulate.
- Improved technology allows fish to be caught in larger numbers and from deeper waters.
- Fish is the most important animal protein consumed globally (see **FIGURE 3**).
- Lack of conservation and management leads to a 'boom and bust' mentality.
- Examples of overexploited species include blue whales, Atlantic cod and bluefin tuna.

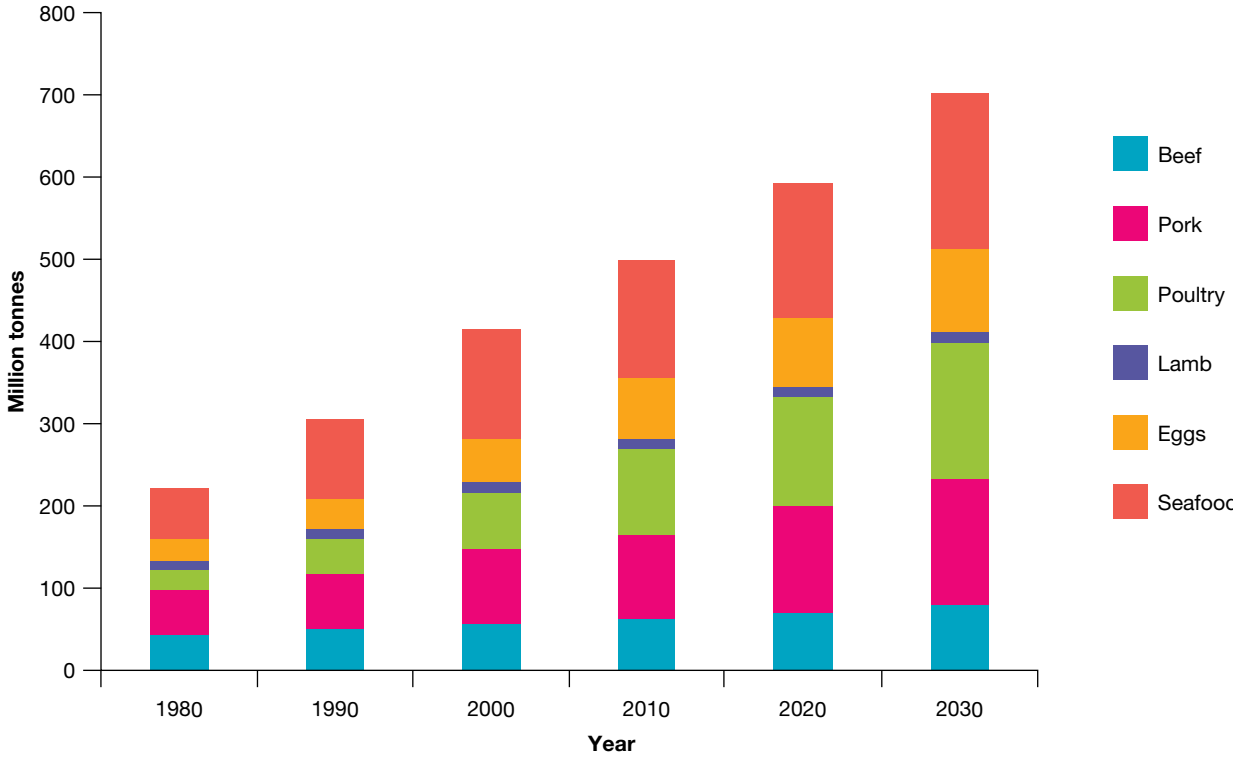
FIGURE 2 Fish farms are a form of aquaculture where fish are bred and raised in underwater mesh cages to mainly be sold as food.

SkillBuilder discussion

Concluding and decision-making

1. Examine **FIGURE 2**. Do you think many fish are kept in the underwater mesh cages?
2. What might be the negative issues associated with fish farms?
3. Do you think fish farming is a viable alternative to overfishing?

FIGURE 3 Global protein demand, 1980–2030 (million tonnes)



Source: OECD-FAO Agricultural Outlook.

SkillBuilder discussion

Communicating

1. Study **FIGURE 3**. In a group, decide which type of protein is in highest demand.
2. With members of your group, compile a list of the type of protein most eaten in your homes.
3. Share your results with other groups.

What happens when we overfish?

- With overfishing there are often large quantities of by-catch. This means that juvenile fish and other animals, such as dolphins and sea birds, are swept up in nets or baited on hooks before being killed and discarded. For every kilogram of shrimp caught in the wild, 5 kilograms of by-catch are wasted (see **FIGURE 4**).
- Destructive fishing practices such as cyanide poisoning, dynamiting of coral reefs and bottom trawling (which literally scrapes the ocean floor) cause continual destruction to local ecosystems.
- A large quantity of fish that could have been consumed by people is converted to fishmeal to feed the aquaculture industry, to fatten up pigs and chickens, and to feed pet cats. In Australia, the average cat eats 13.7 kilograms of fish a year. The average Australian eats 15 kilograms per year.
- Coastal habitats are under pressure. Coral reefs, mangrove wetlands and seagrass meadows, all critical habitats for fish breeding, are being reduced through coastal development, overfishing and pollution.

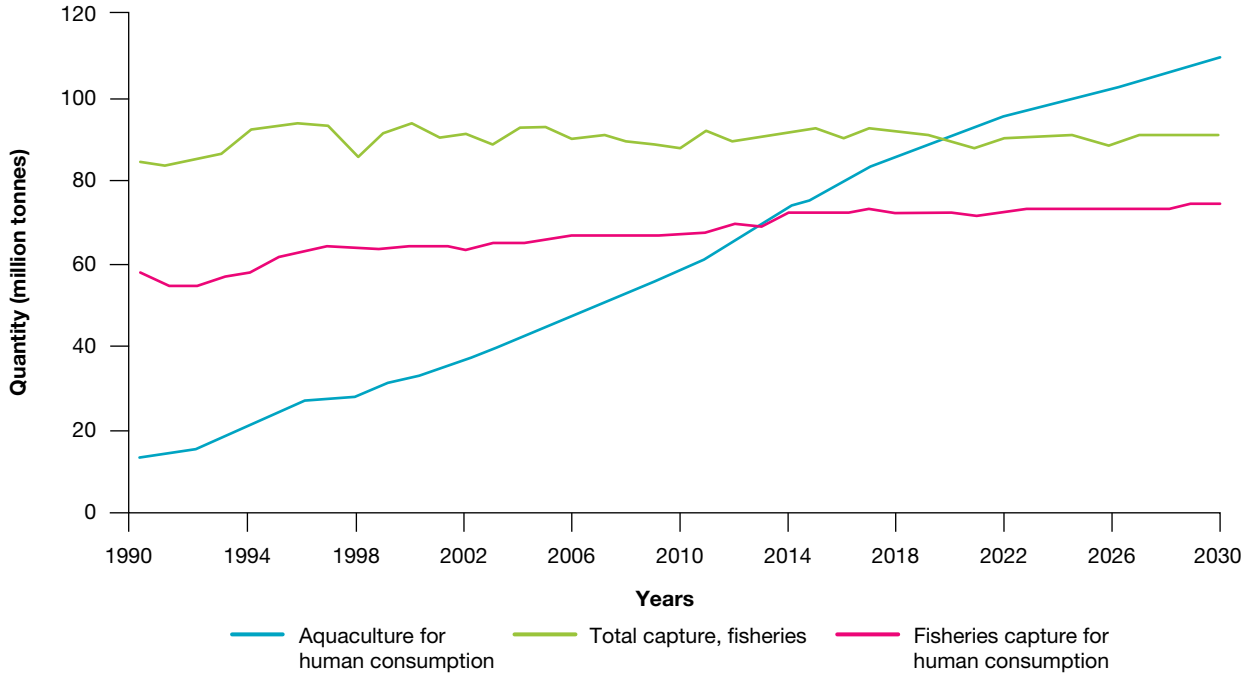
FIGURE 4 Up to 80 per cent of some fish catches is by-catch.

9.11.2 Aquaculture

Aquaculture is one of the fastest-growing food industries, providing fish for domestic and export markets. It brings economic benefits and increased food security (see **FIGURE 5**).

Since 2014, fish farming has produced more fish than fish caught in the wild; the total fisheries and aquaculture production reached an all-time record of 214 million tonnes in 2020. In 2020, these producers accounted for almost 49 per cent of total global capture production: China, Indonesia, Peru, Russian Federation, the United States and Vietnam. Australia's history of fish farming started more than 6000 years ago, when Aboriginal and Torres Strait Islander Peoples created a series of fish traps in Lake Condah, in south-west Victoria, to capture a reliable source of eels. Today, aquaculture is Australia's fastest growing primary industry, producing approximately 60 per cent of Australia's seafood.

FIGURE 5 Global fish and aquaculture 1990–2030



Source: Food and Agriculture Organization of the United States. In Briefs: The State of World Fisheries and Aquaculture 2018. Meeting the Sustainable Development Goals.

SkillBuilder discussion

Geographical inquiry

1. Looking at **FIGURE 5**, how would you describe the trend of aquaculture for human consumption?
2. How would you describe the trend of total capture, fisheries?
3. How would you describe the trend of fisheries capture for human consumption?

FIGURE 6 Feeding fish in aquaculture pens, Thailand. This is linked to environmental concerns like pollution and habitat loss.

While aquaculture is often seen as a sustainable and eco-friendly solution to overfishing, its rapid growth and poor management in many places has created large-scale environmental change. Some of these changes are in **TABLE 1**.

TABLE 1 Some of the environmental changes associated with aquaculture

Environmental change	Description
Pollution	Fish species are fed artificial food in dry pellets. Chemicals in the feed and waste from fish farms can pollute surrounding waters.
Loss of fish stock	Food pellets are made of fish meal and oils, often from by-catch. It can take 2–5 kg of wild fish to produce 1 kg of farmed salmon. Other ingredients include soybeans and peanut meal, suitable for human consumption.
Loss of biodiversity	Farmed fish species are selectively bred. If released into the wild, they can breed with native species, changing their genetic makeup and leading to a loss of biodiversity. Capture of small ocean fish depletes food for wild fish, creating an imbalance in the food chain.
Loss of wetlands	Over 400 000 hectares of mangroves in Asia have been converted into shrimp farms. Coastal wetlands protect the shoreline from erosion and provide breeding grounds for native fish.

9.11 SkillBuilder activity COMMUNICATING

Collect photographs and other information to **create** an annotated poster showing one of the destructive fishing practices mentioned in this lesson.

9.11 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 8	3, 5, 6, 7	4, 9, 10

REMEMBER AND UNDERSTAND

1. Overfishing can lead to a loss of biodiversity. True or false?
2. Aquaculture is the _____ of aquatic plants and animals such as _____, crustaceans and _____.
3. The most important animal protein consumed is:
   - A. beef.
   - B. pork.
   - C. cactus.
   - D. seafood.
4. **Identify** three benefits and three drawbacks of fish farming.
5. **State** why is it difficult to manage wild fish capture and prevent overfishing.
6. **Define** 'by-catch'.

ANALYSE AND APPLY

7. **Consider** the photograph in **FIGURE 4** and describe the by-catch that you see.
8. Refer to **FIGURE 3**. **Reflect on** how important fish is as a source of protein compared with other sources. Use figures in your answer.

EVALUATE AND COMMUNICATE

9. Refer to **FIGURE 5**. **Compare** the **predicted** growth of fisheries capture (fish caught in the ocean) with aquaculture production to 2030.
10. What do you think the future of aquaculture might be? **Discuss** your view using data to support your predictions.

Answers and sample responses for this topic are available online.

LESSON 9.12 Inquiry: What is the impact of overfishing?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the impact of overfishing, how we can implement a more sustainable approach to fishing, and the importance of food security.

Background

A conference has been organised for secondary Geography students studying biomes and food security. You have been invited to give a presentation on a current issue relating to food security, in this case overfishing, and to outline some of the responses that take into account economic, social and environmental factors. Following the guidelines provided in the Inquiry steps section, conduct some background research and then produce a presentation to highlight the threat that overfishing presents to the world's food security.

FIGURE 1 Overfishing has impacts on sustainability and our environment.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Discuss the following:

- What do you know about overfishing?
- How could food security be improved for people who rely heavily on food from the ocean?

Step 1: Questioning and researching using geographical methods

Write your selected **inquiry question** based on the focus of this topic.

Investigate your inquiry question.

Include:

- a brief explanation and details of the global scale of overfishing (include data)
- details of factors (a minimum of three) that have contributed to overfishing; for example, improvements in technology, lack of regulations and international laws, the open sea, illegal fishing and factory ships.

Step 2: Interpreting and analysing geographical data and information

- **Create** a summary table outlining the impacts of overfishing on both the environment and people.
- **Explain** what you believe to be the greatest reason for overfishing and why.

Step 3: Concluding and decision-making

- **Discuss** two responses that could contribute to a more sustainable approach to fishing and the social, economic and environmental implications of each. Is one more likely to be more effective? Why?

Step 4: Communicating

- **Decide** how you will **communicate** your findings whether it be in the form of a written report, multi-media presentation, poster or slide presentation.

LESSON 9.13 What are the causes and effects of land degradation?

LEARNING INTENTION

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

- **outline** the causes and effects of land degradation on our food-producing lands
- **discuss** how poor food-production practices are creating environmental degradation and threatening biodiversity.

Tune in

Land degradation can be a side effect of poor agricultural practices leading to biome destruction as well as dwindling agricultural productivity in an area.

Refer to **FIGURE 1**.

1. **What clues can you see in the environment to suggest this place is suffering from land degradation?**
2. **Can you suggest what could be done to restore this landscape to a more natural environment?**

FIGURE 1 Soil erosion as a result of overgrazing in Australia

9.13.1 What is land degradation?

Land is a vital resource often overlooked in our push for maximum production. Poor land management leads to degradation, which means the land becomes unproductive. Issues like soil erosion, invasive species, salinity and desertification are common. Degraded land struggles to produce crops, feed animals or support native vegetation, and loses fertility due to eroded **humus**-rich topsoil. In Australia, forming 3 cm of soil can take up to 1000 years but can be lost quickly in a dust storm.

FIGURE 2 Dust storms can destroy much needed healthy soil in minutes.

Globally, 75 per cent of the Earth's land is significantly degraded, with fertile soil loss averaging 24 billion tonnes annually. In Australia, over half of the agricultural 5 million square km is affected or at risk. Land degradation occurs worldwide, caused by both human activities and natural factors.

SkillBuilder discussion

Concluding and decision-making

1. Describe the scene in **FIGURE 2**.
2. Discuss the causes and effects of this scene.

Human causes

Human causes of land degradation involve unsustainable land management practices. These are outlined in **TABLE 1**.

TABLE 1 Human causes of land degradation

Cause	Description
Land clearance	Deforestation or excessive clearing of protective vegetation cover
Overgrazing of animals	Plants are eaten down or totally removed, exposing bare soil, and hard-hoofed animals such as cows and sheep compact the soil
Excessive irrigation	This can cause watertables to rise, bringing naturally occurring salts to the surface, which pollute the soil
Introduction of exotic species	Animals such as rabbits and plants such as blackberries become the dominant species
Decline in soil fertility	Caused by continual planting of a single crop over a large area, a practice known as monoculture
Farming on marginal land	Takes place on areas such as steep slopes, which are unsuited to ordinary farming methods

Biophysical causes

Natural processes such as prolonged drought can also lead to land degradation. However, land can sometimes recover after a drought period. Topography and the degree of slope can also influence soil erosion. A steep slope is more prone to erosion than flat land.

9.13.2 Impacts of land degradation

As land becomes degraded, productivity, or the amount of food it can produce, is lost. Some countries in sub-Saharan Africa have lost up to 40 per cent productivity in croplands over two decades, while population has doubled in the same time. Farmers may choose to abandon the land, try to restore the land or, if the pressure to produce food is too great, they may have no choice but to continue using the land. Unproductive land will be exposed to continual erosion or weed invasion.

If extra fertilisers are applied to try to improve fertility, the excessive nutrients can create pollution and algae build-up in nearby streams. Airborne dust creates further hazards for both people and air travel. Land degradation is a classic example of human impact on all spheres of the environment — atmosphere, biosphere, lithosphere and hydrosphere.

Around 40 per cent of degraded lands are in poverty-stricken areas, contributing to food insecurity. Poor farmers with limited resources often have no choice but to continue using degraded land. Land degradation is closely linked to migration and political instability. If soil quality declines and droughts increase due to climate change, up to 700 million people could be displaced by 2050.

Desertification, an extreme form of land degradation, typically occurs in semi-arid regions and creates the appearance of spreading deserts. Desert biomes are harsh, dry places with few inhabitants. In contrast, semi-arid regions occupy 41 per cent of the Earth's surface and support over 2 billion people, primarily in developing countries. These drylands contribute to 44 per cent of global food production and 50 per cent of livestock production. Population growth and food demand have put immense pressure on these lands. Over clearing, overgrazing and overcultivation lead to desertification.

9.13.3 The effects of farmland irrigation on the land

Food production and security are directly related to water availability. Water is a finite resource and, although there is plenty of water in the world, it is not always located where people are concentrated or where food is grown. Therefore, humans have drawn water from both surface and underground sources to improve food production in areas of high population.

SkillBuilder discussion

Geographical inquiry

1. In **FIGURE 3**, what items of the built environment can you identify?
2. Describe the natural environment in the photo.
3. Compare the irrigated with the non-irrigated paddocks.

FIGURE 3 Irrigation allows for pasture to be grown in times of drought.

Most of the world's food production is rain fed or dependent on naturally occurring rainfall. Only a small proportion of agricultural land is irrigated, yet irrigation is now the biggest user of water in the world, consuming 70 per cent of the world's freshwater resources. Irrigation brings many benefits, such as:

- supplementing or replacing rain, especially in places where rainfall is low or unreliable. In many parts of the world, it is not possible to produce food without irrigation.
- increasing crop yields, up to three times higher than rain-fed crops. Only 20 per cent of the world's farmland is irrigated but it produces over 40 per cent of our food.
- enabling a wide variety of foods to be grown, especially those with high water needs, such as rice, or with high value, such as fruit and wine grapes.
- flexibility, being used at different times according to crop needs; for example, during planting and growing or close to harvest time.

9.13.4 Environmental impacts of irrigation

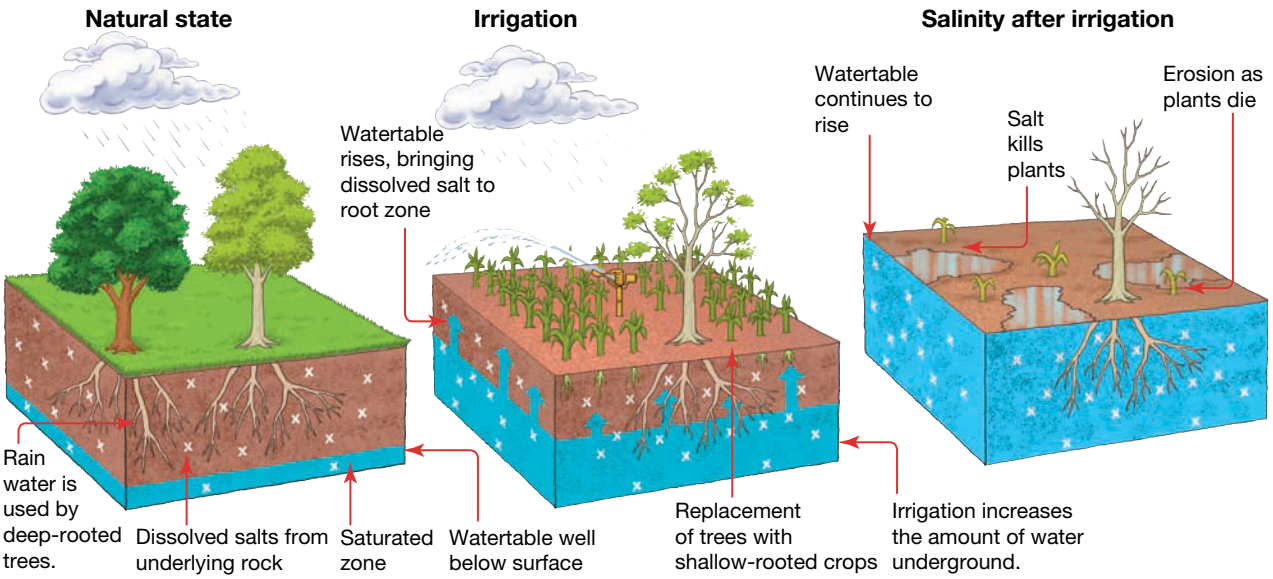
While irrigation has resulted in increased food production and greater food security, it has also created major changes to the biomes where it is used. Irrigation changes the natural environment by extracting water from rivers and lakes and through the building of structures to store, transfer and dispose of water. The topography, or shape of the land, is often changed too, such as when terraces are built for paddy fields. In addition, irrigation water is often applied to the land in much larger quantities than naturally occurs, which can lead to changes in soil composition, and **waterlogging** and salinity problems.

How does irrigation create salinity problems?

Overwatering of shallow-rooted crops adds excess water to the **watertable**, causing it to rise (see **FIGURE 4**).

If the subsoils are naturally salty, much of this salt can be drawn to the surface. Most crops and pasture will not grow in salty soils, so the land becomes useless for farming. Land that is affected by salinity is also more prone to wind and water erosion.

FIGURE 4 The development of irrigation salinity

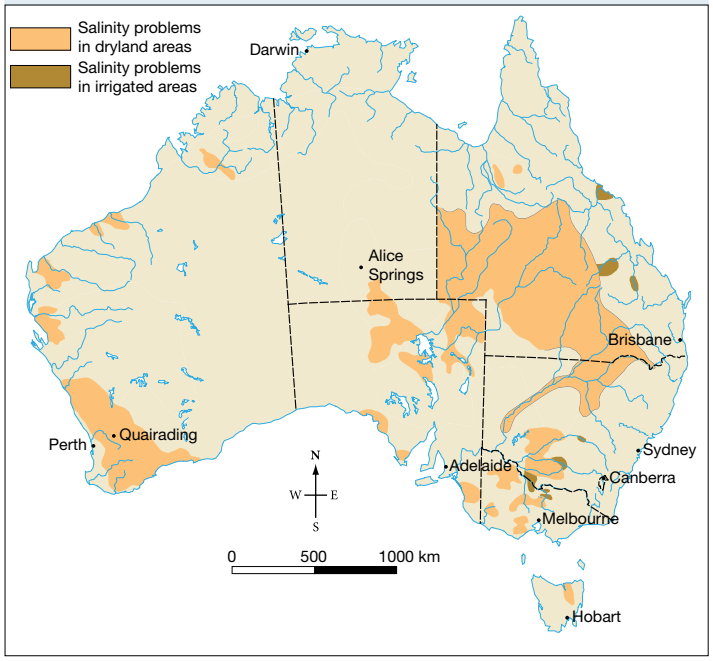


Globally, some 62 million hectares of land (an area the size of France) has been lost due to such issues. Salinity is also a major cause of land degradation in Australia (see **FIGURE 5**).

As the population grows, so does the demand for water. Domestic, industrial and environmental sectors compete for this limited resource. Countries with increasing populations and scarce water face deficits and food insecurity. Water is becoming scarcer and water resources are more costly to develop, sometimes causing environmental damage.

Historically, farmers have diverted water from natural sources for irrigation. Large-scale irrigation can turn deserts into fertile land but may dry out wetlands, stop river flow and deplete lakes and aquifers. Currently, reservoirs hold three to six times more water than natural rivers. Water extraction could nearly double by 2050.

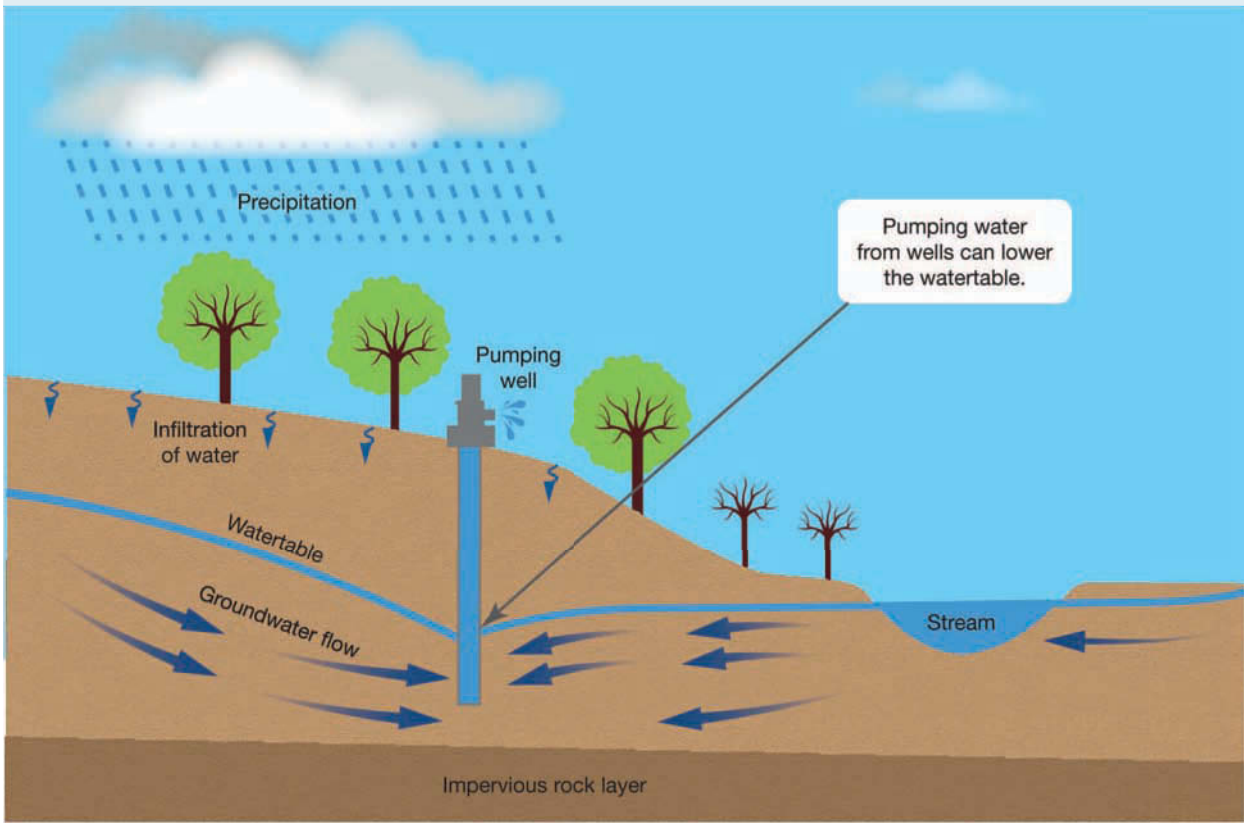
FIGURE 5 The distribution of salinity in Australia



Source: Map drawn by Spatial Vision.

As surface water resources become fully exploited, people turn to underground water sources. Improvements in technology have also enabled farmers to pump water from aquifers deep underground (see **FIGURE 6**).

FIGURE 6 Diagram showing the use of groundwater as a water source for farming



Groundwater levels do not respond to changes in the weather as rapidly as rivers and lakes do. If the water is removed unsustainably (at a rate that is faster than the rate of replenishment by rainfall, run-off or underground flow), then watertables fall. Water extraction then becomes harder and more expensive. Water stored in aquifers can take thousands of years to replenish. Over-extraction of groundwater can result in wells running dry, reduced stream flow and even land subsidence (sinking).

The High Plains region of the central United States is the leading irrigation area in the western hemisphere, producing over $20 billion worth of food and fibre per year. In all, 5.5 million hectares of semi-arid land is irrigated using water pumped from the huge Ogallala Aquifer (see **FIGURE 7**). Since large-scale irrigation was developed in the 1940s, groundwater levels have dropped by more than 30 metres. Pesticides and other pollutants from farming have also infiltrated the groundwater. Scientists estimate that the aquifer will be 69 per cent depleted by 2060 and it would take more than 6000 years for it to refill naturally.

FIGURE 7 The size of the Ogallala Aquifer in the central United States

Source: Based on data from the USGS. Map drawn by Spatial Vision.

SkillBuilder discussion

Geographical inquiry

1. Referring to **FIGURE 7**, what is the approximate size of the Ogallala Aquifer in the central United States?
2. Name the states in which it is found.
3. Which state has the largest percentage?

9.13 SkillBuilder activity CONCLUDING AND DECISION-MAKING, COMMUNICATING

1. **Investigate** methods used in Australia to reduce the environmental effects of salinity.
2. Using **FIGURE 5** as a model, **create** a similar sketch depicting the development of irrigation salinity. Based on your research findings, **annotate** your drawing with suggestions for how to reduce the effects of irrigation salinity.

9.13 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4, 5	1, 3, 9	6, 7, 8

REMEMBER AND UNDERSTAND

1. **Identify** four human causes of land degradation.
   - **A.** Over-cultivation
   - **B.** Steep slopes
   - **C.** Over-irrigation
   - **D.** Farming on marginal lands (e.g., steep slopes or poor soils)
   - **E.** The introduction of feral plant species
   - **F.** Floods
2. **Identify** three natural causes of land degradation.
   - **A.** The introduction of feral animal species
   - **B.** Steep slopes
   - **C.** Drought
   - **D.** Clearing of vegetation
   - **E.** Flood
   - **F.** Overgrazing
3. **Identify** what percentage of the world's fresh water is consumed by irrigation.
   - **A.** 90 per cent
   - **B.** 25 per cent
   - **C.** 70 per cent
   - **D.** 75 per cent
4. **Identify** the different types of water resources that can be used to supply water for food production.

ANALYSE AND APPLY

5. **Consider** the photograph in **FIGURE 1**. Why would it be difficult to either graze animals or grow crops on this land?
6. **Analyse** three changes to the environment that are needed in order to irrigate land for agriculture.

EVALUATE AND COMMUNICATE

7. Study the **FIGURE 5** map, which shows the distribution of salinity in Australia. **Justify** why you think dryland salinity covers a larger area than irrigation salinity.
8. **State** the advantages and disadvantages of using groundwater and surface water for farming.
9. Study **FIGURE 6**. **Discuss** how pumping groundwater can lower watertables.

Answers and sample responses for this topic are available online.

LESSON 9.14 Why is global biodiversity diminishing?

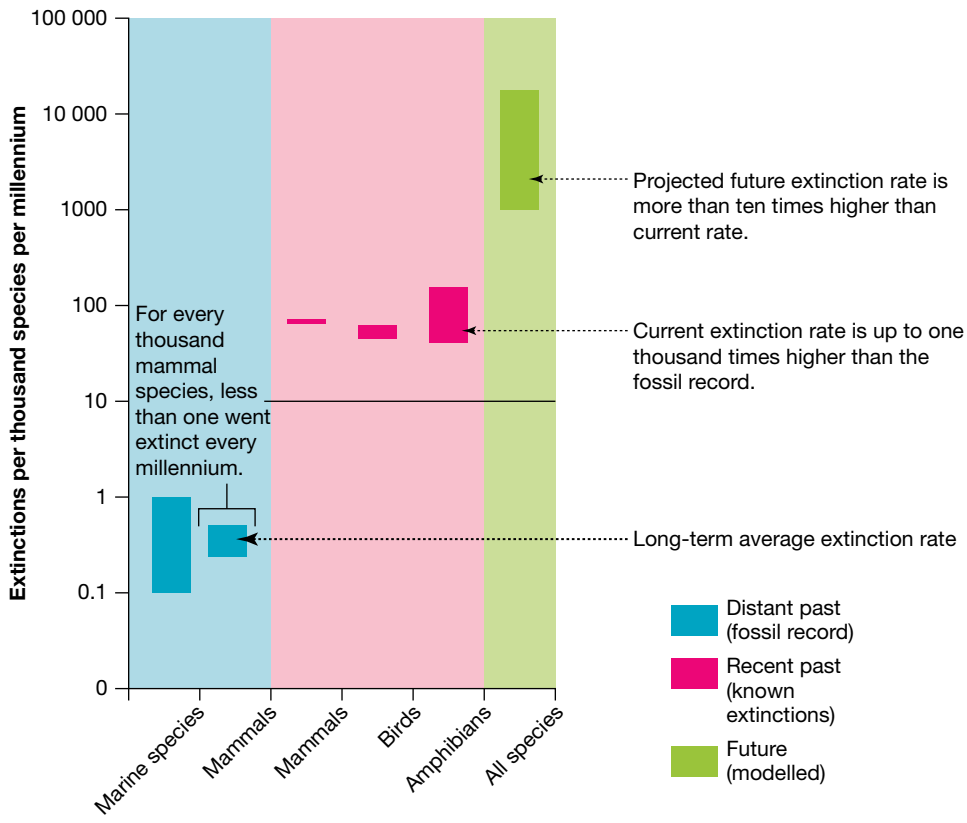
LEARNING INTENTION

By the end of this lesson you should be able to **outline** how global biodiversity and specifically agricultural biodiversity are on the decline, largely as a result of human activities, particularly the production of foods and fibres.

Tune in

Many people are concerned that plant and animal species are becoming extinct due to human-induced changes to biomes.

FIGURE 1 Extinctions per thousand species per millennium



Source: World Resources Institute.

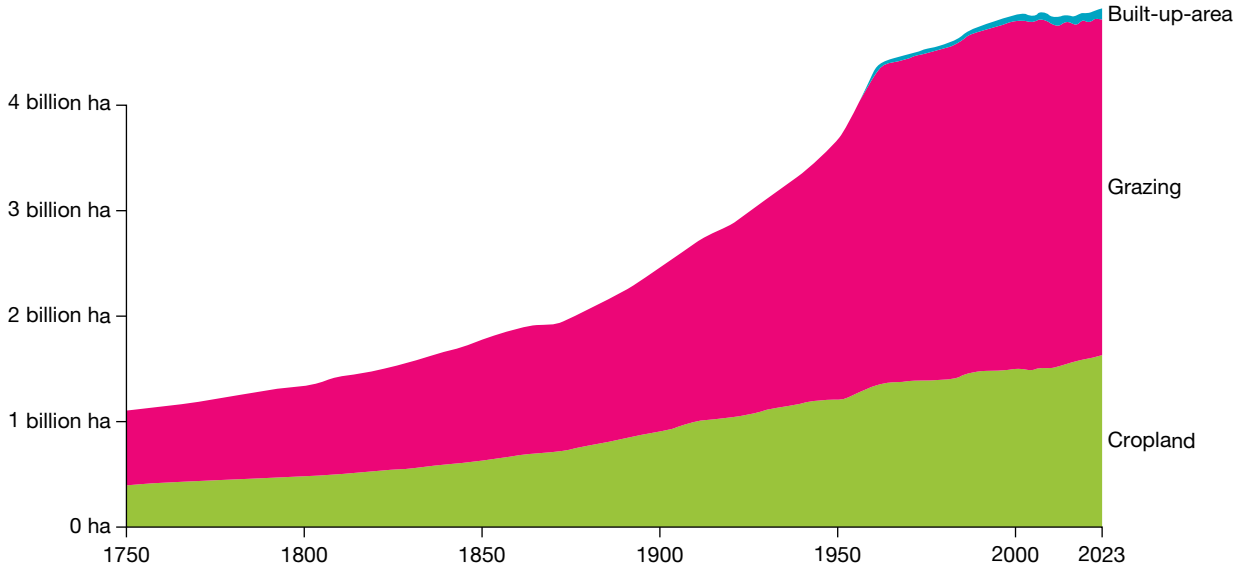
Refer to **FIGURE 1**.

1. **Can you give reasons why amphibians (water-based animals) such as frogs have such a high extinction rate?**
2. **FIGURE 1 shows that in the distant past, low numbers of species of mammals went extinct (humans are also mammals). Can you suggest based on your understanding of biomes why this is the case?**

9.14.1 The loss of biodiversity

The past few centuries have seen the greatest rate of species extinction in the history of the planet (see **FIGURE 1**). The population of most species is decreasing, and genetic diversity is declining, especially among species that are cultivated for human use. **FIGURE 2** shows how land use has changed since 1750.

FIGURE 2 Human land use over the period 1750–2023



SkillBuilder discussion

Geographical inquiry

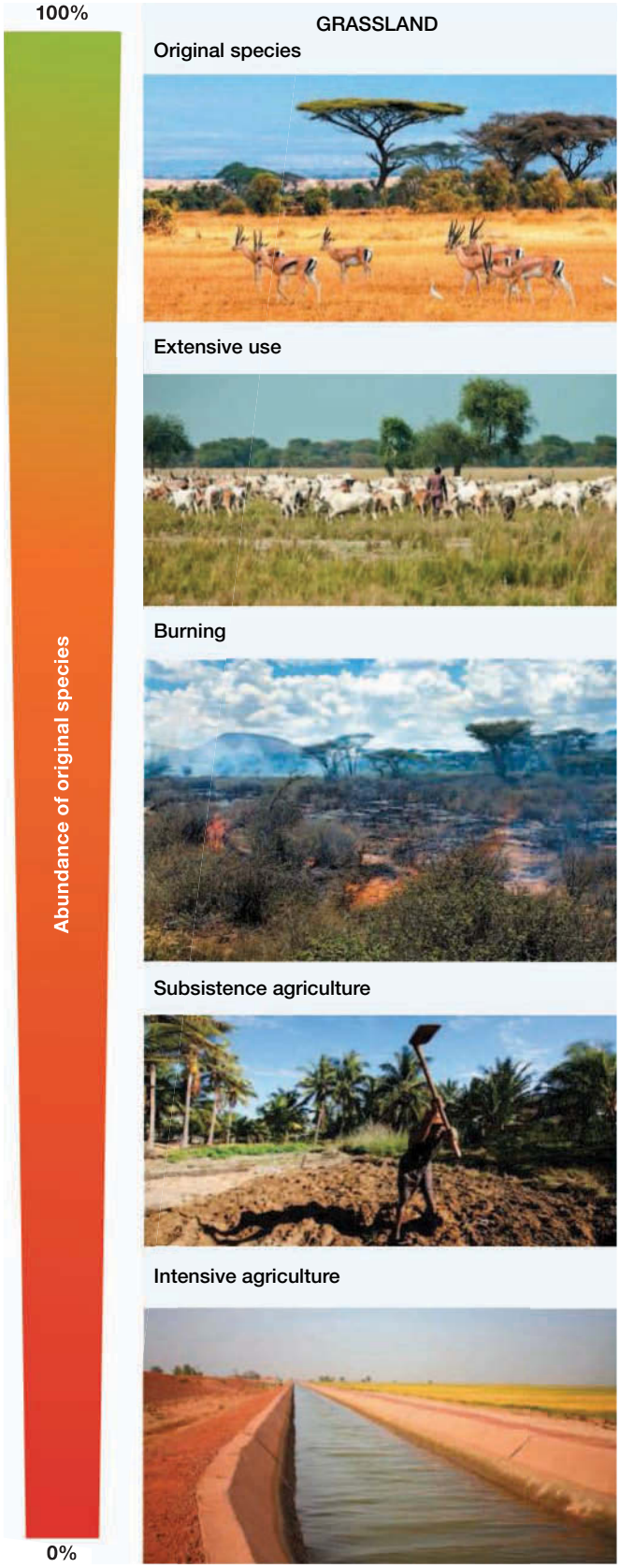
1. Describe the information shown on the graph in **FIGURE 2**. What is the pattern of change?
2. What does this suggest about land use and biodiversity?

In those places where there has been very little industrial-scale farming, a huge variety of crops are still grown. In Peru, for example, more than 3000 types of potatoes are still cultivated. Elsewhere, biodiversity as well as agricultural biodiversity (biodiversity that is specifically related to food items) is in decline. In Europe, 50 per cent of all breeds of domestic animals have become extinct, and in the United States, 6000 of the original 7000 varieties of apple no longer exist. How has this happened?

Reasons for the decline in biodiversity:

- Industrial-scale farming and new high-yielding, genetically uniform crops replace thousands of different traditional species. Two new rice varieties in the Philippines account for 98 per cent of cropland.
- Converting natural habitats to cropland and other uses replaces systems that are rich in biodiversity with monoculture systems that are poor in diversity (see **FIGURE 3**).
- Uniform crops are vulnerable to pests and diseases, which then require large inputs of chemicals that ultimately pollute the soil and water. Traditional ecosystems have many natural enemies that combat pest species.
- The introduction of modern breeds of animals has displaced indigenous breeds. In the space of 30 years, India has lost 50 per cent of its native goat breeds, 30 per cent of sheep breeds and 20 per cent of indigenous cattle breeds.

FIGURE 3 Changes to percentage of original species according to changes in biomes for food production



9.14.2 Australia's biodiversity

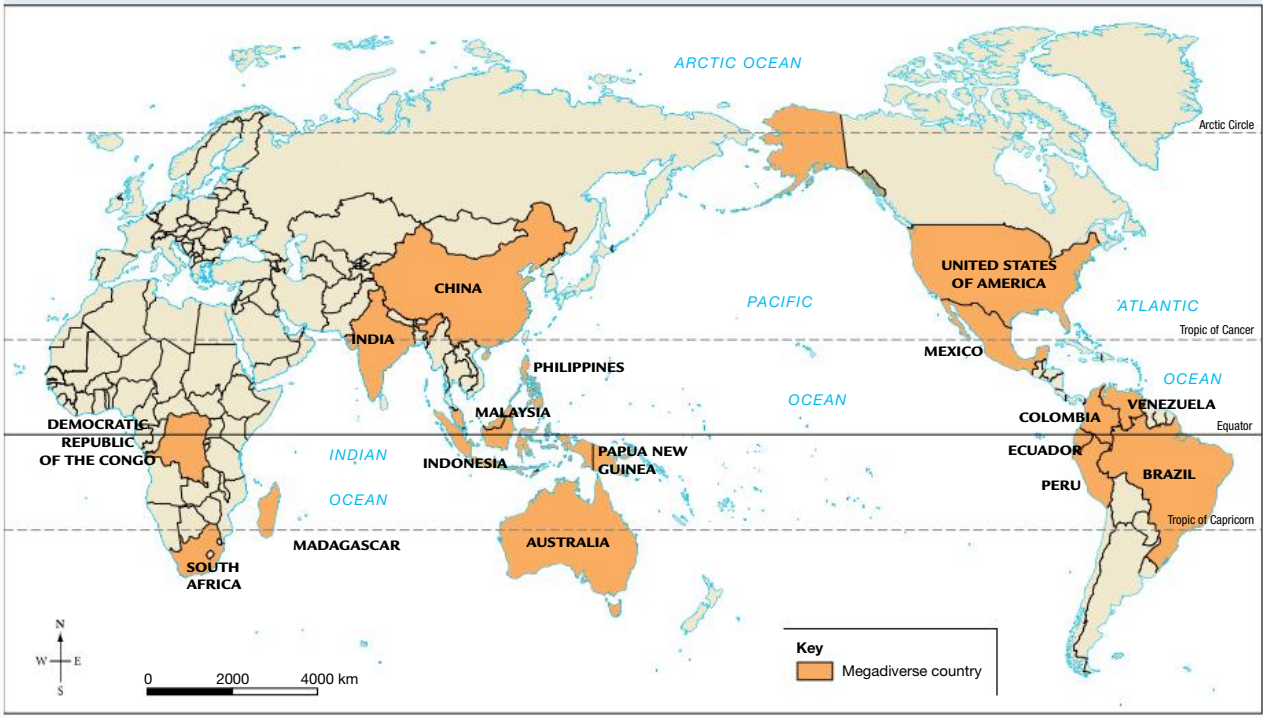
Australia has a high number of **endemic** species, and 7 per cent of the world's total species of plants, animals and micro-organisms. This makes Australia one of only 17 countries, along with China, Brazil, the United States and others, that are classified as megadiverse — having high levels of biodiversity. These 17 nations combined contain 75 per cent of the Earth's total biodiversity (see **FIGURE 4**). Australia's unique biodiversity is due to its 140 million years of geographic isolation.

However, Australia has experienced the largest documented decline in biodiversity of any continent over the past 200 years. It is thought that 48 plant species and 50 species of animals (27 mammal species and 23 bird species) are now extinct.

The sustainable land and resource management practices of Aboriginal and Torres Strait Islander Peoples carried out over many thousands of years ensured food security for the people and respect for the biodiversity of the lands, waterways, lakes and marine environments that sustained them.

At the time of European occupation in 1788, their deep knowledge and close association with the land allowed for sustainable management of the ecosystems and biomes in which they lived. Rotational land occupation, sustainable fishing practices and controlled burning ensured that both biodiversity and food security were maintained. The 'world view' that describes this sustainable lifestyle is called an 'Earth-centred' approach. This means people's interaction with the environment is one of stewardship.

FIGURE 4 Distribution of megadiverse countries



Source: Map drawn by Spatial Vision.

SkillBuilder discussion

Communicating

1. Referring to **FIGURE 4**, with a partner, list the countries that are classified as megadiverse.
2. Name some species that make Australia megadiverse.
3. Name some species that have become extinct in Australia.

9.14 SkillBuilder activity CONCLUDING AND DECISION-MAKING, COMMUNICATING

Australia has experienced the largest documented decline in biodiversity of any continent over the past 200 years.

1. Investigate:
   a. land management practices that were used in your area before European colonisation
   b. the plant and animal species that are endangered or threatened in your area.
2. How might a more Earth-centred approach help to protect these species? (As research, you could ask local Aboriginal and Torres Strait Islander Elders.) **Suggest** at least three strategies.

9.14 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7	3, 4, 5, 9	6, 8, 10

REMEMBER AND UNDERSTAND

1. Human activities can lead to a loss of biodiversity. True or false?
2. Australia is considered a megadiverse country. True or false?
3. 'Endemic' describes _____ that occur _____ in only one _____.

ANALYSE AND APPLY

4. Analyse **FIGURE 2**. **Explain** what has caused the land use changes over the long term.
5. Study the information in **FIGURE 3**. **Identify** the changes to the grassland biome as seen over time.
6. Describe the ways that Aboriginal and Torres Strait Islander Peoples' practice of rotational land occupation helped maintain biodiversity before European occupation.

EVALUATE AND COMMUNICATE

7. Does it matter that we have fewer species of apples or goats? **Justify** your view with reference to what you have learned in this lesson.
8. **Discuss** impacts genetically modified crops might have on species diversity.
9. **Elaborate** on how the environmental impacts of a traditional small-scale farm might compare with a large-scale producer.
10. Do you think it will be possible, in the future, for Australia to maintain its megadiverse status? **Predict** what actions might contribute to this.

Answers and sample responses for this topic are available online.

LESSON 9.15 Investigating topographic maps — Coastal wetland biome in Binydjarrna (Dalywoi/Daliwuy Bay)

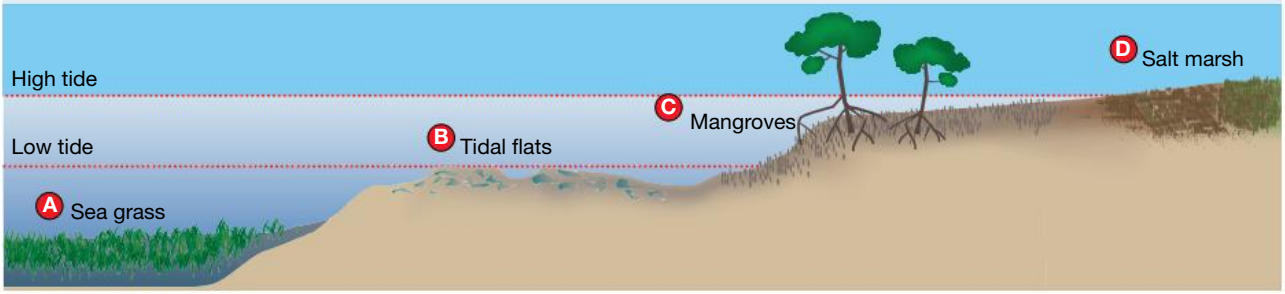
LEARNING INTENTION

By the end of this lesson you should be able to **explain** how aspects of the wetland biome in Binydjarrna (Dalywoi/Daliwuy Bay) function using examples from a topographic map.

9.15.1 Coastal wetlands at Binydjarrna (Dalywoi/Daliwuy Bay)

Wetlands are biomes where the ground is saturated, either permanently or seasonally. They are found on every continent except Antarctica. Wetlands include areas that are commonly referred to as marshes, swamps and bogs. Refer to section 9.5.2 for further information about coastal wetlands.

FIGURE 1 Cross-section of a mangrove wetland



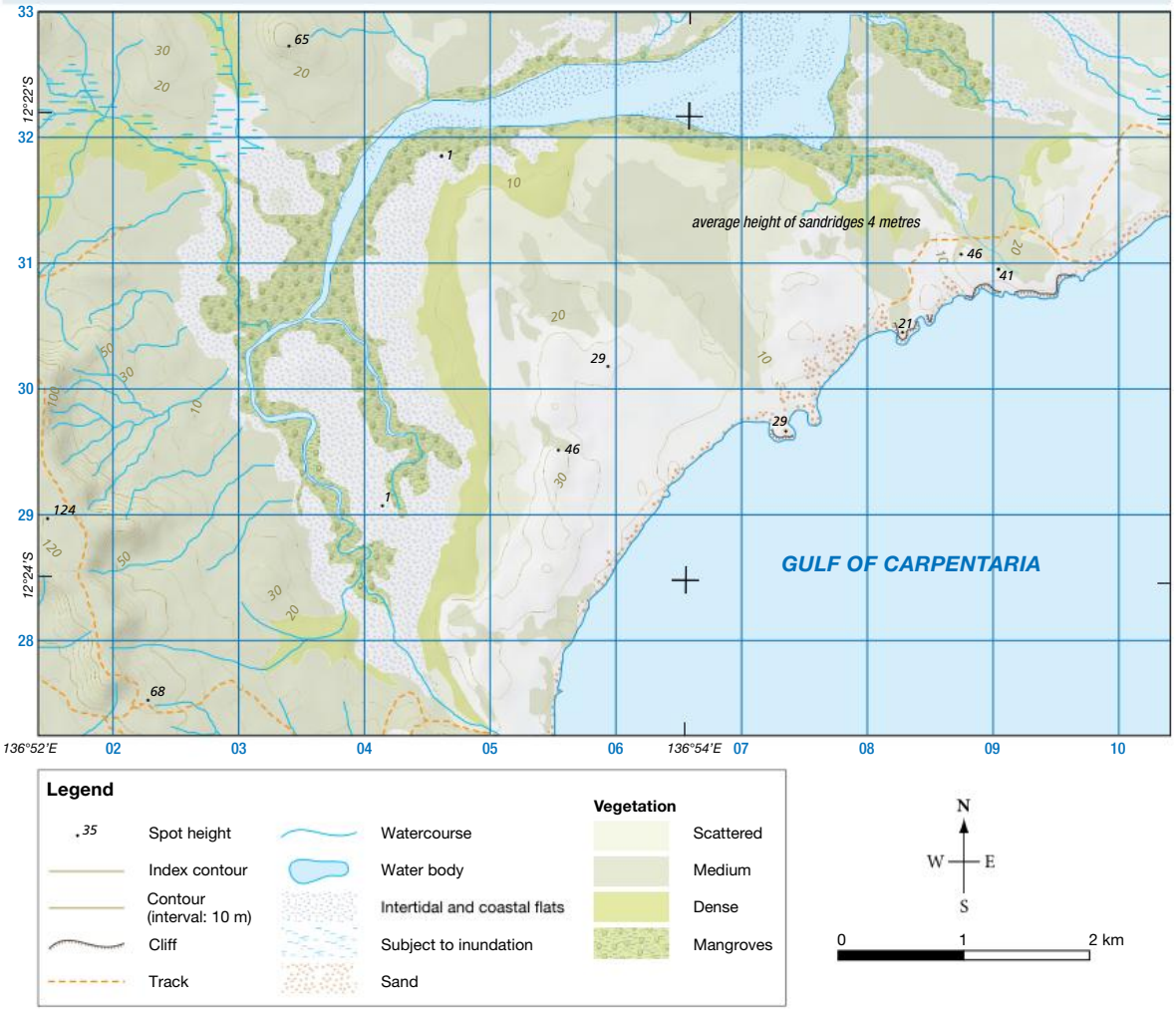
A Seagrass meadows:
- are covered by water all the time
- bind the mud and provide shelter for young fish
- produce **organic matter**, which is consumed by marine creatures.

B Tidal flats:
- are covered by tides most of the time
- are exposed for short periods of the day (low tide)
- are formed by silt and sand that has been deposited by tides and rivers
- provide a feeding area for birds and fish.

C Mangroves:
- have **pneumatophores** that trap sediment and pollutants from the land and sea
- change shallow water into swampland
- store water and release it slowly into the ecosystem
- have leaves that decompose and provide a food source for marine life
- provide shelter, breeding grounds and a nursery for marine creatures and birds.

D Salt marshes:
- are covered by water several times per year
- provide decomposing plant matter — an additional food source for marine life
- have high concentrations of salt.

FIGURE 2 Topographic map extract, Binydjarrna (Daliwuy Bay), Northern Territory



Source: Adapted from Geoscience Australia, The Australian Army © Commonwealth of Australia (1999).

9.15 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 5	1, 4	6

REMEMBER AND UNDERSTAND

1. Refer to **FIGURE 1**. **Describe** the natural functions of wetlands in the environment.
2. **Identify** the following features on the map in **FIGURE 2**.
   a. The highest point
   b. An area that is subject to inundation
   c. A track to the beach

3. Refer to **FIGURE 2** and **describe** the environment at the following locations.
   a. GR042309
   b. GR071329
   c. GR030320
   d. GR042285
4. Refer to **FIGURE 2.**
   a. Locate the grid square bounded by the following grid references: GR030300, GR030310, GR040030, GR040310.
   b. **Describe** the natural environment in this area.
   c. **Describe** how this environment would change over the course of the day.
   d. **Explain** how this environment would be impacted if there was a cyclone in the area.

ANALYSE AND APPLY

5. How do mangrove wetlands help to stop erosion of coastlines?

EVALUATE AND CREATE

6. A proposal has been put forward to construct a canal housing estate in the square bounded by the following grid references in **FIGURE 2**: GR030300, GR030310, GR040030, GR040310. Based on the features and topography in this area, is this proposal a good idea?

Answers and sample responses for this topic are available online.

LESSON 9.16 Review

9.16.1 Key knowledge summary

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

9.2 What are the major biomes around the world?

- Biomes are sometimes referred to as ecosystems.
- Biomes share similar climates and life forms.
- The Earth has five major biomes: forest, desert, grassland, tundra and aquatic. There are variations within each biome.

9.3 How do we characterise biomes?

- Biomes are controlled by climate.
- Climate is influenced by latitude, landform, ocean currents and air movement.
- Climate determines the type of soil that develops and the life forms that a biome can support.
- The characteristics of soil are determined by temperature, rainfall and the rocks and minerals that make up the underlying bedrock.
- There are more microbes in a teaspoon of soil than there are people on Earth.

9.4 What are Australia's major biomes?

- All the major biome types, with the exception of tundra, are found in Australia.
- After European settlement, significant changes have been made to Australia's biomes.
- All the major food grains that we use today have their origins in the grassland biome.

9.5 What is the importance of biomes to humans?

- Grasslands can occur naturally or as a result of human activity.
- Forty-two per cent of the planet was once covered in grasslands; today they make up just 25 per cent of the Earth's land area.
- Grassland soils are generally deep and fertile, which makes them ideal for agricultural production.
- Wetlands are saturated either permanently or seasonally. They are often tidal and provide important breeding grounds and habitats for both marine and freshwater species.
- Wetlands are a natural filtering system and regulate river flow.
- Coral reefs require specific temperature and sea conditions to develop and survive.
- The top part of the reef is alive; it comprises living coral polyps growing on the remains of dead coral. Not only are they an important tourism resource, but they also have compounds that are used in painkillers and other medicines.
- The reef ecosystem is fragile and easily damaged.

9.6 What are the major staple foods of the world?

- Staple foods are those that are eaten regularly and in such quantities that they constitute a dominant portion of a diet.
- Staple food production is interconnected with climate, environment, culture and traditions.
- Most staple foods are cereals, such as wheat, barley, rye, oats, maize (corn) and rice; or root vegetables, such as potatoes, yams, taro and cassava.
- Other staple foods include legumes, such as soybeans and sago; fruits, such as breadfruit and plantain (a type of banana); and fish.
- The ongoing provision of food for an ever-increasing world population requires new thinking in sustainable food production.
- The three main factors that have affected recent increases in world crop food production are increased cropland and rangeland area, increased yield per unit area and greater cropping intensity.

- Agricultural innovations have changed and increased global food production.
- The Green Revolution was a result of the development and planting of new hybrids of rice and wheat, combined with expanded irrigation and use of fertilisers, which have led to greatly increased yields.

9.7 How and why do we modify biomes for agriculture?

- Rapid global population growth has an impact on food production and the consequent modification of biomes.
- Modifications to climate include the use of irrigation and greenhouses.
- Soils can be modified through the use of fertilisers.
- Landscapes can be modified through measures such as flattening, terracing or draining. Land reclamation involves creating new land from seas, rivers or lakes.

9.8 What types of agriculture are practised in Australia and Asia?

- Climate and distance to markets are major factors in the control of all forms of agriculture in Australia.
- Types of farming in Australia include extensive farming of sheep or cattle, extensive cereal crop farming, and intensive farming such as dairy, horticulture and market garden cropping.
- Many nations in Asia have a high reliance on rice and associated aquaculture farming.

9.9 How are the world's biomes and food production interconnected?

- Earth is made up of four interconnected spheres: the atmosphere, hydrosphere, lithosphere and biosphere.
- Natural events and human activities can create changes to these spheres.
- New technologies and improvements in farming methods have increased our rate of food production but have also caused loss of biodiversity and unsustainable degradation of land and water.

9.10 How has deforestation changed the forest biome?

- Forest biomes provide resources for a wide range of goods and services, and they support wide biodiversity.
- The need for farmland and forest products has seen large-scale clearing of the world's forests.
- Deforestation creates a range of environmental impacts, examples of which can be seen in the Amazon rainforest.

9.11 How has overfishing changed the ocean biome?

- Fish is an important source of food for more than 1 billion people around the world.
- Improvements in technology have enabled larger quantities of fish to be captured, processed and stored at greater distances from the coast.
- A 'boom and bust' mentality has seen large-scale overfishing and the decline in fish species.
- Aquaculture is now outstripping wild fish capture as an important supplier of fish and fish products.
- Aquaculture, if poorly managed, can create environmental change.

9.12 Inquiry: What is the impact of overfishing?

- Overfishing is causing the collapse of many of our most important marine ecosystems.
- Overfishing is simply catching fish at a rate higher than the rate at which fish species can repopulate. It is an unsustainable use of our oceans and freshwater biomes.
- Aquaculture is often seen as a sustainable and eco-friendly solution to overfishing, but its rapid growth and poor management in many places has created large-scale environmental change.

9.13 What are the causes and effects of land degradation?

- Land that is poorly managed or overworked is susceptible to degradation. Erosion, salinity and pest invasions are all causes of land degradation.
- Land degradation can result from both natural and human causes and can lead to a loss of productivity.
- There is a strong interconnection between land degradation and food insecurity.
- Food production and security are linked to water availability.

- Irrigation is the biggest user of water in the world, consuming 70 per cent of freshwater resources.
- Irrigation can contribute to an increase in type, yield and the seasonality of food production.
- However, poorly managed irrigation has environmental costs, such as soil salinity and waterlogging.
- Diversion of surface water and extraction of underground water need to be carried out in a sustainable manner, or watertables will fall and groundwater sources will run dry.

9.14 Why is global biodiversity diminishing?

- Globally, there is a decline in the number and population of most species.
- Changes in agriculture, large-scale changes to habitats and modern breeding of plants and animals all contribute to a loss of biodiversity.
- Australia is considered a megadiverse country, with one of the highest levels of biodiversity in the world.

9.15 Investigating topographic maps — Coastal wetland biome in Binydjarrna (Dalywoi/Daliwuy Bay)

- Binydjarrnga (Daliwuy Bay) is located in the Northern Territory, east of Darwin.
- This area is known for its wetlands which are biomes where the ground is saturated, either permanently or seasonally. Wetlands include marshes, swamps and bogs.
- Mangrove wetlands are common in Binydjarrnga and they consist of seagrass meadows, tidal flats, mangroves and salt marshes.

9.16.2 Key terms

agribusiness business set up to support, process and distribute agricultural products
aquaculture the farming of aquatic plants and aquatic animals such as fish, crustaceans and molluscs
aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater
arable describes land that can be used for growing crops
biodiversity the variety of plant and animal life within an area
biofuel fuel that comes from renewable sources
biophysical environment the natural environment, made up of the Earth's four spheres — the atmosphere, biosphere, lithosphere and hydrosphere
clear-felling the removal of all trees in an area
deforestation clearing forests to make way for housing or agricultural development
degradation deterioration in the quality of land and water resources caused by excessive exploitation
endemic describes species that occur naturally in only one region
erosion the wearing down of rocks and soils on the Earth's surface by the action of water, ice, wind, waves, glaciers and other processes
extensive farm farm that extends over a large area and requires only small inputs of labour, capital, fertiliser and pesticides
greenhouse gases any of the gases that absorb solar radiation and are responsible for the greenhouse effect. These include water vapour, carbon dioxide, methane, nitrous oxide and various fluorinated gases.
groundwater water that exists in pores and spaces in the Earth's rock layers, usually from rainfall slowly filtering through over a long period of time
horticulture the practice of growing fruit and vegetables
humus an organic substance in the soil that is formed by the decomposition of leaves and other plant and animal material
hybrid plant or animal bred from two or more different species, sub-species, breeds or varieties, usually to attain the best features of the different stocks
innovation new and original improvement to something, such as a piece of technology or a variety of plant or seed
intensive farm farm that requires a lot of inputs, such as labour, capital, fertiliser and pesticides
irrigation the supply of water by artificial means to agricultural areas
leeward describes the area behind a mountain range, away from the moist prevailing winds
logging large-scale cutting down, processing and removal of trees from an area

mallee vegetation areas characterised by small, multi-trunked eucalypts found in the semi-arid areas of southern Australia
organic matter decomposing remains of plant or animal matter
per capita per person
plantation an area in which trees or other large crops have been planted for commercial purposes
pneumatophores exposed root system of mangroves, which enables them to take in air when the tide is in
precipitation the forms in which moisture is returned to the Earth from the sky, most commonly in the form of rain, hail, sleet and snow
rain shadow the dry area on the leeward side of a mountain range
salinity the presence of salt on the surface of the land, in soil or rocks, or dissolved in rivers and groundwater
sustainable describes the use by people of the Earth's environmental resources at a rate such that the capacity for renewal is ensured
treeline the edge of the area in which trees are able to grow
tundra the area lying beyond the treeline in polar or alpine regions
undulating describes an area with gentle hills
urbanisation the growth and spread of cities
waterlogging saturation of the soil with groundwater such that it hinders plant growth
watertable the surface of the groundwater, below which all pores in the soils and rock layers are saturated with water
windward describes the side of the mountain that faces the prevailing winds

9.16.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What are biomes? Are they just another part of the landscape or do we need them to survive?

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

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

9.16 Review exercise

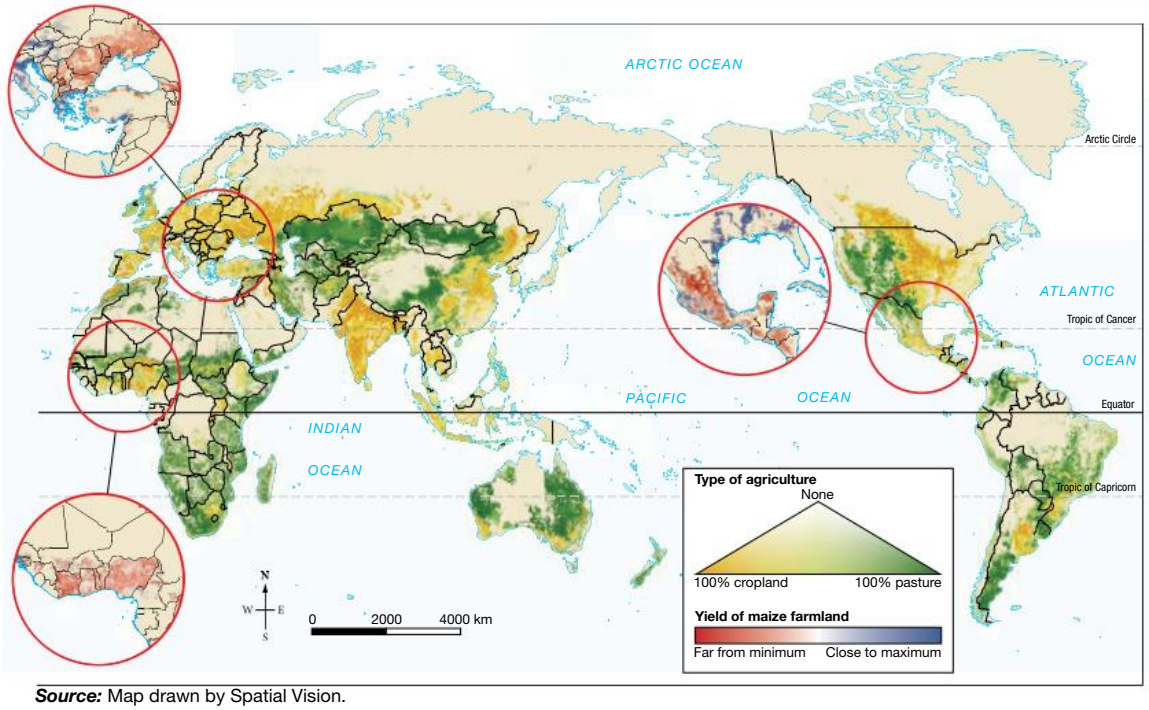
Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 5, 6, 9	1, 4, 7, 11, 13	8, 10, 12, 14, 15

REMEMBER AND UNDERSTAND

1. Which two of the following are not characteristics of the forest biome?
   - **A.** Regulates global climate
   - **B.** Teeming with plant and animal life
   - **C.** Source of a range of modern foods and medicines
   - **D.** Dominated by grass
   - **E.** Produces the oxygen that sustains life
   - **F.** Recycles water
   - **G.** Places of temperature extremes
2. Identify each of the following statements that are true.
   - **A.** Grasslands are found on every continent.
   - **B.** Grasslands make up 35 per cent of the Earth's land area.
   - **C.** Grasslands are the least threatened biome.
   - **D.** Grasslands are the most useful biome for agriculture.
3. A coastal wetland is
   - **A.** a biome that is permanently covered with water.
   - **B.** a biome that is covered with water in the morning.
   - **C.** a biome where the ground is saturated either permanently or seasonally.
   - **D.** a biome that only exists in winter and spring.
4. What gives coral its colour?
   - **A.** Fungus
   - **B.** Algae
   - **C.** Sunlight
   - **D.** Minerals
5. In which biome would make-up sponges be sourced?
   - **A.** Forest
   - **B.** Ocean
   - **C.** Grassland
   - **D.** Desert
6. Based on **FIGURE 1** from lesson 9.6, if food production were to increase in the future, identify ***three*** places that might experience this expansion.
   - **A.** Australia
   - **B.** South-East Asia
   - **C.** Eastern Europe
   - **D.** Scandinavia
   - **E.** West Africa
   - **F.** Central America
   - **G.** Canada

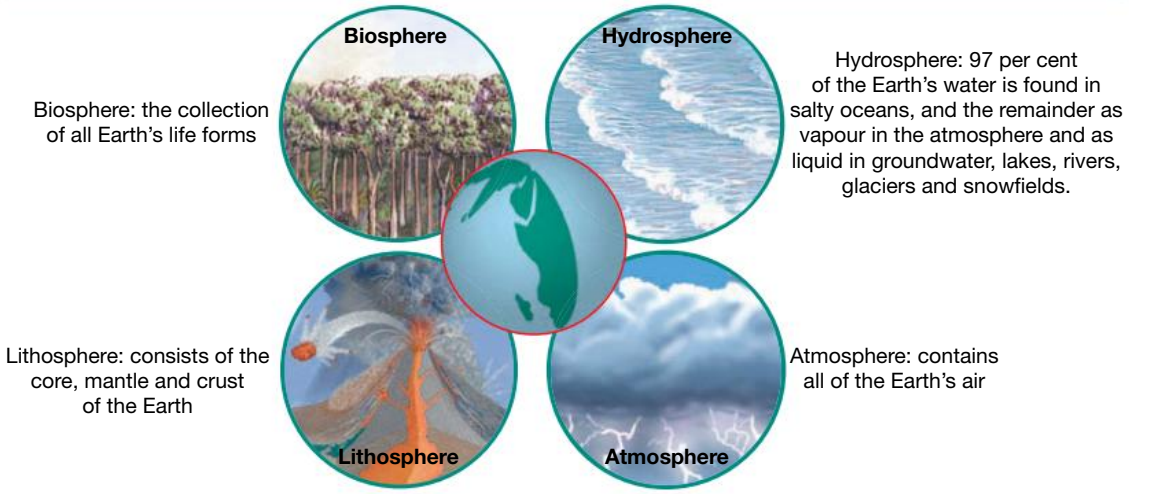
FIGURE 1 World distribution of cropland, pasture and maize. More maize could be grown if improvements were made to seeds, irrigation, fertiliser and markets.



Source: Map drawn by Spatial Vision.

7. There are more than 50 000 edible plants; however, people rely on only a small group of staple foods. Identify three factors that explain this.
   - **A.** It is difficult to grow most crops on a large scale.
   - **B.** Most of the staples are cereal crops that store well over long periods.
   - **C.** Staples are foods that grow under a variety of climatic conditions.
   - **D.** Many of the 50 000 crops are perishable and have a short shelf life.
   - **E.** Only crops with a short growing season are suitable as staple foods.
8. The Earth's sphere that is most affected by the production of food is the
   - **A.** biosphere.
   - **B.** lithosphere.
   - **C.** atmosphere.
   - **D.** hydrosphere.

FIGURE 2 The Earth's four spheres

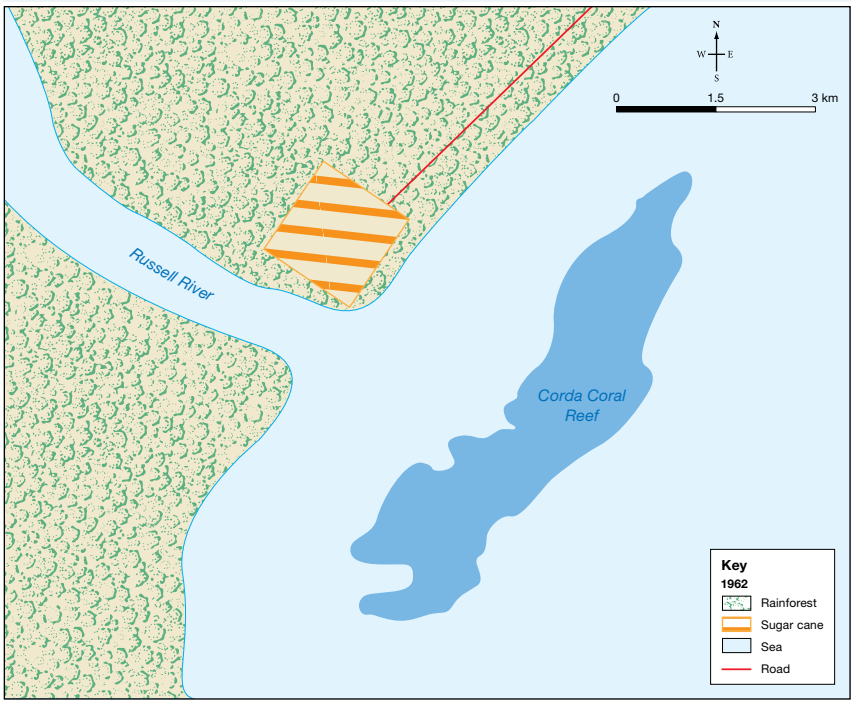


9. As the world's population has increased, which three of the following have enabled food production to keep pace?
   - **A.** Improved technology
   - **B.** Climate change
   - **C.** More labour
   - **D.** Irrigation
   - **E.** Better economy
   - **F.** Use of fertilisers and pesticides
10. Which three of the following are advantages of irrigated farming over rain-fed farming?
   - **A.** Increased fertiliser use
   - **B.** Increased yields
   - **C.** Fewer pests
   - **D.** Reduced threat of droughts
   - **E.** Less labour required
   - **F.** Lower climates
   - **G.** Reliable water supply

ANALYSE AND APPLY

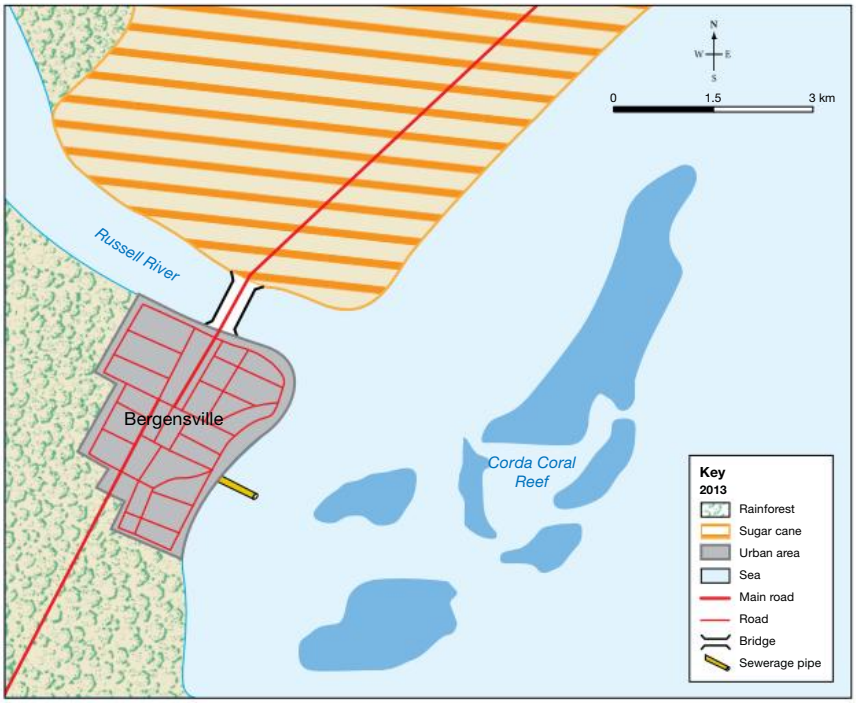
11. **a.** **Describe** the environment found in the place shown in **FIGURE 3**.
   b. **Describe** the changes that took place in this environment between 1962 and 2013. Include reference to the scale of this change in your response.
   c. **Explain** the interconnection between human activity and the decline of the coral reef environment in this place.

FIGURE 3(a) 1962



Source: Map drawn by Spatial Vision.

FIGURE 3(b) 2013



Source: Map drawn by Spatial Vision.

12. Make a list of the types of human activities that can contribute to land degradation.
13. Is the increasing use of groundwater a sustainable option for future farming? **Justify** your answer.
14. Palau, a small country of 22 000 people and more than 200 islands, is located 800 kilometres east of the Philippines. It is the first nation in the world to create a shark sanctuary. Estimates have shown that catching 100 reef sharks would be worth a one-off $18 000. Those same reef sharks, as a tourist and diving attraction, currently bring in $18 million annually. It took some effort to convince Palauans to protect sharks, but they are now responsible for managing and enforcing shark-fishing restrictions. How do you view the decision of the Palau Government? Is this the best way to reduce the environmental threat of overfishing of a species?
15. 'It is easy to restore or recreate biomes.' **Discuss**.

FIGURE 4 Koror Island, home to the commercial centre of Palau

Answers and sample responses for this topic are available online.

10 Food security

LESSON SEQUENCE

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10.3 What are the impacts of the alteration of biomes on future food production? 450
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10.6 How do we expand agricultural production and distribution? 467
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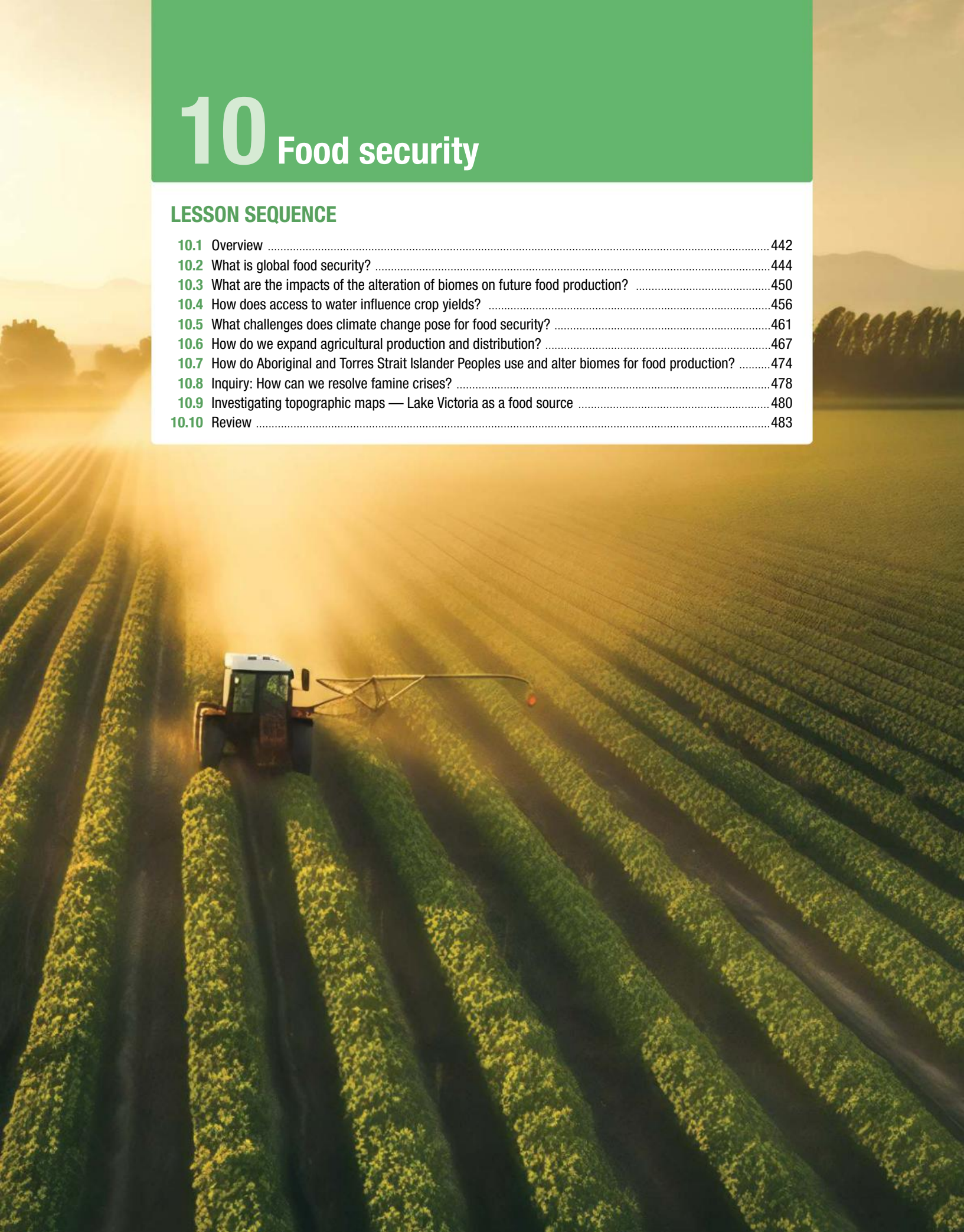


LESSON 10.1 Overview

INQUIRY QUESTION

What factors influence food production in Australia and around the world?

Currently the world produces enough food to adequately feed everyone, but **food security** remains a critical global challenge. It is estimated that approximately one in nine people (around 850 million) experience food insecurity. Across the globe, food production systems face mounting pressures from environmental changes, economic constraints and the need for technological innovation.

Food security exists when all people have reliable access to sufficient, safe and nutritious food. However, achieving this involves complex relationships between environmental, economic, technological, and social and political factors.

In Australia, we produce enough food to feed 60 million people — nearly three times our population. However, as a major food exporter, Australia faces challenges in maintaining sustainable food production systems in the face of environmental pressures, economic changes and the need for ongoing technological adaptation.

learnon

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

SkillBuilder

Use the SkillBuilder activities to develop these Geographical concepts and skills:

- GEOGRAPHICAL INQUIRY
- CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 10.2 What is global food security?

LEARNING INTENTION

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

- **explain** the concept of food security and how it is measured globally
- **analyse** how environmental, economic and technological factors influence crop yields
- **identify** the distribution of regions with the potential to produce food
- understand the relationship between different factors impacting food security.

Tune in

According to the United Nations Food and Agriculture Organization, 'Food security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy lifestyle'.

FIGURE 1 Food is essential to our survival, but not every person on this planet has equal access to food.

1. **What words or images come to mind when you think of hunger?**
2. **How would you define hunger?**
3. **How would you measure hunger?**
4. **How can we protect ourselves against hunger?**

10.2.1 Defining food security

Very few Australians, by choice, would go to bed at night hungry. We live in a country where there is a plentiful supply and a wide range of food items available. Our relatively high standard of living enables most of us to afford to purchase, store and prepare food, and to eat at a variety of food takeaway venues or sit-down restaurants. Most of us are secure in the knowledge that there will be food available at the next mealtime.

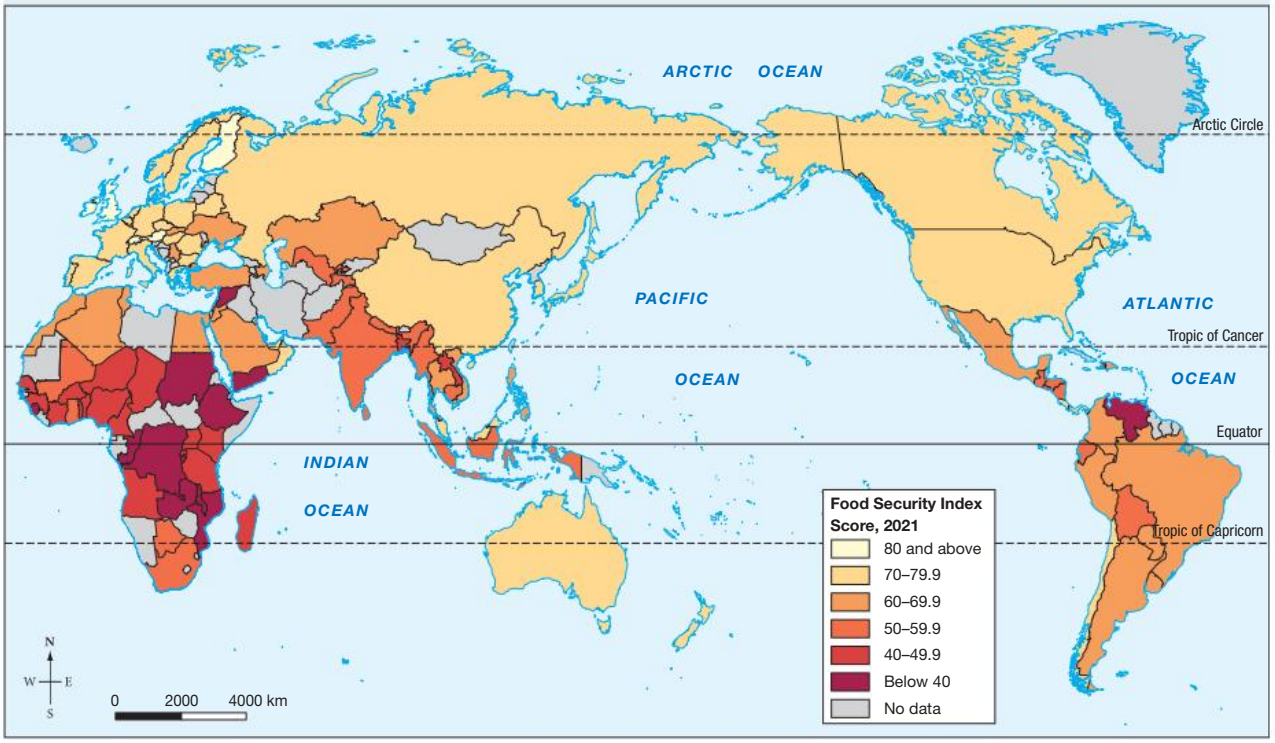
Food security means having reliable access to enough nutritious food, whether that's through growing it, being able to afford it, or exchanging goods or services for it. For a country, food security involves being able to produce enough food, afford to import it, or use a mix of both approaches.

We know that not all people in the world are able to achieve this.

10.2.2 Measuring food security

The map in **FIGURE 2** shows the countries of the world, scored according to the Global Food Security Index.

FIGURE 2 The Food Security Index, 2021



Source: Based on data from Global Food Security Index 2021. © The Economist Group 2021. Map drawn by Spatial Vision.

When measuring food security, several components are considered:

Countries that have a high rating on the index can produce more food than they require, so they can export their surplus or they are able to afford to import all their food needs, as is the case for Singapore.

In Australia, we produce three times as much food as we consume. We are a major exporter of both fresh and processed food, and can trade competitively in cereals, oil seeds, beef, lamb, sugar and dairy products. About 90 per cent of our food is grown here in Australia. Of the remaining 10 per cent that we import, many foods are either processed or out of season in Australia; oranges are an example.

Factors impacting food security in different regions

The Food Security Index shows clear patterns in food security levels around the world. Understanding these patterns requires examining how different factors combine to influence food production in each region. **TABLE 1** shows how environmental conditions, economic circumstances and access to technology create unique challenges across the world.

Australia's high rating on the Food Security Index reflects our robust agricultural sector, which faces various challenges and opportunities:

- environmental factors — diverse climate zones, variable rainfall, soil types
- economic factors — high production costs, strong export markets, modern **infrastructure**
- technological factors — **precision agriculture**, advanced **irrigation** systems, research capabilities.

TABLE 1 Challenges for food production

Region	Environmental factors	Economic factors	Technological factors	Security level
Australia	Variable climate, large land area	High production costs, strong exports	Advanced farming systems	High
Europe	Temperate climate, good soils	Well-developed markets	High mechanisation	High
South Asia	Monsoon dependent, fertile plains	Small farm sizes	Variable adoption	Medium–Low
Africa	Diverse climates, soil degradation	Limited infrastructure	Limited access	Low

10.2.3 Food insecurity

Think about the last meal you ate. Where did that food come from? How much did it cost? Were you able to choose what you wanted to eat? For about 850 million people — one in every nine people worldwide – these aren't simple questions to answer.

What does food insecurity look like?

In places with high food insecurity:

- people don't know where their next meal will come from
- nutritious foods, like fresh fruits and vegetables, may be too expensive
- families might have to skip meals
- food choices are very limited.

Let's look at two different situations:

TABLE 2 Food challenges in urban and rural environments

Urban food challenges	Rural food challenges
Even in cities where food is available in shops, some families face food insecurity because: • healthy food is too expensive • they must choose foods high in calories but low in nutrients • this can lead to both malnutrition and obesity at the same time.	In many farming regions, like in parts of India: • 24% of the world's malnourished people live there • 30% of children have stunted growth • farmers might grow food but still can't afford to feed their families well • poor transport and storage mean food often spoils before reaching markets.

DID YOU KNOW?

Having enough food in a country doesn't always mean that everyone has access to it; food security is about whether people can get and afford nutritious food. Sometimes there's plenty of food available, but it isn't shared or distributed fairly. People in both very poor and very wealthy countries can experience food insecurity

The cycle of food insecurity

FIGURE 3 shows how different factors create an ongoing cycle of food insecurity. When people can't get enough food, it impacts their health. Poor health means people have less energy to work or study. This

leads to less money, making it harder to buy healthy foods — and the cycle continues. Outside factors like drought, poor transport and lack of job options can make this cycle even harder to break.

FIGURE 3 The cycle of food insecurity

SkillBuilder discussion

Geographical inquiry

1. Looking at **FIGURE 3**, where could you enter this cycle to help break it?
2. **Discuss** how environmental factors (like droughts) impact multiple parts of the cycle.
3. If you had to select one factor to address first, which would it be and why?

10.2.4 Causes of food insecurity

Global food production now provides one-third more calories than are needed to feed the entire world. Since the beginning of this century, there has been an increase in production (often referred to as **yield**) from 2716 to 2904 calories per person per day. Increases from 2083 to 2358 calories have also occurred in the least developed countries.

TABLE 3 Factors influencing food production and distribution

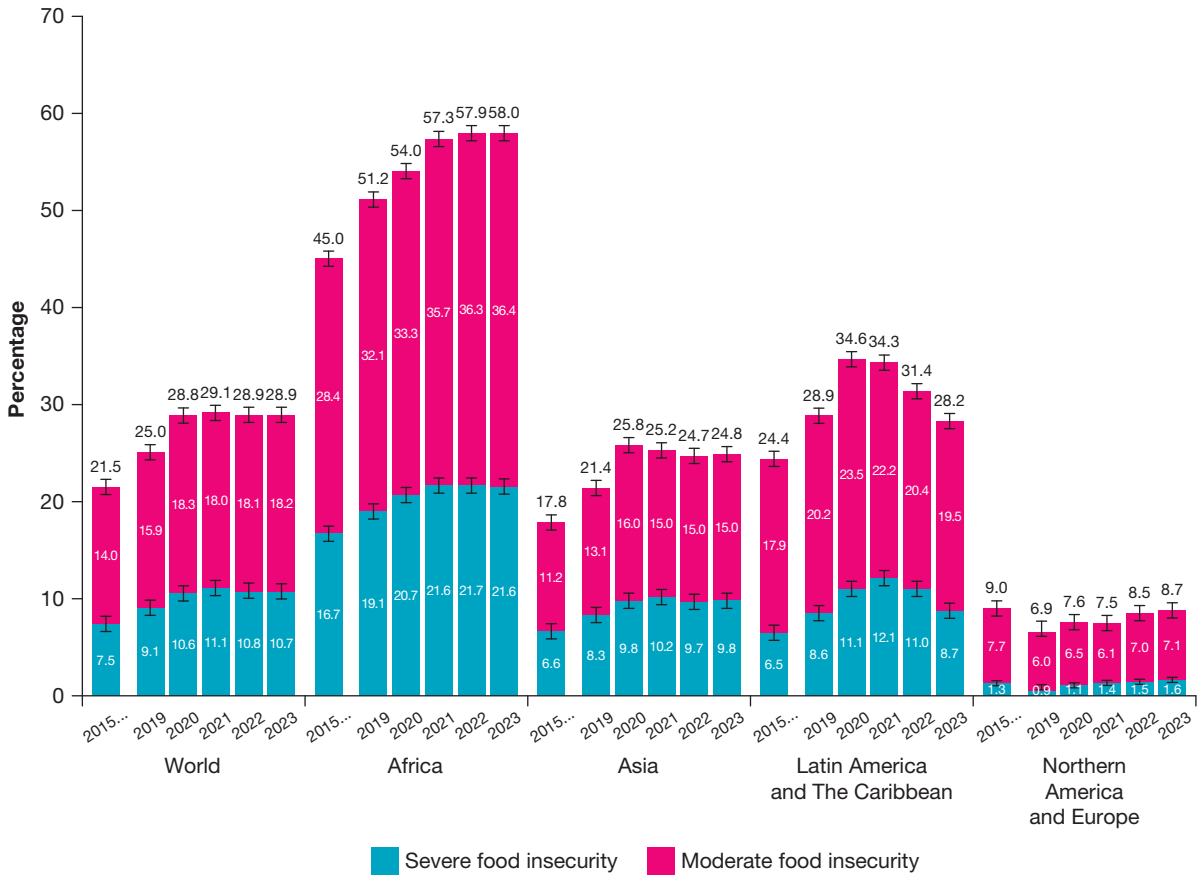
Environmental	Economic	Technological
Climate conditions impact what can be grown and when	Production costs (seeds, equipment, labour)	Available farming equipment and methods
Available water sources determine irrigation possibilities	Market access and transport options	Storage facilities
Soil quality impacts crop yields	Trade relationship between countries	Transportation infrastructure
Natural disasters can destroy entire harvests	Food prices in local markets	Access to modern farming techniques

Understanding regional food security patterns: 2015–23

FIGURE 4 shows us how many people experienced food insecurity in different parts of the world from 2015 to 2023. Let's break it down:

- the number of people experiencing severe food insecurity increased slightly
- Africa has the highest rates (nearly 60 per cent by 2023)
- Northern America and Europe have the lowest rates (around 9 per cent)
- the world average increased from about 21 per cent to 29 per cent.

FIGURE 4 Regional food insecurity, 2015–23



Note: Differences in totals are due to rounding of figures to the nearest decimal point. Only regions for which data were available for all the subregions are shown.

Source: FAO. 2024. FAOSTAT: Suite of Food Security Indicators. [Accessed on 24 July 2024]. https://www.fao.org/faostat/en/#data/FS. Licence: CC-BY-4.0.

SkillBuilder discussion

Geographical inquiry

1. Look at **FIGURE 4**. Why do you think Africa has such high rates of food insecurity?
2. What might explain the big difference between Africa and Northern America/Europe?
3. How has food insecurity changed over time in Asia?

10.2 SkillBuilder activity GEOGRAPHICAL INQUIRY, COMMUNICATING

Research the impact of COVID-19 on food security. **Select** one of the developed countries most affected (e.g. the United States or Spain) and answer the following questions.

a. Did the availability of food change?
b. Did people's ability to access food change?
c. Did specific segments of the community or country experience greater food insecurity?

Create a mind map for the class which will aid a discussion on the factors affecting food security in developed countries.

10.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	5, 8	4, 6, 7

REMEMBER AND UNDERSTAND

1. Which statement best describes food security?
   A. Having enough food to sell to other countries
   B. Having reliable access to sufficient, safe and nutritious food
   C. Growing all your own food
   D. Having access to cheap food
2. The food insecurity cycle shows how:
   A. all countries experience food shortages.
   B. one problem leads to another in a continuing pattern.
   C. food prices keep increasing.
   D. farmers cannot grow enough food.
3. Study the regional food security data in **FIGURE 3**. What percentage of Africa's population experienced food insecurity in 2023?
   A. 25.8% B. 40.9% C. 59.6% D. 8.8%

ANALYSE AND APPLY

4. **Compare** the environmental challenges facing farmers in Asia and Australia. **Explain** how these differences affect food production in each region.
5. Using the food insecurity cycle diagram, **explain** how 'poor transport' might lead to 'less money' for communities.

EVALUATE AND COMMUNICATE

6. **Evaluate** why Australia can achieve high crop yields despite having variable rainfall. Consider environmental, economic and technological factors in your answer.
7. 'Technology is the most important factor in achieving food security.' Do you agree or disagree with this statement? **Justify** your response using evidence from multiple regions.
8. **Propose** a strategy to improve food security in Africa, considering the current challenges shown in the regional comparison in **TABLE 1**. **Explain** why your strategy would be effective.

Answers and sample responses for this topic are available online.

LESSON 10.3 What are the impacts of the alteration of biomes on future food production?

LEARNING INTENTION

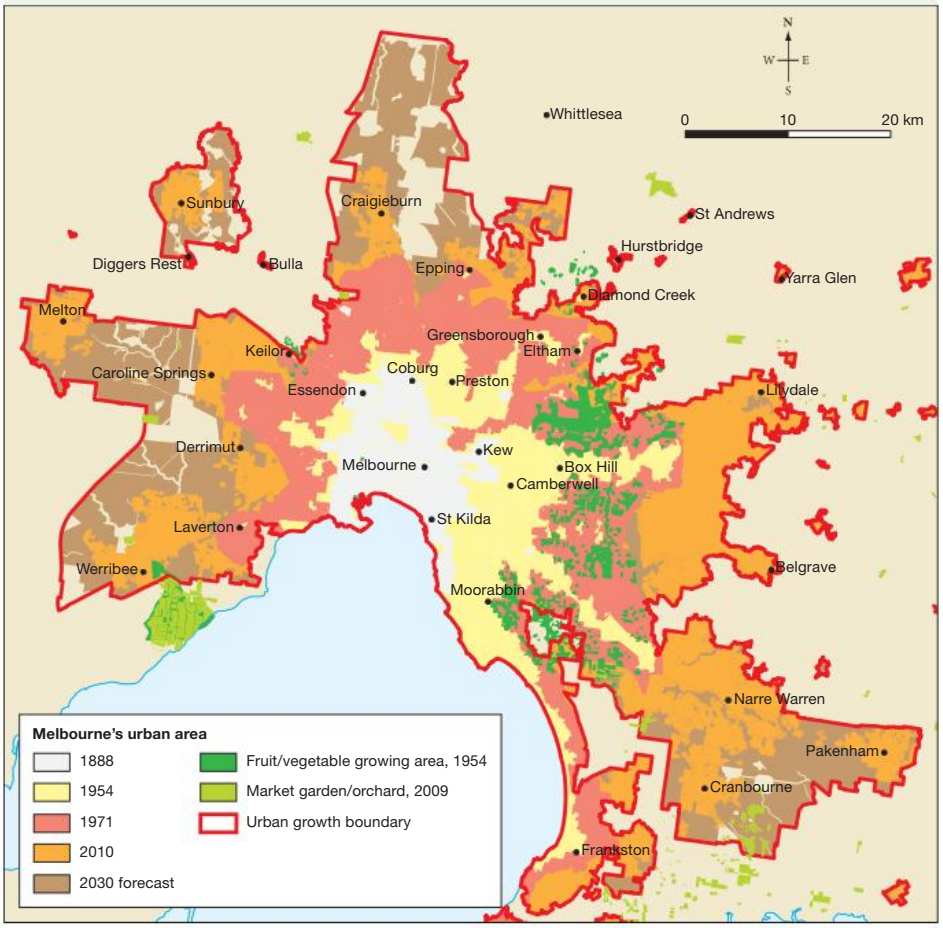
By the end of this lesson you should be able to:

- **explain** how the alteration of biomes impacts crop production
- **analyse** how different land uses compete with farming
- **evaluate** land use in Australia and its impact on food production.

Tune in

The City of Melbourne is growing rapidly. When a population changes significantly in a short period of time there are a range of challenges that can arise for the existing residents as well as those who have moved to the growing area.

FIGURE 1 Growing food in Melbourne's urban area



Source: Based on data from © The State of Victoria, Department of Environment and Primary Industries 2013. Map drawn by Spatial Vision.

1. **What changes do you notice in Melbourne's farmland over time in FIGURE 1?**
2. **What other ways is this land now being used?**
3. **How might this impact food production around Melbourne?**

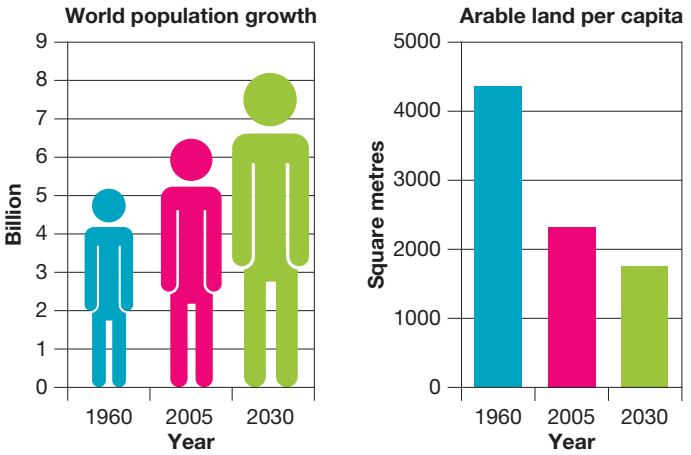
10.3.1 Causes of land alteration

Land is essential for food production. In theory, there is enough **arable** land on Earth to grow enough food for the global population, even as it grows. Advances in technology, irrigation and crop science have improved productivity, so farmers can grow more food on the same land. Nevertheless, we need to find a balance between competing demands for this finite resource.

Our available farming land is shrinking in two main ways:

1. **land degradation** — when soil quality gets worse
2. land use changes — when farmland is used for other purposes.

FIGURE 2 Comparison of world population growth and arable land per capita



As **FIGURE 2** shows, the growth in world population is inversely proportional to the amount of arable land available. This does not even take into consideration the land that is degraded and no longer suitable for growing food.

FIGURE 3 Evidence of soil erosion in crop production

FIGURE 4 Land degradation caused by deforestation in Madagascar

Skillbuilder discussion

Concluding and decision-making

1. Look at **FIGURES 3** and **4**. Discuss what communities and governments can do to protect farmland while meeting people's economic and social needs.

Did you know?

Biome and land are not the same thing. A biome is a specific type of environment defined by its climate, plants and animals (like rainforest or desert), while land refers to the solid ground. One piece of land can actually contain several different biomes; Australia's land mass includes desert, rainforest and grassland biomes all in one continent.

The land degradation problem

Although there have been significant improvements in crop yields, seeds, fertilisers and irrigation, they have come at a cost. Environmental degradation of water and land resources places future food production at risk.

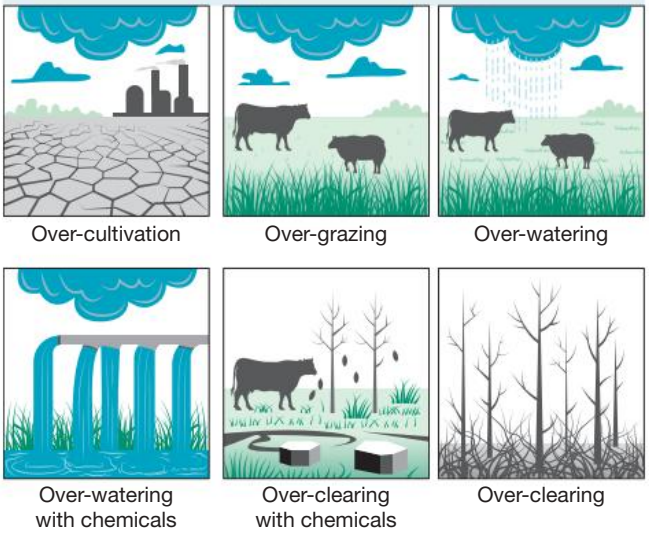
The main forms of land degradation are:

- erosion by wind and water
- salinity
- pest invasion
- loss of **biodiversity**
- **desertification**.

Land degradation occurs in all food-producing **biomes** across the globe. Some degradation occurs naturally; for example, a heavy rainstorm can easily wash away topsoil. However, the most extensive degradation is caused by overcultivation, overgrazing, overwatering, overloading with chemicals and over-clearing (see **FIGURE 4**).

More than 75 per cent of the planet's land is considered degraded, which has an impact on the lives of more than 3 billion people. In China, erosion affects over 40 per cent of the land area; up to 10 million hectares are contaminated by pollutants.

FIGURE 5 Human alteration of biomes



Did you know?

Over half of Australia's farmland shows signs of land degradation (ABARES).

Soil erosion affects most farming areas in Australia, wearing away vital topsoil.

Salinity is rising in irrigation zones, harming soil and crops, especially in the Murray–Darling Basin.

Competition for land

There has been a growing global trend to convert valuable cropland to other uses. Urban growth, industrialisation and energy production all require land. Melbourne currently produces enough food to supply 41 per cent of its needs.

Growing cities

- Many cities expand onto fertile farming land, reducing the amount of land available for food production.

- By 2050, Melbourne will need 60 per cent more food, but farmland will only produce 18 per cent of its needs.
- Urban growth impacts most Australian capital cities.

Cities tend to develop in places that are agriculturally productive. However, as they expand, they encroach on valuable farmland. Approximately 3 per cent of the world's land areas are urbanised, but this is expected to increase to 4–5 per cent by 2050.

Farmland vs fuel land

Traditional fuel needs still drive deforestation in many parts of the world. In Africa, around 90 per cent of harvested wood is used for cooking and heating, while in Asia this figure is about 40 per cent. This heavy reliance on wood for fuel contributes significantly to deforestation in these regions.

Many countries are trying to use less oil and gas for fuel. Instead, they're growing plants to make biofuels. But this creates new challenges for food security.

SkillBuilder discussion

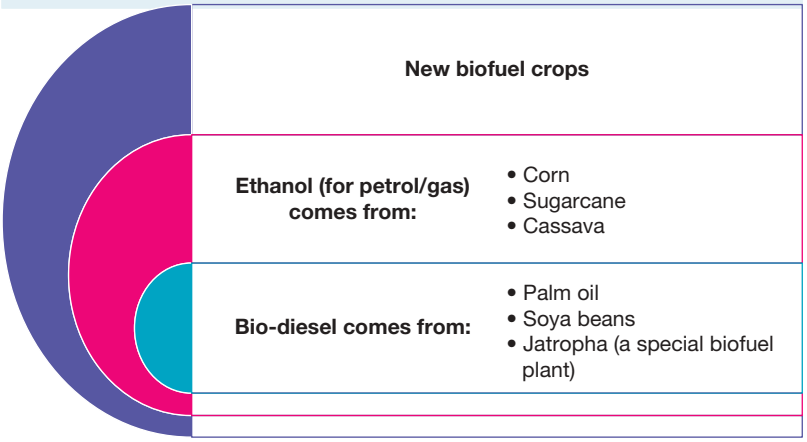
Concluding and decision-making

Look at **FIGURE 6.** Should farmers be allowed to switch from growing food to growing fuel crops?

Consider:

1. environmental benefits of biofuels
2. food security needs
3. farmers' incomes
4. community impacts.

FIGURE 6 New 'biofuels' come from different crops



Why is growing crops for fuel problematic?

Growing fuel crops instead of food crops creates several serious problems. When good farming land is used to grow fuel crops, food production must move to poorer quality land. This results in less food being produced overall.

The shift to biofuels also impacts food prices. As more farmers switch to growing fuel crops, food becomes scarcer and more expensive. This means many people, especially in poorer communities, cannot afford basic foods.

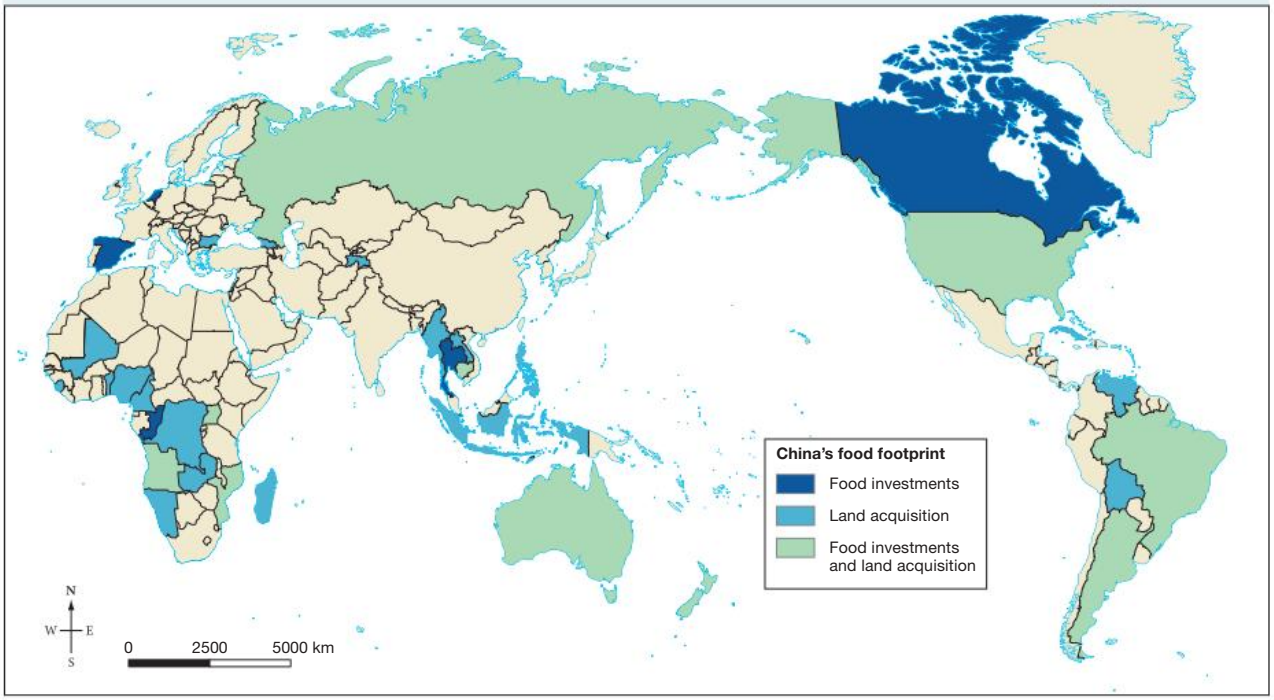
The social impacts of biofuel production are significant. Small farmers often lose access to their land as large biofuel companies move in. Women farmers are particularly affected, and poor farming communities struggle to compete against powerful biofuel industries.

Land grabs

A growing challenge to world food security is the purchase of land, largely in developing nations, by resource-poor but wealthier nations. Large-scale 'land grabs', as they are known, have the potential to improve production and crop yields but at the same time there is growing concern over the loss of land rights for local populations, and food security.

Since 2000, foreign investors have acquired over 30 million hectares around the world to produce food crops and biofuels. **FIGURE 7** shows the extent of China's expansion into other countries with investments in land and agricultural businesses. This is sometimes referred to as a land and food footprint.

FIGURE 7 Global map of China's land and food footprint



Source: Based on data from The Heritage Foundation, GRAIN.org, Bloomberg. Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

'Land grabs are the solution to establishing a country's food security.'

Discuss both sides of this viewpoint. Ensure that your arguments are supported with evidence.

Forty-two per cent of global acquisitions have occurred in Africa, examples of which can be seen in **FIGURE 7.** Africa's appeal is because the continent accounts for 60 per cent of the world's arable land and yet most countries within it currently achieve less than 25 per cent of their potential yield.

The rise of land grabs came about because of the 'triple-F' crisis — food, fuel and finance.

- *Food crisis:* Countries heavily reliant on food imports, such as Saudi Arabia and China, seek to secure their food supply by purchasing land abroad to produce food for their own needs.
- *Fuel crisis:* With the increasing focus on renewable energy, nations are acquiring land to grow biofuel crops to reduce dependence on fossil fuels.
- *Financial stability:* Investors view land as a stable asset, leading to a rise in purchasing land in other countries for agricultural purposes.

10.3.2 The risk to food security

Farmland investors seek large areas with fertile soil and good water access. Often, these lands are already occupied by small-scale farmers, mostly women, who rarely receive compensation. Land prices can be lower and corruption can benefit local officials instead. Governments may force people off their land to make deals with wealthy entities, often neglecting social, economic and environmental impacts.

Purchasing land can include water rights, limiting local access to water for fishing, farming and livestock. This withdrawal affects downstream flow, as seen with the Niger River, which supports over 100 million people across three countries.

Many foreign-controlled farmland projects have failed, such as 17.5 million hectares lost due to poor understanding of local conditions, natural disasters, faulty accounting and resistance from displaced communities. Failed projects seldom return land or provide promised benefits like schools or jobs.

Land meant for biofuel could feed up to 370 million people if farm yields matched industrialised nations. However, there are significant environmental concerns, including monoculture farming and biodiversity loss.

10.3 SkillBuilder activity COMMUNICATING

Australia is a huge country — there's plenty of land. Unfortunately, not all of it is usable for food production. Think about deserts, not much grows there that we can produce to eat. Australian farmers must stick to the more fertile areas of the country for their farms.

1. **Research** one of the extensive farming activities that's happening near your school, suburb or town and report on the following:
   a. What is the activity? What is it producing?
   b. Why is it located where it is? **Consider** the environment, weather patterns and products being produced.
   c. What was the original use of the land? What was the original biome?
   d. How has the biome been altered by farming?
   e. Offer suggestions on how the biome can be sustainably managed into the future.
2. Present your findings as a report.

10.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 8	3, 5, 6	4, 7

REMEMBER AND UNDERSTAND

1. The two main ways that farmland can be lost are:
   A. land degradation and competition from other uses.
   B. climate change and soil erosion.
   C. urban growth and flooding.
   D. deforestation and drought.
2. What impact does growing biofuel crops have on food production?
   A. It increases food production.
   B. It has no effect on food production.
   C. It reduces land available for food crops.
   D. It only affects poor quality land.
3. Using Melbourne as an example, **explain** how urban growth affects food production. Use data from the text in your answer.

ANALYSE AND APPLY

4. **Compare and contrast** how land degradation affects farming in Australia and another region of your choice. Consider environmental and economic impacts.
5. **Assess** the costs and benefits of biofuel production for:
   a. food security
   b. farmers' livelihoods
   c. environmental sustainability.

EVALUATE AND COMMUNICATE

6. 'Cities should not be allowed to expand into farming areas.' **Evaluate** this statement, considering different perspectives and suggesting possible solutions.
7. Some countries are buying farmland in other nations to grow their own food. **Evaluate** the positive and negative impacts of this practice on food security for both countries.
8. Choose two land degradation or loss of biome problems and **explain** briefly how each one could make it harder to grow food in the future.

Answers and sample responses for this topic are available online.

LESSON 10.4 How does access to water influence crop yields?

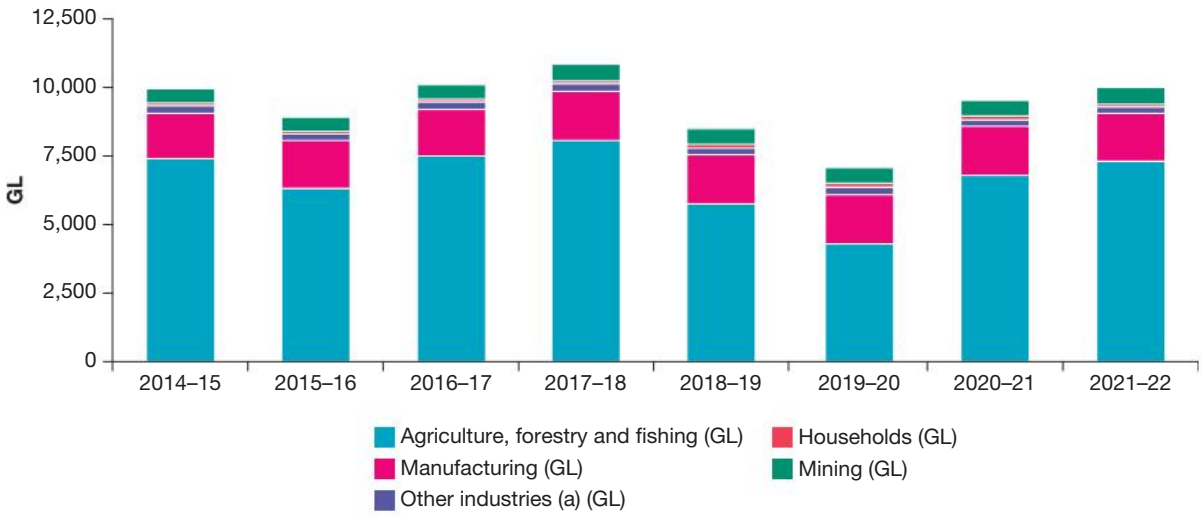
LEARNING INTENTION

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

- **describe** how water resources influence crop yields
- **analyse** the environmental, economic and technological factors influencing water use in farming
- **evaluate** water management strategies in Australian agriculture.

Tune in

FIGURE 1 Sources of water used for agricultural production and the water application rate for selected crops and pastures



1. **Which industry uses the most water as shown in FIGURE 1?**
2. **Where do you think the water used in agriculture, forestry and fishing comes from?**
3. **What relationship does water security have with food security?**

10.4.1 Why is water important for food production?

There is no substitute for water. No water means no food. It's that simple. Every type of food production — cropping, grazing and processing — needs water. Agriculture uses 70 per cent of the world's fresh water. A lack of water is possibly the most limiting factor for increasing food production for the future.

By 2050, we'll need to:

- feed an extra 2 billion people
- grow more food
- use more water.

The water problem

The world has enough water, but there are two main issues:

TABLE 1 The two main issues with water in relation to food production

Water quantity	Water quality
Not available in the right places	Must be clean enough for farming
Not available at the right times	Needs to be safe for crops and animals
Hard to move around	Can be impacted by pollution and run-off from cities and industry

We already use the most accessible surface water, and now we are looking for it beneath our feet. Underground **aquifers** hold 100 times more water than surface rivers and lakes. However, groundwater is not always used at a sustainable rate, with extraction exceeding natural recharge, or filling. This occurs in many of the world's major food-producing places, in countries such as the United States, China and India.

FIGURE 2 shows a worrying trend — more and more people will struggle to get enough water in the future. These water problems directly impact how much food we can grow.

FIGURE 2 People facing water stress and water scarcity

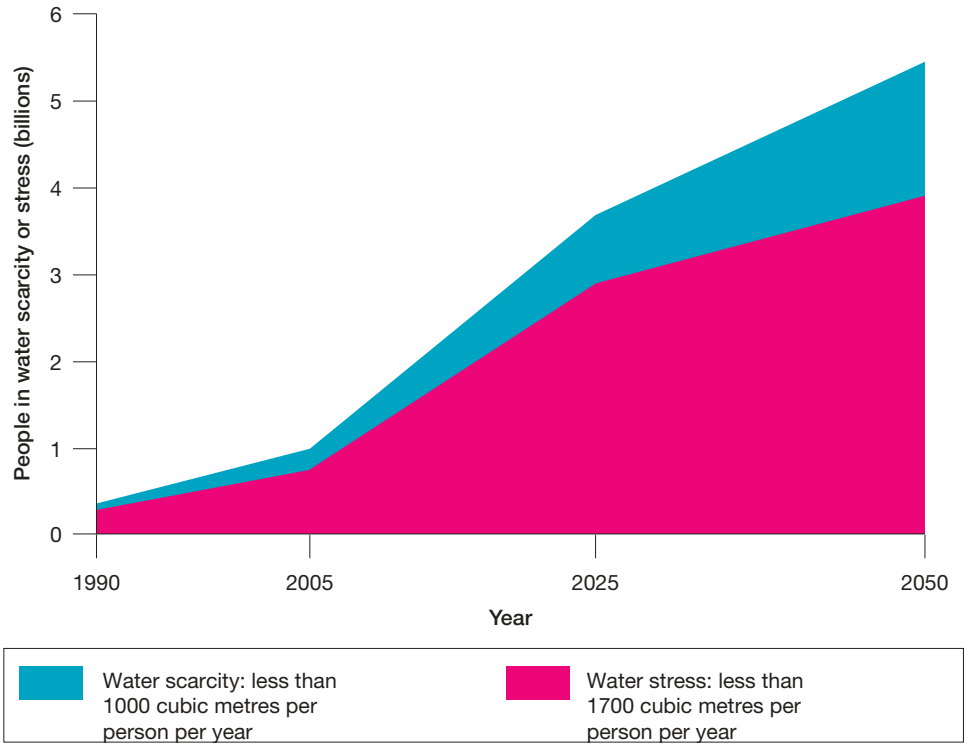
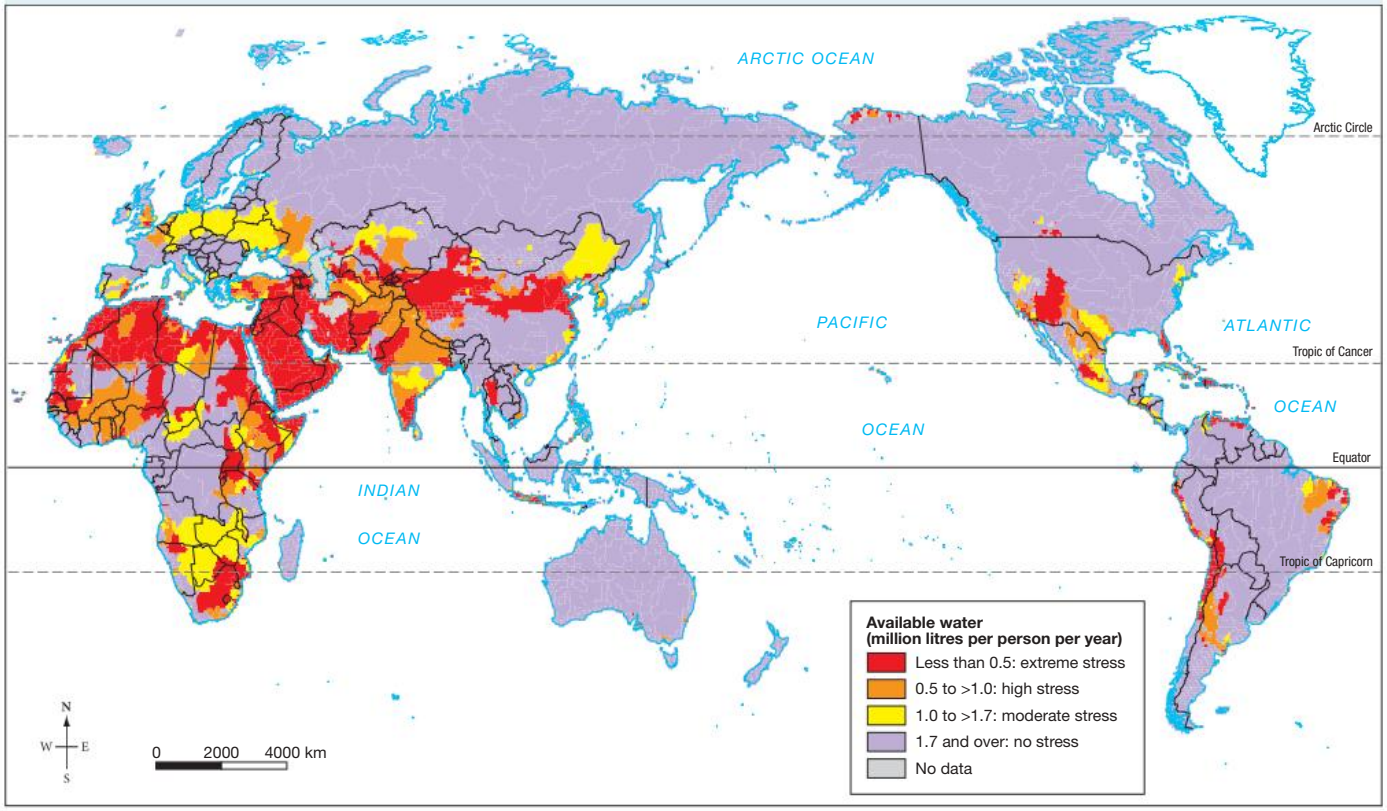


FIGURE 3 gives us a picture. By the 2050s, three major changes will put pressure on our water supplies, causing **water stress:**

1. rising temperatures from climate change
2. growing world population
3. more factories and industries using water.

FIGURE 3 Projected changes in water availability due to temperature, population and industrialisation increase, 2050s



Source: Based on data from the Centre for Environmental Systems Research, University of Kassel. Map drawn by Spatial Vision.

SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 3**. How will projected increases in temperature and population growth impact water availability in different regions by the 2050s, and what geographical patterns can be identified?
2. What strategies can be implemented to manage the projected decline in water availability due to industrialisation, and how can geographical analysis help in planning for future water security?

What happens when water gets scarce?

When a country has limited water resources, it becomes harder to grow enough food to meet the needs of its population. Water is essential for agriculture, and without enough water, crop production can decline. If a country can't produce enough food locally, it may need to start importing food from other countries to fill the gap. This reliance on food imports makes the country vulnerable to fluctuations in global food prices, which can rise or fall depending on international supply and demand.

10.4.2 Water quality — another challenge

Agriculture is both impacted by and contributes to water pollution. When water quality deteriorates, it creates a cycle that impacts food production in many ways. Poor quality water impacts farming in several important ways:

- crops don't grow as well
- soil become less productive
- livestock can get sick
- food can become unsafe to eat.

Sources of water quality problems

Farming itself can harm water quality. Excess nutrients from fertilisers, pesticides and soil erosion can run-off from farmland into streams and lakes. This not only wastes expensive farming inputs but also pollutes water that could be used downstream.

Cities and industries also impact farming water. Industrial waste, untreated sewage and urban run-off can all pollute water sources that farmers rely on. In some places, this means farmers must compete for increasingly scarce clean water supplies.

The salt problem

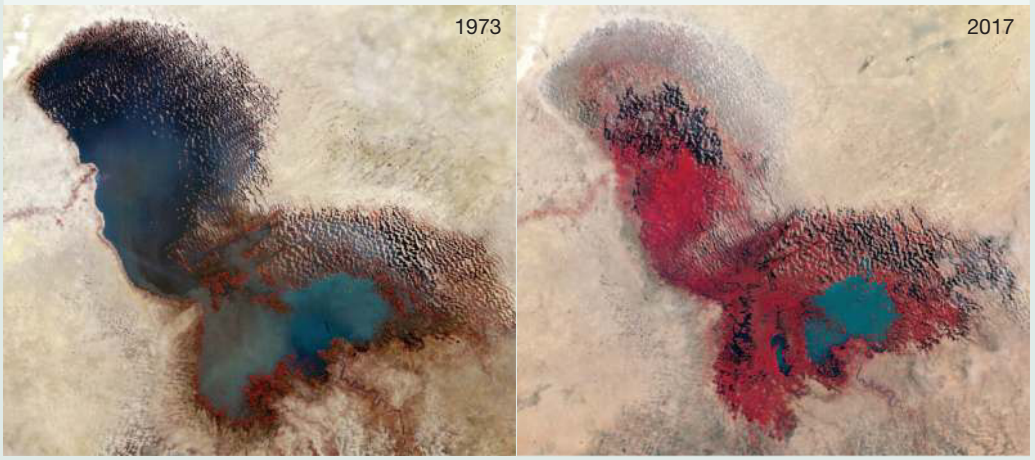
One of the biggest challenges for Australian farmers is soil and water salinity. When irrigation systems aren't properly managed, salt builds up in the soil. This makes both the soil and any drainage water too salty for farming. The problem is particularly serious in regions like the Murray–Darling basin, where careful water management is crucial for sustainable farming.

10.4 SkillBuilder activity GEOGRAPHIC INQUIRY, COMMUNICATING

Lake Chad, one of the largest lakes on the African continent, has been slowly deteriorating. Lake Chad is located in the Sahel region, a semi-arid area in Africa that stretches like a belt across the continent, just south of the Sahara Desert.

Investigate some of the reasons for this deterioration and how this affects Chad's food security.

FIGURE 4 Lake Chad in 1973 and 2017



Note: Images provide the most up-to-date direct comparisons.

FIGURE 5 Sahel rainfall anomaly (cm)

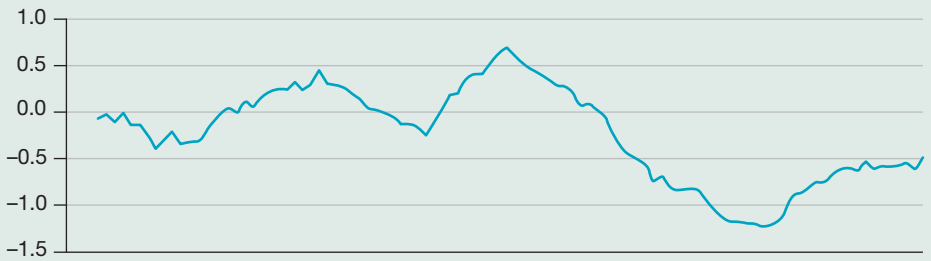
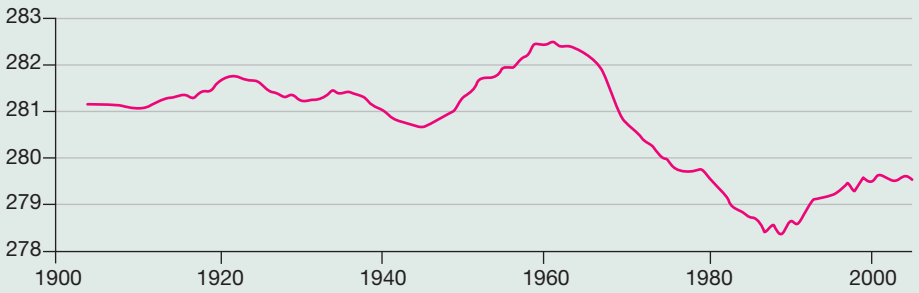


Figure 6 Lake Chad water level (metres above sea level)



1. Look at the images in **FIGURE 4**. What do you notice?
2. Viewing **FIGURES 5** and **6**, what is the relationship between rainfall and Lake Chad's water level?
3. What impact does Lake Chad's water security have on the food security of the surrounding countries?
4. **Research** two or three strategies that are being used, or could be used, to ensure Lake Chad's water security and the continent's food security.
5. Present your research as a report to the United Nations.

10.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 7	3, 4, 8	6, 9

REMEMBER AND UNDERSTAND

1. What percentage of the world's fresh water is used by agriculture?
   - A. 50%
   - B. 60%
   - C. 70%
   - D. 80%
2. True or False? A meat-eater's diet requires twice as much water as a vegetarian diet.
3. What happens when a country's water availability drops below 1.5 million litres per person per year?

ANALYSE AND APPLY

4. **Analyse** how poor water quality affects food production. Use specific examples from the text.
5. **Compare** the water challenges faced by farmers in developed and developing countries.

EVALUATE AND COMMUNICATE

6. 'Water quality is as important as water quantity for food security.' **Evaluate** this statement using evidence from the text.
7. **Assess** the impact of increasing urbanisation on agricultural water availability and food production.
8. **Propose** three strategies that could help farmers manage water more sustainably. Consider environmental, economic and technological factors.
9. Using Australian examples, **evaluate** how water availability influences decisions about what crops to grow.

Answers and sample responses for this topic are available online.

LESSON 10.5 What challenges does climate change pose for food security?

LEARNING INTENTION

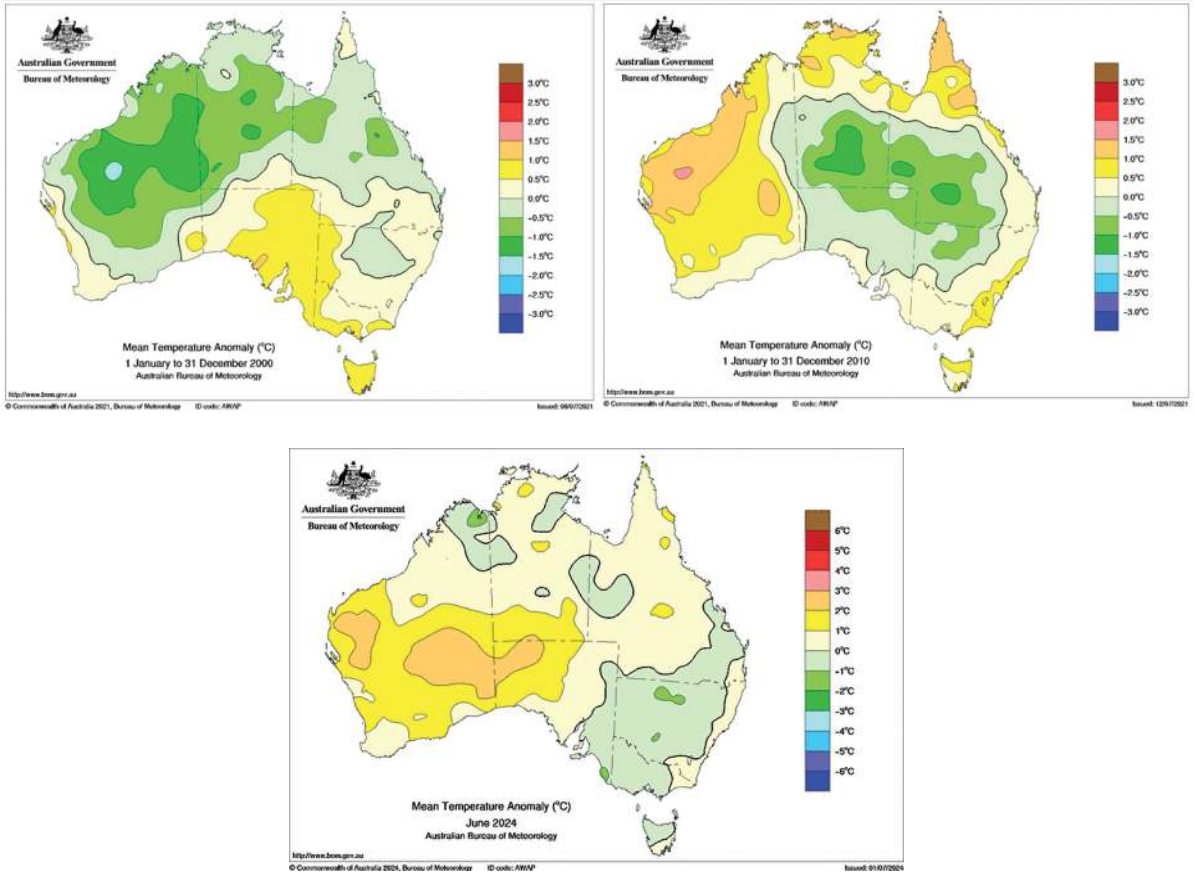
By the end of this lesson you should be able to:

- **explain** constraints on future food production as a result of climate change
- **analyse** environmental, economic and political challenges posed by climate change
- **discuss** possible responses to climate change challenges in agriculture.

Tune in

Study the three maps shown in **FIGURE 1** then answer the questions.

FIGURE 1 Temperature anomalies from 2000 to 2024



1. **What patterns do you notice in temperature changes across Australia?**
2. **Which regions have experienced the biggest temperature changes?**
3. **How might these changes impact what can be grown in different areas?**

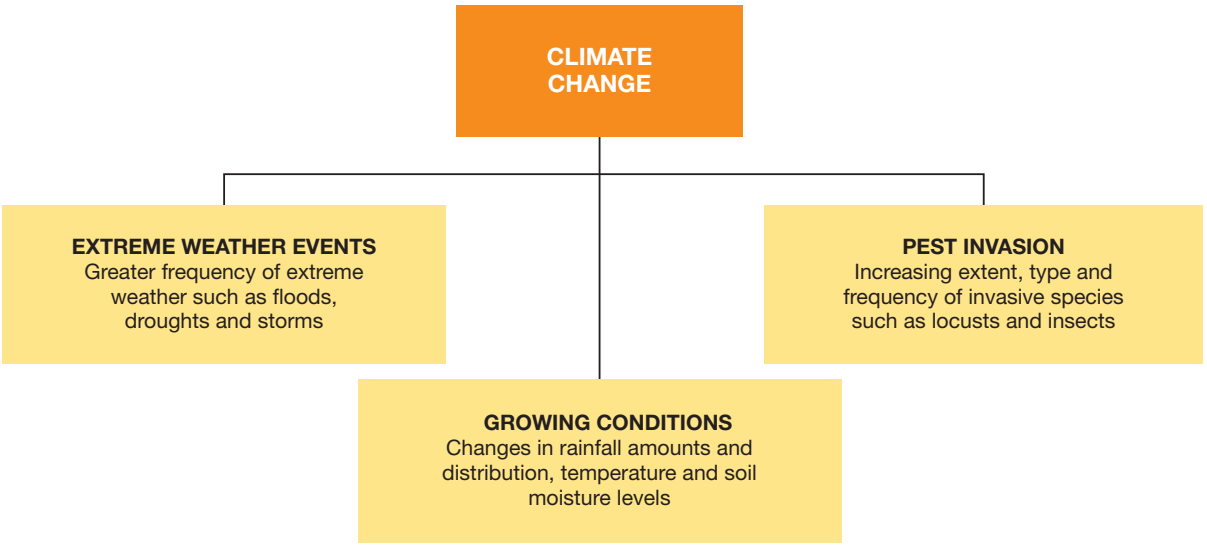
10.5.1 How does climate change impact food production?

Climate change affects agriculture differently across regions. Some areas may benefit from warmer temperatures and new rainfall patterns, while others face serious challenges.

Agriculture is crucial for food security and employs 26 per cent of the world's workforce. In Asia, 40–50 per cent of people work in agriculture, and this rises to 54 per cent in sub-Saharan Africa.

Predicting climate change impacts is complicated by numerous environmental and human factors (see **FIGURE 2**), and scientists' predictions vary (see **FIGURE 3**).

FIGURE 2 Possible impacts of climate change on food production



Possible impacts include sea-level rise causing flooding and loss of productive land in areas like the Bangladesh and Nile River deltas, and increased pests and plant diseases due to temperature and rainfall changes. However, agriculture can adapt through different planting times, new seed types or more tolerant species. Higher elevations may become suitable for farming as low-lying lands are lost. Losses in some regions might be offset by gains in others. **FIGURE 3** shows climate change effects on cereal crops, and **FIGURE 4** illustrates potential impacts across Europe.

What's changing?

Let's look at how climate change is impacting food production through environmental changes:

- Rising sea levels threaten coastal farmland.
- Different rainfall patterns impact when and where crops can grow.
- More extreme weather events like floods and droughts occur.
- New patterns of pests and plant diseases arise.

These environmental changes don't happen in isolation — they trigger economic challenges too. These changes have real economic impacts.

- Farmers need money to adapt to new conditions.
- Crop yields can go up or down.
- Insurance costs increase with extreme weather.
- Food prices become less predictable.

With environmental and economic challenges to consider, difficult decisions must be made.

- Which crops to grow as conditions change.
- How to protect threatened farm areas.
- Whether to help farmers adapt or relocate.
- How to work with other countries on food security.

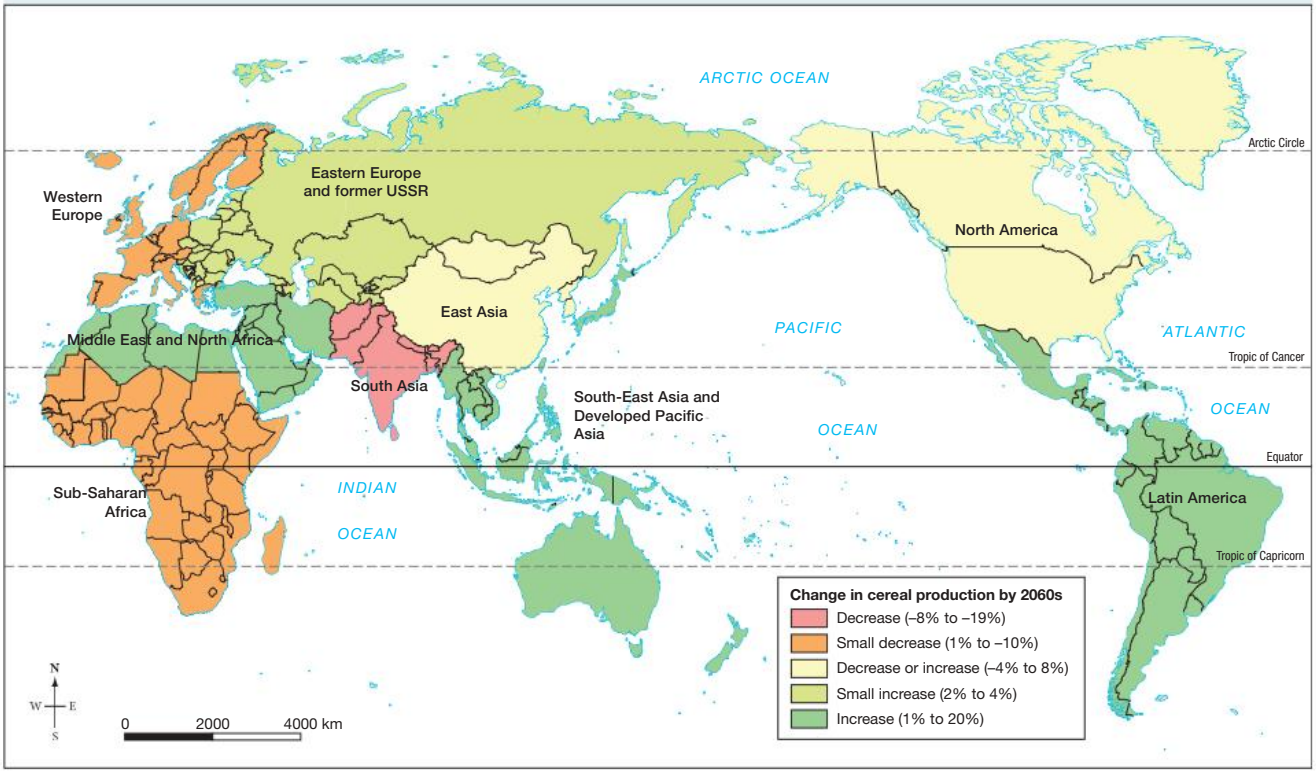
Governments, farmers and other groups have to make tough choices, but they often face political constraints — meaning that laws, government policies and political priorities can limit the options available to them. For example, a government might want to implement stronger water-saving policies, but it could face resistance from industries that rely on water for their business, making it harder to put those policies into action. These political factors can make it harder to solve problems like land use, water shortages and food production.

The Australian story

Australian farmers are already feeling the effects of climate change. The climate is becoming more unpredictable, creating challenges for food production. Farmers face frequent and severe droughts and changes in rainfall patterns. Growing seasons are shifting, requiring changes to planting and harvest times. New pests and diseases are emerging in areas where they were previously unseen. These environmental changes also impact farm businesses, rural communities and food prices for Australians.

These patterns of change will continue to develop over time. **FIGURE 3** shows what scientists predict might happen to cereal crop production by 2060.

FIGURE 3 Predictions of the effects of climate change on cereal crops



Source: Based on data from Reducing climate change impacts on agriculture: Global and regional effects of mitigation, 2000•2080 by Tubiello F N, Fisher G in Technological Forecasting and Social Change 2007, 747: 1030-56. Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

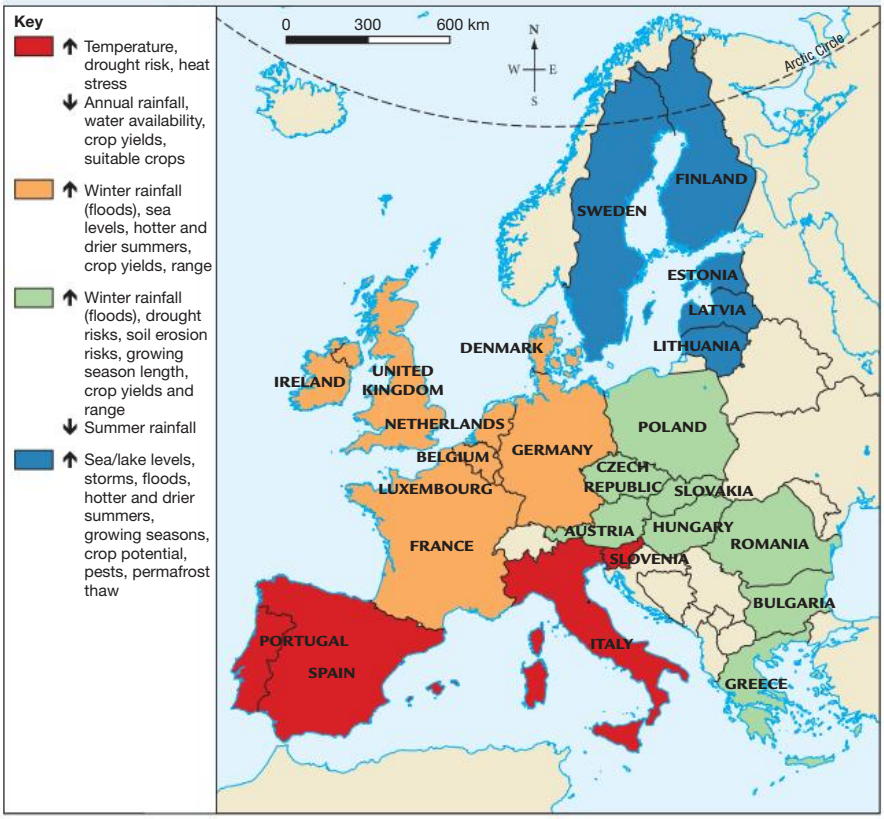
Look at **FIGURE 3**.

1. Describe how cereal crop production will be affected in the different regions of the world.
2. What consequences will the changes in production have on the different regions?

Looking to the future

By 2050, climate change will reshape farming both in Australia and globally. Some current farming regions may become unsuitable for traditional crops, while new areas might open for agriculture. Farmers will need to adapt what they grow and how they grow it. Some farming communities might need to relocate — becoming **climate refugees** — as their land becomes less productive. These changes won't just impact farmers; they'll influence food availability and prices for everyone. The challenge will be finding ways to maintain food security while helping farming communities adapt to changing conditions.

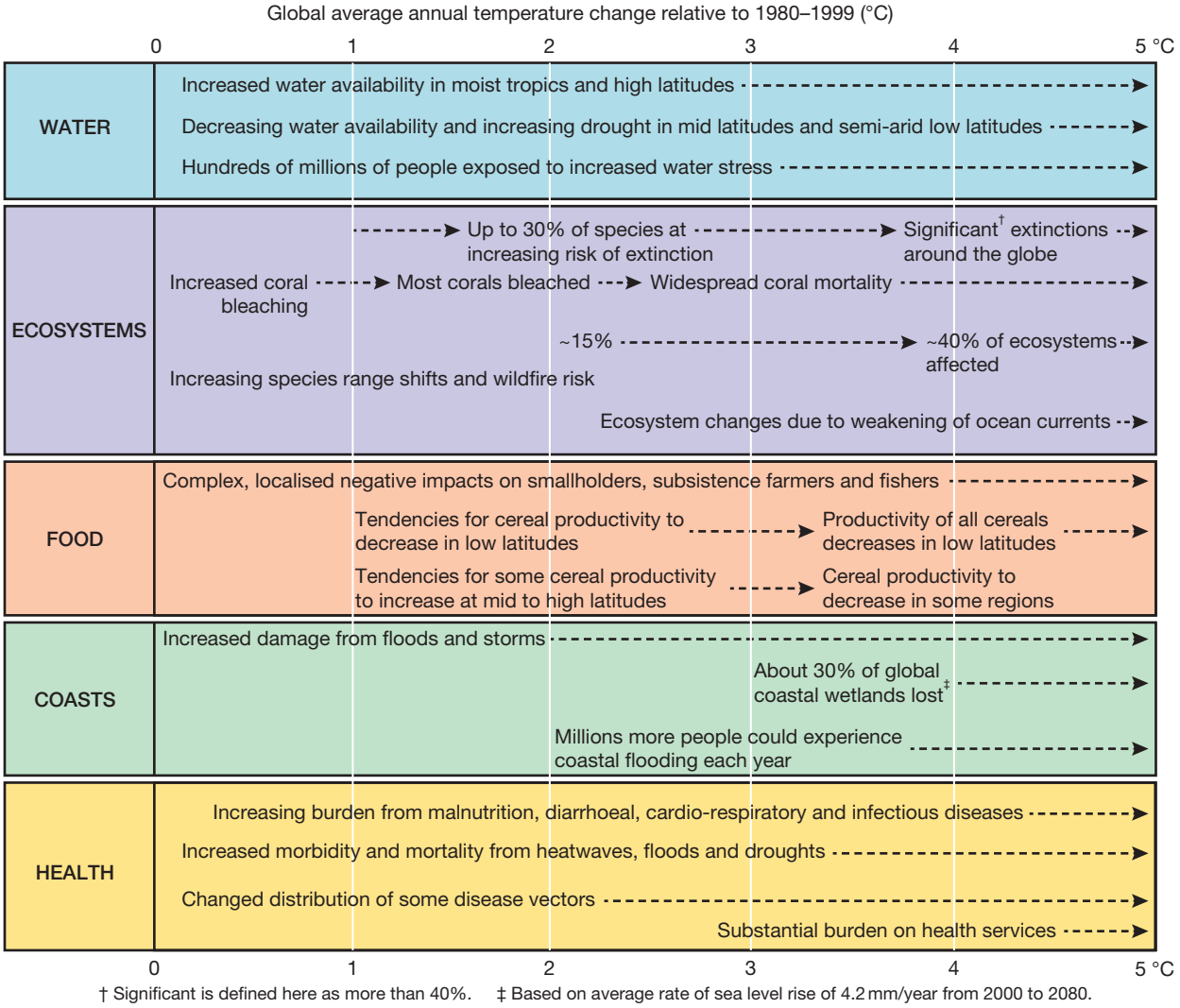
FIGURE 4 Examples of potential consequences of climate change in selected European countries



Source: Based on data from the European Commission. Map drawn by Spatial Vision.

While Europe provides a clear example of how climate change impacts different regions differently, these impacts will be felt worldwide. **FIGURE 5** shows us the broader picture of how climate change could affect food production across the globe.

FIGURE 5 Projected consequences of climate change



† Significant is defined here as more than 40%. ‡ Based on average rate of sea level rise of 4.2 mm/year from 2000 to 2080.

10.5 SkillBuilder activity GEOGRAPHICAL INQUIRY

Look at **FIGURE 5**. Choose ONE category from the figure (water, ecosystems, food, coasts or health). Answer the following questions.

1. What happens to your chosen category at 1°C temperature rise?
2. What happens at 3°C temperature rise?
3. Which temperature increase do you think would be most concerning for Australia? Why?
4. Make a prediction. Based on the pattern you see, write one sentence predicting what might happen to your category if temperatures rose by 5°C.
5. Look at all five categories. Which consequence do you think would affect your local area the most? Give one reason why.

10.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4	3, 5, 6	7, 8, 9, 10

REMEMBER AND UNDERSTAND

1. True or False? Climate change affects all farming regions in the same way.
2. **Study** the temperature anomaly maps (see **FIGURE 1**). What was the main trend in Australian temperatures between 2000 and 2024?
3. Using examples from the text, **explain** how climate change creates both 'winners and losers' in agriculture.

ANALYSE AND APPLY

4. **Analyse** the changes predicted in **FIGURE 3**. What patterns do you notice and what might explain these differences?
5. **Compare** how climate change affects farming in northern and southern Europe. Use evidence from **FIGURE 4**.
6. Using the information about future predictions, **suggest** three ways farmers might need to adapt by 2050.
7. **Analyse** the interconnections between climate change, food security and environmental refugees. Use specific examples.

EVALUATE AND COMMUNICATE

8. **Evaluate** the environmental, economic and political challenges that climate change creates for Australian farmers.
9. 'Technology can solve all climate-related farming problems.' **Assess** this statement using evidence from the text.
10. Climate change will make it harder to grow food because of droughts, floods, extreme weather and damaged soil. Suggest which of these problems you think will be the worst for growing food in the future. Give one reason why.

Answers and sample responses for this topic are available online.

LESSON 10.6 How do we expand agricultural production and distribution?

LEARNING INTENTION

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

- **explain** different strategies to expand agricultural production
- **analyse** how technology can enhance farming sustainability
- **evaluate** solutions to food waste and distribution challenges
- understand Australia's approach to building the capability of farmers.

Tune in

One third of all food produced is lost or wasted — around 1.3 billion tonnes of food — costing the global economy close to $940 billion each year (FAO Save Food Global Food Waste and Loss Initiative, FIAL, 2021).

Australia wastes 7.6 million tonnes of food each year and 70 per cent of this is perfectly edible (National Food Waste Strategy Feasibility Study).

1. **Study FIGURE 1. Why do these tomatoes end up as food waste?**
2. **Why is 70 per cent of the food we throw away still perfectly edible?**

FIGURE 1 Surplus tomatoes are dumped on farmland in Tenerife, Canary Islands, Spain. Just a very small amount of some of the millions of tonnes of food thrown away annually.

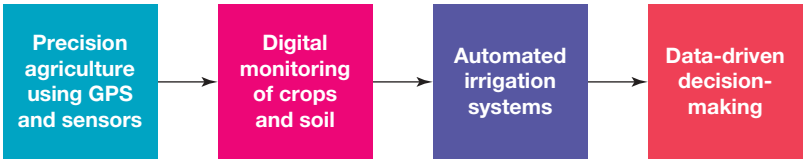
10.6.1 Improving food yield

In the context of agriculture, yield refers to the amount of crops or produce that is harvested from a given area of land. It's often measured in terms of weight, volume or number of units per unit of land (like per acre or per hectare). For example, a farm may have a tomato yield of 10 tonnes per hectare. There are many strategies that can be used to create greater efficiencies and increased food production. **FIGURE 2** summarises some of these.

The key to increasing future crop production is reducing the **yield gap**. Farmers with lower yields need to adopt methods to boost productivity, aligning their outputs with more productive farmers. Over 157 countries have significant yield gaps. Closing these gaps would increase food availability without more land use. Crop and livestock productivity varies widely by region. Brazil, Indonesia, China and India have significantly improved agricultural output through efficient water and fertiliser use.

As farming faces new challenges, technology offers innovative solutions. Modern farmers are increasingly turning to digital tools and smart systems to improve production while using resources more efficiently. Here's how technology is changing the way we farm:

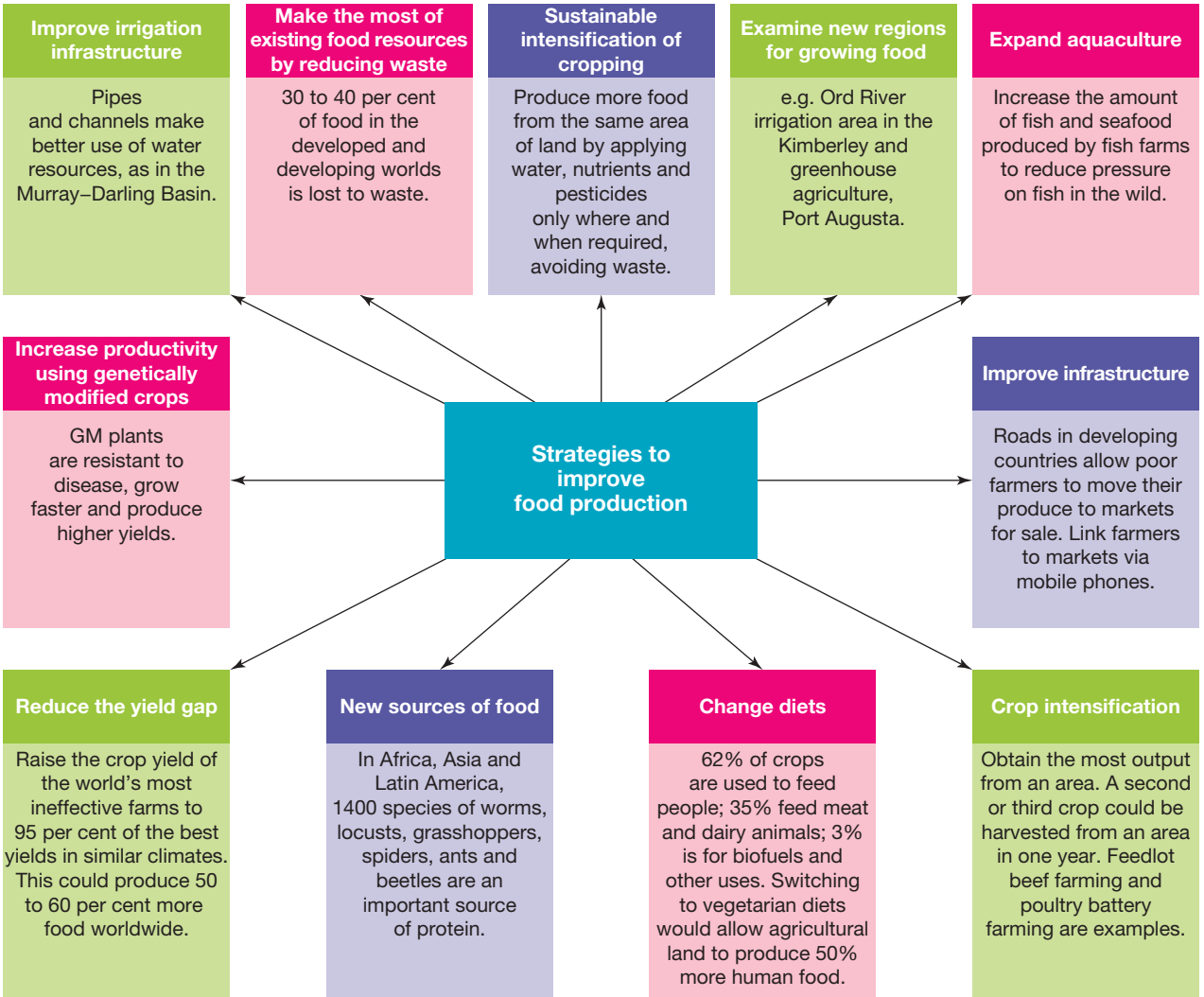
FIGURE 2 The use of technology on farming



The use of **genetically modified (GM)** foods has increased, and this has also increased crop yields. However, there is some opposition to GM crops because of concerns about:

- loss of seed varieties
- potential risks to the environment and people's health
- the fact that large companies hold the copyright to the seeds of GM plants that are food sources.

FIGURE 3 Strategies for improving food production



10.6.2 Innovative production solutions

Because agriculture uses around 70 per cent of the planet's increasingly scarce freshwater resources, any method that can produce food without needing fresh water at all is a great advance.

CASE STUDY

Port Augusta

Port Augusta is in a hot, arid region of South Australia and is not normally associated with agriculture. However, Sundrop Farms has transformed this region's abundant renewable resources of sunlight and sea water to produce high-quality, pesticide-free vegetables, including tomatoes, capsicums and cucumbers, all year round.

FIGURE 4 Sundrop Farms in Port Augusta, Southern Australia

In 2016, a 20-hectare greenhouse was opened, powered by a 115-metre solar tower with 23 000 mirrors. The mirrors concentrate the sun's energy, and the collected heat creates steam to drive electricity production, heat the greenhouse and desalinate sea water from the Spencer Gulf, producing up to 1 million litres of fresh water a day for crop irrigation. The greenhouse aims to satisfy approximately 10 per cent of Australia's truss tomato demand, with sustainably farmed produce sold at Coles supermarkets.

Sundrop Farms continues to use this technology, refining their processes to enhance efficiency and sustainability. They use solar power, sea water desalination and closed-loop systems to achieve high yields with minimal environmental impact. This demonstrates the potential of sustainable farming practices in arid regions, offering a model that can be replicated globally to address food security and resource scarcity challenges.

It is anticipated that this type of technology could be applied in more regions with hot, arid climates previously considered unsuitable for horticulture. The technology has the potential to supply healthy food to millions of people in a sustainable manner.

While technology helps improve production, **sustainability** is crucial for future farming. Australian farmers are increasingly using technology to decrease production costs and increase crop yields while protecting the environment. Recent developments in Australian agriculture include:

- water-efficient farming methods and irrigation systems
- renewable energy use in farming operations
- advanced soil conservation practices
- smart pest management systems
- robotic systems for watering and harvesting
- satellite positioning for optimal fertiliser use
- advanced sensors, including vision, laser, radar and GPS technology.

10.6.3 The food waste challenge

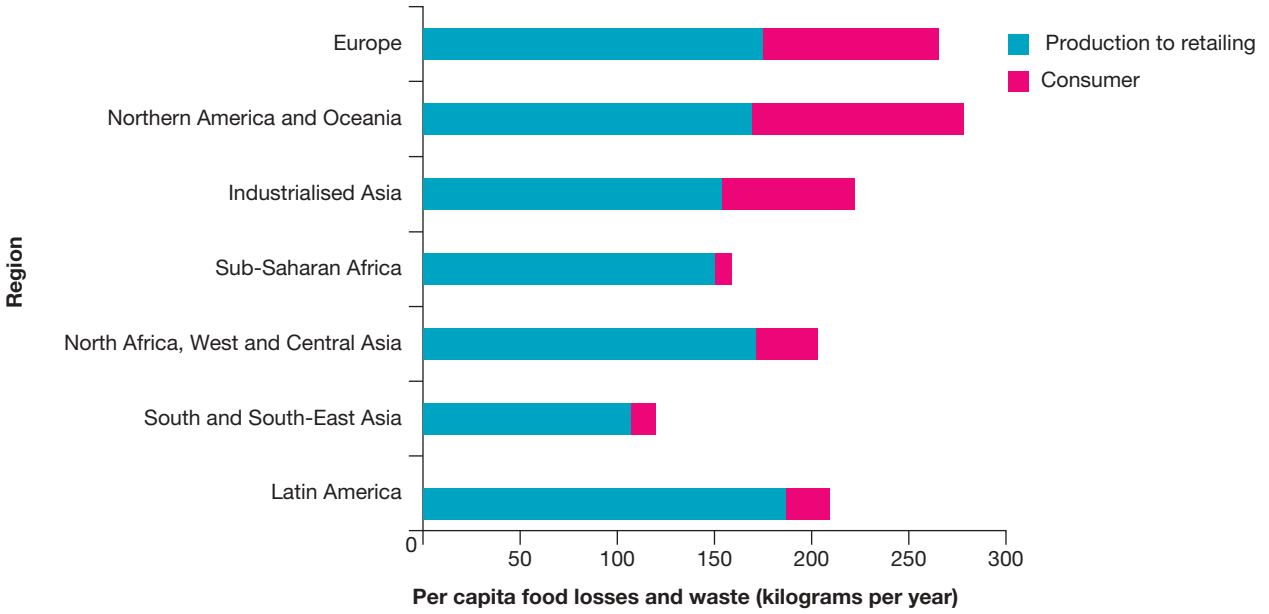
To meet the growing demand for food by the middle of this century, it has been calculated that the world will need to produce as much food as has been produced over the past 8000 years. Although the world does produce sufficient food for everyone, distribution and affordability prevent it from getting to everyone who needs it. However, dealing with food wastage could certainly help to reduce food vulnerability.

Food wastage also represents a waste of the resources used in production, such as land, fertiliser and energy. Waste can increase prices, making food less affordable. The World Bank has calculated that in sub-Saharan Africa, a region prone to food insecurity, a reduction of only 1 per cent wastage could save $40 million per year, with most of this saving going to the farmers.

A consequence of food wastage is the need to dispose of the waste, usually by dumping or burning. Food waste now contributes 8 per cent of global greenhouse gas emissions.

Food waste exists in all countries, regardless of their levels of development, although the causes of wastage vary. **FIGURE 5** shows the breakdown of food wastage on a regional basis.

FIGURE 5 World food losses per region



SkillBuilder discussion

Concluding and decision-making

1. Which regions have the biggest food losses, as shown in **FIGURE 5**?
2. **Discuss** why this might be in relation to production to retail and to consumers.

In developing nations, food losses are mostly related to a lack of food-chain infrastructure and a poor knowledge of, or investment in, storage technologies on farms. Other causes of waste are lack of refrigeration, limited or non-existent road and rail networks to deliver food to markets, and a shortage of processing and packaging facilities. In India, up to 40 per cent of fresh food is lost due to a lack of cold storage in wholesale and retail outlets. Over one-third of the rice harvest in South-East Asia can be destroyed by pests or spoilage.

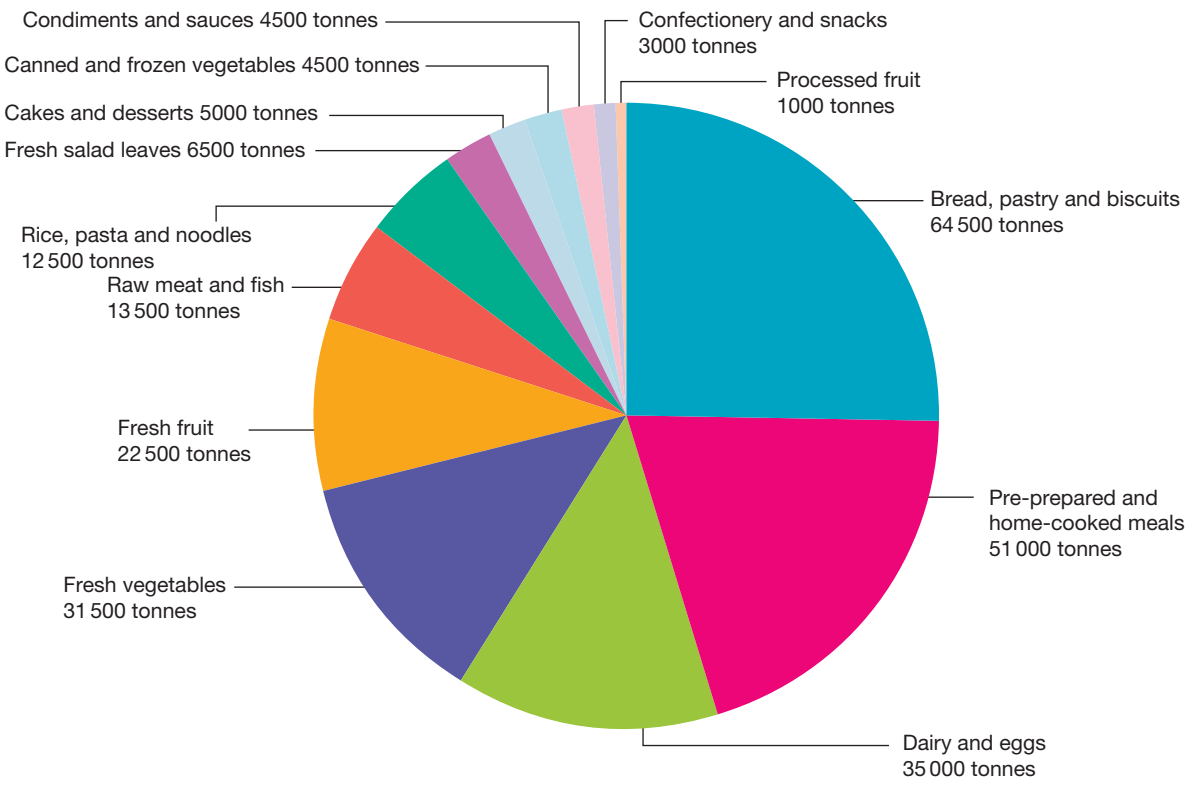
In the developed world, food waste is evident at the retail and home stages of the food chain. In this case, food is relatively cheap so there is little incentive to avoid waste. Consumers are used to purchasing food that is visually appealing and unblemished, so retailers end up throwing out perfectly edible, if slightly damaged, food. More and more people rely on 'use-by' dates, so despite the food still being suitable to eat, it is discarded. Waste is also a part of the growing culture of 'supersize' or 'buy one get one free' advertising. Further waste can occur if the discarded food is sent to landfill when it could be used for animal feed or even compost.

What is wasted in Australia?

Australia produces enough food for 60 million people, and this enables us to trade the surplus. Yet each person wastes an average of 361 kilograms of food each year. This costs the economy $20 billion annually. At the same time, 4 million Australians have experienced some form of food insecurity in the past year. This means that around 18 per cent of the population have not had enough food for themselves and their family or could not afford to purchase food at some stage over the 12-month period.

As an example of the extent of the waste in Australia, consider the example of Victoria, where food wastage costs $6 billion annually. **FIGURE 6** shows the composition of the 255 000 tonnes of food thrown into rubbish bins in Victoria in a typical year.

FIGURE 6 Household food waste in Victoria, per year



10.6.4 Reducing food waste

Reducing global food waste is a part of the new Sustainable Development Goals, a set of targets designed to develop a more sustainable future for the world. The specific target is to cut per capita food waste by 50 per cent by 2030. If this can be achieved, food security will be improved, greenhouse gases can be reduced, and valuable land and water resources will not be wasted.

Here is a snapshot of what is happening around the world:

- Farmers in Ghana are trialling a new phone app that shows farmers, food transporters and traders the fastest route to market, which reduces food spoilage. In addition, the app can identify illegal roadblocks set up to take bribes from drivers.
- In France, an estimated 10 million tonnes of food is wasted each year. A new law now compels restaurants to provide containers in which customers can take home uneaten food. Shops are also banned from destroying food products, and supermarkets must give away unsold food that

has reached its use-by date, for distribution to charities. All Parisian households have a biowaste recycling bin for food scraps. Waste is collected and converted into fertiliser or biofuels.

- Seoul in South Korea has taken a different approach in an effort to reduce its food waste by 20 per cent. It is trialling a program whereby people are charged according to the weight of the garbage they produce. The more kilograms generated, the higher the bill. In South Korea 95 per cent of food waste is recycled into compost, animal feed or fuel. Landfilling of food waste is banned.
- Australia has now set a target to reduce the amount of food waste by 50 per cent by 2030. Much of this will come from supporting food rescue operations such as Second Bite and Foodbank Australia. These organisations collect and redistribute surplus food. Foodbank provides relief to 710 000 Australians every month, 26 per cent of whom are under 19 years old.

FIGURE 7 Billions of tonnes of food produced each year is wasted. This overwhelming figure must change.

10.6 Skillbuilder activity CONCLUDING AND DECISION-MAKING

Norway is at the forefront of revolutionising the agriculture and aquaculture industries. But what are Australian farmers doing to help with food distribution and production?

a. Start with the **Australia for Agriculture 4.0** weblink in the Resources panel to get you thinking about what Australian farmers are doing.
b. **Research** some of the innovations and developments that are happening in Australia, and how farmers here are using technology to secure Australia's food supply.
c. **Select** one of these innovations and answer the question, 'How will this innovation help with feeding Australia in the future?'
d. **Create** a video or YouTube clip which explains this innovation to the class. Be sure to include images and graphics.

10.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 7	1, 4, 5, 8, 9	6, 10

REMEMBER AND UNDERSTAND

1. What is meant by the term 'yield gap'?
   - A. The difference between a particular crop's average yield and its maximum potential yield
   - B. The sum of a particular crop's average yield and its maximum potential yield
   - C. A particular crop's average yield
   - D. A particular crop's maximum potential yield
2. **Determine** whether the following statements are true or false.
   - a. Each of the following three strategies can improve food production: reducing food wastage, improving irrigation infrastructure, and increasing aquaculture catch.
   - b. The use of genetically modified (GM) foods has led to an increase in crop yields.
   - c. According to the United Nations, 20 per cent of all food produced is wasted.
3. One _____ of all food wasted each year could _____ world hunger. Like other _____ such as water, food is not evenly _____, and millions of people cannot access or afford to purchase food.

distributed	reduce	purchase	quarter	resources

4. **Explain** the interconnection between food waste and climate change.
5. Why is there more food wasted by retailers and in homes in developed countries than in developing countries?

ANALYSE AND APPLY

6. **Summarise** why food waste is a global problem.
7. **Investigate FIGURE 5**. Which regions of the world waste the greatest amount of food in the production-to-retailing and consumer sectors? Refer to data in your answer.

EVALUATE AND CREATE

8. **Consider** South Korea's and Australia's plans to reduce food waste.
   - a. In table form, use a dot-point summary to compare the strengths and weaknesses of each plan.
   - b. Which of the two plans do you think will be the most effective and why?
9. Goal 12 of the United Nations Sustainable Development Goals aims to 'by 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains'. **Explain** whether you think this is possible. **Justify** your reasons.
10. Many Australian cities have large housing estates on their outskirts. This land was often used for market gardens or farmland. **Clarify** what impact the loss of this productive land might have on the price of food.

Answers and sample responses for this topic are available online.

LESSON 10.7 How do Aboriginal and Torres Strait Islander Peoples use and alter biomes for food production?

LEARNING INTENTION

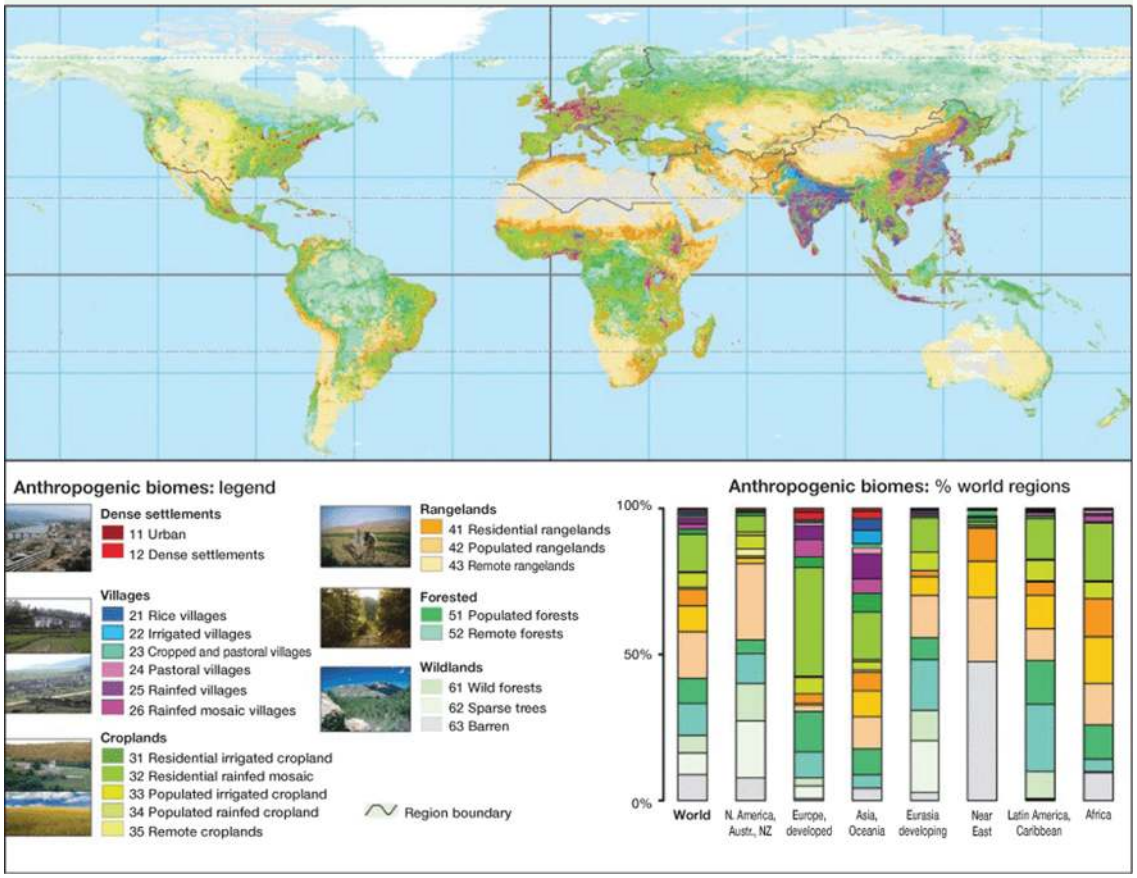
By the end of this lesson you should be able to:

- **explain** how Aboriginal and Torres Strait Islander Peoples sustainably managed land for food production
- **analyse** the environmental and social aspects of traditional farming practices
- **evaluate** how traditional knowledge contributes to sustainable agriculture
- understand connections between traditional practices and modern food security.

Tune in

Analyse **FIGURE 1** to explore the different settlements, the use of biomes and the link between biome use and food production.

FIGURE 1 Anthropogenic biomes around the world



1. **Which region has the most urban and densely populated settlements?**
2. **What do you notice about the use of biomes in the Asia, Oceania region?**
3. **What impact do you think this use of biomes has on food production?**

10.7.1 Aboriginal and Torres Strait Islander Peoples and land care

Prior to European colonisation, Aboriginal and Torres Strait Islander Peoples used a complex system of land management to plan and predict plant growth. With this system they were able to attract animals for hunting. Aboriginal and Torres Strait Islander Peoples used land-management techniques that worked with the environment to sustainably manage Country.

These traditional practices demonstrate how environmental and social sustainability can work together to ensure long-term food security. Many of these approaches offer insights for managing modern agricultural challenges.

One way that Aboriginal and Torres Strait Islander Peoples maintained the land, and made it productive, was through fire management. Communities used fire to create vast grasslands that, in turn, attracted kangaroos, which were then hunted for food. The use of traditional fire burning also led to a growth of biodiversity in the area. The burning encouraged the regeneration of plants for food, cooking and warmth, thus lessening the impact and danger of wild bushfires. Today, Aboriginal and Torres Strait Islander Peoples continue to use traditional land-management techniques, such as fire burning.

10.7.2 Aboriginal and Torres Strait Islander Peoples' farming

Aboriginal and Torres Strait Islander Peoples were efficient and effective farmers. Using traditional methods, they grew crops of yam daisy, grain, macadamia nut, fruits and berries.

Sustainability is a key driver for Aboriginal and Torres Strait Islander Peoples. The land is their family, and they don't want to deprive it of its limited resources. To that end, Aboriginal and Torres Strait Islander farmers only took what they needed and spent a great deal of time cultivating the land to ensure that what was taken could regrow.

Some of the common food farmed by Aboriginal and Torres Strait Islander Peoples were:

- fruits such as figs, lily pillies, quandong, bush apples and plums
- bush potatoes and yams, the bulbs of water lilies
- insects, such as witchetty grubs and green ants
- birds, such as emus, jabirus, budgies.

Farming by Aboriginal and Torres Strait Islander Peoples was centred on the use of controlled fire to clear undergrowth, thin forests of trees and open clearings. And much like today's farmers, they distributed seeds and plant communities. The reason was two-fold: to provide feed for animals and shelter.

10.7.3 Anthropogenic biomes — The Budj Bim Cultural Landscape

The Budj Bim Cultural Landscape shows how Aboriginal and Torres Strait Islander Peoples developed sophisticated systems to ensure reliable food production while caring for Country. This example demonstrates principals of sustainability that remain relevant to modern food security challenges.

In 2019, the Budj Bim Cultural Landscape near Portland, in southwest Victoria, was added to the UNESCO World Heritage List. The Budj Bim Cultural Landscape is on the land of the Gunditjmara people and is an example of an **anthropogenic** biome. That is, a biome that has been altered by human beings.

FIGURE 2 A map of the Tyrendarra Heritage Site

Source: Based on data from Natural Earth data. Map redrawn by Spatial Vision.

SkillBuilder discussion

Geographic inquiry

1. How did the Gunditjmara's eel traps at Budj Bim impact the waterways and environment?
2. How do Budj Bim's aquaculture practices reflect sustainability and environmental management?
3. **Compare** the Gunditjmara's land management at Budj Bim Cultural Landscape with modern agriculture. What are the main similarities and differences in environmental impact and sustainability?

The UNESCO site lists the Budj Bim Cultural Landscape as having one of the world's most extensive and oldest aquaculture systems. A series of dams, weirs and channels were developed by the Gunditjmara people over 6000 years to trap, store and harvest kooyang (eels).

To capture the eels, the Gunditjmara people constructed eel traps out of the local reeds and then placed them between the stone channels. The eels would then swim up the channels in low tide and get trapped. Gunditjmara people would smoke the eels and either eat them, store them or trade them with neighbouring clans.

FIGURE 3 Budj Bim senior ranger Greg Shelton carrying an eel trap

The Budj Bim Cultural Landscape is an example of the Aboriginal and Torres Strait Islander Peoples managing and cultivating the biomes of their Country to secure their food supply. Over 100 square kilometres of constructed, modified land has been mapped, including a network of channels and connected wetlands.

10.7 SkillBuilder activity GEOGRAPHICAL INQUIRY, COMMUNICATING

Aboriginal and Torres Strait Islander Peoples altered the biomes of Country so they could live sustainably and show care and respect for the land and environment.

1. Working in pairs or small groups, **investigate** how Aboriginal and Torres Strait Islander Peoples altered biomes (such as the Budj Bim Cultural Landscape) for food, fibres and production.
2. How did these changes affect the environment?
3. Report your findings as a website (using website builders such as Weebly or Google Sites). You will need to include maps and images of how the landscape was changed, and any potential environmental consequences.
4. How do Aboriginal and Torres Strait Islander Peoples' approaches to land management compare with modern farming practices in terms of sustainability?
5. What lessons can we learn from traditional land management practices to help address current food security challenges?
6. How might traditional knowledge contribute to sustainable farming in the future?

10.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 4	1, 5	6, 7, 8, 9, 10

REMEMBER AND UNDERSTAND

1. In what year was the Budj Bim Cultural Landscape added to the UNESCO World Heritage List?
   A. 2022
   B. 2004
   C. 2019
2. Aboriginal and Torres Strait Islander Peoples used controlled burning to attract sources of food and to safely manage the land. True or false?
3. Some of the common foods farmed by Aboriginal and Torres Strait Islander Peoples were:
   A. witchetty grubs.
   B. kangaroos.
   C. emus.
   D. bush apples.
   E. All of the above
4. An _____ biome is a biome that has been altered by human beings.
5. How is the Budj Bim Cultural Landscape an example of an anthropogenic biome?

ANALYSE AND APPLY

6. **Describe** how fire was used in Aboriginal and Torres Strait Islander Peoples' farming.
7. **Explain** how the fire-management techniques of Aboriginal and Torres Strait Islander Peoples can be applied to today's land management.

EVALUATE AND COMMUNICATE

8. **Summarise** why sustainability was a key driver for Aboriginal and Torres Strait Islander farmers.
9. **Discuss** why the Budj Bim Cultural Landscape was added to the UNESCO World Heritage List.
10. Based on what you have learned about how Aboriginal and Torres Strait Islander Peoples use and care for the land for food, do you think that these practices could help solve issues with food insecurity?

Answers and sample responses for this topic are available online.

LESSON 10.8 Inquiry: How can we resolve famine crises?

LEARNING INTENTION

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

- **research** and **analyse** factors contributing to famine crises
- **evaluate** environmental, economic and political constraints affecting food security
- **compare** responses to food security challenges in different regions
- develop evidence-based recommendations for addressing famine.

Background

While many countries across the globe face food insecurity, it is rare for a country or region to be officially declared in famine, the worst form of food insecurity. By definition, a famine is an extreme crisis of access to adequate food, resulting in widespread malnutrition and loss of life due to starvation and infectious diseases. While the number of famines is on the decline, the twentieth century saw more than 70 million people die from famine across the globe.

There are three key **indicators** that the United Nations uses to identify and declare a famine:

1. Twenty per cent of the population experiences an acute shortage of food, eating only small amounts of one or two of the 12 food groups (usually grains) and cannot access four litres of safe water per person per day.
2. More than 30 per cent of children are acutely malnourished.
3. Within the community, two adults or four children out of every 10 000 are dying of malnutrition and disease each day.

People who are experiencing famine have lost the means of earning an income and have few, if any, resources to sustain themselves. In general, there is no one cause of famine. Famines result from complex interactions between:

- environmental factors (climate, natural disasters, resource availability)
- economic constraints (poverty, market failures, lack of infrastructure)
- political issues (conflict, poor governance, resource allocation)
- technological limitations (farming methods, storage, distribution).

Your inquiry task

Conduct **research** into and prepare a report explaining the situation in relation to a famine crisis. This could be a current famine, or one that has occurred in recent years. Your research report should allow you to fully **explain** the famine situation to the UN, and help them to formulate a response.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching using geographical methods

- What are the factors contributing to the famine?
- **Describe** the factors that have caused the famine, and if possible, which factors were particularly important.
- What are the impacts of this famine?
- **Describe** the impacts of the famine. Try to **identify** what might be short-term and long-term impacts of the famine.

- What are the responses to the famine?
- In your research try to find what is being done about the famine. You can look at this at the national scale and the international scale.

Step 2: Interpreting and analysing geographical data and information

Create a table that describes three different types of responses to famine in general. You might need to look at other recent famines and how they were dealt with or **investigate** what steps organisations such as World Vision take in assisting people experiencing famine. For each response, **suggest** possible advantages and disadvantages.

Include an analysis of how environmental, economic and technological factors contribute to or could help solve the crisis.

Step 3: Concluding and decision-making

- From your study, **suggest** ways that the UN can assist the people and country experiencing the famine. For ideas, you may wish to research how the UN has responded to famines in the past. As you are the expert, recommend how you think the country could improve its food security in the future.
- Prioritise the top two or three actions the country should take and **justify** their importance.
- What is likely to happen over the next few years as the country recovers from the famine? You might be able to **predict** different scenarios.

Step 4: Communicating

Your report and presentation to the UN should include:

- a brief snapshot of the country, including details of population, life expectancy, GDP, and one or two other relevant features
- a location map that shows that region/country suffering from the famine
- data on the number of people affected, death rates and other relevant statistics
- details of the short-term and long-term impacts of the famine
- a table that **describes** three different types of responses to famine in general, and that **suggests** possible advantages and disadvantages of each response
- a recommendation about how the UN can assist the people and the country experiencing the famine, and how the country can improve its food security in the future
- a reference list detailing your information sources.

You may wish to prepare a PowerPoint presentation to present key aspects of your research and your recommendations.

FIGURE 2 The United Nations World Food Program is the world's largest humanitarian agency fighting hunger.

LESSON 10.9 Investigating topographic maps — Lake Victoria as a food source

LEARNING INTENTION

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

- locate and describe the features of the Lake Victoria area from a topographic map
- **discuss** how changes to the environment might affect food production in the area.

10.9.1 Lake Victoria

Lake Victoria, with a surface area of 68 800 km^2, is Africa's largest freshwater lake and a source of water for the Nile River. The lake supports a population of over 30 million people in east Africa through fishing, agriculture, local industry, forestry, hydro-electric power, transport and tourism.

Lake Victoria is shared by Uganda, Kenya and Tanzania, and its catchment area includes Rwanda and Burundi.

High levels of hunger exist within the densely populated communities (see **FIGURE 1**) that live around Lake Victoria. Crops grown within the river catchment include beans, coffee, cotton, maize, sisal (a fibrous plant used for making rope), sugarcane and tobacco.

The lake also supports a productive fishing industry (**FIGURE 2**); however, fish stocks in recent years have declined due to overfishing and increased environmental pressures. Invasive weeds, such as the water hyacinth, have contributed to a decline in fish stock, increased the incidence of waterborne diseases, reduced water quality and increased **turbidity**.

FIGURE 1 Densely populated areas along the shores of Lake Victoria

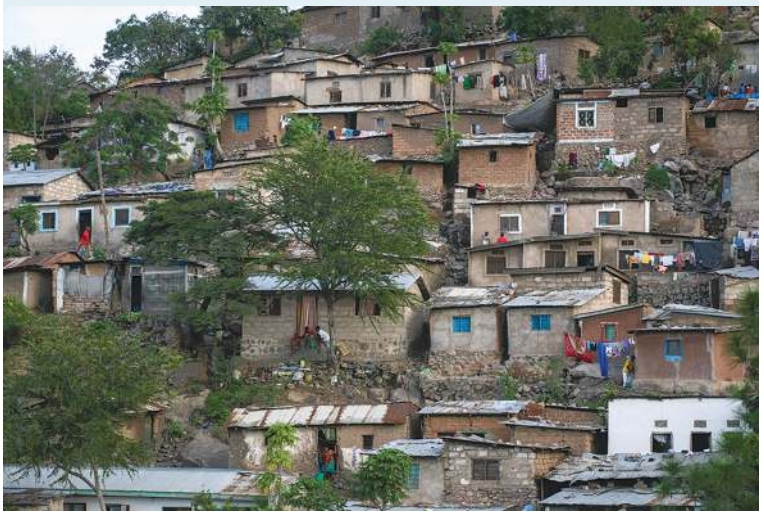


FIGURE 2 Fishermen carrying their catch from Lake Victoria onshore

FIGURE 3 Topographic map extract of Lake Victoria

UGANDA
KENYA
TANZANIA
LAKE VICTORIA
KAMPALA
Entebbe
Mukono
Njeru
Jinja
Kampala
Masaka
Kyotera
Bukoba
Mwanza
Musoma
Tarime
Kisumu
Eldoret
Kitale
Bungoma
Busia
Malaba
Tororo
Busembatia
Iganga
Bugiri
Mbale
Pallisa
Kamuli
Kayunga
Wobulenzi
Luwero
Kiboga
Mubende
Mityana
Mpigi
Kalangala
Bukakata
Kyaka
Bushasha
Kaagya
Bwanja
Maruku
Kanazi
Kemondo
Katoke
Nshamba
Muleba
Ziwa Magharibi
Biharamulo
Chato
Luhama
Busirayombo
Geita
Buseresere
Katoro
Shinyanga
Musasa
Mbogwe
Bungulwa
Karumwa
Nyarugusu
Ruamagaza
Iparamasa
Diobahika
Kamena
Bukwaya
Nyamilama
Ngudu
Mwanza
Usagara
Sengerema
Bukokwa
Nyakaliro
Rubondo National Park
Rubondo Island
Maisome Island
Nansio
Kibara
Kasuguti
Bunda
Guta
Bwiru
Lubaga
Bukiko
Bwisya
Bukima
Nyambono
Bugusa
Ukerewe Island
Ukora Island
Kome Island
Bumbire Island
Mori Bay
Mara Bay
Speke Gulf
Magu Bay
Baumann Gulf
Emin Pasha Gulf
Lake Burigi
Lake Ikimba
Lake Kijanebaloba
Akagera
Sango Bay
Salisbury Channel
Kome Channel
Entebbe Wildlife Sanctuary
Nabusanke
Kanoni
Kiriri
Kamengo
Myanzi
Mukono
Lugazi
Mpigi
Kalangala
Bwendero
Bukasa Island
Bugala Island
Buvuma Island
Bugaia Island
Lolwe West Island
Mfangano Island
Ndolwa
Lake Nakuwa
Bugaya
Namwiwa
Kamuge
Kakoro
Budaka
Mazimasa
Busolwe
Nagongera
Naigobia
Kaliro
Busembatia
Victoria Nile
Mount Elgon
Mt Elgon National Park
Endebess
Mayenze
Busiu
Butiru
Molo
Nagongera
Malikisi
Myanga
Mambare
Western
Kakamega
Kakamega National Reserve
Nzoia River
Ukwala
Lake Kanyaboli
Siaya
Yala
Bondo
Lake Sare
Kavirondo Gulf
Kendu Bay
Sondu
Kericho
Kisii
Homa Bay
Oyugis
Nyamira
Ruma National Park
Rongo
Keroka
Masimba
Migori
Thimjope
Kilgoris
Bande
Shirati
Kihancha
Lolgorien
Ronda
Nyabansari
Ntimaru
Masai Mara National Reserve
Mara River
Ngoreme
Butiama
Buhemba
Mara
Mugumu
Mugeta
Ikoma
Robanda
Grumeti River
Handajega
Kalamera
Nyanguli
Dutwa
Magu
Mhango
Mwawuchuma
Nkololo
Sagata
Bumera
Serengeti National Park
SERENGETI PLAIN
Shinyanga
Kisesa
Maswa
Isagenghe
Kimali
Sinoni
Lake Ugarya
Ngorongoro World Heritage Site
Arusha
Kitembo
Mutoke
Makando
Kyotera
Magabbi
Kakumiro
Kibaale
Ntwetwe
Nkoko
Madudu
Bukuya
Kasanda
Kalangalo
Myanzi
Kanoni
Kiriri
Kamengo
Entebbe
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Salisbury Channel
Kome Channel
Bwendero
Bukasa Island
Bugala Island
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Mutoke
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Masaka
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Magabbi
Lake Kijanebaloba
Sango Bay
Akagera River
Bushasha
Kaagya
Bwanja
Kyaka
Bukoba
Maruku
Kanazi
Lake Ikimba
Kemondo
Ziwa Magharibi
Katoke
Bumbire Island
Nshamba
Muleba
Ilemera
Lake Burigi
Rubondo Island
Maisome Island
Rubondo National Park
Kome Island
Nyakaliro
Katungulu
Bukokwa
Emin Pasha Gulf
Biharamulo
Chato
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Busirayombo
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Karumwa
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Speke Gulf
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Ronda
Shirati
Bande
Migori
Thimjope
Kilgoris
Kihancha
Lolgorien
Ntimaru
Tarime
Masai Mara National Reserve
Mara River
Ngoreme
Butiama
Buhemba
Mara
Mugumu
Mugeta
Ikoma
Robanda
Grumeti River
Musoma
Bukima
Bukiko
Bwisya
Nyambono
Bugusa
Lubaga
Bwiru
Ukerewe Island
Ukora Island
Kome Island
Bumbire Island
Baumann Gulf
Bunda
Guta
Nansio
Kibara
Kasuguti
Speke Gulf
Rubondo Island
Maisome Island
Rubondo National Park

10.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	4, 6	3, 5

REMEMBER AND UNDERSTAND

Refer to **FIGURE 3** to answer the following questions.

1. List the names of each of the countries that share the edge of Lake Victoria.
2. Which country is to the east of Lake Victoria?
3. How many kilometres would a plane travel on a trip from Entebbe airport to Mwanza airport, then to Kisumu airport, before a return trip to Entebbe?

ANALYSE AND APPLY

4. **Explain** the factors that lead to the high levels of hunger in the communities around Lake Victoria. In your explanation, outline whether the factor could be considered political, economic, environmental or social/cultural.

EVALUATE AND COMMUNICATE

5. What impacts are humans likely to be having on the water quality of Lake Victoria? **Predict** whether and how the water quality will change in the next 50 years.
6. Refer to **FIGURE 3**. Propose one strategy that would help the three countries in which Lake Victoria is located to manage the resources in the lake equitably.

Answers and sample responses for this topic are available online.

LESSON 10.10 Review

10.10.1 Key knowledge summary

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

10.2 What is global food security?

- Food security means having reliable access to sufficient, safe and nutritious food.
- Food security is influenced by environmental, economic and technological factors.
- The Food Security Index shows uneven distribution of food security globally.
- Australia produces surplus food but faces sustainability challenges.

10.3 What are the impacts of the alteration of biomes on future food production?

- Land loss occurs through degradation and competition for use.
- Urban growth and biofuel production compete with food production.
- Land grabs affect food security in developing nations.
- Sustainable land management is crucial for future food production.

10.4 How does access to water influence crop yields?

- Agriculture uses 70 per cent of the world's fresh water.
- Water security involves both quantity and quality issues.
- Australian farmers face unique water management challenges.
- Technology plays an increasing role in water efficiency.

10.5 What challenges does climate change pose for food security?

- Climate change creates both winners and losers in agriculture.
- Different regions face varying impacts and adaptation needs.
- Australian farmers are dealing with more extreme weather patterns.
- Future food production requires climate adaptation strategies.

10.6 How do we expand agricultural production and distribution?

- New technologies help improve farming efficiency.
- Australian farmers adopt sustainable practices.
- Food waste reduction is becoming more important.
- Innovation is key to future food security.

10.7 How do Aboriginal and Torres Strait Islander Peoples use and alter biomes for food production?

- Traditional land management ensures sustainable food production.
- Fire management practices maintain productive landscapes.
- Budj Bim Cultural Landscape shows sophisticated food production systems.
- Traditional knowledge contributes to sustainable farming.

10.8 Inquiry: How can we resolve famine crises?

- Famines result from complex interactions of factors.
- Environmental, economic and political constraints contribute.
- Solutions require understanding of multiple factors.
- Sustainable responses needed for long-term food security.

10.9 Investigating topographic maps — Lake Victoria as a food source

- Lake Victoria supports a population of over 30 million people in east Africa through fishing, agriculture, local industry, forestry, hydro-electric power, transport and tourism.
- Lake Victoria is shared by Uganda, Kenya and Tanzania, and its catchment area includes Rwanda and Burundi.

10.10.2 Key terms

anthropogenic resulting from human activity (man-made)
aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater
arable describes land that can be used for growing crops
biodiversity the variety of plant and animal life in a particular habitat or ecosystem
biome a large naturally occurring community of flora and fauna occupying a major habitat
climate change the long-term shifts in global weather patterns and temperatures, primarily caused by human activities since the Industrial Revolution
climate refugees people who are forced to flee their home region due to environmental changes (such as drought, desertification, sea-level rise or monsoons) that affect their wellbeing or livelihood
desertification the transformation of arable land into desert, which can result from climate change or from human practices such as deforestation and overgrazing
food security reliable access to sufficient, safe and nutritious food to maintain a healthy and active life
genetically modified (GM) describes seeds, crops or foods whose DNA has been altered by genetic engineering techniques
indicators things that provide a pointer, especially to a trend
infrastructure the basic physical and organisational structures needed for a society to operate (like roads, bridges, electricity)
irrigation the supply of water to land or crops to help growth
land degradation the process by which land becomes damaged or less productive, often because of human activities like deforestation, overgrazing, pollution or poor farming practices. It can lead to soil erosion, loss of nutrients and reduced ability to grow crops.
precision agriculture farming management using digital technology to monitor and optimise agricultural production
sustainability the rate at which a resource can be used without depleting it over the long term
turbidity cloudiness or haziness of water caused by particles suspended in it
water security reliable access to sufficient quantities of acceptable quality water
water stress situation that occurs when water demand exceeds the amount available or when poor quality restricts its use
yield amount of crop produced per unit of land
yield gap the gap between a certain crop's average yield and its maximum potential yield

10.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What factors influence food production in Australia and around the world?

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

learnon

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

10.10 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 7, 10, 11, 12	2, 4, 5, 9, 13, 14	3, 6, 8, 15

REMEMBER AND UNDERSTAND

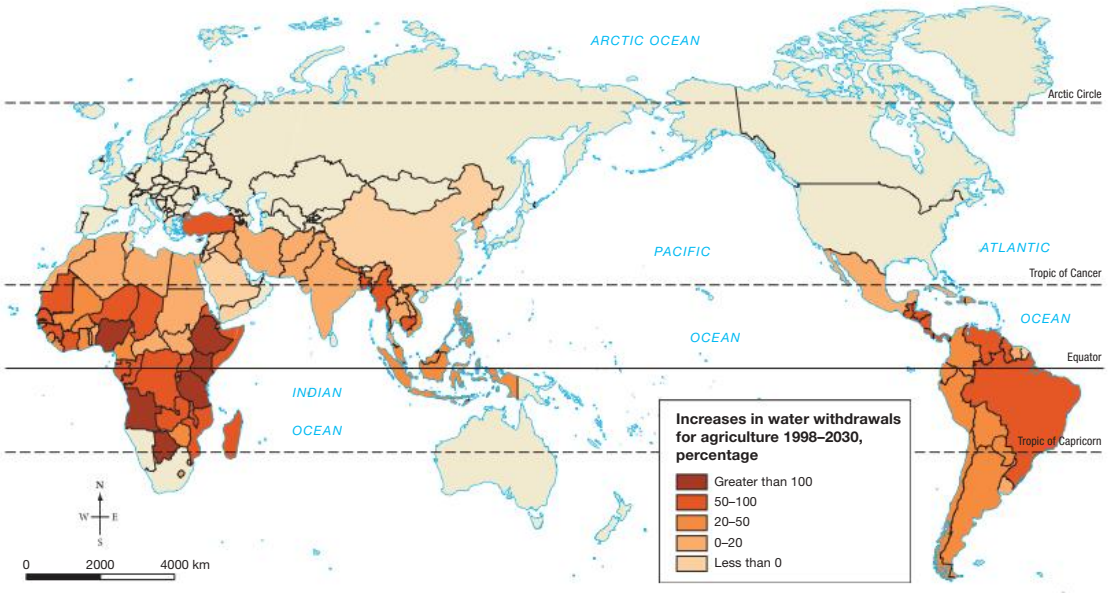
1. Which of the following statements are true about food security?
   - **A.** Food security means having a sufficiently healthy and reliable daily diet.
   - **B.** The proportion of people who have food security is not distributed evenly around the world.
   - **C.** People who do not have food security suffer from illnesses and a shorter life expectancy.
   - **D.** All of the above
2. Which of the following is one way that governments can attempt to prevent food shortages?
   - **A.** Stockpiling food when production is high
   - **B.** Charging people less for food
   - **C.** Preventing imports to their country
   - **D.** Refusing to accept food aid
3. What is the interconnection between urbanisation and food security?
   - **A.** As cities expand, more food is produced in their suburbs.
   - **B.** As cities expand, they tend to invade surrounding food-producing areas.
   - **C.** Smaller cities lead to a larger crop yield.
   - **D.** Big cities have wealthy populations who are food secure.
4. How might foreign owners benefit from owning farmland in Australia?
   - **A.** Financial gain
   - **B.** Food production
   - **C.** Improved food security
   - **D.** All of the above
5. Which type of cropland is predicted to be the most changed by a 1-metre rise in sea level in Asia?
   - **A.** Groundnut
   - **B.** Oilseed
   - **C.** Maize
   - **D.** Wheat
   - **E.** Rice
6. Which statement best describes precision agriculture?
   - **A.** Using traditional farming methods
   - **B.** Using digital technology to monitor and optimise farming
   - **C.** Using only organic methods
   - **D.** Using manual labour for farming
7. What is the primary goal of sustainable farming?
   - **A.** Maximum short-term profits
   - **B.** Meeting current needs while protecting future resources
   - **C.** Using only traditional methods
   - **D.** Producing the most food possible
8. How do climate refugees relate to food security?
   - **A.** They help distribute food.
   - **B.** They are forced to move due to environmental changes.
   - **C.** They create more food.
   - **D.** They have no impact on food security.

9. Which of the following is an example of infrastructure supporting food security?
   - **A.** Roads for transporting food
   - **B.** The number of farmers
   - **C.** The amount of rainfall
   - **D.** The type of crops grown
10. What relationship exists between water security and food security?
   - **A.** They are unrelated.
   - **B.** Water security is important for food production.
   - **C.** Food security determines water security.
   - **D.** They only relate in desert areas.

ANALYSE AND APPLY

11. Study **FIGURE 1** showing predicted increases in water use for agriculture 1998–2030.
   - **a.** Describe the distribution pattern of countries predicted to withdraw of 100 per cent or more water by 2030.
   - **b.** Suggest why Australia, the United States and countries in Europe are not in this category.

FIGURE 1 Predicted increases in water use for agriculture 1998–2030



Source: Map drawn by Spatial Vision.

12. Refer to **FIGURE 4** in section 10.3.1. The original land use for this location was tropical rainforest.
   - **a.** Why might this area have been cleared?
   - **b.** Is this a suitable landscape for such extensive clearing? **Explain** your answer.
13. **Analyse** how technology and innovation are helping improve food security. Support your answer with specific examples.

EVALUATE AND COMMUNICATE

14. **Compare and contrast** approaches to reducing food waste in developed and developing countries.
15. **Evaluate** how environmental, economic and technological factors work together to influence food production in one region you have studied.

Answer and samples responses for this topic are available online.

11 Geographies of interconnection: Trade, technology and transportation

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LESSON 11.1 Overview

INQUIRY QUESTION

What are the impacts of changing trade, technology and transportation on people's lives?

Advancements in transport and digital technology have revolutionised how people, places and economies connect. Faster travel and instant communication have made distant locations more accessible, influencing migration, trade and daily life. Digital tools, from social media to online markets, enable real-time interactions across the globe.

Trade has expanded, linking producers and consumers worldwide, but these changes also bring challenges like economic inequality and environmental concerns. As transport and technology continue to evolve, they reshape societies in profound ways.

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

SkillBuilder

Use the SkillBuilder activities to develop these Geographical concepts and skills:

- GEOGRAPHICAL INQUIRY
- CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 11.2 How are people connected to place?

LEARNING INTENTION

By the end of this lesson you should be able to give examples of peoples from around the world who are closely connected to land and place.

Tune in

Different people have different **perceptions** and, therefore, different connections with the land and the place in which they live.

1. **Why would this environment be challenging for the people who live in the Arctic region?**
2. **What type of food sources do you think the Inuit people could access through their connection with the land and the sea?**

FIGURE 1 Inuit hunter of the Arctic region

11.2.1 Why is a connection with the land so important?

Land means different things to different people. A farmer sees land as a means of production and a source of income. A conservationist sees land as a priceless natural resource that must be protected. A property developer sees it as an area that can be divided, built upon and sold for a profit.

In today's world there are many First Nations Peoples still very closely connected to the biophysical elements of the land through their nomadic hunting and gathering, or forest gardening. However, modern technology and contact with developed nations' ways of life have had significant impacts on their livelihoods. These people practise what is called traditional subsistence agriculture and may also have access to local markets to buy and exchange food and goods. The practices have minimum impact on the environment and hence are highly sustainable ways of living.

Peoples of the world who continue traditional cultural practices closely connected to the land include:

- San (Kalahari Bushmen) – Southern Africa
- Huli – Papua New Guinea
- Maasai – Kenya
- Berbers – North Africa
- Sami – Scandinavia
- Uyghurs – China
- Ainu – Japan
- Inuit – Greenland and Alaska
- Yanomami – Amazon Basin

SkillBuilder discussion

Concluding and decision-making

1. Describe what type of vegetation you see in **FIGURE 2**.
2. Discuss why knowledge of the land is an important connection for the Maasai.
3. Cattle are an important status symbol for the Maasai. Explain why this is so for a community that 'lives off the land'.

FIGURE 2 Maasai man tending his herd

SkillBuilder discussion

Concluding and decision-making

1. Describe the environment shown in the **FIGURE 3**.
2. How would this environment change in winter?
3. Why is a close connection to the land important for the Sami people?

FIGURE 3 Sami people with their reindeer

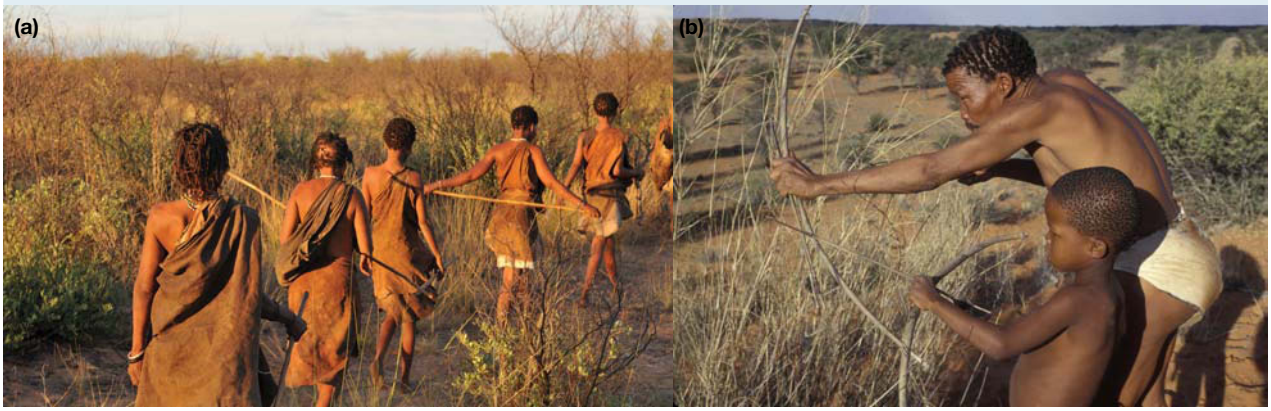
FIGURE 4 A Uyghur man, part of a Turkic ethnic group with a rich cultural heritage, primarily living in the Xinjiang region of China

FIGURE 5 The Ainu, Indigenous people of Japan, known for their distinct language, culture and traditions

11.2.2 Hunters and gatherers: the San

Today, about 50 000 San people (or Kalahari Bushmen) live in the Kalahari Desert in southern Africa. Approximately 6 per cent still live in the traditional way. Traditionally nomadic San people travel in small family groups, roaming over regions of up to 1000 square kilometres. They have no pack animals, and carry few possessions — only spears, bows and arrows, bowls and water bags. The San people's clothes are made from animal skins. When needed, they construct dome-shaped shelters of sticks that are thatched with grass. The San people are experts at finding water and tracking animals. The men hunt antelope and wildebeest, while the women hunt small game such as lizards, frogs and tortoises, and gather roots, berries and grubs.

FIGURE 6 **(a)** San peoples, also known as the Kalahari Bushmen **(b)** A San tribesman teaches his son how to use a bow and arrow



SkillBuilder discussion

Communicating

1. Examine **FIGURE 6** and describe the biome (environment) in which the San people live.
2. Why is important for the child to learn bow and arrow skills?
3. Explain what is meant by a hunter–gatherer community.

11.2.3 Nomadic herders — the Bedouin

Bedouin people are nomads who live mainly in Syria, Iraq, Jordan, the countries of the Arabian Peninsula and the Sahara. Some groups are camel herders who live in the inner desert regions. Others herd sheep and goats on the desert fringes, where more water is available. Unless Bedouin communities find a good piece of grazing land, they rarely stay in one place longer than a week.

FIGURE 7 A Bedouin camp in Saudi Arabia

SkillBuilder discussion

Concluding and decision-making

1. Describe the dwelling shown in **FIGURE 7** in which the Bedouin call their home.
2. What elements, important for human life, are not seen in this environment?
3. Explain how a nomadic lifestyle helps the Bedouin survive.

11.2 SkillBuilder activity **CONCLUDING AND DECISION-MAKING, COMMUNICATING**

1. With your class, make a list of the places or landmarks in your community that you use on a regular basis.
2. Each student should rate the importance of each on a scale of 1 to 3, with 3 being the most important.
3. Collate the data to find out which places are most and least important to your class.
4. Analyse whether the results are as you expected.
5. Do they match your own perceptions of how important places are, or do you have a different view from your classmates?
6. Discuss why there might be similarities or differences.

11.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5, 6	2, 4, 7	8, 9, 10

REMEMBER AND UNDERSTAND

1. **Determine** whether the following statements are True or False.
   a. Extensive agriculture is an example of traditional food production.
   b. There are no remaining people still involved with traditional cultural practices closely connected with the land.
2. The Bedouin people live in the countries of the Arabian Peninsula and the Sahara. These include:
   A. Iraq.
   B. Syria.
   C. Jordan.
   D. All of the above
3. Factors that may influence our perception of place include:
   A. culture.
   B. experiences.
   C. values.
   D. All of the above

ANALYSE AND APPLY

4. From the list in question 3, **identify** which factor you think is the most influential. Why?
5. **Describe** what land means to you. Think about where you live or where you come from to help describe the interconnection you have with land.
6. **Outline** the main responsibilities a community has to protect Country.
7. **Distinguish** which of the following is *not* true about being a custodian of the land.
   A. A custodian cares for the land without actually owning the land.
   B. A custodian is an owner of the land.
   C. The land will exist long after the person has gone.
   D. Aboriginal and Torres Strait Islander Peoples view themselves as custodians of the land.

8. The establishment of European colonies forced many people off their Country. **Consider** how this changed their relationship with the land.

EVALUATE AND COMMUNICATE

9. **Discuss** and **justify** why you think the opening of the federal Parliament is preceded by a 'Welcome to Country' ceremony.
10. a. In 2019, the widening of the Western Highway near Ararat in Victoria was realigned to save two birthing trees. **Evaluate** why this can be seen as an important decision taken by the Major Road Projects Authority.
    b. In 2020, this decision was reversed. **Propose** why this may have been the case and **justify** your response to this decision.

Answers and sample responses for this topic are available online.

LESSON 11.3 How do we access places?

LEARNING INTENTION

By the end of this lesson you should be able to **discuss** how access to transportation affects the ways people perceive, use and are connected to a place.

Tune in

Travelling around an area or region can take many forms, such as on foot, by car, bus, train, ferry or aeroplane.

1. **Why would people in Melbourne use a train to travel to a destination?**
2. **What forms of transport do you know about or have used to connect to places in your local area?**
3. **How does the availability of different types of transport in your area influence your daily activities and connections to other places?**

FIGURE 1 Regional Victoria and major cities and towns are accessed by train

11.3.1 Connecting with public transport

Public transport provides a relatively low-cost way for people to interconnect with places and can reduce traffic congestion and pollution. For students, it is often the only way to get around. Sometimes, however, it can seem like too much bother, perhaps because one service does not connect to another or because there are not enough services running, especially near your house. Public transport use is considerably higher in capital cities than in other parts of Australia, partly because cities have relatively large populations and better public transport **infrastructure**.

Our changing needs

With any population growth, governments at all levels must consider how they will meet changing transport needs. Technological developments have allowed us to make better decisions for our use of public transport. Many people now use the internet or an app to find the fastest way to get from A to B. Service quality, frequency and infrastructure are generally the biggest concerns in the provision of a public

transport system. However, the affordability of public transport is equally important, because many people depend upon public transport to access jobs, services, education and recreation.

Different forms of public transport have different uses

Consider the information in **TABLE 1**.

TABLE 1 Different modes for transport, general purpose and benefit

Transport mode	Purpose	Advantages
Trains	Move large numbers of people over long distances at high speed	Greater traveller access, fewer stops, high speed
Ferries	Alleviate traffic on roads, take commuters directly to places	Accessed more easily by river or sea routes
Trams	To move passengers in larger quantities across shorter distances	Uses road infrastructure Has 'own' lanes for faster movement Has frequent stops
Buses	Buses provide access where trains and trams do not go and 'infill' access for people by using a range of road levels.	Buses are the most flexible of the public services; they are able to change routes as there is no fixed rail system involved
Bikes	To move single people short distances	Cyclists have freedom of route and can use designated bike lanes

FIGURE 2 Melbourne's bike paths **(a)** suburban and **(b)** bayside

11.3.2 User perception of public transport

The perceptions that people have about public transport influence how they use it and how often they use it. Factors that influence this perception include:

- weather conditions
- uncertainty about when the next bus or train will arrive
- familiarity with the journey.

Given that travellers tend to consider non-vehicle travel time (walking, waiting, transferring) to be more difficult than in-vehicle travel time, this has consequences when trying to attract people to public transport. If people think their travel time by car is 60 minutes, they perceive their travel time by public transport for that same trip to be almost double: 117 minutes.

However, many people would prefer to take public transport as they understand its role in:

- reducing traffic congestion
- being more cost-effective than owning and driving a car
- being more energy efficient and reducing CO_2 emissions.

11.3.3 Active travel

Any transport that requires physical activity, such as cycling or walking, is called **active travel**. In the 2021 Census, of the 9.212 million Australians who commute, only 3.2 per cent participated in active travel. However, in Melbourne's inner suburbs, more than 30 per cent of those going to work now choose active travel systems such as bicycles or walking. This is an area that the states and territories see as an opportunity to not only reduce carbon footprints, but to also improve liveability.

Perth, for example, is working to improve its rates of active travel through the design of more user-friendly bike paths (see **FIGURE 3**).

Did you know?

Uber has transformed urban transportation by offering on-demand rides that provide convenient alternatives to traditional taxis and public transport, reshaping how we move in urban environments.

Throughout Australia, there are various programs that encourage active travel, including bicycle and electric scooter (e-scooter) hire schemes. They facilitate active travel by connecting central hubs throughout the CBD. As legislation continues to evolve, it is important to stay informed about the latest requirements and regulations for e-bikes and e-scooters.

The choice to access places by public transport, active travel or vehicle keeps people connected and strengthens interconnection in a community.

SkillBuilder discussion

Concluding and decision-making

1. What two elements of 'active travel' do you see referred to in **FIGURE 3**?
2. Why can safety be an issue for active travel by bicycle?
3. Explain what you understand a 'bikeway' to be.

FIGURE 3 Safe Active Street in Mount Hawthorn, Perth

The importance of walkability

Walkability offers many community benefits. Regular walking improves health by reducing heart disease and diabetes risks. Fewer cars mean lower carbon emissions. More walkable areas enhance community involvement, as less time is spent commuting by car. Families save money since cars are a major expense, and homes in walkable areas can be 20 per cent pricier. These factors boost place perception and strengthen connections between people and services.

11.3.4 Walking to connect — the '20-minute neighbourhood'

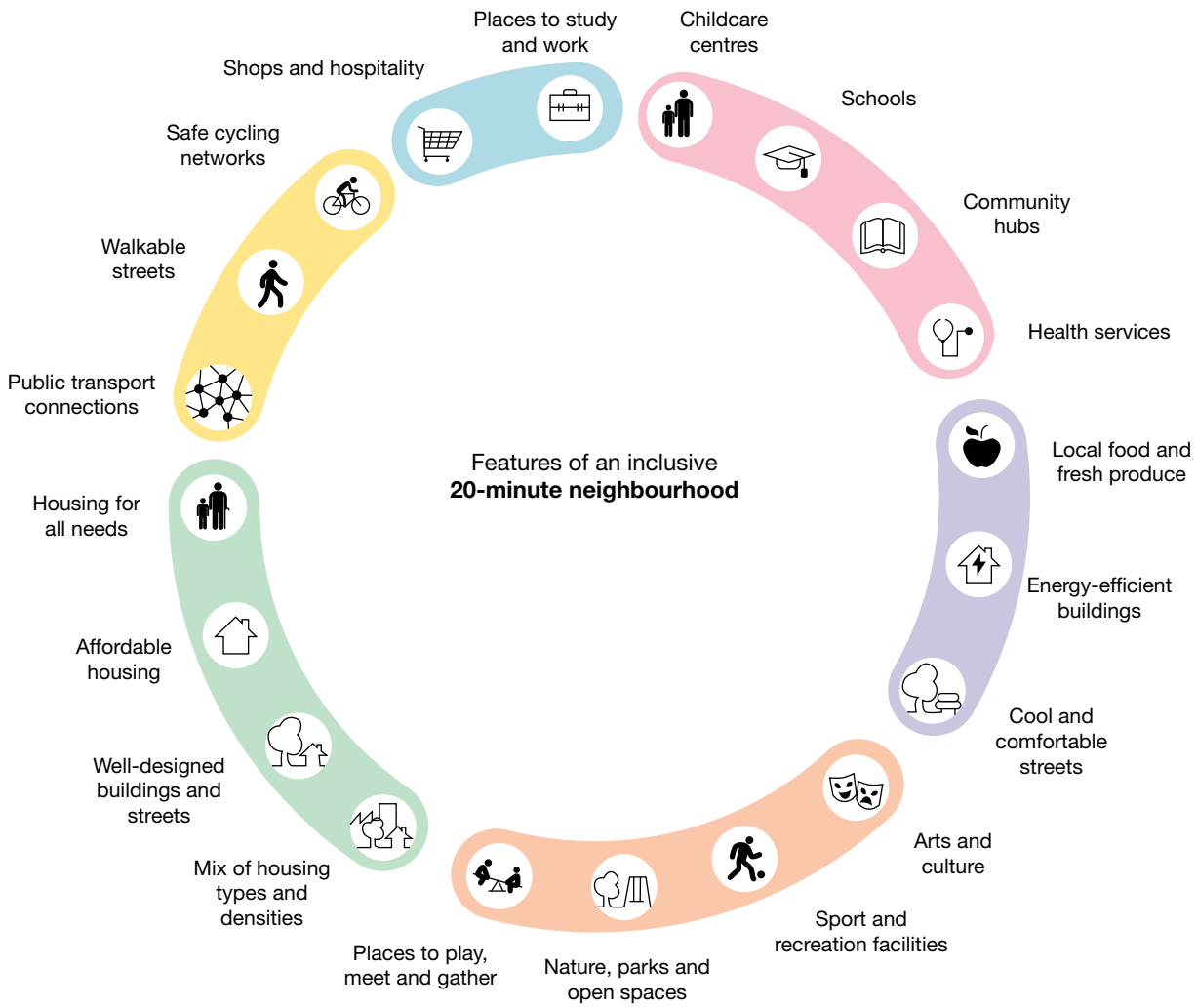
The concept of the '20-minute neighbourhood' is being implemented in some parts of Australia. The concept is all about 'living locally' and enabling people to meet most of their daily needs within a 20-minute return walk from home. The creation of 20-minute neighbourhoods is central to one of the objectives in 'Plan Melbourne 2017–2050' — a development plan to manage population growth, sustainability and liveability.

Factors that make a good neighbourhood walkable include having:

- *a centre* — either as a street or public space
- *mixed income and mixed use* — a range of housing types
- *people* — enough people for businesses to be successful and for public transport frequency
- *parks and public space* — for people to gather and to play
- *pedestrian design* — foot access (cars parked off street)
- *complete streets* — suited to bicycles and walking, and allowing easy movement across the place
- *schools and workplaces* — close enough to walk.

FIGURE 4 Walkability is becoming an increasing priority for urban planners.

FIGURE 5 The components of the '20-minute neighbourhood' concept



SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 5**. What features do you have in your local neighborhood?
2. How well do you think your local neighbourhood was planned?

11.3 SkillBuilder activity GEOGRAPHICAL INQUIRY, COMMUNICATING

1. Select a location on the other side of town or somewhere in your region.
2. Using a rail, ferry, bus or other public transport provider website, or an online mapping site that provides real-time traffic data, find out how long it would take you to travel from your school or home to this point on:
   a. Monday morning at 9 am
   b. Sunday evening at 6 pm.
3. How much, if any, of each trip is not covered by public transport?
4. Suggest how you might practically fill the gaps if you had to make this trip (e.g. walk, cycle, car).
5. What did you notice about the travel times?
   a. Were they different?
   b. Why do you think this is?
6. Create a map of your journey, using an appropriate key, to show rail, bus and other modes of transport used.

11.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4	3, 5, 8	6, 7

REMEMBER AND UNDERSTAND

1. **Determine** whether the following statements are True or False.
   a. Public transport is perceived by governments as being very important because it is relatively low-cost and can reduce traffic congestion and pollution.
   b. The 20-minute neighbourhood is designed to improve traffic flow.
2. **State** whether the following statements are True or False.
   a. Active travel is any transport that requires physical activity.
   b. Active transport is used by a high amount of commuters.
3. One of the most significant aspects of public transport is the interconnection between the different forms of transport. The perceptions that people have about public transport influence how they use it. Travellers recognise non-vehicle travel time to be more difficult than in-vehicle travel time. Factors that influence this perception include:
   A. familiarity with the journey.
   B. weather conditions.
   C. uncertainty about when the next bus or train will arrive.
   D. All of the above

ANALYSE AND APPLY

4. **Consider** your perception of public transport. Describe accessibility, timeliness, cleanliness, comfort, ticketing, safety, convenience and information about the service. Explain your answer.
5. a. **Analyse** how interconnected the place in which you live is. **Identify** what types of public transport are available to you. What distances do you need to travel to reach a bus stop or a train station?
   b. **Describe** what types of public transport are required for you to access your closest international airport.

EVALUATE AND COMMUNICATE

6. **Create** an isoline map to show the distance of services from the CBD to your local area. Using the map, **discuss** the level of interconnection that exists in this area.
7. **Discuss** how the development of Uber travel has changed the way people interconnect.
8. In a paragraph response, **propose** ways that the transport interconnections can be improved in your local area and **justify** how they will boost the perception of place and the connection of people to services.

Answers and sample responses for this topic are available online.

LESSON 11.4 How does trade connect us?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how and why places are interconnected nationally, regionally and globally through trade in goods and services.

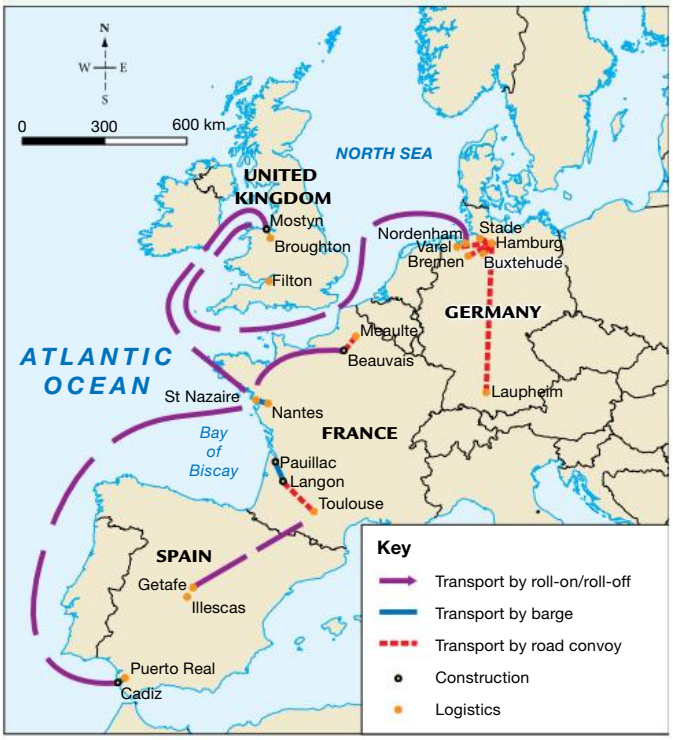
Tune in

Production of goods and services requires connections to multiple locations where specialist resources and expertise may be sourced.

These resources may then be brought together via transport systems to assemble the commodities we need for everyday life.

1. **What forms of transport, and from which countries, are the component parts for the Airbus A380 derived?**
2. **Choose 3–5 household items (e.g., clothing, electronics, kitchenware).**
3. **Research each item to find its country of manufacture and list your findings in a table.**
4. **What reasons can you suggest for why many of your items come from so far away?**

FIGURE 1 Transporting the component parts of the Airbus A380



Source: Data from Wikimedia Commons. Map drawn by Spatial Vision.

11.4.1 Trade in goods and services

The Earth's resources are unevenly distributed. Some regions have abundant iron ore, while others have none. To address this, nations trade goods and services.

Trade has existed for a long time, starting with local **barter** markets and expanding through land, sea and air routes. The internet allows instant information exchange so that we have an advanced global trade system.

For example, producing the Airbus A380 involves sourcing parts from various countries and transporting them to Toulouse, France for assembly (see **FIGURE 1**).

Goods and services, of which there are many, are generated by either processing the Earth's resources (goods) or people doing things for each other (services).

A **good** can be an item as simple as a loaf of bread or it can be as complex as a motor car. A service is different as it is not something you can hold in your hand; examples of a service are education in a school or the advice a doctor gives a patient.

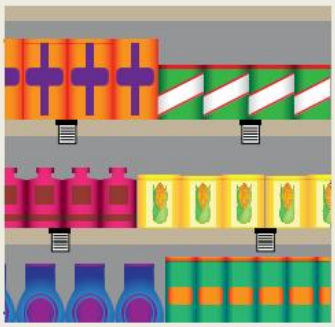
As seen in **FIGURE 2**, the processing of a resource into more complex goods can be a series of transitions, in which there is **value adding** at each level of industry (that is, its value increases). An important consideration in the production of goods and services is the impact on the environment. For example, trade in goods and services with high levels of embodied carbon have led to increases in greenhouse gases and global warming, leading to concerns about sustainability.

FIGURE 2 Four levels of industry showing supply chain

Primary industry
Takes natural resources from the Earth or grows them
Example: a farmer grows corn that is then transported to a canning factory.

Secondary industry
Makes products from natural resources
Example: a factory makes tins of corn and sells them to supermarkets.

Tertiary industry
Sells products or services
Example: a supermarket sells tins of corn and other products to consumers.



Quaternary industry
Sells knowledge and information
Example: a marketing analyst works out how best to position products, and sells this information to supermarkets.

SkillBuilder discussion

Concluding and decision-making

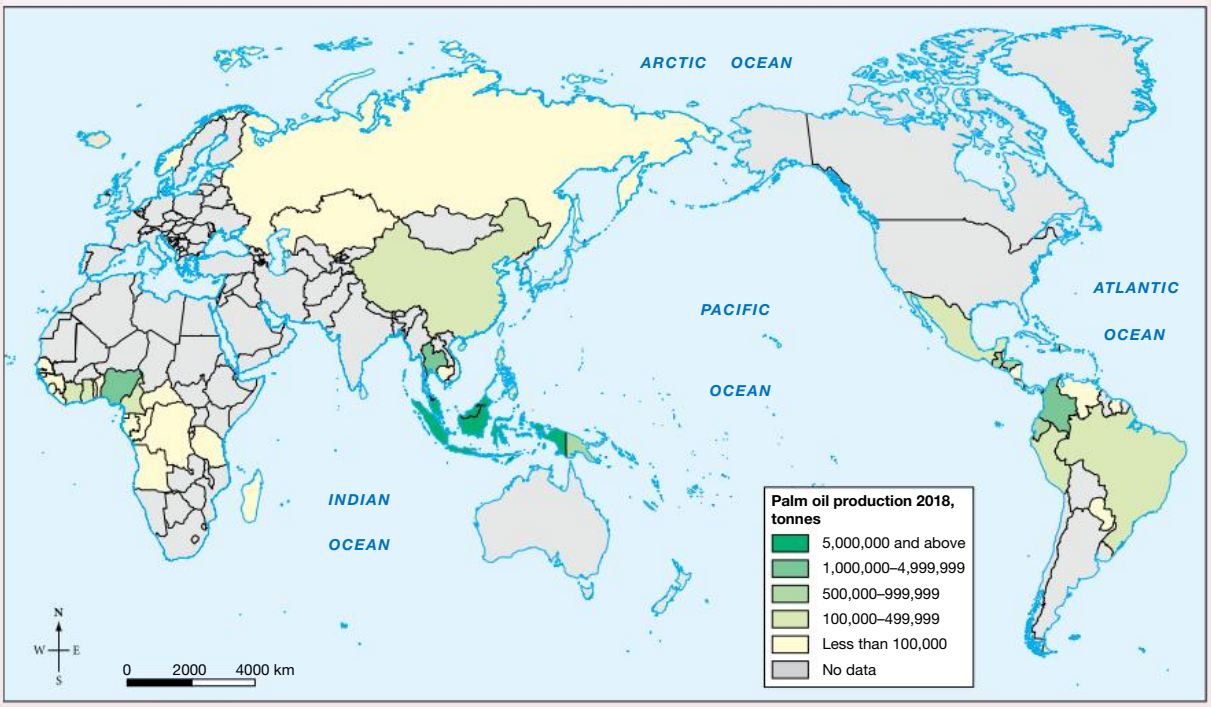
1. Give examples of each industry other than those shown in **FIGURE 2**.
2. Why would the tertiary industries be described as giving the most 'value-added' effect to a resource?
3. Discuss what levels of industry Australia would be predominantly involved in internationally.

CASE STUDY

Trade in palm oil

Palm oil is an edible oil derived from the fruit of the oil palm. The oil is used in many applications, from food to cosmetics and even biofuel. Production of palm oil as a commodity has increased rapidly since 1970, when the world was producing only 2 million tonnes. In 2024, approximately 81 million tonnes of palm oil was produced, accounting for around 41 per cent of global oils produced from seed oil crops. Palm-oil tree plantations are found mainly in tropical regions relatively close to the equator.

FIGURE 3 Palm oil plantations around the world



Source: Based on data from Kongsager, R., & Reenberg, A. (2012). Contemporary land-use transitions: The global oil palm expansion. GLP International Project Office. GLP Report No. 4, Hannah Ritchie and Max Roser (2021) - "Forests and Deforestation" and (c) FAO. FAOSTAT Statistics, https://www.fao.org/faostat/en/#data/, date accessed on 3 May 2022. Map redrawn by Spatial Vision.

SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 3**. Describe the location of palm oil plantations.
2. Discuss the reasons for this.

Indonesia is the world's largest producer and exporter of palm oil. Palm oil plantations cover vast areas of land, particularly in Sumatra and Borneo. While palm oil contributes significantly to the economy and provides jobs, its production has led to widespread deforestation, loss of biodiversity, and human rights issues. Indigenous communities and wildlife, including orangutans, face severe impacts.

The increase in global palm oil production has given rise to a need for a more sustainable approach to all elements of the supply chain. Supply chain management is important to ensure the production and consumption of palm oil meets sustainable environmental practices. In this sense, sustainability means not being harmful to the environment or depleting natural resources, and thereby supporting a long-term ecological balance for the planet. Environmental impacts from supply chains can include the following:

- toxic waste, water pollution, hazardous greenhouse gas emissions and energy use
- loss of biodiversity, deforestation, long-term damage to ecosystems.

FIGURE 4 A responsible palm oil supply chain

No deforestation

Already degraded land is used to establish certified palm oil plantations.

Best management practices are used to encourage increased yields.

Oils from certified plantations are harvested and refined.

Oil from these certified plantations are shipped to traders. This is called a 'traceable supply', which is audited and transparent.

Traders produce products that contain only certified deforestation-free palm oil.

11.4.2 How are goods and services consumed?

Household final consumption per person

Household final consumption per person refers to the average amount each individual in a country spends on goods and services for personal use. It is calculated by dividing the total yearly expenditure on goods and services (like food, cars, education and entertainment) by the country's population. This metric indicates economic development and prosperity.

Wealthy, industrialised countries typically have the highest per-person consumption, but large populations in countries like China and India also result in high levels of consumption. High consumption can significantly impact the environment through energy use and waste production.

In Australia, typical household spending and consumption patterns fall into the categories shown in **TABLE 1**.

TABLE 1 How Australians typically spend their household income

Category	% of household income spent
Rent/mortgage	37.4
Food	31.8
Household amenities	14.71
Financial services	5.2
Vehicle maintenance	2.2
Health services	1.7
Alcohol beverages	1.2
Education services	0.9
Transport	0.9
Clothing and footwear	0.8
Hotels, cafes and restaurants	0.8
Furnishings and household equipment	0.7
Cigarettes and tobacco products	0.6
Recreation and culture	0.6
Other	0.4

In contrast, countries such as Madagascar and Burundi have low household final consumption per person, with average annual spending of $320.07 and $207.56 per person, respectively, which is mainly for food.

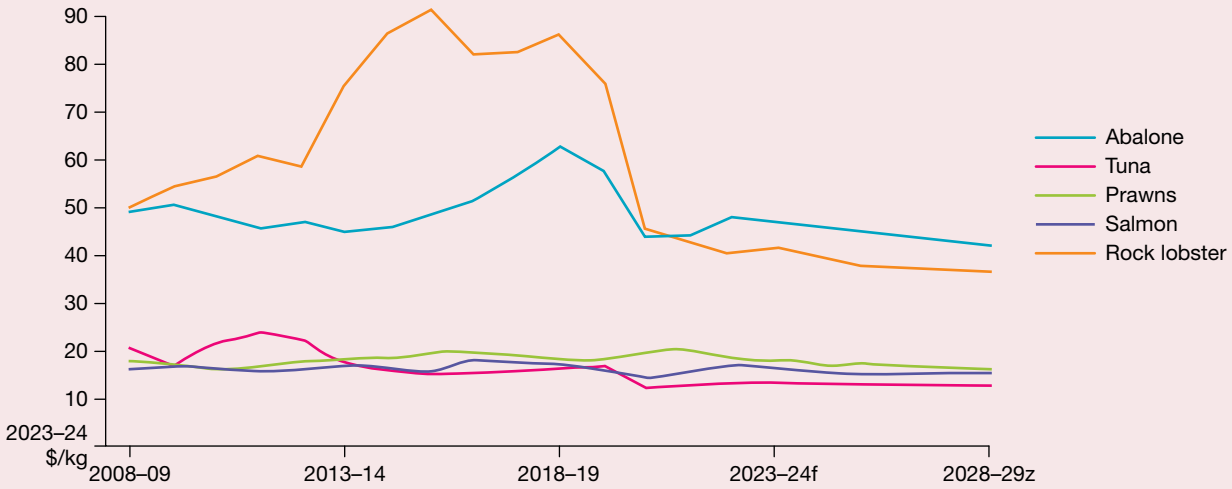
CASE STUDY

Demand for western rock lobster connecting Australia to the world

The western rock lobster is Australia's most valuable wild fishery, contributing approximately $500 million annually to exports. Caught in southern Australian coastal waters, 98 per cent of the 6300 tonnes harvested each year are airfreighted to China, where demand has surged. To improve transit times, a live export facility near Perth's airport allows lobsters to reach China in under 20 hours. The industry supports local economies with approximately 55 000 licences issued per year and limits on daily catch amounts for sustainability purposes. However, the sector is vulnerable to global crises and market price fluctuations, highlighting its reliance on international interconnections.

FIGURE 5 Western rock lobster

FIGURE 6 Real price of Australian fisheries and aquaculture species, by species, 2008–09 to 2028–29



Source: ABARES

SkillBuilder discussion

Communicating

1. Rock lobsters are mostly caught in wire baskets called 'cray pots'. Discuss why this method is preferred over line fishing.
2. Consider why the trade in rock lobsters declined during the recent COVID-19 pandemic.
3. Explain why rock lobsters are expensive in Australia despite their abundance in Southern Ocean waters.

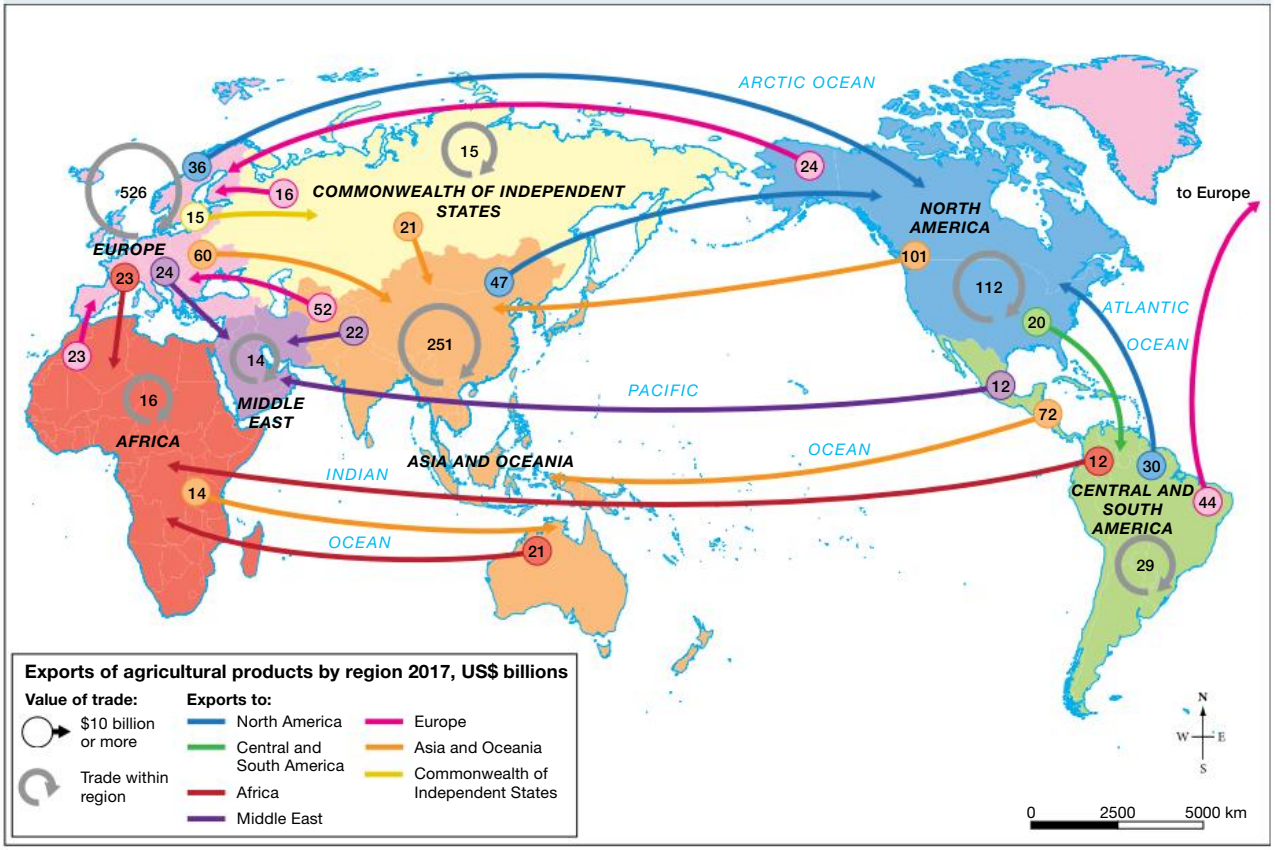
Food trade around the world

The world's population and food production are unevenly distributed. While places like Australia produce excess food, others struggle with food security. Traditionally, food was produced through hunting, gathering, cropping or herding, and any surplus was traded locally. Today, many highly developed economies, such as Australia, export large food surpluses; for example, Australia's farm production in 2024–25 was worth approximately $86 billion, with $68 billion from exports.

Food trade is complex. For **developing countries**, three-quarters of exports are agricultural. Developed countries often balance imports and exports of agricultural products. The United States, Canada and Australia dominate 75 per cent of the global cereal export market with their large-scale wheat production. **FIGURE 7** shows general and established trade patterns of exports of agricultural products.

Wheat production levels vary from year to year, depending on weather conditions experienced at different times in the growing season.

FIGURE 7 World trade flows — exports of agricultural products by region, US$ billion



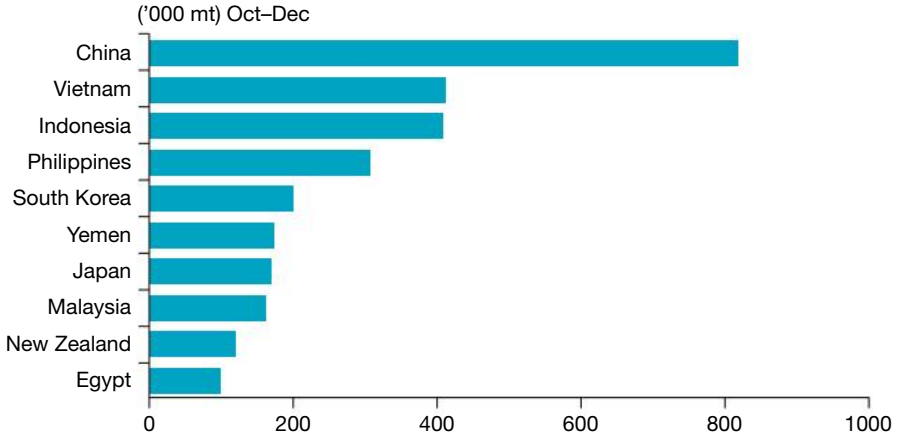
Source: Adapted from WTO. Retrieved from: https://www.wto.org/english/res_e/statis_e/world_commodity_profiles18_e.pdf; Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

1. Study **FIGURE 8**. Name the location that is Australia's biggest wheat exports destination.
2. Why would this place be the main wheat export destination?
3. **Discuss** why New Zealand would find it difficult to grow wheat and hence be a destination for Australian wheat.

FIGURE 8 Top 10 Australian wheat export destinations, 2020–21 (Apr–Mar)



Australia's diverse food trade

In addition to wheat, Australia conducts more than $80 billion worth of trade annually through a range of other agriculture, forestry and fisheries (AFF) exports. **TABLE 2** provides information about Australia's top exports in this category and their respective export values for the 2022–23 financial year.

TABLE 2 Australia's top agriculture, forestry and fisheries exports

Commodity	Export value (A$b)	Per cent of total AFF exports	Per cent change in value from 2021–22
Wheat	16.7	20.8%	+48%
Beef and veal	10.7	13.3%	+8%
Canola	5.7	7.1%	-2%
Uncarded or uncombed cotton	4.9	6.1%	+120%
Sheep and goat meat	4.7	5.8%	-2%
Barley	3.3	4.1%	+12%
Uncarded or uncombed wool	3.2	4.0%	-2%
Wines	2.0	2.5%	-8%
Milk and cream, concentrated	1.5	1.8%	-2%
Dried shelled lentils	1.5	1.8%	+52%
Others	26.2	32.6%	+9%
Grand total	**80.4**	**100%**	**+17%**

Source: ABS 2023.

11.4 SkillBuilder activity COMMUNICATING

1. Conduct your own research to investigate Australia's top five trade partnerships.
   a. Which countries do we trade the most with?
   b. What is the value of these trade partnerships?
2. Prepare a mind map to show the different goods and services traded with these countries.

11.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 7, 11	2, 5, 8, 10	3, 6, 9

REMEMBERING AND UNDERSTAND

1. Which of the following agricultural products is one of Australia's top exports?
   A. Wheat
   B. Automobiles
   C. Electronics
   D. Pharmaceuticals
2. Which country is one of Australia's largest trading partners for agricultural products?
   A. Brazil
   B. Germany
   C. China
   D. India

3. What is a primary benefit of Australia's international trade relationships in agriculture?
   A. Increased tariffs on imports
   B. Access to advanced technology
   C. Market expansion for Australian farmers
   D. Cultural exchange programs
4. High levels of consumption can have negative consequences for the natural environment. True or False?
5. **Explain** the primary reasons why goods and services are traded.

ANALYSE AND APPLY

6. **Describe** what is meant by the term 'value adding' as a product moves through the four levels of industry. Choose a product such as wheat or timber to **explain** this process.
7. **Outline** why the United States is one of the largest consumers of goods and services in the world.
8. It has been claimed that countries such as China and India, with growing middle classes that are now eager for goods and services, will put a strain on world resources. **Suggest** how a growing demand for energy sources in these countries might affect the environment.
9. **Analyse** ways in which Australia might overcome the problem of drought, which has significant impacts on wheat production tonnage.

EVALUATEING AND COMMUNICATINGE

10. **Identify** two countries with low household final consumption. **Outline** what this means and what the average person will spend most of their money on.
11. **Discuss** why Australia can export such a large quantity of wheat to the world.

Answers and sample responses for this topic are available online.

LESSON 11.5 How is Australia connected globally through export and import trade?

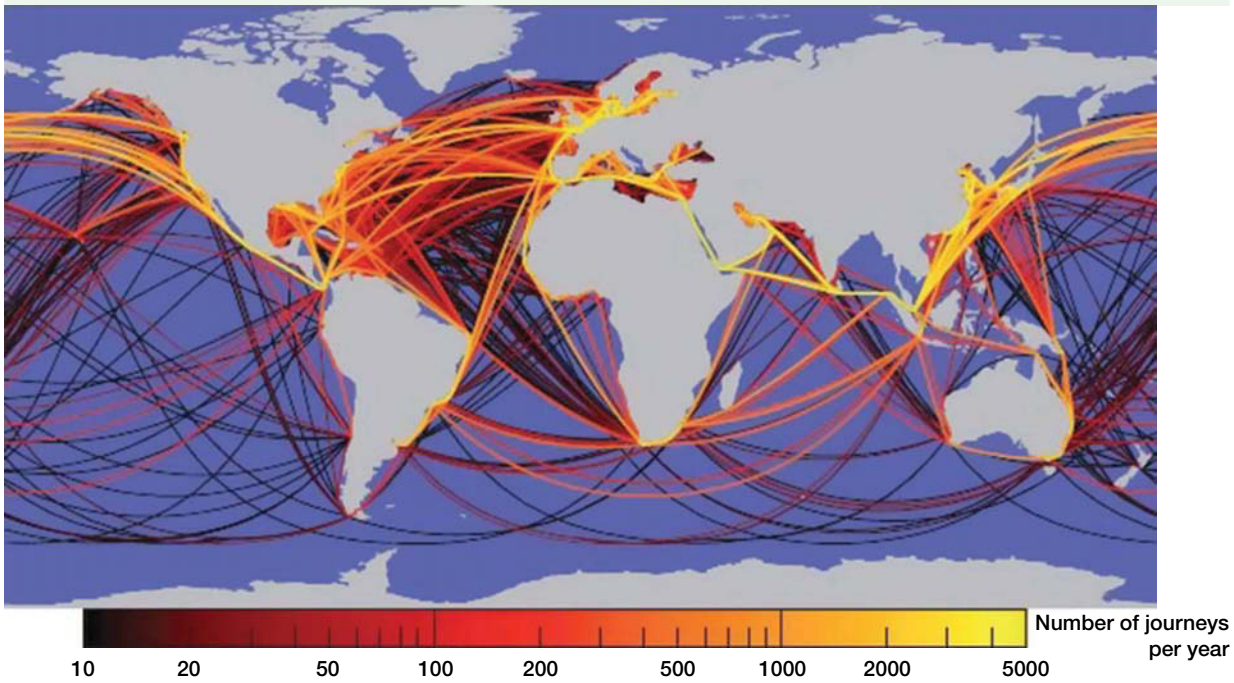
LEARNING INTENTION

By the end of this lesson you should be able to **explain** how Australia is connected to the world market through trade in goods and services.

Tune in

We live in a world that is connected through many different forms of land, water and air transport that move essential goods and services.

FIGURE 1 An infographic showing the number of journeys per year across the world's major cargo shipping routes



1. **Can you suggest reasons why the volume of cargo is so great between Europe and America?**
2. **How do cargo shipping routes influence the availability of products in your local stores?**

11.5.1 How connected are we?

Mass transport has significantly reduced the feeling of distance. With advanced shipping routes and quicker, more affordable flights, people and products are more interconnected than ever. These developments have made both trade and travel more accessible, reaching more destinations and allowing more people to connect globally.

11.5.2 How do we connect and trade through the sea?

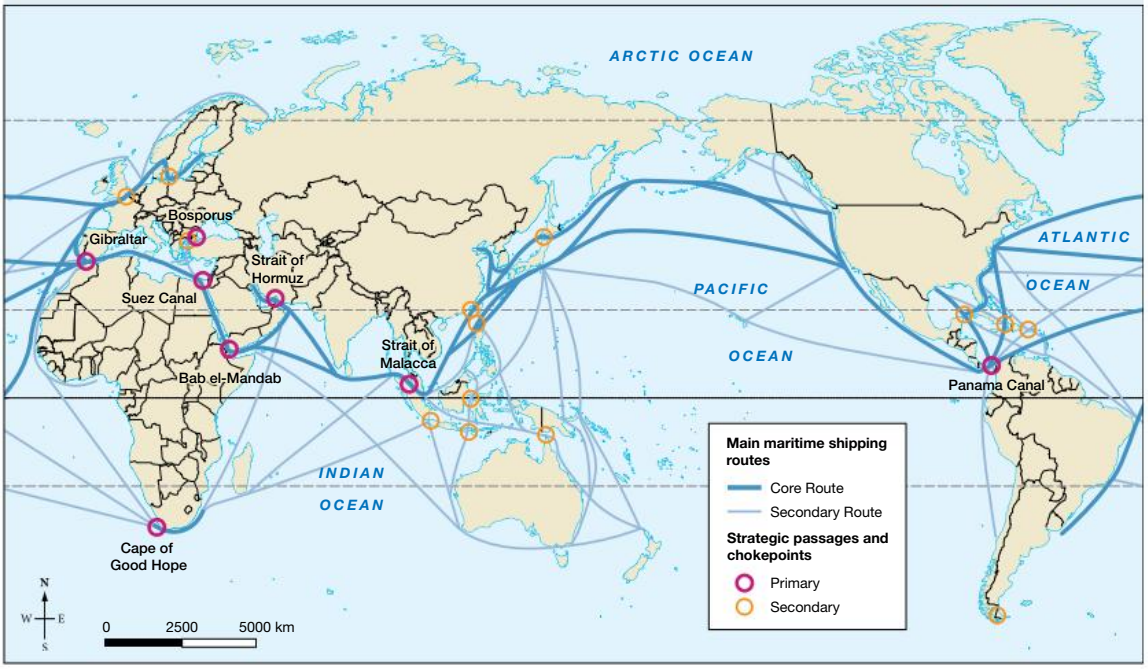
Technological advances have significantly reduced travel times for global maritime shipping. For example, the upgraded Panama Canal now accommodates larger ships, and the Suez Canal added a second lane

and deepened its original route to improve traffic flow. In March 2021, the Ever Given, a massive container ship, blocked the Suez Canal, halting trade for six days and highlighting the canal's global importance.

The Straits of Malacca remains a key route, especially for European ships accessing East Asia. Shipping times have also improved; a journey from the United Kingdom to Australia now takes around 33 days, down from six months.

These advances have boosted global trade, benefiting countries like Australia by enabling faster exports and imports. Similarly, the cruise ship industry, which once served around 30 million passengers annually, is recovering from COVID-19 disruptions as travel restrictions ease.

FIGURE 2 Most shipping travels along established routes that connect the industrial centres with each other. Chokepoints are strategic, narrow passages that connect two larger areas.



Source: Maritime shipping routes and their main destination picture - Heinrich-Böll-Stiftung European Union and Dr. Jean-Paul Rodrigue, Dept. of Maritime Business Administration, Texas A&M University. Map redrawn by Spatial Vision.

SkillBuilder discussion

Communicating

1. Work in a group to name some of the countries shown in **FIGURE 2** that have strategic passages or chokepoints.
2. Why do you think chokepoints are considered strategic for international trade?

11.5.3 How do we connect and trade through the air?

Long-haul airplanes, like the Airbus A380, carry hundreds of passengers on key routes between major airports. These planes reduce travel time, like the A380's 22-hour journey from Melbourne to London with one stop. Newer aircraft, like the Dreamliner, can fly non-stop from Perth to London in under 17 hours.

Airlines adjust schedules and offer discounts to stay competitive, with flights to the United States often under $1000 each way. Air cargo is vital for global trade, moving perishable goods quickly, such as asparagus from Australia to Japan in just 30 hours. In the same way, businesses can use air cargo to have goods arrive **just in time** for when they need them, avoiding storage costs.

Did you know?

Air freight accounts for approximately 14 per cent of Australia's international trade by value. Air cargo typically includes high-value, low-weight items like electronics, pharmaceuticals and fresh produce.

11.5 SkillBuilder activity GEOGRAPHICAL INQUIRY

1. Use the internet to research 'World traffic pattern over a 24-hour period' and watch major airlines fly into major cities over the course of one day. Choose at least two major cities to watch.
   a. Make a list of the data as you watch it. A table format might be useful to collate your data.
   b. Are there any differences between your cities?
   c. What do you notice about the places being accessed?
   d. Does access change between day and night?
   e. Can you explain why international flights leave Australia late at night or early in the morning?

11.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 9	2, 5, 7, 10	3, 6, 8

REMEMBERING AND UNDERSTAND

1. Refer to **FIGURE 1**. The areas where cargo shipping routes are dense are between
   A. Australia and Asia.
   B. Australia and the Middle East.
   C. Africa and Antarctica.
   D. the United States and Europe.
2. Refer to **FIGURE 1**. Regions with which size of population require greater transfer of goods?
   A. Smaller
   B. Similar
   C. Higher
   D. Decreasing
3. 'Just-in-time' manufacturing components lets manufacturers purchase and receive components just before they are needed and rely on goods moving quickly from one place to another via air freight. True or False?

ANALYSE AND APPLY

4. Explain how the opening of the waterways has improved access to places for cargo ships.
5. Australia is circumnavigated by shipping routes. **Explain** why this might be.
6. **Summarise** the importance of air freight in international trade.
7. a. Will Australia's perceived remoteness be further reduced by 2030? **Consider** how this might be.
   b. **Describe** how a person can connect from Los Angeles, United States, to Kalgoorlie, Western Australia, by air.
8. International conflicts can have an impact on connecting goods for trade. **Analyse** how a dispute in the Pacific Ocean might affect Australian trade.

EVALUATE AND COMMUNICATE

9. **Discuss** why cruise ship holidays have become so popular.
10. 'Our world is shrinking.' **Discuss** this statement in relation to interconnections.

Answers and sample responses for this topic are available online.

LESSON 11.6 What is Australia's contribution to the global trade industry?

LEARNING INTENTION

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

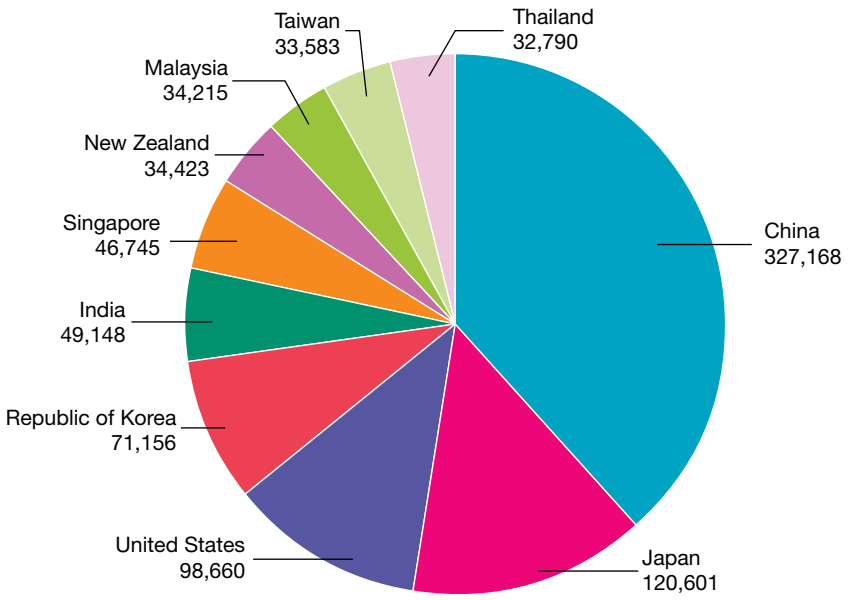
- **identify** examples of change in interconnections between places and people through trade in goods and/or services over time
- **identify** the environmental impacts of imported goods on the places that produce the raw materials
- **outline** what is meant by trade embodied by carbon.

Tune in

Australia is a major player in world trade in goods and services, and this trade has allowed Australians to enjoy a high standard of living. In fact, we are in the top ten wealthiest nations of the world based on gross domestic product (GDP) statistics!

Australia is responsible for a large percentage of world trades. As shown in **FIGURE 1**, Australia has import and export arrangements with a number of large countries which includes a range of goods.

FIGURE 1 Australia's top ten two-way trading partners 2023 value of imports and exports (A$ million)



1. **What are Australia's top five two-way trading partners? In which continental regions of the world does Australia have significant two-way trade dealings?**
2. **Give a reason as to why Asia is a major two way trading partner for Australia.**

11.6.1 The coordination of trade

Australia is one of the 164 members of the World Trade Organization (WTO), which covers 95 per cent of global trade. The organisation promotes free and fair trade between countries and, since 2001, its Doha Development Agenda has aimed to help the world's poor by slashing **trade barriers** such as **tariff**, **quota** and **farm subsidy**.

The Department of Foreign Affairs and Trade (DFAT) coordinates trade agreements on behalf of the Australian government, and the Australian Trade Commission (Austrade) promotes the export of goods and services. Asia continues to dominate Australia's two-way trade flows with 65.2 per cent of the market.

11.6.2 Australia's trading partners

China, the United States and Japan were Australia's top three two-way **trading partners** in 2021–23, accounting for nearly 45 per cent of total trade. **FIGURE 1** shows the value of imports and exports traded between Australia and its top ten trading partners. **TABLE 1** shows the total two-way trade value (imports and exports added together) of all goods and services traded with China, the United States and Japan.

TABLE 1 Australia's top three two-way trading partners 2023 value (A$ billion)

Rank		2021	2022	2023	% share of total
1	China	282 341	299 336	327 168	26.3
2	Japan	87 294	147 333	120 601	9.7
3	United States	68 090	87 748	98 660	7.9

Source: Data based on Australia's Trade in Goods and Services by Top 15 Partners, p. 1, 2023. Department of Foreign Affairs and Trade. www.dfat.gov.au.

11.6.3 Australia's types of trade

Imports

Australia's import trade is significant, with a diverse range of products entering the country to meet its industrial and consumer needs. The imports encompass a wide array of goods, including machinery, vehicles, petroleum and medical equipment. These imports play a crucial role in supporting Australia's economic activities and enhancing the quality of life for its citizens.

TABLE 2 Australia's top ten goods and services imports, 2021–23

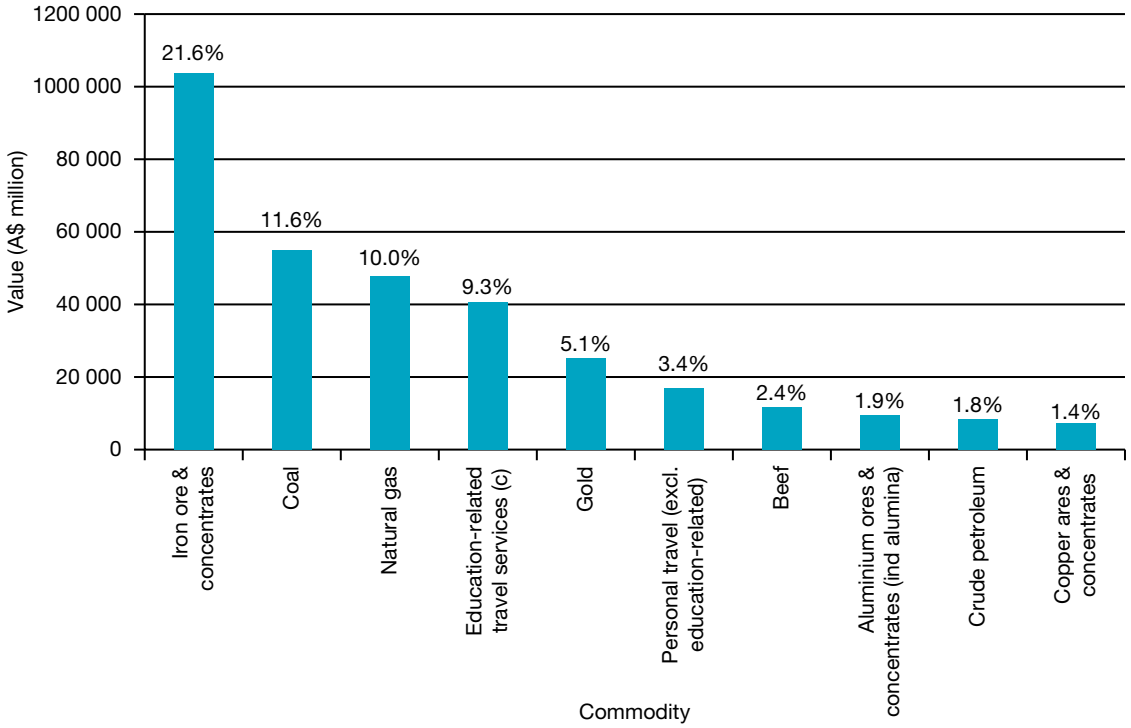
Rank	Commodity	2021	2022	2023
	Total	**399 298**	**535 189**	**570 874**
1	Refined petroleum	25 694	53 199	50 724
2	Personal travel (excl. education-related)	1 312	21 318	37 530
3	Passenger motor vehicles	23 355	27 698	36 293
4	Goods vehicles	12 227	13 932	17 776
5	Telecom equipment & parts	14 538	16 861	17 407
6	Freight transport services	16 822	26 710	17 292
7	Professional services	10 085	11 925	14 731
8	Computers	10 911	12 364	10 460
9	Medicaments (incl. veterinary)	7 550	10 167	9 162
10	Passenger transport services	1 107	6 081	8 904

Source: Data based on Australia's Top 25 Imports, Goods and Services, p. 1, 2023. Department of Foreign Affairs and Trade. www.dfat.gov.au.

Exports

Australia's exports include a mix of goods and services, reflecting the nation's strong focus on primary goods. Key exports consist of minerals, agricultural products and energy resources that drive the country's economy. Notably, education-related travel services also represent a significant export, highlighting Australia's appeal as an international education destination.

FIGURE 2 Australia's top ten exports of goods and services, 2021–23



SkillBuilder discussion

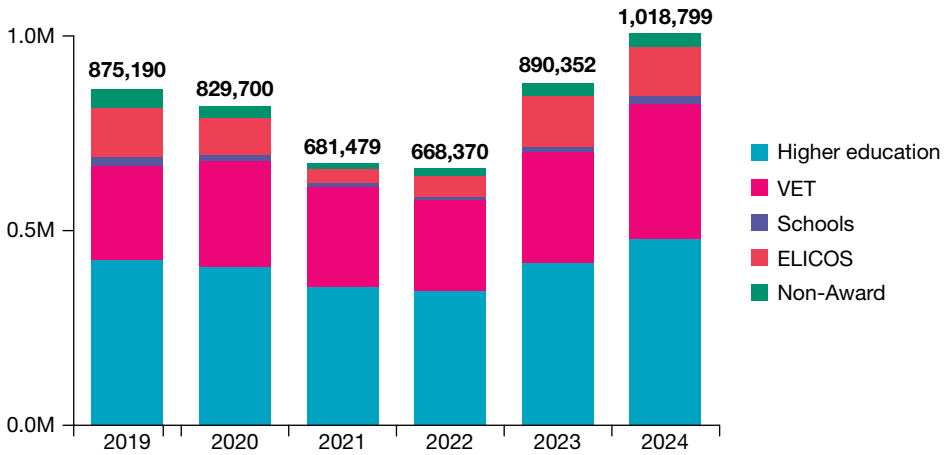
Concluding and decision-making

1. Australia's trade can be described as 'primary goods oriented'. What items on the *x*-axis in **FIGURE 2** prove this point?
2. Name the two energy resources that Australia exports.
3. Study **FIGURE 3**. How is 'education-related travel services' an export?

International students

'Education-related travel services' was valued at close to $48 billion in 2023. It was in 2023 that the industry started to come back, with many international students returning to study in person after the COVID-19 pandemic.

FIGURE 3 International student enrolments



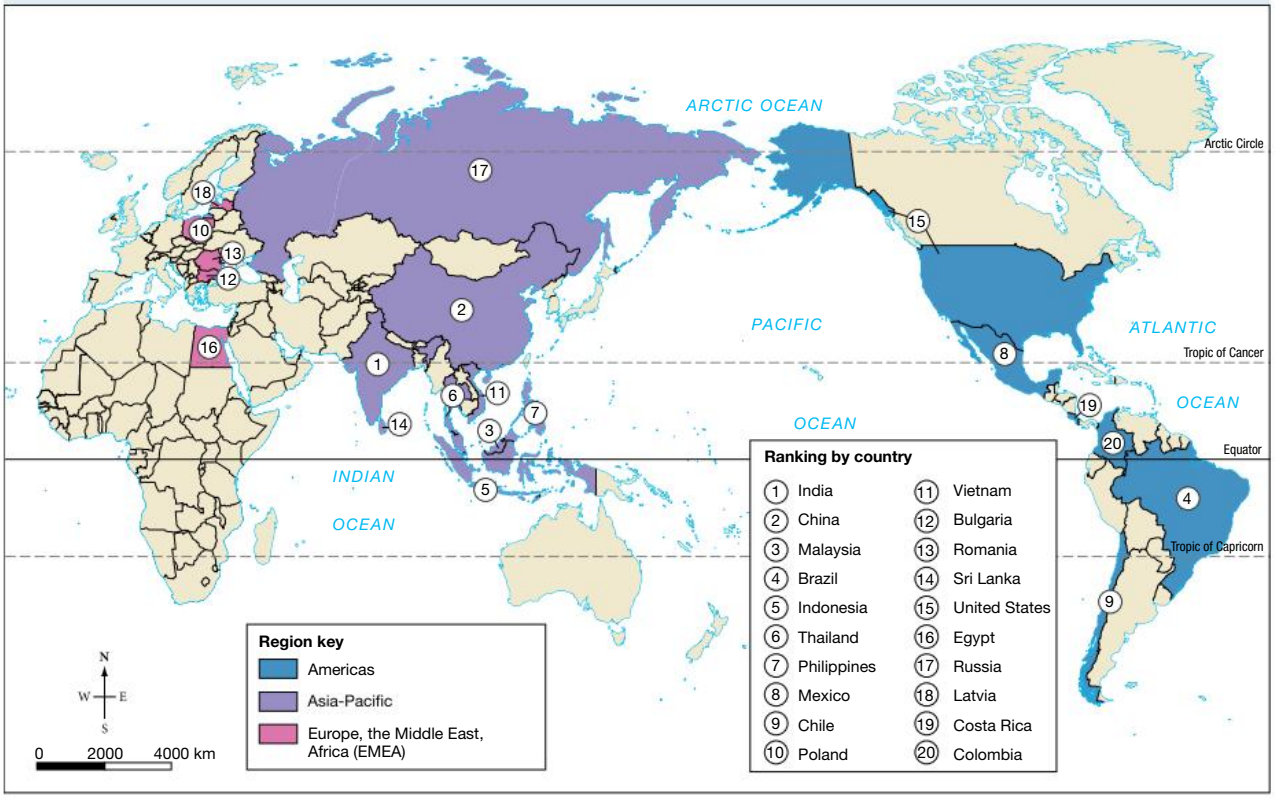
11.6.4 Impacts of globalisation

Global trade and technological advances have made it easier for consumers to buy goods from anywhere, often without thinking about where they were made. For example, you could buy a jacket designed in Italy, made from New Zealand wool, and stitched together in China.

- Japan and Germany dominate the global car export market, making up 61 per cent of international profits.
- Australia once had a strong car manufacturing industry, but competition from cheaper overseas producers led to its decline. Now, all cars are imported.
- Many Australian industries, like clothing, have struggled against cheaper international production, especially from developing countries.
- Multinational companies move production to countries like China, India and the Philippines to take advantage of lower labour costs and government incentives.

This shift in production shows how globalisation has changed economies, making goods cheaper but also affecting local industries.

FIGURE 4 Top 20 locations for offshore companies, by region



Source: Data from Statista. Map drawn by Spatial Vision.

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURE 4**. Describe what you think is meant by the term 'offshore company'.
2. Explain why lower labour costs attract Australian companies to locate factories in other countries.
3. Suggest reasons why Australia is not in the top 20 locations for 'offshore companies'.

11.6.5 The negative impacts of global trade

Global trade has brought many benefits, but it also comes with significant negative impacts, especially for local industries, the environment and workers in the places that produce the raw materials. While global trade helps access cheaper goods, it can harm communities and ecosystems along the way. Some of these negative impacts are listed below:

- *Job losses:* Local industries, especially in manufacturing, are replaced by cheaper overseas production.
- *Environmental damage:* Increased production and transportation contribute to pollution, deforestation and climate change.
- *Exploitation of workers:* Low wages and poor working conditions are common in countries with weak labour laws. **Sweatshops** are commonplace in these areas.
- *Widening inequality:* Wealthier countries and multinational companies benefit more, while poorer regions suffer.
- *Loss of cultural identity:* Global brands and products can overshadow local traditions and craftsmanship.

11.6.6 What is globalised trade in embodied carbon?

Global trade drives the world's economic development, and with the rapid growth of trade, carbon emissions have shifted significantly. Therefore, the study of **embodied carbon** transfers in global trade must become a focus of the goal of controlling rising global temperature.

Understanding embodied carbon in global trade

Embodied carbon refers to the total greenhouse gas emissions produced throughout the life cycle of a product, from extracting raw materials, manufacturing and transportation, to its final delivery to consumers. This concept is crucial in discussions about climate change and international trade, as it highlights the hidden emissions associated with the goods we use daily.

Did you know?

As global trade has expanded — growing by 800 per cent since the 1990s and reaching $25.03 trillion by 2022 — the transfer of embodied carbon between countries has surged. This growth is largely driven by the energy-intensive processes involved in producing and transporting goods, many of which rely on fossil fuels.

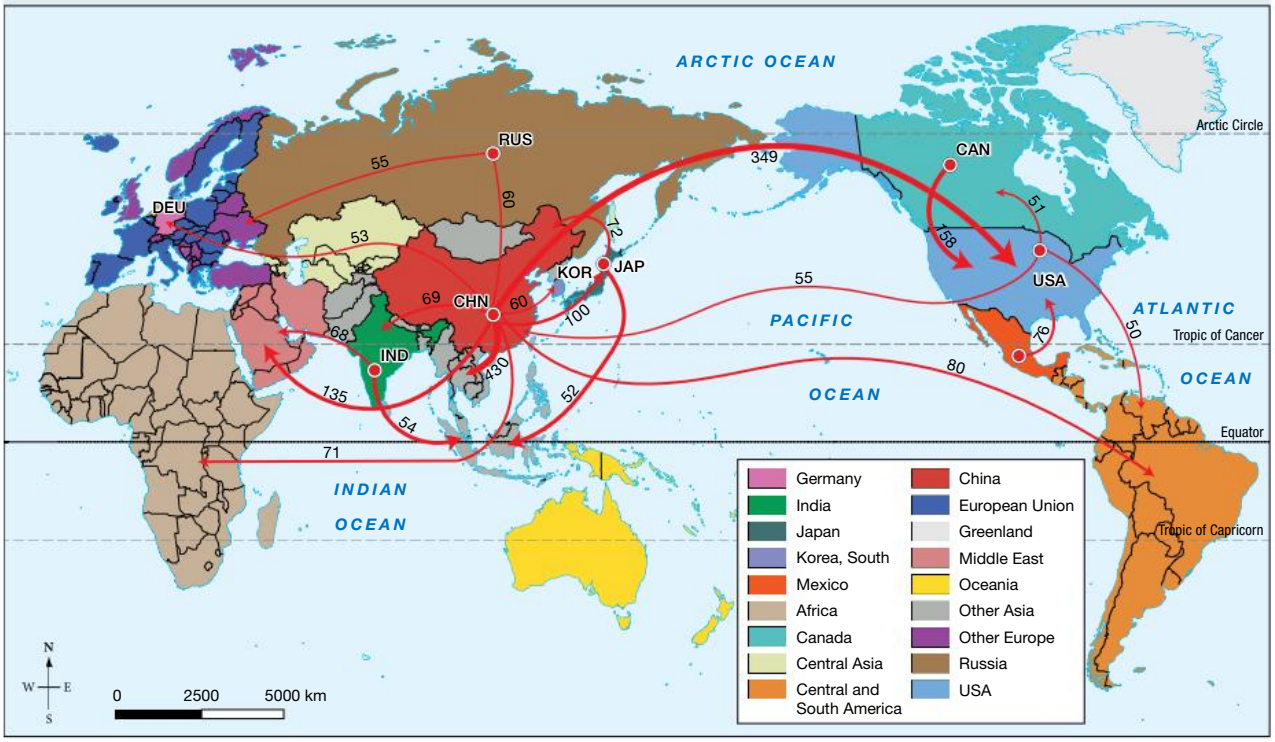
A significant debate in climate policy revolves around whether greenhouse gas emissions should be attributed to the country where goods are produced or where they are consumed. This distinction is vital for creating fair and effective strategies to reduce global emissions.

In Australia, industries like aluminium production are notable contributors to embodied carbon. For instance, Australia exports aluminium to countries like China and Pakistan and imports clinker — a key component in cement production — from nations such as Japan and Thailand.

The carbon loophole

Trade in embodied carbon has increased by 117 per cent in recent years and is associated with the extraction, transport and manufacture stages of a product's life. The greenhouse gases associated with these phases via exports and imports between countries is a matter of concern to governments and organisations such as the International Panel for Climate Control (IPCC). This concern is because current greenhouse gas accounting methods attribute the trade in embodied carbon only to the country that imports it as a product, and this is being described as a '***carbon loophole***'.

FIGURE 5 Top global flows of embodied carbon CO_2 emissions in export trade



Source: Based on information from Hasanbeigi, A.; Darwili, A. 2022. Embodied Carbon in Trade: Carbon Loophole. Global Efficiency Intelligence. Florida, United States. Map redrawn by Spatial Vision.

The future

There is a need to distinguish trading partner shares of embodied carbon so there can be inter-country cooperation to deal with global climate change with an aim for trade in embodied carbon to be reduced to ensure that global trade is sustainable.

Therefore, more attention needs to be paid to embodied carbon through global trade and its possible impacts on climate change.

11.6 SkillBuilder activity GEOGRAPHICAL INQUIRY

If clothing carries the Ethical Clothing Australia (ECA) label, it means the garment was manufactured in Australia and the manufacturer has ensured that all people involved in its production received the legally stated wage rates and conditions — known in Australia as award wages and conditions.

Research which Australian-made garments you can purchase to support fair working conditions.

a. Which companies in Australia carry the ECA label?
b. How does ECA support fair working conditions?
c. What do they do differently to other companies?

11.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 5	1, 4, 7, 9	6, 8, 10

REMEMBER AND UNDERSTAND

1. **State** the interconnection between the World Trade Organization (WTO) and Australia's trade.
   - A. Australia's Department of Foreign Affairs and Trade governs the WTO.
   - B. Australia is one of the member states of the WTO.
   - C. Australia is one of the few countries whose trade is not connected with the WTO.
   - D. The WTO governs Australia's Department of Foreign Affairs and Trade.
2. **Select** Australia's three most important exports.
   - A. Gold
   - B. Passenger motor vehicles
   - C. Natural gas
   - D. Iron ores and concentrates
   - E. Wheat
   - F. Refined petroleum
   - G. Coal
   - H. Education-related travel services
   - I. Beef
3. **Identify** Australia's three most important imports.
   - A. Iron ores and concentrates
   - B. Computers
   - C. Beef
   - D. Education-related travel services
   - E. Personal travel services
   - F. Refined petroleum
   - G. Crude petroleum
   - H. Passenger motor vehicles
   - I. Coal
4. **State** reasons for Australia's significant two-way trade with Asian nations.
5. **Identify** three reasons why many multinational companies have 'offshored' various production and service divisions.

ANALYSE AND APPLY

6. **Discuss** what is meant by the term 'sweatshops'.
7. Despite having a relatively small population, Australia has many goods and services to trade. **Identify** reasons why this might be so.

EVALUATE AND COMMUNICATE

8. **Evaluate** whether sweatshops are ethical and/or sustainable. Explain your answer.
9. Online ordering of goods is universal. **Discuss** the consequences of online ordering for workers in the Australian retail industry.
10. **Propose** reasons why embodied carbon trade should consider the country that produced a good or service having the value of CO_2 emissions included in its greenhouse gases account.

Answers and sample responses for this topic are available online.

LESSON 11.7 How can we make international trade fair?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the uneven benefits of international trade and comment on how fair trade and aid programs help to balance this.

Tune in

Many children in Australia, once they are over the age of 15, work in part-time jobs. Some younger children help out in their family businesses. However, there are strict rules around the employment of children under the age of 16.

1. **Why do you think it is common for children in developing countries such as Bangladesh and Nepal to work at a young age?**
2. **Work with a partner to come up with a definition of child labour.**

FIGURE 1 Young workers can be engaged in child labour, carrying out tasks under difficult conditions.

11.7.1 Problems of international trade

Australians benefit economically, culturally and politically from international trade, but **social justice** problems can arise through this trade. For example, if we import 'blood diamonds' from Africa, clothing manufactured in sweatshops in Bangladesh, or carpets from Nepal produced by child labour, we are supporting unethical industries.

In addition, some countries can make it difficult for other countries to compete fairly, on a 'level playing field'. They do this by:

- *imposing tariffs* — taxes on imports
- *imposing quotas* — limits on the quantity of a good that can be imported
- *providing subsidies* — cash or tax benefits for local farmers or manufacturers.

11.7.2 Fair trade

The fair trade movement aims to improve the lives of small producers in developing nations by paying a fair price to artisans (craftspeople) and farmers who export goods such as handicrafts, coffee, cocoa, sugar, tea, bananas, cotton, wine and fruit. The movement operates through various national and international organisations such as the World Fair Trade Organization and Fairtrade International. There are over 2.1 million farmers and workers across 71 countries participating in Fairtrade International.

The fair-trade labelling system is operated by Fairtrade International, of which Australia is a participating member. This system works to ensure that income from the sale of products goes back directly to the farmers, artisans and their communities (see **FIGURE 2**).

It is estimated that in 2024, four in six New Zealanders and three in five Australians purchased Fairtrade products. This includes 5 million kilograms of coffee, 25 million blocks of chocolate and 40 million tea bags. Globally, Fairtrade's 2.1 million farmers and their families have benefited from Fairtrade premium-funded infrastructure and community development projects with a value exceeding A$300 million.

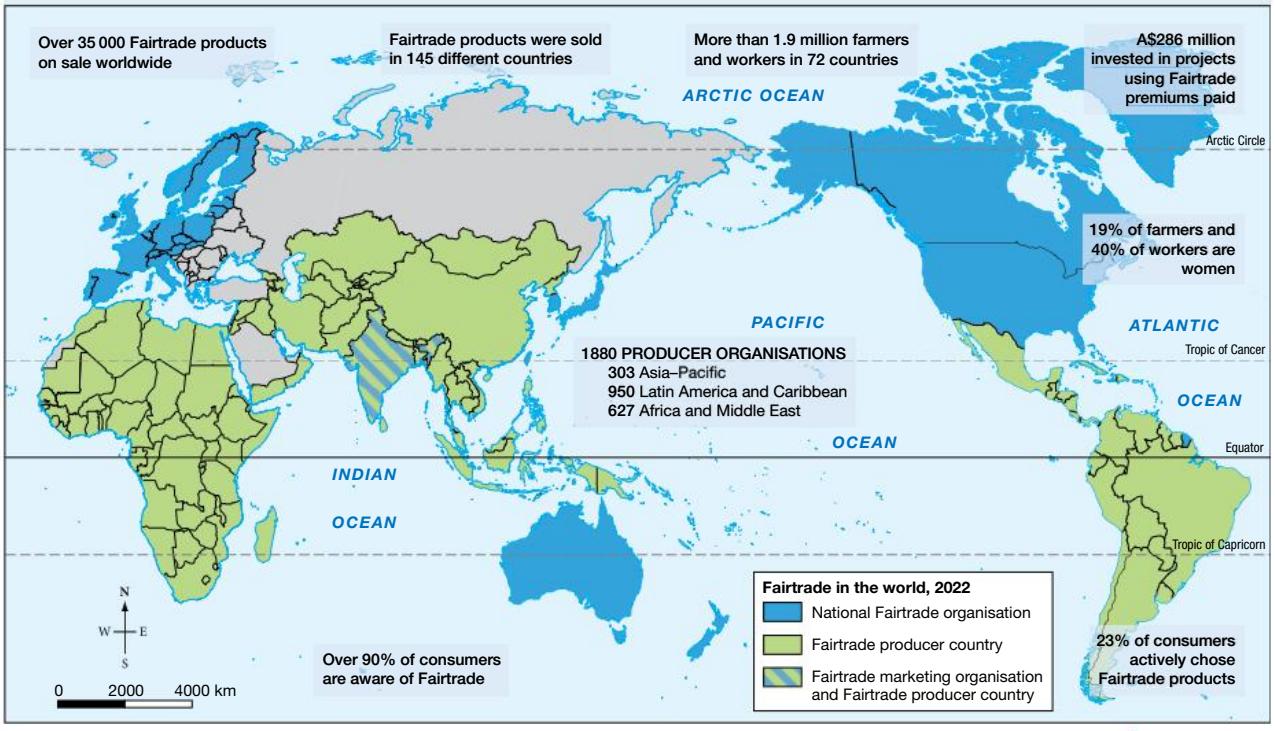
SkillBuilder discussion

Concluding and decision-making

1. Refer to **FIGURE 2**. Describe what you think 'fairtrade' means.
2. Fairtrade organisations are in developed nations such as Australia. Why are developed countries the leaders in Fairtrade organisations?
3. Name some other products that carry the Fairtrade logo. Alternatively, next time you are in the supermarket ask, 'What Fairtrade products do you sell?'

FIGURE 2 Any product with this logo has been certified as Fairtrade.

FIGURE 3 Fairtrade in the world, 2022



Source: Based on data from Fairtrade International, https://www.fairtrade.net/. Map redrawn by Spatial Vision.

11.7.3 Non-government organisations and fair trade

Non-government organisations (NGOs), such as Oxfam and World Vision, also support fair trade and oppose socially unjust trade agreements. They oppose attempts by developed countries to:

- block agricultural imports from developing countries
- subsidise their own farmers while demanding that poorer developing countries keep their agricultural markets open.

11.7.4 Global connections through Australian Aid

Overseas aid is the transfer of money, food and services from developed countries such as Australia to less-developed countries in order to help people overcome poverty, resolve humanitarian issues and generally help with their development. Over one billion people in the world live in poverty and do not have easy access to education and healthcare. When disasters strike, they lack the resources to get back on their feet. Poverty needs to be addressed by the international community because it can:

- breed instability and **extremism**
- cause people to flee violence and hardship, thus swelling the number of refugees.

Australia takes the stance that helping people who are less fortunate is a vital way of supporting **humanitarian principles** and social justice. Apart from showing we care, it is in the interests of our **national security** as it may also help promote stability and prosperity in the region. In addition, it improves our status throughout the world and creates political and economic interconnections with our Asia–Pacific neighbours. Australia's Official Development Assistance (ODA) program is known as Australian Aid.

11.7.5 The Australian Aid program

The Department of Foreign Affairs and Trade (DFAT) manages the Australian government's multi-billion-dollar overseas aid program. To ensure that funds reach those in need, Australian Aid works with Australian businesses, NGOs such as CARE Australia, and international agencies such as the United Nations (UN) and the World Bank. In 2022–23, Australia's ODA budget was $4 billion, with the majority of this being earmarked for the Indo–Pacific region, of which Australia is a part (see **FIGURE 4**).

There are various investment priorities within Australia's ODA budget (see **FIGURE 5**). Within these priorities, many programs that target specific areas of need or interest are covered. These include:

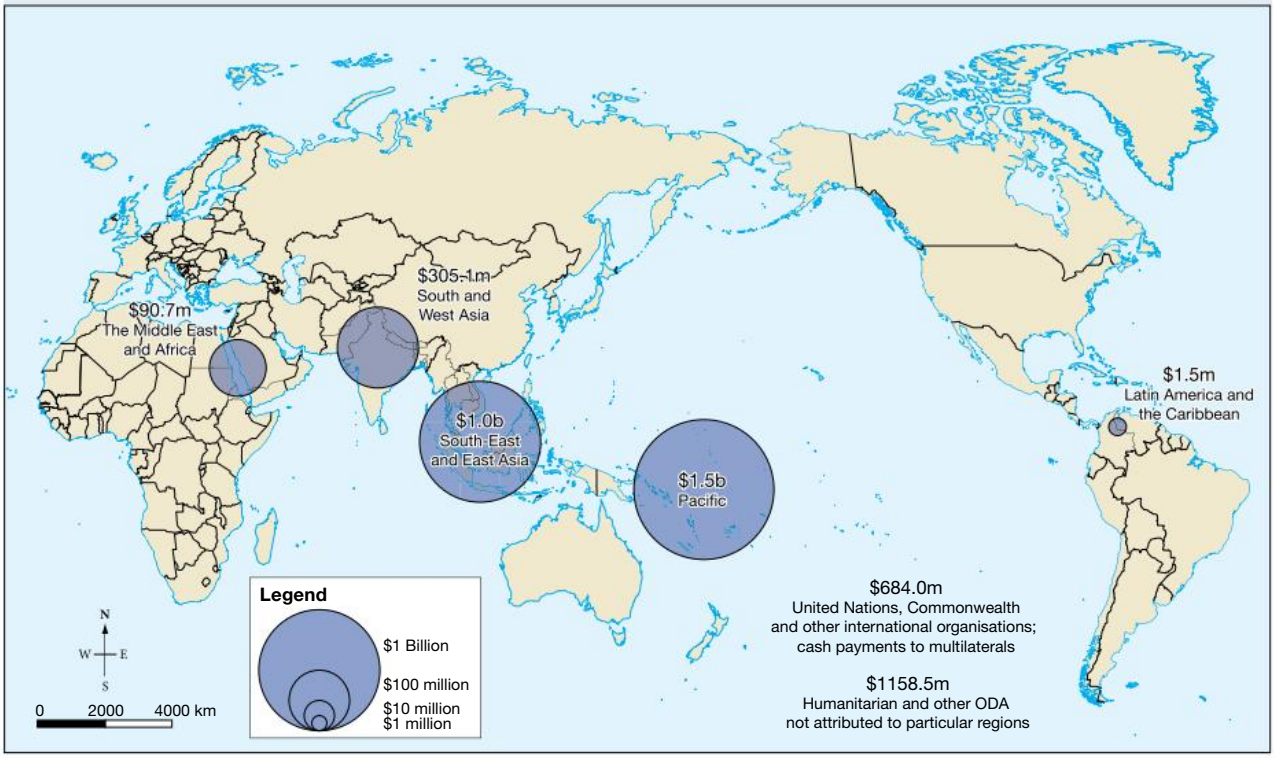
- aid to governments for post-conflict reconstruction, as in Afghanistan
- distribution of food through the United Nations World Food Programme
- contributions to United Nations projects on refugees and climate change
- disaster and conflict relief in the form of food, medicine and shelter
- programs by non-government organisations to reduce child labour in developing countries
- funding for education programs
- funding for programs to promote gender equality and improve women's economic and social participation
- support for Australian volunteers working overseas.

SkillBuilder discussion

Communicating

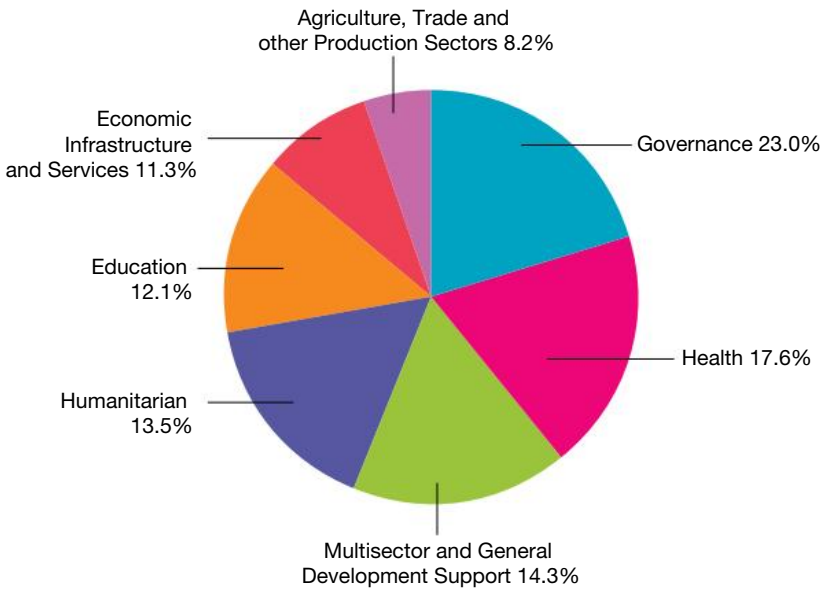
1. Discuss with your group the question, 'Why does Australian aid focus on the Pacific and South and East Asia region?' as shown in **FIGURE 4**.
2. Can you suggest reasons why aid to North America is showing as 'zero'?
3. Discuss which countries, other than those shown in **FIGURE 4**, could warrant Australian aid. Give reasons for your choice(s).

FIGURE 4 Australia's aid 2022–23, by region



Source: Based on data from Department of Foreign Affairs and Trade website – www.dfat.gov.au, Australian Official Development Assistance budget summary 2022–23. Map redrawn by Spatial Vision.

FIGURE 5 Distribution of Australia's Official Development Assistance (ODA) budget by investment priority, 2023–24

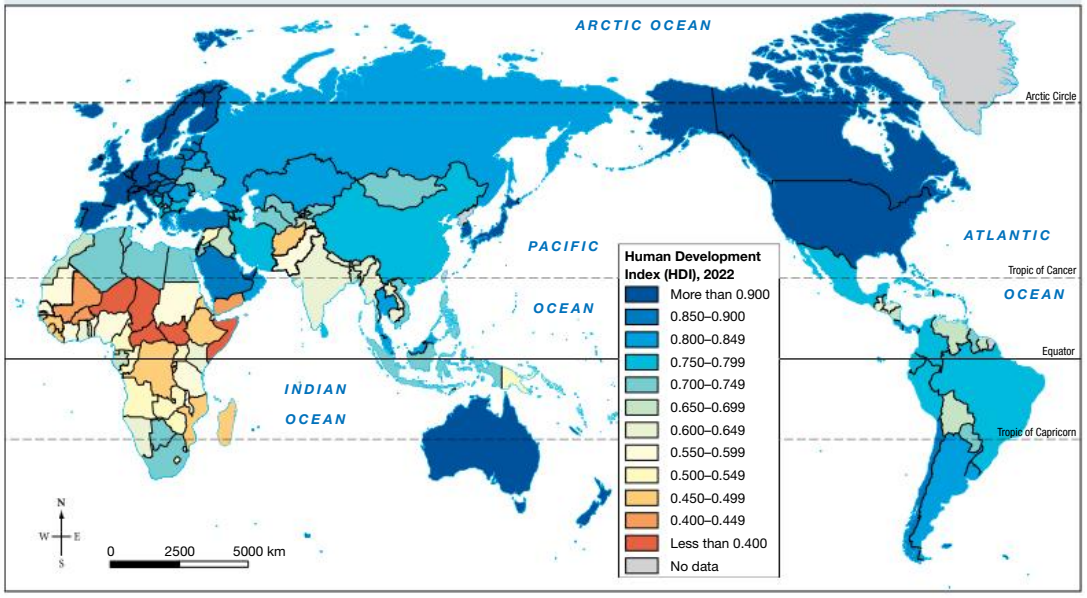


Did you know?

Official Development Assistance (ODA) was introduced in 1969 by the Organisation for Economic Co-operation and Development (OECD). It was endorsed by the United Nations in 1970, which recommended that developed countries allocate at least 0.7 per cent of their Gross National Income (GNI) to ODA to support global development goals.

The Australian Aid program supports the United Nations Sustainable Development Goals (SDGs). In addition, countries with a low **Human Development Index (HDI)** score are the target for development assistance. The HDI ranks countries according to life expectancy, education and per capita income. The highest possible score for a country is 1.0; countries with low HDI ranking score below 0.55 (see **FIGURE 6**). Australian ODA aims to improve the lives of people in such countries through programs and initiatives that seek to build social and economic resilience.

FIGURE 6 The Human Development Index, 2022



Source: Data sourced from UNDP Human Development Reports. Map drawn by Spatial Vision.

11.7 SkillBuilder activity — GEOGRAPHICAL INQUIRY, COMMUNICATING

1. Visit your local supermarket and find as many products as you can that carry the Fairtrade symbol.
2. Take pictures of these products and create an annotated world map or collate in a table to show each of the products and where they are produced.

11.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 7, 9	8, 10, 11

REMEMBER AND UNDERSTAND

1. Which of the following is *not* one of the different focus areas across which Australia's ODA budget is distributed?
   - **A.** General development support
   - **B.** Health
   - **C.** Education
   - **D.** Law enforcement
   - **E.** Infrastructure and trade

2. **State** which of the following options best describes the spatial distribution of low-HDI countries.
   - A. Predominantly above the Tropic of Cancer
   - B. Predominantly in Europe and North and South America
   - C. Predominantly in Africa and South Asia
   - D. Predominantly in South-East Asia
3. a. **State** which regions of the world receive most of Australia's aid funding.
   - A. Pacific; South and West Asia
   - B. South-East and East Asia; South and West Asia
   - C. Pacific; South-East and East Asia
   - D. Pacific; Humanitarian and other ODA not attributed to particular regions

   b. **Explain** why you think this is so.
4. What is the primary role of non-governmental organisations (NGOs) such as Oxfam in relation to international trade?
   - A. To establish and enforce international trade regulations.
   - B. To advocate for fair trade practices and support marginalised producers.
   - C. To negotiate trade agreements between countries.
   - D. To manage and oversee global supply chains.

ANALYSE AND APPLY

5. The fashion industry is among the most unethical sectors. Workers often endure long hours, low wages, and unsafe conditions to produce cheap clothing for global markets. How might Australia's ODA be used to help workers in this industry?
6. **Analyse** the distribution of Fairtrade producer countries.
7. **Classify** the parts of the world in which National Fairtrade organisation countries can be found.
8. **Infer** how awareness of the work of Fairtrade could be increased.

EVALUATE AND COMMUNICATE

9. **Discuss** how consumers in developed countries may unwittingly support unethical enterprises.
10. **Discuss** the prospect of Australian overseas aid being stopped. What two changes would this have on Australia's reputation in the international community?
11. **Determine** which elements of the Australian aid program you think will have the greatest impact on the lives of people in the Pacific region. Give reasons for your selection.

Answers and sample responses for this topic are available online.

LESSON 11.8 How do Australians use technology to communicate and interconnect?

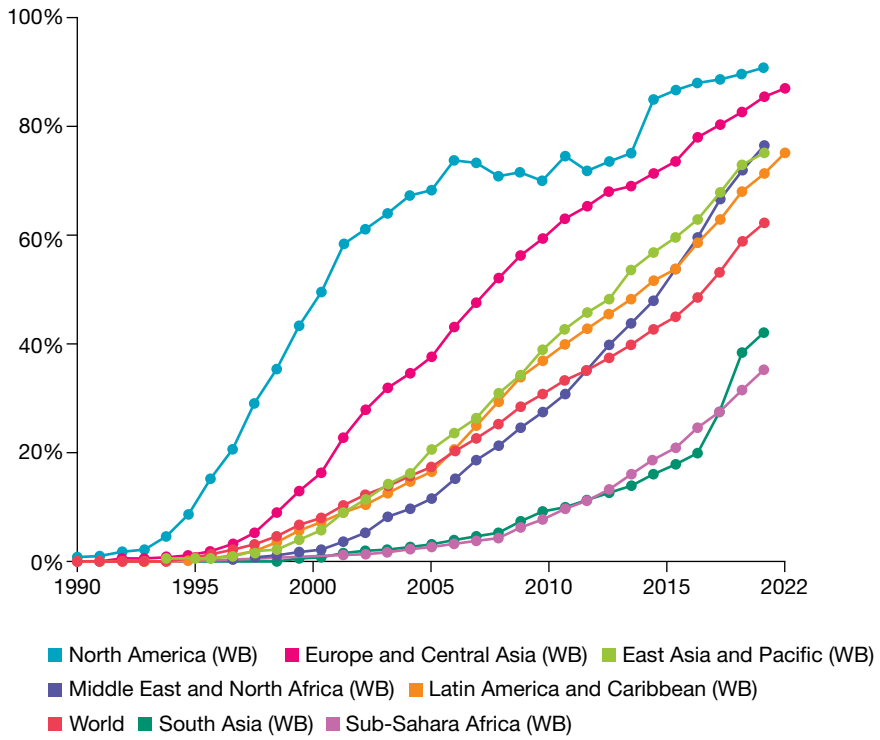
LEARNING INTENTION

By the end of this lesson you should be able to **explain** how technology has made it possible to connect with other countries.

Tune in

Most likely, every household in Australia has at least one computer with connections to the **world wide web**. The world wide web was initially developed for information sharing among scientists across different institutions. Think of all of the advantages computing technology brings to your family and the types of online activities you and your family engage in.

FIGURE 1 Growth of internet use 1990–2022 showing the percentage use of the population by regions.



1. **Explain what the graph shows you about internet use across the world.**
2. **Discuss reasons for the patterns.**

11.8.1 Changing communications technology

The information and communications technology (ICT) sector is a rapidly evolving aspect of our lives. Change is ongoing, with new technologies constantly emerging. At the same time, some technologies have been superseded.

The first mobile phones in the 1980s were used solely for conversations. Today, smartphones dominate the technology landscape, offering features like navigation, photography, video recording, online shopping, banking, gaming, music recording and video calls, among many others. Apps are continually being developed to cover a wide range of uses. Virtual reality and AI is also expanding our experiences in unprecedented ways.

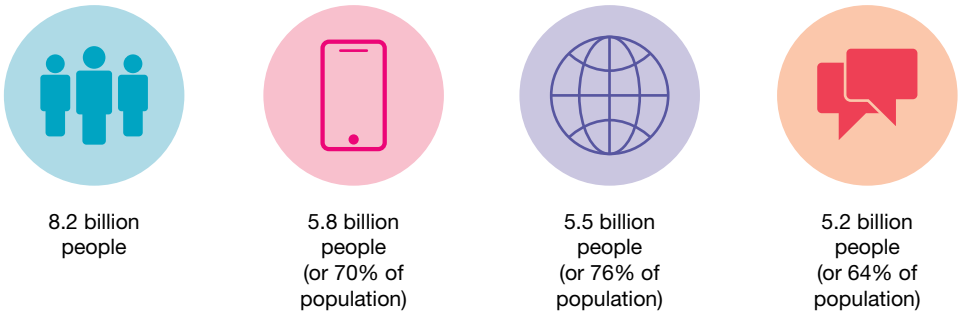
Even though over 750 million adults worldwide lack basic literacy skills, ICT has become integral to youth culture and everyday life. It plays a crucial role in how we access services, information, and connect with people globally. Today, more people use the internet on their mobile phones than on stand-alone computers (see **FIGURE 2**).

SkillBuilder discussion

Concluding and decision-making

1. Which aspects of the digital world in **FIGURE 2** do you recognise in your personal and family life?
2. List the pros and cons of mobile phone use.
3. What types of social media do you, your family or friends use?

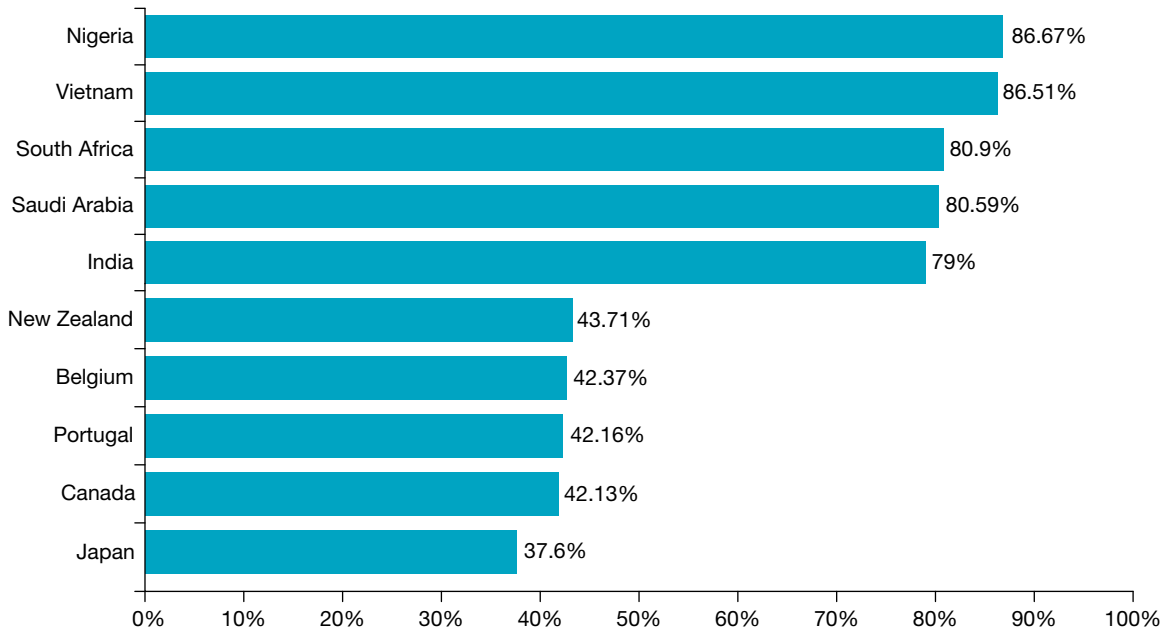
FIGURE 2 Global users of digital communications, 2024



11.8.2 Global internet connections

Internet connectivity, whether via a computer or a mobile phone, is now available worldwide, but its distribution remains uneven. Generally, high-income regions, such as Europe and North America, boast high levels of internet users, while lower-income regions, particularly in Middle and Eastern Africa, have fewer people accessing the internet. However, the varying prevalence of mobile phones means that some regions display high levels of mobile internet traffic.

FIGURE 3 Mobile internet traffic as percentage of total web traffic in selected countries and regions, 2024



SkillBuilder discussion

Communicating

1. Study **FIGURE 3.** Why would Nigeria show the highest percentage use of mobile phones to access the internet? Why is Japan the lowest?
2. Make a list of the apps that members of your class use. Consider making a shortlist of the most useful.

11.8 SkillBuilder activity GEOGRAPHICAL INQUIRY

Using a world map, find the countries listed in **FIGURE 3**.

1. In which parts of the world is the highest proportion of internet use found? Suggest a reason for this occurrence.
2. In which parts of the world is the lowest proportion of internet use found? Suggest reasons for this occurrence.

11.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	5, 7, 8, 9	3, 9, 10

REMEMBER AND UNDERSTAND

1. **Determine** whether the following statements are True or False.
   a. The world wide web is an 'enabler'.
   b. Internet connectivity is available globally, but its distribution is not even.
   c. Mobile phones make accessing the internet more expensive.
2. Is everyone across the world connected to the internet? **Justify** your response with data.
3. **Explain** the initial purpose of the world wide web.

ANALYSE AND APPLY

4. **Identify** the parts of the world where the adoption of smartphones has been greatest.
5. **Suggest** the general trends in technology use over two generations.
6. **Decide** why it is young people who have adopted technology more readily into their lives.
7. **Analyse** why computers could become extinct for communications in the future.

EVALUATE AND COMMUNICATE

8. Using statistics from **FIGURE 3** to support your answer, **discuss** the level of mobile phone use in:
   a. India
   b. Vietnam
   c. Japan
9. **Propose** the changes to mobile phone adoption that might occur in the countries in **FIGURE 3** by 2030.
10. **Discuss** three reasons for the uneven distribution of mobile phones across the world.

Answers and sample responses for this topic are available online.

LESSON 11.9 What is a digital divide?

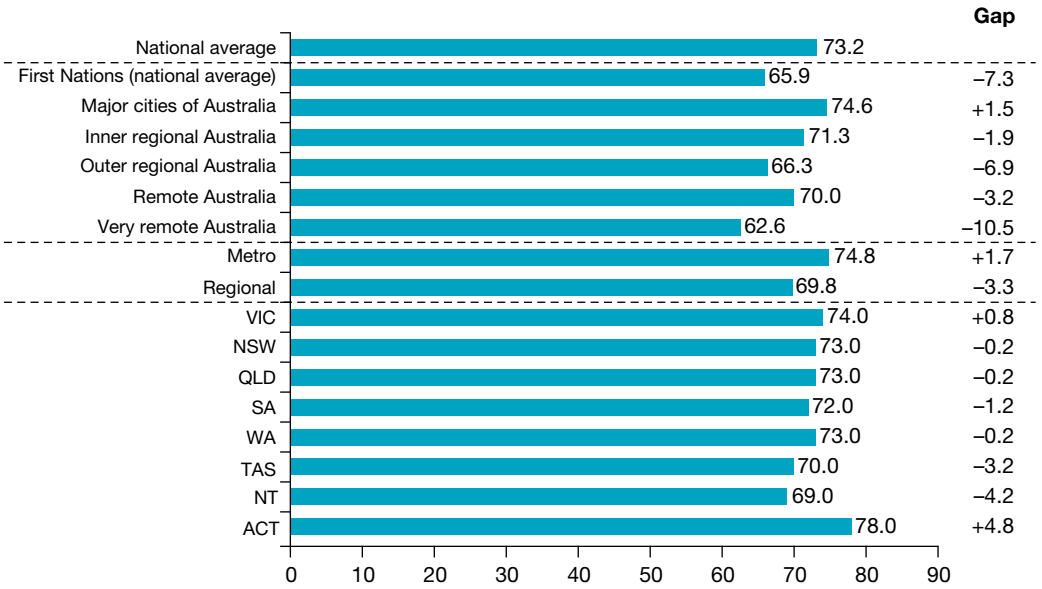
LEARNING INTENTION

By the end of this lesson you should be able to **explain** what a digital divide is, and comment on the use of technology in India.

Tune in

Consider the notion of digital inclusion across Australia and where your state stands.

FIGURE 1 The Australian Digital Inclusion Index (ADII) score comparison, 2022



Note: Individual Index dimensions are equally weighted in the construction of the total Index to derive an overall score from 0–100.

1. **Why do you think that remote and very remote Australia have lower digital inclusion than in major cities?**
2. **Which state has the highest digital inclusion score? Which has the lowest? Why might this be?**

11.9.1 Australia's digital divide

Australia is an economically developed country. We consider access to the internet a necessity. Australians also expect the technology to be affordable as a proportion of their income. Our ability to adapt to the rapidly changing environment and our high skill levels are such that Australians make good use of their connectivity. However, not everyone in Australia has equal access to the internet. There is a **digital divide**, whereby some areas experience greater levels of digital inclusion than others, as shown in **FIGURE 1**.

11.9.2 Some Australians are less well connected

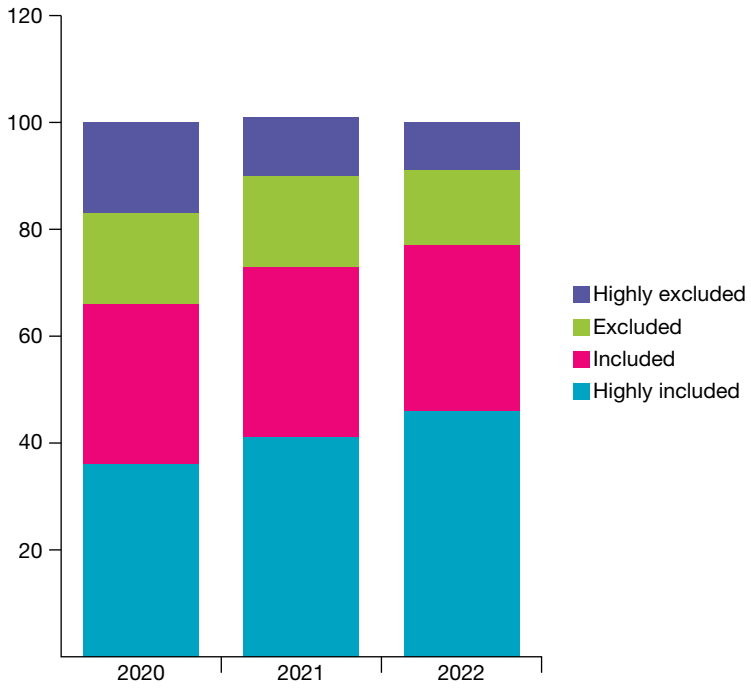
In addition to disparities in connectedness based on geographical location, there are also particular groups within Australian society that are more digitally disadvantaged.

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURE 2**. What is meant by 'digital exclusion' in this context?
2. Discuss who might be excluded from internet and digital access and what would be the reasons for this exclusion.

FIGURE 2 Digitally excluded Australians over time



11.9.3 The digital divide in India

India is a developing country with varying levels of prosperity among its people. As of 2022, India's gross national income (GNI) per capita was approximately US$7060, and around 13.4 per cent of the population lived below the national poverty line. However, mobile phone subscriptions are high, with over 1.15 billion mobile subscribers as of 2021, reflecting widespread connectivity across the country. Conversely, internet users constitute about 49.0 per cent of the population, showing significant growth in the past few years. Despite this, ICT remains a booming industry in cities like Bengaluru and Hyderabad, where many international companies have established their service industries, providing global call centres and conducting extensive research and development within the ICT sector.

11.9.4 ICT in India

Among Asian countries, India is a leader in internet affordability and is ranked third in its readiness for the internet, but poor mobile speed and uneven availability mean that a digital divide does exist within the country. **FIGURE 3** shows the once uneven average download speeds across India. The ICT hubs remain within the highest-rated areas, although this rate of connection is lower than can be expected in Melbourne, where the average download speed is over 50 Mbps.

Did you know?

In 2024, Kerala became India's first state to achieve total digital literacy, empowering over 21 lakh citizens with essential digital skills through the Digi Kerala initiative. Simultaneously, cities like Bengaluru, Hyderabad, Pune and Chennai are experiencing rapid growth in their IT sectors.

FIGURE 3 Broadband speeds across India, 2018

Source: Speedtest® by Ookla®. Analysis by Ookla of Speedtest Intelligence data February 2018.

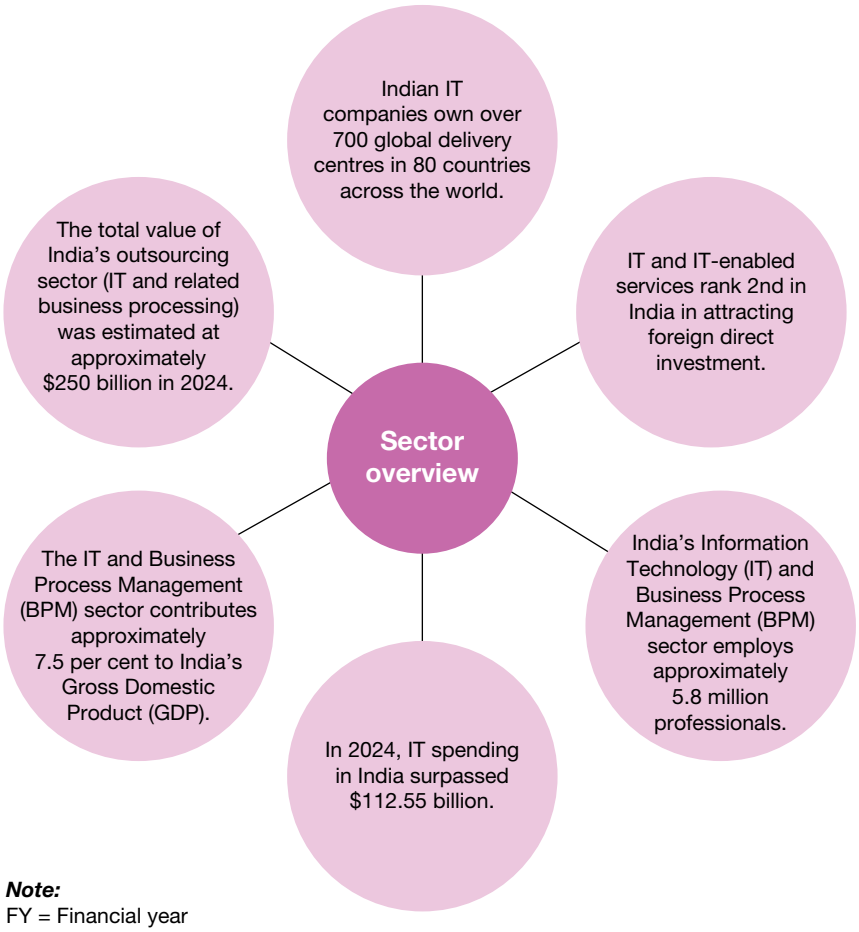
Bengaluru — a dynamic city

Bengaluru began its role in the ICT world back in the 1980s when two Indian tech companies — Infosys and Wipro — moved their head offices there. Other tech companies followed, growing their businesses around the two firms. This included foreign companies looking to cut costs by employing cheap local ICT developers. The ICT outsourcing model had begun.

Bengaluru is now a modern city. These new jobs raised living standards and attracted educated Indians from across the country, as well as expatriates from across the world. Academic institutions set up alongside the innovative ICT businesses.

Indians working elsewhere in the world are bringing their knowledge and skills home. More and more international companies are outsourcing to India because labour costs are lower and skill shortages occur across the world. India also has a large and able English-speaking workforce (there are more than 130 million English-speakers in India). In 2022, Australia's Telstra launched its Telstra Innovation and Capability Centre in Bengaluru to overcome the skill shortage in Australia. Bengaluru has grown into a major international hub for ICT companies. Since 2021, Bengaluru and Hyderabad (part of India's Silicon Valley) have shared top billing as the world's most dynamic cities, according to a ranking devised by the investment management firm Jones Lang LaSalle.

FIGURE 4 The relative strength of India's IT sector



Note:
FY = Financial year
IT = Information technology
BPM = Business process management

11.9 SkillBuilder activity GEOGRAPHICAL INQUIRY

Research task: Digital exclusion in Australia

Digital exclusion refers to the gap between individuals who have access to modern information and communication technology and those who do not. This issue can affect various demographics, including rural communities, elderly populations and economically disadvantaged groups.

1. Investigate the extent of digital exclusion in Australia, focusing on its impact on rural areas. What are the main causes of digital exclusion in these regions, and what measures are being taken to address this issue?

Suggested information sources

- Australian Bureau of Statistics (ABS) website: Look for reports and data on internet access and usage across different regions in Australia.
- National Digital Inclusion Alliance (NDIA) website: Provides resources and research on digital inclusion initiatives in Australia.
- Local government websites: Many local councils publish reports and initiatives aimed at improving digital access in their communities.

11.9 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 10	4, 6, 7	5, 8, 9

REMEMBER AND UNDERSTAND

1. Is it important for the Indian population to speak English?
   - **A.** Yes
   - **B.** No
   - **C.** Only in urban areas
   - **D.** Only for government employees
2. Which state or territory in India has the highest level of digital inclusion?
   - **A.** Kerala
   - **B.** Andhra Pradesh
   - **C.** Delhi
   - **D.** Himachal Pradesh
3. Which Indian state had the highest broadband speeds in 2018?
   - **A.** Karnataka
   - **B.** Tamil Nadu
   - **C.** Maharashtra
   - **D.** Gujarat
4. Which Indian cities are rapidly developing their IT industries?
   - **A.** Bengaluru, Hyderabad, Pune, Chennai
   - **B.** Mumbai, Kolkata, Jaipur, Surat
   - **C.** Delhi, Ahmedabad, Lucknow, Kochi
   - **D.** Chandigarh, Bhopal, Indore, Patna

ANALYSE AND APPLY

5. **Define** the term 'digital divide' in your own words.
6. With reference to **FIGURE 1**, **distinguish** how close each of Australia's states and territories is to the average ADII.
7. Look at **FIGURE 3**. **Describe** the general broadband speeds across India in 2018. Comment on how these might have changed since.
8. **Consider** what impact India's broadband speeds would have on the establishment of technological companies across the country.

EVALUATE AND COMMUNICATE

9. **Propose** ways the ICT sector helps the economic development of India within the country.
10. **Discuss** the ways the ICT sector helps the economic development of India with its connection to the world.

Answers and sample responses for this topic are available online.

LESSON 11.10 Why is e-waste presenting such significant challenges?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the impacts of e-waste from increased manufacture and trade in technological products.

Tune in

In a technology-oriented world, devices wear out, reach the end of their usable life or are superseded by new forms of technology. The fast rate at which appliances become obsolescent means there is a growing 'mountain' of electronic waste, or e-waste, around the world.

TABLE 1 Countries generating the most electronic waste, per capital

Rank	Country	E-waste generated per capita (kg)
1	Norway	26.0
2	United Kingdom	23.9
3	Switzerland	23.4
4	Denmark	22.4
5	Australia	21.7
6	Netherlands	21.6
7	Iceland	21.4
8	France	21.0
8	United States	21.0

1. **Which nations are the biggest producers of e-waste and how do you think this e-waste is managed around the world?**
2. **What items in your home have become e-waste over the last few years and how did you manage that e-waste?**

11.10.1 Production and consumption of e-waste

E-waste refers to discarded electronic devices such as mobile phones, computers and televisions. As technology advances and new devices emerge, the amount of e-waste generated worldwide is increasing. In 2022, 59.4 million metric tonnes of e-waste was produced globally, and this figure is projected to reach 74.7 million metric tonnes by 2030.

Countries with high consumption of electronic goods, including China, the United States and India, are among the largest producers of e-waste. China generates the highest quantity of e-waste in Asia and the world. The recycling of e-waste involves both formal and informal sectors. Informal collectors often offer higher prices and convenient services, collecting old devices directly from individuals for cash. Formal recycling businesses and waste stations operate under government regulations and pay taxes.

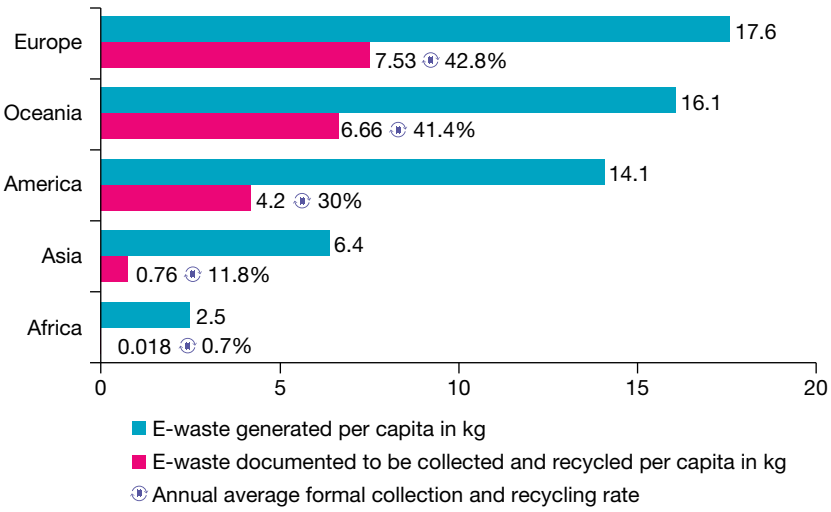
While informal recycling practices can recover a significant portion of e-waste, they also pose environmental and health risks due to the unsafe handling of hazardous materials. Formal recycling methods aim to mitigate these risks by adhering to strict safety standards and environmental regulations. The challenge remains to balance the efficiency of informal recycling with the safety and sustainability of formal practices.

SkillBuilder discussion

Geographical inquiry

1. What does the graph in **FIGURE 1** show?
2. List reasons for the trends in the amount of e-waste generated and collected.

FIGURE 1 Amount of e-waste generated and collected, 2024



11.10.2 E-waste in specific locations

Growth in China's national economy has seen a change in the sale of ICT appliances as its middle class has grown. China generates the highest quantity of e-waste in Asia and the world. In 2022, China produced over 24 million metric tonnes of e-waste. This significant contribution amounts to more than one-third of the global total.

- China estimated that by 2025, there would be 6 billion used mobile phones.

The Chinese government planned to:

- properly recycle 50 per cent of electronic waste by 2025
- include 20 per cent of recycled content in new products.

In the domestic market, informal collectors travel door-to-door, collecting technological appliances for cash. This mode of collection is estimated to recover a substantial portion of e-waste. Formal collectors, including tax-paying businesses and waste stations, also participate in the collection process but face competition from the more convenient and higher-paying informal collectors.

The informal collection of e-waste poses significant health risks to those involved. Informal collectors often sift through e-waste in backyards and laneways, exposing themselves to various toxic components.

Major exposure to these toxins occurs when e-waste parts are melted down over open fires to extract valuable metals like gold, copper and silver. Studies have shown that such exposure can reduce intelligence and negatively impact the development of the central nervous system in children.

Additionally, contaminated air, waterways and soils further exacerbate the risks, affecting not only the collectors but also local communities who rely on these natural resources for food and water.

FIGURE 2 Health impacts of e-waste on waste workers and people who live near landfills or incinerators

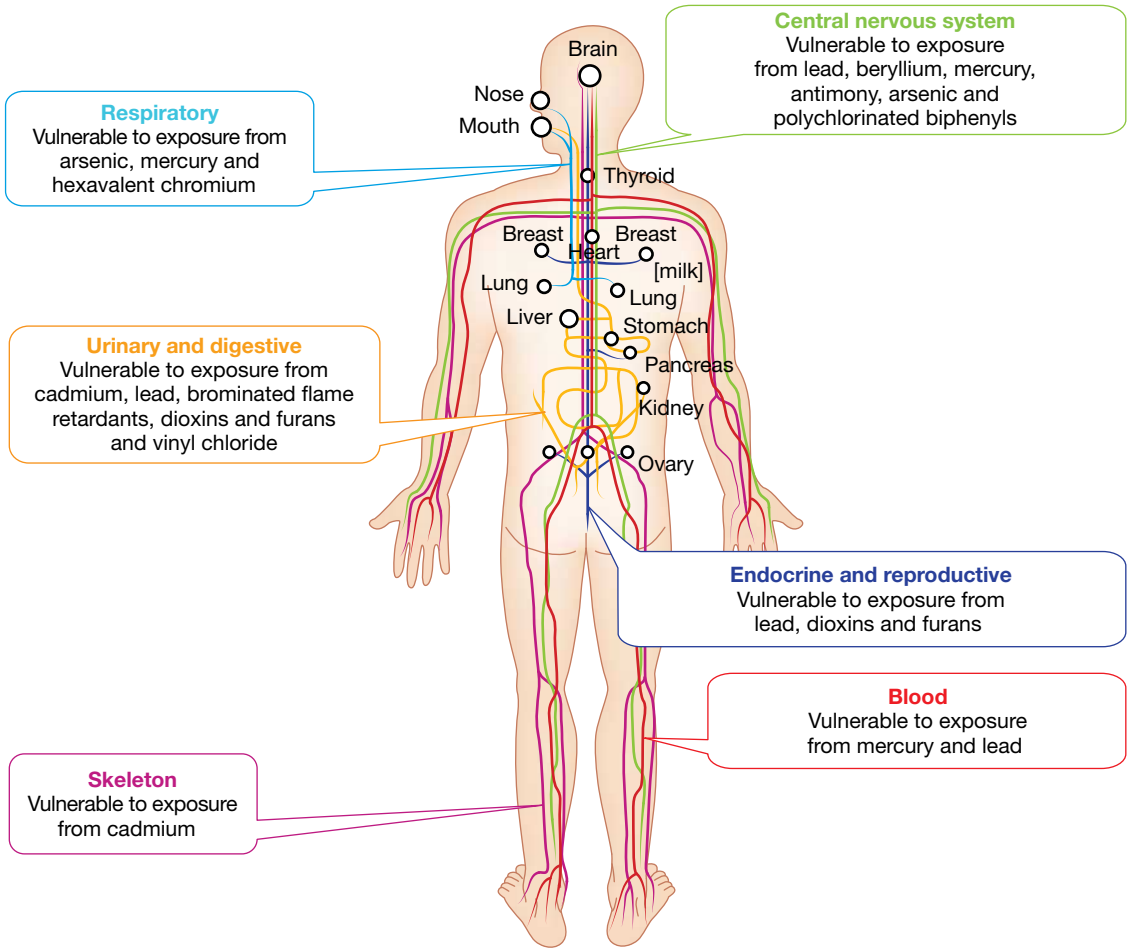


FIGURE 3 Collectors sort and burn e-waste

FIGURE 4 Animals graze among e-waste in Guiyu, China

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURES 3** and **4**. Examine why the informal collection of e-waste takes place in countries such as China and India.
2. List the wellbeing impacts on affected populations who have large amounts of e-waste and informal collection practices.

11.10.3 The future for e-waste

Global efforts to manage e-waste have led to the development and adoption of various legislation and policies. Today, about 66 per cent of the world's population is covered by such legislation, with notable participation from countries like India, while many African nations still lag behind.

Several international policies, like the Basel Convention of 1994, have been pivotal in guiding the management of hazardous waste. Key actions include minimising hazardous waste production, ensuring environmental disposal, managing international waste flows, and penalising illegal waste movements.

Accurate data collection on e-waste is crucial, as it helps to track progress, set targets and identify effective policies. However, only 41 countries actively collect e-waste statistics, which is essential for minimising generation, preventing illegal dumping, promoting recycling and job creation.

Countries like Australia have implemented specific programs, such as the National Television and Computer Recycling Scheme (NTCRS), to direct e-waste disposal. Regulations vary across regions, with some states banning e-waste from general garbage collections to prevent landfill dumping.

Overall, while progress has been made in some areas, there is still a significant need for improved enforcement and comprehensive management systems to effectively tackle the global e-waste challenge.

TABLE 2 E-waste legislation around the world

Policy/legislation	Specific actions
Basel Convention 1994	• Keep the production of hazardous waste as low as possible. • Make suitable disposal facilities available. • Reduce and manage international flow of hazardous waste. • Ensure management of waste is controlled in an environmentally friendly way. • Block and punish illegal movement of hazardous waste.
China's e-waste ban, 2002	• Although an official ban was placed on e-waste being shipped into China, it continued to be smuggled in or came across the borders by land. In 2017 China strengthened its ban on e-waste.
International Telecommunication Union	• Connect 2030 has taken on board the Sustainable Development Goals, especially Goals 3, 7, 11, 12 and 13, where ICT can be applied.
Kenya e-waste Act	• Initiated in 2013 but stalled in parliament, this Act has been replaced by a National E-Waste Management Strategy to cover the period 2019–20 to 2023–24. Its purpose is to prescribe ways to minimise negative impacts of e-waste on the environment and human health.
Global e-waste Statistics Partnership 2017	• The International Telecommunication Union, the United Nations University and the International Solid Waste Association have joined together to improve the collection, analysis and publication of worldwide e-waste statistics, with a view to increasing the awareness of the need for further development in the e-waste industry.
European Union's Circular Economy Action Plan 2020	• Part of the European Green Deal, this plan aims to promote a circular economy with a focus on sustainable product design, reducing waste generation, and encouraging recycling and reuse, with specific measures addressing e-waste.

California's *Electronic Waste Recycling Act*, 2019	• This legislation sets the recycling fees for electronic waste, establishes the Electronic Waste Recycling Fund and requires manufacturers to inform consumers about the proper disposal of e-waste.
Japan's Home Appliance Recycling Law, 2021 Revision	• Updates to the existing law include stricter collection targets and regulatory oversight on the recycling of household appliances, aiming to increase the recovery and reuse of precious metals and rare earth elements from e-waste.

SkillBuilder discussion

Concluding and decision-making

1. Reflect on the legislations listed in **TABLE 2**. Are these enough to solve the issue of e-waste?
2. What else can be done and by whom?

11.10 SkillBuilder activity COMMUNICATING

1. Find a selection of five images online to create a photo essay showing the lives and work of informal e-waste collectors.
2. Annotate each image stating where it is from and what the people are doing. Make sure to include its source details.

FIGURE 5 A collection of e-waste

11.10 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 7	3, 6, 8	5, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the correct definition of the term 'e-waste'.
   - A. A wasted version of the web
   - B. All waste
   - C. Any old electrical equipment, such as computers, toasters, mobile phones and iPads, that no longer works or is no longer required
   - D. Websites that are no longer valid

2. **Name** the two countries that produce the greatest amount of e-waste.
   A. Japan
   B. United States
   C. China
   D. Australia
3. **State** what proportion of the world's countries has legislation in place regarding e-waste management.
   A. 15 per cent
   B. 25 per cent
   C. 50 per cent
   D. 66 per cent
4. **Recall** the key actions identified in the European Union's Circular Economy Action Plan 2020.

ANALYSE AND APPLY

5. **Explain** the importance of statistics in addressing the issue of e-waste management.
6. Has the production of e-waste reflected the consumption of ICT products? **Consider** your answer.
7. China might produce the most e-waste, but its per capita level is low. India also has a low per capita level, although it produces far less e-waste. **Analyse** this situation.
8. **Propose** a set of regulations that might assist a country to replace the culture of informal collection of e-waste. Identify how each regulation might be introduced so that the program is a success.

EVALUATE AND COMMUNICATE

9. **Discuss** reasons for Kenya's inability to bring into law an e-waste Act.
10. **Propose** what is meant by the 'need for a global solution to the transboundary issue of e-waste'.

Answers and sample responses for this topic are available online.

LESSON 11.11 Inquiry: What is the impact of imported manufactured products on Australian places?

LEARNING INTENTION:

By the end of this lesson you should be able to show how the importation of manufactured goods affects Australian places, considering economic, environmental and social impacts.

Background

Australia imports a vast range of manufactured products that significantly affect its economy, environment and society. This inquiry will allow you to delve into these impacts, exploring the origins of these products, their effects on local trade, the ecological footprint of imports, and the shifts in consumer behaviour they trigger.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Step 1: Questioning and Researching

Start your research with the following questions:

- What are the major types of manufactured products imported into Australia?
- Which countries are the main sources of these imports?
- How do imported goods impact local industries and businesses? Can you think of a geographical location or local industry affected by imported goods?

- What are the environmental consequences of importing manufactured goods?
- How do imported goods influence consumer choices and lifestyles in Australia?

Step 2: Interpreting and analysing geographical data and information

- Collect data on Australia's import trends over the past decade. You may refer to this resource or use government websites such as the Department of Foreign Affairs and Trade, or the Australian Bureau of Statistics.
- Examine policies related to tariffs and trade agreements.
- Record key findings in a table or mind map to compare different impacts.

Step 3: Concluding and decision-making

You may wish to focus on one area or consider wider and broader effects.

- **Identify** trends in import dependence and their consequences.
- **Compare** the benefits (e.g., lower prices, variety) and challenges (e.g., job losses, reduced local production).
- Consider how different Australian places (e.g., urban vs. regional areas) experience the impact differently.
- **Assess** sustainability issues related to transport and production of imported goods.

Step 4: Communicating

Keeping focused on your objective to show how the importation of manufactured goods affects Australian places, considering economic, environmental and social impacts.

- Present your findings in a multimedia format (e.g., infographic, report, video).
- Write a persuasive article on whether Australia should reduce its dependence on imports.
- Participate in a class debate on the pros and cons of importing manufactured goods.
- Propose recommendations for balancing imports and local manufacturing sustainability.

LESSON 11.12 Review

11.12.1 Key knowledge summary

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

11.2 How are people connected to place?

- Land means different things to different people.
- People with traditional cultural ways of living often have strong connections to the land through their agricultural practices.
- Our understanding of land is not always the same as that of agriculture-based societies.

11.3 How do we access places?

- Public transport plays a vital role in connecting people and places.
- Active travel, such as cycling or walking, has become a mainstream mode of transport in modern life.
- The '20-minute neighbourhood' concept in urban planning aims to achieve living spaces in which people can walk to access all the key requirements of daily life.

11.4 How does trade connect us?

- Countries of the world are interconnected through trade in goods and services.
- Different countries, because of their level of economic development, have varying levels of consumption of goods and services.

11.5 How is Australia connected globally through export and import trade?

- Technological developments have seen the reduction in time taken to connect with distant places.
- Cruise ship travel has become increasingly popular.
- Air travel has become faster, more frequent and cheaper, making it an increasingly accessible way for people to connect with faraway places and people.

11.6 What is Australia's contribution to the global trade industry?

- Australia is a member nation of the major organisations that control world trade, such as the World Trade Organization (WTO).
- The production of goods can have significant impacts on the environment, requiring careful management of water and soil resources to achieve sustainability.
- Globalisation has led to a change in manufacturing such that goods are now more likely to be produced in developing countries where labour costs are low.

11.7 How can we make international trade fair?

- The fair trade movement aims to improve the lives of small producers in developing nations by paying a fair price to artisans and farmers who export goods.
- The fair trade labelling system is operated by Fairtrade International. The system works to ensure that income from the sale of products goes directly to farmers, artisans and their communities.
- NGOs such as Oxfam and World Vision also support fair trade and oppose socially unjust trade agreements.

11.8 How do Australians use technology to communicate and interconnect?

- The world of ICT is constantly developing and changing.
- The internet is not evenly accessible across the world.
- There is a clear link between access to the internet and mobile phones.

11.9 What is a digital divide?

- Not all Australians have equal access to digital technology.
- Mobile phone subscriptions are high in India, but the internet has less penetration.
- Regional and rural areas in both Australia and India have less access to technology.

11.10 Why is e-waste presenting such significant challenges?

- China is one of the largest producers and consumers of ICT appliances.
- E-waste disposal has had an impact on the environment, which has in turn affected people.
- E-waste legislation is unevenly implemented across the world but does not always work.

11.11 Inquiry: What is the impact of imported manufactured products on Australian places?

- Australia imports a vast range of manufactured products that significantly affect its economy, environment and society.

11.12.2 Key terms

active travel making journeys via physically active means, such as cycling or walking
barter to trade goods in return for other goods or services rather than money
carbon loophole refers to the embodied carbon greenhouse gas (GHG) emissions associated with the extraction and manufacture of goods and services in the producer (exporter) country when the carbon value is transferred to consumer (importer) countries
developing countries nations with a low living standard, undeveloped industrial base and low human development index relative to other countries
digital divide a type of inequality between groups in their access to and knowledge of information and communication technology
embodied carbon refers to carbon dioxide emitted as a greenhouse gas at all stages of a good's manufacturing process, from the mining of raw materials through the distribution process including trade flows, to the final product provided to the consumer
extremism extreme political or religious views or extreme actions taken on the basis of those views
farm subsidy financial assistance provided by governments to farmers to support their income
good a physical item that is produced, distributed and consumed to meet human needs or wants. Goods are tangible products such as food, clothing, electronics and vehicles.
Human Development Index (HDI) measures such as life expectancy, education and economic wellbeing that provide an overall indication of a place's level of development and the standard of living of its inhabitants
humanitarian principles the principles governing our response to those in need, with the main aim being to save lives and alleviate suffering
infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines
just in time a production and stock control strategy where materials and products are received or produced only as they are needed, reducing storage costs and minimising waste
national security the protection of a nation's citizens, natural resources, economy, money, environment, military, government and energy
non-government organisation (NGO) a group or business that is organised to serve a particular social purpose at local, national or international level, and operates independently of government
perception the process by which people translate sensory input into a view of the world around them
quota a limit on the quantity of a specific good that can be imported or exported during a set period. Quotas protect local industries by restricting foreign competition.
social justice a principle applied so that a society is based on equality, the appreciation of the value of human rights and the recognition of the dignity of every human being
sweatshops a workplace, common in developing countries, often a factory, where people work long hours for very low pay in poor and sometimes unsafe conditions
tariff a tax imposed on imported goods, making them more expensive to encourage consumers to buy locally produced products
trade barrier government-imposed restriction (in the form of tariffs, quotas and subsidies) on the free international exchange of goods or services

trading partner a participant, organisation or government body in a continuing trade relationship
value adding processing a material or product and thereby increasing its market value
world wide web the global resources and information exchange available to internet users through the use of the Hypertext Transfer Protocol (HTTP)

11.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What are the impacts of changing trade, technology and transportation on people's lives?

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

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

11.12 Review exercise

LEVEL 1	LEVEL 2	LEVEL 3
2, 6, 7, 13, 14, 19	1, 3, 5, 8, 10, 12, 15	4, 9, 11, 16, 17, 18

REMEMBER AND UNDERSTAND

1. What factors might influence your understanding of a place?
   - **A.** You might hold cultural beliefs that influence your connection to land.
   - **B.** You might not understand a place very well and find it unfamiliar or strange.
   - **C.** Your religious beliefs might set rules about how you should treat a specific place.
   - **D.** All of the above
2. What is *not* one of the benefits of air freight?
   - **A.** It is quicker than shipping.
   - **B.** It allows for easier trade in perishable items over long distances.
   - **C.** It facilitates 'just-in-time' manufacturing.
   - **D.** It is more cost-effective than shipping by sea.
3. How is household final consumption per person calculated?
   - **A.** Multiplying the amount spent on all goods and services within a country for a year, divided by the total population of the country
   - **B.** Adding the amount spent on all goods and services within a country for a year, divided by the total population of the country
   - **C.** Adding the amount spent on all goods and services within a country for a year, divided by the number of households in the country
   - **D.** Adding the amount spent on all goods and services within a country for a month, divided by the total population of the country

4. What does the term ‘value adding’ mean?
   - **A.** Inflating the price of goods or services for specific customers
   - **B.** Absorbing the environmental costs of a product to minimise its impact
   - **C.** Increasing a product’s market value by processing or changing it
   - **D.** Charging an additional fee to import products
5. Why did the COVID-19 pandemic affect the international rock lobster market?
   - **A.** Rock lobsters caught the disease and died.
   - **B.** A significant number of lobster fishermen were quarantined.
   - **C.** Local markets closed down.
   - **D.** Export to China decreased significantly.
6. Which of these countries was *not* one of Australia’s top three trading partners in 2023?
   - **A.** China
   - **B.** India
   - **C.** Canada
   - **D.** Germany
7. What was Australia’s largest export commodity in 2021–23?
   - **A.** Education-related travel
   - **B.** Gold
   - **C.** Iron ore and concentrates
   - **D.** Beef
8. Which government body manages Australia’s overseas aid program?
   - **A.** The United Nations
   - **B.** The Department of Trade
   - **C.** The Department of Homeland Security
   - **D.** The Department of Foreign Affairs and Trade
9. What proportion of Australia’s aid budget was spent on education in 2023–24?
   - **A.** 16 per cent
   - **B.** 19 per cent
   - **C.** 20 per cent
   - **D.** 37 per cent
10. Higher levels of smartphone adoption tend to occur in:
    - **A.** countries with low levels of human development.
    - **B.** countries with high levels of human development.
    - **C.** countries with limited internet access.
    - **D.** countries with small populations.

ANALYSE AND APPLY

11. How can stereotypes affect how we ‘see’ a place?
12. What are the benefits for a community that can walk to satisfy its daily needs?
13. **Outline** some of the factors that might make taking public transport difficult.
14. Come up with a plan for improving transport in your region.
    - **a.** Explain what kind of services your community needs.
    - **b.** List the stakeholders who would need to be involved in order to make your dream a reality.
15. **a.** Identify one way that people living in remote places in Australia can be connected to the world through the use of technology.
    - **b.** List how this interconnection might benefit people living in remote communities.
16. Explain why providing international aid might be in the interests of Australia’s national security.
17. Identify and describe one trend in the spatial distribution of internet users around the world.

EVALUATE AND COMMUNICATE

18. Consider the factors affecting access to the internet in Australia. In your view, which of these factors would be most difficult for an individual to overcome? Present an argument to justify your decision.
19. Propose and explain one strategy that might be put in place to ensure that e-waste in your community is recycled.

Answers and sample responses for this topic are available online.

12 Geographies of interconnection: People and place

LESSON SEQUENCE

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LESSON 12.1 Overview

INQUIRY QUESTION

What are the impacts on places of people's travel, recreational or cultural choices, and how these can be managed?

For Australians in the 1950s and 1960s, overseas travel was an exotic, time-consuming and expensive adventure that for many was simply beyond their reach. Fast forward to the 2020s and nearly 60 per cent of the Australian population owns a passport. Whether at home or abroad, travel is an important part of modern life.

The World Tourism Organization estimates that by 2030, five million people will travel each day. Where will these people go and what will influence their choices? What impact will these choices have on the places they visit? Spending time in a new location helps us to feel that we know and understand the place, people and culture, but what kinds of other connections do travelling and tourism create?

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- **Pre-test**
  Online pre-test
- **eWorkbooks**
  Customisable worksheets for this topic
- **Digital document**
  Key terms summary
- **Video eLesson**
  Moving around

SkillBuilder

Use the SkillBuilder activities to develop these Geographical concepts and skills:

- GEOGRAPHICAL INQUIRY
- CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 12.2 Why is tourism important?

LEARNING INTENTION

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

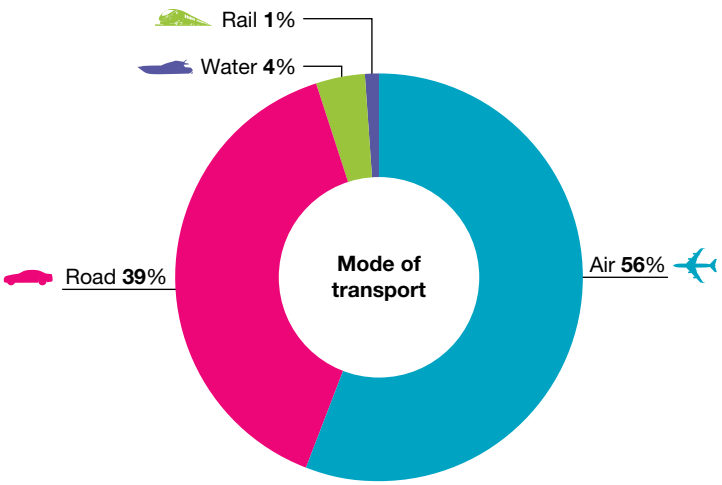
- **define** what is meant by tourism
- **identify** places that attract visitors for activities.

Tune in

Think back to the COVID-19 pandemic. It had a dramatic impact on the ability of people to travel. The tourism industry is still rebounding. **FIGURE 1** shows the main methods people use to reach their chosen holiday destination.

1. **Survey your class and record the answers in a spreadsheet.**
   a. **When was the last time you travelled for a holiday (or as a tourist) and where did you go?**
   b. **What was the purpose of this travel?**
   c. **How did you reach your destination?**
2. **Create pie graphs using your statistics from questions 1b and c.**
3. **Compare your graph for question 1c to FIGURE 1.**
   a. **Highlight any similarities or differences.**
   b. **Why do you think the graphs are similar or different?**

FIGURE 1 How did people reach their destination in 2022?



DID YOU KNOW?

Did you know that 27 September is World Tourism Day? Tourism is one of the world's biggest industries. In 2024, tourism supported 357 million jobs globally — that's approximately 1 in every 10 jobs worldwide.

12.2.1 Defining tourism

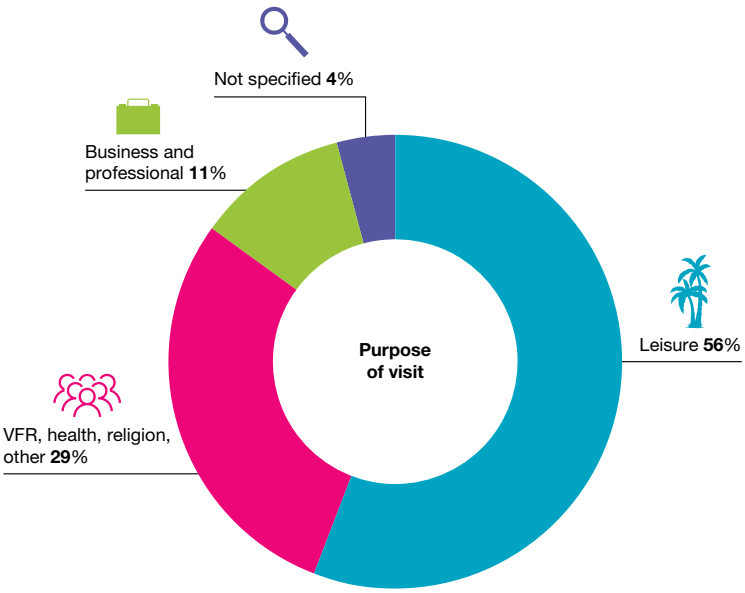
The World Tourism Organization defines tourism as the temporary movement of people away from the places where they normally work and live. This movement can be for business, leisure or cultural purposes (see **FIGURE 2**), and it involves a stay of more than 24 hours but less than one year.

SkillBuilder discussion

Geographical inquiry

1. Look at **FIGURE 2**. Do you think people might travel for more than one reason?
2. Why would people need to travel for business?
3. What types of activities do you like to do when you travel?

FIGURE 2 Purpose of people's travel, 2022



12.2.2 Types of tourist

Tourists can be broadly categorised based on their motivations and activities during their travels. The World Tourism Organization broadly identifies four types of tourists: the organised mass tourist, the individual mass tourist, the explorer and the drifter. Understanding these categories, and other proposed models, helps us appreciate the diverse reasons why people travel and the varied experiences they seek abroad.

SkillBuilder discussion

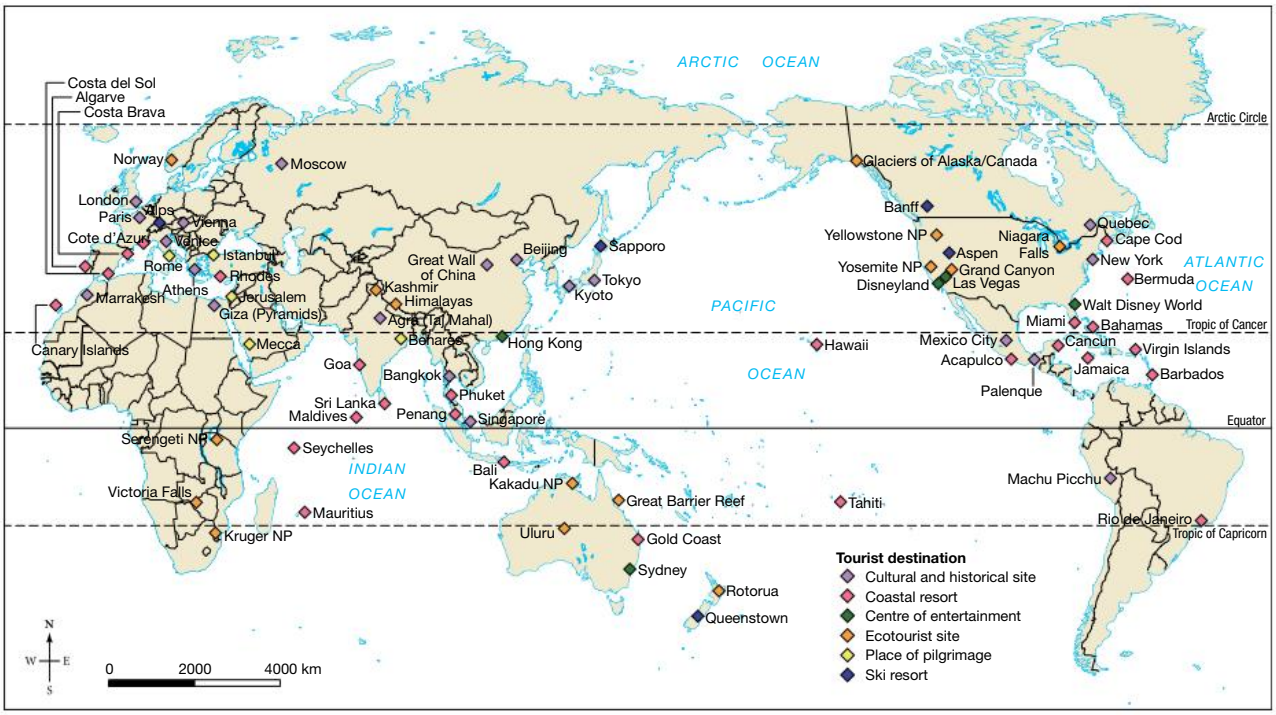
Geographical inquiry

1. Look at **TABLE 1**. What type of tourist are you?
2. Refer to **FIGURE 3.** Is there a pattern to the distribution and type of tourist destination?
3. Have you, or anyone you know, visited these destinations?

TABLE 1 The four types of tourist according to the World Tourism Organization

Type of tourist	Description
Organised mass tourist	• Least adventurous • Purchases a package with a fixed itinerary • Does not venture from the hotel complex alone; is divorced from the local community • Makes few decisions about the holiday
Individual mass tourist	• Similar to the organised mass tourist and generally purchases a package • Maintains some control over their itinerary • Uses accommodation as a base and may take side tours or hire a car
The explorer	• Arranges their own trip • May go off the beaten track but still wants comfortable accommodation • Is motivated to associate with local communities and may try to speak the local language
The drifter	• Identifies with local community and may live and work within it • Shuns contact with tourists and tourist hotspots • Takes risks in seeking out new experiences, cultures and places

FIGURE 3 Types of tourist destinations



Source: Map drawn by Spatial Vision.

Medical tourism

Medical tourism involves travelling abroad for medical care and it has become a distinct category of tourism. The low travel costs, technological advances and long waiting lists for surgeries at home are making medical tourism a multi-billion-dollar industry. In 2024, the global medical tourism market was valued at USD 29.26 billion. With an annual growth rate of about 21 per cent, it's expected to reach over USD 200 billion by 2040 and USD 346.1 billion by 2050.

FIGURE 4 A medical tourist has heart surgery in Bangkok International Hospital while one of the world's leading heart surgeons supervises.

The medical tourism industry has evolved beyond cosmetic procedures; now offering a wide range of services including fertility treatments, complex heart surgeries and orthopaedic procedures.

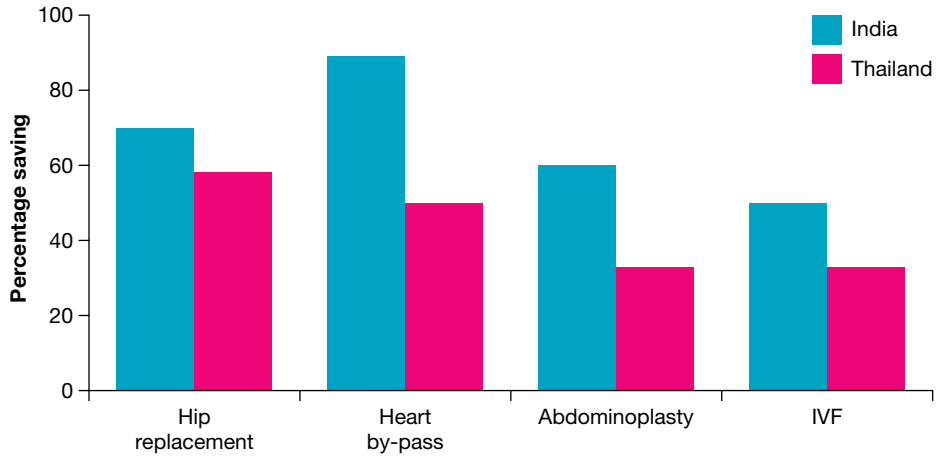
Asia, particularly Thailand, has become the market leader due to significant cost savings, high-quality medical care and the opportunity to combine treatment with a holiday. Medical tourists can save up to 70 per cent on procedures compared to Australia (see **FIGURE 5**), allowing them to afford top private hospitals and luxury accommodation for after-care. Many hospitals offer resort-style family accommodation at discounted rates.

To maintain its top ranking over India and Malaysia, Thailand has invested in:

- state-of-the-art medical technology
- easier visa access for medical tourists and their families to enter and stay in the country
- integrated wellness programs that include spa treatments, meditation and yoga, providing a holistic approach to patient care.

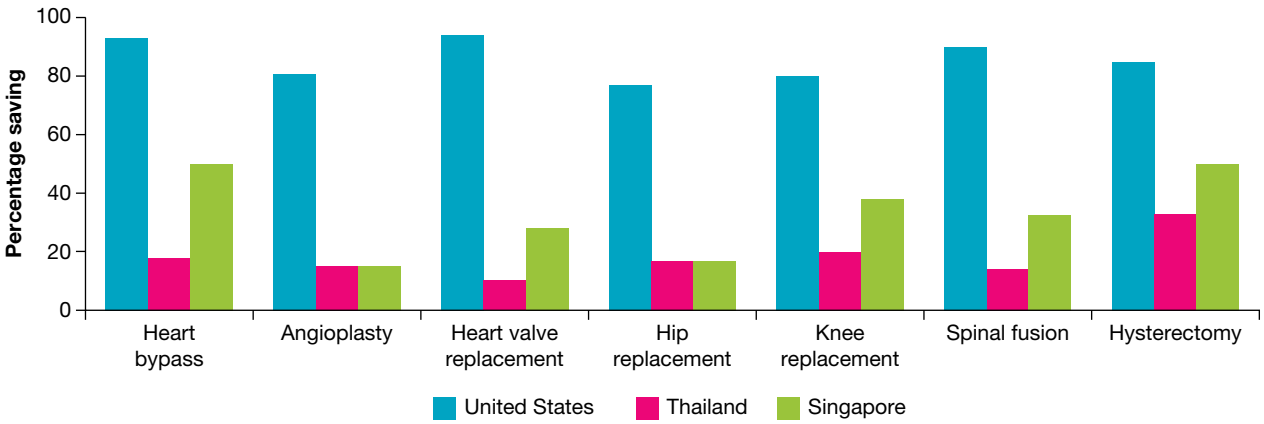
Hospitals in all three countries are staffed by doctors trained in Western countries or Singapore, ensuring high standards of medical care.

FIGURE 5 Cost savings that can be made by having medical treatment in Asia versus Australia.



Singapore is now the second-ranked destination for medical tourism, known for its high standard of care and innovative stem cell treatments. Patients choose Singapore for the best medical treatment rather than cost savings (**FIGURE 6**). In Malaysia, there are significant savings on various medical treatments compared to the United States, Thailand and Singapore. As medical tourism boosts Asian economies by millions each year, the number of facilities and travel companies for medical tourists has increased dramatically.

FIGURE 6 Cost savings that can be made by having medical procedures carried out in Malaysia versus the United States, Thailand and Singapore



Source: Adapted from Cosmetic Surgeon India and Rowena Ryan/ News.com.au.

12.2.3 The economic importance of tourism

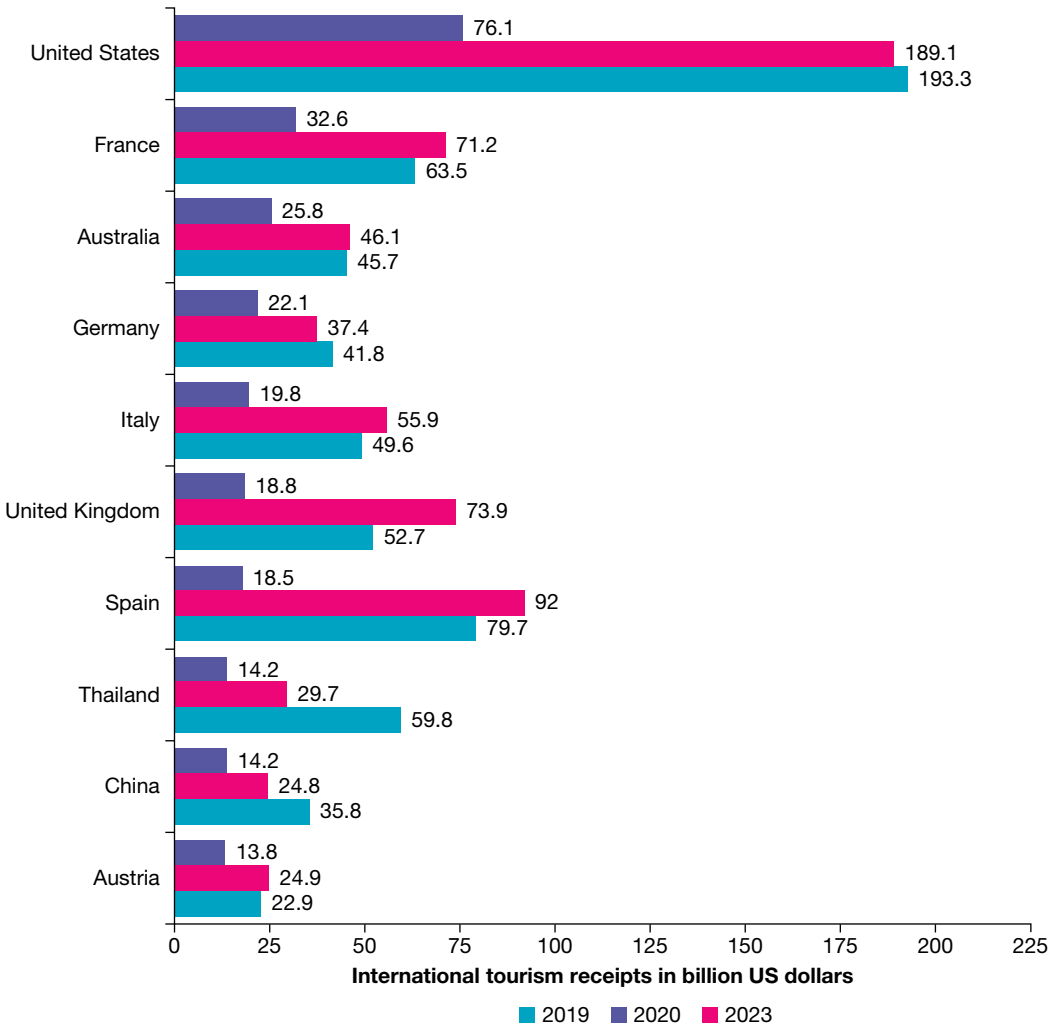
Tourism is one of the world's largest industries and a crucial part of global economies. In 2023, 1 in 10 jobs worldwide were linked directly or indirectly to the tourism industry, contributing $3.4 trillion to the global economy. About 3 per cent of the global **gross domestic product (GDP)** is directly linked to tourism, and for many developing countries it is the primary source of income. The flow-on benefits in **infrastructure** development and cultural exchange are significant.

Along came COVID-19

Even in economic downturns, tourism persists. After natural disasters, countries rely on tourism to boost their economies. However, during the COVID-19 pandemic, travel restrictions in 2020 led to a significant dip in tourism.

Before the pandemic, tourism was thriving, but the onset of COVID-19 and border closures caused a sharp decline. Post-pandemic, tourism is rebounding, though not all places have reached pre-pandemic levels. This trend is illustrated in **FIGURE 7**, which shows the dramatic decline in tourism revenue from 2019 to 2020 and the growth in 2023.

FIGURE 7 Tourism earning 2019 and 2023



SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 7**. Identify the country that had the greatest loss in tourism earnings in 2020.
2. Identify the countries that had reached pre-pandemic tourism earnings by 2023.
3. Why do you think some countries took longer to recover than others?

The impacts of COVID-19 on tourism were:

- Global tourism earnings dropped to US$568 billion in 2020, a 62 per cent decline from pre-pandemic figures.
- Estimated loss of 63 million jobs in the tourism industry due to the pandemic.
- Employment in tourism fell from 334 million in 2019 to 271 million in 2020.
- Government retention schemes and reduced hours helped to prevent some job losses.
- Overseas travellers arriving in Australia decreased by 98.8 per cent in April 2020 compared to April 2019.
- Specific decreases in travellers to Australia in April 2020 compared to April 2019:
  - 99.5 per cent drop from China
  - 99 per cent drop from the United Kingdom
  - 98.5 per cent drop from New Zealand.

FIGURE 8 Grounded aircraft during 2020

12.2 SkillBuilder activity CONCLUDING AND DECISION-MAKING

1. Select three places from different categories shown on the map in **FIGURE 3** that you might like to visit.
2. Show each location on a map and annotate your map with two or three sentences that give an overview of each place.
   a. **Plan** how you might travel to each place from your nearest capital city. Add this to your map.
   b. **Calculate** the distance you will travel from your nearest capital city to your first destination, then on to your second and third destinations and finally home.
   c. Work out how long your round trip will take.
   d. **Describe** each location, using geographic concepts such as latitude and longitude, direction, and scale.
   e. **Explain** why you chose each place and what you expect to see and do in each place.
   f. **Select** an appropriate method of conveying your information to others; for example, a PowerPoint or a travel documentary.
   g. **Share** your work with other members of the class.

12.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 7, 8	6, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the sentence that best describes a tourist.
   - A. A person who leaves the place where they normally live and goes to live in another location permanently
   - B. A person who has never left the place where they were born
   - C. A person who leaves the place where they normally work or live and goes to another location for more than 24 hours
   - D. A person who buys imported products
2. **Identify** the two most common purposes of people's travel.
   - A. Leisure, including recreation and holidays
   - B. Attending funerals
   - C. Scuba-diving
   - D. Space travel
   - E. Visiting friends and relatives or for health and religious reasons
3. **Describe** the key characteristics of two tourist types.
4. **Identify** the main reasons people travel to Asia for medical tourism.
   - A. There are better doctors in Asia.
   - B. Procedures are more affordable in Asia.
   - C. The hospitable food is tastier in Asia.
   - D. People want to combine a holiday with having the procedure.
5. **Identify** the country that had the highest tourism earnings in 2019.
   - A. Thailand
   - B. Spain
   - C. France
   - D. United States
   - E. United Kingdom

ANALYSE AND APPLY

6. Is a person who flies interstate to watch their football team a tourist? **Justify** your answer.
7. Tourism contributes both directly and indirectly to the creation of jobs. With the use of examples, **explain** the difference between direct and indirect contributions.
8. **Explain** the term 'gross domestic product (GDP)' and why tourism is an important component of GDP.
9. **Explain** two reasons for the growth in medical tourism.

EVALUATE AND COMMUNICATE

10. Tourism expenditure has grown dramatically over the past two decades. From $475 billion in 2000 and $918 billion in 2010, international tourism receipts reached a record USD 1.7 trillion in 2024
    - a. Using these figures as a guide, **predict** how much income might be generated through tourism by 2030. **Justify** your response.
    - b. Using these figures and the information in section 12.2.3 as a guide, **predict** how many years it might take for the Australian tourism industry to get back to the same levels as before the COVID-19 pandemic.
    - c. **Explain** how you came to this conclusion and outline the different factors that will influence how quickly the industry will recover.

Answers and sample responses for this topic are available online.

LESSON 12.3 Which places attract visitors?

LEARNING INTENTION

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

- **identify** places in Australia and elsewhere that attract visitors for activities
- **suggest** reasons for the growth of the tourism industry
- **identify** and explain factors shaping the future of tourism.

Tune in

Did you know that in October 2021, William Shatner, who played Captain Kirk in the original *Star Trek* series, fulfilled a lifelong dream when he jetted into space onboard a Blue Origin spacecraft?

1. **Take a class poll on the favourite holiday destinations of the people in your class.**
2. **Take a second poll of the place members of your class most want to visit and why.**
3. **Create a bar graph to show the results of your survey.**
4. **Would you like to be a space tourist? Give reasons for your answer.**

FIGURE 1 Captain Kirk (William Shatner, pictured second from the left) heads for the stars.

12.3.1 Who is travelling?

Travel has become faster, easier, cheaper and safer over time. Economic growth worldwide means more people can afford to travel, and annual leave entitlements provide time to travel. In Australia, full-time employees typically receive four weeks' annual leave. Many also accrue long-service leave which is spent on extended overseas trips. Additionally, many young people take 'gap years' after school or university to travel.

Backpacking is a popular choice for young people. Generally, this group:

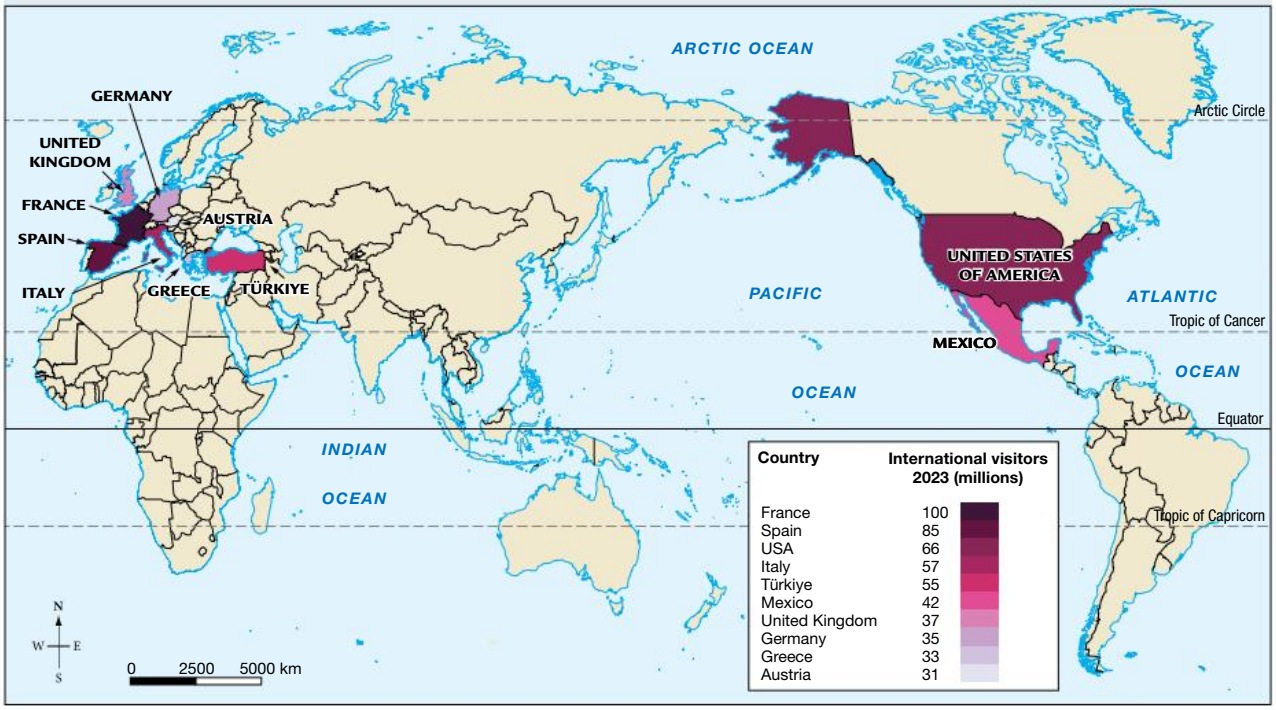
- is on a tight budget
- wants to mix with other young travellers and local communities
- has a flexible itinerary
- seeks adventure
- is prepared to work while on holiday to extend their stay.

At the other end of the scale, the number of **mature-aged** tourists, sometimes called 'grey nomads' who travel in caravans and campervans during retirement, has grown dramatically. The older population in **developed countries** is increasing, and many of these travellers have savings, superannuation funds and early retirement opportunities, giving them both time and money to travel.

12.3.2 Where do people go?

As tourists enter or leave a country, they are counted by that country's customs and immigration officials. This data is reported to the World Tourism Organization. **FIGURE 2** shows the top ten tourist destinations for 2023.

FIGURE 2 World's top ten tourist destinations, 2023



Source: Based on World Tourism Organization (2024), International Tourism Highlights, 2024 Edition, November 2024, UN Tourism, Madrid. Retrieved from International Tourism Highlights, 2024 Edition. Map drawn by Spatial Vision.

Where do people stay?

Today, tourists have a wide range of accommodation options beyond traditional hotels and backpacker hostels that can be tailored to match individual personal and economic factors. The rise of platforms like Airbnb allow for independent stays in apartments, houses or guest rooms. Options to stay with locals in towns and villages offer a closer cultural experience. However, many still prefer established resorts and hotels.

Often, tourists do not consider the ownership of accommodation choice. Many hotel chains have their headquarters in different countries rather than the one the tourist is visiting.

TABLE 1 World's top ten hotel groups, 2024

Company	Headquarters (country)	Total hotels	Number of countries
OYO	India	16 128	80
Jin Jiang	China	13 218	120
Wyndham Hotels & Resorts	USA	9059	95
H World Group	China	8866	18
Marriott International	USA	8691	142
Choice Hotels International	USA	7527	50

Hilton Worldwide	USA	7277	113
International Hotels Group (IHG)	UK	6333	100
BTH Group	China	6263	40
Accor	France	5584	110

SkillBuilder discussion

Concluding and decision-making

1. Study **TABLE 1**. Where do most of the leading hotel chains have their headquarters?
2. What impact might this have on the countries where these hotel chains are located?
3. Do you think money earned in a country should largely stay in that country? Give reasons for your answer.

12.3.3 Who spends the most?

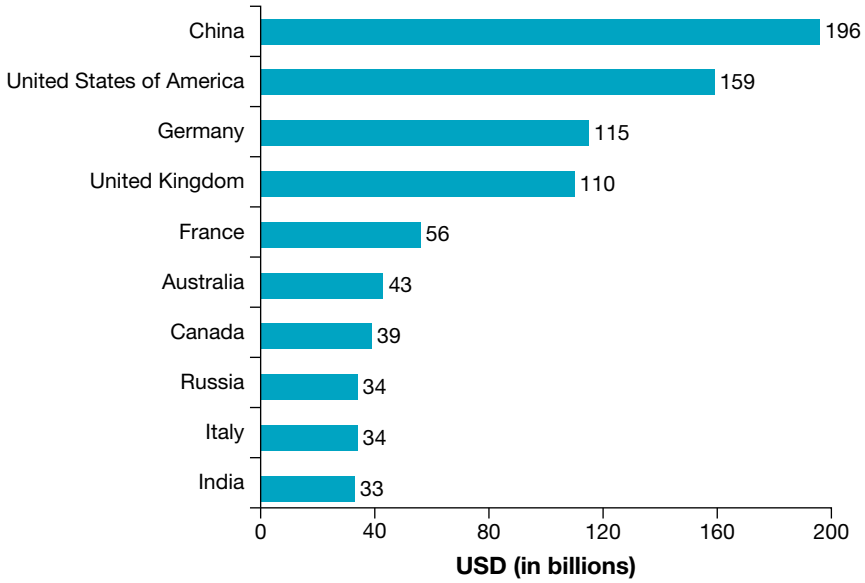
FIGURE 3 shows the countries of origin of tourists and the amounts that they spend. Combined, this information offers an insight into the economic impact of tourism and the money tourists spend in the destination economies.

SkillBuilder discussion

Geographic inquiry

1. Which country spent the most on international tourism in 2023, as shown in **FIGURE 3**?
2. How much did Australia spend on international tourism in 2023?
3. How many times more than Australia did the top-ranked country spend on international tourism in 2023?

FIGURE 3 World's top ten tourism spenders in USD, 2023



12.3.4 The growing future of tourism

Advances in technology, reduced travel times and cost have made travel generally more accessible for most people.

- Flights from Australia to Europe now take around 20 hours from the east coast or 17 hours non-stop from Perth. A similar journey, by boat, in 1940 took six weeks.
- Increased competition has made travel more affordable.
- Improvements in transport and technology enhance awareness and spark a desire to see new places and experience new cultures.
- Increased leisure time and disposable income make domestic and international travel more viable for people.

12.3.5 Australian travel trends

The generally strong buying power of the Australian dollar makes international destinations more affordable than taking domestic holidays in Australia. Attractive package deals, that include flights and accommodation, along with free stays for children, make overseas travel more attractive to families. Although over a million Australians vacation locally, many prefer destinations like Indonesia and Thailand due to the lower cost of living while there.

The opportunity to live and work overseas has boosted the number of people under 30 travelling abroad. The under-30s working visa, available in around 45 countries, makes foreign travel appealing and affordable for this age group, allowing people aged 18–30 to live and work in a country for up to 12 months. About one million Australians are living and working overseas at any one time.

FIGURE 4 New Zealand's stunning scenery makes it a popular destination.

SkillBuilder discussion

Concluding and decision-making

1. Look at **FIGURE 4**. Around 1.30 million Australians visited New Zealand in 2024. Why do you think New Zealand is a popular tourist destination for Australians?
2. What other destinations might be popular with Australian tourists?

12.3.6 Visitors to Australia

In 2024, 7.8 million tourists came to Australia at a rate of around 910 per hour, representing 85 per cent of 2019 levels. Adding it all up, they spent more than 232.5 million nights in the country and added $35 billion to the Australian economy. In Australia more than 634 000 jobs were attributed either directly or indirectly to the tourism industry, representing close to 5 per cent of the workforce.

The COVID-19 pandemic in 2020 of course resulted in the number of tourism arrivals falling by 98.8 per cent to just 8820, before increasing to 77 000 in 2021. By September 2022, the tourism industry was showing significant signs of recovery with visitor arrivals increasing to 2.1 million. By 2024 and 2025 international tourism reached over 85 per cent of pre-COVID levels.

FIGURE 5 Reasons for visiting Australia, 2023

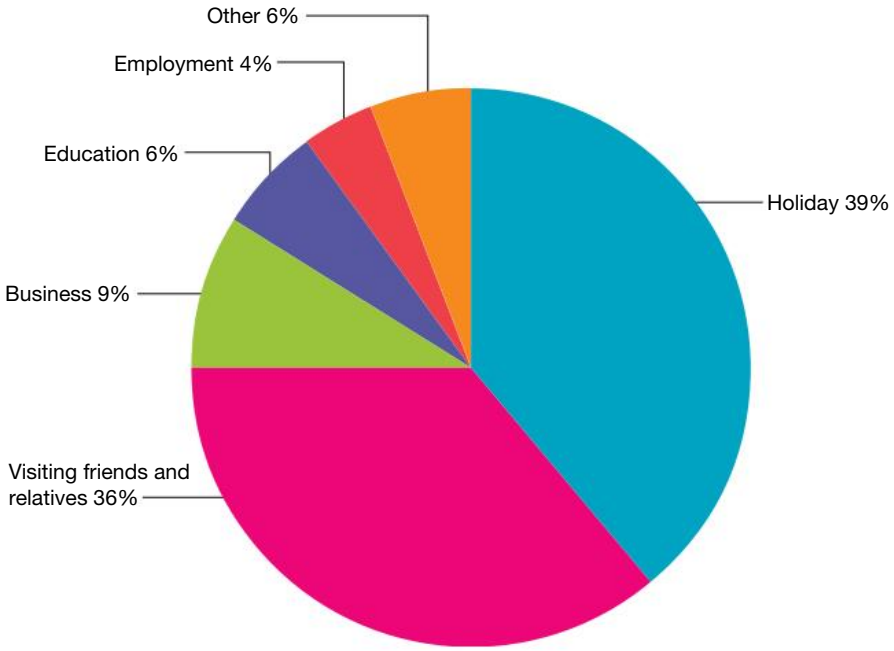
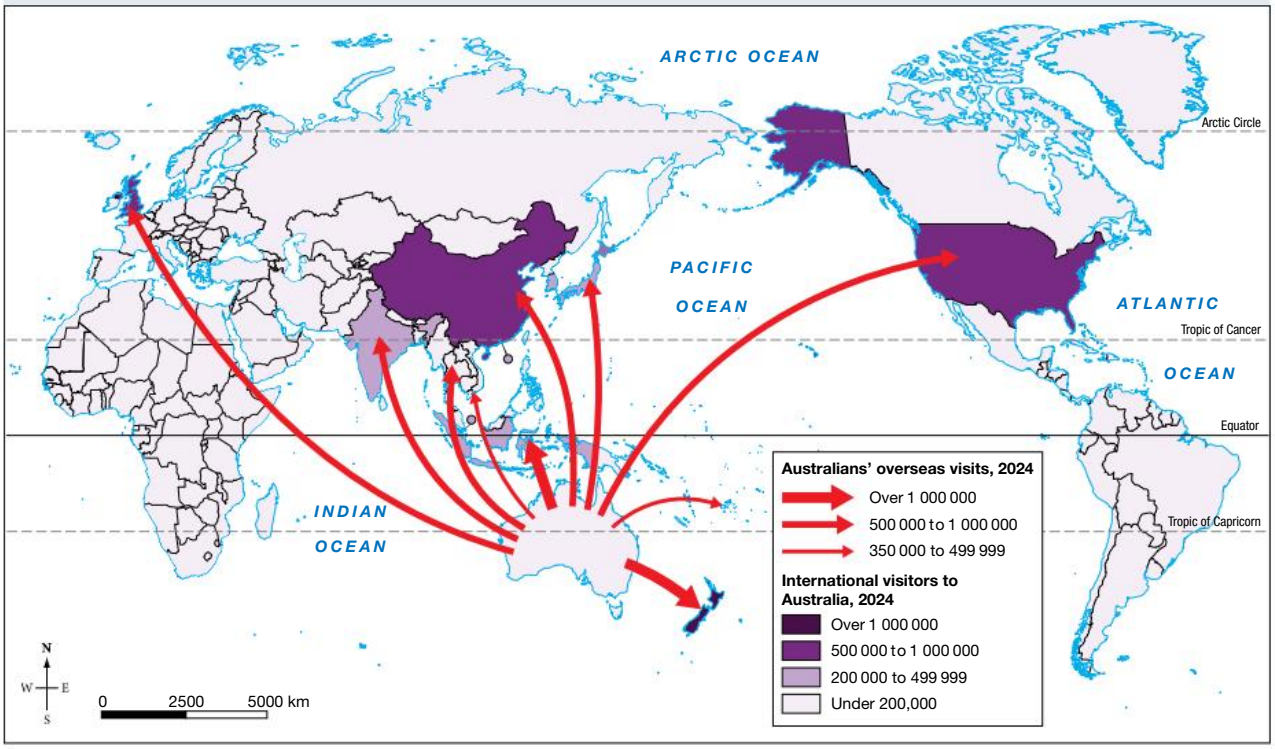


FIGURE 6 Country of origin of tourists visiting Australia, and destinations for Australian tourists



Source: Adapted from Australian Bureau of Statistics. Map drawn by Spatial Vision.

FIGURE 7 The value of tourism to Australia in 2024

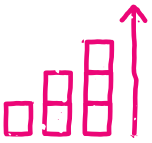
Total overnight spend in 2024 $144.9 billion

Domestic = $109.9 billion (76%)

IVS data June 2024

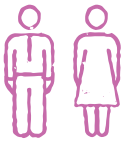
International = $35 billion (24%)

IVS data June 2024



$78.1 billion is contributed to national GDP from tourism, a 9% year-on-year growth, faster than the national economy.

State of the industry 2023–2024 TRA



634 000 jobs 4.6% of workforce
691 500 jobs 4.4% of workforce

National Tourism Satellite Account

45% **of visitor spend in regional areas**

30%

International – 30.9 billion

IVS data June 2024

54%

Domestic overnight – 109.9 billion

IVS data June 2024

40%

Domestic daytrip – 10 billion

IVS data June 2024

Tourism was Australia's fifth largest exporting industry

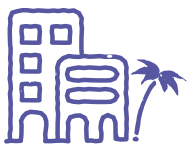
State of the industry 2023–2024 TRA

Regional tourism = 2.5% of GDP and 4.3% of regional workforce

State of the industry 2023–2024 TRA

39.8 million plane seats into Aust in 2024

BITRE Nov 2024



8 400 new rooms entered the Australian market in 2024

STR Nov 2024

SkillBuilder discussion

Geographical inquiry

1. Study the information available in **FIGURE 7**. Discuss the importance of tourism to Australia.
2. What do you consider to be the most important aspect of tourism to Australia? Explain your choice.

12.3.7 The evolving tourist

Based on current tourism research, there are some clear trends associated with what tourists are seeking from their chosen destinations. **FIGURE 8** shows seven characteristics which help us to understand a present day tourist.

FIGURE 8 Seven characteristics that help to explain broadly what a tourist's characteristics are.

12.3.8 Growth areas for tourism

Predictions suggest that Africa and the Asia–Pacific region will be notable growth areas for tourism in coming years. Wildlife tourism is a distinct type of tourism which refers to the observation and interaction with local animal and plant life in their natural habitats.

Kenya, for example, offers this type of tourism and has:

- relative safety
- beaches and tropical climate
- dedicated safari parks and encounters with lions and elephants
- unique cultural experience with the **Maasai** people.

FIGURE 9 Tourists can see many wild animals such as giraffes at the Amboseli National Park in southern Kenya.

The influx of tourists into Kenya has resulted in:

- the establishment of **national parks** to protect endangered wildlife
- promotion of wildlife tourism
- funding for projects aimed at improving water quality and **infrastructure** such as water pipes, roads and airports.

SkillBuilder discussion

Concluding and decision-making

1. Consider **FIGURES 8** and **9**. Why is wildlife tourism popular?
2. How does wildlife tourism assist local communities?
3. Do you think that all the money spent by tourists remains in local communities? **Explain** your answer.

The true challenge for the future, however, is to ensure that:

- money remains in the local economy rather than in the hands of developers, and is used to improve local services, not just tourist services
- the need of Indigenous communities to farm the land is balanced with tourist development
- tourist numbers are controlled to ensure that the environment is not damaged.

Reaching for the stars

Since Dennis Tito's pioneering space trip in 2001, the allure of space tourism has grown significantly. Tito's eight-day stay on the International Space Station came with a hefty price tag of US$20 million, highlighting the exclusivity of such adventures.

Those who have ventured into space often gain a unique perspective on Earth, leading to a greater appreciation for its protection. In April 2025, pop star Katy Perry joined Blue Origin's NS-31 mission, becoming part of a growing trend of celebrity space tourism that blends fame, adventure and the allure of the final frontier. However, critics highlight the environmental impact of space tourism, particularly its contribution to the carbon footprint.

FIGURE 10 Is this the future of tourism?

FIGURE 11 The astronomical cost of space tourism

10-minute flights to the edge of space with Blue Origin Estimated between $250 000 and $475 000 USD. During a 2021 auction, a seat was sold for $28 million USD.	**An 8- to 10-day stay on the International Space Station** $55 million
A package visit to the International Space Station, plus involvement in experiments in space $35 000 per day	**90-minute flights in sub-orbital space, including experiencing zero gravity** $450 000 per seat with Virgin Galactic

12.3 SkillBuilder activity GEOGRAPHICAL INQUIRY

Investigate people's favourite places

1. Survey the members of your class to find out what overseas places they would most like to visit and why.
2. Each class member should also ask their parents or carers which three overseas places they would most like to visit and why.
3. Compile your class data and **identify** the most popular places selected by students and adults. Make sure you also collate the data showing the reasons for their choices.
4. **Divide** your class into groups of five — assign each group one of the UNTWO regions: Europe, Asia–Pacific, the Americas, Africa, the Middle East.
5. Each group member will work on their assigned region, using an outline map of their region:
   a. **Create** a colour key so you can distinguish between places chosen by adults and students.
   b. **Select** an additional colour to show places that were on both lists.
6. **Annotate** your map with the reasons given for the choices.
7. Remember to make sure your map has **BOLTSS**.
8. Is there an interconnection between places chosen by adults and students? **Suggest** reasons for your observations.

12.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	4, 5, 6	7, 8, 10

REMEMBER AND UNDERSTAND

1. Carefully study **FIGURES 2 and 3** and answer the following questions.
   a. **Identify** the three continents where the top ten tourist destinations are located.
      A. Europe
      B. Australia
      C. Africa
      D. Asia
      E. North America
   b. The top tourist spenders come from Asia, North America and Europe. True or False?
   c. **Describe** the interconnection between destinations and tourist spending.
2. **Identify** four reasons that help **explain** why tourism is more accessible to the broader community today than it was 100 years ago.
   A. People have more leisure time
   B. People have less disposable income
   C. Shorter travel times
   D. Longer travel times
   E. Travel costs have increased
   F. Travel costs have decreased
   G. Larger variety of package deals available
   H. Less awareness about the world
3. **Explain** what national parks are and why they were established.

ANALYSE AND APPLY

4. **Explain** why more Australians choose to holiday overseas rather than in Australia.
5. **Explain** the impact of COVID-19 on Australian tourism in terms of both numbers and the reasons for tourists visiting Australia.

6. Answer the following questions.
   a. **Predict** the impact on Australian tourism if the Australian dollar was to suddenly lose value in relation to international currencies.
   b. **Predict** the impact on Australian tourism if the Australian dollar was to suddenly increase in value and achieve parity with the US dollar.

EVALUATE AND COMMUNICATE

7. **Propose** a strategy to encourage more Australians to holiday at home and entice more international visitors to Australia.
8. With the rapid growth in tourism, there is a need to ensure sustainability.
   a. **Explain** what you understand by the term 'sustainable tourism'.
   b. **Describe** an example of tourism that can be considered sustainable.
   c. **Describe** an example of tourism that might not be considered sustainable.
   d. **Propose** changes that might be needed to make it sustainable.
9. 'Tourists should be able to go where they like and do what they want without restrictions.'
   Discuss this statement by presenting one argument for and one argument against.

Answers and sample responses for this topic are available online.

LESSON 12.4 How can the positive and negative impacts of tourism be managed?

LEARNING INTENTION

By the end of this lesson you should be able to:
- **discuss** the impacts of tourism
- **explain** the concept of ecotourism
- suggest ways to manage the impacts of people's cultural and leisure choices.

Tune in

Tourists can have both positive and negative impacts on tourists, locals, the environment and so on. Brainstorm a list of positive and a list of potential negative impacts of tourism.

FIGURE 1 Tourism can have both positive and negative impacts on (a) people and (b) the environment.

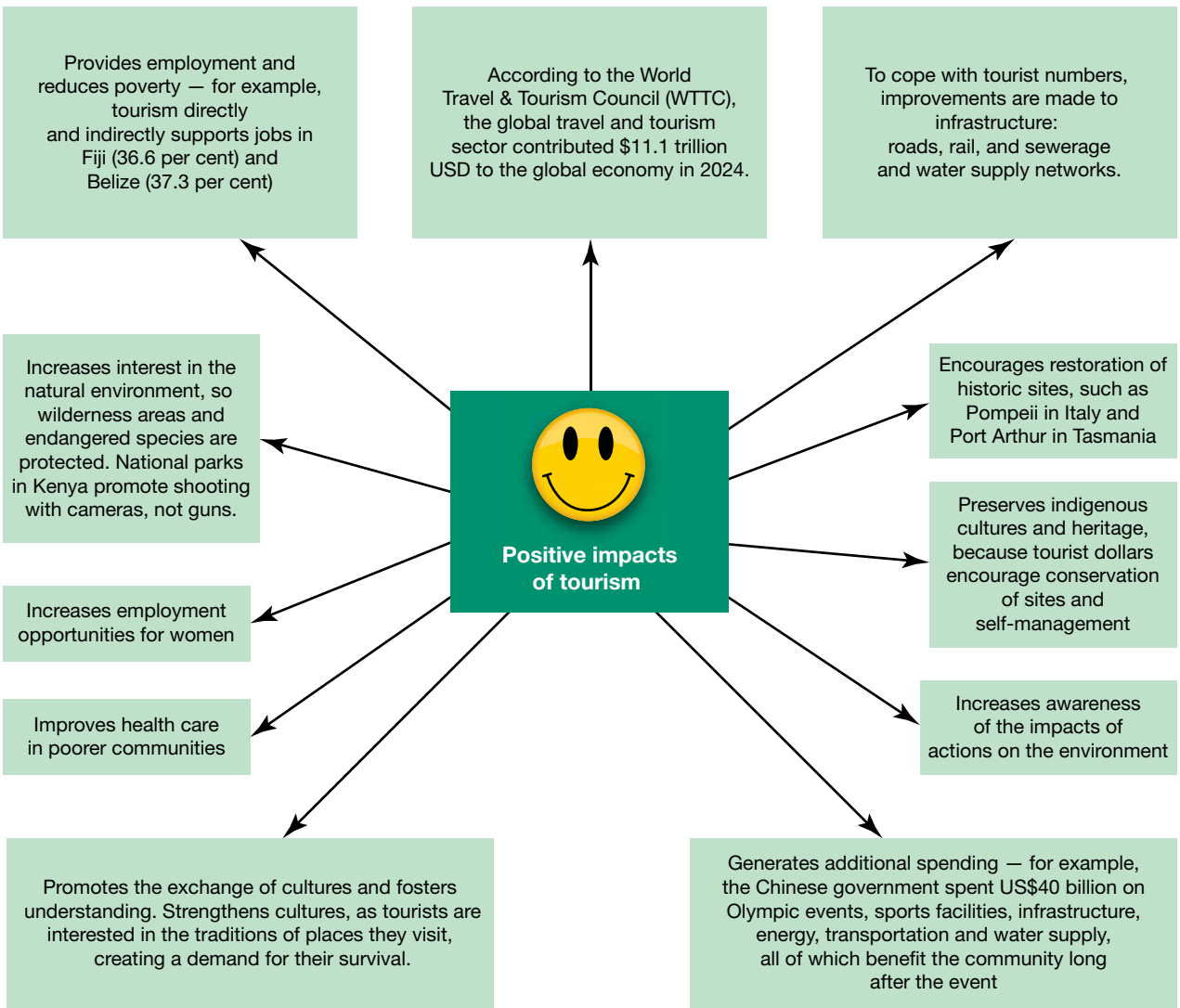
1. **Study FIGURE 1. Describe what you can see in each image.**
2. **Explain whether you think the activities shown will have a positive or negative impact on people and the environment.**

12.4.1 What are the positive impacts of tourism?

Tourism brings a range of valuable benefits to destinations and communities. It boosts local economies by creating jobs and supporting businesses, promotes cultural exchange and understanding, and encourages the preservation of heritage and natural environments. In some ways, tourism seems like the perfect industry.

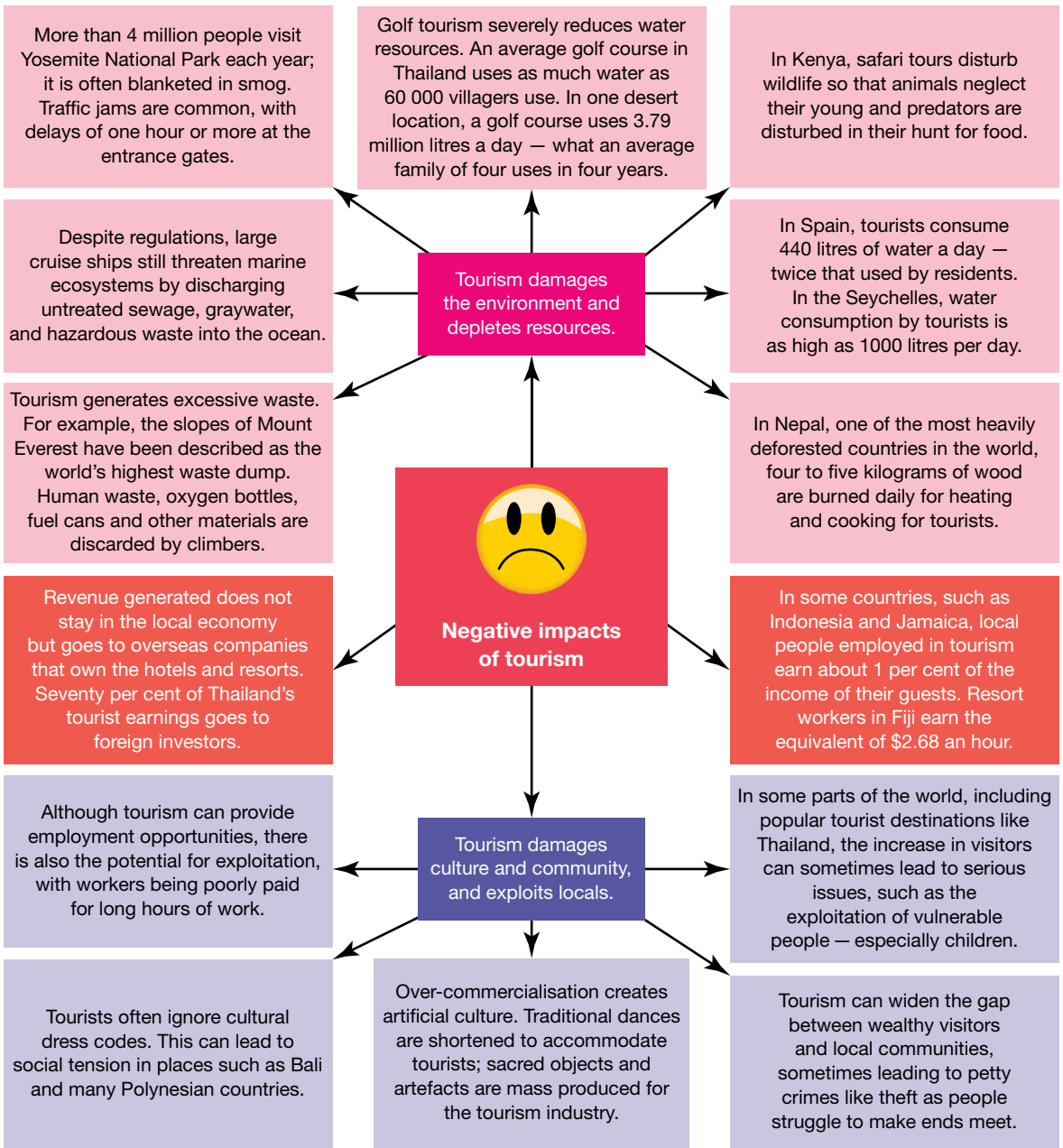
FIGURE 2 Tourism provides opportunities to learn about other cultures, such as this welcome ceremony for tourists at the Waitangi Treaty Grounds in New Zealand.

FIGURE 3 Some of the positive impacts of tourism on a diverse range of locations



While tourism brings undeniable economic and cultural benefits, it also comes with significant negative impacts. As global travel continues to grow, the strain on local environments, infrastructure and communities becomes more apparent—highlighting the need to consider the less visible costs of tourism alongside its advantages.

FIGURE 4 Some of the negative impacts of tourism on a diverse range of locations



SkillBuilder discussion

Concluding and decision-making

1. Choose a positive and negative impact of tourism from **FIGURES 3** and **4**.
2. Discuss your chosen impacts with a partner, with a view to establish the reasons for the impacts and how they can be managed.

12.4.2 Ecotourism

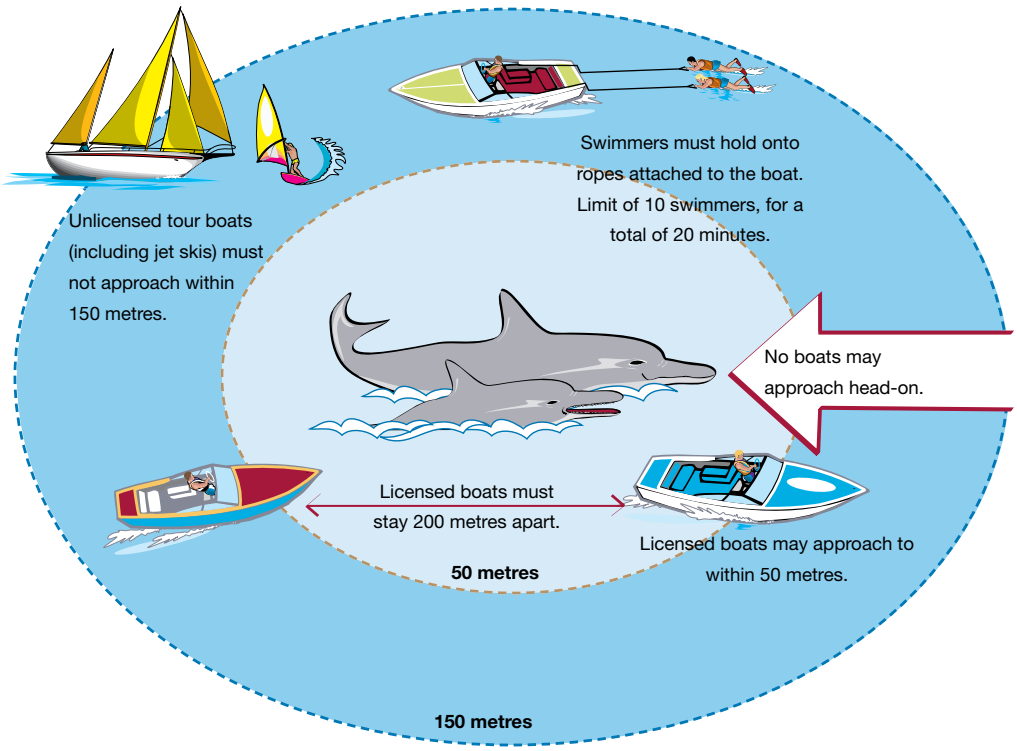
Tourism has the capacity to benefit or harm environments and cultures. **Ecotourism** emerged to manage tourism sustainably, by focusing on environmental and cultural education and controlling tourist activities and numbers. It is the fastest-growing sector in the tourism industry, increasing by 10 to 15 per cent per year.

Ecotourism differs from traditional tourism in two main ways:

- It has an educational focus; catering to tourists interested in learning about natural environment (reefs, rainforests, deserts) and cultural environments (Indigenous communities).
- It aims to limit the impact of tourist facilities and visitors on the environment.

One of the most famous examples of wildlife-based ecotourism in Australia is Monkey Mia in Western Australia. Here the wild dolphins come to shore and tourists are able to feed, swim with and touch them. **FIGURE 5** shows some of the regulations in place.

FIGURE 5 Regulations for contact with dolphins



SkillBuilder discussion

Concluding and decision-making

1. Consider **FIGURE 5**. Why do we need rules to regulate tourist interactions with dolphins?
2. Why do you think licensed boats can get closer to dolphins than unlicenced ones?
3. Do you think swimmers should be allowed to get closer? Give reasons for your answer.

12.4.3 Zoos and marine parks

Traditionally, zoos were places where animals were held in captivity for display. Evidence of ancient zoos dates back to 2500 BCE, with aristocrats and rulers in Egypt and Mesopotamia having private collections known as menageries.

Recently, increased awareness of the plight of captive animals has led to major transformations in zoo design. Modern zoos now include wildlife reserves, petting zoos, aquariums and aviaries. They strive to recreate natural habitats, such as cold environments for polar bears and heated enclosures with regulated humidity for tropical species. Additionally, zoos focus on conservation strategies like captive breeding programs for endangered species and community education. Although zoos and marine parks promote themselves as acting in the best interests of wildlife, this is not always the case.

DID YOU KNOW?

Melbourne Zoo is a popular attraction for both international and domestic tourists. Like many zoos it has undergone a transformation to recreate natural habitats and focus on education and conservation programs. Through its Fighting Extinction initiative, the zoo is actively involved in the recovery of 27 threatened native species.

CASE STUDY

Zoos Victoria

Part of Healesville Wildlife Sanctuary's captive breeding program is for the Helmeted Honeyeater, and acts as a back-up in case the wild population is wiped out by a natural disaster. The current wild population is about 230 individuals in the Yellingbo Nature Conservation Reserve, with 20 breeding pairs. The population was critically low in 1989, with 15 breeding pairs and about 50 individuals. A recovery program for the Helmeted Honeyeater commenced in 1989 along with a conservation breeding program based at Healesville Sanctuary. Captive-bred birds are released into the wild to supplement existing sites and to establish additional populations. Zoos Victoria is involved in monitoring their survival after release.

FIGURE 6 The Helmeted Honeyeater

Marine parks

Marine parks, which are similar to zoos, house marine creatures and were particularly popular in the mid to late twentieth century for their animal performances. Historically, some marine parks had issues with the captivity conditions for orcas, housing them in pools that were too small. This led to problems like collapsed dorsal fins, which are indicative of inadequate living conditions. In captivity, orcas' lifespans are halved compared to those in the wild. Moreover, young orcas were sometimes taken from the wild by killing the adults.

Due to protests and boycotts against the poor treatment of orcas, tourist numbers fell. Marine parks such as Sea World in San Diego responded by improving the conditions for animals and emphasising natural environment displays. In 2016, Sea World announced it would no longer breed orcas, making the current generation the last to be held at the marine park.

In contrast, ocean theme parks in China are experiencing a tourist boom. Across China, around 1000 marine mammals, including bottlenose dolphins, beluga whales, orcas and sea lions, are held in captivity. Many of these animals are taken directly from the wild and sold on the black market for prices ranging from US$50 000 to US$1 000 000.

Beluga whales, in particular, face significant challenges in captivity. In their natural Arctic and sub-Arctic environments, they are social animals that live in pods and travel up to 160 kilometres a day, diving to depths of 300 metres. In captivity, they are confined to shallow tanks and expected to perform tricks, which are not a part of their natural behaviour.

SkillBuilder discussion

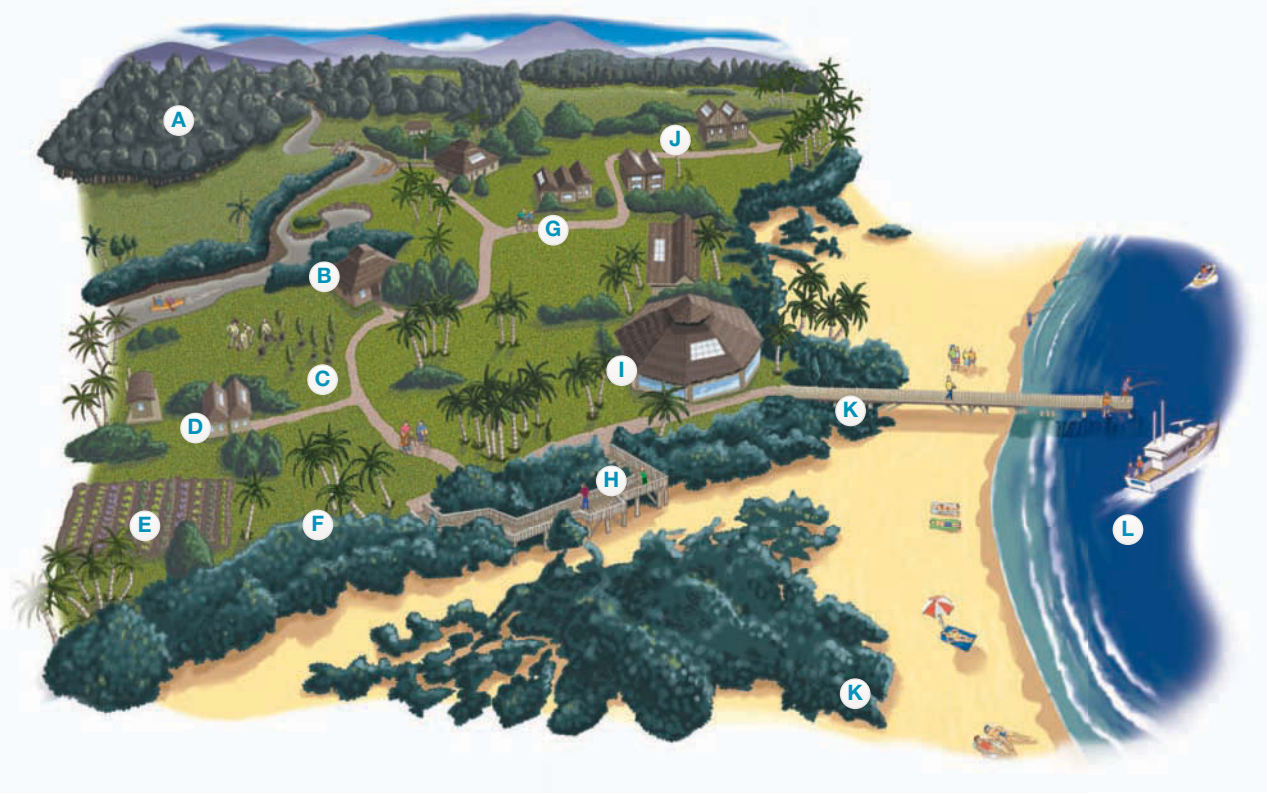
Concluding and decision-making

1. What kind of marine animal is featured in **FIGURE 7**?
2. Why might animal performances be popular attractions at marine parks?
3. Should marine animals be housed in marine parks? Give reasons for your answer.

FIGURE 7 Sea World California is home to orcas.

As an alternative to marine parks and zoos, **FIGURE 8** shows what might be considered an ideal ecotourism resort.

FIGURE 8 An ideal ecotourism resort



- **A** The natural bush is preserved, and native plants are used to revegetate or landscape the area.
- **B** Composting toilets treat human waste, and worm farms consume food waste. Water is treated with ultraviolet light rather than chlorine. Recycling is practised; for example, greywater is used in irrigation and toilet systems.
- **C** Visitors are encouraged to improve and maintain the environment by using paths or planting trees.
- **D** Buildings blend in with the natural landscape, and local materials are used. Buildings are often raised to prevent damage to plant roots. During construction, builders prevent contamination of the local environment by having workers change shoes and by washing down equipment to keep out foreign organisms.
- **E** Local organically grown produce is used, and craft markets and stalls might also be established and run by Indigenous communities, supporting the local economy, creating jobs and reducing poverty.
- **F** There is no golf course, because of the water that would need to be used and the pesticides it would require.
- **G** Low-impact, non-polluting transport, such as bicycles, is provided for guests.
- **H** Walking trails include educational information boards.
- **I** An information centre helps visitors understand the environment. Local Indigenous people are employed to educate visitors about their culture.
- **J** Electricity is generated through solar panels on the roofs of eco-cabins.
- **K** Boardwalks are built over sensitive areas such as sand dunes to protect them from damage. Boardwalks might also be constructed in the tree canopies.
- **L** Trained guides educate tourists about coral reefs and native vegetation and show visitors how to minimise their impact.

SkillBuilder discussion

Concluding and decision-making

1. How is energy generated at the resort shown in **FIGURE 8**?
2. Why are the buildings and boardwalks considered eco-friendly?
3. There are no golf clubs on the resort. **Identify** an additional activity that would not be permitted due to potential environmental harm.

12.4 SkillBuilder activity **CONCLUDING AND DECISION-MAKING, COMMUNICATING**

Visitors to ecotourism resorts are often attracted by brochures that emphasise the resort's environmental policies. These brochures also set out guidelines to follow to minimise visitor impact.

a. **Design** and **create** a brochure for the ecotourism resort illustrated in **FIGURE 8**. Use ICT tools and techniques to maximise the brochure's impact.
b. Add another eco-friendly activity to the island and devise strategies to educate tourists to minimise their impact on the environment.

12.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 9	2, 5, 6	7, 8, 10

REMEMBER AND UNDERSTAND

1. One criticism of tourism is that it is 'over-commercialised'. **Select** the two statements that best describe this term.
   A. There is too much emphasis on making money.
   B. There is too much emphasis on supporting local groups.
   C. Items are mass-produced for the tourist market.
   D. Goods are hand-made and sold in local villages.
2. Answer the following questions.
   a. **Explain** how tourism can improve living conditions for individuals living in developing nations.
   b. **Explain** how tourism may lead to an increase in the crime rate in popular tourist destinations.
3. **Identify** the statement that demonstrates how an ecotourism resort differs from a traditional tourist resort.
   A. It provides opportunities for tourists to learn about the natural and cultural environment.
   B. It aims to limit the impact of both tourists and the facilities they use on the environment.
   C. Tourist numbers are limited to minimise their impact on the environment.
   D. Recycling and waste management and minimisation strategies are actively employed.
   E. All of the above
4. **Identify** the concept of a modern zoo.
   A. Zoos are places where animals are held in captivity and are put on display for people to view.
   B. Zoos mimic the natural environments of the enclosed animals.
   C. Zoos take part in captive breeding programs as a part of a wider conservation strategy.
   D. All of the above
5. **Identify** the main aim of a captive breeding program.
   A. To create zoos
   B. To increase the numbers of endangered animals in the wild
   C. To make wild animals more accessible to ordinary people
   D. To train animal handlers
   E. To create stock for shooting parties

ANALYSE AND APPLY

6. Answer the following questions.
   a. **Explain** how tourism can lead to the preservation and conservation of ancient ruins and the creation of nature reserves.
   b. One popular tourist destination is the Inca Trial in Peru. **Describe** the negative impacts of tourism in this region and suggest possible strategies for sustainable tourism.
7. Which would be the best to develop as a tourist resort in your region: an art gallery, a museum, a cinema complex or a sports stadium? **Justify** your answer.

8. Study the ecotourism resort shown in **FIGURE 8**.
   a. **Outline** one strategy that could be used to make this ecotourism resort even more environmentally friendly.
   b. **Justify** the change that you have suggested.
9. Answer the following questions.
   a. **Discuss** the extent to which you think zoos are an ethical form of tourism.
   b. **Explain** the role zoos play in conservation programs.

EVALUATE AND COMMUNICATE

10. One of the most famous examples of wildlife-based ecotourism in Australia is Monkey Mia in Western Australia. Here the wild dolphins come in to shore and tourists can feed, swim with, and touch them.
    a. **Predict** some potential problems that might occur between dolphins and tourists.
    b. Suggest an example of sustainable ecotourism. **Justify** your answer.
    c. There is a thriving black-market trade in marine animals. **Propose** one strategy for reducing the illegal trade in wildlife.

Answers and sample responses for this topic are available online.

LESSON 12.5 How is tourism changing?

LEARNING INTENTION

By the end of this lesson you should be able to **discuss** how people's changing travel, recreational or cultural choices may affect places in the future.

Tune in

The United Nations World Tourism Organization (UNWTO) has provided the following definition of cultural tourism.

FIGURE 1 The UNWTO definition of cultural tourism

Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.

This definition appears to be quite complex.

1. **Work with a partner to break down this definition and create a simplified explanation of cultural tourism.**
2. **Mind map a list of activities or events that you think could be considered cultural tourism. Share your ideas with the rest of your class.**
3. **How difficult was it to define cultural tourism? Justify your opinion.**

12.5.1 Defining cultural tourism

People's travel, recreational and cultural choices evolve. Increased global mobility, growing interest in unique cultural experiences, and the rise of sustainable travel all shape how places adapt and thrive. This lesson focuses specifically on cultural tourism, exploring how the choices tourists make in seeking cultural experiences influence local communities, economies and environments.

Cultural tourism drives travel to historic sites like Port Arthur, the Colosseum and the Pyramids. Activities such as visiting international art galleries like the Louvre, attending performances and taking cooking courses also fall under this category.

FIGURE 2 The Louvre in Paris is one of the most popular and famous cultural tourism destinations for international travellers.

SkillBuilder discussion

Geographical inquiry

1. Look at **FIGURE 2**. What is the Louvre?
2. The Louvre has a glass pyramid, added in 1989. Why would this addition have been controversial?
3. Why do you think the Louvre is a popular tourist attraction?

Cultural tourism is expanding rapidly. The UNWTO reports that in 2024, 54 per cent of global travel plans were influenced by cultural or heritage tourism. The sector is growing at an annual rate of 7.5 per cent, with heritage tourism at 7.2 per cent. Cultural tourists tend to stay longer, averaging 45 nights compared to 31 for other tourists.

In Australia, over two-thirds of international visitors engage in cultural or heritage activities, staying an average of 45 nights compared to 36 nights for others. Tourism Research Australia (TRA) notes that cultural tourism has grown by 23 per cent over five years, outpacing the overall tourism sector's 19 per cent growth.

Cultural tourism has the added benefits of:

- boosting a country's pride in its living heritage
- providing an economic boost to local communities
- maintaining and preserving Indigenous cultures and traditions.

Despite the growing popularity of the Australian market, it did not rank in the top ten destinations in 2024. Northern hemisphere travellers are impacted by the long distances and cost of flying to Australia, favouring cheaper options in the Asian market.

12.5.2 Popular cultural events

Popular cultural events, such as festivals, concerts and sporting competitions, play a significant role in stimulating global travel and cultural tourism. These events attract visitors from around the world, offering unique opportunities to experience diverse traditions and connect with different cultures.

TABLE 1 Some examples of popular cultural tourism events

Festival (origin)	Description	Celebration regions	Duration
The Day of the Dead (Mexico)	Celebrates the dead, who are believed to awaken to celebrate with loved ones before continuing their spiritual journey	United States, Latin American countries	3 days
Holi (India, Nepal)	Marks the arrival of spring and the start of a plentiful harvest	Asia, Caribbean, North America, South Africa	2 days
Hajj (Saudi Arabia)	Pilgrimage to Mecca, expected to be made at least once in a Muslim person's lifetime	Global	5 to 6 days
Christmas and Easter (Christian cultures)	Commemorate the birth of Christ at Christmas and his resurrection at Easter	Predominantly Christian cultures, worldwide	Easter lasts for 50 days, starting on Easter Sunday and ending on Pentecost Sunday. Christmas lasts for 12 days.

The mass movement of people for these events significantly impacts both the people and the places involved.

FIGURE 3 Thousands gather to attend the Day of the Dead parade in Mexico City each year.

FIGURE 4 Muslims from all over the world make the Hajj pilgrimage to Mecca in Saudi Arabia.

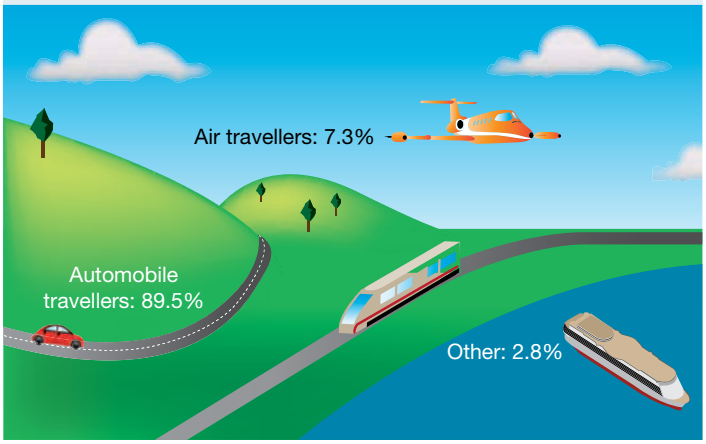
Thanksgiving

Thanksgiving in the United States is celebrated on the fourth Thursday in November, dating back to the seventeenth-century harvest celebrations. Today, it's a time for families to gather and give thanks.

The holiday period runs from Wednesday to Sunday, stretching transport systems with millions of travellers. This leads to traffic congestion and delays. Early winter storms can further complicate travel, especially in colder northern states.

The average American spends around 19 per cent of their Thanksgiving budget on travel, whether by car, air or other means (**FIGURE 5**). In 2024, 80 million people travelled during the four-day Thanksgiving period, setting a new record.

FIGURE 5 Modes of transport used for Thanksgiving travel



Chinese New Year

Chinese New Year, the longest and most significant of traditional Chinese holidays, dates back centuries and is rich in ancient myths and traditions. Festivities begin on the first day of the first month in the traditional Chinese calendar and last for 15 days, concluding with the lantern festival on Chinese New Year's Eve.

Families gather for their annual reunion dinner on Chinese New Year's Eve. The date of Chinese New Year varies each year, coinciding with the second **new moon** after the Chinese **winter solstice**, between January 21 and February 20.

FIGURE 6 For prosperity and good fortune, dragons and lion dances feature in Chinese New Year celebrations.

Chinese New Year, or Lunar New Year, is celebrated as a public holiday in many countries with large Chinese populations or lunar calendars. This often requires governments to adjust working days.

In China, many manufacturing centres close for the 15-day period, allowing tens of millions of people to travel from industrial cities to their hometowns. Overseas retailers and manufacturers, such as those in the United States and Australia, must adjust their production and shipping schedules to ensure adequate stock during this period, resulting in possible delivery delays for online shoppers.

SkillBuilder discussion

Geographical inquiry

1. Look at **FIGURE 6**. Why does the date of Chinese New Year change each year?
2. Why do you think fireworks are set off during Chinese New Year?
3. How do Chinese New Year celebrations influence social connectedness and community identity in regions with significant Chinese populations?

The impacts of cultural tourism

Chinese New Year is the largest annual movement of people in China, with nearly 1.1 billion journeys over five days. Despite rising incomes, many prefer road travel to avoid long queues for bus or rail tickets.

- In 2024, 2.2 billion trips were made by road, 480 million by train and 83.5 million by air during the 40-day Spring Festival period.
- Around US$87 billion was added to the domestic economy.
- Airlines scheduled 485 000 flights, with 37 airports open 24/7 to cope with the demand.
- Commuters often add hundreds or thousands of kilometres to their journey due to indirect routes.
- One passenger flew from Shanghai to Urumqi via Hong Kong and Beijing, adding 14 hours and 2100 kilometres to their journey due to lack of direct flights.

FIGURE 7 Travel chaos as crowds swell at China's Wuhan Railway Station after freezing rain and snow cause trains services to be suspended

Delays are inevitable due to weather conditions and additional flights. In 2024, extreme weather like heavy rain, snowstorms, freezing conditions and fog caused travel disruptions, including flight cancellations and road and rail closures (**FIGURE 7**). Over 100 000 people were stranded in vehicles or shelters, with 3500 officers deployed to maintain order and safety.

China's high-speed rail network, spanning over 45 000 kilometres, struggled with 100 000 bookings per minute. To ease congestion, facial-recognition software and ticketless travel were introduced. High demand leads to high prices, with scalpers charging double or triple the usual cost.

Motorbike travel is a cheaper alternative, with some journeys exceeding 400 kilometres. Despite China's extensive road network, congestion is inevitable when 2.2 billion people travel. Electric car drivers can recharge at one of the 2 million charging stations.

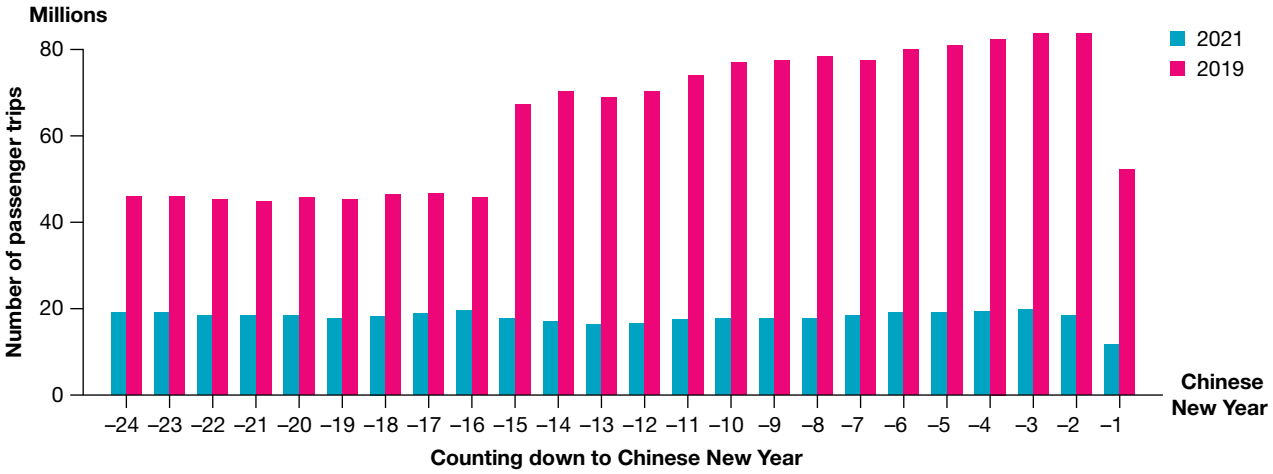
Amid these challenges, more than 7 million Chinese celebrated abroad, while others worked through the holiday for higher pay. Employers offered triple pay for delivery drivers, and relaxed visa requirements saw 3.23 million people arrive from overseas to celebrate in China.

Chinese New Year and COVID-19

In 2020, COVID-19 significantly impacted Lunar New Year travel. Three cities were in lockdown, and many others imposed strict travel restrictions, leading many people to avoid travel to reduce infection risk. To prevent the virus spreading, the Chinese government discouraged travel and extended the holiday by three days to minimise the size of family gatherings.

In 2021, travel levels remained much lower than in 2019, with 70 per cent fewer trips recorded in the lead-up to Chinese New Year due to the ongoing pandemic (**FIGURE 8**).

FIGURE 8 Comparing the domestic movement of people in China before and during the pandemic



12.5 SkillBuilder activity GEOGRAPHICAL INQUIRY, CONCLUDING AND DECISION-MAKING

There are several events on the Australian Events calendar each year. Some of which coincide with a public holiday. Examples include:

- Moomba
- Melbourne Cup
- Grand Final Parade and Grand Final (AFL)
- ANZAC Day
- Mardi Gras.

1. **Select** one of these events to investigate in more detail. Devise your own research questions to find out more about the history of the event and when it is held.
   a. What statistics can you find in relation to this event?
   b. **Discuss** the ways in which this cultural event impacts the place and also human wellbeing.
2. **Select** an appropriate mode in which to present your findings.

12.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 5, 6	2, 3, 10	7, 8, 9

REMEMBER AND UNDERSTAND

1. **Identify** the focus of cultural tourism.
   - A. The natural environment
   - B. People travelling to overseas destinations for medical care and procedures
   - C. The way of life of people in a geographical region
   - D. Managing tourism in a sustainable way
2. **Explain** why Thanksgiving and Chinese New Year are regarded as cultural events.
3. **Explain** why Chinese New Year leads to industries shutting down for 15 days.
4. **Select** the sentence that best defines the purpose of a pilgrimage.
   - A. A trip to an overseas family wedding
   - B. A journey usually made by an individual, typically with a spiritual significance
   - C. A package holiday to Thailand
   - D. A wine tour of France

ANALYSE AND APPLY

5. Using the content in lesson 12.5, **identify** the correct answer for each question relating to the celebrations of Thanksgiving and Chinese New Year.
   - a. Thanksgiving
     - i. Number of trips taken
     - ii. Most common form of transport
     - iii. Length of holiday period
     - iv. Purpose of trip/activities
   - b. Chinese New Year
     - i. Number of trips taken
     - ii. Most common form of transport
     - iii. Length of holiday period
     - iv. Purpose of trip/activities
6. Write a paragraph **explaining** how cultural events can *change* people, *places* and the *environment*.
7. **Describe** the impact the weather might have on a cultural event.
8. Write a paragraph describing a traditional cultural event that you and your family celebrate. Is it an example of cultural tourism? **Justify** reasons for your answer.
9. **Explain** the impact Chinese New Year might have on a clothing import business in Australia.
10. How can cultural tourism contribute to the economic and social development of a destination while also preserving its cultural heritage and minimising environmental impact?

Answers and sample responses for this topic are available online.

LESSON 12.6 Aboriginal and Torres Strait Islander Peoples and Tourism

Aboriginal and Torres Strait Islander Peoples should be aware that this lesson may contain images, voices and names of deceased persons.

LEARNING INTENTION

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

- **explain** the growing trend in Aboriginal and Torres Strait Islander Peoples' tourism
- **describe** the impacts of tourism on Aboriginal and Torres Strait Islander Peoples and their Country and Place.

Tune in

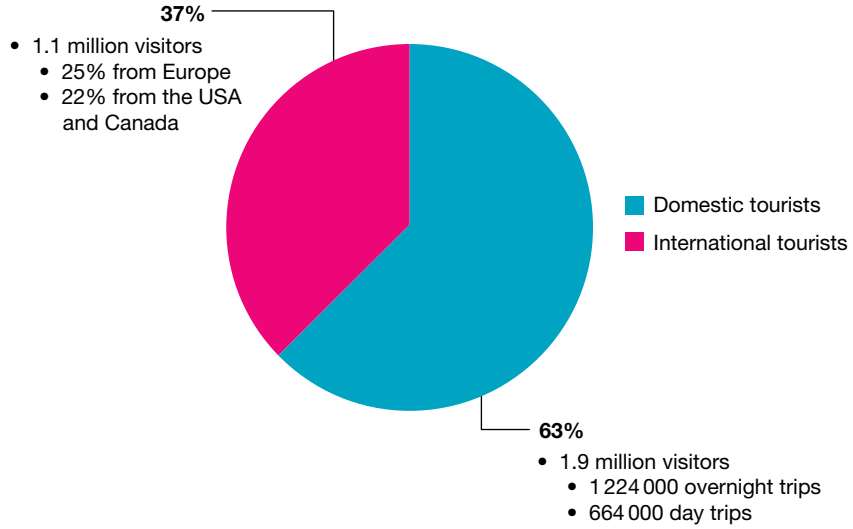
FIGURE 1 A smoking ceremony not only welcomes visitors to Country, but also cleanses and protects them from bad spirits. It strengthens connection to the land, its history and past generations.

1. **Why is Welcome to Country an important ceremony?**
2. **Describe the part of the ceremony that you can see.**
3. **What else do you think might occur as part of Welcome to Country?**
4. **Do you think a similar ceremony might form part of a cultural tourism experience? Explain your answer.**

12.6.1 An experience increasing in demand

In the 2023–24 tourism financial year, there were three million trips that incorporated Aboriginal and Torres Strait Islander Peoples' activities. Almost half of the international visitors who include this type of cultural tourism in their itinerary are from Europe, the United States and Canada.

FIGURE 2 Three million trips to Australia included an Aboriginal and Torres Strait Islander Peoples' activity, 2023–24



SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 2**. Does Aboriginal and Torres Strait Islander Peoples' tourism attract more domestic or international visitors?
2. Why do you think this is a growth area for tourism?
3. Describe what type of activity you would like to do to learn more about Aboriginal and Torres Strait Islander Peoples' culture.

The most popular activities for international travellers was Aboriginal and Torres Strait Islander Peoples' art/craft or cultural displays, while the domestic market opted for visiting an Aboriginal and Torres Strait Islander Peoples site or community.

It is predicted that by 2034, Aboriginal and Torres Strait Islander Peoples' tourism will reach $67 billion in value; giving visitors the opportunity to experience and learn about culture and traditions and injecting revenue into remote communities, empowering Aboriginal and Torres Strait Islander Peoples to take control of their economic future.

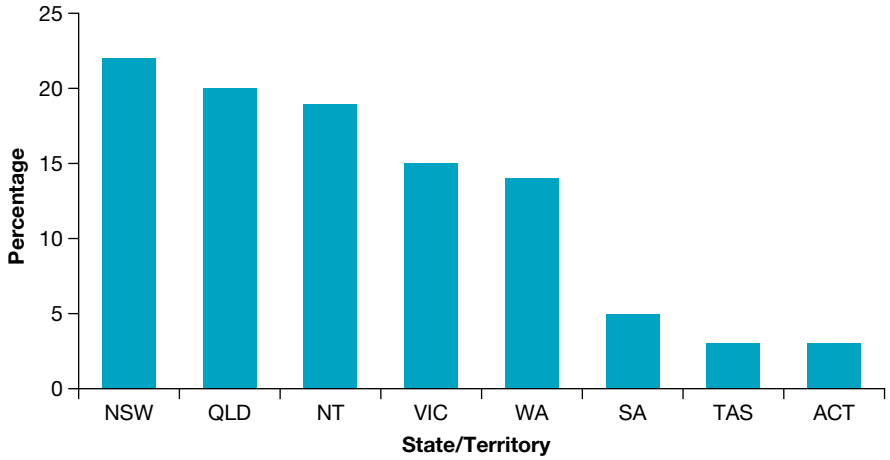
12.6.2 Where do tourists go?

Sydney is the most popular destination for international tourists, welcoming around 3.4 million visitors by the end of June 2024. In comparison, Melbourne welcomed 2.1 million visitors, and Brisbane received 1.5 million.

It is therefore not surprising that both New South Wales and Queensland rank highly in attracting tourists to Aboriginal and Torres Strait Islander Peoples' cultural events. **FIGURE 3** shows that these states are also popular destinations for domestic tourists.

There are many popular tourist destinations in each state and territory. These sites offer a unique opportunity for visitors, both domestic and international, to engage with the world's oldest continuous culture. Through storytelling, traditional dance, art and guided tours conducted by Aboriginal and Torres Strait Islander guides, visitors are able to gain an insight into Australia's rich Aboriginal and Torres Strait Islander Peoples heritage and their ongoing spiritual connection to Country.

FIGURE 3 Visitor share of the domestic cultural tourism market



DID YOU KNOW?

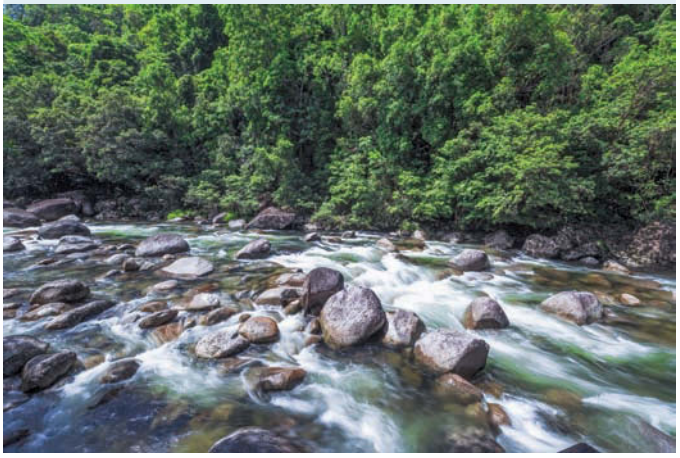
A Welcome to Country must be offered by an Aboriginal and Torres Strait Islander Peoples' Elder or an Indigenous person who has been endorsed by the local Aboriginal and Torres Strait Islander Peoples' community upon which the ceremony takes place and officially welcomes visitors to their Country. Whereas an Acknowledgement of Country can be offered by anyone and is spoken to show respect to the Traditional Owners and their continuing connection to Country.

12.6.3 Exploring Aboriginal cultural heritage at Mossman Gorge

Mossman Gorge is located in far north Queensland, approximately 80 kilometres north of Cairns. The region is part of the Wet Tropics and lies within the Daintree National Park, a World Heritage area of cultural significance to Aboriginal and Torres Strait Islander Peoples.

The ancestry of the traditional owners, the Kuku Yalanji people, dates back over 50 000 years. Their rich cultural heritage is deeply entwined with the natural features of the landscape such as Manjal Dimbi (Mt Demi) and the Granite Boulders (**FIGURE 4**).

FIGURE 4 Boulders at Mossman Gorge — they are seen as a resting place for ancestral spirits.



Visitors to Mossman Gorge are welcomed onto Kuku Yalanji lands with a traditional Welcome to Country and Smoking Ceremony, conducted by Aboriginal and Torres Strait Islander guides. The ceremony marks the beginning of the Ngadiku Dreamtime Walk, which provides an insight into the cultural and spiritual significance of the land.

Dreamtime Walks include the traditional use of plants, bush food and medicinal plants (**FIGURE 6**) and the construction of traditional bark shelters known as humpies (**FIGURE 5**). Additionally, guides demonstrate traditional practices such as making soap and using ochre for painting.

FIGURE 5 A humpy — traditional shelter used by Aboriginal and Torres Strait Islander Peoples in the bush

SkillBuilder discussion

Geographical inquiry

1. What do you think was used to make the humpy shown in **FIGURE 5**, and how was it put together?
2. How does the design and construction of a humpy reflect the environmental and cultural needs of the Aboriginal Peoples in the region?

FIGURE 6 **(a)** Nutmeg fruit, which has split, revealing the nutmeg seed inside; **(b)** Working with ochre

SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 6**. What is nutmeg and how might this be used?
2. What do you think ochre is used for in Aboriginal cultures, and how does its use relate to the environment and social practices of the communities?

While cultural tourism at Mossman Gorge offers economic and cultural benefits, it also presents several challenges that impact the local community and environment:

- *Community disruption:* The high volume of tourists passing through the Mossman Gorge community can disrupt daily life, as the only access road divides the community, affecting privacy and creating potential safety concerns. The increased intrusion can lead to a sense of loss of privacy and community cohesion.
- *Environmental concerns:* Tourism activities pose environmental risks, including disturbances to flora and fauna, and noise pollution. Managing these impacts requires careful planning to preserve the integrity of the World Heritage-listed Daintree Rainforest.
- *Cultural sensitivity:* Some visitors may not fully appreciate the cultural significance of Mossman Gorge, leading to misunderstandings or disrespectful behaviour. Some studies have indicated that some visitors did not find the Aboriginal cultural information provided to be as engaging or informative as intended, highlighting an opportunity for enhancing cultural education and engagement strategies.

12.6.4 The power of science in preserving Australia's cultural heritage

A state-of-the-art digital system is being used to preserve the cultures of Aboriginal and Torres Strait Islander Peoples from the Kimberley Region in Western Australia to Port Augusta in South Australia.

The project began as a joint venture between the Anangu Peoples, the traditional owners of Uluru-Kata Tjuta National Park and Parks Australia. It aims to document and conserve the 80 rock art sites which were under threat from visitors, invasive species such as wasps, water damage and dust.

SkillBuilder discussion

Concluding and decision-making

1. What does rock art represent, and how does it help us understand the cultures that created it?
2. How old do you think the rock art in **FIGURE 7** might be, and what could help determine its age?
3. Why is it important to preserve rock art, both for history and its cultural significance?

FIGURE 7 Aboriginal and Torres Strait Islander Peoples' Australian rock art is recorded in a database

A multimedia interactive database is preserving the rich heritage of Aboriginal and Torres Strait Islander Peoples. It records traditions passed down through song, dance, stories and relationships, using icons and graphics to overcome language and reading challenges.

The database features three levels of information: men's sites, women's sites and public sites. The use of passwords ensures sensitive information is not available to the public.

Digital soundtracks, video clips, site plans, photographs, cultural sites, traditional land management strategies and memories from 60 000 years of Anangu history, including the first contact with white settlers, have been captured for future generations.

12.6 SkillBuilder activity COMMUNICATING

Aboriginal and Torres Strait Islander Peoples' cultural celebrations include:

- NAIDOC Week
- Barunga Festival
- Garma Festival
- Partjimma Festival of Light
- Desert Mob
- Taste of Kakadu.

1. **Select** one of these events to investigate in more detail. **Devise** your own research questions to find out more about the history of this event — when, how and why it occurs.
2. **Outline** some of the positive and negative implications of your chosen event.

Select an appropriate mode of presentation and share your findings with the class.

12.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 8	3, 5, 9	6, 7, 10

REMEMBER AND UNDERSTAND

1. What is a humpy?
   - A. An animal used to transport goods through the rainforest
   - B. A traditional Aboriginal and Torres Strait Islander Peoples shelter
   - C. A species of bird
   - D. A tropical fruit used as a medicine
2. Aboriginal and Torres Strait Islander Peoples' tourism attracts more international than domestic tourists. True or False?
3. **Explain** why Aboriginal and Torres Strait Islander Peoples' events are included in tourism itineraries.
4. **Identify** the correct statement in relation to Aboriginal and Torres Strait Islander Peoples' tourism.
   - A. NSW attracts more domestic tourists, and Victoria attracts more international tourists.
   - B. Victoria attracts more domestic tourists, and NSW more international tourists.
   - C. Victoria attracts more tourists than NSW.
   - D. NSW attracts more tourists than Victoria.
5. The boulders at Mossman Gorge are made of:
   - A. sandstone.
   - B. granite.
   - C. limestone.
   - D. basalt.

ANALYSE AND APPLY

6. **Explain** the difference between a Welcome to Country and Acknowledgement of Country.
7. **Explain** why Dreamtime Walks are conducted by Aboriginal and Torres Strait Islander guides.
8. **Identify** the traditional owners of Mossman Gorge and how far back their connection to the land dates.

EVALUATE AND COMMUNICATE

9. **Suggest** reasons for the Daintree Rainforest being a World Heritage Area.
10. **Evaluate** how tourism affects Aboriginal and Torres Strait Islander cultures and communities.

Answers and sample responses for this topic are available online.

LESSON 12.7 What are the impacts of recreational tourism?

LEARNING INTENTION

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

- **discuss** the increasing popularity of recreational tourism
- **identify** both positive and negative impacts of recreational tourism.

Tune in

Did you know that cities promote the Olympic Games to their own citizens by explaining that there will be a substantial flow-on to tourism, and therefore an increase in customers and business opportunity? However, this is not always the case.

TABLE 1 Olympic Games' impact on tourism

Olympics	Year	Impact on tourism
London (summer)	2012	Hotels, restaurants and cultural sites in London recorded a 40 per cent fall in tourism activity during the games.
Sochi (winter)	2014	Saw an increase in domestic tourism following the games but no impact on international arrivals.
Rio (summer)	2016	A tourist boom, with a 30 per cent increase in tourist arrivals than for the same time 12 months earlier.
Tokyo (summer)	2020	Postponed due to COVID-19. Travel restrictions and health concerns kept tourists away. Games held without spectators, providing no economic benefit for Japan.

1. **Why do you think the Olympics has a hit-or-miss impact on tourism?**
2. **Do you want to go to the Olympics? Give reasons for your answer.**
3. **Share your ideas with the rest of the class.**

12.7.1 How are tourism and recreation connected?

Recreational tourism involves people travelling to view or participate in sporting events or pursuits. **Hard sport tourism** refers to travel for competitive sports, either to participate or watch. **Soft sport tourism** involves recreational activities like skiing, fishing and hiking. A common trait among sport tourists is their passion for the sport and willingness to spend money on it.

Recreational tourism is an expanding sector, accounting for around 10 per cent of global tourism expenditures and contributing approximately $589.87 billion to global economies each year. An estimated 12 to 15 million international trips are made annually to view or participate in sporting events. Growing at a rate of 17.5 per cent per year, it is expected to be valued at $2.09 trillion by 2039. But what impact does this have on people and places?

FIGURE 1 On the trail – soft sport tourism or soft adventure is the term used to describe the type of adventure tourism that requires little or no experience and is low risk

Governments spend millions to attract people to events like the Olympics, cricket, the FIFA World Cup and motor racing. These events also require:

- construction of new stadiums
- expansion and upgrades of transport networks
- improvements to airport facilities
- clean-ups of cities for tourists' arrival.

SkillBuilder discussion

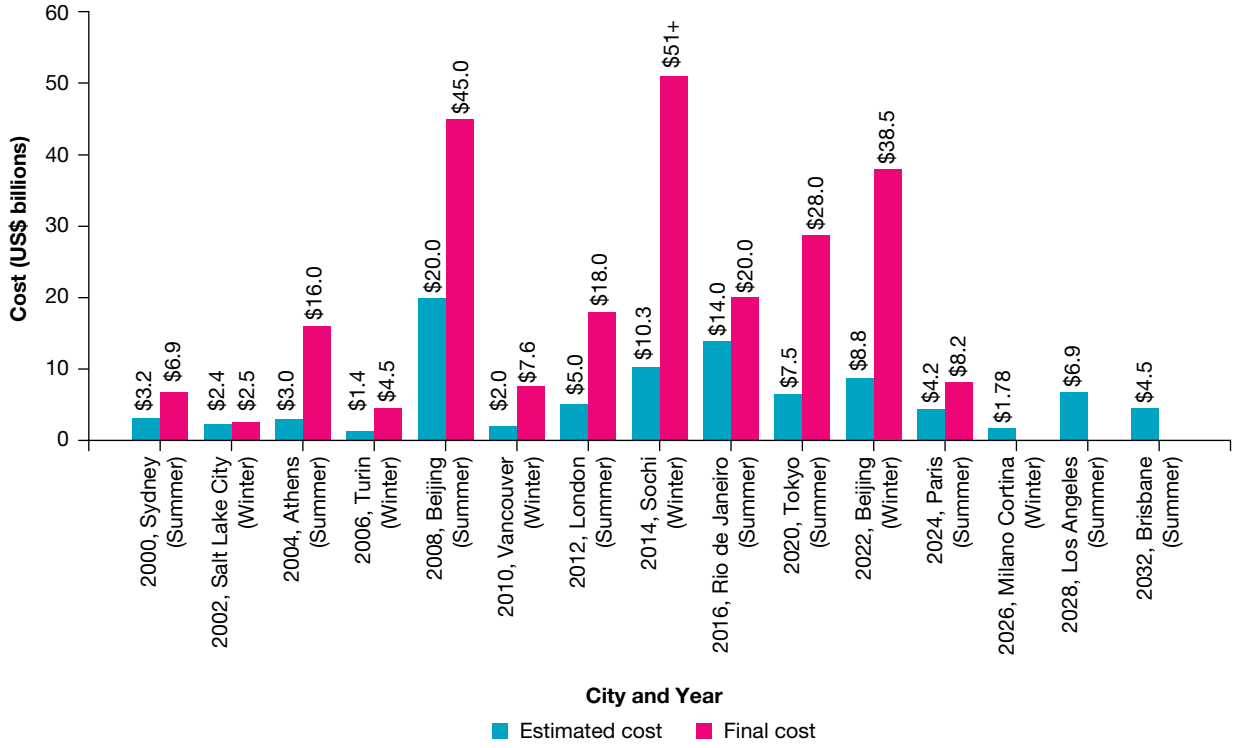
Concluding and decision-making

1. Make a list of some other soft sport tourism activities.
2. Suggest why this type of tourism might be popular.

12.7.2 The Olympics

Major sporting events such as the Olympic Games translate into improved infrastructure, and provide the host city with considerable international exposure, but this comes at a substantial cost (see **FIGURE 2**). Does this bring in more tourists and justify the capital outlay?

FIGURE 2 Olympics expenditure (summer and winter) including infrastructure



SkillBuilder discussion

Concluding and decision-making

1. Suggest why the cost estimates for holding the Olympics are inaccurate.
2. Which city had the largest difference between estimated and final cost, as shown in **FIGURE 2**?
3. Why do you think it costs so much to hold an Olympic event?

Economists generally agree that the costs of hosting major events like the FIFA World Cup or the Olympics exceed any anticipated long-term benefits. Since 1960, every Olympics has exceeded its budget by an average of 172 per cent and usually runs at a loss.

- The Beijing Olympics cost $40 billion and generated only $3.6 billion in revenue.
- The London Olympics cost $18 billion and generated $5.2 billion in revenue.
- The Athens Olympics contributed to Greece's debt crisis, with many stadiums now in ruins.

TABLE 2 Examples of Olympic events and associated benefits and costs

Olympics	Issues and additional information	Positive outcomes	Estimated cost
Rio de Janeiro 2016	• Political and economic controversy • Unused venues • Athletes' village largely empty • 7% of apartments sold • Plunged Brazil into recession	• Upgrades to public transport • Upgrades to sewerage systems • Construction industry boost	• $20 billion
Beijing 2008	• Future costs imposed on host cities • Displacement of 1.5 million people • Bird's Nest rarely used	• Public transport improvements • Upgrades to sewerage networks	• $460 million for Bird's Nest, $10 million annually to maintain
London 2012	• Fewer visitors to city than anticipated • Empty seats	• Tourism spending rose by 9% • Construction industry boost	• $18 billion
Tokyo 2021	• Postponed due to COVID-19 • Empty stadiums	• International Olympic Committee generated billions from broadcasting rights	• $13 billion

12.7.3 Other recreational events

Regular sporting events can financially benefit host locations. Many international tourists visiting the United Kingdom include sports events in their itineraries, with soccer being the most popular. Sports tourists generally stay longer, are not deterred by the weather, and tend to spend more money. In Australia, football's popularity is evident across AFL, soccer and rugby league, with many fans travelling interstate to watch their teams.

It's not just football that attracts crowds; the English cricket team has a loyal following with the Barmy Army, and Australian fans often participate in organised sporting tours for major events in cricket, tennis, rugby and golf.

SkillBuilder discussion

Concluding and decision-making

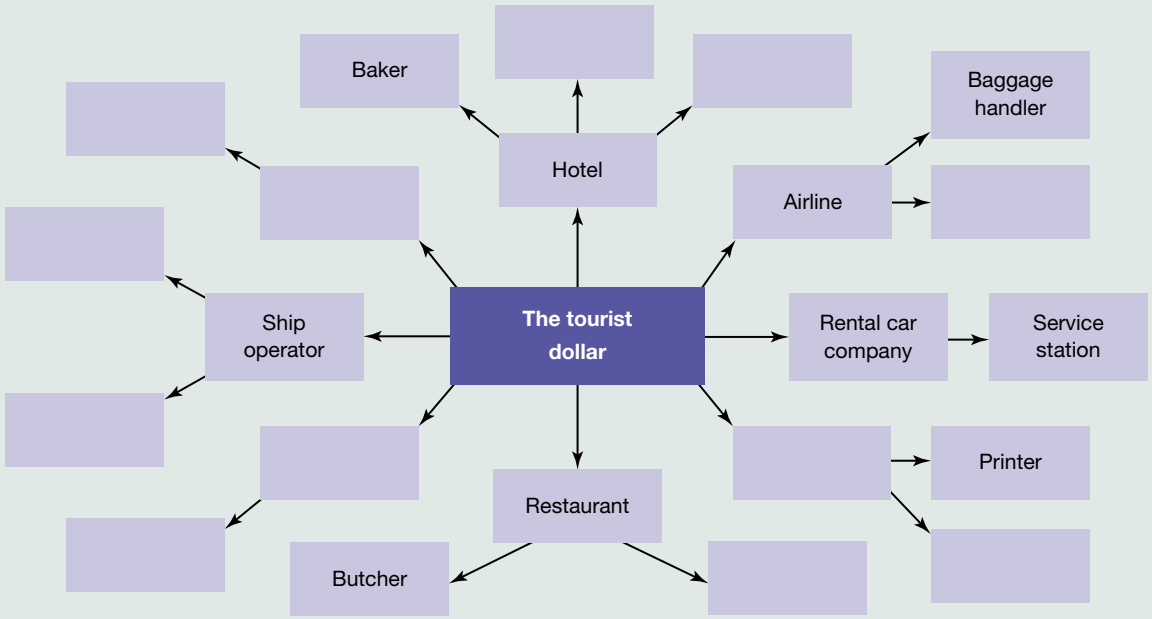
1. Look at **FIGURE 3**. Is the Barmy Army an example of hard or soft tourism? Explain your answer.
2. Would you travel interstate to watch your football team play? Give reasons for your answer.
3. Discuss how recreational tourism can change a place at a certain time.

FIGURE 3 The Barmy Army are English cricket fans who travel the world to cheer on the English cricket team.

12.7 SkillBuilder activity CONCLUDING AND DECISION-MAKING

Phillip Island is located 100 kilometres south-west of Melbourne, Victoria, and is linked to the mainland by a bridge. The island is only 102 km² and has a population of around 10 000. The area is popular for its beaches and wildlife, but is also home to a Grand Prix racing circuit that stages a variety of motor sports throughout the year. Collectively, more than $140 million is generated annually from the circuit's car and bike activities. Three events — the Moto GP, V8 Supercars and Superbikes — bring in around $80 million. Each of these events attracts more than 90 000 people to the island.

a. **Identify** the facilities needed to cater for such a large influx of people.
b. **Create** a mind map, such as the one below, for the Phillip Island Grand Prix, to show how the tourist dollar might flow from one job to the next.



c. **Summarise** the negative consequences that might result from having a Grand Prix Circuit on Phillip Island. Make sure you consider the impact of people and the environment, as well as the scale of such effects.
d. Write a paragraph, **explaining** the interconnection between the location of sporting facilities and their impact on people and places.
e. Do you think this is an example of sustainable tourism? **Justify** your point of view.

12.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 9	5, 6, 7, 8	3, 4, 10

REMEMBER AND UNDERSTAND

1. **Define** 'hard sport tourism'.
   A. Tourism in which someone travels to either actively participate in or watch a competitive sport as the secondary reason for their travel
   B. Tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel
   C. Tourism in which someone travels to either actively participate in or watch a fashion show as the main reason for their travel
   D. Tourism in which someone goes to a sporting event while already on a trip
2. **Define** 'soft sport tourism'.
   A. Tourism in which someone competes in a fishing event as part of their travel
   B. Tourism in which someone participates competitively in activities such as skiing, fishing and hiking as part of their travel
   C. Tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel
   D. Tourism in which someone participates competitively in activities such as football as part of their travel
3. **Identify** a reason why some of the stadiums built for the Rio de Janeiro Olympic Games were temporary, rather than permanent.
   A. They would not be needed after the Games and could easily be dismantled.
   B. The people did not want new stadiums.
   C. The stadiums were too ugly to keep.
   D. It was not possible to build permanent structures in time for the Games.
4. **Create** a table that classifies the impacts of tourism as positive or negative.
5. **Select** two positive and two negative impacts of sports tourism. For each impact, **explain** how it affects people and places.

ANALYSE AND APPLY

6. **Explain** why the Olympics often result in a nation being heavily in debt.
7. **Explain** how hosting a major international sporting event can lead to improvements in infrastructure.
8. **Identify** a financial benefit of hosting a major sporting event. In your opinion, does the benefit outweigh the cost? **Justify** your answer.

EVALUATE AND COMMUNICATE

9. Queensland has recently been awarded the 2032 Olympic Games. Considering the pros and cons of hosting such a major event, **propose** advice for the Queensland Government.
10. A leading economist recently said, 'Major events such as the Olympics should be hosted by developed countries; the cost to developing nations is too great.' **To what extent** do you agree with this statement? **Justify** your view.

Answers and sample responses for this topic are available online.

LESSON 12.8 The rise of music tourism

LEARNING INTENTION

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

- **discuss** the increasing popularity in music tourism
- **explain** the interconnection between music and travel.

Tune in

Did you know the phrase 'Beatlemania' was created by a psychologist to describe the frenzy surrounding the Beatles when they toured and performed.

FIGURE 1 The Beatles waving to fans outside the Southern Cross Hotel, Melbourne in 1964

1. **Who are the Beatles?**
2. **It is estimated that over 1.5 million people attended Beatles concerts between 1960 and 1966. Why do you think so many people have gathered to see them?**
3. **In Melbourne alone, over 250 000 fans lined the streets to catch a glimpse of the band. Why was this such a significant event?**

12.8.1 Connecting tourism and music

Music tourism, as part of recreational tourism, has become a significant industry, although it is not at all a recent phenomenon. However, the advent of budget airlines, along with the capability to bundle flights and accommodation with concert or festival tickets, have made music-based recreational tourism more accessible to a broader audience.

Globally, the music tourism market is valued at US$6.44 billion and is projected to grow at around 9.2 per cent annually and be worth US$15.53 billion by 2034.

12.8.2 Landmark tourism

Some tourists elect to visit music landmarks such as Graceland in Memphis, Tennessee, the home of the legendary Elvis Presley. Others visit the famed Abbey Road and the Cavern Club where the Beatles first played. Music festivals, recording studios and museums draw large numbers of visitors.

SkillBuilder discussion

Geographical inquiry

1. ABBA had hit music in the 1970s. Can you name any of ABBA's songs?
2. Why would people want to visit an interactive exhibit such as the one shown in **FIGURE 2**?
3. ABBA are originally from Sweden. How has their music spread to all parts of the world?

FIGURE 2 The ABBA Museum in Sweden is an interactive experience where visitors can try on stage costumes and sing karaoke on a stage with virtual avatars of the band.

12.8.3 Concert tourism

Concert tourism is big business and leads to the movement of a lot of people to and from different places. When Adele performed at Caesars Palace in Las Vegas, she drew fans from over 134 countries. In Munich, she performed in a custom-built arena with a stage featuring a 220-metre-long LED screen (the largest temporary outdoor screen ever constructed). She drew a total audience of 730 000 across her ten shows in an arena with an 80 000 seat capacity.

While Coldplay's Music of the Spheres World Tour grossed US$1.14 billion, the band performed across multiple continents to a combined audience of around 10.3 million people. Determined to ensure their tour was sustainable, their innovative stage design meant their shows produced fewer carbon emissions. Special kinetic floors were installed; as concert goers danced, their collective steps were converted into energy that helped power the venue (**FIGURE 3**).

SkillBuilder discussion

Communicating

1. Where is the band Coldplay from?
2. Why might a band such as Coldplay be concerned about sustainability?
3. Have you seen a live music performance? If so, who performed and where?

FIGURE 3 Coldplay performing in New Zealand

The Eras Tour — Taylor Swift

Taylor Swift's Eras Tour broke numerous records and provided a boost to global economies. Fans were able to book flights, accommodation and concert tickets together, saving travellers up to 30 per cent (**FIGURE 4**).

FIGURE 4 The Eras Tour, for Taylor Swift, was a record breaker

SkillBuilder discussion

Geographical inquiry

1. Study **FIGURE 4**. Why do you think Taylor Swift's tour broke so many records?
2. Calculate the average earnings per show during the Eras Tour.
3. Discuss how recreational music tourism can connect people and place.

Below are some of the other biggest music concerts in recent years, in terms of attendance.

- Pink's Summer Carnival Tour, which sold nearly one million tickets in Australia and New Zealand.
- Coldplay's Music of the Spheres Tour, which drew huge crowds, selling an estimated 700 000 tickets across Australia and New Zealand.
- Olivia Rodrigo's GUTS tour, which was another major event, one of the top three most attended concerts in 2024.

12.8 SkillBuilder activity CONCLUDING AND DECISION-MAKING, COMMUNICATING

In 2021, Coldplay announced that they were focusing on creating sustainable concert tours and reducing the carbon footprint of their tours.

1. **Investigate** the methods used by Coldplay and other artists to make their tours more sustainable.
2. Working in groups, **design** a directory that contains strategies for a sustainable concert tour. Your directory must **identify** and **explain** each listing. Each group member should contribute three or four items.

12.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4	3, 5, 6, 8	7, 9

REMEMBER AND UNDERSTAND

1. **Identify** the unique stage feature at Adele's concerts in Munich.
   - A. A kinetic floor
   - B. A 220-metre-long plasma screen
   - C. A 220-metre-long LED screen
   - D. It was free
2. Which of the following is not an example of music tourism?
   - A. A visit to a famous recording studio
   - B. Attending a music festival
   - C. Downloading or streaming music
   - D. Visiting the ABBA museum
3. **Explain** the benefit of combining music tourism with travel.
4. The Music of the Spheres World Tour grossed more than the Eras Tour. True or False?

ANALYSE AND APPLY

5. **Explain** what you understand by the term 'music tourism'.
6. **Define** the term 'secondary market' in relation to ticket sales.
7. **Explain** the role played by kinetic floors at Coldplay's Music of the Spheres World Tour.

EVALUATE AND COMMUNICATE

8. **Evaluate** Taylor Swift's tour revenue compared to the number of shows she performed.
9. **Propose** three essential elements that are needed for a sustainable music tour.

Answers and sample responses for this topic are available online.

LESSON 12.9 Investigating topographic maps — Nature-driven tourism at Victoria Falls

LEARNING INTENTION

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

- **identify** features on a topographic map
- **examine** the impacts of tourism at a specific location.

12.9.1 Tourist mecca

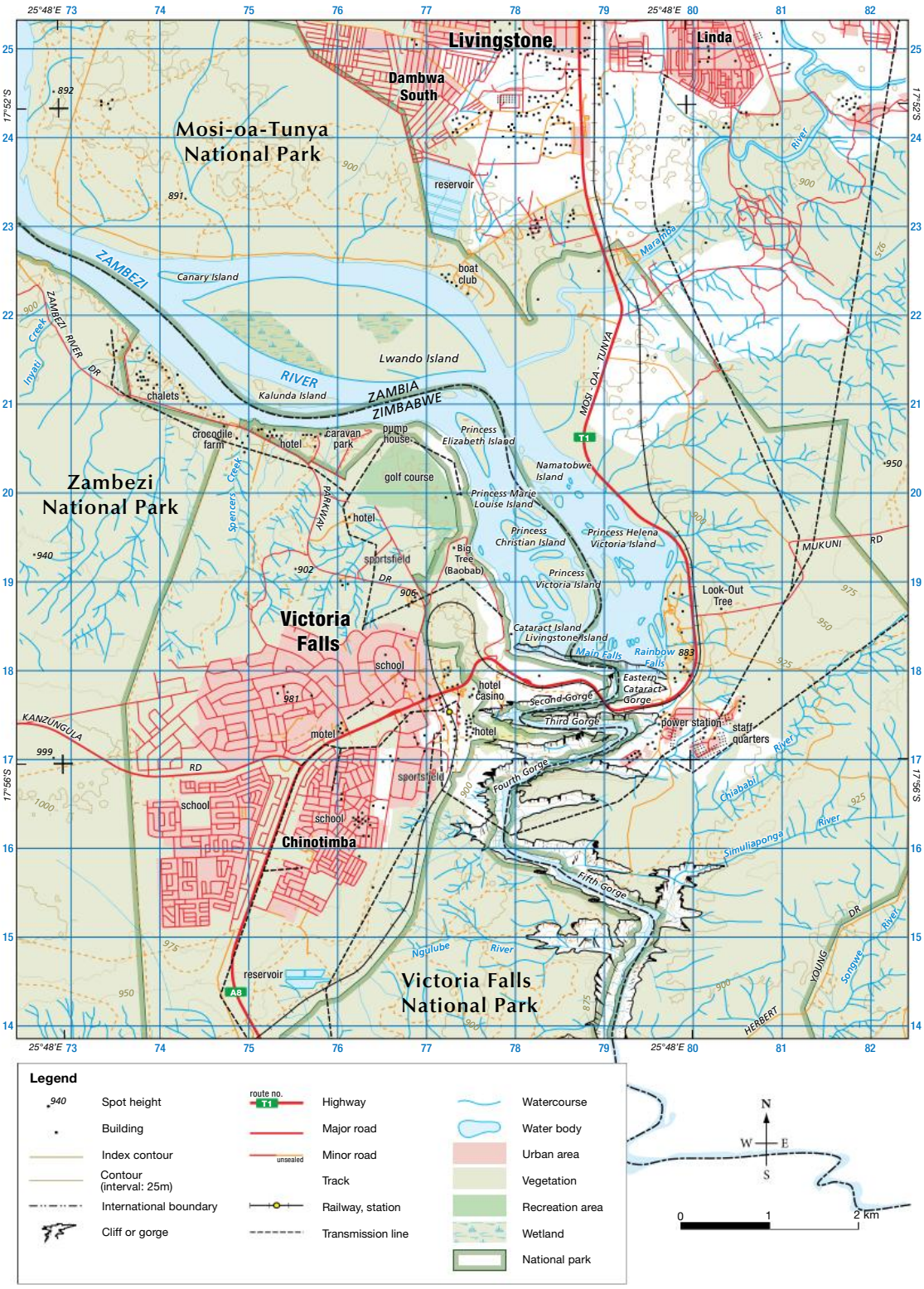
Victoria Falls, or Mosi-oa-Tunya, has been recognised as a World Heritage site due to its spectacular waterfalls. The falls attract several hundred thousand visitors from around the world each year, which has led to the development of numerous tourist businesses to cater to them.

UNESCO has deemed Victoria Falls to be a site of exceptional natural beauty and geological importance. The main falls, located on the Zimbabwe side of the border with Zambia, drop in excess of 100 metres. Due to the outstanding universal value of these waterfalls, a significant tourism industry has emerged on both sides of the border.

FIGURE 1 Oblique aerial photo of Victoria Falls

Victoria Falls covers an area of 6860 hectares. The region is used for a variety of tourist activities including rafting, helicopter flights, walking with lions, abseiling and bungee jumping, bush walks, mountain biking, jet boats, horseback and elephant-back safaris, as well as fly fishing.

FIGURE 2 Topographic map extract of Victoria Falls, Zambia and Zimbabwe, 2021



Source: © OpenStreetMap contributors, https://openstreetmap.org, Data is available under the Open Database Licence, https://opendatacommons.org/licenses/odbl/; Spatial Vision.

12.9 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4	1, 3	5, 6

REMEMBER AND UNDERSTAND

1. Look at **FIGURE 2**. Which of the following physical features forms a natural boundary between Zambia and Zimbabwe?
   - **A.** A gorge
   - **B.** A perennial lake
   - **C.** A dam
   - **D.** A highway
2. Give the area reference for Canary Island in **FIGURE 2**.
3. Look at **FIGURE 2**. What is found at GR765202?
4. Refer to **FIGURE 2**. **Describe** how people staying in Livingstone, Zambia, get to Victoria Falls.

ANALYSE AND APPLY

5. **Evaluate** the impacts (positive and negative) of tourism on Victoria Falls.
6. Would the activities at Victoria Falls be considered hard or soft tourism? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 12.10 Inquiry: How do cruises impact European countries?

LEARNING INTENTION

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

- **explain** how cruising can be sustainable
- **explain** how cruising can have a positive impact on the economy, society and the environment
- **design** an eco-friendly tourism cruise.

Background

In this inquiry, you will investigate how a cruise can be managed sustainably and have a positive impact on the economy, society and the environment.

Mystic Cruises is about to add a new cruise ship to its fleet. As a member of the company's cruise-development team, you need to design a seven-day cruise, including exotic ports of call and shore excursions that allow cruise guests to take in the sights and culture of the places they visit. If your itinerary is accepted, you will also have the honour of naming the ship.

FIGURE 1 Which ports will your cruise visit?

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Discuss the following:

- The pillars of sustainability, economy, society and environment.
- The places that people in different age groups or life stages might want to visit.
- The different types of experiences that might be eco-friendly.
- The different types of experiences that might be considered culturally based.

Inquiry steps

Step 1: Questioning and researching using geographical methods

In this inquiry you are required to plan a seven-day cruise for a new cruise line. You can choose where the cruise ship will operate (for example, Australia and the Pacific, the Caribbean, the Mediterranean).

Select your ports (at least four) and write your inquiry question — remember you need to cater for a variety of people and offer a variety of experiences.

Investigate seven-day cruises to give you an idea of where you might travel in seven days.

Conduct research into your four ports of call.

Collect your information in table format.

Identify places of interest in each location (more than you might need for your final presentation) that support eco-friendly activities, provide the opportunity for a cultural experience and will appeal to different ages and life stages.

FIGURE 2 Cultural performance with dancers in front of the MS Expedition (a small group cruise ship). What cultural experiences will you offer?

Step 2: Interpreting and analysing geographical data and information

Create a master table that will pull your research together.

Categorise each of your activities as eco-friendly, cultural or contributing to the economy, and indicate your target audience. An example is shown below.

Eco-friendly	Cultural	Appeals to	Economy
Tourist paths to protect natural vegetation	Fire walking and traditional feast	All ages and life stages	Employment for local people Tour operator may be international

Step 3: Concluding and decision-making

Reflect on your table and select your four ports of call. Make sure you can realistically visit these ports within the timeframe of your cruise.

For each port of call, **develop** three shore excursions that will allow people to take in the sights and culture of the places they visit.

Decide which information you will use in your presentation to attract tourists.

- Port information and excursions
- Eco-friendly/cultural
- Appeals to
- Economy

Step 4: Communicating

- Create your presentation — you might choose to use PowerPoint or Prezi or make a video.
- Remember to include a map that shows the cruise journey and ports of call.
- Remember to include your shore activities and make your cruise appeal to a wide range of travellers.
- Give your ship a name and include this in your presentation.
- Use visuals to make your presentation more appealing.

LESSON 12.11 Review

12.11.1 Key knowledge summary

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

12.2 Why is tourism important?

- Tourism is, generally speaking, one of the world's fastest-growing industries.
- A combination of factors such as increased leisure time, improved standard of living and advances in technology have ensured that tourism is no longer only for the rich.
- New forms of tourism, such as medical tourism and opportunities to travel and work overseas, are contributing to the expansion of the tourism industry.

12.3 Which places attract visitors?

- Tourism is available to a wider demographic.
- North America, China and Western Europe are popular destinations and rank in the top ten for tourism spending.
- Most hotel chains are owned and operated by companies outside the borders of tourism destinations.
- Tourism is important to the Australian economy, but has been impacted by global events such as a pandemic.
- More choice and competition means overseas travel is more affordable for Australians than domestic travel.

12.4 How can the positive and negative impacts of tourism be managed?

- Tourism has both positive and negative impacts.
- Tourism boosts economies but local communities in developing countries might be exploited.
- Infrastructure developed to support tourism benefits local communities.
- Ecotourism promotes sustainability.
- Some zoos and aquariums are eco-friendly and contribute to education and conservation.

12.5 How is tourism changing?

- Cultural tourism results in the mass movement of people over a short period of time so that they can come together to celebrate their shared history, religion or traditions.
- Examples of cultural tourism include Chinese New Year and Thanksgiving.
- While it is traditional for people to spend holidays with their extended family, there is a growing trend of travelling abroad to avoid the holiday overcrowding.

12.6 Aboriginal and Torres Strait Islander Peoples and tourism

- Incorporating an Aboriginal and Torres Strait Islander Peoples experience is becoming more popular with both international and domestic tourists.
- Aboriginal and Torres Strait Islander Peoples' tourism is usually conducted by the traditional owners of the Country were the tourism takes place.
- Visitors gain an insight into both the cultural and spiritual significance of the land.

12.7 What are the impacts of recreational tourism?

- It is becoming more common for people to combine a sporting event with their travels, either as an active participant or a passive observer.
- Major sporting events such as the Olympics are often touted as being a financial windfall for the host nation; however, while there might be a peak in employment in the lead-up and during the event, nations can also be left with significant debt.
- Some travel companies focus primarily on putting together sporting itineraries.

12.8 The rise of music tourism

- Music tourism enables people to package festivals and concerts with flights and accommodation.
- A wide range of activities such as visiting historical music sites and museums are included in music tourism.
- Some artists are looking for ways to make their tours more sustainable.

12.9 Investigating topographic maps — Nature-driven tourism at Victoria Falls

- Victoria Falls is a UNESCO site of exceptional natural beauty and geological importance.
- Tourism forms a vital part of the economy in this region.

12.10 Inquiry: How do cruises impact European countries?

- Students complete an investigation into the cruising industry.
- Students develop a seven-day cruise itinerary that will have a positive impact on the economy, society and the environment.

12.11.2 Key terms

developed countries describes countries with a highly developed industrial sector, a high standard of living, and a large proportion of people living in urban areas
ecotourism tourism that interprets the natural and cultural environment for visitors, and manages the environment in a way that is ecologically sustainable
gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.
hard sport tourism tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel
infrastructure infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines
Maasai an ethnic group of semi-nomadic people living in Kenya and Tanzania
mature-aged describes individuals aged over 55
national parks parks or reserves set aside for conservation purposes
new moon the phase of the moon when it is closest to the sun and is not normally visible
secondary market – ticket sales an official site that that resells tickets purchased from an official source, often at a higher face value than the original ticket price
soft sport tourism tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel
winter solstice the shortest day of the year, when the sun reaches its lowest point in relation to the equator

12.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What are the impacts on places of people's travel, recreational or cultural choices, and how these can be managed?

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

learnon

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

12.11 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6, 8, 13	3, 7, 9, 12, 14, 15	5, 10, 11

REMEMBER AND UNDERSTAND

1. Which of the following people would not be considered a tourist?
   - **A.** Bec moves to London permanently to work as a teacher.
   - **B.** Callum spends a weekend with friends camping in a nearby national park.
   - **C.** Hyun spends two weeks of the summer holidays with relatives in Sydney.
   - **D.** Charlie spends three days at a yoga retreat in the country.
2. Which of the following countries was not in the top ten destinations for tourist earnings in 2024?
   - **A.** United States
   - **B.** France
   - **C.** Iceland
   - **D.** Mexico
3. Identify the typical features of a backpacker's travel plans. Select all that apply.
   - **A.** Tight budget but willing to work
   - **B.** Flexibility
   - **C.** Uses superannuation to fund travel
   - **D.** All of the above
4. Which of the following countries was not in the top ten destinations for tourists in 2023?
   - **A.** United States
   - **B.** France
   - **C.** Australia
   - **D.** Mexico
5. Identify a potential new growth area for tourism.
   - **A.** Music tourism
   - **B.** Aboriginal and Torres Strait Islander Peoples' cultural tourism
   - **C.** Space tourism
   - **D.** All of the above
6. Why has international travel become more common? Select all reasons that apply.
   - **A.** Faster travel times across long distances
   - **B.** Fewer airlines on major tourist routes
   - **C.** Lower prices for flights and tours
   - **D.** More leg room in commercial plane cabins
7. Which of the following are challenges faced by developing economies with growing tourist numbers? Select all that apply.
   - **A.** Enforcing environmental protections
   - **B.** Balancing local and tourist needs
   - **C.** Keeping the profits in the local community
   - **D.** All of the above

8. Which country is the most common international destination for Australian tourists?
   - **A.** New Zealand
   - **B.** China
   - **C.** Indonesia
   - **D.** England
9. What is the most common reason that tourists visit Australia?
   - **A.** Business
   - **B.** To visit family
   - **C.** Holiday
   - **D.** Education
10. Identify the hard sport tourism activities from this list.
   - **A.** Travelling to the United Kingdom to watch the World Netball Cup finals
   - **B.** Travelling to Aspen in the United States for a skiing holiday
   - **C.** A rock-climbing holiday in the Grampians National Park in Victoria
   - **D.** Hiring a mountain bike for a day of trail riding

ANALYSE AND APPLY

11. If tourism does not significantly harm or change natural or cultural environments, does this mean it is environmentally sustainable? **Justify** your answer.
12. Consider this scenario. A proposal has been put forward to rezone about 1155 hectares of land at Cape Leveque on the Dampier Peninsula, in order to expand tourism accommodation and facilities. The plans include a sealed road from Broome, a new airstrip and the development of 4- and 5-star resort-style accommodation. The resort will contain a large bistro/restaurant, self-contained accommodation, hotel accommodation and cabins. **Describe** a possible positive change and a possible negative change this may have on the environment.
13. **Describe** one example of why it can be difficult to balance the needs of tourists and protect the environment.
14. **Discuss** the reasons why someone might travel to Thailand for dental surgery.
15. Which of the four types of tourist would be most likely to take a cruise-ship holiday? **Justify** your answer.

Answers and sample responses for this topic are available online.

13 Civics and Citizenship concepts and skills

LESSON SEQUENCE

13.1 Overview 602
13.2 Civics and Citizenship concepts and skills 604
13.3 SkillBuilder: Investigating contemporary Civics and Citizenship issues ..... online only
13.4 SkillBuilder: Evaluating democratic institutions and systems ..... online only
13.5 SkillBuilder: Participating in civic processes ..... online only
13.6 SkillBuilder: Communicating ..... online only
13.7 Review 609

LESSON 13.1 Overview

INQUIRY QUESTION

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

As a student of Civics and Citizenship, you are developing the knowledge and skills you and your society will need now and into the future. In your study of Civics and Citizenship, you will cover topics around Australia's democratic systems of government and the justice system.

Studying Civics and Citizenship may be necessary for your chosen career, or it may help indirectly by giving you broader knowledge and skills, especially in the understanding of government and legal systems. You will also learn about the Australian Constitution, federal and state government responsibilities and global citizenship.

learnon

- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Australia's government and democracy

SkillBuilder

Use the SkillBuilder activities to develop these Civics and Citizenship concepts and skills:

- INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES
- EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS
- PARTICIPATING IN CIVIC PROCESSES
- COMMUNICATING

LESSON 13.2 Civics and Citizenship concepts and skills

LEARNING INTENTION

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

- **identify** and explain the four key Civics and Citizenship Skills
- **explain** why Civics and Citizenship is important.

13.2.1 Introduction

In year 9 you will continue to develop your Civics and Citizenship knowledge in these key areas.

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

Concept	Description
Active citizenship	This means that you will learn how to be a responsive and informed participant in civic life for the betterment of your community.
Community	You will learn about values, characteristics, rights and responsibilities common to a community's members, and which bring the community together.
Democratic institutions and systems	You will learn about the political, legal and civic institutions and systems which underpin our democratic system in Australia.
Democratic values	Our key democratic values include popular sovereignty, consent of the governed, equality, freedom, pluralism, protection of minorities, and government accountability.
Identity and diversity	This includes learning on a person's sense of who they are, and acknowledging Australia as a culturally diverse, multi-faith and cohesive society.
Legal systems	You will learn about the mechanisms for order, justice and obedience, acceptance of the right to establish courts and make laws, rule of law.

13.2.2 Civics and Citizenship concepts and skills

This year you will continue to build your ability to use the four broad categories of skills in Civics and Citizenship. The four key skills are summarised below; use these summaries to recap what you have learned in previous years.

13.2.3 Investigating contemporary Civics and Citizenship issues

You will develop and evaluate questions to investigate the political, legal systems and contemporary civics issues facing Australia today. You will use these questions as a basis for your research into contemporary Australian society and its capacity for fairness, diversity and inclusiveness for different groups, such as Aboriginal and Torres Strait Islander Peoples and refugees. As you investigate, you will evaluate information, data, perspectives and ideas from a range of sources.

In year 9, you will investigate Australia's Constitution and who has responsibility for what. You will also consider how political parties influence your views.

13.2.4 Evaluating democratic institutions and systems

An evaluation involves considering the strengths and weaknesses of a particular idea. This will be achieved through selecting, explaining and comparing information, data and ideas from a range of sources. As part of your evaluation, you will draw evidence-based conclusions and consider different perspectives and interpretations of data.

This year, you will evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes. As part of this research you will compare how the Australian legal system differs from that of another country.

13.2.5 Participating in civic processes

In year 9, participating in the civic process involves identifying and evaluating the methods and strategies related to making democratic decisions. This may include developing an action plan to address a contemporary civics issue or participating in a campaign to raise awareness about an injustice.

You might examine an existing strategy or plan adopted by the government and advocate for change responsibly. Additionally, you will evaluate the effectiveness of democratic decision-making and the various methods of civic participation concerning current issues, both locally and globally.

FIGURE 1 With increased global media most of us have access to information on global issues which helps us to form opinions about what could or should be done.

SkillBuilder discussion

Participating in civic processes

1. How do you find out about global issues?
2. Discuss how you have or could possibly participate in global issues.

13.2.6 Communicating

You will construct evidence-based arguments using Civics and Citizenship knowledge, concepts and different perspectives. Additionally, you will determine the most effective method of communication.

In year 9 you will continue to refine your skills in presenting and communicating ideas, perspectives and arguments that are supported by relevant and reliable sources. Your explanations will be clearly expressed and consider not only the issue, but also the outcome of civic action, participation and engagement.

13.2 SkillBuilder activity **INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES**

In small groups, discuss the following questions. Use recent examples from your community, the media, or your own experiences to support your answers.

1. How do different cultural or religious groups in Australia express their identity (e.g., through clothing, language, festivals, or food)?
2. How can this affect the way other people understand or think about that group? Can it help people learn more? Can it lead to confusion or unfair ideas?
3. Why is it important for people to be able to express their identity in public? Consider fairness, belonging, and being respected.

13.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 7, 10	6, 8, 9

REMEMBER AND UNDERSTAND

1. Which of the following is learning you will undertake in year 9 regarding political parties?
   - A. Participating in elections.
   - B. Examining social media campaigns.
   - C. Evaluating strengths and weaknesses of ideas.
   - D. Drawing maps of political boundaries.
2. What is the main focus when evaluating democratic institutions and systems?
   - A. Drawing maps.
   - B. Understanding geographical boundaries.
   - C. Assessing strengths and weaknesses.
   - D. Voting in elections.
3. Which principle of justice will you evaluate in Year 9?
   - A. Liberty
   - B. Fairness, equality and access
   - C. Wealth distribution
   - D. Freedom of speech
4. What activity might you participate in to address a contemporary civics issue?
   - A. Writing a novel.
   - B. Developing an action plan.
   - C. Drawing a mural.
   - D. Designing a website.
5. How will you communicate your arguments in Year 9?
   - A. Through social media posts
   - B. By shouting slogans
   - C. Using evidence-based arguments
   - D. Through making posters

ANALYSE AND APPLY

6. **Explain** how examining social media can help understand the methods used to persuade voters in Australia.
7. How would you effectively present your recommendations for changes to political, legal and/or civic institutions?
8. **Describe** the process of constructing an evidence-based argument in the context of Civics and Citizenship.

EVALUATE AND COMMUNICATE

9. **Discuss** the importance of evaluating the power of Australian and international political figures on current issues.
10. Provide an example of a contemporary civics issue and **suggest** a strategy that could be used to raise awareness about it.

Answers and sample responses for this topic are available online.

LESSON 13.3 SkillBuilder: Investigating contemporary Civics and Citizenship issues

online only

How do you accurately and appropriately cite sources?

When investigating contemporary Civics and Citizenship issues, you will be expected to find and include evidence as part of your inquiry. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from. In this lesson you will accurately cite the sources you have used in research.

LESSON 13.4 SkillBuilder: Evaluating democratic institutions and systems

online only

What is bias?

When gathering and using information in Civics and Citizenship, it is vital to ensure that it is from a reliable source. This means you need to identify and analyse intentional and unintentional bias in sources. Bias is the influence of a person's views and opinions on the way they present information. In this lesson, you will check information for inconsistencies, omissions and bias.

LESSON 13.5 SkillBuilder: Participating in civic processes

online only

What makes a successful political advertisement?

Political advertisements play a key role in persuading voters during elections and shaping public opinion between elections. The purpose of this SkillBuilder is to help you understand the decision-making process behind creating these ads. This knowledge will also help you to analyse advertisements by enabling you to consider the ways that political advertising influences the Australian political agenda.

LESSON 13.6 SkillBuilder: Communicating

online only

How do you use tables of data?

Tables of data are simple ways of displaying or communicating information in an organised way. In this lesson you will use data to communicate key information.

LESSON 13.7 Review

13.7.1 Key knowledge summary

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

13.2 Civics and Citizenship concepts and skills

- Active citizenship means that people participate in the political and legal systems to influence a change in their society.
- Community refers to the collective values, characteristics, rights and responsibilities common to a community's members, and which bring the community together.
- Democracy is a political system in which citizens choose the way in which they are governed.
- Global citizenship involves an understanding of Australia's place and obligations on an international level, and our preparedness to take action to influence change.
- Legal systems in Australia are underpinned by the rule of law. Justice should be fair and equitable.
- Identity and diversity in our multicultural society allow for freedom of expression and help shape our shared beliefs and sense of belonging.
- The four Civics and Citizenship concepts and skills that you will develop throughout your course are:
  - *Investigating contemporary Civics and Citizenship issues:* This involves locating relevant information and data from different sources to develop an understanding of political and legal issues. Different perspectives are found through analysis of research.
  - *Evaluating democratic institutions and systems:* This involves explaining the cultural, religious and/or social influences on Australia's democratic institutions; analysing how democratic values and the principles of the legal system are expressed in Australia's democratic institutions and systems; explaining how political actors exercise power in democratic institutions
  - *Participating in civic processes:* This involves engaging in democratic decision-making, such as reaching consensus and voting; examining methods of civic participation in a local/state/national issue and explaining why and how they would participate in civic processes in a particular way.
  - *Communicating:* This involves developing an analysis of Civics and Citizenship issues with knowledge and evidence using multiple methods of communication.

13.7.2 Key terms

apolitical not favouring one political party or group over another, not interested in politics
bias the influence of a person's views and opinions on the way they present information
connotations other suggested associations or implied meanings
mood the emotional temperature or feelings reflected in an image or writing
objective information factual information that has not been influenced by the opinion and/or emotions of the writer
subjective information information that has been influenced by the opinion and/or emotions of the writer, and does not necessarily reflect facts or logical conclusions

13.7.3 Reflection

Complete the following to reflect on your learning.

Revist the Inquiry question posed in the Overview.

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

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

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

13.7 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 4, 6, 11, 14	1, 5, 7, 8, 12, 13	9, 10, 15

REMEMBER AND UNDERSTAND

1. Which of the following is the most valuable benefit of understanding the Constitution?
   - **A.** Being able to write political speeches.
   - **B.** Being able to make informed decisions.
   - **C.** Being able to interpret media messages.
   - **D.** Being able to remember historical dates.
2. Which skill involves understanding different perspectives and using evidence to form judgments about political issues?
   - **A.** Communicating ideas
   - **B.** Analysing political systems
   - **C.** Evaluating democratic institutions and systems
   - **D.** Understanding cultural influences
3. Why is it important to develop critical thinking skills regarding social media's influence on votes?
   - **A.** To memorise important laws.
   - **B.** To understand political arguments and make informed choices.
   - **C.** To gain popularity in political discussions.
   - **D.** To choose political leaders based on personal preferences.
4. Which skill is key to sharing ideas and opinions effectively in debates and discussions about laws?
   - **A.** Communicating
   - **B.** Investigating issues
   - **C.** Organising
   - **D.** Making informed decisions
5. What is the main purpose of researching issues related to justice systems?
   - **A.** To gain new knowledge for writing essays.
   - **B.** To develop personal opinions on issues.
   - **C.** To gather information and evaluate the pros and cons of different viewpoints.
   - **D.** To memorise laws and rules.
6. Which of the following is a key reason why understanding laws and justice is important?
   - **A.** It teaches how to win elections.
   - **B.** It encourages active participation in society and informed decision-making.
   - **C.** It helps students memorise political figures.
   - **D.** It focuses on learning political theory only.
7. Civics and Citizenship education helps individuals to mostly develop the ability to:
   - **A.** lead political campaigns.
   - **B.** work together to make decisions for the common good.
   - **C.** follow rules without questioning authority.
   - **D.** focus solely on individual interests.

8. What skill is developed through Civics and Citizenship education that helps students understand and analyse government structures?
   - **A.** Investigating contemporary civics and citizenship issues
   - **B.** Evaluating information
   - **C.** Analysing political systems
   - **D.** Communicating ideas
9. Why is it important for citizens to understand their rights and responsibilities in a democracy?
   - **A.** To avoid punishment.
   - **B.** To protect their freedoms and contribute to a fair society.
   - **C.** To memorise constitutional laws.
   - **D.** To gain political power.
10. How does Civics and Citizenship education contribute to personal development?
   - **A.** It teaches only historical facts.
   - **B.** It helps students become informed and responsible citizens who can contribute to their communities.
   - **C.** It focuses only on memorisation of political figures.
   - **D.** It trains students to follow orders.

ANALYSE AND APPLY

11. **Outline** the key aspects of the Constitution, and how they impact being an informed citizen.
12. **Explain** the importance of engaging in discussions about the influence of social media on votes in Civics and Citizenship education.
13. How can critical thinking skills help individuals assess the validity of information presented in the media regarding laws and justice?
14. If you were to research a controversial legal issue, **outline** the steps that you would take to ensure that your information is reliable and balanced.

EVALUATE AND COMMUNICATE

15. **Evaluate** how Civics and Citizenship education can influence the way people participate in their local communities or governments. Do you think it should be mandatory in schools? Why or why not?

Answers and sample responses for this topic are available online.

LESSON 13.3 SkillBuilder: Investigating contemporary Civics and Citizenship issues online only

LEARNING INTENTION

By the end of this SkillBuilder you should be able to accurately and appropriately cite the sources you have used in your research.

13.3.1 Using and referencing quotes in Civics and Citizenship

Using and referencing quotes accurately are important parts of being able to investigate contemporary Civics and Citizenship issues. At a year 9 level, you should be able to investigate while making sure that you use ethical protocols, including specific formats for acknowledging other people's information, and understand that these formats can vary between subjects and organisations. The referencing system you see in one source might not be the same as the next.

13.3.2 Tell me

When writing essays, assignments or reports, it's important to include evidence to support your arguments. If you use quotes or statistics, you need to show where this information came from using a referencing system.

There are many different referencing systems. Two of the most widely used examples of these are the Harvard and Oxford systems. Both are named after universities.

- The Harvard system uses in text references with the author's name and year of publication (e.g. Smith, 2014)
- The Oxford system uses numbered footnotes at the bottom (foot) of the page, like this.[1]

FIGURE 1 Correct referencing is an important part of the research and writing process.

The Harvard system is more popular due to its simplicity and ease of use. This lesson will teach you how to use the Harvard system to incorporate quotes into your written work.

13.3.3 Show me

Step 1

There are three techniques for adding other people's ideas and information into your work: quoting directly, paraphrasing, and summarising. Choose the one that fits best with the information and how you're presenting your ideas. For example, news articles often use direct quotes, while essays may use paraphrased ideas more.

TABLE 1 Examples of quoting and paraphrasing

	Definition	Example	Ethical protocols
Direct quote	An exact copy of the words and structure of the author shown in quotation marks	'The Harvard system is far better than its Oxford counterpart' (Smith. 2020: 12).	• Always ensure you quote exactly — word-for-word.
Edited quote	A slightly edited version of what the author has written, either taking words out or adding them in	Smith (2014: 12) claims that '... Harvard is [a] far better [system] than its Oxford counterpart'.	• Use only to make the quote fit the grammar of a sentence. • Ensure that the original idea or message of the author is reflected in your quote: twisting their words to change the meaning is unethical. • Always show where you have made edits. Three dots show you have taken words out. Square brackets show you have added words.
Paraphrased information	An idea that has been rewritten with completely new words and structure	It has been suggested that Oxford referencing is inferior to the Harvard style (Smith, 2014: 12).	• Do not use their words or structure. • The meaning of the information must be the same.

Did you know?

While using a thesaurus to swap in a few synonyms might appear to be a solution to avoid copying someone else's work — it is still plagiarising even though the text is not the same. You will still be using the writer's structure and most of their words without acknowledging it.

Generative AI tools are not a short cut to avoid plagiarism either. Rewording someone else's work through AI may distort facts, alter contexts and introduce unintentional bias or change. Use and cite your sources properly.

Step 2

Each of the different types of reference requires different types of in-text referencing. Understanding the different types and the rules for citation will help you to include the information correctly.

TABLE 2 Methods of in-text referencing for each type of quote

Tupe of citation	How to reference it	Example
Paraphrase (simple)	• Include the author's surname and the year the source text was published in parentheses at the end of a sentence.	The information was easy to find; social media sites were publishing it (Smith, 2019).
Paraphrase (using the author's name in your sentence)	• Include the year of publication in parenthesis directly after your rewriting of the information.	The information was easy to find; as Smith (2019) demonstrated, many social media sites were publishing it.
Direct quotes (fewer than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence and the page number of the reference. • Write the whole quote in quotation marks.	'Social media sites published this information' (Smith, 2019: 12).

Direct quotes (more than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence and page number of the reference. • Include substantial quotes as a separate paragraph. To differentiate the quote from the regular text, this paragraph is usually indented from the left and right and written with a slightly smaller font or different line spacing.	The information that influenced voters was easy to find. Social media sites published this information widely in a number of countries. The source of the original posts, however, were impossible for us to trace (Smith, 2019: 12).
Using the author's name in your sentence	Include the year of publication directly after this, again in parentheses.	The information was easy to find, as Smith (2019) demonstrated, many social media sites were publishing it.

13.3.4 Let me do it

Complete the following activity to practise this skill.

13.3 Skillbuilder activity

Practise your skill using quotes by completing the following task or completing a step-by-step **Worksheet** from the Resources panel.

a. Choose three separate sources of information about an issue in federal politics this week. (Try to use different kinds of sources.)
b. Write your own point of view about this issue, incorporating four references to your sources — one using each of the techniques shown above (direct quote, edited quote, substantial quote and paraphrased quote).

LESSON 13.4 SkillBuilder: Evaluating democratic institutions and systems online only

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **identify** and **analyse** intentional and unintentional bias in sources.

13.4.1 Analysing information for bias in Civics and Citizenship

In Civics and Citizenship, it's important to use reliable sources especially when trying to evaluate democratic institutions and systems. If the information that you have contains bias then your judgement will be flawed. Students should carefully check if the information is valid and credible. While different sources, including opinions, can be used, they should be clearly identified to avoid bias since biased information can affect how it is presented.

13.4.2 Tell me

Bias occurs when a person's views affect the way they present information. Bias can be:

- intentional — where a person is purposely trying to persuade the reader
- unintentional — where a person presents information that is not objective or favours particular ideas or groups, but they are not aware they are doing it.

Bias can be subtle and isn't always harmful, but it's important to spot it to avoid inaccuracies or distortions in the information. At its worst, bias can affect the application of the law and potentially undermine justice. To identify bias, look closely at the language and data the author uses.

FIGURE 1 Bias can compromise the fairness of the judicial system

13.4.3 Show me

Step 1

Look for bias that is revealed in the language choices. Is the information presented in an objective or subjective way?

- **Objective information** is data or information presented without emotive words or opinion.
- **Subjective information** is presented based on opinion or bias.

For example, describing a car accident as a 'traffic collision' is objective but describing it as 'a horror smash' is subjective. This is because it is a very emotive phrase and designed to elicit a reaction from the reader.

When analysing bias, start by examining the language that is used. This will give a clue about how the author wants the reader to think or feel about the issue based on their information. Look for words that have particular negative or positive **connotations**. For example, is it designed to make the reader feel angry, sad or victimised, or to take a certain viewpoint?

Consider how replacing objective language with subjective language can introduce strong bias.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. What types of media outlets do you know of that are more likely to use strong subjective language?
2. Look at different media reports (in print, TV, online, social media) on the same event or issue — what differences do you observe?

TABLE 1 Comparing objective with subjective language

Objective	Subjective — viewpoint favouring victim	Subjective — viewpoint favouring accused
The homeowner woke at 2:00 am and heard breaking window glass at the rear of the property.	The brave victims were woken in the middle of the night by the terrifying sounds of smashing glass inside their home.	The naive targets were fast asleep through the entire, seamless operation — until the window was broken.

Step 2

Look for bias that is reflected in the way that data has been shown, or sets of data that have been included or excluded.

Consider **FIGURE 2**, a release from the Australian Bureau of Statistics (ABS).

The information was published by the ABS, who are releasing information to the public based on state police-force records. The report does not include any biased or emotive language as the ABS is an **apolitical** organisation.

TABLE 2 Extracts from the ABS recorded crime offenders 2022–23 report

In 2022–23:
• there were 347 742 offenders proceeded against by police across Australia — down 6 per cent from 2021–22 • acts intended to cause injury increased to the highest number in the time series (91 007 offenders) • the number of illicit drug offenders increased for the first time in seven years to 52 315 offenders.
Source: Australian Bureau of Statistics. (2022–23). Recorded Crime - Offenders. ABS. https://www.abs.gov.au/statistics/people/crime-and-justice/recorded-crime-offenders/latest-release. Three-quarters of offenders (75 per cent) proceeded against by police were male (260 472 offenders). The male offender rate was around three times higher than the female offender rate with: • 2277 male offenders per 100 000 males • 741 female offenders per 100 000 females • Acts intended to cause injury was the most common principal offence among male (26 per cent or 67 800 offenders) and female offenders (27 per cent or 23 136 offenders). ***Source:*** Australian Bureau of Statistics. (2022–23). Recorded Crime - Offenders. ABS. https://www.abs.gov.au/statistics/people/crime-and-justice/recorded-crime-offenders/latest-release.
Police proceeded against 91 007 offenders for acts intended to cause injury in 2022–23, according to figures released today by the Australian Bureau of Statistics (ABS). William Milne, ABS head of crime and justice statistics, said: 'This was the highest number recorded in the 15 years since this report began and most of these offenders were proceeded against for assault. In 2022–23, assault offender numbers increased by 8 per cent from the previous year to 81 933 offenders.' ***Source:*** https://www.abs.gov.au/media-centre/media-releases/highest-assault-offender-numbers-recorded-15-years

To look for potential bias embedded in a source or areas where the data could potentially be misunderstood:

- Examine the language for emotive words or language that favours one thing over another; for example, in **FIGURE 2** consider the words 'Murder increased by 87 offenders'. Offenders is an objective way of describing the people who have been convicted of murder. Had this sentence, instead, been worded 'The senseless taking of life increased with 87 new murderers', the language would be far more subjective.
- Look at the data, parameters and sample sizes carefully, and determine what each figure represents exactly — for example, what is the difference between the offender rate and the number of offenders?
- Look for trends and patterns that might change the way the data is interpreted. Are there seasonal or longer-term trends that need to be considered? Is 15 years long enough to be able to identify an upward or downward trend?
- Consider who produced the data. Is the organisation or person who collected or collated the data reputable? In this case, the ABS is highly reputable, but organisations that use statistics to support their arguments do not always do so ethically.
- Consider the intention, purpose and context of the data. Does the person or organisation who is presenting the data have anything to gain from presenting the information? Is the data presented exact and supported with references or is it vague and unreferenced? In this case, the ABS has nothing to gain. The data is well-referenced and exact, with notes to explain any important information people need to understand the data, the scope of how it was collected and its limitations. Step 3 is to consider these additional notes.

Step 3

Look closely at the data and how it is presented.

- Is the data set complete?
- Has everything been included?
- Is it reliable?
- Is it from an appropriate time period?

Sometimes, data can be misleading. This can happen if the studies are discredited, flawed or outdated. People might also use only part of a data set to make results seem more (or less) significant.

This might be to present just one viewpoint instead of a broad discussion of all viewpoints. Presenting one view isn't always bad, but it's important to recognise you have only part of the information and to look for alternative sources.

When you see a data set in a source, always examine it carefully. For example, consider the following:

- What was the sample size of the data?
- Do the figures presented show the whole picture or have parts been left out?
- Is the data recent or might there be a newer study?

Look closely at the following police proceedings data reported by the ABS. Check for missing information, which might mean the data doesn't show all possible samples. This can change how the data looks overall.

Reliable sources include notes to explain the limits of their data to help people understand it correctly. These notes are often shown with superscript numbers or symbols (like a smaller font above the normal text).

SkillBuilder discussion

Communicating

1. What information is missing from the data in **FIGURE 3**? **Discuss** why it is important to spot inconsistencies or omissions.
2. If you were a news website editor trying to sensationalise these figures to make an headline, what would you focus on?

FIGURE 2 Extracts from the ABS Recorded Crime – 2022–2023

Police proceedings

In 2022–23 in Victoria there were 65 741 offenders proceeded against by police, a 12 per cent decrease from the previous year. The total number of police proceedings recorded in 2022–2023 were:

The most common principal offences in Victoria were:

- acts intended to cause injury with 17 606 offenders (27 per cent)
- illicit drug offences with 7756 offenders (12 per cent)
- theft with 7175 offenders (11 per cent)

Extract 2

Explanatory notes

After accounting for population growth, the offender rate decreased from 1297 offenders in 2021–22 to 1111 offenders per 100 000 persons aged 10 years and over in 2022–23.

The decrease in offenders for Victoria was driven by a decrease in miscellaneous offences (down 13 410 offenders in 2022–23) from the previous year. Most miscellaneous offences in Victoria over the past few years had been fines issued for COVID-19 offences.

Source: https://www.abs.gov.au/statistics/people/crime-and-justice/recorded-crime-offenders/2022-23#victoria (Australian Bureau of Statistics), accessed 1 April 2025.

13.4.4 Let me do it

Complete the following activities to practise this skill.

13.4 Skillbuilder activity

Practise the skill of analysing bias by completing the following tasks. To do this you can complete a step-by-step **Worksheet** from the Resources panel.

1. Rewrite the ABS summary in **FIGURE 2** to:
   - make the reader angry about crime intended to cause injury to others
   - convince the reader that violent crime in Australia has increased and make them fearful.
2. Explain how you adapted the information to make it biased.
3. Find a graph, chart or table that is being used to support a news story online. (Search for heated political issues.) Analyse whether the data supports the claims being made in the article. If so, explain why. If not, identify what extra information you might need to be able to judge whether the data is being used to present a biased perspective.
4. Access the latest ABS crime data.
   a. Choose a data set and create a table to communicate that information (either on paper or digitally).
   b. Translate your table into a graph. Choose a scale and type of graph that emphasises one element (a trend or an anomaly).
   c. Write a paragraph to explain your choices and what you hoped to emphasise.

LESSON 13.5 SkillBuilder: Participating in civic processes online only

LEARNING INTENTION

By the end of this SkillBuilder you should be able to create an advertisement to promote a political message.

13.5.1 Creating political advertising

How information is presented depends on its type, the audience, and the method used. Detailed analyses are often in reports or essays, read by a small group of interested people. Short messages meant to grab attention are usually in media ads like TV, print or internet pop-ups. These ads play a key role in persuading voters during elections and shaping public opinions between elections.

13.5.2 Tell me

An advertisement is designed to convince individuals or groups of people to take a particular action. Most advertising we see is aimed at encouraging us to buy particular products, but advertising can also be used to encourage people to take action on a political issue.

A good advertisement:

- is designed to attract attention
- uses basic but bright colours and simple images
- provides key information in bold print
- uses recognisable symbols and logos
- provides clear, direct reasons for action
- uses simple language.

The purpose of this lesson is to help you understand the decision-making process behind creating these ads. This knowledge helps you to analyse advertisements, too — especially when you are identifying and analysing bias and considering the ways political advertising influences the Australian political agenda.

13.5.3 Show me

Step 1

Identify your central message and mood, your audience and where your ad will be placed.

The type or form of advertisement used will depend on the information that is being presented. For example, when you are asked to prepare a public service announcement, what this means is that the message must be easy to understand and give a high level of information but be concise. The information needs to be short and to the point without any ambiguities (confusion).

The ACTU 'Change the Rules' campaign aimed to improve pay and conditions for workers through, specifically:

- a fair minimum wage
- the protection of penalty rates
- pay rises that reflect the cost of living
- equal pay for equal work
- better job security.

FIGURE 1 is a poster that was used to encourage workers and others to join the ACTU's 'Change the rules' campaign.

FIGURE 1 An advertisement to encourage people to support the ACTU 'Change the Rules' campaign

Note the use of the following features to create a mood and convey the message.

Mood

The **mood** is very sombre, with dark colours in the background and an atmosphere of unhappiness. The mood of an advertisement can be serious and sombre, or very positive, depending on the nature of the message. For example, the mood is created in **FIGURE 1** with the mother attempting to comfort her child. Both are clearly very unhappy and appear as victims. The mood of people in a poster or advertisement helps to make the people who see it feel the same way.

Message

In **FIGURE 1**, the clear message is that this family is suffering because of poverty, resulting from low wages. It is important to use the image to relate to the campaign message.

- The white text in the middle stands out and conveys a simple message.
- The slogan 'Change the rules' reinforces the ACTU campaign message. Simple slogans can be very powerful campaign tools.
- The organisation behind the campaign, the trade union movement, is clearly identified at the bottom.

Audience

Showing a mother and her child at home is an image that is intended to grab the attention of the target audience of this ad. The purpose was to encourage workers who feel they deserve better pay or who are struggling to provide for their families, so showing a similarly struggling family appeals to this audience.

Step 2

When constructing an advertisement, it is important to identify the form that it will take as this will affect the way the information is presented. Therefore, you need to choose whether the advertisement will be a print advertisement (for example, newspaper, magazine or billboard), a TV advertisement, appear online (for example, on a website or as a social media paid post or pop-up), or on radio or another form of media.

Step 3

Draft the advertisement and ask for some feedback about your messaging. Can someone who has never seen your advertisement identify its three core elements?

- Can they describe the mood accurately?
- Can they explain simply what the ad is encouraging people to do (or not do)?
- Can they identify the target audience accurately?

If your reviewer cannot identify any of these elements, tell them what you were intending to show and ask what they suggest you change to make your ad clearer.

Step 4

Complete the final copy, considering the feedback you received.

13.5.4 Let me do it

Complete the following activity to practise this skill.

13.5 Skillbuilder activity

Practise your skill of constructing an advertisement by producing a print or online advertisement for a new political party.

To do this, complete a step-by-step **Worksheet** from the Resources panel.

LESSON 13.6 SkillBuilder: Communicating online only

LEARNING INTENTION

By the end of this SkillBuilder you should be able to construct a table of data about a specific topic, and complete some basic analysis of your data.

13.6.1 Using tables of data

One part of close analysis is transforming data sets into a new form to assess the information accurately. This helps you identify main features and examine how parts relate to the whole. The skills you develop will enable you to assess the accuracy of information, check if it's current and spot bias in supposed facts. You will also refine your skills analysing different types of data, such as graphs, tables and charts of election results or opinion poll results.

13.6.2 Tell me

What is a table?

A table is a way of displaying information, or data, in an organised way. The data (text or numbers) is arranged in columns (reading down) and rows (reading across). A table is sometimes called a grid, because the rows and columns are separated by lines, which form a grid.

How are tables useful?

Tables are useful in the following ways.

- Tables provide a lot of information in a small amount of space.
- They are a very good way of arranging data so it can be easily understood.
- The column and row headings help tell you what the data is about.
- Graphs can be created from the data in the table.
- The information in a table can be used to help people make decisions.

13.6.3 Show me

Step 1

The first step is to examine your data to see how it can be best represented.

- How many different categories are there?
- What headings has it already been collected under?
- What parts of the data do you want to stand out?

For example, imagine that you are given a set of figures that provide details of the number of House of Representatives seats in 1901 compared with 2018, and the state-by-state population for 1901 and 2018. You are required to analyse and interpret this data, so creating a table will make this a lot easier.

Your data set: In 1901, the first Australian parliament had 26 members from New South Wales, 23 from Victoria, 9 from Queensland, 7 from South Australia, and 5 each from Western Australia and Tasmania. The population breakdown of the states in 1901 was as follows: New South Wales 1.35 million people, Victoria 1.2 million, Queensland 498 000, South Australia 363 000, Western Australia 184 000 and Tasmania 172 000. In 1901, the Northern Territory population was included in South Australia, and the ACT in New South Wales. In 2018, the breakdown of seats in the federal lower house was New South Wales 47, Victoria 38, Queensland 30, Western Australia 16, South Australia 10, Tasmania 5, the ACT 3, and the Northern Territory 2. Australian population in 2018 was: New South Wales 7.89 million, Victoria 6.27 million, Queensland 4.97 million, Western Australia 2.67 million, South Australia 1.72 million, Tasmania 521 000, Northern Territory 245 800 and the ACT 406 700.

Step 2

To make the purpose and message of the data clear, consider your variables and what needs to stand out. In the data we have been given about parliamentary seats, there are several variables to consider:

- states (six), territories (two)
- populations (two sets: 1901 and 2018)
- seats (two sets: 1901 and 2018).

To interpret this data and compare the two different sets of seats, we will probably also want to include totals for the populations and numbers of seats.

The left column of a table is usually where the main items or focus sets are listed. In this case, we are interested in change over time for states and territories and for Australia as a whole, so the names of the states, territories and label for the totals will be placed in the left column.

We can also easily divide the data into two main times: 1901 and 2018 (with population and seats for each) so the top row (called the header row), will be divided into two (showing the years), and then include a second header row underneath dividing the years into two for the seats and the population. This gives us our table grid.

This data can be best displayed in a table by placing the dates, population and number of seats along the top as column headings, with the names of the states as labels for the rows (see **FIGURE 1**).

FIGURE 1 Key features of a table

Include a number and heading to explain what your table shows.

Table 1: Comparison of population and House of Representatives seats, 1901 and 2018

State or territory	1901		2018	
	Population	Seats	Population	Seats
New South Wales	1 350 000	26	7 890 000	47
Victoria	1 200 000	23	6 270 000	38
Queensland	498 000	9	4 970 000	30
South Australia	363 000	7	1 720 000	10
Western Australia	184 000	5	2 670 000	16
Tasmania	172 000	5	521 000	5
ACT	Not Applicable	Not Applicable	406 700	3
Northern Territory	Not Applicable	Not Applicable	245 800	2
Total	3 767 000	75	24 693 500	151

Source: Parliament of Australia, https://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/Practice7/HTML/Chapter3/Number_of_Members. accessed 2 February 2020

Note: 2018 figures represent total number of seats to be contested from 2017 onwards

Merge cells in your header row to create a heading for more than one column below.

Order your items in a logical way – in this case, from largest to smallest.

Explain any gaps in your data set.

Separate total figure with a bold line.

Include any notes required for people to understand your data.

Include the source of your data in a source line.

Step 3

You can now use the table to analyse and interpret the data.

1. **What similarities or differences can you see? Suggest potential causes or reasons why these similarities and differences occurred.** As the total number of seats in the lower house has doubled since 1901, why hasn't the number of seats in each state simply doubled?

   Analysis: *The number of seats has not doubled for each state because the states have grown at different rates. The population of Australia is more than six times larger than it was in 1901, but the parliament is not six times larger. The number of seats per state is proportionate to the population of the state.*

2. Compare the data for each main variable (the states and territories). Look for trends. Compare the New South Wales proportion of the total population in 1901 with that in 2018. Has the state maintained, increased or decreased its share of the seats in the House of Representatives? Explain what you observe about whether there is change or stability.

   Analysis: *New South Wales had a little more than a third of Australia's population in 1901 and just over a third of the seats. Today New South Wales has just under a third of Australia's population with just under a third of the seats, so it has maintained a proportion appropriate to its population.*

3. Look for high and low points. Which state has experienced the greatest increase in its share of the number of seats since 1901? Why has this occurred? Which state has the largest average population per electorate? Which state has the smallest average population per electorate?
   Analysis: *Queensland has experienced the greatest increase in its share of seats because of the rate at which its population has grown since 1901. Western Australia has an average population of 166 875 per electorate (2 670 000 divided by 16), while Tasmania has an average population of 104 200 per electorate (521 000 divided by 5).*

4. Look for anomalies (data that doesn't fit the trend). The number of seats in Tasmania has not increased despite an increase in population. Why is this?

   Analysis: *The Constitution dictates that no state can have fewer than five seats in the House of Representatives, so Tasmania had more than its proportional 'fair share' in 1901. Tasmania's population has not grown enough to justify any additional seats.*

13.6.4 Let me do it

Complete the following activities to practise your skills.

13.6 Skillbuilder activity

1. Examine the following data for the Legislative Assembly in the 2013 and 2025 Western Australian State Elections and answer the questions that follow.

	Liberals	Nationals	WA Labor	Total
2013 state election	31	7	21	59
2025 state election	7	6	46	59

   a. How many seats were needed to form government in Western Australia in 2013 and 2025?
   b. How many seats did the Liberal Party win at the 2013 State Election? What was the difference between the 2025 Election?
   c. How many seats did WA Labor win at the 2013 State Election? What was the difference between the 2017 Election?
   d. Explain the position of the Nationals at both elections
   e. Do some research and outline three reasons for the changes between the two elections.
   f. Do you think this table would be more or less effective if the political parties were listed in the left column, and the elections in the header row? Give reasons for your decision.
   g. What common features are missing from this table?

2. Draw a table using the following data.
   In 2022 in the House of Representatives, Labor won 69 seats, the Liberal–National coalition won 76 seats, the Greens won 1 seat, Nick Xenophon Team (now Centre Alliance) won 1 seat, Katteers Australian Party won 1 seat, and independents won 2 seats.
   In the 2019 Federal Election, Labour won 68 seats in the House of Representatives, Liberal won 60 seats, Nationals won 15 seats, Greens won one seat, UAP, KAP, Central Alliance all won one seat each, and Independent won four seats.

3. Practise your analysing skills by using your table to answer the following questions.
   a. Under the principle of majority rule, what was the actual majority of the Coalition over all other parties?
   b. What is the size of the majority won by the Liberal–National coalition in 2016?
   c. Describe the changes in the numbers of seats each party achieved at the 2019 election.
   d. By the time of the 2019 election, the Coalition was a minority government, with 74 seats to Labor's 69, and 7 cross-benchers. Assuming the cross-benchers retained their seats, how many seats would the Coalition have had to win from Labor to form government in their own right?
   e. Who won the 2019 election? Did they win a majority in their own right, or have they had to rely on cross-bench members?
   f. Describe the level of power or influence that the minor parties may have after the 2019 election.

You can also complete a step-by-step **Worksheet** from the Resources panel to help you with this task.

14 Government and democracy

LESSON SEQUENCE

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14.2 How can the Constitution be changed? 616
14.3 What is the federal government responsible for? 625
14.4 How are conflicts between federal and state government responsibilities resolved? 629
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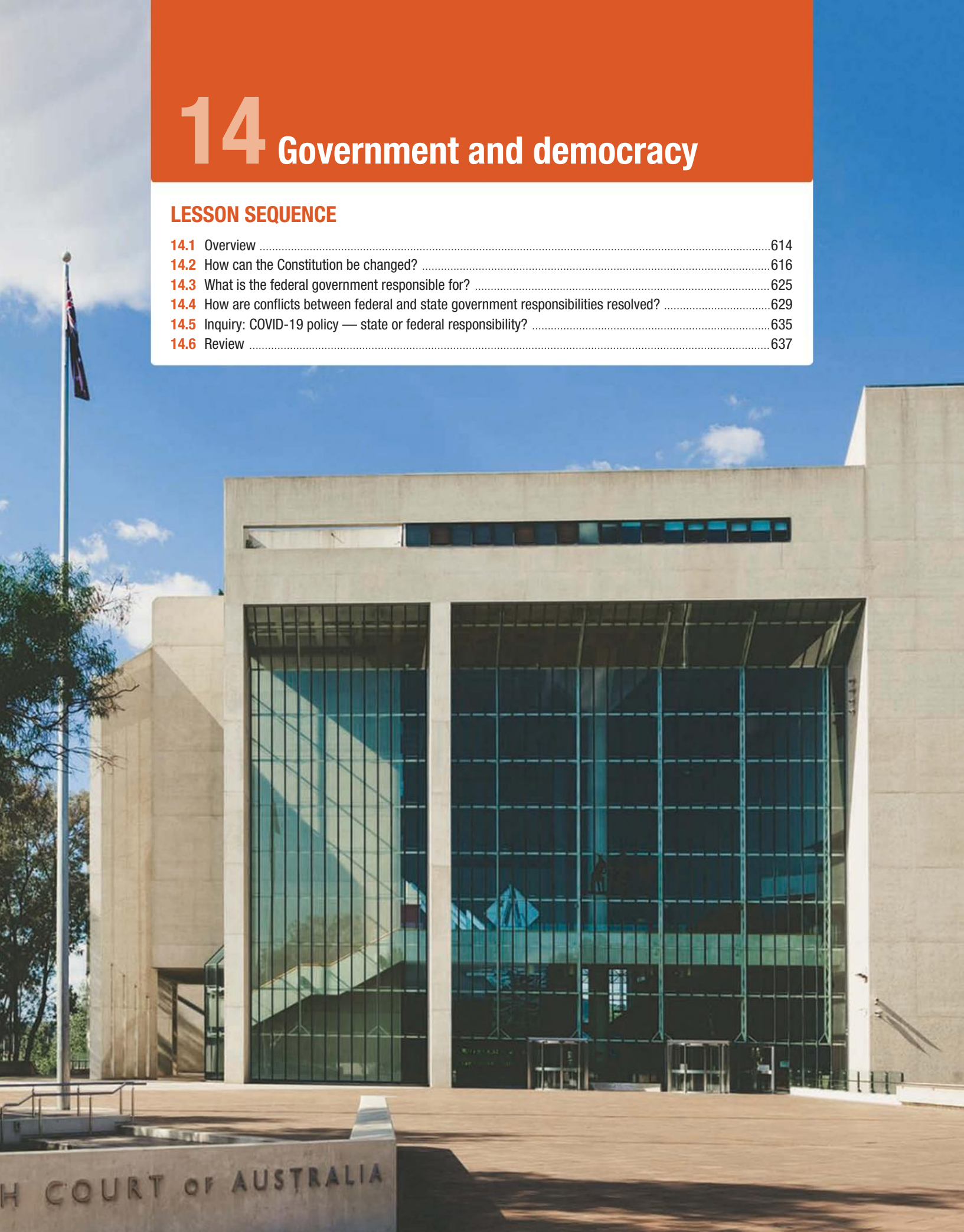

LESSON 14.1 Overview

INQUIRY QUESTION

What role does the Australian Constitution play in the operation of Australia's political and legal systems? How do the state and federal governments work together?

The Australian Constitution is the set of rules by which Australia is run. The constitution is a supreme law, meaning it can overrule other laws. Before 1901, all the states of Australia were separate and under British colonial rule. On 1 January 1901, the states united as a federation, becoming the nation of Australia as we know it today. The Constitution established the type and form of government and set out the relationship between the states, the nation and the Commonwealth. The Constitution can only be changed with the approval of the Australian people.

learnon

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- **Digital document**
  Key terms summary
- **Video eLesson**
  Government and democracy

SkillBuilder

Use the SkillBuilder activities to develop these Civics and Citizenship concepts and skills:

- EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS
- PARTICIPATING IN CIVIC PROCESSES
- COMMUNICATING

LESSON 14.2 How can the Constitution be changed?

LEARNING INTENTION

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

- **explain** when the Australian Constitution needs to be interpreted
- **describe** how changes can be made by holding a referendum.

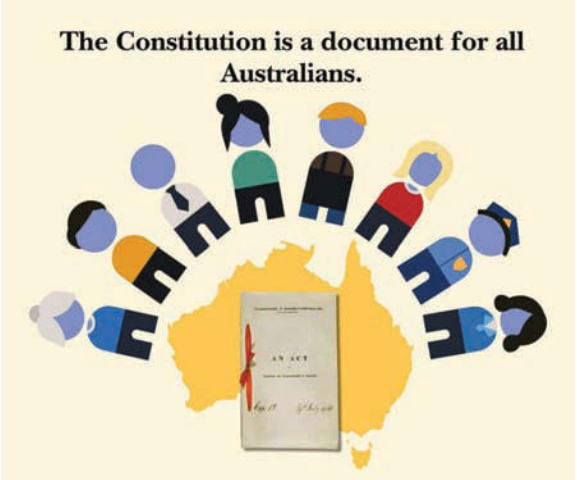
Tune in

The Constitution is a supreme law which can overrule all other laws. Because the Commonwealth Parliament gains its authority from the Constitution, it cannot be changed by Parliament alone.

Use think pair share to answer the following questions.

1. **How do you think the Constitution came about and why? Brainstorm how it might enable a nation to be created.**
2. **Consider what might be included in the Constitution.**
3. **List three examples of Australian laws you are aware of.**

FIGURE 1 The *Commonwealth of Australia Constitution Act* commenced on 1 January 1901.



14.2.1 Interpreting the Constitution

When the Constitution was drafted in the late 1890s, its creators could not anticipate the changes brought about by Australia's changing needs as a nation.

The Commonwealth of Australia Constitution was passed by the British Parliament in 1900 after ten years of negotiations and drafting by the premiers of the six colonies and a number of constitutional conventions. This process served to develop a constitution that served the interests of all the states and the citizens of Australia at that time.

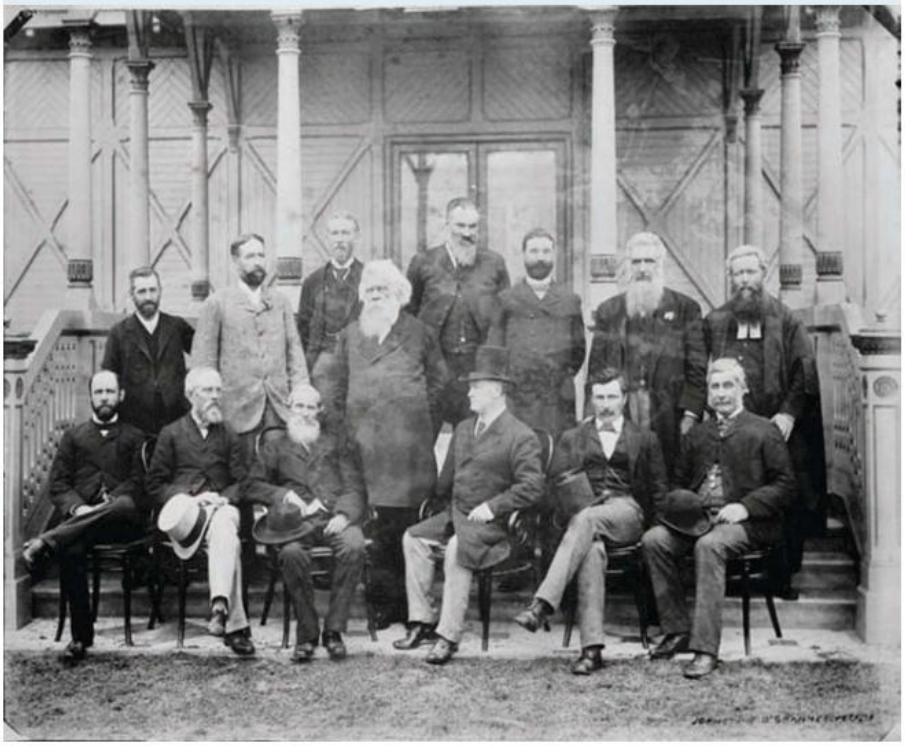
FIGURE 2 A snapshot of Melbourne, with shoppers, trams and high-rise buildings.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Look at **FIGURE 3**. Mind map some of the major events and societal changes that have happened since the writing of the Constitution.
2. Could these events have been predicted?

FIGURE 3 The men who contributed to writing our Constitution were known as the framers of the Constitution.



The Australian Constitution also aimed to provide a framework for governing that would serve Australia into the future by including in the Constitution provisions to take future changes in Australian society into account. The framers could not envisage all possible future changes, such as our changing population.

By establishing the High Court, they provided a means for interpreting the Constitution that takes into account changing circumstances, thereby bringing the law-making powers into the twenty-first century and beyond.

FIGURE 4 The following sections of the Constitution are examples of how the Constitution was designed to consider the future changing needs of our nation.

Section 75 of the constitution gives the high court power to hear cases under the following circumstances

In all matters:

i. arising under any treaty
ii. affecting consuls or other representatives of other countries
iii. in which the Commonwealth, or a person suing or being sued on behalf of the Commonwealth, is a party
iv. between states, or between residents of different states, or between a state and a resident of another state
v. in which a writ of mandamus or prohibition or an injunction is sought against an officer of the Commonwealth the High Court shall have original jurisdiction.

Section 76 of the Constitution further elaborates on the High Court's powers

The parliament may make laws conferring original jurisdiction on the High Court in any matter:

i. arising under this Constitution, or involving its interpretation
ii. arising under any laws made by the parliament
iii. of admiralty and maritime jurisdiction
iv. relating to the same subject matter claimed under the laws of different

Section 27 of the constitution gives the parliament the power to alter the number of members in the House of Representatives;

make laws for increasing or diminishing the number of the members of the House of Representatives.

Section 96 of the constitution gives the Australian government the power to adjust the financial assistance it provides to the states;

the Parliament may grant financial assistance to any State on such terms and conditions as the Parliament thinks fit.

Section 79 of the constitution gives the Australian government the power to alter the number of justices on the High Court

The federal jurisdiction of any court may be exercised by such number of judges as the Parliament prescribes.

Section 124 of the Constitution allows for the addition or union of existing states

A new State may be formed by separation of territory from a State, but only with the consent of the Parliament thereof, and a new State may be formed by the union of two or more States or parts of States, but only with the consent of the Parliaments of the States affected.

14.2.2 Referendums

Unlike ordinary laws, which can be passed and amended by Parliament, changes to the Constitution must be proposed before getting the approval of Australian citizens. First, a member of Parliament or a senator makes the proposal. If the bill passes an **absolute majority** it goes to a **referendum**. During the referendum the proposal must be agreed to by the majority of voters nationwide, and by the majority of voters in at least four states.

SkillBuilder discussion

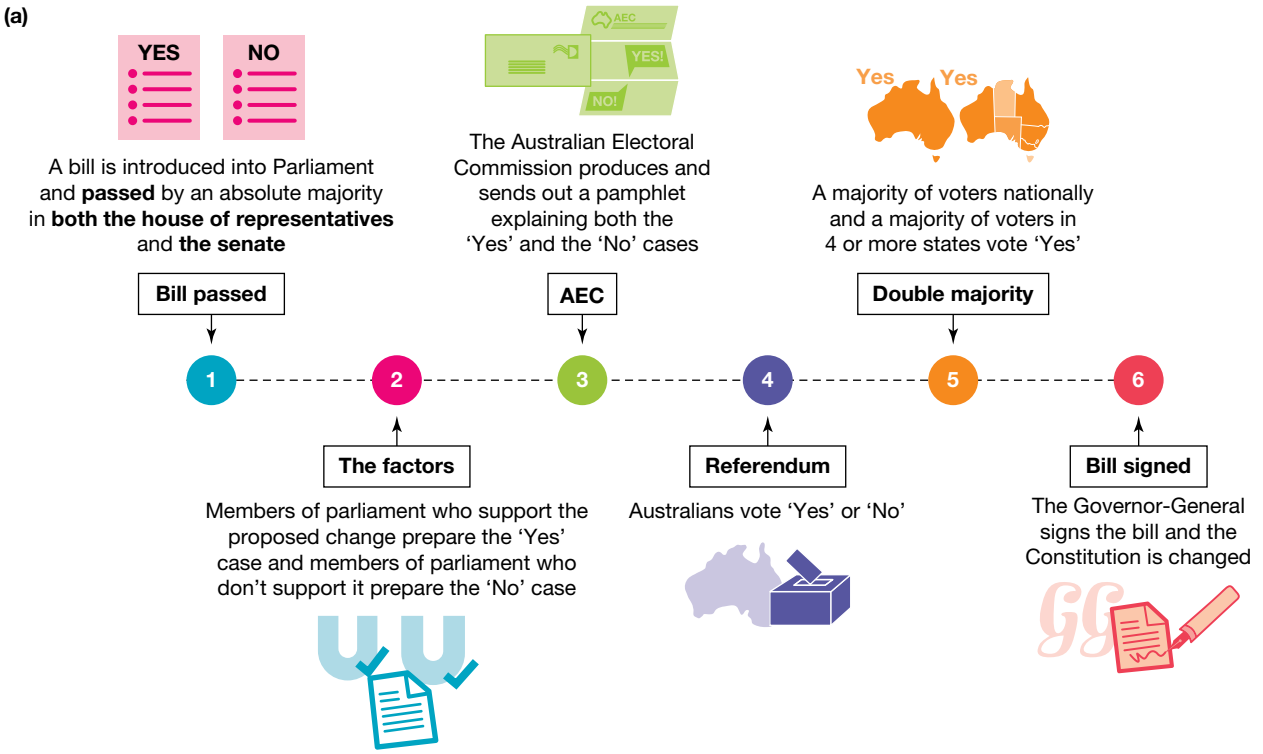
Evaluating democratic institutions and systems

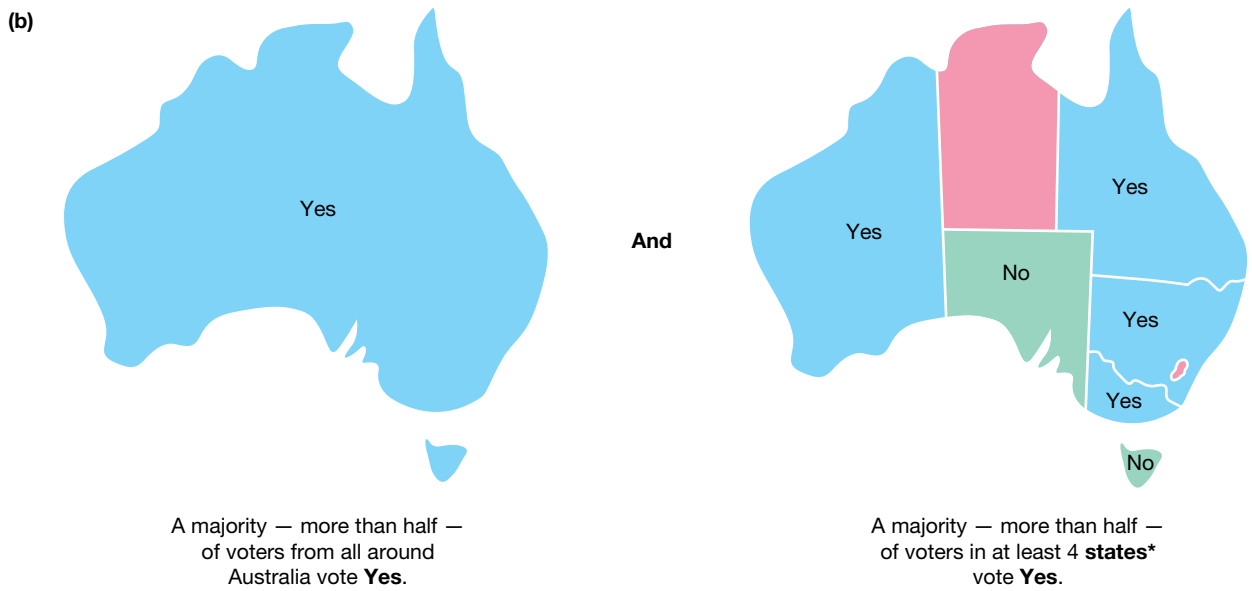
Based on what you know so far, discuss whether the process of a referendum is based on a fair principle.

TABLE 1 The seven changes to the Australian Constitution that the Australian people have approved through the referendum process

Year	Topic	Yes
1906	Elections for both Houses to be held concurrently	83%
1910	Commonwealth may take over state debts	55%
1928	Broadening Commonwealth powers over state debts	74%
1946	Giving the Commonwealth power over a range of social services	54%
1967	The Commonwealth to enact laws for Aboriginal people and include them in population counts	91%
1977	Senate casual vacancies to be filled by a person of the same political party	73%
1977	People in territories, as well as the states, to be allowed to vote in constitutional referendums	78%
1977	Federal court judges to retire at 70	80%

FIGURE 5 **(a)** The process by which the Constitution can be changed and **(b)** Section 128 of the Constitution sets out what is required for a referendum to be successful.





*Votes from the ACT.NT and other territories are counted in the national majority only.

The Australian Constitution can only be changed with the support of the majority of Australian voters **and** a majority of voters in a majority of states (i.e., at least 4 states).

14.2.3 What are the advantages and disadvantages of a constitution that can only be changed by referendum?

The Constitution provides for our system of government and the division of law-making powers between the states and the Commonwealth.

It provides citizens of Australia with certain **rights**. These rights are referred to as:

- express rights which can be clearly identified in the words of the Constitution.
- the High Court, as the guardian of the Constitution, protects our rights. When people feel that an act of a government infringes upon their rights, they may ask the High Court to declare the action unconstitutional or the law ***ultra vires***.

FIGURE 6 The members of the Australian High Court who interpret the Constitution to ensure our rights are protected.

The High Court may also determine that other rights exist within the words of the Constitution even though it does not expressly provide that right.

The High Court can still **infer** that a right exists and its words imply that right. There have been a number of cases that involved the determination of implied rights by the High Court. One of these cases revolved around the implied right to freedom of political communication.

CASE STUDY

Theophanous v. Herald and Weekly Times (1994)

Dr Andrew Theophanous was a member of the Australian Labor Party (ALP) who had been elected to the House of Representatives in 1980. In 1992, while he was still a member of parliament, the *Sunday Herald Sun* published a letter written by Bruce Ruxton, the president of the Victorian branch of the Returned and Services League (RSL). This letter raised some concerns about the qualities of Dr Theophanous as a politician. Theophanous sued Ruxton and the Herald and Weekly Times (publishers of the *Sunday Herald Sun)* for **defamation**.

In resolving this dispute the High Court was required to look at the words of the Constitution, in particular sections 7 and 24, to determine if they allowed for freedom of political speech. The sections themselves state that members of the Senate (section 7) and the House of Representatives (section 24) are to be chosen by the people. The High Court was asked to examine if the requirement of being elected by the people gave the people the right to comment on political matters. The High Court ruled that the Constitution did protect freedom of political speech. Therefore, the fact that Ruxton was expressing a view about a political matter provided him with a defence so that he could not be sued for defamation.

Skillbuilder discussion

Evaluating democratic institutions and systems

1. Was the issue in the case study (*Theophanous v. Herald and Weekly Times* (1994)) an example of an express right or an implied right provided by the Constitution? Explain your choice.
2. Outline the decision the High Court came to in this case.

14.2.4 Constitutional recognition of Aboriginal and Torres Strait Islander Peoples

Aboriginal and Torres Strait Islander readers are advised that this section may contain images of and references to people who have died.

There is a long history of Aboriginal and Torres Strait Islander Peoples advocating for the right to representation and participation in decisions that affect them. Colonisation firstly disrupted Aboriginal and Torres Strait Islander Peoples' lives, law, structures and culture. Aboriginal and Torres Strait Islander Peoples have persevered, showing resilience and tenacity when engaging with the Australian nation state to have their rights recognised.

CASE STUDY

The 1967 referendum

In 1967 a referendum was called to change two sections of the Constitution in relation to Aboriginal and Torres Strait Islander Peoples.

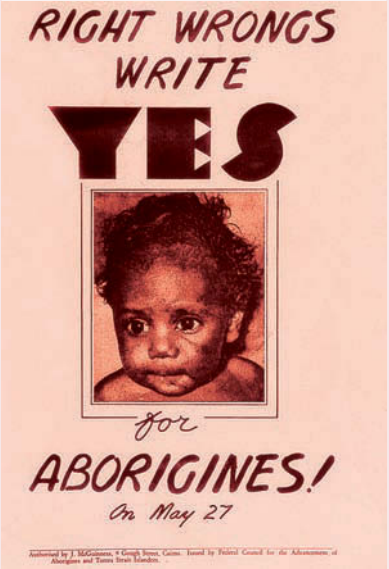
In the original Constitution from 1901, there were only two mentions of the First Peoples of Australia. They were:

- Section 51 granted the ability to make laws to 'people of any race, other than the Aboriginal race in any state, for whom it was deemed necessary to make special laws'.
- Section 127, forbade including Aboriginal and Torres Strait Islander Peoples in census counts.

These two inclusions meant that Aboriginal and Torres Strait Islander Peoples were not counted as Australian citizens, and that the states could make laws which applied to them and not other people. This meant that Aboriginal and Torres Strait Islander Peoples could be specifically discriminated against from the rest of the population.

Civil rights movements in the 1950s and 60s and increasing numbers of protest events eventually led to the call for a referendum. On 27 May 1967, 90.77 per cent of Australians voted 'Yes' to changing the Constitution to ensure that Aboriginal and Torres Strait Islander Peoples would be counted, and that the Commonwealth could make laws which applied the same to them as other citizens.

FIGURE 7 A poster for the 'yes' vote



While the 1967 referendum removed parts of the Constitution which discriminated against Aboriginal and Torres Strait Islander Peoples, there is still no recognition of the First Peoples of Australia *in* the Constitution. Constitutional recognition of Aboriginal and Torres Strait Islander Peoples would mean acknowledgement of their special and important place in Australian history and culture.

The Joint Select Committee on Constitutional Recognition relating to Aboriginal and Torres Strait Islander Peoples began in 2018 and presented a report including two main recommendations: a process of co-design with Aboriginal and Torres Strait Islander Peoples followed by legislative and constitutional options to establish a constant First Nations Voice in government.

A referendum was held in 2023 asking the Australian people to decide whether they wished the Constitution to be changed to enable Aboriginal and Torres Strait Islander Peoples to have a direct voice to parliament to address their needs and issues.

SkillBuilder discussion

Participating in civic processes

1. What does this ballot paper tell us about how Australians participate in decisions about the Constitution?
2. How could we make sure everyone understands how to vote correctly in a referendum like this?
3. Why is it important for people to take part in votes like this one?

FIGURE 8 The ballot paper used in the 2023 Voice referendum

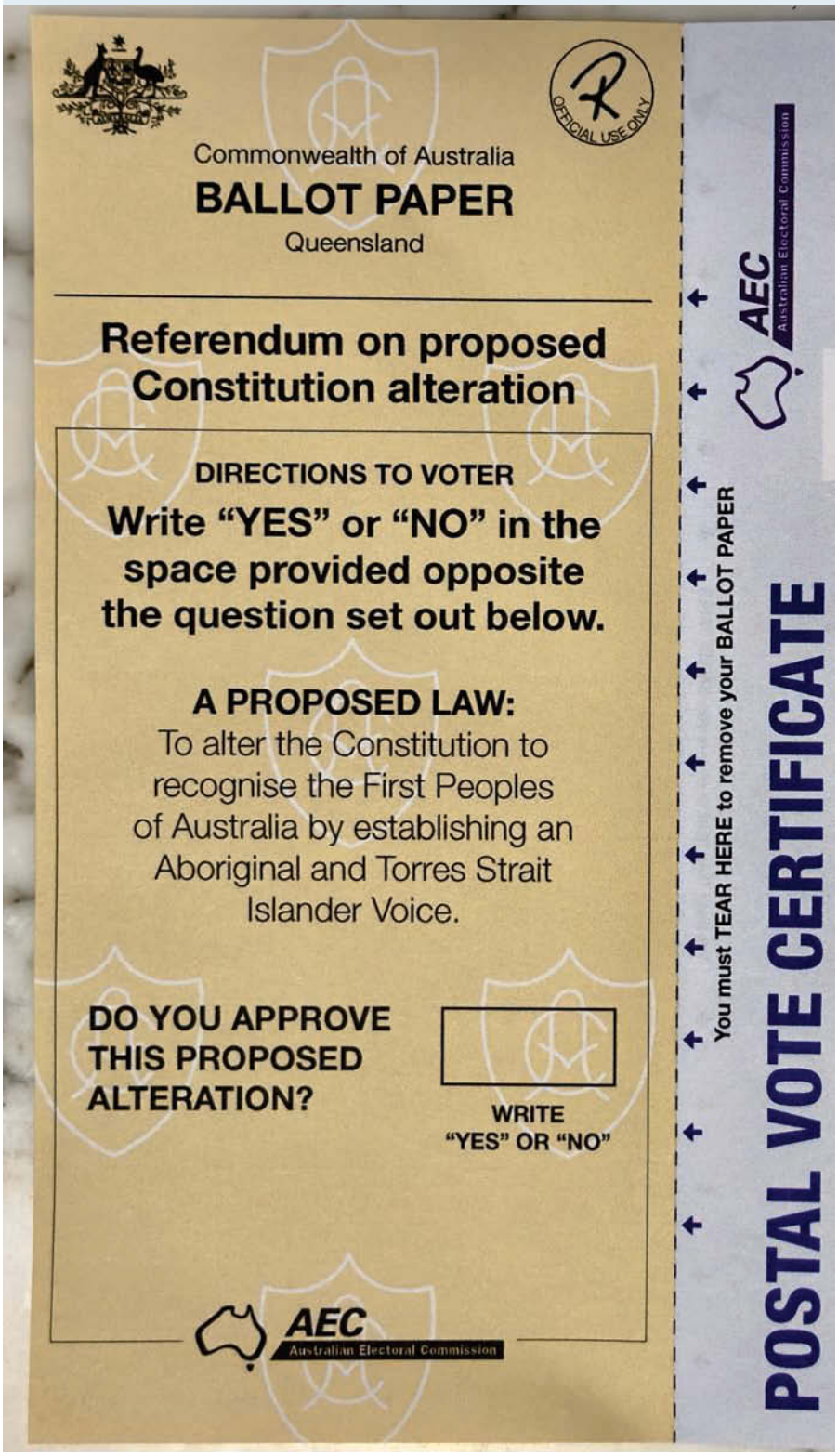
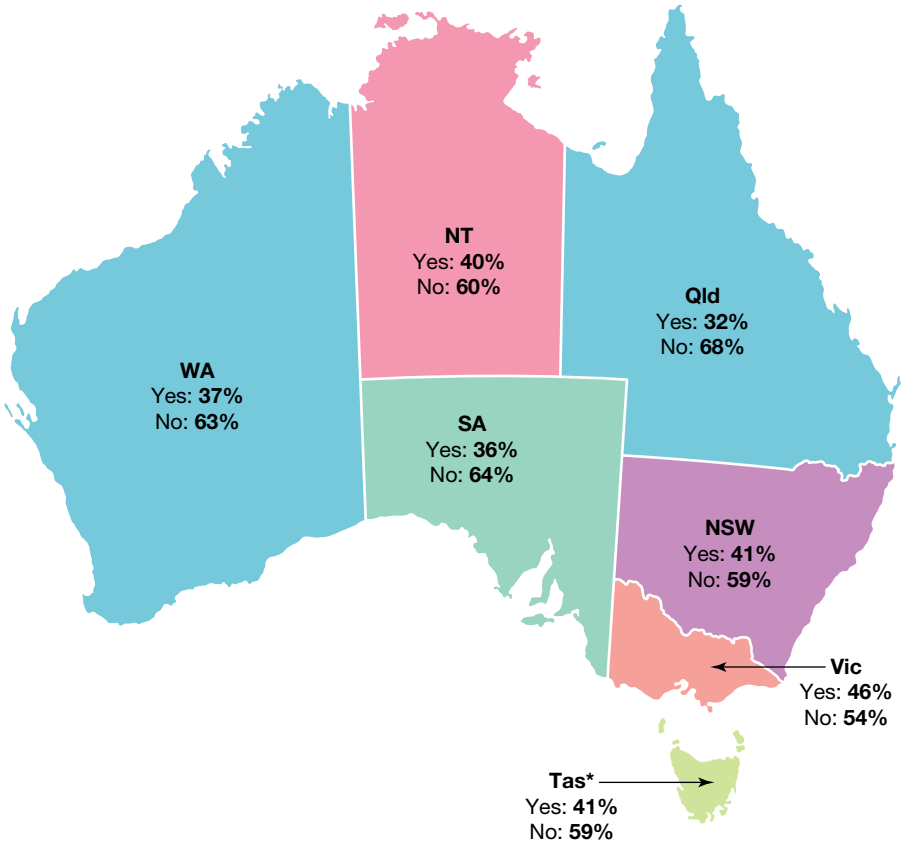


FIGURE 9 Results of the 2023 Voice to parliament referendum



Source: Data from Australian Electoral Commission. Retrieved from https://results.aec.gov.au/29581/Website/ReferendumNationalResults-29581.htm and closed.

14.2.5 The role of the Australian Electoral Commission (AEC)

The AEC is governed by the Commissioner and engages with various committees to ensure that the voting process in Australia is fair and legal. While the AEC has no direct involvement with referendums or changing the Constitution, it is responsible for providing the information to voters, for example, by printing materials and sending them to every elector.

The AEC has a number of responsibilities which apply to voters. These include:

- maintaining the electoral roll, with a current list of voters
- creating the boundaries for electorates
- registering political parties
- collecting and publishing information such as donations, benefits and funds received by political parties.

14.2 SkillBuilder activity **EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS**

When the Constitution was written, the law makers at the time could not predict the potential future changes to society that would necessitate the passing of new laws. One of the roles of the High Court is to interpret the Constitution and apply it to contemporary society.

Australia's population has grown from 3 788 123 people in 1901 to 26 713 205 in 2024.

1. Select one of the above sections of the Constitution and outline how it enables the Australian government and/or the High Court to address the changing needs of our nation.
2. Refer to **TABLE 1** and select one of the successful referenda.
   Conduct research on the change to the Constitution that was approved by the Australian people and complete the following questions:
   a. Identify the reason the referendum was presented to the Australian people. What changing aspect of Australian society did the referendum address?
   b. What change to the Constitution was made as a result of the successful referendum? Present your research as a slideshow of three slides.

14.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 8	3, 5, 7, 10	4, 6, 9

REMEMBER AND UNDERSTAND

1. **Explain** why a new constitution for Australia was needed in 1901.
   A. To enable Australia to have a bill of rights
   B. To establish the system of government and laws for the new country of Australia formed at Federation
   C. To record what the prime minister and Cabinet are meant to do on behalf of the Australian people
   D. All of the above
2. **Explain** why the High Court was needed.
   A. Due to increased crime rates and more courts needed to hear cases
   B. To rule on disputes involving the states and the federal government
   C. To rule on cases between Australia and New Zealand
   D. To rule on cases that arise in Canberra, Australia's capital city
3. **Select** one section of the Constitution which give the High Court the power to interpret the Constitution.
   A. 66 and 67
   B. 71 and 72
   C. 74 and 75
   D. 75 and 76
4. **Outline** why the Australian Constitution needs to be interpreted by the High Court of Australia.

ANALYSE AND APPLY

5. What is the role of the AEC?
6. **Define** the impact that an interpretation of the Constitution may have on Australia and its population.
7. **Define** what is meant by an 'implied right'?

EVALUATE AND COMMUNICATE

8. Most laws are made by Parliament, whose members are elected by the people of Australia. **Discuss** why you think judges in the High Court should be allowed to make laws through their decisions.
9. **Examine** section 14.2.4 on the 1967 referendum. Do you believe that the referendum solved issues of race and inequality, or is more needed? **Explain** your answer.
10. Do you believe that a document as important as the Constitution should include vague terms such as 'other like services'? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 14.3 What is the federal government responsible for?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the responsibilities of the federal government in policy decisions and law.

Tune in

This is a photograph of the chamber in the House of Representatives. Notice the long front bench where Cabinet members usually sit. The prime minister and leader of the Opposition sit on opposite sides of the large table in the middle of the chamber.

1. **Who occupies the long benches at the centre of the semicircle?**
2. **Who occupies the other seats in the semicircle? Why?**
3. **Check your answers against the House of Representatives seating plan weblink in the Resources panel.**
4. **What other important seats exist in the chamber?**

FIGURE 1 The House of Representatives

14.3.1 Policy making in Australian politics

Once the government has been elected, it is charged with the responsibility of running the country. Part of this responsibility is the development and implementation of policy — the rules and regulations that become the laws by which all Australian citizens must live. The policy-making process in Australian politics is complex. All members of parliament have a role to play in this process, although some individuals hold more influence than others.

Backbenchers

The House of Representatives is divided into backbenchers and frontbenchers.

- Backbenchers are younger, inexperienced members of parliament who occupy the back seats of the House of Representatives.
- They are involved in parliamentary debate and can serve on parliamentary committees and can suggest amendments to bills.

Backbenchers can also suggest their own bills, which may or may not have the support of their party. Known as **private members' bills**, this form of policy making is rare and these bills are often unsuccessful. The Commonwealth Electoral Bill 1924 (which introduced compulsory voting to Australia) and the Euthanasia Laws Bill 1996 (which outlawed euthanasia) are two notable exceptions.

Frontbenchers and Cabinet

Members of parliament with an allocated **portfolio** are referred to as frontbenchers.

- They occupy the front rows of the House of Representatives.
- They are usually more senior party members and can have a significant influence on policy decisions.
- They are members of Cabinet, a council of senior members of parliament who are specifically chosen to assist the prime minister with policy decisions and other executive functions.

The Cabinet is not mentioned in the Constitution and each government is free to determine its specific functions. As a result, the sitting prime minister has a significant influence on how the Cabinet works.

FIGURE 2 The 17 members of the Australian government cabinet led by Prime Minister Anthony Albanese as of July 2024.

The prime minister is free to shuffle the roles of Cabinet members if they feel such a change is necessary.

The Cabinet directs government policy and makes decisions regarding the most important national concerns. During the private and confidential meetings of Cabinet, issues and policies are discussed, and votes conducted. Once a Cabinet vote has been cast, the final verdict must be supported by all members of Cabinet, regardless of personal opinion. This is known as Cabinet solidarity.

The prime minister

The final decision-making power in Australian politics is often left with the prime minister. The prime minister can develop his or her own policies but these still need to follow the same pathways as regular bills. In this way, the power of the prime minister is kept in check.

14.3.2 Shaping Australian policy and law

Setting the policy agenda

Winning an election gives a government the right and responsibility to set the policy agenda for Australia. This is known as a mandate. Governments are free to decide on which areas they will focus their policy decisions. While all government responsibilities must be carefully administered and regulated, individual prime ministers and their parties may choose to focus on particular aspects.

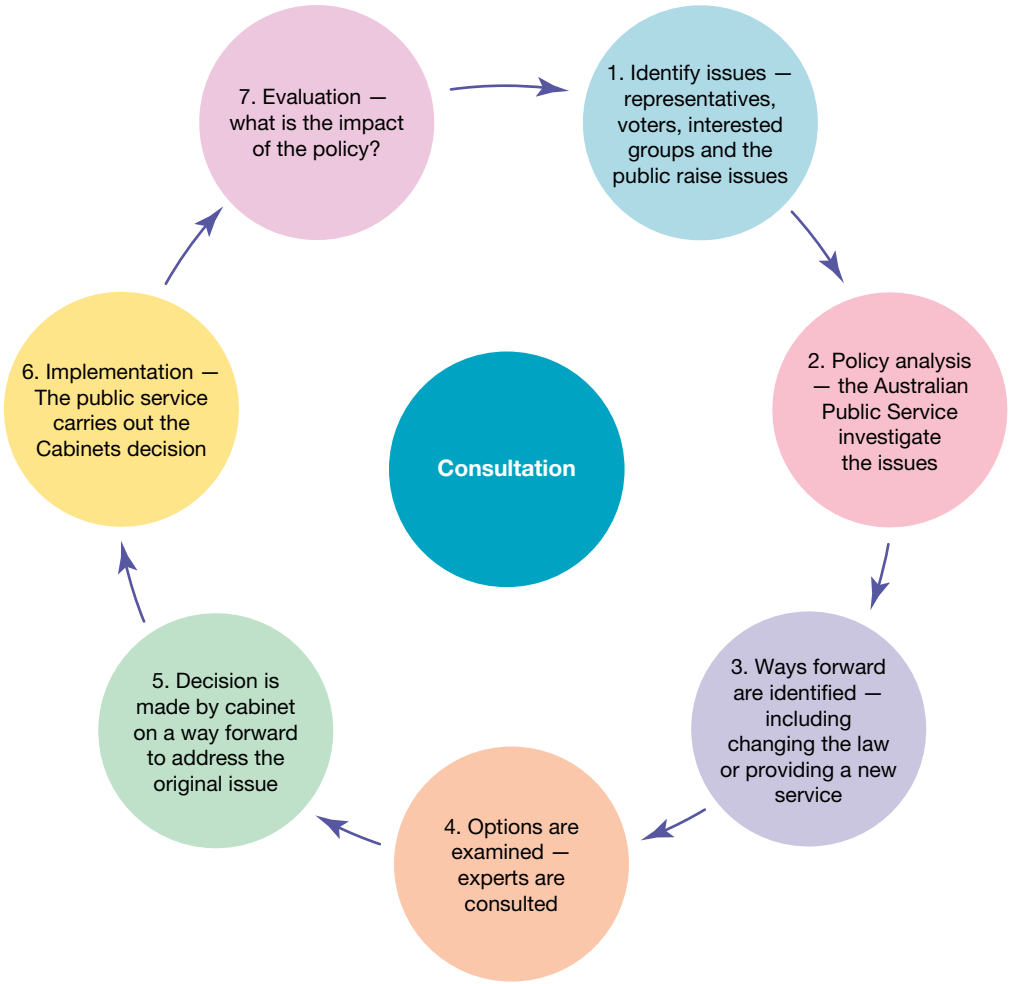
Pressure groups and members of the public can also help set the policy agenda by attempting to influence their local members and other politicians. When successful, this influence can both contribute to the development of new policy and result in the amendment or even complete withdrawal of other policy decisions.

SkillBuilder discussion

Participating in civic processes

1. Look at the process of developing government policy in **FIGURE 3**. How long do you think each stage might take? How long would the whole process take?
2. Mind-map the kinds of issues that might be identified at phase 1.

FIGURE 3 The process of developing government policy



CASE STUDY

Education funding — an example of government policy development

One method of developing government policy is to review existing practices, invite submissions and have a panel make recommendations. Although education has been a state responsibility since Federation, the Commonwealth has provided additional funding since the 1960s. By 2007, no evaluation of funding models had occurred since the 1970s, so the Rudd government set up a panel in 2010 to review educational funding.

Chaired by David Gonski, the panel received over 7000 submissions, consulted with 70 education groups, and visited 39 schools. The report, released in 2011, recommended allocating school funding based on need. The government responded in 2012 with a new funding model aimed at achieving this. However, the Coalition government elected in 2013 faced issues regarding funding proportions between federal and state governments.

By 2017, it was clear the original Gonski aims were unmet, leading to a second review in 2018. This report continues to influence education funding policy for both the Coalition and Labor, despite disagreements over implementation details. Independent reviews remain a valuable tool for developing government policy, allowing input from various societal groups.

Parliamentary debate

Although the exact function of both houses of the Australian Parliament differ, their general purpose is the same — to debate issues of national significance and the laws proposed to deal with these issues. Within parliament, our elected representatives debate the merit of proposed legislation. Members of the

ruling party, the Opposition and members of minor parties all participate in these discussions. Question Time is a designated part of the parliamentary schedule during which all members of parliament can pose questions to other members and ministers. Members of the Opposition are free to question the government but often MPs ask members of their own party questions instead. Designed to provide an opportunity for ministers to promote their opinions or policies, these questions are known as 'Dorothy Dixers'.

Through these questions and debates, government decisions are scrutinised and the power of the ruling party is closely monitored. The role of the Opposition party, and that of the leader of the Opposition in particular, is crucial as they have the most opportunity to ensure the accountability of the prime minister and Cabinet. This includes maintaining a close watch on the spending of public money and the administrative actions of the government.

14.3 SkillBuilder activity PARTICIPATING IN CIVIC PROCESSES

Read the case study on education funding in section 14.3.2. **Identify** which type of school you attend (e.g. state, independent, Catholic).

1. Write a set of three interview questions to ask three or more teachers or school leaders at your school. Example questions include:
   a. Do you think that your chosen sector should receive more or less funding?
   b. Do you believe that your chosen sector receives enough funding? Why or why not?
   c. What is funding used for in your chosen sector?
   d. Which sectors would benefit from more funding?
2. Construct a table of arguments for and against increased funding in the sector of your choice.
3. Choose a side, either for or against. Write a short speech (less than three minutes or 500 words) and prepare a slideshow presentation of no more than five slides that presents your chosen side outlining a set of policies for the government to adopt on the issue of school funding.

14.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7	4, 5, 6, 10	3, 8, 9

REMEMBER AND UNDERSTAND

1. **Select** three roles or responsibilities of parliamentary backbenchers from the list below.
   A. They are involved in parliamentary debate.
   B. They can serve on parliamentary committees.
   C. They are responsible for an allocated portfolio.
   D. They can suggest amendments to bills and even suggest their own bills.
2. The final decision-making power in Australian politics is often left with the **Cabinet / governor-general / prime minister / senior Cabinet minister**.
3. During the private and confidential meetings of Cabinet, issues and policies are discussed and votes conducted. Once a Cabinet vote has been cast, who needs to support the final verdict? **Select** the best answer from the list below.
   A. Cabinet consensus
   B. A vote of confidence
   C. Cabinet solidarity
   D. A 'captain's call'
4. Young or inexperienced members of parliament occupy the back seats of the House of Representatives and the more senior party members occupy the front seats of the House of Representatives. **Explain** why.
5. **Define** the purpose of Question Time in the federal parliament.

ANALYSE AND APPLY

6. Do you believe that the Cabinet has any real power in the decision-making process in Australian politics? **Justify** your response.
7. Should the power of the prime minister be restricted? **Describe** the positive and negative implications of the prime minister having a large amount of individual power.
8. **Identify** two sources of influence in the development of government policies.

EVALUATE AND COMMUNICATE

9. **Determine** the advantages of setting up a review panel to provide recommendations in relation to policy development.
10. **Explain** the term 'parliamentary scrutiny' and **suggest** why it is a significant part of our political system.

Answers and sample responses for this topic are available online.

LESSON 14.4 How are conflicts between federal and state government responsibilities resolved?

LEARNING INTENTION

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

- **describe** the kinds of conflicts which may occur between federal and state governments
- **explain** how the High Court aids in resolving conflicts.

Tune in

Australia consists of six state and two mainland territory parliaments, which each make laws for their state or territory. Disputes between the states are resolved in the High Court.

1. **Mind map the kinds of disagreements that may exist between the states and the federal government and indicate why these disputes may occur.**
2. **List three things you believe make your state or territory unique from the rest of Australia.**

FIGURE 1 Each Australian state has its own parliament.

14.4.1 Specific, residual and concurrent powers

A system of courts is needed to help maintain social cohesion. In Australia we have courts at a state level, but we also have a federal court system.

At the top of this federal court system is the High Court of Australia. Located in Canberra, the court is presided over by seven High Court justices, who are appointed by the governor-general on the advice of the federal government.

Justices are appointed for a period that expires when they turn 70; they cannot be removed from office except on the grounds of proven misbehaviour or incapacity.

FIGURE 2 The High Court of Australia is located in Canberra.

When the Constitution established the Commonwealth of Australia (effective 1 January 1901), it granted the Commonwealth Parliament the power to make laws in certain areas. These are known as specific powers. They are called 'specific' because they are specified in sections of the Constitution.

The Constitution also allowed the colonial parliaments (known as state parliaments after Federation), to retain their individual constitutions and some of their law-making powers, known as residual powers.

The Constitution further provided some areas of law making where both the states and the federal parliaments could make laws, referred to as concurrent powers. Having concurrent powers made it likely that some conflict would develop between laws made by the Commonwealth and laws made by the states. In these circumstances it is the role of the High Court to settle such disputes.

14.4.2 Concurrent powers

Section 51 of our Constitution identifies 40 areas where the Commonwealth (or federal) Parliament 'shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth'.

These powers are referred to as specific powers. They are also referred to as 'concurrent', which means both the state and the federal parliaments are free to make laws in these areas. These 40 powers include the power to make laws in the areas of taxation, marriage, naturalisation and aliens, external affairs, and acquiring property on just terms.

The framers of the Constitution were aware that, by creating these concurrent powers, there was potential for conflict to arise between a law made by a state parliament and a law made by the federal parliament. To that end, the framers put in place a mechanism for resolving such a conflict — section 109.

Section 109 of the Constitution states that 'When a law of a State is inconsistent with a law of the Commonwealth, the latter shall prevail, and the former shall, to the extent of the inconsistency, be invalid'. A problem arises when the state doesn't believe that an inconsistency exists or believes that the Commonwealth didn't have the power to create a law in this area. It is at this point that the High Court is often called upon to resolve the dispute.

The original version of the Constitution included only 39 specific powers and they were referred to as the '39 heads of power'. An additional power was added after the 1946 referendum.

14.4.3 Resolving conflicts between state and federal laws

The framers of the Constitution recognised that the members of the state governments would be more familiar with their own citizens and circumstances, so the state governments were left with the power to make laws in certain areas. The framers also recognised that there were certain areas where it would be in the national interest for citizens to recognise only one law.

Discrepancies exist between states and territories in certain areas of law; for example, each state and territory has its own laws about learner drivers' permits and probationary licences. Study **FIGURE 4** to see the different laws that exist in each state and territory in relation to obtaining a learner's permit or probationary licence. Identify the features of the Constitution that enables these differences between states to occur. List the advantages and disadvantages of this particular feature of the Constitution.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Look at **FIGURES 3** and **4**. Do the learner permit and probationary laws around Australia seem fair?
2. Why might there be differences?
3. Can you think of any other laws which apply in one location and not another?

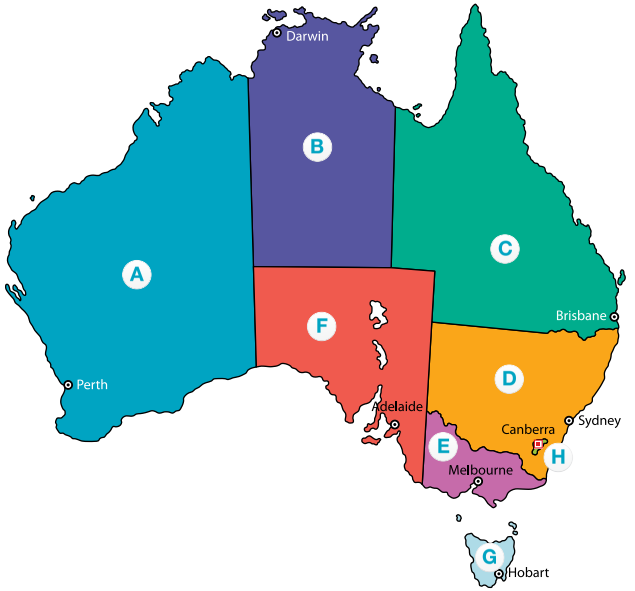
FIGURE 3 Each state and territory has its own laws about learner drivers' permits.

FIGURE 4 Learner permit and probationary licence laws around Australia

B Northern Territory
A learner's permit can be obtained at the age of 16 after passing a road rules test and an eyesight test. Learner drivers are allowed to drive at a maximum speed of 80 kilometres per hour, and can apply for their probationary licence after holding a learner's permit for at least 6 months.

C Queensland
A learner's permit can be obtained at the age of 16 after passing a written road rules test. A driver must complete at least 100 hours of driving, including 10 hours of night driving, and have held their learner's permit for at least 12 months before applying for their probationary licence.

D New South Wales
A learner's permit can be obtained at the age of 16 after completing a computerised road rules test and eyesight test. Learner drivers need to do 120 hours of driving, including 20 hours of night driving, and can drive at a maximum speed of 90 kilometres per hour. Learner drivers can apply for their probationary licence after holding a learner's permit for 12 months and completing their required driving hours.



A Western Australia
A learner's permit can be obtained at the age of 16 after passing a theory test and an eyesight test. The learner must have at least 50 hours of driving practice and hold their learner's permit for their probationary licence.

H Australian Capital Territory
A learner's permit can be obtained at the age of 15 years and 9 months after completing a road safety program called 'Road Ready' and passing a computerised road rules test. In order to apply for a probationary licence, a driver must be at least 17 and have held a learner's permit for at least 6 months.

F South Australia
A learner's permit can be obtained at age 16 after completing a theory test. Learner drivers can drive at the normal speed limit and must complete at least 75 hours of driving practice. A learner driver must hold a learner's permit for 12 months before applying for their probationary licence.

G Tasmania
A learner's permit can be obtained at age 16 after passing a driver knowledge test. Learner drivers are required to drive at a lower speed than is posted when speed limits are over 90 kilometres per hour. After 3 months of holding an L1 permit, a learner driver sits a driving assessment to get an L2 licence. After a further 9 months and at least 50 hours of driving experience the learner can apply for their probationary licence.

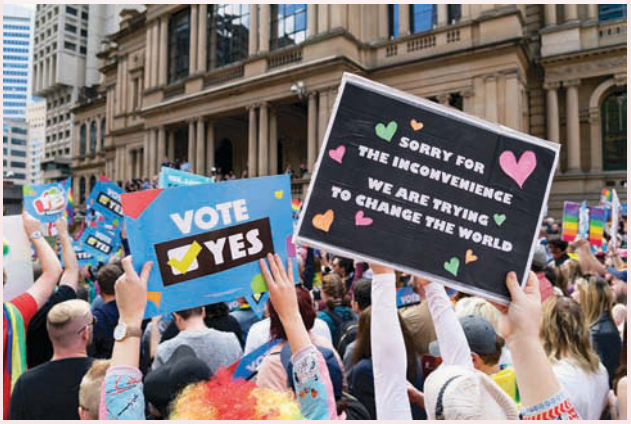
E Victoria
A learner's permit can be obtained at age 16 after passing a computerised knowledge test and an eyesight test. Learner drivers can drive at the normal speed limit and must complete at least 120 hours of driving practice. A learner driver must have had a learner's permit for 2 years before applying for their probationary licence.

CASE STUDY

The *Marriage Act 1961* (Cwlth)

One area where laws have conflicted in recent years is marriage. In 1961 the Commonwealth Parliament passed the *Marriage Act 1961* (Cwlth). This act of parliament codified the law to explicitly state that marriage means 'the union of a man and a woman to the exclusion of all others, voluntarily entered into for life'. In 2004 the Commonwealth Parliament passed the *Marriage Amendment Act 2004* (Cwlth) that further extended the existing law to define marriage as, 'a union of a man and a woman; and clarify that same-sex marriages entered into under the law of another country will not be recognised in Australia'. In 2013 the government of the Australian Capital Territory passed a new law, the *Marriage Equality (Same Sex) Act 2013* (ACT), which allowed for same-sex marriage in the ACT. After it was proclaimed, a challenge was raised in the High Court in December 2013 in the case of *Commonwealth v. Australian Capital Territory* 2013 HCA 55.

FIGURE 5 Protesters in support of same-sex marriage



The High Court was asked to decide whether section 51 (xxi) and section 51 (xxii) of the Constitution, which relate to marriage and divorce, allowed the ACT government to pass a law that was contrary to the federal law identifying marriage as a union between a man and a woman. On 12 December 2013, the High Court ruled that the ACT law legalising same-sex marriage was inconsistent with the federal law passed under section 51 (xxi) of the Constitution. Hence, the ACT law was deemed to be invalid, and it was subsequently repealed. The High Court was able to resolve a conflict between two laws on the same topic and has therefore provided for a consistent law in this area.

14.4.4 Influencing state governments

The High Court not only resolves disputes over Commonwealth and state laws; it is also asked to review decisions made in state courts. As part of its jurisdiction, the High Court has the ability to hear appeals from the Supreme Courts of each state and territory, and to comment on legislation passed by the states. In making its judgements, the court, and the justices sitting on a particular case, will offer comments on the validity and suitability of the laws in question. The state parliaments often act on these comments.

FIGURE 6 Animals straying onto a road can cause a hazard for other road users — sometimes leading to accidents, as occurred in the Trigwell case.

The case of *Trigwell v. State Government Insurance Commission* (1979) is an example of such a case. A woman was driving along a road at night when she swerved to avoid a sheep that had strayed onto the road. In doing so, she crossed onto the other side of the road and hit an oncoming car. The woman was killed and the people in the other vehicle were injured. The injured parties sued the farmer for negligence, stating that the farmer was at fault for not maintaining the fence through which the sheep escaped.

The High Court was unable to find the farmer liable as the court was bound by a decision made in the House of Lords in England that still applied to Australian courts. In making their decision, the justices noted that the parliaments of the various states had known of this **precedent** for some time but had not acted. Following this decision, many state governments passed legislation to amend the Wrongs Act so this decision could not occur again. Farmers would henceforth be liable for their animals escaping and causing harm or damage.

14.4 SkillBuilder activity COMMUNICATING

The same-sex marriage debate is considered to be finished because the law has now been changed. Australian society has accepted same-sex marriage. The challenge for Australian society is to identify and address the next 'big' social issue.

In small groups, **discuss** and **identify** what you **consider** to be the next big social issue. **Research** what the issue is about and what the pros and cons are of changing the law in this area.

Prepare your response in one of the following formats:

1. A slideshow of no more than six slides **explaining** the issue, who is involved, the two sides of the argument and your group's position and suggestions
2. A speech of no longer than three minutes (roughly 400–500 words) **explaining** the issue and your arguments
3. A video (including a video recording of a slideshow or speech, or any other form of video) lasting no longer than three minutes **explaining** the issue and your arguments that you would present to the Australian people to convince them of your views
4. A poster which has a mix of text and images that **explains** the issue and the pros and cons of changing the law in this area.
   Some possibilities for the issue might be:
   - legalising some or all drugs
   - voluntary euthanasia
   - constitutional representation for Aboriginal and Torres Strait Islander Peoples
   - the regulation of cryptocurrency and blockchain technology
   - diversity, equity and inclusion in businesses
   - religious conflicts with LGBTIQA+ people.

14.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 7	1, 4, 5, 6	8

REMEMBER AND UNDERSTAND

1. **Determine** which sections of the Constitution establish the High Court of Australia and its jurisdiction.
   A. Sections 41–50
   B. Sections 51–60
   C. Sections 61–70
   D. Sections 71–80
2. **Determine** whether the following statements are True or False.
   a. The Chief Justice and at least three other justices preside over the High Court at any one time.
   b. Justices of the High Court of Australia can be removed from office at any time if they do not meet the standards expected of them.
   c. The Commonwealth Parliament has the power to make laws in 40 specific areas.

3. At what age do High Court justices retire?
   A. 60
   B. 70
   C. 75
   D. 80
4. **Determine** where the High Court is located.
   A. Adelaide
   B. Canberra
   C. Sydney
   D. Melbourne
5. **Explain** the difference between specific, residual and concurrent powers.

ANALYSE AND APPLY

6. **Explain** why concurrent powers could lead to conflict.
7. **Analyse** why it is better in some instances for Australia to have one law for the whole country on a given issue.

EVALUATE AND COMMUNICATE

8. **Evaluate** why the High Court is the appropriate venue to resolve disputes between two or more states.

Answers and sample responses for this topic are available online.

LESSON 14.5 Inquiry: COVID-19 policy — state or federal responsibility?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of:
- the varying state and federal responsibilities that related to managing the COVID-19 pandemic
- why there are differences in the states, territories and federal government.

Background

Over time, different regulations and rules in relation to the COVID-19 pandemic came into play nationally and in the states and territories.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will investigate the various state and federal responsibilities of managing the COVID-19 pandemic, which began in 2019. To do this you'll need to follow the steps and instructions outlined below.

FIGURE 1 The COVID-19 vaccine comes in different forms, but some form of vaccination has been a requirement for entry into certain venues and employment in some areas.

Step 1: Questioning and researching

Write your inquiry question. What do you already know about policies, rules and laws during the COVID-19 pandemic? What would you like to know more about? What information about the COVID-19 rules and regulations can you find online? Look for both national and state policies. Use the weblinks in the Resources panel as a starting point.

Step 2: Analysis, evaluation and interpretation

Analyse the arguments put forward by the different states and territories for the variations in their own policies and regulations. Use the model of a poster analysis to guide you.

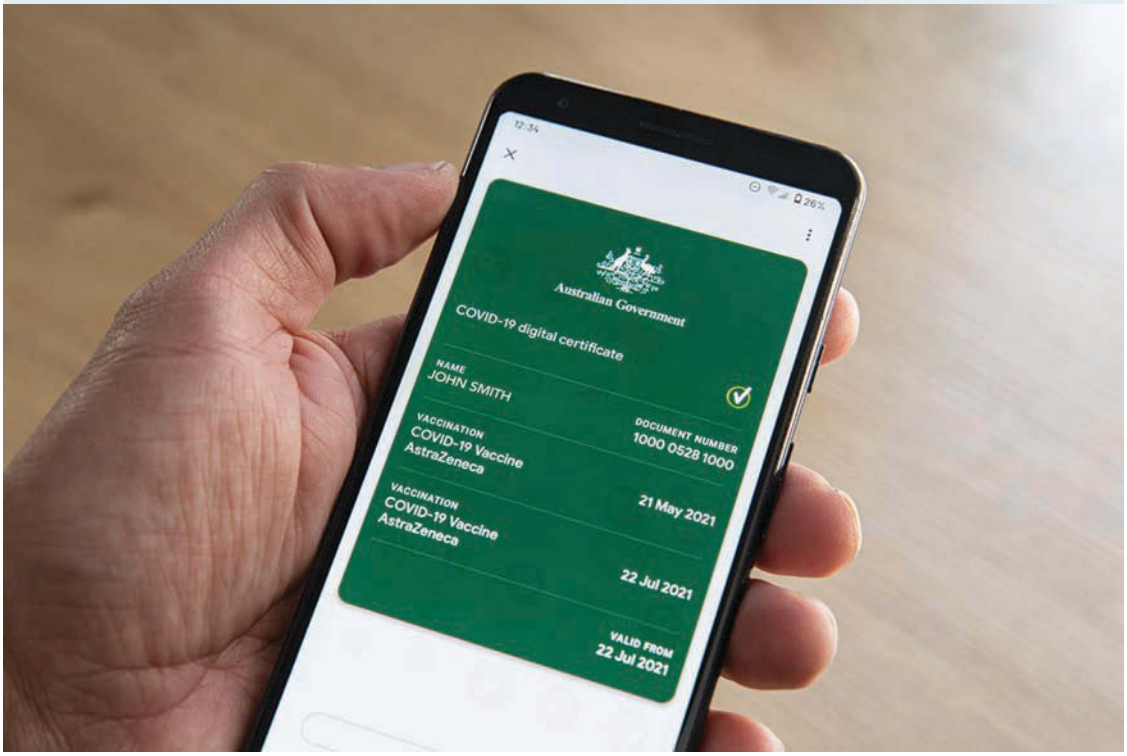
Step 3: Civic participation and decision-making

Compare the similarities and differences between the states, territories and federal government. What is the same, what is different? Most importantly, why are there differences?

Step 4: Communicating

What is the answer to the inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

FIGURE 2 The Australian digital COVID-19 vaccination certificate.



LESSON 14.6 Review

14.6.1 Key knowledge summary

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

14.2 How can the Constitution be changed?

- The Australian Constitution is a supreme law that came into effect on 1 January 1901.
- The Australian Constitution can be changed by referendum.
- In 1967, changes were made to the Constitution to remove bias against Aboriginal and Torres Strait Islander Peoples.
- More changes are needed to achieve racial equality for Aboriginal and Torres Strait Islander Peoples.

14.3 What is the federal government responsible for?

- The prime minister and Cabinet have an important role to play in developing policies and making decisions on behalf of Australians. Different areas are divided into portfolios, which are managed by frontbenchers (senior members of parliament).
- Backbenchers also have a role to play in policy development as they will often be approached directly by voters with concerns on particular issues.
- Governments often set up inquiries and policy reviews to examine areas of interest or concern, in order to gain public feedback on an issue, and to receive recommendations for future action.

14.4 How are conflicts between federal and state government responsibilities resolved?

- One role of the government is to establish a system of dispute resolution bodies to deal with conflict.
- In Australia the High Court is the highest court, charged with resolving the most serious disputes that arise.

14.5 Inquiry: COVID-19 policy — state or federal responsibility?

- What are the various state and federal responsibilities of managing the pandemic?
- What are the similarities and differences between the states, territories and federal government?
- Why are there differences?

14.6.2 Key terms

absolute majority half the number of votes in the House of Representatives or Senate, plus one
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
infer to form a conclusion based on evidence
portfolio an area of responsibility given to a minister, such as health, education or defence
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
private members' bills bills that are proposed by members of the House of Representatives on their own behalf rather than on behalf of the government
referendum a direct vote by citizens on a specific political question or proposed law. Instead of elected representatives making the decision, the entire voting population gets to choose 'yes' or 'no' on an important issue
rights those things that a person is entitled to by virtue of being a member of society
ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority

14.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

What role does the Australian Constitution play in the operation of Australia's political and legal systems? How do the state and federal governments work together?

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

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Post-test	Online post-test
eWorkbook	Customisable worksheets for this topic Reflection
Digital document	Key terms summary

14.6 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 6, 8, 11, 12	2, 7, 9, 10, 13, 14	3, 4, 5, 15

REMEMBER AND UNDERSTAND

1. Australia's Constitution established Australia as a
   - **A.** federation.
   - **B.** Commonwealth.
   - **C.** republic.
   - **D.** constitutional democracy.
2. Law-making powers not listed in the Constitution are known as
   - **A.** exclusive powers.
   - **B.** inclusive powers.
   - **C.** specific powers.
   - **D.** residual powers.
3. The Constitution established how many heads of power?
   - **A.** 41
   - **B.** 40
   - **C.** 39
   - **D.** 36
4. If Commonwealth and state laws conflict, the section of the Constitution that resolves this conflict is
   - **A.** section 109.
   - **B.** section 128.
   - **C.** section 75.
   - **D.** section 24.

5. The High Court gets its jurisdiction to hear cases from
   - **A.** section 109.
   - **B.** section 128
   - **C.** section 75
   - **D.** section 24.
6. A law made by a superior court is called
   - **A.** a statute.
   - **B.** legislation.
   - **C.** a precedent.
   - **D.** a by-law.
7. When both state and federal parliaments are free to make laws in the same area, the right to do so is known as
   - **A.** *ultra vires.*
   - **B.** a concurrent power.
   - **C.** a referendum.
   - **D.** an exclusive power.
8. Who has the jurisdiction to interpret the Australian Constitution?
   - **A.** Commonwealth Parliament
   - **B.** Governor-General
   - **C.** Senate
   - **D.** High Court
9. Which actions does the High Court of Australia have the power to do?
   - **A.** Resolve a conflict between two laws.
   - **B.** Hear appeals from the Supreme Court.
   - **C.** Review decisions made in state courts.
   - **D.** All of the above
10. Separation of powers divides government into three branches. These are the:
    - **A.** legislative, executive and judicial functions of government.
    - **B.** lower house, upper house and the governor-general.
    - **C.** local, state and federal levels of government.
    - **D.** Magistrates Courts, District Courts and Supreme Courts.

ANALYSE AND APPLY

11. **Explain** one reason why Australian political parties might form a coalition.
12. The Constitution cannot be changed by the government. **Outline** the advantages and disadvantages of this.
13. **Describe** why it is important that referendums need a majority vote to be passed.
14. The decision of the High Court is final in disagreements between the states. **Determine** if you think this is a fair way of resolving disagreements between the states.
15. **Decide** if you believe that the states and territories should have the power to make their own rules and regulations during a crisis, such as the COVID-19 pandemic.

Answers and sample responses for this topic are available online.

15 Laws and citizens

LESSON SEQUENCE

15.1 Overview 642
15.2 What are the principles of justice? 644
15.3 What is the difference between civil law and criminal law? 649
15.4 What are the key features and jurisdictions of Australia's court system? 654
15.5 How do courts and tribunals operate? 660
15.6 How do courts make laws through judgements? 667
15.7 What are the rights of the accused and the rights of victims? 673
15.8 What are the differences between Australia's legal system and Thailand's legal system? 679
15.9 Inquiry: How do some legal systems uphold fairness, equality and access but apply the death penalty? 684
15.10 Review 685

LESSON 15.1 Overview

INQUIRY QUESTION

What are the key features and jurisdictions of Australia's court system?

How do courts, judges, lawyers and juries work in trials and what are the rights of the accused and the rights of victims?

We frequently hear about court cases in the media. While courtroom dramas and 'true crime' podcasts are popular, they rarely portray the Australian legal system accurately.

Even if we never commit an offence or become involved in a legal dispute, we might still interact with the court system as witnesses, jurors or supporters. Understanding our justice system and courts is crucial for participating in our democratic society.

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- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Laws and citizens

SkillBuilder

Use the SkillBuilder activities to develop these Civics and Citizenship concepts and skills:

- INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES
- EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS
- PARTICIPATING IN CIVIC PROCESSES
- COMMUNICATING

LESSON 15.2 What are the principles of justice?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the key principles of justice — fairness, equality and access.

Tune in

Australia's justice system is built on the principles of fairness, equality and access, which are fundamental to its commitment to delivering justice for all. These values ensure fair treatment, independent and impartial decision-making by judges, and the right to appeal court rulings. Together, they form the foundation of a democratic and just society, protecting the rights of citizens and promoting fairness in all aspects of the legal process.

FIGURE 1 Behind every case in these law reports lies a commitment to the principles of justice (fairness, equality and access).

1. **Discuss what is meant by fairness, equality and access. Why is it important for legal principles like fairness, equality and access to be documented and preserved in written laws?**
2. **Imagine you are writing a new law to promote fairness, equality or access. What would you prioritise, and why?**

15.2.1 Justice

Justice is not an easy term to define accurately. It can mean different things to different people. For some people, justice is about following the law, while for others, it's about finding the truth based on the facts. For victims, the families or friends of victims, as well as the community, justice may mean gaining compensation or seeing an offender receiving a long prison sentence. On the other hand, offenders may see justice as being able to participate in a rehabilitation program or **appeal** a conviction.

Our legal system has several principles that uphold justice and protect everyone's rights. One of these principles is the rule of law, which means that everyone must follow the law. It doesn't matter if you are rich or poor, the prime minister or just an everyday person — everyone is equal before the law.

Three key principles exist to make sure that anyone who contacts a court is treated fairly and receives justice. These principles are fairness, equality before the law and access to the legal system. Without these key principles, no-one would be able to trust the legal system to promote or protect the welfare of the individual, the community or our rights.

15.2.2 Fairness, equality and access

Fairness

In the legal system, fairness means everyone will be treated impartially and using consistent processes. Every individual is entitled to a fair hearing, and impartial, unbiased **judges** and juries help make this happen. A legal system that is fair allows everyone the opportunity to present their side of a dispute.

TABLE 1 Some of the ways in which the legal system upholds fairness

Principle	Description
Presumption of innocence	The **accused** is presumed innocent until proven guilty in court. Guilt must be established beyond reasonable doubt.
Right to silence	The accused has the right to remain silent. The prosecution must establish guilt and produce evidence.
Evidence presentation	Both sides can show evidence and question each other.
Procedural fairness	Strict rules ensure fairness in court. Rules of evidence determine admissibility. Hearsay is not allowed.
Rules of procedure	Trials follow strict rules. Juries can't hear about past crimes; decisions are based only on the facts.

FIGURE 2 Every person has the right to understand the charges against them as part of fairness in the legal system.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. What does the image of the person in **FIGURE 2** suggest about fairness?
2. If a person disputes the accusations, what are their options to challenge the charges?
3. How does a person's right to silence contribute to fairness in the justice system?

Equality

Equality means everyone is treated the same, no matter their race, gender or family status. This does not mean that all individuals who come into contact with the legal system should be treated in the same way, but that they should believe that they are being treated equally and without discrimination.

Some individuals and groups in our society do not experience equality in the legal system, for a variety of reasons. For example, some people may be discriminated against because of their gender, ethnicity, disability, sexual orientation, age, religious affiliation, socioeconomic background, size or nature of family, literacy level or other characteristics.

TABLE 2 Some ways in which our legal system ensures that everyone has the opportunity to be treated equally and without discrimination

Feature of the legal system	Details
Independent decision-maker	The presence of an independent decision-maker.
Rules related to evidence and procedure	Consistent proceedings in court ensure that individuals can put forward their case, receive a fair hearing and obtain an appropriate outcome. Proceedings may be adapted to suit a particular individual's background and circumstances.
Interpreters	Using interpreters so that a person who needs assistance in understanding English or has a hearing and/or speech impairment can be involved in their case. Being able to understand what is happening, and be understood, in one's own hearing or trial is important for a person to feel that they are being treated equally.
Legal aid	Providing legal aid so that people who cannot afford a lawyer can get one. Legal assistance can be provided to people who are involved in a dispute or criminal matter who are unable to afford legal advice and representation.
Specialist divisions	The existence of specialist divisions within courts and Victorian Civil and Administrative Tribunal (VCAT) that deal with specialised types of law. For example, the Koori Court operates as a separate division of the Magistrates Court, the County Court and the Children's Court, and determines sentencing for Aboriginal and Torres Strait Islander Peoples who have pleaded guilty to committing an offence.

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

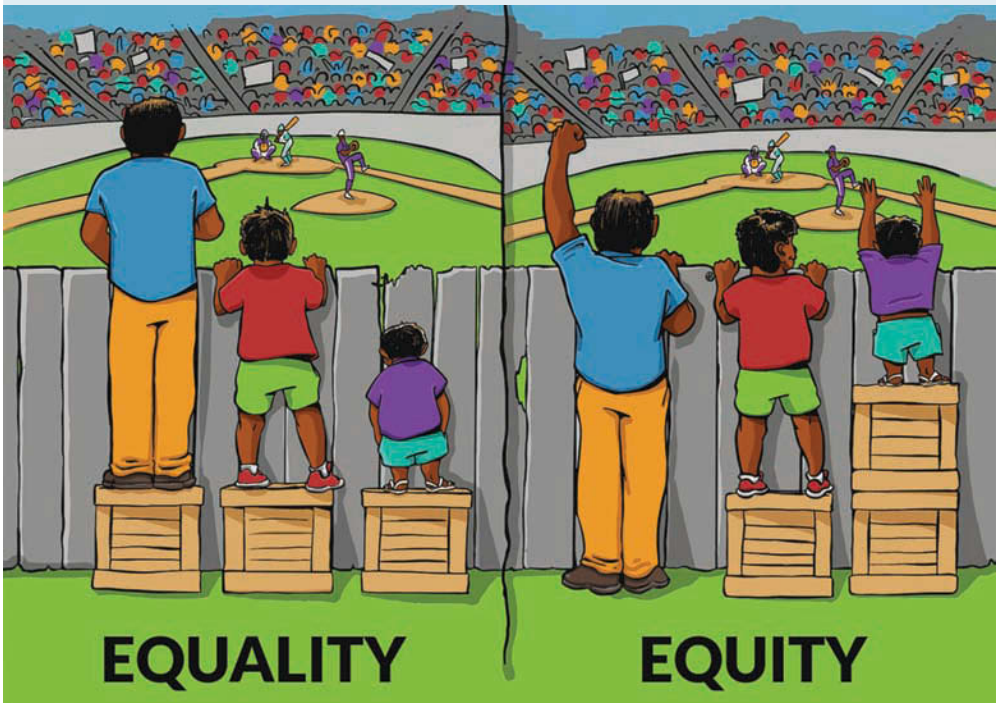
- Equality — students who are not in the correct uniform are given a detention (the same rule for all).
- Fairness — students who have a valid note will be given a uniform pass and will not receive a detention (making an adjustment using a consistent process).

SkillBuilder discussion

Evaluating democratic institutions and systems

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

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



Access

Access means that all people should be able to make use of the legal system when they need to. An effective legal system provides a range of institutions and processes that will allow everyone to have their disputes resolved. As well as having physical access, we should all be able to afford access to the legal system so we can pursue a case. Everyone should understand what their rights are and how to get legal advice. Legal aid services can help with this. It also means you can pursue your case, whether in court or through other ways.

For a variety of reasons, there are people in our society who experience difficulties in gaining access to the legal system. Some people will have difficulties accessing the legal system because they have little to no knowledge or understanding of the law. Others may feel intimidated by people working in the legal profession or may not be able to pay the costs of a lawyer. Individuals with limited English may struggle to communicate their problem, thereby making it difficult to access legal support.

TABLE 3 Some ways in which our legal system provides for access

Access feature	Description
Court hierarchy	Access to experts with specialised knowledge in dealing with cases. Example: Magistrates' Court hears minor cases quickly, cheaply and conveniently.
Right to appeal	Appeal a court decision if not satisfied with the outcome.
Specialist divisions	Courts with specialised types of law. Example: Children's Court of Victoria for children and young people under 18.
Alternative dispute resolution	Settle disputes through mediation, conciliation and **arbitration**, which are quicker and cheaper than court.
Tribunals	Hear and determine civil disputes. Example: Victorian Civil and Administrative Tribunal (VCAT).

15.2 SkillBuilder activity INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES

Three principles of justice underpin our legal system:
1. Fairness
2. Equality
3. Access.

A fair trial is fundamental to ensuring these principles are upheld.

Use the internet and the information in this lesson to **construct** a series of tables that show the strengths and weaknesses of our legal system in providing a fair trial. You might like to find out more about the role of key personnel in the legal system or the rules of evidence and procedure. For each area you include in your table provide two or three dot points. See the example below.

Support for the victim (explain what is involved or provide some dot points) • Give evidence remotely	
Strengths	**Weaknesses**

Once you have constructed your tables, write a report outlining your findings.

15.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 6	2, 5, 8	7, 9

REMEMBER AND UNDERSTAND

1. **Identify** the three principles of justice.
   - A. Fairness, equity, access
   - B. Fairness, equality, access
   - C. Rule of law, fairness, access
   - D. Rule of law, equality, access
2. Which of the following best describes the principle of fairness in the legal system?
   - A. Ensuring everyone is treated equally, regardless of background
   - B. Forcing the accused to produce evidence against themselves
   - C. Treating everyone impartially and using consistent processes
   - D. Prioritising victims' compensation over offenders' rehabilitation
3. **Identify** one way the legal system ensures equality for individuals with a hearing impairment.
   - A. Guaranteeing the same treatment for everyone in every situation
   - B. Using interpreters to ensure understanding during a trial
   - C. Establishing uniform penalties for offenders regardless of the offense
   - D. Automatically dismissing charges
4. Which of the following is an example of access in the legal system?
   - A. The presumption of innocence
   - B. The provision of mediation services to resolve disputes
   - C. The use of strict rules of evidence
   - D. The right to silence for accused persons
5. Which of the following would not be considered an aspect of a fair trial?
   - A. An independent judge
   - B. A public hearing
   - C. Internet research by one of the jurors
   - D. Legal representation

ANALYSE AND APPLY

6. **Explain** in your own words what is meant by the term 'justice'.
7. **Describe** the three key principles of justice and how each works to protect citizens.
8. **Analyse** how the availability of legal aid contributes to access and equality in the legal system.

EVALUATE AND COMMUNICATE

9. **Explain** why understanding your rights is important for accessing the legal system effectively.

Answers and sample responses for this topic are available online.

LESSON 15.3 What is the difference between civil law and criminal law?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the difference between civil and criminal law.

Tune in

There are various areas of law, including criminal law, civil law, administrative law and constitutional law. Criminal law addresses actions that violate existing laws and affect society, such as theft, assault or dangerous driving. Civil law, in contrast, involves disputes between individuals, such as disagreements over contracts or claims for compensation due to injury.

1. **Should the person who caused this accident face punishment for breaking the law?**
2. **Should the person who caused this accident compensate the injured party for their medical bills and car repairs?**
3. **Would a car accident be considered under criminal law or civil law?**

FIGURE 1 A car accident can be a complex area of the law, depending on the causes and the outcome.

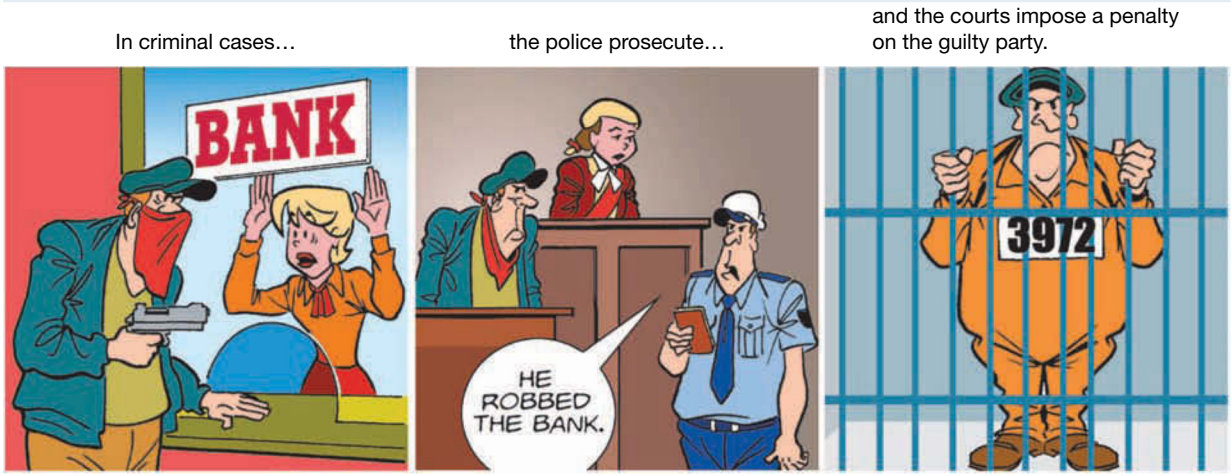
15.3.1 Criminal law

Criminal law protects the community from the harmful actions of others. A crime is an action or omission (a failure to act) that represents an offence and is punishable by law. For example, we have laws that make assault, robbery and theft offences. In criminal law, the police will be involved as they investigate a crime, collect evidence, interview witnesses, and put together a case against the accused (the person being charged with the crime).

When a person is charged with a crime, the state **prosecutes** them in court. Courts use an **adversarial system**, where two opposing sides present arguments to an independent judge or magistrate. The prosecution must prove the accused's guilt, while the accused can defend themselves.

The verdict will be either 'guilty' or 'not guilty'. If there is any reasonable doubt, the defendant should be found not guilty. A guilty verdict results in a sanction, such as imprisonment or a fine.

FIGURE 2 An illustration of the criminal justice process.



15.3.2 Civil law

Civil law deals with non-criminal disputes between individuals or groups. These can arise in matters related to business dealings, or when a person is harmed by the careless actions of another. This area of law includes **breach of contract**, **defamation**, **nuisance**, **negligence** and **trespass**. The main aims are to, as best as possible, return an affected person to their original position and/or to compensate them for their loss.

If an individual believes that another party has infringed their rights, then that person may **sue**. Like criminal cases, civil cases operate under the adversarial system, with each side presenting their arguments before an independent judge or magistrate. The person making the complaint is known as the **plaintiff** and the person accused of doing the harm is known as the **defendant**.

In civil law, it is up to the plaintiff to prove that the defendant was responsible for infringing their rights. This is decided on the balance of probabilities, meaning that the court will decide whether the plaintiff's case or the defendant's case is more probable. If the plaintiff is successful, the defendant may be required to provide compensation for the harm done (see **FIGURE 3**).

FIGURE 3 An illustration of the process of civil law.

TABLE 1 The differences between civil and criminal law

	Criminal law	Civil law
Definition	The area of law involving behaviour that breaches existing laws against society and is harmful to the welfare of the community	The area of law dealing with the infringement of an individual's rights
Aim	To keep society safe and to punish those who break the law	To restore an affected person to their original position and/or to compensate them for their loss
Parties involved	The prosecution and the accused (or defendant)	The plaintiff and the defendant
Party bringing the action	The police or Director of Public Prosecutions (representing the state or the Crown)	The plaintiff
Standard of proof	Beyond reasonable doubt	Balance of probabilities
Burden of proof	The prosecution must prove that the accused is guilty	The plaintiff must prove that the defendant was most probably in the wrong
Decision	The accused will be convicted if found guilty or acquitted if found not guilty	The defendant will be found liable or not liable
Outcome	A sanction, such as imprisonment, a community corrections order or a fine	Typically a remedy, such as damages or an injunction

CASE STUDY

From a car crash to the courtroom

On 28 November, 2022, a 33-year-old man fell asleep while driving on cruise control along the Wimmera Highway near Apsley. His car veered off course, crashing into a fence and then the Border Inn Hotel. The driver woke up during the crash and fled the scene with his unharmed passenger. The site was secured due to asbestos risk, but fortunately, no one was in the hotel.

The driver turned himself in to the police two days later, explaining he couldn't handle the situation. Previously, in October 2022, police had found drug paraphernalia, cannabis, other drugs and magic mushrooms in his car during a stop for a tail light issue.

In June 2023, the driver appeared at Warrnambool Magistrates' Court, pleading guilty to failing to report an accident, careless driving and drug possession. He was fined $1750 and had his driver's licence suspended for 18 months. Already serving a community corrections order for drug trafficking, he had not completed any mandated work. The magistrate ordered him to restart the 18-month period.

Source: Adapted from https://3wm.com.au/articles/jail-avoided/.

CASE STUDY

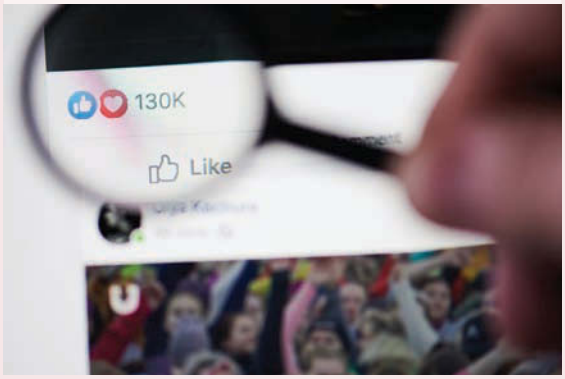
Defamation disputes

A Melbourne property developer sued a local councillor over defamatory social media comments about a marina precinct development. The councillor, who had created a community Facebook forum in 2010, remained its administrator. In 2019, before their election to council, posts on the page criticised the development, with some questioning the developer's integrity.

The councillor later filed a counterclaim against the developer and a company representative over comments made in a 2019 council meeting. The representative indirectly referred to the councillor as a source of 'blatant misinformation' and 'fake news'. The meeting was recorded and streamed live.

The Victorian Supreme Court ruled in 2022 that the councillor, as page administrator, was a 'primary distributor' of defamatory content and awarded the developer $205 000 in damages. In the counterclaim, the councillor was awarded $15 000 in damages against the company and its representative.

FIGURE 4 A developer won $205 000 in damages after suing a councillor for defamatory Facebook comments. The councillor countersued and received $15 000 for defamation.



15.3 Skillbuilder activity EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS

Use this resource or a reliable news source for each of the following.

1. Find a criminal law example. What type of crime and what kind of punishment is given?
2. Find a civil law example. What type of dispute and what resolution was sought?

Be ready to give your class a brief summary about each example that shows the difference between civil and criminal law.

15.3 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 9	5, 6, 10	7, 8

REMEMBER AND UNDERSTAND

1. Match the words below to their definitions.

a. Plaintiff	**1.** A system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire
b. Defendant	**2.** A person who commences a legal action in a civil case
c. Prosecute	**3.** A person against whom a legal action has been brought
d. Adversarial system	**4.** The power or authority of a court to hear specific types of disputes and cases
e. Jurisdiction	**5.** To take legal action against a person accused of a crime

2. **Identify** the main role of criminal law.
   A. To resolve disputes between individuals or groups
   B. To compensate individuals for their losses
   C. To protect the community from harmful actions
   D. To ensure government decisions are lawful
3. In a criminal trial, on what standard must the prosecution prove the guilt of the accused?
   A. On the balance of probabilities
   B. Beyond reasonable doubt
   C. By showing evidence of negligence
   D. With support from the plaintiff
4. **Identify** the main aim of civil law.
   A. To punish individuals for crimes
   B. To sentence individuals to imprisonment or fines
   C. To restore a person's reputation and/or compensate a person for their loss
   D. To prove guilt beyond reasonable doubt
5. In civil law, what is the person bringing the case called?
   A. The prosecution
   B. The plaintiff
   C. The accused
   D. The defendant

ANALYSE AND APPLY

6. **Explain** the difference between civil law and criminal law.
7. Do the following cases involve criminal or civil law? **Explain** your answers.
   a. You are disturbed by neighbours loudly renovating their property at 2 am.
   b. Your aunty is convicted of driving with a blood alcohol content of 0.09.
   c. Your smartphone is stolen by an attacker armed with a baseball bat.
   d. Your strict-vegetarian friend finds a half-eaten prawn in a salad sandwich, which was labelled as vegan, bought from a café and realises that she has just eaten the other half.
   e. Your leg has to be set in a plaster cast when you slip on some detergent that has been spilled on the supermarket floor.
8. **Analyse** how criminal law and civil law contribute differently to the maintenance of social order.
9. Read the case study 'From a car crash to the courtroom'. **Explain** why this case is a criminal law matter.
10. Read the case study 'Defamation disputes'. **Explain** why this case is a civil law matter.

Answers and sample responses for this topic are available online.

LESSON 15.4 What are the key features and jurisdictions of Australia's court system?

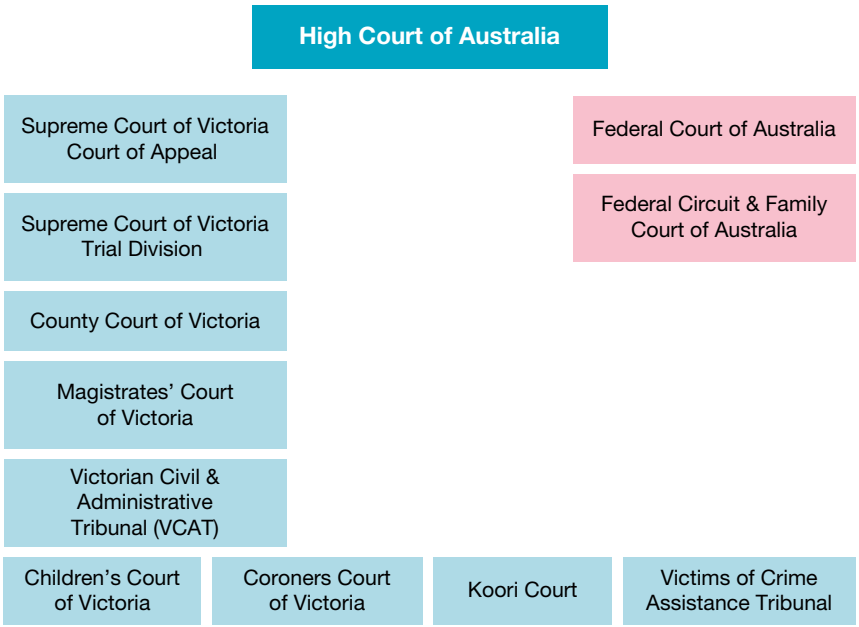
LEARNING INTENTION

By the end of this lesson you should be able to **identify** the matters that different courts deal with at a state/territory and a national level, and how each court or tribunal enacts the law and resolves disputes.

Tune in

Our legal system is made up of many different courts, each with different powers and responsibilities. These courts are arranged in different levels, in order of their power and importance. This arrangement is known as a hierarchy. The higher courts, which hear the most serious matters, are at the top of the hierarchy; the lower courts, which hear less serious matters, are at the bottom of the hierarchy.

FIGURE 1 A diagram representing the court systems hierarchy in Australia.



1. **Discuss reasons for having different levels of courts rather than allowing all courts to hear any cases.**
2. **Which court do you think would hear the following matters?**
   a. **Serious offences such as intent to kill or causing of serious harm**
   b. **Road traffic offences**
3. **Discuss your answers to these questions with a partner.**

A court hierarchy is simply a way of ranking the courts, with higher courts hearing more serious and complex cases, and lower courts hearing less serious matters. Without a court hierarchy, our courts would struggle to operate quickly, effectively and efficiently. If we had only one court that heard all cases, it is very likely that there would be delays and there would be nowhere to appeal a decision. The court hierarchy provides structure and clarity that ensures that the principles of justice (fairness, equality and access) are met. In Australia, each state and territory has its own court hierarchy. There is also a Federal court hierarchy.

15.4.1 Different courts, different jurisdictions

An area of law for which a court has responsibility is known as its **jurisdiction**. Our courts have what is referred to as original and **appellate jurisdiction**. **Original jurisdiction** is the power given to a court to hear a case for the first time. Some of our courts can hear appeals from cases that were first held in the lower courts. These courts have appellate jurisdiction. An appeal occurs when a person involved in a court case, who is not satisfied with the outcome of the case, asks a higher court to review the decision This person is known as the **appellant**.

In criminal cases, the higher courts have jurisdiction over the most serious crimes. In civil cases, the higher courts have jurisdiction over matters that will affect many people, involve complex legal issues or large sums of money. Cases heard in higher courts will be much more expensive for the community as well as for those bringing the action.

TABLE 1 Australian court hierarchies

Jurisdiction	Highest court in the hierarchy	Highest state or territory court	Intermediate state or territory court	Lowest court
Commonwealth	Full Bench of the High Court	Federal Court Family Court		Federal Circuit Court
NSW	High Court of Australia	Supreme Court	District Court	Local Court
Victoria		Supreme Court	County Court	Magistrates' Court
Queensland		Supreme Court	District Court	Magistrates Court
South Australia		Supreme Court	District Court	Magistrates Court
Western Australia		Supreme Court	District Court	Magistrates Court
Tasmania		Supreme Court		Magistrates Court
ACT		Supreme Court		Magistrates Court
Northern Territory		Supreme Court		Magistrates Court

15.4.2 State/territory courts

The Magistrates' Court

The lowest courts in the state/territory court hierarchy are local courts, known as the Magistrates' Court in Victoria. The Magistrates' Court hears up to 90 per cent of all cases in Victoria. It's more informal than the higher courts, with no **jury**. **Magistrates** don't wear wigs or robes, but you need to call them 'Your Honour'.

The Magistrates' Court hears both criminal and civil cases. It has original jurisdiction over civil matters where the plaintiff is claiming up to $100 000. All adult criminal cases (people 18 and over charged with criminal offences) are brought before the Magistrates' Court first.

The Magistrates' Court also issues warrants and hears bail applications. A warrant is a court order authorising the police to make an arrest, search premises or seize a person's property. **Bail** is the release from custody of a person accused of an offence and will include conditions such as attending court when required.

TABLE 2 The Magistrates' Court has original jurisdiction in criminal law over the following matters.

Type of offence	Description	Examples/explanation
Summary offences	Minor or less serious offences	Disorderly conduct, drink-driving, minor assault
Indictable offences heard summarily	More serious crimes, normally heard by a higher court but can be heard by a magistrate with the accused's consent	Unlawful killing of another person Arson — the deliberate destruction of property by fire Drug trafficking Serious sexual assault and violence
Committal proceedings	Preliminary hearings in the Magistrates' Court to determine if there is sufficient evidence for a higher court	A pre-trial process examining key evidence and cross examinations of witnesses

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

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

FIGURE 2 Melbourne Magistrates' Court. In this court, a magistrate will decide how to settle a dispute or if someone is guilty or not.

The Magistrates' Court also has special courts for hearing drug-related charges and family violence offences. The aim of separating out these kinds of crimes is to focus on providing treatment to people who have broken the law because of substance abuse problems and protecting families from violent behaviour. Most jurisdictions also include a Koori Court to help bridge the gap between Australia's common law system and Aboriginal and Torres Strait Islander Peoples' customary law. The Koori Court determines sentencing for Aboriginal and Torres Strait Islander Peoples who plead guilty to an offence.

The Children's Court, on the same level as the Magistrates' Court in Victoria, handles cases for individuals under 18. It has two divisions: Family and Criminal. The Family Division addresses care, protection and intervention orders for at-risk youth, while the Criminal Division deals with crimes committed by children and young people.

The Coroners Court

The Coroners Court of Victoria investigates the cause and circumstances of certain deaths and fires. In Victoria, 'reportable deaths' — unexpected, violent, unusual, or due to accident or injury — must be reported to the Coroners Court. Coroners also investigate 'reviewable deaths', which occur when a second or subsequent child of a parent dies. The Court investigates fires causing loss of life or significant

property damage and can recommend public health and safety measures. For instance, it recommended mandatory pool fences after several backyard drowning incidents.

The County Court

Next in the hierarchy are the district courts. In Victoria, this is called the County Court. The County Court hears disputes involving larger amounts of money and more serious crimes such as armed robbery, drug trafficking and serious assaults. A judge presides over the County Court and hears the matters brought before it. A jury of 12 people is used in all criminal trials, while a jury of 6 people is occasionally used in civil cases.

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

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

FIGURE 3 The County Court of Victoria in Melbourne. In this court, a judge or jury will decide how to settle a dispute or if someone is guilty or not.

In its **appellate jurisdiction**, the County Court can hear criminal appeals from the Magistrates' Court against a conviction or severity of a sentence. The prosecution also has the right to appeal against a magistrate's decision. The prosecution may, for example, appeal against a sentence, arguing that it is too lenient. Criminal appeals take place before a single judge with no jury.

The Supreme Court

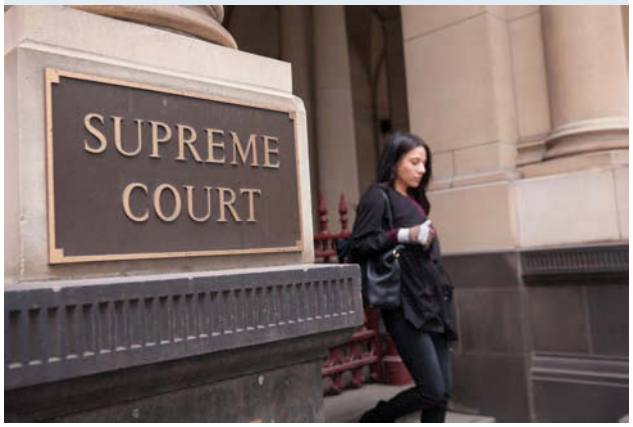
The highest court in each state and territory is the Supreme Court. It hears the most serious criminal cases and most complex civil cases. It can also hear appeals from the other Victorian courts. The Supreme Court of Victoria is divided into two divisions: the Trial Division and the Court of Appeal.

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

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

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



The Trial Division hears cases in their original criminal jurisdiction including treason, murder, **manslaughter**, attempted murder and other serious indictable offences matters. It also hears cases in their original civil jurisdiction for unlimited amounts of money and/or cases involving complex legal issues. In its appellate jurisdiction, the Trial Division can hear criminal and civil appeals from the Magistrates' Court.

The Court of Appeal has no original jurisdiction (meaning that it does not have the power to hear cases for the first time). It has appellate jurisdiction to hear criminal and civil appeals from the County Court or the Supreme Court Trial Division.

15.4.3 Federal courts

The Federal Circuit and Family Court of Australia

The Federal Circuit and Family Court of Australia consists of two Courts. The Federal Circuit and Family Court of Australia (Division 1) hears family law matters including disputes over divorce, parenting arrangements, child support and property disputes following a relationship breakdown (both trials and appeals). The Federal Circuit and Family Court of Australia (Division 2) deals with family law, migration and general federal law matters.

The Federal Court of Australia

The Federal Court of Australia can hear almost all civil matters arising under Australian federal law and some summary and indictable criminal matters. For example, the Court deals with matters relating to company law, disputes related to workplace relations, disputes arising under the *Competition and Consumer Act 2010* (such as mergers, misuse of market power, exclusive dealings or false advertising, intellectual property disputes, native title determination applications, as well as complaints about unlawful discrimination). An example of an indictable criminal matter that the court will hear is cartel conduct.

The High Court

The High Court is a federal court that also sits at the top of each state and territory's court hierarchy. **TABLE 3** outlines its roles.

FIGURE 5 The High Court of Australia in Canberra

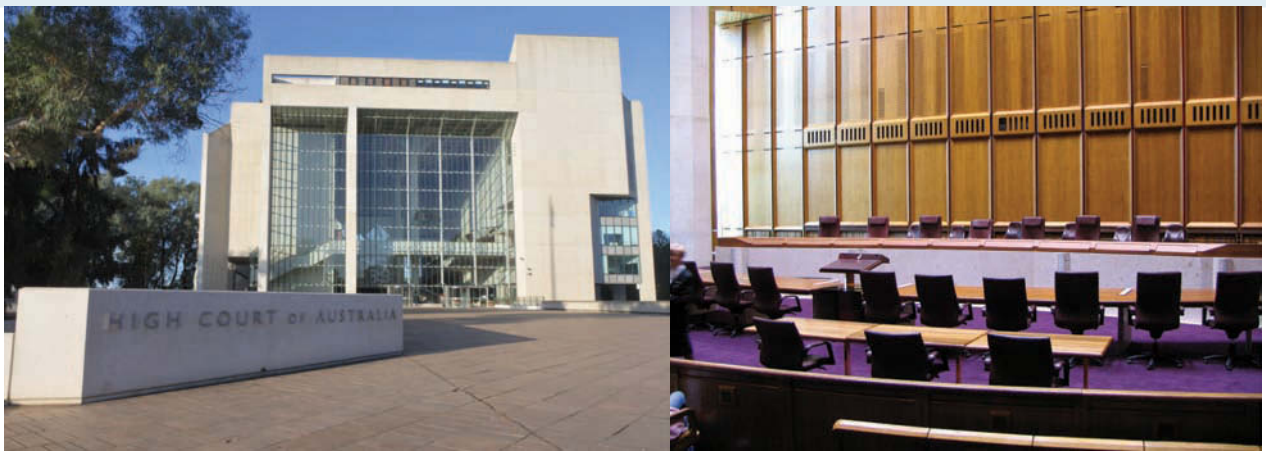


TABLE 3 The roles of the High Court

Function	Description
Highest court of appeal	Hears appeals from the Supreme Courts of all states and territories, the Federal Circuit and Family Court, the Federal Court, and from decisions made by the High Court operating in its original jurisdiction.
Interpreting the Australian Constitution	The High Court reads, interprets and applies the words of the Constitution in disputes when they arise.
Matters under a treaty	Deals with matters arising under a treaty.
Resolve disputes	Resolves disputes between state governments, and between state governments and the Commonwealth Government.

15.4 SkillBuilder activity QUESTIONING AND RESEARCHING

The Department of Justice recently conducted a survey to gauge people's understanding of the Australian court system. They have found that there is a large section of the population that have very little knowledge of how our courts operate.

Your group has been commissioned by the Department of Justice to **create** a visual representation of the Australian court system using digital technology. The format is up to you.

You must include:
- The jurisdiction of each court and its place in the court hierarchy.
- An example of a case that has been heard in each court.

15.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 8, 10	1, 3, 5, 7	4, 6, 9

REMEMBER AND UNDERSTAND

1. What is court hierarchy?
   - **A.** The arrangement of courts in different levels, in order of their power and importance
   - **B.** The arrangement of courts according to their size
   - **C.** A legal structure where parties present their cases to a judge
   - **D.** A legal official who presents cases on behalf of the crown
2. Which court hears most cases in Victoria?
   - **A.** County Court
   - **B.** Magistrates' Court
   - **C.** Supreme Court
   - **D.** Coroners Court
3. **Identify** the role of the Coroners Court.
   - **A.** Investigate reportable deaths
   - **B.** Investigate fires
   - **C.** Make recommendations related to public health and safety
   - **D.** All of the above
4. What type of cases does the Federal Circuit and Family Court of Australia (Division 2) handle?
   - **A.** Constitutional disputes
   - **B.** Civil cases under state law

C. Family law, migration and general federal law matters
D. Native title determination applications

5. What is one role of the High Court of Australia?
   A. Settling minor civil disputes
   B. Interpreting the Australian Constitution
   C. Handling cartel conduct cases
   D. Overseeing migration law matters

ANALYSE AND APPLY

6. Do you think that a court hierarchy is necessary? **Explain** your answer.
7. In which court are these likely to be heard? Choose from the following list: High Court, Supreme Court, County Court, Magistrates' Court, Federal Circuit and Family Court of Australia.
   a. A murder trial
   b. An appeal from the Supreme Court (Court of Appeal)
   c. A minor traffic offence
   d. A dispute over the division of property in a divorce
   e. Serious assault
   f. The committal hearing of a rape case
   g. A civil dispute between business partners involving $100 million
   h. A case dealing with an aspect of the Australian Constitution
8. In which courts and in which types of cases is a jury required? **Justify** your answer.
9. If a person was accused of smuggling guns and ammunition into Australia, in breach of Commonwealth law, which court would hear this criminal case? **Justify** your answer.
10. In 1983 a dispute occurred between the federal government and the Tasmanian state government over the building of a dam on the Franklin River in south-west Tasmania. Which court would have heard this case? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 15.5 How do courts and tribunals operate?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the differences between courts and tribunals in enacting the law and resolving disputes.

Tune in

Courts and tribunals play an important role in our legal system, helping to ensure that justice is served and that disputes are resolved fairly. While courts observe strict rules of evidence and procedure when determining criminal and civil matters, tribunals provide a more timely and cost-effective way to resolve less complex civil disputes.

1. **What does the layout and participants in this courtroom suggest about the importance of the Court of Appeal?**
2. **Why might a case be heard in the Court of Appeal instead of a lower court?**
3. **How does the formality of the Court of Appeal compare to that of a Magistrates' Court, and why are there differences?**

FIGURE 1 When the Supreme Court acts as the Court of Appeal, it usually sits with three or five judges.

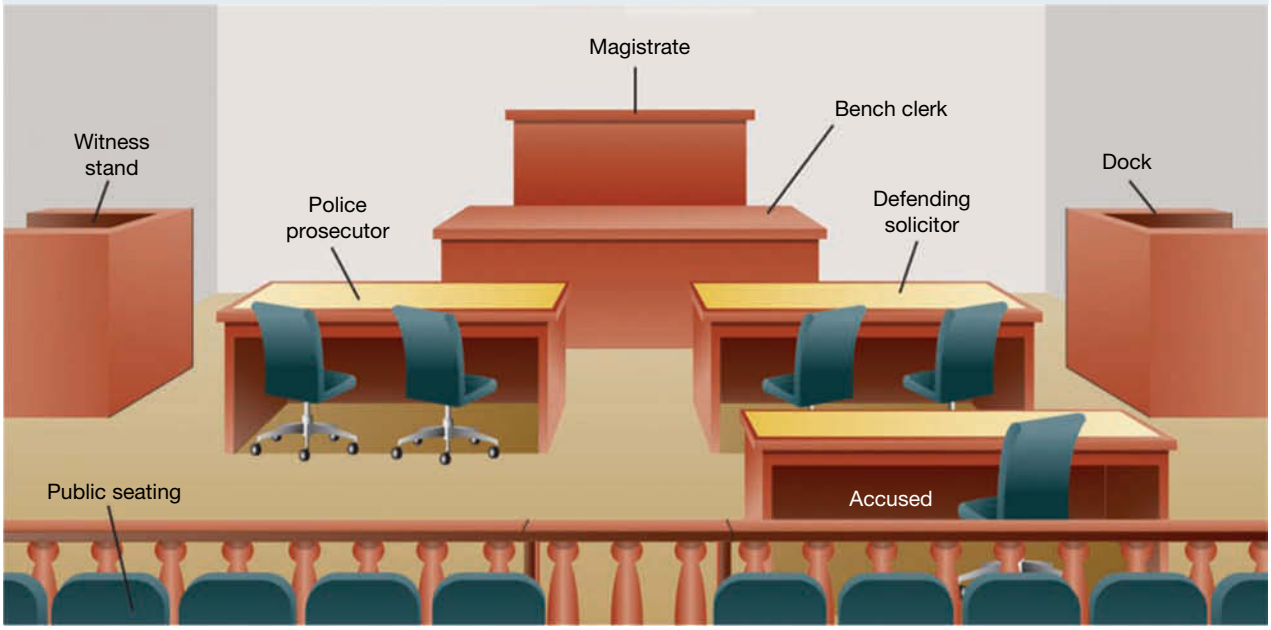
15.5.1 Going to court

Summary offences

If someone is charged with a **summary offence**, their case may be heard in the Magistrates' Court. The court will decide if they are guilty or not guilty. An accused may be represented by a legal practitioner, who will present their case.

If the accused pleads not guilty, the case may proceed to a hearing. At the hearing, both sides may call witnesses, who will give evidence about what they have heard, seen or otherwise perceived by answering questions asked by the prosecution and defence. If the magistrate finds the accused guilty, the magistrate will decide on a sanction.

FIGURE 2 Typical layout of a Magistrates' Court, where minor offences and committal hearings are dealt with



Indictable offences

If someone is charged with an **indictable offence**, their case may be heard in the County Court or the Supreme Court. At the beginning of a criminal trial in a higher court, the accused will be asked, 'How do you plead?' A jury of at least 12 people will be selected to decide the facts in a case where the accused has pleaded not guilty. They will need to listen carefully to the evidence in the case, and then apply the law to the evidence to decide whether the accused is guilty or not guilty. If not guilty, the accused person goes free; if guilty, the judge will decide the sentence.

An accused may be represented by a legal practitioner, who will present their case to the judge and jury. A solicitor is a qualified legal practitioner who will act as the accused's main legal adviser. The solicitor will work to understand the accused's case, provide advice, and provide information to a barrister (who is known as counsel). Barristers are legal professionals who represent clients in court and argue their cases.

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

1. What factors might a jury consider as they deliberate on a case? List at least three examples.
2. Do you think it would be challenging to serve on a jury? Provide reasons for your answer.
3. Imagine you are one of the jurors in the image in **FIGURE 3**. What steps would you take to ensure you make a fair decision?

FIGURE 3 Jury members in criminal trials have to carefully weigh up the evidence to decide whether or not the accused is guilty.

A trial will commence with the judge making opening remarks to the jury. The prosecution and defence will then present their cases, after making opening addresses to the jury. Both may call witnesses, who will give evidence about what they have heard, seen or otherwise perceived by answering questions asked by the prosecution and defence. Each side can cross-examine the witnesses to test the evidence. Witnesses will usually stand in the witness box to give their evidence once they have made an oath or affirmation to be truthful. Some witnesses may give their evidence remotely via an audio-visual link.

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

1. Consider **FIGURE 4**. Why do some people swear on a religious text while others make an affirmation?
2. Does this process ensure truthfulness in court? Why or why not?
3. What are the consequences of a witness lying, and how might it affect the trial outcome?

FIGURE 4 Witnesses who give evidence in court are asked to swear an oath or make an affirmation that the evidence they give will be the truth.

Once the two sides have completed their cases, both may each give a closing address. The judge will also address the jury and sum up the evidence presented, giving directions to the jury about how they should assess the evidence. The jury will then deliberate and deliver a verdict of guilty or not guilty. If the accused pleads guilty or is found guilty at the end of their trial, a plea hearing will occur. The offender will then be sentenced at a sentencing hearing (which may take place on the same day as the plea hearing or at a later date). A verdict of not guilty on all charges means that the accused will be acquitted of the offences.

FIGURE 5 Key players in a typical criminal trial

1. The judge's associate is a trained lawyer who manages much of the paperwork.
2. Anyone whose name is on the electoral roll can be called as a juror. In a criminal case, the jury consists of at least 12 people. The jury must decide beyond reasonable doubt whether a person is guilty. All the jurors have to agree.
3. The prosecutor has to convince the jury that the accused person is guilty. This is done by asking questions of witnesses to draw out relevant information.
4. The judge is addressed as 'Your Honour'. The judge listens to arguments presented by the prosecutor and the counsel for the defence, and is not allowed to ask a witness questions (except to clarify a point). The judge has to make sure jury members understand the proceedings and evidence presented. If a jury announces a guilty verdict, the judge decides the sentence.
5. The counsel for the defence represents the accused. If the accused pleads guilty, the counsel for the defence presents arguments to try to lessen the punishment. If the client pleads not guilty, defence counsel must convince the judge or jury that the client is innocent.
6. The tipstaff or second associate helps the judge keep order in the court. They are responsible for opening and closing proceedings, swearing in witnesses, and looking after the jury.
7. Witness box, from which people give evidence
8. Members of the public, who listen to and observe the court proceedings
9. A prison officer from the prison where the accused has been held
10. The accused
11. Members of the media, who observe proceedings so they can report what happens

15.5.2 Tribunals

If individuals involved in a civil dispute are not able to resolve the issue, they may take their case to court. However, on many occasions, legal disputes can be resolved using other bodies. One example is tribunals. A tribunal is a body that has the power to hear and settle legal disputes brought before it. It will usually have jurisdiction to hear specific types of cases; for example, tenancy disputes, administrative decisions or human rights matters. This means that tribunals are experts or specialists in resolving disputes in particular areas of law. Tribunals are less formal, more timely and more cost-effective than courts when it comes to resolving a civil dispute.

In Australia, there are federal and state tribunals. Some examples of federal tribunals are:

- Administrative Appeals Tribunal (AAT) — this tribunal reviews decisions made by Australian government departments, such as those related to visas, social security and taxation.
- Fair Work Commission (FWC) — this tribunal handles disputes related to workplace relations and employment conditions.
- National Native Title Tribunal — this tribunal deals with applications and disputes related to native title claims.
- Australian Competition Tribunal — this tribunal reviews decisions made by the Australian Competition and Consumer Commission (ACCC).

Some examples of Victorian tribunals are:

- Victorian Civil and Administrative Tribunal (VCAT) — this tribunal resolves disputes and makes decisions in areas such as residential tenancy, building and construction, consumer claims and planning.
- Mental Health Tribunal — this tribunal exists to protect the rights and dignity of people with mental illness. It oversees decisions about whether patients need compulsory mental health treatment.
- Victorian Independent Remuneration Tribunal — this tribunal determines remuneration for public officials, including members of parliament, public sector executives and local government councillors.

Victorian Civil and Administrative Tribunal (VCAT)

The Victorian Civil and Administrative Tribunal (VCAT) is a body that provides a way of resolving relatively simple civil disputes that is less formal, less expensive and more time-efficient than courts. VCAT allocates legal disputes and cases across five divisions. Similar types of cases are handled through 'lists' within each division. These divisions and lists are summarised in **TABLE 1**.

TABLE 1 VCAT's divisional structure

Division	Administrative Division	Civil Division	Human Rights Division	Planning and Environment Division	Residential Tenancies Division
List	• Legal Practice List • Review and Regulation List	• Civil Claims List • Building and Property List • Owners Corporations List	• Guardianship List • Human Rights List	• Planning and Environment List	• Residential Tenancies List

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Refer to **TABLE 1**. Discuss in groups what you know or have heard about VCAT.
2. VCAT is designed to resolve disputes more quickly and affordable than courts. It also has specialist divisions. How might this influence fairness and decision-making?

VCAT disputes are heard by VCAT members who are lawyers or specialists in the issues arising in their list. They apply the law and make impartial, independent decisions in the cases they hear. VCAT has a president, who is a Supreme Court judge, and a number of vice presidents, who are judges from the County Court.

Legislation passed by the Victorian Parliament gives VCAT the jurisdiction to hear certain types of disputes. Decisions made at VCAT are based on the facts and law relevant to each individual case. Where possible, VCAT will help parties in a dispute to reach an agreement by talking through the issues using

mediation or a compulsory conference. Mediation is a private meeting where parties come together to negotiate ways to reach an agreement, presided over by a neutral mediator. A compulsory conference is a dispute resolution process where the parties negotiate ways to resolve a dispute with the help of a VCAT member.

If parties in a dispute cannot agree, VCAT then decides the case at a hearing. When a hearing occurs, it will take place before a VCAT member, who will listen to both parties presenting their cases, and then make a decision. Each party may or may not be legally represented (depending on the list where the dispute is being heard). Parties are able to present evidence, call witnesses and make submissions. Parties and witnesses may be asked to take an oath or affirmation to promise to tell the truth in the hearing.

FIGURE 6 The VCAT building in Melbourne

When VCAT makes a final decision in a case, it gives an order. This is a legal document that instructs the parties on how the case has been decided and the action they must take. An order may be:

- monetary — where a party must pay another party a sum of money
- non-monetary — where a party must do something, for example, return a good; or where a party must not do something, for example, stop discriminating against a person.

A decision made by VCAT is final, and must be followed by all parties. If a party does not follow the order, then it can be enforced through the Magistrates' Court or Supreme Court. Decisions by a VCAT member may be appealed to the Trial Division of the Supreme Court, but an appeal from a decision made by the VCAT president or a vice-president must be taken to the Court of Appeal. VCAT decisions can only be appealed on a question of law — that is, only if a party believes that VCAT made a mistake in the way it applied the law.

CASE STUDY

Defective building work

In 2024, the owners of a house built in 2017 sued the builder for damages due to defects in the house. They claimed that the defects were caused by the builder's failure to properly carry out building work as per the contract they had signed.

VCAT heard the claim in a hearing in July. The property owners were represented by a barrister; however, the builder did not attend the hearing, despite confirming his intention to appear. His defence and witness statement were considered, but not fully corroborated by oral testimony. The property owners presented evidence from both their written statements and oral testimony, which was accepted as truthful and plausible, as the builder did not cross-examine them.

FIGURE 7 The homeowners sued the builder for damages due to defects in their house.

The property owners' expert witness, a building consultant, provided a report detailing 30 defective and incomplete items, with cost estimates for rectification work. The property owners also sought damages for loss of amenity due to the house's poor condition, which they could not afford to rectify themselves. They claimed that the defects, such as faulty double-glazed windows, uneven flooring, leaks and broken kitchen fittings, severely affected their ability to enjoy their home, causing significant emotional distress.

The VCAT member hearing the claim accepted the evidence presented by the property owners including their financial inability to fix the defects. Deputy President Ian Lulham found that the builder breached his obligations under the building contract and ordered that he pay the property owners $446 329.47.

15.5 Skillbuilder activity PARTICIPATING IN CIVIC PROCESSES

You are a legal advice assistant. Read each scenario below and decide whether it should go to a court or tribunal. Give one reason for your choice.

Scenarios:

- Sarah's landlord won't return her bond money after she moved out.
- Jake was caught driving 40 km per hour over the speed limit.
- A company refused to hire Maria because of her age.
- Tom was arrested for stealing from a shop.

Which scenario would be resolved fastest? Why?

15.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 9	5, 7, 8

REMEMBER AND UNDERSTAND

1. Which of the following is true about a summary offence in the Magistrates' Court?
   - A. The accused may be tried by a jury of at least 12 people
   - B. The case will be heard by a magistrate, who determines guilt and a sanction
   - C. An accused must always plead guilty
   - D. A trial can only occur if the accused is represented by a barrister
2. What is the role of a solicitor in a criminal trial for an indictable offence?
   - A. To represent the accused in court, argue the case and address the jury
   - B. To provide legal advice to the accused and work with a barrister
   - C. To decide the sentence if the accused is found guilty
   - D. To decide if the accused is guilty or not guilty
3. **Identify** the role of the jury in a criminal trial for an indictable offence.
   - A. To decide the sentence of the accused
   - B. To determine whether the accused is guilty or not guilty beyond reasonable doubt
   - C. To present evidence and question witnesses
   - D. To give legal advice to the accused

4. Which of the following is an example of a tribunal in Australia?
   - **A.** The High Court
   - **B.** The Fair Work Commission
   - **C.** The Supreme Court of Victoria
   - **D.** The County Court of Victoria
5. **Identify** the statement about VCAT that is correct.
   - **A.** VCAT decisions can be appealed on any grounds.
   - **B.** VCAT only resolves disputes related to tenancy and planning matters.
   - **C.** VCAT hearings are conducted by judges from the Supreme Court only.
   - **D.** VCAT provides a less formal, more cost-effective way to resolve civil disputes.

ANALYSE AND APPLY

6. **Identify** the types of cases handled by courts and tribunals, and **explain** how their methods of enacting the law and resolving disputes differ.
7. Read the case study 'Defective building work'. **Explain** why this case might involve criminal elements.

EVALUATE AND COMMUNICATE

8. **Justify** why a less formal process at VCAT might be more accessible for individuals resolving civil disputes.
9. **Explain** how tribunals like VCAT contribute to a more accessible legal system compared to courts that often require significant resources for participation.

Answers and sample responses for this topic are available online.

LESSON 15.6 How do courts make laws through judgements?

LEARNING INTENTION

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

- **explain** how judges develop the law by interpreting statutes and creating precedent
- use case study material to provide examples of law-making by the courts.

Tune in

In the case of Cohen and Sellar, the plaintiff had given the defendant a ring as a symbol of their engagement. Prior to the marriage taking place, the defendant broke off the engagement; sparking an argument over who owned the ring. Could the defendant keep the ring, or did she have to return it to the plaintiff?

You be the judge:

1. **a. In your view, does the defendant have to return the ring to the plaintiff? Justify your point of view.**
   b. Would your answer be different if the plaintiff broke off the engagement? Explain.
2. **What do you think should happen to any other gifts exchanged by the couple? Give reasons for your answer.**

FIGURE 1 Who owns the ring?

15.6.1 Common law

You probably already know that laws are made by parliaments at both the state and federal level, but did you know that the courts can also make laws? Australia's court system was adapted from the British legal system. One of the unique features of that system is the **common law**. The term 'common law' originally meant that the law was common to everyone. Whenever a dispute came before a court, the judge would look at the previous decisions that other judges had made in similar cases. Whenever possible, a judge would try to decide the dispute in the same way as the previous decision. If there was no previous decision, and no parliamentary law that was relevant, the judge could effectively create new law to apply to the case.

15.6.2 The doctrine of precedent

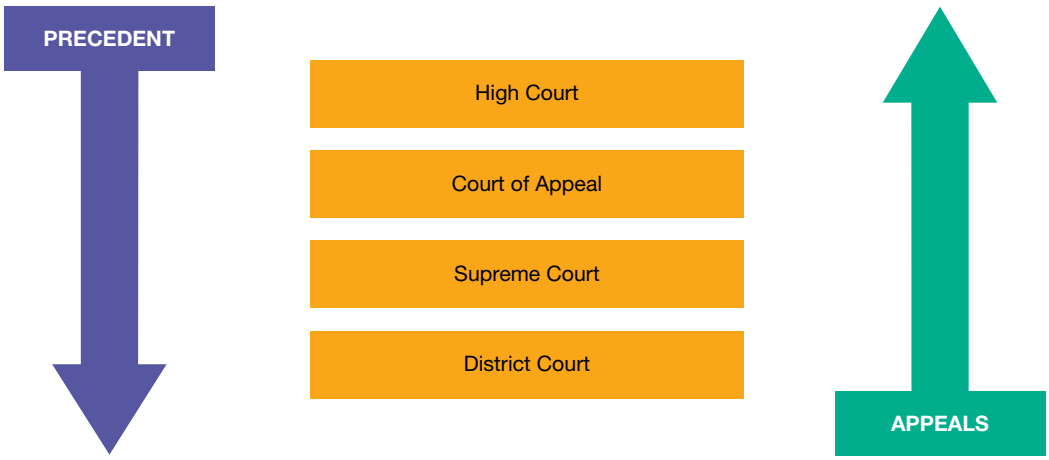
A key feature of our legal system is the doctrine of **precedent**, which allows courts to make laws. This means that when deciding cases judges will be guided by the legal principles applied in similar cases. The operation of precedent depends on the existence of a court hierarchy.

The doctrine of precedent has several key principles:

- Cases with similar facts are decided in a similar way to provide consistency in the legal system.
- Decisions made in higher courts are written down in law reports, which are available to all legal practitioners and judges.
- Lower courts must follow the decisions of higher courts in the same hierarchy when a similar case comes before them.
- A higher court has the power to reverse or overrule a decision made in a lower court. This may happen when a case is appealed or in a later case where a judge decides the previous decision needs to change.
- Parliament is the supreme law-making body, which allows it to pass laws that cancel precedents so that they will not apply in the future.
- When new issues come before a court, a judge has the power to create a new law provided it is not inconsistent with an existing precedent or legislation.

FIGURE 2 If no relevant law exists, judges can create a new legal rule to settle a dispute.

FIGURE 3 The court hierarchy allows for appeals to be taken to higher courts, and precedent to be followed by lower courts.



15.6.3 What makes a precedent?

Law reports contain details of cases that have been decided previously. Each case report includes a summary of the facts of the case, and the law that has been applied by the judge in reaching a decision. The outline of the law that has been applied is known as the ***ratio decidendi***, which is a Latin term meaning 'the reason for the decision'. This might be a precedent from a previous case or the judge's interpretation or interpretation of a law passed by parliament.

When there is no relevant precedent or other law that applies to the facts of the case, the *ratio decidendi*, as stated by the judge, creates a new precedent.

Sometimes a judge will make other comments about the case. For example, a judge might suggest ways in which the decision could have been different if some of the facts had been different. These comments are known as ***obiter dicta***, a Latin term that means 'things said by the way'. Unlike the *ratio decidendi*, statements recognised as *obiter dicta* are not binding on judges in later cases. Nevertheless, if the *obiter dicta* have been delivered by a prominent judge in a higher court, judges in lower courts may gain some guidance from these statements if they can be applied to the facts before them.

CASE STUDY

Duty of care — case studies in the application of precedent

The doctrine of precedent can be illustrated by examining several cases decided in English courts during the late nineteenth and early twentieth centuries. These cases addressed questions regarding the responsibility of individuals supplying products to others, and the extent to which the supplier was accountable for the safety of those products. Prior to these cases, it was generally accepted that a supplier was responsible only to the person with whom they had a direct contractual relationship. This meant that the seller owed a **duty of care** solely to the individual who purchased the products.

FIGURE 4 When you use shampoo you are protected by the law — even if someone else bought the shampoo for you.

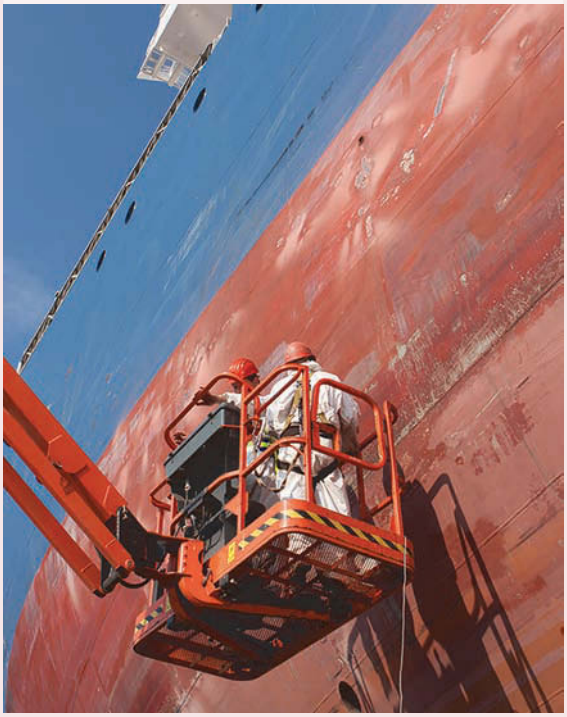
George v. Skivington (1869)

Mr George bought shampoo from Mr Skivington, who made it himself. Mr George bought the shampoo for his wife. After using it, Mrs George experienced skin irritation and hair loss. Mr George sued, claiming negligence in manufacturing. Although the chemist's lawyers argued no duty of care was owed to Mrs George due to lack of contract, the judge ruled that Mr Skivington owed a duty of care to the ultimate user, knowing others besides the purchaser would use the shampoo. Thus, he was held responsible for negligent manufacture.

Heaven v. Pender (1883)

In this case, Gray had a contract to paint a ship. The ship was moored in Pender's dock, and Pender provided a platform to be hung over the side of the ship for this task. Heaven, employed by Gray to carry out the painting, was injured when the ropes holding the platform broke. The court found similarities with *George v. Skivington* as no direct contract existed between Pender and Heaven, yet Pender had a duty to anyone required to use the platform. The court held that whenever one person supplies goods or machinery to another, and there is a likelihood of injury to the user, there is a duty of care to use ordinary skill and care regarding the condition or manner of supply. One judge, Brett, further suggested in *obiter dicta* that whenever one person is placed in a position regarding another where lack of ordinary care and skill could cause danger or injury, a duty arises to use ordinary care and skill to avoid such danger.

FIGURE 5 The dock owner who supplied the platform was found to have a duty of care to the workman painting the ship.



Donoghue v. Stevenson (1932)

A friend bought May Donoghue a bottle of ginger beer in an opaque bottle. After drinking some, a decomposed snail was found in the last pour. Donoghue became ill and sued the manufacturer, Stevenson. There was no direct contract as her friend purchased the drink from a café supplied by Stevenson. The court ruled in Donoghue's favour.

Lord Atkin's judgement established that manufacturers owe a duty of care to consumers if their products are intended to reach the consumer without intermediate examination. This principle, similar to comments in *Heaven v. Pender*, effectively created a new law.

Grant v. Australian Knitting Mills (1936)

Dr Grant purchased a pair of underpants manufactured by Australian Knitting Mills. A chemical was left in the fabric during the manufacturing process, and Grant suffered severe dermatitis as a result of wearing the underpants. He sued the company, and the court found in his favour. The principles of the case of *Donoghue v. Stevenson* were applied, even though that was an English case and Grant's case was heard in an Australian court. Judges in the Australian court system felt the English precedent was a fair and just law, so it became part of Australian common law.

SkillBuilder discussion

Communicating

1. Reflecting on the duty of care case studies, how would you explain the concept of duty of care to someone unfamiliar with the legal system?
2. Discuss how professionals (e.g., doctors, engineers, teachers) interpret and apply the concept of duty of care in their daily work.
3. How do these cases influence how businesses operate?

The law of negligence

The area of law created by the cases outlined is known as the law of negligence. Negligence is said to occur when a person owes a duty of care to another, but does not act in such a way as to ensure the safety of that person. It is now accepted that suppliers of all goods owe a duty of care to anyone who uses those goods, whether they were the actual buyer or not.

15.6.4 Statutory interpretation

Courts often need to apply legislation to the cases that come before them. Sometimes, this requires interpreting the meaning of words and phrases in the legislation. This process is called **statutory interpretation**. The wording of the legislation may be unclear or ambiguous. In addition, it can be difficult for parliament to anticipate all possible future events. Over time, the meaning of certain words in legislation may also change.

When courts make decisions about the interpretation of legislation, they create a precedent that becomes part of the law. The precedent, combined with the original legislation, forms the legal rule that must be followed. However, courts can only interpret legislation when relevant cases come before them. In some instances, a court's interpretation of legislation may lead parliament to amend the legislation to clarify or update it.

CASE STUDY

The studded belt case

One example of a precedent being created by the interpretation of an existing law is known as the studded belt case (*Deing v. Tarola [1993]*). In this case, a young man who was wearing a studded leather belt to hold up his trousers was charged with possessing a regulated weapon and found guilty in the Magistrates' Court in Victoria. He subsequently successfully appealed this verdict in the Supreme Court of Victoria.

The Supreme Court Justice interpreted the Victorian Control of Weapons Act by defining a weapon and considering if a studded belt could be one. He concluded that the young man had a lawful excuse for wearing the belt to hold up his trousers and had no intent to use it as a weapon. The ruling clarified that a studded belt is not inherently a weapon but can be if intended for use as one. In this case, there was no such intent, so the young man was not guilty.

FIGURE 7 According to precedent set by the Supreme Court, a belt is a weapon only if there is intent for it to be used in this way.

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

1. Read the studded belt case study. Is a studded belt a weapon?
2. Discuss how the process of statutory interpretation was applied in this case.

15.6 SkillBuilder activity EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS

'Judges have used common law processes to bring greater fairness to the law by adapting previous decisions to suit the new facts before them.'

a. **Propose** an argument to support this statement and a counterargument to represent an opposing point of view. Use the case studies in this lesson to illustrate your arguments.
b. Which viewpoint do you support? **Justify** your answer.
c. Get together with other like-minded classmates and collate your opinions.
d. Hold a class **debate** and have your teacher determine the winner.

15.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 6, 8, 11	5, 9, 10, 12

REMEMBER AND UNDERSTAND

1. What is common law?
   A. Laws that are common to everyone
   B. A legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases
   C. Laws made by judges through decisions in courts
   D. All of the above
2. Which of the following is a key principle of the doctrine of precedent?
   A. Previous cases provide precedent for future cases.
   B. As parliament is the highest law-making body, it has the power to overrule judgements made in the court system.
   C. There must be consistency of precedent within the hierarchy of courts.
   D. All of the above
3. Complete the following sentences: _____ is a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions. _____ refers to failure to take reasonable care when a person or organisation is legally required to do so.
   Answer options: **negligence** / **duty of care**
4. **Identify** a reason why courts might need to interpret legislation.
   A. To enforce the decisions of higher courts
   B. Because the wording of the legislation may be unclear or ambiguous
   C. To repeal outdated laws
   D. Because courts want to change the original intent of parliament
5. Which of the following statements about statutory interpretation is correct?
   A. Courts can interpret legislation whenever they choose, even without a case.
   B. Statutory interpretation only applies to criminal cases.
   C. Courts can only interpret legislation when a relevant case is brought before them.
   D. Statutory interpretation always results in parliament amending the legislation.
6. **Clarify** why law reports are important in helping judges make and apply common law.

ANALYSE AND APPLY

7. **Explain** why the court hierarchy is important in the operation of the doctrine of precedent.
8. Before 1869 in English common law, a legal duty of care was only owed between people who had a direct contractual relationship. **Analyse** the decision in *George v. Skivington* that changed this law.

9. How do you think a judge might decide the following cases? **Justify** your answer.
   a. A woman buys a new car from a dealer. While preparing the car, a mechanic accidentally damages the brakes and the buyer has an accident. She sues the manufacturer and the dealer.
   b. A man has a lot to drink at a club. When he goes to leave, the club manager offers to order the man a taxi but he refuses it. While walking home the man staggers onto the road and is injured when a car hits him. He sues the club for negligence.
   c. A couple buy a house but discover that it is riddled with termites and will need to be demolished. They sue the previous owner, who claims she knew nothing about the termites.
10. **Discuss** the difference between the *ratio decidendi* and *obiter dictum*.
11. **Discuss** why the case of *Heaven v. Pender* is a good example of the doctrine of precedent.
12. In *Donoghue v. Stevenson* the judge used *obiter dictum* from a previous case to create a new *ratio decidendi*, and therefore a new principle under common law. **Elaborate** on how this was possible under the principles of the doctrine of precedent.

Answers and sample responses for this topic are available online.

LESSON 15.7 What are the rights of the accused and the rights of victims?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the rights of the accused and the rights of victims.

Tune in

Australia is the only Western democracy without a national Human Rights Act or Bill of Rights. Most other nations with similar political and legal systems have enacted a Charter or Bill of Rights that explicitly outlines the rights of citizens. In Australia's criminal justice system, both victims of crime and accused persons are afforded specific rights. These rights vary between states and territories, with some enshrined in legislation and others established and refined through common law. Regardless of their origin, the justice system aims to balance these rights to ensure fairness and respect for both the accused and victims, as well as their families.

FIGURE 1 Everyone should have the right to a fair trial — this is a fundamental principle of justice.

1. **Why do we have a trial for people accused of crimes, rather than simply sending them to jail?**
2. **Mind map a list of elements that you think are essential for a fair trial.**
3. **Create a table like the one below:**
   In the first column, create a list of rights that you think everyone should have.
   In the second column, place a tick next to the rights you think you have.
   In the third column, indicate whether this right should apply to an accused person or victims.

Rights people should have	Rights I have	Rights of victim / accused
The right to silence	✓	accused

4. **As a class, try to reach a consensus as to the three most important rights for victims and the three most important rights for a person accused of a crime.**

15.7.1 The rights of the accused

An accused person has a number of rights, including the:

- right to a fair hearing
- right to legal representation
- right to be tried without unreasonable delay
- right to trial by jury
- right to the presumption of innocence.

The right to a fair hearing

In Australia all persons charged with a criminal offence have the right to a fair hearing. This means a case should be heard before an impartial and independent judge. A hearing must be conducted without favouritism, bias or any preference towards either the prosecution or the defence. Furthermore, there should be no perception of favouritism or potential bias. For a fair hearing to occur, an individual should also have knowledge of the case against them and the opportunity to challenge the evidence in an open and public forum.

The right to legal representation

Legal representation is a vital element of a fair trial. The rules of evidence and procedure that exist in our courts are complex. An accused without legal representation is at a disadvantage and will not be able to present their case to the judge and jury in the best light.

CASE STUDY

Dietrich v the Queen (1992)

The need for legal representation was upheld by the High Court in the case of *Dietrich v the Queen* in 1992.

Dietrich was charged and convicted of drug importation in the County Court. He had been unable to find legal representation and Legal Aid would only fund his case if he pled guilty. On appeal, the High Court ruled that due to the seriousness of the offence he had been denied a fair trial. The County Court should have adjourned the case until such time as he could find legal representation.

The right to be tried without unreasonable delay

There is an old saying in law: 'Justice delayed is justice denied'. This means that if a person is wronged in some way and their case takes too long to go to court, then it can feel like justice hasn't been done at all. The International Covenant on Civil and Political Rights, to which Australia is a signatory, states that anyone charged with a criminal offence has the right 'to be tried without undue delay'.

A criminal trial should be held as soon as possible after the events that led to the accused being charged, with only reasonable delays allowed for things like gathering evidence or preparing the case. However, delays can still happen — before the trial starts or even during the trial — causing a case to drag on longer than necessary.

The right to trial by jury

When someone is accused of an indictable offence and pleads not guilty, they have the right to be tried by a jury of their peers. This jury will be made up of 12 people from the community, randomly chosen from the electoral roll. In the trial, the jury listens carefully to all the evidence presented, follows the judge's instructions about the law, and decides what really happened in the case. Finally, they must agree on a verdict — either guilty beyond reasonable doubt or not guilty.

The right to the presumption of innocence

A key principle of our legal system is that a person is presumed to be innocent until proven guilty and as far as possible should be treated as innocent. It is up to the prosecution to prove the accused is guilty beyond reasonable doubt; the accused does not need to prove they are innocent.

15.7.2 The rights of victims

Victims have rights, including the:

- right to give evidence using alternative arrangements
- right to be informed about the proceedings
- right to be informed of the likely release date of the offender.

The right to give evidence using alternative arrangements

Victims have rights when giving evidence. The law recognises that being the victim of a crime can have a significant impact on both victims and witnesses and they are therefore vulnerable. To lessen the impact of having to give evidence in court, witnesses who are vulnerable can have special arrangements made when they are giving evidence (see **FIGURE 2**).

SkillBuilder discussion

Investigating contemporary civics and citizenship issues

1. What role do you think the dog is playing in **FIGURE 2**? Why might this be?
2. If this person were a victim or witness in a court case, how could their vulnerability be considered when giving evidence?

FIGURE 2 Vulnerable witnesses can have support when they give evidence. This might mean the court is closed to the public, or the witness is behind a screen or gives evidence remotely. In some courts, support dogs are available to sit with a victim while they give their evidence. The jury will not be aware that the dog is there.

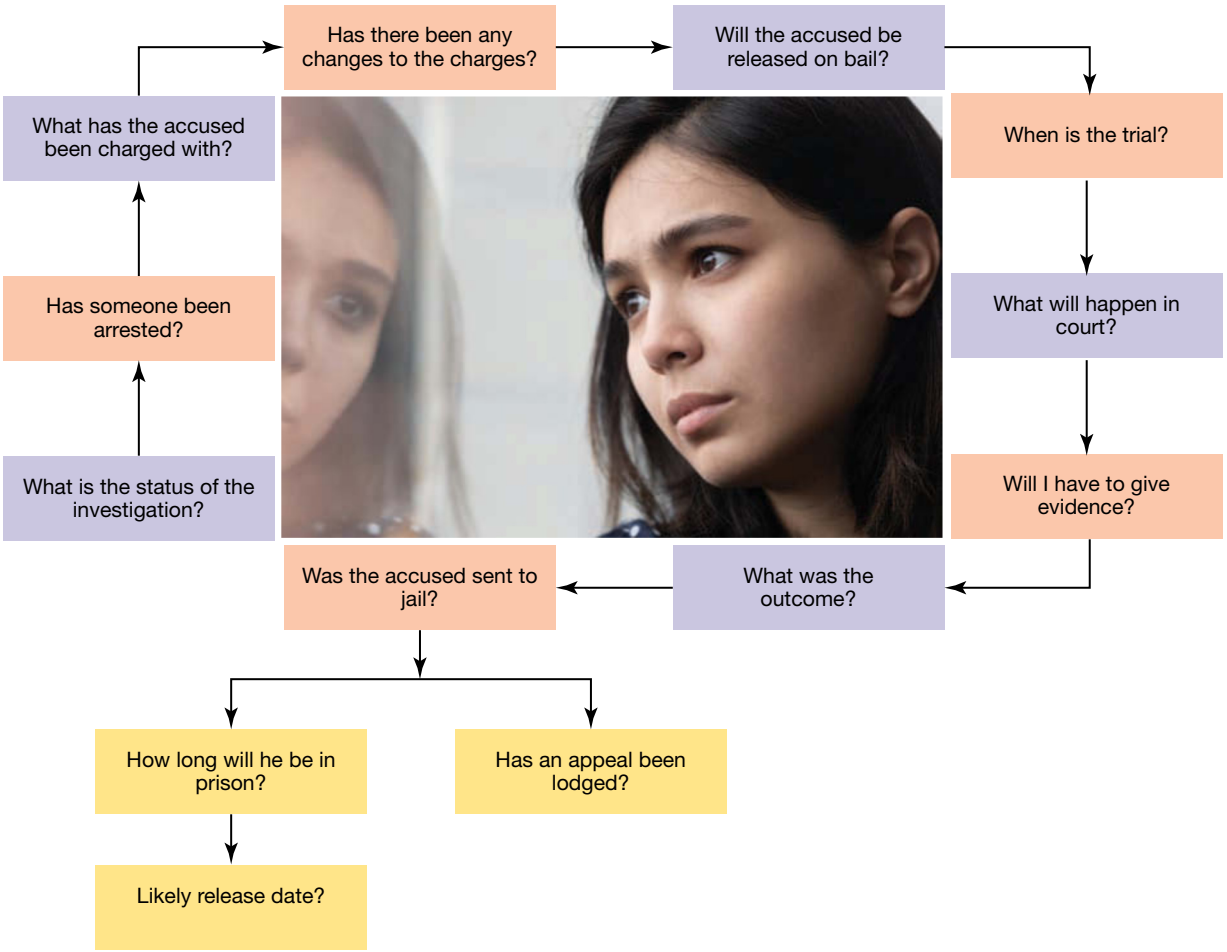
The decision as to whether a victim should be classed as vulnerable depends on several factors, such as age (under 18), cognitive ability, the nature of the offence and their relationship with the accused.

This promotes fairness, equality and access to the legal system for victims as they are treated with sensitivity and are better able to feel confident and present their evidence to the court. Without such provisions, victims might feel intimidated by the courtroom and by having to face the perpetrator of the offence. In such cases, if the victim is not able to give evidence the case might not proceed.

The right to be informed about the proceedings

Victims also have the right to information about the progress of the case in which they are involved; see **FIGURE 3**. In Victoria, sections 9–11 of the *Victims' Charter Act*, require that the victim be informed of matters involving a criminal proceeding.

FIGURE 3 Victims will have different questions depending on what stage a case is at. They are entitled to have these questions answered.



The right to be informed of the likely release date of the offender

When an offender is convicted of a violent crime and sentenced to prison, the victim has the right to stay informed about certain details. In Victoria, under section 17 of the *Victims' Charter Act*, victims can apply to be included on the Victims Register. This allows them to receive updates about the offender, such as the length of their sentence and their likely release date.

Victims on the register can also make a submission to the Adult Parole Board, explaining how the offender's release might affect them. The Board must take this submission into account when deciding whether the offender should be granted parole.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Why is victim input important for offender release decisions?
2. How does the Victims Register promote fairness and access in the legal system?
3. What new rights or information would you offer victims in a new policy, and why?

FIGURE 4 A victim has the right to explain how an offender's release might affect them

15.7 SkillBuilder activity COMMUNICATING

You are a community rights advocate. Choose to represent either of the following.

- **Team A:** Rights of the Accused, OR
- **Team B:** Rights of Victims

Create a simple poster/list showing the 3 most important rights for your chosen group. Present to the other team.

1. **Explain** why these rights are essential in our justice system
2. **Discuss:** How can both sets of rights be protected at the same time?

15.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 7	3, 5, 6	8, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** a right of the accused from the following options
   - A. The right to legal representation
   - B. The right to give evidence using alternative arrangements
   - C. The right to be informed of the likely release date of the offender
   - D. The right to be informed about the progress of the case
2. What is the significance of the right to the presumption of innocence?
   - A. The accused must prove their innocence
   - B. The accused is considered guilty until proven innocent
   - C. The accused is considered innocent until proven guilty
   - D. The prosecution must prove the victim's innocence
3. **Identify** a right of victims from the following options.
   - A. The right to trial by jury
   - B. The right to the presumption of innocence
   - C. The right to be informed about the proceedings
   - D. The right to a fair trial
4. What does the right to be informed of the likely release date of the offender ensure for the victim?
   - A. Victims can choose the length of the offender's sentence
   - B. Victims are notified of the offender's release and can express concerns
   - C. Victims can change the outcome of the trial
   - D. Victims can decide whether the offender should be granted parole

ANALYSE AND APPLY

5. **Describe** the rights of the accused person in relation to legal representation.
6. **Explain** the role of the presumption of innocence in protecting the rights of the accused.
7. **Analyse** the importance of the right to a fair hearing for both the accused and victims in ensuring justice.

EVALUATE AND COMMUNICATE

8. **Discuss** the possible advantages and disadvantages of the right for victims to give evidence using alternative arrangements.
9. Emily, aged 15, is the victim of domestic violence. The judge has ordered that the public gallery is cleared, and the media be excluded while she is giving evidence. **Evaluate** this decision in the context of a fair trial.
10. **Explain** how the rights of the accused and victims can be balanced in the criminal justice system.

Answers and sample responses for this topic are available online.

LESSON 15.8 What are the differences between Australia's legal system and Thailand's legal system?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** differences between Australia's legal system and Thailand's legal system.

Tune in

Different countries have distinct legal systems, and not all operate like Australia's. Australia uses a common law system, where laws are developed through judicial decisions and legislation, emphasising precedent. In contrast, Thailand uses a codified civil law system, with laws systematically written and applied, leaving judges with less flexibility. These differences influence how justice is delivered, reflecting each country's unique legal traditions and governance.

FIGURE 1 The Supreme Court of Victoria in Melbourne, Australia (left), which hears the most serious criminal and civil cases, and Chiang Mai Administrative Court in Thailand (right), which hears administrative cases (grievances against state agencies or public officials)

1. **How do the architectural differences between the Supreme Court of Victoria and the Chiang Mai Administrative Court reflect their roles or histories?**
2. **Why are different courts needed for serious criminal/civil cases (Supreme Court of Victoria) versus state grievances (Chiang Mai Administrative Court)?**
3. **Why are these courts in prominent buildings in major cities, and how does this affect the perception of justice in Australia and Thailand?**

15.8.1 Different legal systems

Australia and Thailand both have distinct legal systems that reflect their unique histories and cultures. Australia operates under a common law system, inherited from Britain. In contrast, Thailand follows a **codified civil law system**, influenced by European legal traditions. Additionally, Australia has a strong tradition of judicial independence and a federal structure that separates powers between the Commonwealth and states. In Thailand, judicial independence exists but is influenced by the monarchy and military. These differences affect how justice is delivered, with Australia's legal system being more flexible and case-specific, while Thailand's legal system relies on strict application of codified statutes.

15.8.2 Australia's legal system

Australia's legal system is said to be based primarily on common law because it derives from the English legal system, introduced during colonisation. Laws are developed through decisions made by courts (known as case law) and supplemented by legislation passed by parliaments.

Constitution

The Australian Constitution came into effect on 1 January 1901, establishing the Commonwealth of Australia as a constitutional monarchy, meaning that the King of England is our head of state. Three groups (branches or arms of government) were given law-making powers — the parliament (legislature), the ministers responsible for government departments (executive) and the courts (judiciary). Under the Australian Constitution, parliament is the supreme law-maker. Commonwealth Parliament consists of the House of Representatives (the lower house) and the Senate (the upper house), as well as the Crown.

FIGURE 2 Parliament house in Canberra: the powers of the Commonwealth Parliament are determined by the Australian Constitution.

In addition, the Constitution established a division of powers, whereby law-making powers are shared between the federal parliament and state parliaments. For example, the Constitution says that some law-making powers are exclusive (only the federal parliament can make laws in these areas), some are concurrent (shared between the federal parliament and state/territory parliaments) and some are residual (the areas left to the states/territories). The Australian Constitution also established the Governor-General as the representative of the King in Australia, and the High Court as the guardian of the Constitution and the final court of appeal.

Sources of law

In Australia, laws are primarily created by parliaments at both federal and state levels. For example, at the federal level, a draft law is known as a Bill. To become a law it must be read, debated and voted on by both houses of the Commonwealth Parliament, and then approved by the Governor-General. The formal names for a law that has been passed by parliament are legislation, a statute or an Act.

15.8.3 Thailand's legal system

Thailand has a legal system that is based primarily on a codified civil law system. It relies heavily on comprehensive written laws, known as Codes or Acts, which govern various aspects of legal relationships.

These codes include:

- Civil and Commercial Code — which covers contracts, property, obligations and family law
- Criminal Code — which defines crimes and penalties
- Civil Procedure Code — which governs the process for resolving civil disputes
- Criminal Procedure Code — which establishes the rules for criminal trials and appeals
- Labour Protection Act — which regulates working conditions and protects the rights and welfare of employees.

Constitution

A constitutional monarchy was established in Thailand in 1932, with the King of Thailand as head of state. Since then, Thailand has enacted 20 constitutions and charters. The country has long been characterised by political instability, with many changes to its constitution occurring following military coups. The current constitution was adopted in 2017. It separates law-making powers into three branches: the legislature, executive and judiciary. Thailand's parliament, called the National Assembly of Thailand, consists of a House of Representatives (the lower house) and a Senate (the upper house).

FIGURE 3 Sappaya-Sapasathan, the current meeting place of the National Assembly of Thailand, located in Bangkok.

Thailand's 2017 constitution has been criticised for favouring military influence over democratic governance. For example, from 2019 through to 2024, the Senate was composed of 250 members. The majority of these members were selected by the military. As of 2024, the Senate now comprises 200 members, selected through a complex process involving 20 groups, each contributing members to the Senate. The 2017 constitution established and affirmed the existence of several courts, including the Constitutional Court, the Courts of Justice, the Administrative Courts and the Military Courts.

Sources of law

Like Australia, the legal system of Thailand mostly uses laws passed by the legislature. A proposed bill will be considered by both houses of the National Assembly. Once both houses approve a bill, it is sent to the monarch for royal assent.

15.8.4 A comparison of Australia and Thailand's legal systems

While Australia and Thailand's legal systems have a number of similarities, they also have differences, which are summarised in **TABLE 1**.

TABLE 1 A comparison of Australia and Thailand's legal system

	Role of judges	Trial processes	Court hierarchy
Australia	Judges are both interpreters and developers of law. Judges interpret statutes and precedents, filling gaps where legislation is silent or ambiguous.	Parties to a case present evidence and arguments, and the judge acts as an impartial referee (adversarial system). In criminal cases, juries determine the guilt or innocence of the accused. Evidence is subject to cross-examination, and the burden of proof is high (beyond reasonable doubt in criminal cases).	Federal court hierarchy: • High Court of Australia • Federal Court of Australia • Federal Circuit and Family Court of Australia State court hierarchy: • High Court of Australia • Supreme courts • District (County) courts • Local (Magistrates') courts
Thailand	Judges apply codified laws, with less room for interpretation beyond the literal meaning. Judges do not create law; their role is strictly confined to resolving disputes under the codified rules.	Courts make use of the inquisitorial system (to some extent) as judges play a more active role in investigating facts and determining the outcome of cases. There is no jury system — decisions in Thai courts are made by judges alone. Trials focus on written submissions and documentation rather than oral arguments and cross-examination.	Courts of Justice: • Supreme Court of Justice • Courts of Appeal • Courts of First Instance Administrative Courts: • Supreme Administrative Court • Administrative Courts of First Instance Constitutional Court of the Kingdom of Thailand Military Court

FIGURE 4 The High Court of Australia in Canberra, Australia (left) and the Supreme Court of Justice building in Bangkok, Thailand (right)

15.8 SkillBuilder activity EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS

1. Study **TABLE 1**. How do Australia and Thailand's legal systems ensure equality before the law through their court structures?
2. In what ways do the roles of judges in both systems reflect their independence from political influence?
3. How do the trial processes in Australia and Thailand ensure a fair trial for all?

15.8 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 6	2, 5, 7	3, 8, 9

REMEMBER AND UNDERSTAND

1. What is a key difference between Australia and Thailand's legal systems?
   - A. Australia uses codified civil law, while Thailand follows common law.
   - B. Australia has judicial independence influenced by the monarchy, while Thailand relies on a federal structure.
   - C. Australia operates under a common law system, while Thailand follows a codified civil law system.
   - D. Australia and Thailand both use a jury system in all trials.
2. **Identify** how the role of judges in Thailand differs from that in Australia.
   - A. Thai judges create law by interpreting statutes, while Australian judges strictly apply codified rules.
   - B. Thai judges apply codified laws with little room for interpretation, while Australian judges interpret and develop laws.
   - C. They decide if the accused is guilty or not guilty.
   - D. Thai judges use juries to assist in decision-making, while Australian judges make decisions alone.
3. **Identify** a notable difference in trial processes between Australia and Thailand.
   - A. Both countries use juries to determine the outcome of criminal cases.
   - B. Australia's trials are based on an inquisitorial system, while Thailand uses an adversarial system.
   - C. Thailand uses the burden of proof 'beyond reasonable doubt' while Australia uses written codes.
   - D. Thailand's trials emphasise written submissions, while Australia focuses on oral arguments and cross-examination.
4. In the court hierarchy of Thailand's legal system, which court is responsible for constitutional matters?
   - A. Supreme Administrative Court
   - B. Constitutional Court of the Kingdom of Thailand
   - C. Supreme Court of Justice
   - D. Military Court
5. **Identify** how the division of powers is structured in Australia's Constitution.
   - A. Exclusive, concurrent and residual powers are shared between the monarchy and the High Court.
   - B. Powers are divided into exclusive (federal), concurrent (shared) and residual (state) powers.
   - C. Legislative, executive and judiciary powers overlap with no distinct separation.
   - D. Parliament is responsible for all law-making without checks from other branches.

ANALYSE AND APPLY

6. **Discuss** the advantages and disadvantages of having a jury system in Australia compared to the advantages and disadvantages of Thailand's judge-only decision-making process.
7. **Explain** how Thailand's reliance on written submissions over oral arguments might affect the transparency of its trials compared to trials in Australia.

EVALUATE AND COMMUNICATE

8. **Describe** the key differences between Australia's common law system and Thailand's codified civil law system.
9. **Explain** why the separation of powers in Australia's Constitution is important for protecting citizens' rights.

Answers and sample responses for this topic are available online.

LESSON 15.9 Inquiry: How do some legal systems uphold fairness, equality and access but apply the death penalty?

LEARNING INTENTION

By the end of this lesson you should be able to

- **explain** the use of the death penalty across legal systems in the Asia–Pacific region
- present arguments about how Australia's justice system compares.

Background

In this inquiry you will investigate the application of the death penalty in the Asia–Pacific region, including whether it exists in Australia, and compare how justice is provided across these legal systems.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Look at the title for our inquiry. You may know a little bit about this topic already, but it would be a good place to start by identifying which countries in the Asia–Pacific region still enforce the death penalty.

You can then refine your research by creating some specific questions such as:

- Why has Australia abolished the death penalty?
- Which crimes carry the death penalty in other countries?

Now **select** one of your questions as your inquiry question.

Step 2: Analysis, evaluation and interpretation

Make notes under your inquiry questions, and use the weblinks in the Resources panel to get you started.

Step 3: Civic participation and decision-making

Identify a strategy that an individual or group could use to advocate for or against the death penalty in a country where it is still practiced.

Develop a point of view on how Australia's justice system compares to others, supported by evidence and arguments from your research.

Step 4: Communicating

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

Address the following points:

- What is the status of the death penalty in Australia?
- How does the use of the death penalty compare across the Asia–Pacific?
- What are the arguments for and against the death penalty?
- How does the existence or abolition of the death penalty affect justice in these countries?

LESSON 15.10 Review

15.10.1 Key knowledge summary

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

15.2 What are the principles of justice?

- The key principles of justice are fairness, equality and access.
- Fairness is the principle by which individuals are treated with impartiality and consistent processes, without favouritism or bias.
- Equality is the principle under which all people are subject to the same laws and treated in a manner where they believe that they are being treated equally and without discrimination.
- Access is the principle whereby the legal system must be available and accessible to all members of the community.

15.3 What is the difference between civil law and criminal law?

- Criminal law is concerned with behaviour that breaches existing laws against society and is harmful to the community's welfare.
- Examples of crimes include murder, manslaughter, assault, theft, property damage, dangerous driving, parking illegally and fraud.
- The police will be involved in criminal law, as they investigate a crime, collect evidence, interview witnesses and put together a case against the accused.
- The prosecution of the accused is carried out by the state on behalf of society.
- Civil law is concerned with the infringement of an individual's rights.
- Civil law includes breach of contract, defamation, nuisance, negligence and trespass.
- The party making a claim in a civil matter is referred to as the plaintiff. The party that the plaintiff is making the claim against is called the respondent or defendant.

15.4 What are the key features and jurisdictions of Australia's court system?

- All courts fit within a court hierarchy. The lower courts deal with less serious matters, and intermediate and higher courts have jurisdiction over more serious matters.
- A court hierarchy allows for a person to appeal to a higher court if they are unhappy with the ruling in a lower court.
- Courts have both civil and criminal jurisdiction.
- Courts have both original and appellate jurisdiction. Original jurisdiction is the power given to a court to hear a case for the first time. Appellate jurisdiction is the power given to courts to hear appeals from lower courts.
- Local Courts or Magistrates' Courts are located in metropolitan areas and in regional cities and towns; they hear around 90 per cent of all cases.
- In addition to hearing less serious cases, Magistrates Courts conduct committal hearings on more serious criminal matters to test whether the prosecution has a strong case against the accused.
- Magistrates' Courts make decisions in relation to the granting of bail to those accused of crimes.
- The Coroners Court is a specialist court that investigates the cause and circumstances of certain types of deaths and fires.
- The District Courts or County Courts hear disputes involving larger amounts of money and more serious crimes. They also hears appeals.
- The Supreme Court hears the most serious criminal cases and most complex civil cases. It also hears appeals.
- The Federal Circuit and Family Court of Australia is a federal court that deals with family law, migration and general federal law matters.
- The Federal Court of Australia is a federal court that can hear almost all civil matters arising under Australian federal law and some summary and indictable criminal matters.

- The High Court is a federal court that also sits at the top of each state and territory's court hierarchy. It hears appeals, interprets the Australian Constitution, deals with matters arising under a treaty and resolves disputes between state governments, and between state governments and the Commonwealth Government.

15.5 How do courts and tribunals operate?

- Courts use strict rules of evidence and procedure when determining criminal and civil matters.
- Tribunals, such as VCAT, provide a more timely and cost-effective way to resolve less complex civil disputes.

15.6 How do courts make laws through judgements?

- Judges will follow precedents set in previous cases, particularly those precedents set in a higher court.
- When there is no relevant legislation and no existing precedent, judges can make new law when they decide a case brought before them.
- Once new common law has been developed within a court hierarchy, judges in future cases will tend to follow the precedent that has been set.
- Statutory interpretation refers to a judge interpreting the meaning of words and phrases in legislation. This creates a precedent that becomes part of the law.

15.7 What are the rights of the accused and the rights of victims?

- An accused person has a number of rights, including the right to a fair hearing, the right to legal representation, the right to be tried without unreasonable delay, the right to trial by jury and the right to the presumption of innocence.
- Victims have some rights, including the right to give evidence using alternative arrangements, the right to be informed about the proceedings and the right to be informed of the likely release date of the offender.

15.8 What are the differences between Australia's legal system and Thailand's legal system?

- Australia uses a common law legal system.
- Thailand uses a codified civil law system.

15.9 Inquiry: How do some legal systems uphold fairness, equality and access but apply the death penalty?

- Some countries in the Asia–Pacific retain the death penalty (e.g. Indonesia, China), while others have abolished it (e.g. Australia, New Zealand).
- There are campaigns that aim to abolish the death penalty.

15.10.2 Key terms

accused the person charged with or on trial for a crime
adversarial system a system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire
appeal the request to a higher court to review a decision made by a lower court
appellant the person appealing a court decision
appellate jurisdiction the power of a court to review a lower court's decision
arbitration the process of resolving a dispute by an independent third party, such as a court or tribunal, where the decision is legally binding on the parties
bail an agreement to release an accused person into the community while awaiting trial
breach of contract occurs when one party fails to fulfill their obligations as specified in a legally binding agreement without a lawful excuse
codified civil law system a legal system where the core principles and laws are written down in a comprehensive code, which serves as the primary source of law

common law judge-made law, or law developed by judges through decisions in actual cases brought before the courts
defamation making false or damaging statements about someone that harm their reputation or standing in society
defendant a person against whom a legal action has been brought
duty of care a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions
indictable offences offences that are generally more serious in nature, which are heard initially by a magistrate but then passed on to a higher court
judge a court official who presides over cases in courts higher than a Magistrates' Court or Local Court
jurisdiction the power or authority of a court to hear specific types of disputes and cases
jury in criminal cases, the 12 people who are randomly selected to decide the guilt or innocence of an accused based on the evidence presented in court
magistrate a court official who hears cases in the lowest court in the legal system
manslaughter the accidental or unintentional killing of one person by another person
mediation a structured negotiation process in which an independent person, known as a mediator, assists the parties to identify and assess options and negotiate an agreement to resolve their dispute
negligence occurs when a person fails to take reasonable care to avoid causing harm to another person
nuisance a substantial, unreasonable and repeated or ongoing interference with the use or enjoyment of a neighbour's land, such as smoke, smells, noise, or overhanging trees
obiter dictum/obiter dicta a Latin term that means 'things said by the way'; the plural form is *obiter dicta*
original jurisdiction the power of a court to hear and decide a case for the first time
plaintiff a person who commences a legal action in a civil case
precedent a legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases
prosecute to take legal action against a person accused of a crime
ratio decidendi a Latin term meaning 'the reason for the decision'
statutory interpretation when courts figure out what laws mean and how they should be applied
sue take legal action against someone in a civil court to seek compensation or remedy for a wrong or injury
summary offences simple or less serious offences that are heard by a magistrate
trespass the act of entering or remaining on someone else's property without permission

15.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

What are the key features and jurisdictions of Australia's court system?
How do courts, judges, lawyers and juries work in trials and what are the rights of the accused and the rights of victims?

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

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Post-test	Online Post-test
eWorkbook	Customisable worksheets for this topic Reflection
Digital document	Key terms glossary

15.10 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
4, 5, 6, 10	1, 2, 7	3, 8, 9

REMEMBER AND UNDERSTAND

1. What is a person defending an appeal known as?
   - **A.** The defendant
   - **B.** The appellant
   - **C.** The plaintiff
   - **D.** The respondent
2. Identify which of the following would not be considered a vulnerable witness.
   - **A.** A victim who is aged under the age of 18
   - **B.** A victim who has a cognitive impairment
   - **C.** A person who has committed a criminal offence
   - **D.** The victim of a violent crime
3. The *ratio decidendi* is important in the decision made by a judge because it:
   - **A.** sums up the facts of the case.
   - **B.** will be based on the *obiter dicta* of a different case.
   - **C.** represents the laws made by parliament on the issue.
   - **D.** provides the legal rule that becomes a precedent in future cases.
4. The court hierarchy makes the court system more efficient because it:
   - **A.** allows for criminal cases only to be heard in lower and intermediate courts.
   - **B.** allows for more cases to be heard in higher courts.
   - **C.** allows for civil and criminal matters to be heard in different courts in the hierarchy.
   - **D.** allows for less serious matters to be heard in lower courts.
5. Law reports are important for lawyers and judges because they:
   - **A.** provide details of laws passed by parliament that are relevant to cases before the courts.
   - **B.** provide details of the precedents handed down by parliament.
   - **C.** contain details of the decisions made in previous cases.
   - **D.** allow judges to follow decisions made in lower courts.
6. The doctrine of precedent means that judges:
   - **A.** overrule laws made by parliament.
   - **B.** apply existing legal principles in deciding similar cases.
   - **C.** can never have their rulings overturned.
   - **D.** are bound by the decisions of lower courts.
7. Define the term ‘jurisdiction’.
   - **A.** The power of a court to hear appeals
   - **B.** Another name for a person who sits on a jury
   - **C.** The power or authority of a court to hear specific types of disputes and cases
   - **D.** Another name for the judge

ANALYSE AND APPLY

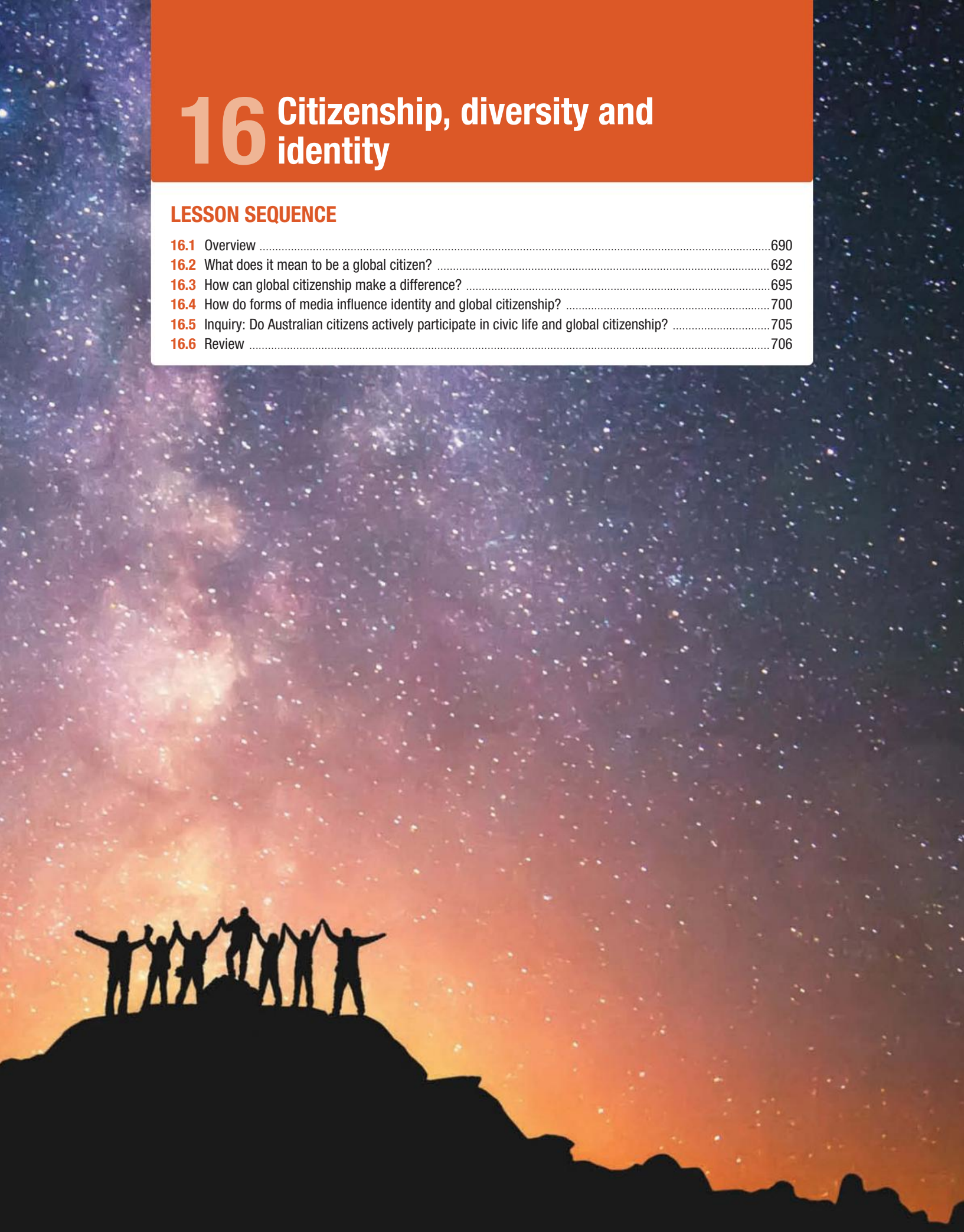
8. In a criminal trial, if an individual plans to ask a potential witness not to testify or provide information, should this be done? **Explain** why or why not.
9. If someone is charged with armed robbery, which court would typically hear the case, and how many people would serve on the jury?
10. **Outline** two reasons Australia needs both state and federal courts. Make up an example of a case that demonstrates each reason.

Answers and sample responses for this topic are available online.

16 Citizenship, diversity and identity

LESSON SEQUENCE

16.1 Overview 690
16.2 What does it mean to be a global citizen? 692
16.3 How can global citizenship make a difference? 695
16.4 How do forms of media influence identity and global citizenship? 700
16.5 Inquiry: Do Australian citizens actively participate in civic life and global citizenship? 705
16.6 Review 706



LESSON 16.1 Overview

INQUIRY QUESTION

What does it mean to be a member of the global community, and to be able to contribute to civic life and global citizenship?

Read this quote and then read it again.

> 'The world doesn't care about what you know, the world only cares about what you do with what you know.' — Dr Tony Wagner

This quote from educational expert, Dr Tony Wagner, serves as the foundation of this topic. Many people spend at least 13 years in formal education acquiring knowledge and skills. For example, they learn to calculate the area of an irregularly shaped triangle and to construct a balanced argumentative essay; they also learn how to follow a recipe correctly and understand the differences between cell walls and cell membranes.

It is essential to apply what has been learned to make a positive impact on society, which will vary for each individual. To participate in a global community, one should use their unique skills and knowledge to contribute effectively. This topic explores what it means to be an active member of the global community, using **climate change** activism as a thematic case study. By examining this issue, participants can investigate what it means to be an active citizen in a globalised world.

learnon

- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms glossary
- **Video eLesson**
  Australia's role in a global community

SkillBuilder

Use the SkillBuilder activities to develop these Civics and Citizenship concepts and skills:

- INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES
- EVALUATING DEMOCRATIC INSTITUTIONS AND SYSTEMS
- PARTICIPATING IN CIVIC PROCESSES
- COMMUNICATING

LESSON 16.2 What does it mean to be a global citizen?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the process of globalisation and what it means to actively participate in global civic life and global citizenship.

Tune in

Rapid advancements in transport and information communication technology have made it easier for products, information and people to travel around the world.

Think about the last product you bought online. Maybe it was makeup, a pair of sneakers or new headphones.

1. **In what country was the product made?**
2. **In which countries did the components come from?**
3. **How long from the time of purchase did it take for the product to get to you?**

FIGURE 1 Autonomous robots are now successfully making deliveries of online purchases in different parts of the world.

16.2.1 Globalisation

The process of globalisation has arguably been the most dominant process in contemporary global history. Globalisation has shaped, and continues to shape, the modern world, influencing how we learn, work, look, travel and communicate.

From a cultural perspective, globalisation refers to the increased interconnectedness of the global community. Rapid advancements in transport and information communication technology have made it easier for products, information and people to travel around the world. Globalisation allows you to scroll through your social media accounts, find a new T-shirt you like, purchase that T-shirt using your phone and then receive that T-shirt (which was made in Brazil, designed in America and printed in China) delivered to your front door within three days! Globalisation has also turned **global issues** into issues felt on national and local scales.

The devastating earthquakes that struck Türkiye and Syria in February 2023 provide a powerful and relatively recent example. When a 7.8 magnitude earthquake hit southeastern Türkiye and northern Syria, followed by powerful aftershocks, videos and images of collapsed buildings and rescue efforts spread rapidly across social media platforms. Within hours, what began as a regional disaster became a global humanitarian crisis. People around the world watched live updates through X (known then as Twitter), TikTok and Instagram as rescue workers searched for survivors.

SkillBuilder discussion

Investigating contemporary Civics and Citizenship issues

1. Look at **FIGURE 2**. Did you know about the Türkiye–Syria Earthquake? If so, how did you find out?
2. What other global events have you heard about? Where did you hear about them?

FIGURE 2 Sydney Opera House with black ribbon projection, in solidarity of victims of the Türkiye–Syria earthquake.

The international response was swift — countries from around the world dispatched search and rescue teams, medical personnel and emergency supplies. Global fundraising campaigns were launched through social media, with millions of dollars raised through social media platforms. Countries and organisations offered support ranging from financial aid to sending emergency response teams, while landmarks worldwide were lit in the colours of the Turkish and Syrian flags in solidarity. This tragic event demonstrates how modern communication technologies and social media can transform a local disaster into a global humanitarian response within hours.

16.2.2 What are global issues and why should we care?

In today's interconnected world, many issues become global. A global issue affects the economy, environment, or social and political systems worldwide. These issues can impact us locally. For instance, Australia's petrol prices can spike due to conflicts in oil-producing regions like the Middle East. Similarly, natural disasters in California's citrus orchards can affect orange supplies in Australia. The COVID-19 pandemic showed how global problems disrupt local supply chains and filter down to what we can buy in our local shops. In reverse, addressing global issues, such as climate change, requires our attention to bring about coordinated action at global, national and local levels.

FIGURE 3 Extreme weather events, such as bushfires, have increased in frequency around the world because of climate change.

Climate change is a truly global issue and one which requires immediate action from all the world's governments. We can see the impacts of climate change across the globe — from shrinking ice caps in the Arctic Circle, to the increased frequency and severity of floods and bushfires in our own backyard. So, the question then becomes, which impacts do we, as Australians, focus on more — the global impacts of climate change or the local impacts? The answer to this question can be found when we consider the characteristics of a global citizen.

16.2.3 Characteristics of global citizenship

Broadly speaking, **global citizenship** is the idea that we have responsibilities to more than just our countries of origin. As global citizens, we need to see the world without political borders and understand that as humans, we all share the same rights and the same hopes. According to Oxfam International:

'A global citizen is someone who is aware of and understands the wider world — and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer'.

This Oxfam definition goes further, stating that by being active global citizens, young people should:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

You can evaluate your own level of global citizenship by using the points above as a checklist. Are you already a global citizen? And if not, what do you need to do to become an active member of the global community?

We can also use the Oxfam definition and checklist to answer our initial question about climate change — as Australians, should we care more about the global, national or local impacts of climate change? While you may have your own opinion, the answer is that we need to give all the impacts of climate change equal attention. However, as you will learn later in this topic, the answers to global problems often begin with local solutions.

16.2 SkillBuilder activity — PARTICIPATING IN CIVIC PROCESSES

Oxfam has decided their definition of a global citizen needs to be updated and your class has been chosen for this task! You will need to work collaboratively to **create** the definition and a list of responsibilities which every global citizen should uphold.

You want to work in groups first and then reconvene as a class to **discuss** your ideas. You may also want to **select** a leadership panel to help you decide on a final outcome.

16.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 6	1, 4, 7	5, 8

REMEMBER AND UNDERSTAND

1. Globalisation refers to the increased _____ of the global community.
   - **A.** size
   - **B.** wealth
   - **C.** interconnectedness
   - **D.** diversity
2. Online international shopping is an example of globalisation. True or False?
3. Which of the following is the best definition of a 'global issue'?
   - **A.** An issue that has impacts across the world and on a variety of different scales.
   - **B.** An issue that is caused by everyone in the world.
   - **C.** An issue that impacts everyone in the world in the same way.
   - **D.** An issue that impacts everyone in the world at the same time.

4. How can global issues be solved?
   - **A.** By action on a global scale
   - **B.** By action on global and national scales
   - **C.** By action on global, national and local scales
   - **D.** They can't be solved.

ANALYSE AND APPLY

5. **Identify** three characteristics of globalisation.
6. All issues are global issues. **Discuss** to what extent you agree with this statement.

EVALUATE AND COMMUNICATE

7. **Decide** if you see yourself as a global citizen. If you do, provide examples of when you have acted as a global citizen. If you do not, provide examples of how you *could* act as a global citizen.
8. Do you believe Australians should care more about national issues or global issues? **Justify** your response.

Answers and sample responses for this topic are available online.

LESSON 16.3 How can global citizenship make a difference?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** examples of how individuals and communities can contribute to civic life in a globalised world.

Tune in

Activism has the power to achieve change. The topics and issues that inspire people to take action are very varied, such as climate change, animal rights, women's rights and so on.

1. **What aspects of your life are most important to you?**
2. **What are some of the issues that you would actively protest?**
3. **What would the blank space on this placard say?**

FIGURE 1 What would your placard say?

16.3.1 Why making a difference matters

A cohesive society requires citizens to understand and act according to a country's values and responsibilities as members of that society. In addition to fulfilling their official responsibilities, members of a community can promote social cohesion by participating in civic life. A community functions effectively when its members contribute towards its effective functioning.

Such participation can include simple activities, such as being courteous and polite. Helping someone who has dropped a bag or assisting someone with a flat tyre are examples of contributing to civic life on an individual level. Addressing the challenges of climate change can seem daunting. This lesson will examine global citizens, social movements and independent organisations that are working to address the issues related to climate change.

16.3.2 Social movements

A social movement is an organised effort of a group of people to achieve a particular goal. Usually this goal is centred around social justice, politics or environmentalism. Social movements can be incredibly powerful as they make individuals feel more capable of creating meaningful change to civic life.

Collective activism from social movements has led to some significant moments in Australian history. Social movements were behind the following events:

- Eureka Stockade
- saving the Franklin River in Tasmania
- giving a voice to the anti-Vietnam War protests
- Aboriginal and Torres Strait Islander Peoples' land rights
- marriage equality.

Social movements are particularly active in environmentalism and climate change. One social movement is a group known as Extinction Rebellion.

Extinction Rebellion

Extinction Rebellion (commonly abbreviated to XR) is a global environmental social movement which began in the United Kingdom in 2018. XR believes in using **civil disobedience** to convince governments to act on issues relating to climate change, loss of biodiversity, and other social and environmental issues.

SkillBuilder discussion

Investigating contemporary Civics and Citizenship issues

1. Refer to **FIGURE 2**. Have you heard of Extinction Rebellion? If so, how or where?
2. Discuss whether groups like this can be effective in convincing governments to act on issues.

FIGURE 2 Extinction Rebellion protest

The aim of XR is to force governments to immediately declare a climate emergency and take immediate action. XR does not have a formal leadership structure and instead claims to be a 'movement that is participatory, decentralised, and inclusive'. While the goals of XR are admirable, the tactics used by the movement have stirred controversy. XR uses mass demonstrations designed to cause disruptions to normal civic life. For example, in April 2023, hundreds of XR protesters planned to disrupt the London Marathon by blocking the route with a human chain. Although XR eventually cancelled this protest, their plan demonstrates the scale of disruption the group seeks. XR makes no attempt to hide the fact that it wants to shock people and institutions into action. From their perspective, the inconveniences caused by their actions are irrelevant when compared to the potential consequences the world is facing.

16.3.3 Local and global change makers

Those who have worked in the environmental movement have dealt with one phrase more than any other: 'But what difference can I make, I'm just one person'. This is a common response when people are pushed to act on climate change.

When presented with issues on such a large scale, it is understandable that individuals often feel helpless, overwhelmed and unsure that their actions alone will bring about change. However, it is individual change that is seen as the first step to positive climate action. Indian man, Jadav Payeng, is one famous example of the difference one individual can make. Payeng, also known as the 'Forest Man of India', lives in the delicate wetland environment of Majuli.

When Payeng noticed widespread ecological damage to this environment, he decided to act by planting individual trees to replace those lost to erosion and deforestation. Over the next 30 years, Payeng returned to the area each day, planting a new tree each time. The end result of Payeng's efforts was incredible, with his daily planting ritual returning the environment to its former glory. Examples like Yadav Payeng are not uncommon, yet perhaps the best example of an individual change maker in recent years is Swedish climate activist, Greta Thunberg.

FIGURE 3 Jadav Payeng exemplifies the difference one person can make

The Greta Effect

In 2018, a Swedish teenager named Greta Thunberg decided to take individual action on climate change. Dissatisfied with her government's approach, she began her 'Skolstrejk för Klimatet' (School Strike for Climate) by abstaining from school and protesting outside the Swedish Parliament with a sign and informational flyers. Her actions and message spread through social media, gaining traction with other young people who started their own protests. Over time, more than 20 000 students globally participated in the movement. In 2019, Thunberg was invited to speak at the UN Climate Action Summit in New York, where she delivered her 'How dare you?' address, starting with these words:

> 'This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!'

FIGURE 4 Greta Thunberg at one of her first protests outside Swedish Parliament

FIGURE 5 Thunberg in front of a crowd of approximately 10 000 climate protesters

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Refer to **FIGURES 4** and **5**. Can you think of any local examples of individuals who have taken individual action for a cause that they believe deserves wider attention?
2. Share examples and discuss whether they were effective in raising awareness or bringing change.

Thunberg's honest and candid manner of expression, her obvious passion and commitment has resonated with youth across the world. She has inspired young people to take action against climate change in what is referred to as 'The Greta Effect'. When criticised by world leaders such as Donald Trump and Vladimir Putin, Thunberg has responded with humour and wit, further endearing her to her supporters. Yet most importantly, Thunberg has shown young people of the world that one person can truly make a difference to civic life.

16.3.4 The role of non-government organisations

Non-government organisations (NGOs) are another important group who work towards goals based on the common good. NGOs are unique and operate differently from other similar groups such as charities or not-for-profit organisations.

Australian NGOs must be accredited by the Department of Foreign Affairs and Trade to receive government grants and support. The majority of Australian NGOs are classified as operational NGOs. This means that they actively plan and implement projects on a local, national or global scale.

The Australian Conservation Foundation (ACF) is an NGO involved in promoting action on climate change. The ACF has a long history in Australian environmentalism, having achieved several milestones since its inception in 1965. Some of its notable accomplishments include contributing to the cessation of commercial whaling in Australia, preventing mining in Antarctica and participating in the Stop Adani Mine campaign.

The ACF also supports action on climate change and encourages the use of renewable energy sources. While the ACF has organised protests and rallies, it primarily focuses on providing practical solutions to environmental issues for individuals and communities.

Despite differing methods from groups like Extinction Rebellion, the goal is the same — to combat the effects of climate change and support civic engagement.

16.3 SkillBuilder activity **INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES**

Research an NGO or INGO

For this activity, you will need to use your research skills to **investigate** an NGO or INGO. After you choose your organisation, it is important to set some research questions. Below are some questions which you may want to use:

- What is the mission/goals for your NGO or INGO?
- In what field do they operate (i.e. climate change, medical aid, reducing poverty)?
- What strategies do they use to achieve their mission/goals?
- What challenges do they experience?
- Have they been successful in fulfilling their mission/goals?

16.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 4	1, 2, 5, 7	6, 8

REMEMBER AND UNDERSTAND

1. Which of the following is the best definition of a social movement?
   - A. An organised effort of a group of people to achieve a particular goal.
   - B. An organised effort by an individual to achieve a particular goal.
   - C. An organised effort by a company to achieve a particular goal.
   - D. An organised effort by a government to achieve a particular goal.
2. **Detail** one example of a social movement.
3. What protest strategy is frequently used by the group Extinction Rebellion?
   - A. Grassroots campaigns
   - B. Door-knocking
   - C. Peaceful protests
   - D. Civil disobedience
4. Why did Greta Thunberg begin her School Strike for Climate?
   - A. She was frustrated with her parent's attitude to climate change.
   - B. She was frustrated with her school's attitude to climate change.
   - C. She was frustrated with the government's attitude to climate change.
   - D. She was frustrated with her friend's attitude to climate change.
5. Why does an NGO differ from a not-for-profit?
   - A. There is no difference.
   - B. An NGO operates on an international scale.
   - C. An NGO is officially recognised by the Australian government.
   - D. An NGO does not receive any external funding.

ANALYSE AND APPLY

6. Of the protest methods mentioned in this lesson, which do you believe is the most effective in influencing meaningful change? Provide examples to **justify** your response.
7. A friend of yours believes that individual action has no impact on global issues like climate change. **Describe** how you would convince them otherwise.

EVALUATE AND COMMUNICATE

8. 'NGOs should not exist and their actions should be handled by the government'. Do you agree with this statement? **Explain** your response in detail.

Answers and sample responses for this topic are available online.

LESSON 16.4 How do forms of media influence identity and global citizenship?

LEARNING INTENTION

By the end of this lesson you should be able to **evaluate** the role the media plays in shaping national identity and civic life.

Tune in

Social media plays a large role in our society. The presence of apps and platforms is increasing each year.

FIGURE 1 Understanding social media's role in society

Note: If you don't currently use social media due to age restrictions or personal choice, you can answer these questions based on your observations of family members, older friends, or what you've learned about social media use.

1. **How many hours a day do people typically spend on social media? Consider what you've observed or heard about average usage.**
2. **Which social media platforms are most commonly used in our community? Consider what platforms you are aware of, even if you don't use them.**
3. **What purposes do social media platforms serve for different people? Consider how you've seen others use them. Examples include communication, news, entertainment, business, etc.**
4. **What role does social media play in modern society?**

16.4.1 How do we get our information?

The rapid advancement of technology, particularly in information communication technology and social media platforms, has significantly influenced Australian society. Many of these influences have been beneficial, providing a voice to marginalised groups and raising awareness of social, political and environmental issues. However, these same platforms are now afflicted by **disinformation**, which poses a threat to social cohesion.

Consider how people access information:

- Traditional news sources like newspapers, TV and radio have been replaced by social media.
- A University of Canberra study found that:
  - 45 per cent of respondents use their mobile phones as their main device for accessing news
  - 54 per cent of Generation Z (people born between 1997 and 2012) said that social media was their main source of news
  - the proportion of people aged 75 and over who use social media as a main source of news has tripled since 2019.

This data shows that Australians, young and old, are increasingly using social media to access information about the world around them. As the information shared on these platforms is not always verified and accurate, it is possible for **misinformation** to influence perceptions of issues, events and cultural groups.

16.4.2 Information or misinformation and disinformation

The phrase 'fake news' has been widely used, particularly during the campaigns of American President Donald Trump. However, the concept of disinformation and 'fake news' dates back to the Ancient Greeks and Romans. Leaders from that era would often instruct their artists and bards to show their triumphs in a manner that obscured certain truths. Throughout history, there have been numerous instances of hoaxes, propaganda and deliberate false reporting.

FIGURE 2 Why is disinformation such a problem in our society?

Misinformation is a significant issue in modern society due to the ease with which information can be shared globally. Information can be instantly disseminated via email, instant messaging services and social media. Any article, comment or photo can reach millions of people within minutes. This rapid transmission of information can be beneficial. For example, Facebook introduced its Safety Check function in 2014, allowing users to mark themselves as safe during natural disasters or other emergencies. However, rapid sharing of information can lead to misinformation, where people spread false information without intending to deceive anyone.

False information can lead people to believe incorrect concepts, ideas and stereotypes.

Perhaps more concerning is disinformation. This is the deliberate creation and spreading of 'fake news' to intentionally deceive people. Examples of disinformation surround the COVID-19 pandemic and climate change disinformation is regularly spread on social media platforms. As an example, during the 2019–20 Australian bushfires, the facts held that:

- approximately 33.8 million hectares of land was burnt
- nearly 6000 buildings were destroyed
- at least 34 people died
- over $100 billion of damage was caused
- climate change was a significant factor in the severity of the fires.

However, a disinformation campaign suggesting **arson** as the main cause of the fires spread on social media, particularly on Twitter with the hashtag #arsonemergency.

Queensland University of Technology social media expert, Dr Timothy Graham, investigated the hashtag, finding many tweets were part of a disinformation campaign.

The goal was to divert attention from scientific factors like climate change to arsonists.

The way to combat disinformation is to encourage people to access information from a wide variety of verified sources. You will learn more about this strategy in the SkillBuilder activity for this lesson.

SkillBuilder discussion

Evaluating democratic institutions and systems

1. Consider **FIGURE 3**. Mind-map examples of misinformation and disinformation in media and social media.
2. Who is responsible for the misinformation?
3. How could it be prevented?

FIGURE 3 Donald Trump disputed the result of the 2020 US presidential election, which lead to Twitter flagging it for being potentially misleading.

16.4.3 How can digital technologies connect global citizens?

It is without a doubt that digital technologies, especially those which facilitate communication, are essential tools in the globalised world. The ease at which we can communicate with people on the other side of the world is remarkable and is something which you probably take for granted.

Before email became one of the world's most popular methods of communication, people had to rely on posting letters or using telegrams to send written text. As popular as emails have become, they have been easily surpassed by SMS and instant messaging platforms. It is estimated that the WhatsApp platform alone delivers well over 100 billion messages per day!

SkillBuilder discussion

Communicating

1. When was the last time that you sent or received a letter?
2. Who mainly communicates via letter and why do you think this is?

FIGURE 4 A letter would usually take between one to two weeks to reach its recipient if sent overseas, earning it the nickname 'snail mail'.

Emails and instant messaging services are not the only digital technologies which impact globalisation. The use of peer-to-peer video platforms which facilitate remote learning and people working from home has increased dramatically. Beyond these technologies, there are also many other digital technologies which not only facilitate globalisation but also allow people to make meaningful contributions to civic life.

CASE STUDY
Digital technologies for microfinancing

Established in 2005, Kiva enables people to lend money to entrepreneurs and small business owners in low-income countries. Lenders can view business ideas and earning potential on Kiva's website which also facilitates the loan transaction.

The recipient of the **microfinancing** loan must pay the lender back when their business begins to make enough money. Most lenders use their returned money to finance other projections. Since its creation, Kiva lenders have sent over $1.7 billion to people in over 60 countries.

Organisations like Kiva provide an excellent example of how digital technologies can be used to contribute to civic life, not just in your own country but across the entire world.

16.4.4 Communicating and campaigning on social media

Each new social media platform offers an opportunity for voices to be heard. While some post photos, others use these platforms to influence cultural trends and raise awareness about issues. TikTok, mostly popular with younger people, excels in raising awareness and promoting activism due to its unique **algorithm** and short video format (10–20 seconds). TikTok's popularity makes it ideal for social justice and climate change campaigns. In June 2020, TikTok creators successfully encouraged followers to request tickets to a Donald Trump rally but not attend, resulting in 1 million requests and only 7000 attendees. TikTok has also promoted:

- sustainable living
- practical actions such as promoting recycling, clean-up days and vegetarianism.

The reach of this platform is truly incredible, with popular TikTok videos viewed between 4–6 million times. With a reach as large as this, it is clear the positive impact social media platforms can have in influencing attitudes and behaviours. As with all social platforms, the spread of disinformation remains a key concern and one which threatens the effectiveness of social media activism.

16.4 SkillBuilder activity **INVESTIGATING CONTEMPORARY CIVICS AND CITIZENSHIP ISSUES**

You have learned throughout this topic that misinformation and disinformation can have an extremely serious impact on society. However, you have also learned that it can be challenging to tell whether the information you are reading is accurate or misleading. The following steps can be used to help you verify online information. Once you have read these steps, choose two sources of online information and apply the process to test the validity of the information you have found.

- Who is the creator and what are their credentials (experience, job, etc.)?
- Who is the intended audience of the information?
- What is the creator's purpose? Is it to educate or to provide an opinion?
- Who published the information? Was it an individual or a company?
- Was the information balanced or did it only show one side of the issue? Can you detect any bias in the information?

You should be aware of features that may indicate that an online source is unreliable. These features include:

- Paid advertisements or pop-ups on the website.
- Look for the website suffix (the letters at the end of a URL):
  - .com (Commercial) A company owns this website
  - .org (Not-for-profit) Consider the background and agenda of the organisation
  - .edu (Educational) From a school, university or educational institution
  - .gov (Government) Sites related to government departments
- Watch for 'red flags' such as spelling and grammatical mistakes, inconsistent font and formatting issues.

16.4 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 9	3, 4, 8	2, 6, 7

REMEMBER AND UNDERSTAND

1. **Identify** one benefit and one negative consequence of social media use.
2. Traditional forms of news such as newspapers, TV and radio have been abandoned in favour of:
   - A. people ignoring the news altogether.
   - B. people doing their own research.
   - C. people using social media platforms.
   - D. All of the above
3. a. **State** the main factor that leads to misinformation and disinformation being shared on social media platforms.
   b. **Identify** what can happen when disinformation is spread.
4. Why are social media platforms such a successful method of communication?
   - A. The format is short and effective
   - B. Extremely high user numbers
   - C. The popularity of hashtags and trends
   - D. All of the above
5. **Explain** what is meant by the phrase ‘fake news’ and provide an example of when this phrase has been used.

ANALYSE AND APPLY

6. Overall, does social media have a mostly positive or negative impact on society? **Examine** evidence for both sides of this debate.
7. **Propose** how you think the problem of disinformation on social media could be solved.

EVALUATE AND COMMUNICATE

8. News platforms should have a stronger role in the provision of factual information. Do you believe this strategy would work in the modern world? **Justify** your response.
9. Which do you think is more useful for creating lasting change in people’s beliefs and values — social media or emails/letters? Give two reasons to support your answer.

Answers and sample responses for this topic are available online.

LESSON 16.5 Inquiry: Do Australian citizens actively participate in civic life and global citizenship?

LEARNING INTENTION

By the end of this lesson you should be able to **evaluate** the contributions of Australian citizens to the global community.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will use the knowledge and skills gained in this topic to answer one fundamental question: do Australian citizens actively participate in civic life and global citizenship? To answer this question, you'll need to follow the steps and instructions outlined below.

FIGURE 1 Are Australians active global citizens?

Step 1: Questioning and researching

To begin with, write a list of the issues and responsibilities that you think Australians have in the global community. What kind of things *should* the government and individuals be doing now in order to be active members of the global community? You may wish to do a mind map to help you organise your thoughts.

Step 2: Analysis, evaluation and interpretation

Now that you have a list of the things that Australian governments and individuals *should* be doing, you now need to **investigate** what they *are* doing. Make sure that you take notes as you **research**. You may wish to use a table like the one shown below to help you organise your research.

Organisation / Personal	What are they doing to promote global citizenship?	In which field are they active?	What are their goals?

Step 3: Civic participation and decision-making

So far you have thought about what we should be doing and investigated what we are doing to be active global citizens. Now comes the time for you to make a judgement. Do you believe that what Australian governments and individuals are doing to assist the global community is enough? Use the evidence which you have collected to support your opinions.

Step 4: Communicating

What is the answer to your inquiry question? **Communicate** your research and/or result of your action in a format of your choice. This could be as a student-led whole-class discussion, debate, mock TV interview or TikTok video, for example. It's up to you; get creative!

LESSON 16.6 Review

16.6.1 Key knowledge summary

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

16.2 What does it mean to be a global citizen?

- Globalisation has shaped, and continues to shape, the modern world, influencing how we learn, work, look, travel and communicate.
- A global issue is one that has impacts across the world and on a variety of different scales. Global issues can impact the economy, the environment or social and political systems.
- Often the solutions to global issues need to be met with coordinated action on global, national and local levels.
- As global citizens, we need to see the world without political borders and understand that as humans, we all share the same rights and the same hopes.

16.3 How can global citizenship make a difference?

- A cohesive society requires citizens to embody a country's values and fulfil their responsibilities as active members of that society.
- Social movements can be incredibly powerful as they make individuals feel more capable of creating meaningful change to civic life.
- The majority of Australian NGOs are classified as operational NGOs. This means that they actively plan and implement projects on a local, national or global scale.

16.4 How do forms of media influence identity and global citizenship?

- The rapid development of technology, especially information communication technology and social media platforms, has provided a voice to marginalised groups in society and raised awareness of social, political and environmental issues.
- The way in which people access news and information about current affairs has also changed in recent years. Traditional forms of news such as newspapers, TV and radio have been abandoned in favour of social media platforms.
- It is possible for misinformation to influence perceptions of issues, events and cultural groups.
- Organisations like Kiva provide an excellent example of how digital technologies can be used to contribute to civic life, not just in your own country but across the entire world.

16.5 Inquiry: Do Australian citizens actively participate in civic life and global citizenship?

- Australian governments demonstrate their role in the global community by responding to foreign disasters, conflicts and events.
- Individuals contribute to the global community through smaller-scale methods including donations to NGOs and participation in activities organised by various social movements.

16.6.2 Key terms

algorithm a series of instructions and processes which tell a computer how to intelligently interpret or sort information according to a set of rules
arson the criminal act of deliberately setting fire to property
civil disobedience the refusal to comply with particular laws or instructions, usually in the form of a peaceful protest
climate change long-term changes in the previously observed climate and weather patterns
disinformation the deliberate creation and spreading of 'fake news' to intentionally deceive people

global citizenship the idea that all people belong to a worldwide community and have responsibilities that extend beyond their own country or local area. A global citizen thinks about issues from a worldwide perspective and takes action on problems that affect people everywhere.
global issue an issue that has impacts across the world and on a variety of different scales
microfinancing a banking or loan service which provides financial support to people who may otherwise be unable to secure financial support for themselves
misinformation false or inaccurate information that is spread without the intent to deceive

16.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What does it mean to be a member of the global community, and to be able to contribute to civic life and global citizenship?

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

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

16.6 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 6, 8, 10	2, 3, 7, 9, 11, 12	4, 5, 13

REMEMBER AND UNDERSTAND

1. What has driven the process of globalisation?
   - **A.** War and conflict
   - **B.** Unequal distribution of resources
   - **C.** Information communication technology and transport
   - **D.** Political change
2. What areas can be impacted by global issues?
   - **A.** Economic, environmental and political
   - **B.** Economic, political and social
   - **C.** Economic, environmental and social
   - **D.** Economic, environmental, social and political

3. What is someone who is aware of and understands the wider world?
   - **A.** A world citizen
   - **B.** A citizen of the world
   - **C.** A global citizen
   - **D.** A responsible citizen
4. The answers to global problems often begin with:
   - **A.** local solutions.
   - **B.** local problems.
   - **C.** local solutions and individual solutions.
   - **D.** local solutions to global problems.
5. Which of the following provides the best definition for civil disobedience?
   - **A.** Refusal to comply with certain laws, usually in the form of a peaceful protest
   - **B.** Refusal to comply with certain laws, usually in the form of a violent protest
   - **C.** Refusal to comply with certain laws, usually without any protest
   - **D.** Refusal to comply with certain laws, usually in the form of armed conflict
6. What often causes some people to not take action on climate change and other global issues?
   - **A.** They don't care about these issues.
   - **B.** They feel anxious about these issues.
   - **C.** They feel like these issues are too big for them to possibly make a difference.
   - **D.** They don't know how to make a difference.
7. What is 'The Greta Effect'?
   - **A.** Young people being inspired by the activism of Greta Thunberg
   - **B.** Governments being threatened by the activism of Greta Thunberg
   - **C.** Fossil fuel companies being threatened by the activism of Greta Thunberg
   - **D.** Parents being threatened by the activism of Greta Thunberg
8. How do most people currently access news information?
   - **A.** TV and radio news
   - **B.** Print newspapers
   - **C.** Online newspapers
   - **D.** Social media
9. What is one strategy which can be used to combat disinformation?
   - **A.** Always verify your sources
   - **B.** Collect information from multiple sources
   - **C.** Check information for valid references
   - **D.** All of the above

ANALYSE AND APPLY

10. The following quote was used to begin this topic. Do you believe this quote is accurate? **Justify** your response.

    'The world doesn't care about what you know, the world only cares about what you do with what you know'.

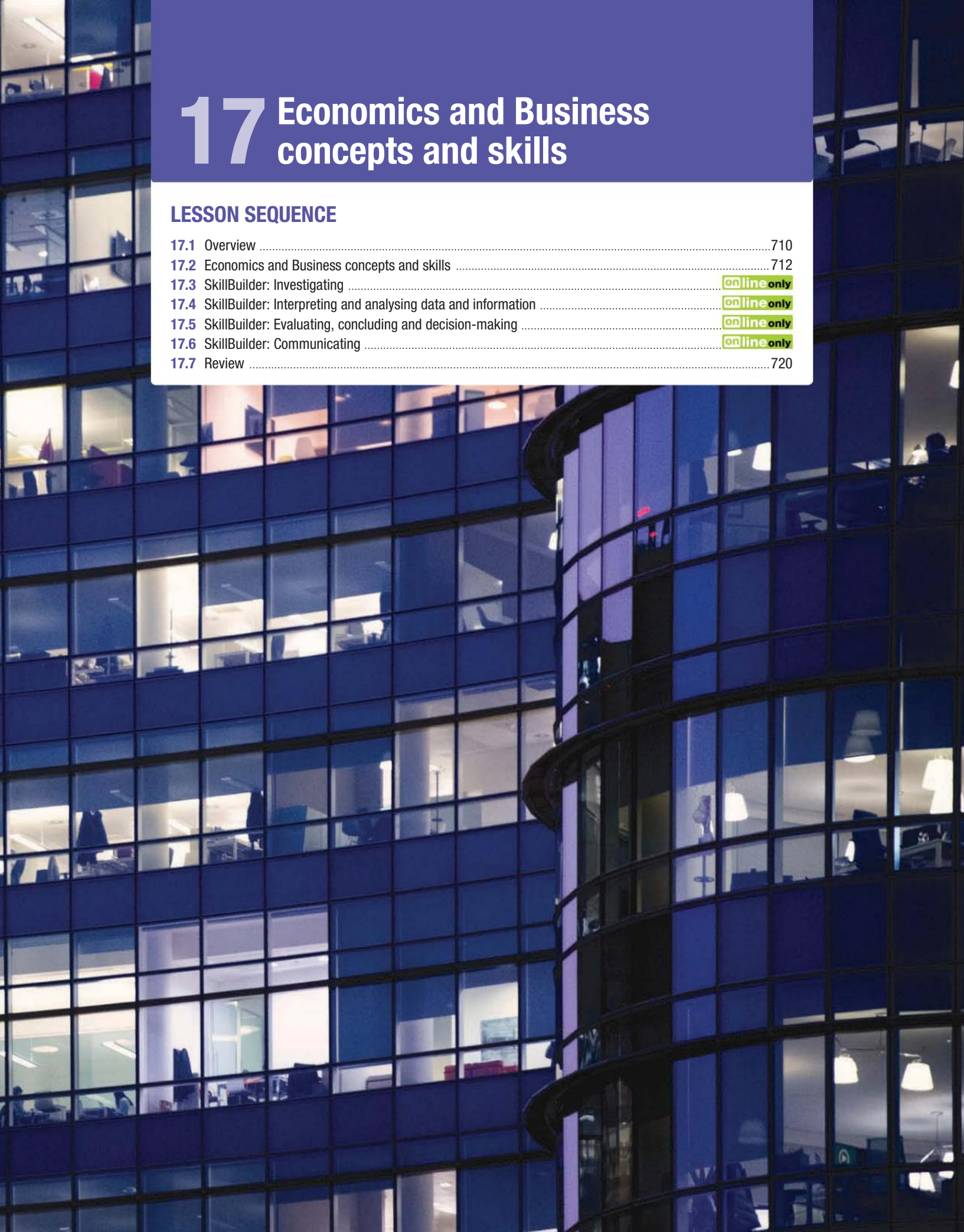
11. If the tactics used by Extinction Rebellion are so controversial, **explain** why they are still used.
12. The phrase 'think global, act local' is often used in relation to global issues and citizenship. **Explain** what you think is meant by this phrase.
13. 'There is simply too much misinformation and disinformation on social media and the sharing of any information on these platforms should immediately be banned'. **Discuss** to what extent you agree with this statement.

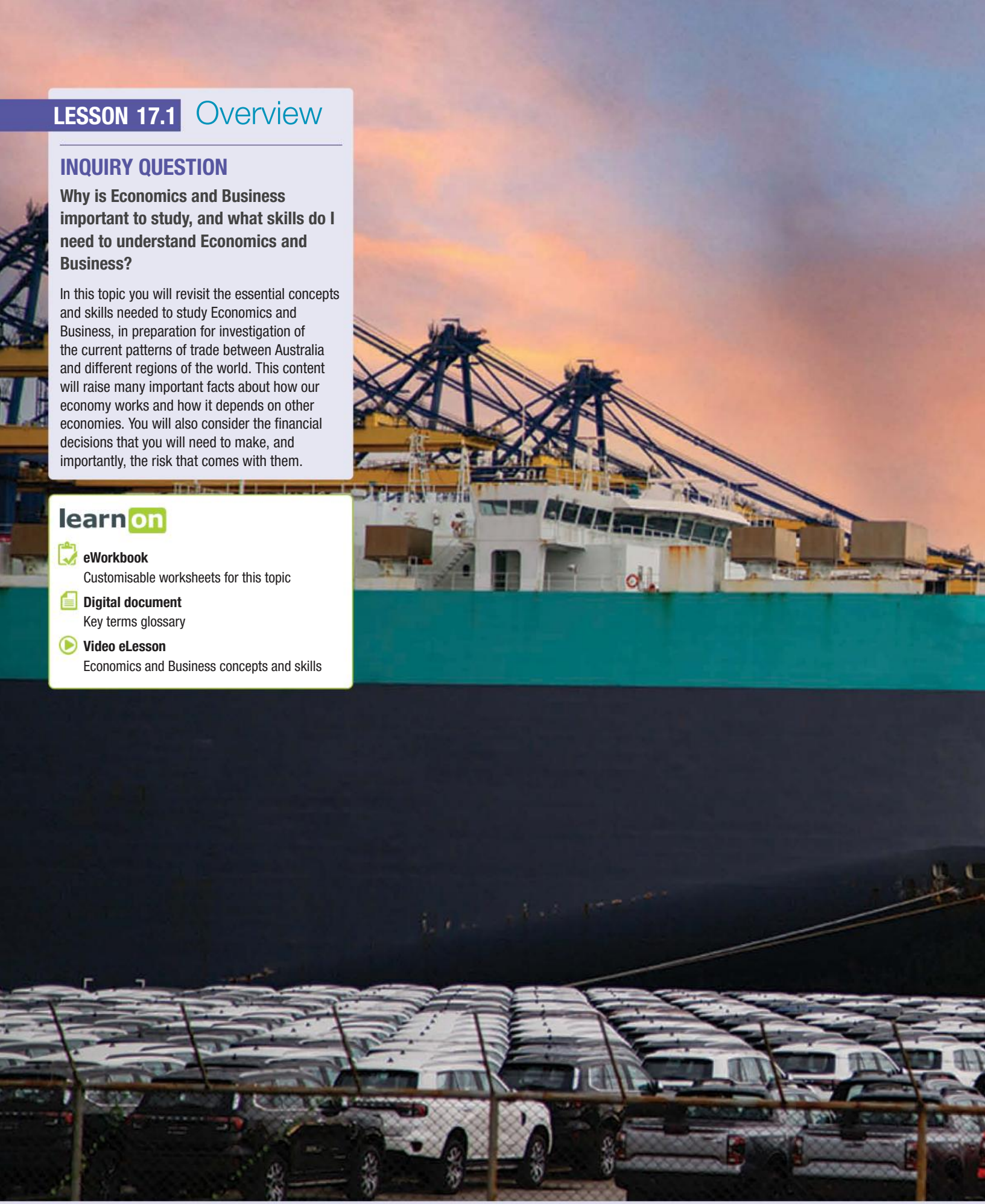
Answers and sample responses for this topic are available online.

17 Economics and Business concepts and skills

LESSON SEQUENCE

17.1 Overview 710
17.2 Economics and Business concepts and skills 712
17.3 SkillBuilder: Investigating ..... online only
17.4 SkillBuilder: Interpreting and analysing data and information ..... online only
17.5 SkillBuilder: Evaluating, concluding and decision-making ..... online only
17.6 SkillBuilder: Communicating ..... online only
17.7 Review 720





LESSON 17.1 Overview

INQUIRY QUESTION

Why is Economics and Business important to study, and what skills do I need to understand Economics and Business?

In this topic you will revisit the essential concepts and skills needed to study Economics and Business, in preparation for investigation of the current patterns of trade between Australia and different regions of the world. This content will raise many important facts about how our economy works and how it depends on other economies. You will also consider the financial decisions that you will need to make, and importantly, the risk that comes with them.

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eWorkbook
Customisable worksheets for this topic

Digital document
Key terms glossary

Video eLesson
Economics and Business concepts and skills

SkillBuilder

Use the SkillBuilder activities to develop these Economics and Business concepts and skills:

- INVESTIGATING
- INTERPRETING AND ANALYSING DATA AND INFORMATION
- EVALUATING, CONCLUDING AND DECISION-MAKING
- COMMUNICATING

LESSON 17.2 Economics and Business concepts and skills

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the Economics and Business concepts and skills and **explain** why they are important.

17.2.1 Introduction

Economics and Business involves the study of how individuals use resources and make decisions, both big and small.

Economics is in fact a discipline in itself which examines the production, distribution and consumption of goods and services and explores concepts such as supply and demand, prices, and market functions.

Business, on the other hand, focuses on the operations, profit-making, and provision of goods and services by companies. It covers topics like marketing, management and finance. Together, Economics and Business provide insights into the functioning of the economy and the role businesses play in society.

17.2.2 Economics and Business concepts

There are five Economics and Business concepts that can help us to make sense of the world.

By using these concepts you can identify questions, guide your investigations or assist decision-making about the world you live in. You can also use them to try to imagine a different world. The five key concepts are: resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy (see **TABLE 1**).

TABLE 1 The concepts you will use in Economics and Business

Concept	Description
Understanding work and business	Learn about how businesses work in Australia, what affects their decisions and why entrepreneurship is important.
Resource allocation and decision-making	Understand how resources are used, what opportunity cost is and how economic decisions are made. Apply these ideas to the economy, business, work and being a smart consumer.
Being an active participant	Know why it's important to be involved in the economy by working, running a business, being financially smart and making informed decisions.
Key issues in Australia	Appreciate the main economic and business issues in Australia and understand how Australia interacts with the global economy, especially Asia.
Reasoning and problem-solving	Develop skills to apply economic and business concepts to real-world issues, solve problems and make economic decisions.

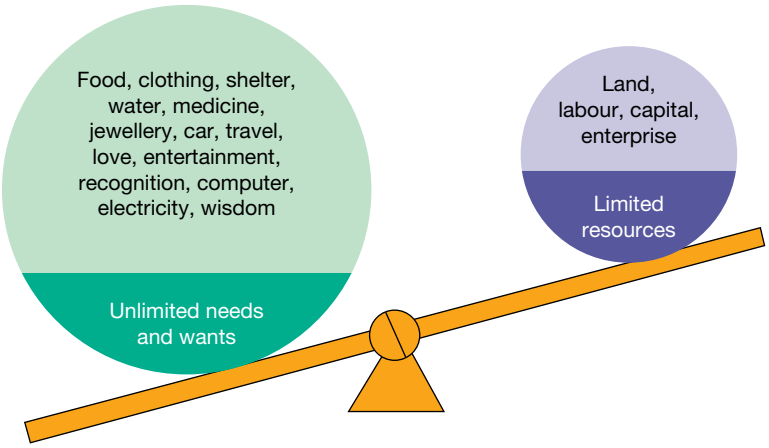
Understanding work and business

Australia hosts a variety of jobs and businesses that support the economy by offering goods, services and employment. People work for money, for learning new skills and to make societal contributions. Entrepreneurs drive innovation with new ventures and ideas. Aboriginal and Torres Strait Islander Peoples have significantly impacted Australia's workforce and business sector. Understanding these aspects highlights the economy's function and opportunities in Australia.

Resource allocation and decision-making

The core problem in economics and business is **economic scarcity**. This is a concept which recognises that we all have limited **resources** available to satisfy our unlimited **wants** and **needs**.

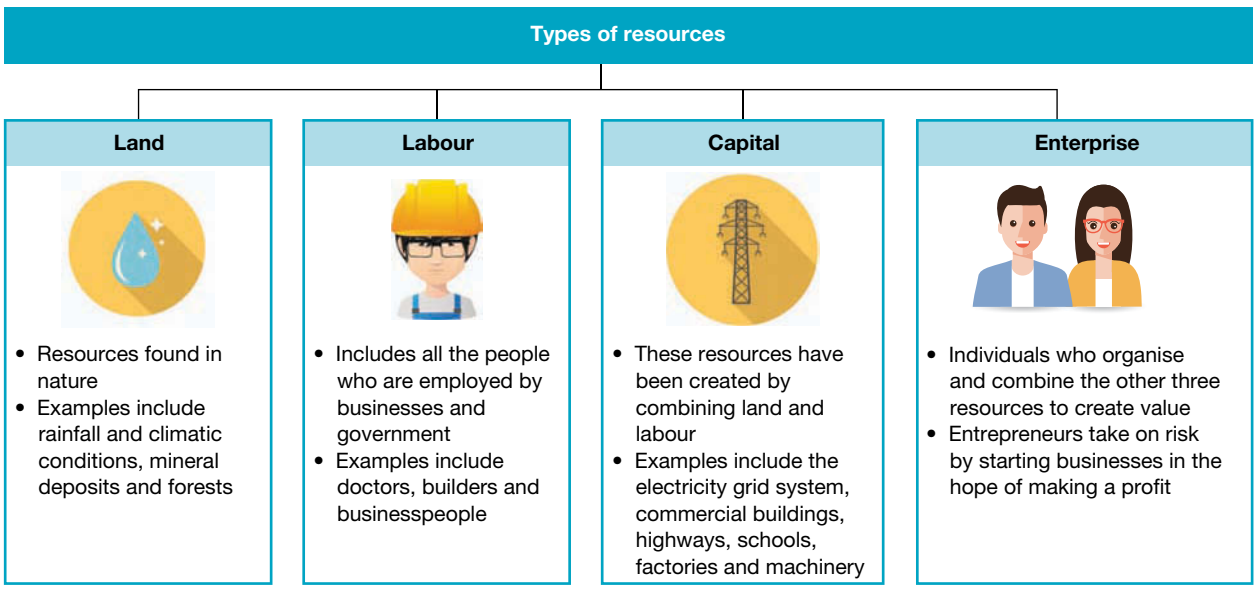
FIGURE 1 An argument needs to be balanced, with both sides considered.



Economic scarcity is often referred to as the 'basic economic problem'. This is because it always exists, and it exists in all economies across the world.

In year 8 we learned how economic resources can be used by businesses to produce the goods and services that satisfy our needs and wants. There are four main types of economic resources. These are: land, labour, capital and enterprise as shown in **FIGURE 2**. Production will usually require the combination of the resources. However, because resources are limited, the amount of goods and services that can be produced from them is also restricted. This economic scarcity means we cannot have everything and people must choose to have some things but not others.

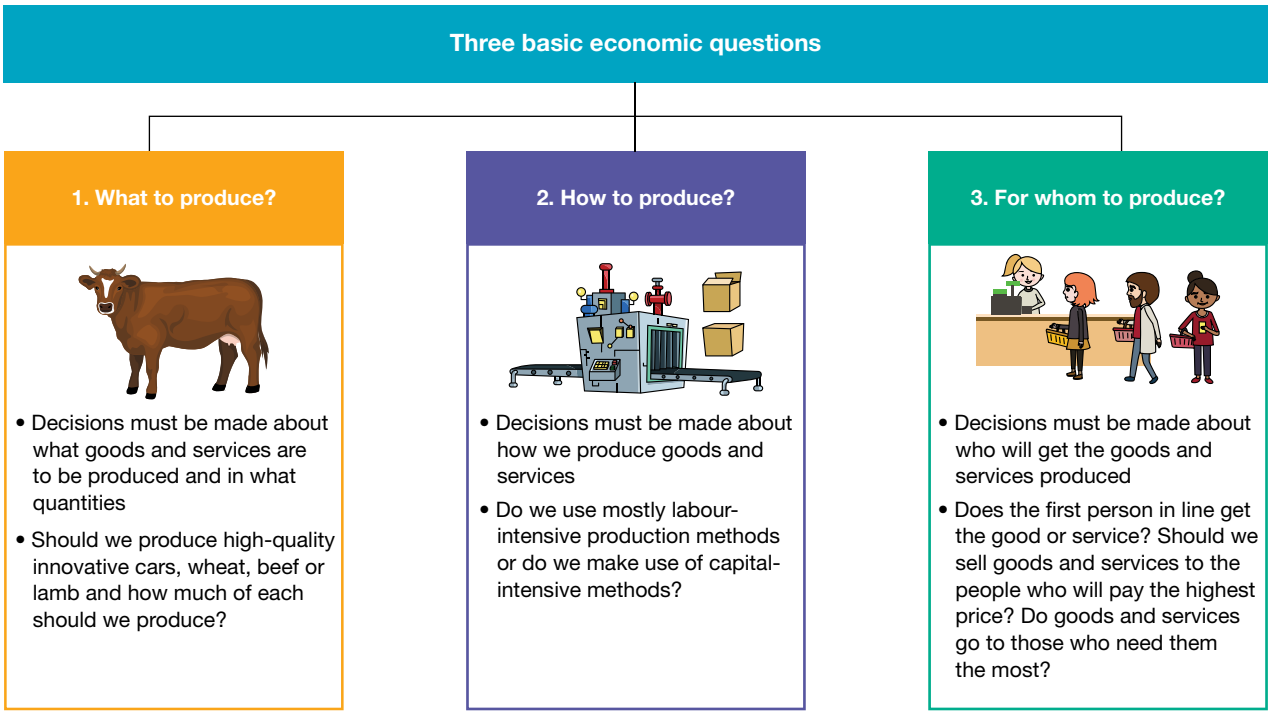
FIGURE 2 There are four main types of economic resources: land, labour, capital and enterprise.



Just as people make choices about what to have, economies overall have to decide how to use their scarce resources to satisfy their unlimited needs and wants. All societies have an **economic system** of production and distribution, which allocates resources from one use to another. As we may remember, all economic systems must answer three basic economic questions:

- what to produce? — decisions must be made about what goods and services are to be produced and in what quantities. Should we produce innovative cars, crops such as wheat, and animal produce such as beef or lamb, and how many of each? All of these production possibilities involve different allocations of resources.
- how to produce? — decisions must be made about how we produce those goods and services. Do we use labour-intensive production methods (predominantly making use of people) or capital-intensive methods of production (predominantly making use of technology or machinery)?
- for whom to produce? — decisions must be made about how those goods and services are distributed; that is, we need to determine who will receive the goods and services produced. Does the first person in a line acquire the good or service? Should it go to the person who pays the highest price? Or do the goods and services go to those who need them the most?

FIGURE 3 All economic systems must answer three basic economic questions.



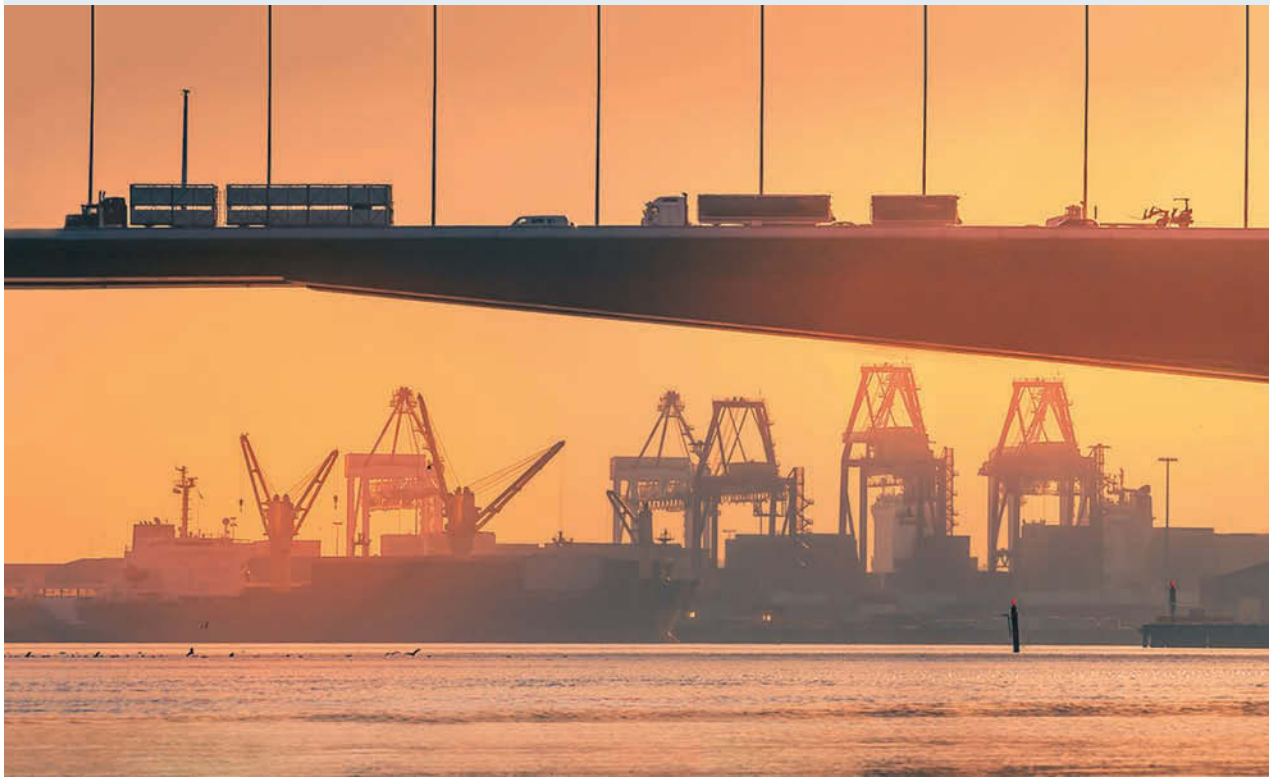
SkillBuilder discussion

Investigating

1. Study **FIGURE 3**. What factors influence what Australian businesses produce?
2. Who do you think decides how to produce goods and services?
3. Who gets to decide for whom Australian businesses produce?

Countries also make use of specialisation which is important for global trade. If one country is more efficient at producing a certain product and another country is efficient at producing a different product, then it makes sense for the two countries to trade. Australia is a major producer and exporter of iron ore, coal, gold, natural gas and wheat. We import many products such as processed fuels, cars and electrical equipment from other countries that are more efficient at producing such products. Australia relies on its trade with other nations.

FIGURE 4 Individuals, businesses and nations trade with other individuals, businesses or nations to get something which they could not provide or produce for themselves.



In this topic we will investigate why countries trade, and the benefits that trade between Australia and other countries brings to our households and businesses.

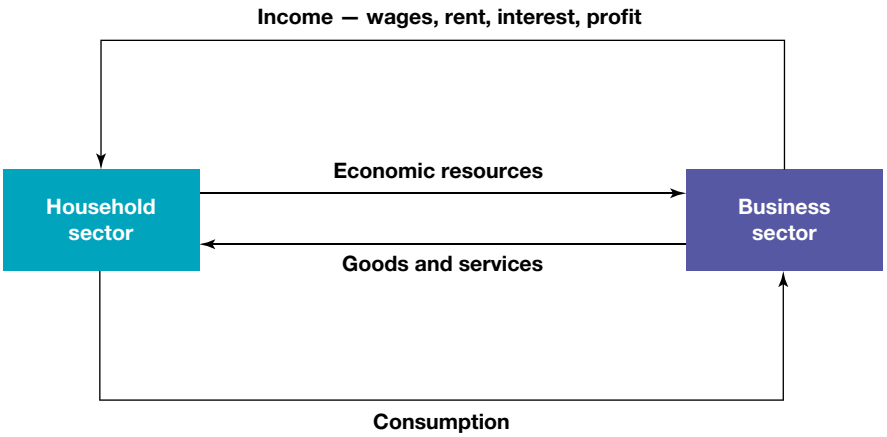
The exchange of goods and services between producers and consumers and countries results in increased interdependence between the groups (or sectors) in economies, as well as between overseas economies. Economists understand that the actions of one participant will impact on other participants in the economy. In the same way, our own economic conditions (e.g. high unemployment) might affect consumer demand in another country due to a reduction in demand for their exports.

Being an active participant

Being an active participant in the economy involves more than just having employment or managing a business. It includes making informed decisions that affect both individual financial wellbeing and the wider economic context. Employment, business operations, everyday financial choices and planning all play a role in maintaining the stability and growth of the economy.

Active participation can be seen through various roles: as an employee contributing labour and skills; as a business owner fostering innovation and job creation; and as a consumer whose spending patterns shape market trends (see **FIGURE 5**). Financial literacy is essential in these roles, as it enables informed decision-making and an understanding of the implications of those decisions.

FIGURE 5 A simple two-sector circular flow model of income demonstrating the interdependence between consumers and businesses who rely on each other for goods and services, labour and income.



Key issues in Australia

Australia faces several important economic and business issues that impact our daily lives. One key issue is the complexity of the tax system. Navigating through various tax obligations can be challenging for individuals and businesses, and understanding tax regulations is essential for compliance and financial planning. Simplifying the tax system and providing clear guidance can help improve financial literacy and ease the burden on taxpayers.

Another significant issue is financial goal-setting and management. Setting realistic financial goals, such as saving for retirement, purchasing a home or investing in education, requires careful planning and discipline. Financial literacy programs and resources can empower individuals to create and stick to their financial plans, thereby improving their financial wellbeing and contributing to overall economic stability.

Additionally, income inequality remains a pressing concern. Addressing disparities in income distribution is crucial for fostering social cohesion and ensuring that economic growth benefits all Australians. Policies aimed at improving access to education, healthcare and affordable housing can help reduce inequality and support a more inclusive economy.

Reasoning and problem-solving

The development of reasoning and problem-solving skills are essential components of education. These skills are crucial for you to be able to navigate complex economic situations, make informed business and consumer decisions, and tackle any challenges effectively.

Reasoning skills involve the ability to think logically, evaluate evidence and draw sound conclusions.

Problem-solving skills focus on identifying issues, generating potential solutions and implementing effective strategies to resolve problems.

17.2.3 Economics and Business skills

This year, you will continue to build your ability to use the four broad categories of skills in Economics and Business.

TABLE 2 The four Economics and Business skills that you will develop

Skill	Description
Investigating	Develop and apply questions to investigate contemporary economic, business, work or financial issues and systems, locate, select, and organise relevant data and information from a range of sources
Interpreting and analysing data and information	Construct, interpret and draw conclusions from graphs, models and text to identify and describe economic and business issues, trends and cause-and-effect relationships, analyse, and verify sources of data and information
Evaluating, concluding and decision-making	Analyse a response to an economic, business, work or financial issue, identifying potential costs and benefits
Communicating	Create and present descriptions and explanations, using subject-specific knowledge and terminology, with reference to sources

17.2 SkillBuilder activity EVALUATING, CONCLUDING AND DECISION-MAKING

Scenario: You are a business advisor. A small Australian company grows and sells two products, macadamia nuts and lemons. They sell both locally and to overseas markets

Below is their annual profit data (in $AUD):

Year	Macadamia Nuts	Lemons
2021	$85 000	$40 000
2022	$95 000	$30 000
2023	$110 000	$25 000

Macadamias are in high demand in Asian markets.

Lemons are mostly sold domestically, but prices have dropped due to oversupply.

Marketing for lemons has mostly been on local radio.

The company is considering expanding exports or investing in social media marketing.

1. **Analyse** the data. What trends do you notice in the profits for each product?
2. Which product is more profitable over time? Should the company continue producing both products? Would expanding trade in macadamias be a good idea? Why? How could changing the marketing strategy help improve lemon sales?
3. Make a recommendation. Write a short paragraph (4–5 sentences) recommending what the company should do next. Support your ideas with data and trade-related reasoning.

17.2 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 4, 9	1, 2, 6, 10	5, 7, 8

REMEMBER AND UNDERSTAND

1. What is the primary purpose of using graphs and tables in Economics and Business investigations?
   - **A.** To make the page look more interesting.
   - **B.** To compare and present information clearly.
   - **C.** To avoid writing long explanations.
   - **D.** To confuse the audience.
2. What does a well-structured research question allow you to do in an investigation?
   - **A.** Find information that supports your opinion.
   - **B.** Explore a broad range of unrelated topics.
   - **C.** Stay focused and guide your data collection.
   - **D.** Skip the analysis part of the process.
3. Which of the following is the best example of communicating business information effectively?
   - **A.** Using slang and emojis to appeal to young people
   - **B.** Including every possible detail regardless of the audience
   - **C.** Presenting graphs, summaries and clear key findings
   - **D.** Avoiding visuals to focus on long written explanations
4. When interpreting data from a bar graph showing changes in consumer spending, what should you focus on?
   - **A.** The colour scheme used in the graph
   - **B.** The overall patterns and changes over time
   - **C.** The footnotes at the bottom of the page
   - **D.** The brand of graphing software used
5. Which of the following is not usually part of a business case study?
   - **A.** An analysis of risks and opportunities
   - **B.** A detailed look at financial and operational data
   - **C.** A clear and unbiased evaluation
   - **D.** A personal story unrelated to the business

ANALYSE AND APPLY

6. Why is analysing graphs and data essential for business decision-making? Give an example of how a business might use this skill.
7. Imagine a small business wants to expand. **Describe** how it could use the skill of investigating to research the market to make a more informed decision. What steps would be involved?
8. A business notices that sales have dropped in the last three months. How could interpreting customer feedback and sales data help them respond effectively?
9. A student is planning a school-based business project. Why should they evaluate possible risks before launching their idea? Provide an example of a risk and how they might identify it.
10. **Explain** why it's important to present economic findings differently to different audiences (e.g. classmates, investors, customers). What formats or styles might you use in each case?

Answers and sample responses for this topic are available online.

LESSON 17.3 SkillBuilder investigating

online only

How can I investigate an issue?

Develop and refine questions to explore contemporary Economics and Business issues. In this lesson you will use investigating to answer a research question on Australia's trade. Use a range of reliable sources to gather relevant data and information.

LESSON 17.4 Skillbuilder interpreting and analysing data and information

online only

How is data and information interpreted?

Learn how to interpret and infer meaning from a range of Economics and Business sources. Identify trends, patterns and relationships in data to better understand contemporary economic issues. In this lesson you will analyse data and information related to scams and financial risk.

LESSON 17.5 Evaluating, concluding and decision-making

online only

What does it mean to evaluate an idea or policy?

Evaluate evidence and economic arguments to reach conclusions. Consider different perspectives, assess costs and benefits, and make informed decisions about real-world economic issues. In this lesson you will evaluate the costs and benefits of insurance.

LESSON 17.6 SkillBuilder: Communicating

online only

How can I communicate Economic and Business information?

Create informative, subject-specific presentations using Economics and Business terminology. In this lesson you will develop the skill of communicating and reflecting to present your findings in an appropriate format to suit a particular audience.

LESSON 17.7 Review

17.7.1 Key knowledge summary

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

17.2 Economics and Business concepts and skills

- Resource allocation and decision-making involves the idea of 'scarcity'. Scarcity is the 'basic economic problem', and this involves society having limited resources available to satisfy unlimited needs and wants.
- The four main types of economic resources are land, labour, capital and enterprise.
- Every choice made involves an opportunity cost, which is the next best alternative given up whenever a choice is made.
- All economies must make decisions about how resources will be allocated among producers and what types of goods and services will be produced. This means economies must answer the three economic questions: what to produce? How to produce? And for whom to produce?
- Australia is a market capitalist economy, which means that most answers to the three economic questions are made by the market (where buyers and sellers negotiate prices for goods and services).
- The four Economics and Business skills that you will develop throughout your course are:
  - *Investigating:* This involves developing and refining questions to explore contemporary Economics and Business issues. Use a range of reliable sources to gather relevant data and information.
  - *Interpreting and analysing data and information:* Learn how to interpret and infer meaning from a range of Economics and Business sources. This includes identify trends, patterns and relationships in data to better understand contemporary economic issues.
  - *Evaluating, concluding and decision-making:* This involves using evidence and economic arguments to reach conclusions. Consider different perspectives, assess costs and benefits, and make informed decisions about real-world economic issues.
  - *Communicating:* This involves creating informative presentations using Economics and Business terminology, with structured formats and subject-specific language to explain your reasoning to different audiences.

17.7.2 Key terms

economic scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them
economic system a way of organising the production and distribution of the nation's goods, services and incomes
needs goods or services that consumers consider necessary to maintain their standard of living
resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise
wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

17.7.3 Reflection

Complete the following to reflect on your learning.

Revist the Inquiry question posed in the Overview.

Why is Economics and Business important to study, and what skills do I need to understand Economics and Business?

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

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eWorkbook Customisable worksheets for this topic
Reflection

Digital document Key terms glossary

17.7 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 5, 6, 7, 14	1, 2, 8, 9, 11	4, 10, 12, 13, 15

REMEMBER AND UNDERSTAND

1. Which of the following best reflects effective economic research?
   - **A.** Relying on a single article from social media
   - **B.** Collecting current, credible data from a range of sources
   - **C.** Only using information that supports your opinion
   - **D.** Ignoring recent trends and focusing on personal experiences
2. Why is identifying patterns in economic data important when analysing trade between countries?
   - **A.** It helps predict future trends and make informed decisions.
   - **B.** It eliminates the need for further research.
   - **C.** It shows that one country is always better off.
   - **D.** It prevents the need for communication.
3. A business sees falling profits in domestic sales but rising export revenue. What should they investigate before shifting all resources to exports?
   - **A.** Whether exports are more fashionable.
   - **B.** If the export trend will last and if their production can meet global demand.
   - **C.** What their competitors are doing on social media.
   - **D.** How they feel about selling overseas.
4. Which of the following is the most effective way to communicate findings about economic performance to others?
   - **A.** Writing long paragraphs with technical terms
   - **B.** Sharing only opinions without evidence
   - **C.** Using clear visuals and concise explanations backed by data
   - **D.** Only using numbers and statistics

5. When making a decision about where to build a new shopping centre, what must be evaluated?
   - **A.** The opinions of influencers
   - **B.** The availability of land only
   - **C.** Costs, benefits and potential impacts on local employment
   - **D.** Whether the government likes the brand
6. If a government invests more money into public transport instead of hospitals, what is the economic term for what they gave up?
   - **A.** Interdependence
   - **B.** Profit
   - **C.** Opportunity cost
   - **D.** Surplus
7. Why is understanding global interdependence important for analysing international trade?
   - **A.** It helps a country become fully self-sufficient.
   - **B.** It shows how countries rely on each other for goods, services and income.
   - **C.** It allows countries to stop trading.
   - **D.** It prevents inflation.
8. In a bar graph showing imports and exports for Australia, which of the following would be a valid interpretation?
   - **A.** Exports are more colourful than imports.
   - **B.** If exports exceed imports, Australia has a trade surplus.
   - **C.** If imports are larger, Australia is better off.
   - **D.** All bars are the same size, so no conclusions can be made.
9. When comparing two sets of economic data from different news sources, what should you check to ensure reliability?
   - **A.** How many likes the article got
   - **B.** Whether the source is biased or funded by an interest group
   - **C.** If it matches your opinion
   - **D.** If it was written by someone famous
10. How does understanding economic concepts help young people engage in real-world decisions?
    - **A.** It helps them memorise definitions only.
    - **B.** It allows them to create social media content.
    - **C.** It enables critical thinking about issues like wages, trade and sustainability.
    - **D.** It discourages them from asking questions.

ANALYSE AND APPLY

11. How can businesses use different types of information, like customer feedback or sales data, to make decisions about their products or services?
12. In what ways can businesses reduce risk and plan effectively for future growth?
13. How might changes in the economy — such as new technology or shifts in consumer demand — lead businesses to adjust their strategies?

EVALUATE AND COMMUNICATE

14. Why is it important for individuals to create and follow a personal financial plan, especially when making decisions about spending and saving?
15. How can government actions, like taxes or laws, influence the choices we make in our daily lives as consumers or workers?

Answers and sample responses for this topic are available online.

LESSON 17.3 SkillBuilder: Investigating online only

LEARNING INTENTION

By the end of this lesson you should be able to conduct an investigation into Australia's trade with China.

17.3.1 Introduction

Investigating in Economics and Business refers to researching different options, which may include considering the costs and benefits of each option, and then drawing a conclusion based on the data and information collected and analysed.

17.3.2 Tell me

The following steps provide a useful guide to the process of investigating.

- Identify and understand the general task you are attempting to complete.
- Develop a series of specific questions that will help guide your investigation in the appropriate direction, and help you determine the information you need.
- Locate appropriate sources of that information.
- Record relevant information from a range of sources.
- Present the information in an appropriate form.

FIGURE 1 Shipping helps to keep Australians connected with the world by allowing for the movement of goods on a large scale.

17.3.3 Show me

Imagine you have been asked to investigate Australia's trade with China. You need to find out details of the major imports and exports between the two countries and any recent changes that have occurred in the trade relationship.

Step 1

Your first step is to clearly identify the key task. This could be expressed as follows:

Prepare a report on Australia's trade with China. Include details of the major exports and imports, recent trends in our trade relationship with that country, and the value of this trade to the Australian economy.

Step 2

It is now necessary to break this down into a series of more specific questions. These could include:

1. What are Australia's major exports to China?
2. What are the values and/or percentages of these exports?
3. What are our major imports from China?
4. How are these imports broken down, from most important to least important?
5. Which areas of trade have been growing most rapidly over the past few years, and which have been in decline?
6. How does trade with China affect the Australian economy? What are the benefits, and what are the disadvantages?

FIGURE 2 A cargo ship in docks on the Huangpu River, Shanghai, China

Step 3

The next step is to locate appropriate sources. By entering the search term 'Australian trade with China' in your favourite search engine, you will be presented with a number of sources. Look for reliable sources relevant to your area of research. For investigating Australia's trade relationships, the Department of Foreign Affairs and Trade (DFAT) website would be a highly reputable source.

Keep your questions beside you as you read each source, and note the location of material that provides answers. You can select and print some text, and then highlight those sentences or paragraphs that provide answers to your questions. Sometimes a complete answer to a question may be found in several places in a piece of text. Be sure to highlight all relevant text, and indicate with a number which question the information answers.

Step 4

When you are satisfied you have found the answers to all the questions, you need to write the answers in order, making sure you use your own words as much as possible. You can then use the answers to present your information in the required form. For example, this may be an oral report to the rest of the class, an essay to be marked by your teacher, a presentation, or any other format that is appropriate.

17.3.4 Let me do it

Complete the following activity to practise this skill.

17.3 Skillbuilder activity

Using the above process as a model, devise a series of questions and carry out the research to produce a report on the following topic:

Prepare a report on Australia's trade with one of these Asian countries: Japan, South Korea, India, Singapore or Thailand. Your report should include details of goods and services traded, recent trends or changes in that trade, and the importance of that trade to the Australian economy.

LESSON 17.4 SkillBuilder: Interpreting and analysing data and information online only

LEARNING INTENTION

By the end of this lesson you should be able to interpret the trends for money lost in scam activity.

17.4.1 Introduction

Interpreting and analysing is another skill that you will develop while studying Economics and Business. This skill involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. One way in which you might analyse in Economics and Business is by interpreting information on the trend for money lost in scams.

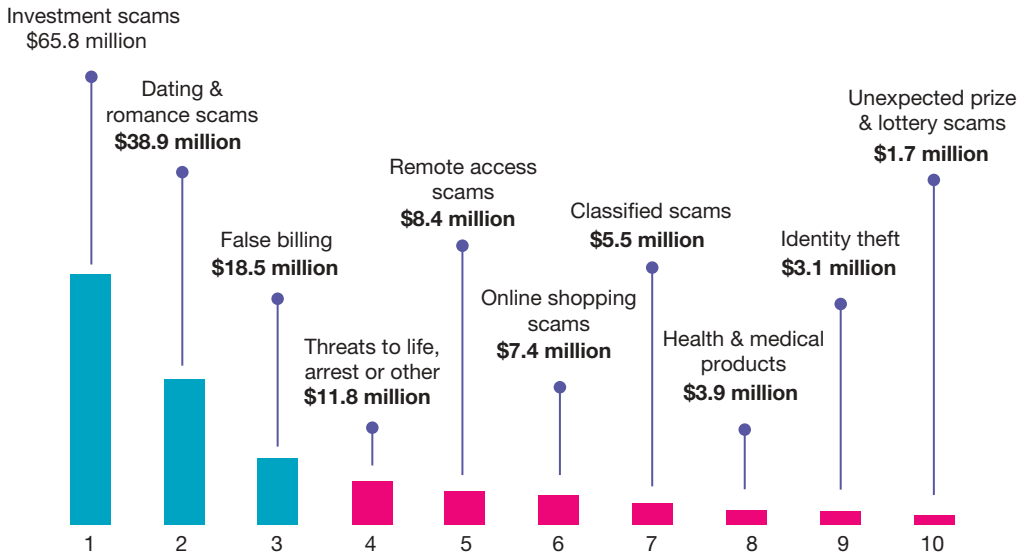
17.4.2 Tell me

Scams are attempts to trick people out of something, usually money. Scams can be sophisticated messages, often using professional-looking brands and logos to look like they come from a business you know.

A scam message can be sent by email, SMS, dating sites, social networking sites, instant messaging or even through videophone communications such as FaceTime.

To get a better understand of this topic, we can interpret and analyse information and data trends on scams. This can tell us how much money is lost in scams and which age groups are most affected.

FIGURE 1 An infographic of the top scams by loss in 2020, as reported to Scamwatch



17.4.3 Show me

Infographics are increasingly used as a more visually appealing and engaging way to present information. Below are the steps for how to read an infographic.

Step 1

Look carefully at the infographic — does it have a heading?

Step 2

Can you easily identify what it is showing? What is the theme or idea? The infographic provided in **FIGURE 1** shows the top scams reported to Scamwatch. It appears to be clearly labelled, but can it be deceiving at first glance?

Step 3

Look at the data. Each scam type has a number and the amount of money in dollars lost to that scam type.

Step 4

Analyse the data. What trends can you see? What is the most or least common scam?

Step 5

Apply your knowledge of scams and financial risks to predict what the data will be like a year later. Consider what else you need to find out.

17.4.4 Let me do it

Complete the following activity to practise this skill.

17.4 SkillBuilder activity

Go the ACCC's website, and view the latest scam activity report. This will be listed as a publication. Download the report and view the infographics to practise your skills by completing the following questions.

a. Which scams cause the most financial harm?
b. How much in total is lost to scams each year?
c. Which age groups are most affected by scams — what might explain this data?
d. Do scams affect more men or women? **Explain** the possible reasons for the answer.
e. **Summarise** the most common methods of contacting people that scammers might use.
f. **Describe** a time when scamming increased and **explain** the reasons why this occurred.

Present your findings to your class.

LESSON 17.5 SkillBuilder: Evaluating, concluding and decision-making online only

LEARNING INTENTION

By the end of this lesson you should be able to accurately and appropriately evaluate a simple insurance policy.

17.5.1 Introduction

Evaluating means to propose explanations for events or issues and to make overall judgements based on the evidence. This is a skill that you might develop in Economics and Business by looking at the benefits

or advantages of something and then examining the costs or disadvantages of something. Making decisions about insurance and evaluating insurance policies is a skill that business owners and individuals need.

17.5.2 Tell me

Insurance is an arrangement whereby an insurer promises to compensate the insured business or individual for a specified loss, damage, illness or death in return for the periodic payment of a premium. There are many types of insurance including landlord insurance, vehicle insurance, total and permanent disability (TPD) insurance, income protection insurance, home insurance, and business insurance. An insurance policy is a legally binding contract between the policy holder and the insurer. Both will have responsibilities that must be complied with for the contract to be valid.

It's important that businesses or individuals compare policies from a number of registered insurance companies. Prices can vary, and insurers can have different exclusions, conditions and discounts.

Understanding the policy

When evaluating an insurance policy, the business or individual considering insurance should understand the policy they are evaluating. An insurer must give the business or individual a product disclosure statement (PDS) that explains the insurance product, including:

- who offers the insurance
- what the policy covers and what is excluded, and in what circumstances
- any contract terms
- any information that will need to be given to the insurer
- information on the premium (the amount the policy holder pays an insurer for insurance cover) and how it will change over time
- information on the excess (the amount the policy holder must contribute towards each claim made)
- definitions of common words for unforeseen events, so that the business or individual knows what they are covered for
- how to make a claim
- how the policy holder will be paid — will it be an agreed amount, a market value or a percentage of a market value?
- how to complain about the claims process or decision.

FIGURE 1 Insurance protects businesses and individuals from financial loss.

A PDS may have several pages. However, reading the document will help the business or individual to compare policies and make an informed choice about the policy that best suits their needs.

Awareness of terms and conditions

When evaluating an insurance policy, the business or individual considering insurance should also be aware of the terms and conditions of the policy they are evaluating. An insurance policy will have terms

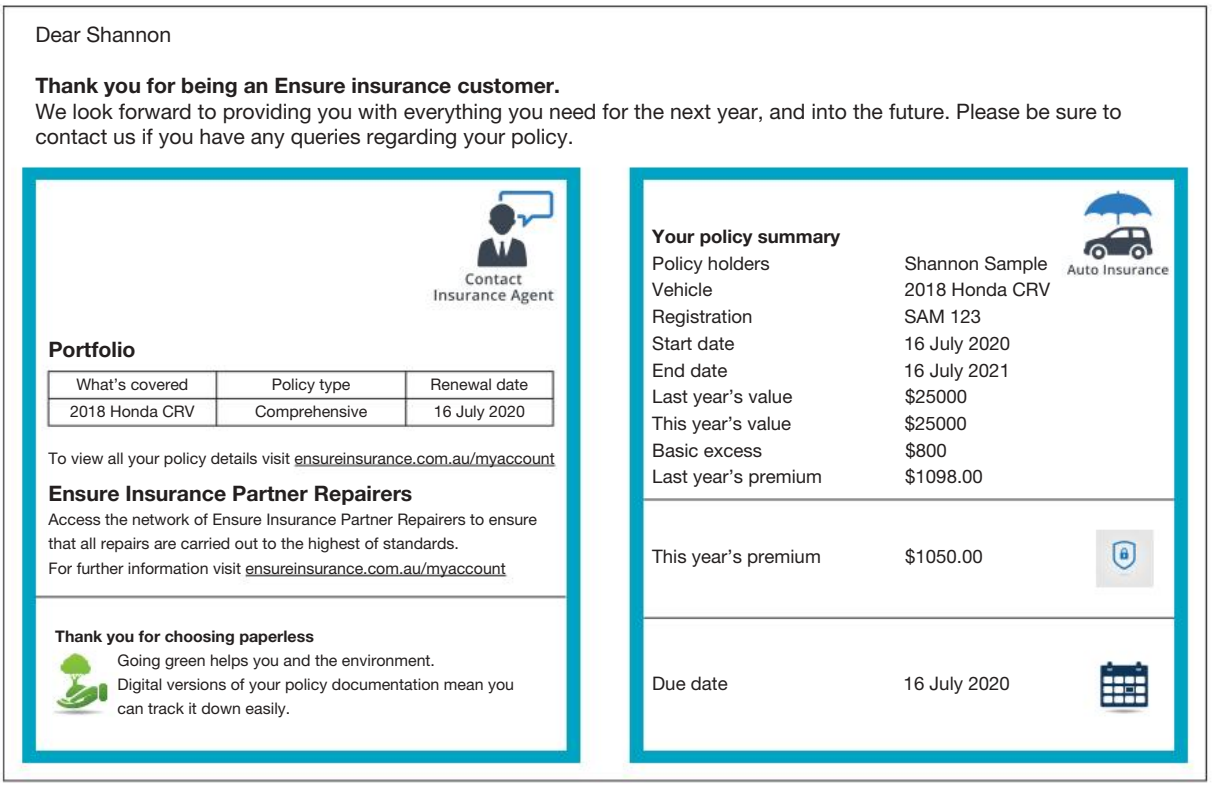
and conditions that must be met for the insured business or individual to be covered. The PDS should include these details. Conditions of cover may include such details as:

- having smoke alarms or security alarms installed in a building
- what the insured policy holder must do if a loss or claim occurs
- ensuring that a vehicle is serviced
- the amount of time before the insurance policy needs to be renewed
- exclusions such as the poor health of a traveller or leaving a home vacant for an extended period of time.

17.5.3 Show me

FIGURE 2 contains a renewal document provided to Shannon Sample for his car insurance policy. Consider how this document includes some of the components that we have just explored.

FIGURE 2 An insurance policy renewal document for Shannon Sample



Dear Shannon

Thank you for being an Ensure insurance customer.
We look forward to providing you with everything you need for the next year, and into the future. Please be sure to contact us if you have any queries regarding your policy.

Contact Insurance Agent

Portfolio

What's covered	Policy type	Renewal date
2018 Honda CRV	Comprehensive	16 July 2020

To view all your policy details visit ensureinsurance.com.au/myaccount

Ensure Insurance Partner Repairers
Access the network of Ensure Insurance Partner Repairers to ensure that all repairs are carried out to the highest of standards.
For further information visit ensureinsurance.com.au/myaccount

Thank you for choosing paperless
Going green helps you and the environment.
Digital versions of your policy documentation mean you can track it down easily.

Your policy summary

Auto Insurance

Policy holders	Shannon Sample
Vehicle	2018 Honda CRV
Registration	SAM 123
Start date	16 July 2020
End date	16 July 2021
Last year's value	$25000
This year's value	$25000
Basic excess	$800
Last year's premium	$1098.00
This year's premium	$1050.00
Due date	16 July 2020

17.5.4 Let me do it

Complete the following activity to practise this skill.

17.5 Skillbuilder activity

It is advised that you complete this activity with a teacher as a class, or speak with a trusted adult to help.

Imagine that you are an 18-year-old looking for insurance for your first car.

Construct a comparison table like the one shown below. You can either use the headings provided, or you can alter this table to suit your own search parameters. Use online information or call the company directly to obtain the information you need.

There are many different insurance companies in Australia, so it will be easier if you limit your search by investigating only some of the companies, including:

- AAMI
- Budget Direct
- Youi
- NRMA
- RAC Western Australia.

There are several websites that present information and compare plans for a number of different insurance companies.

When searching for quotes online, use consistent information for each company (for example, the same model car, no modifications, no finance on the car and so on).

	Comprehensive		Third party property fire and theft		Roadside assistance	Choice of repairer	Agreed or market value	Other benefits
Insurance company	Excess	Premium	Excess	Premium				
AAMI								
Budget Direct								
Youi								
NRMA								
RAC Western Australia								

Once you have completed the summary table above, you need to evaluate the costs and benefits of the different alternatives. To do this, complete the following tasks.

a. Complete a cost–benefit analysis for each of the insurance policies that you researched. Use a table like the one below to help you.

Insurance company	Costs	Benefits

b. Considering your own needs as a future car owner, rank the insurance companies from most to least suitable.

c. Write a one-paragraph response that **justifies** your rankings.

LESSON 17.6 SkillBuilder: Communicating online only

LEARNING INTENTION

By the end of this lesson you should be able to develop a reasoned and balanced response to an economic or business issue.

17.6.1 Introduction

When you use the skill of communicating and reflecting in Economics and Business, you will be presenting your findings or representing information using an appropriate format to suit a particular audience. You will also need to use terminology that is used by economists and people in the world of business. Another form of communication that you will need to learn is interacting with businesses. One example of this type of communication is when presenting a reasoned argument in relation to an economic or business issue.

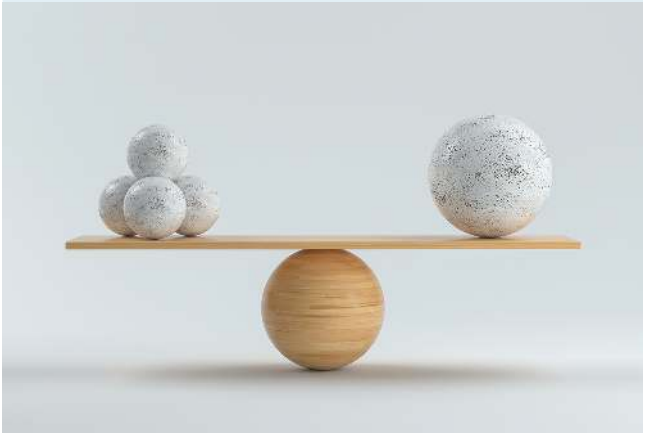
17.6.2 Tell me

Economic and business issues may prompt discussion and argument. An argument generally involves developing a response to an issue which is both reasoned and balanced. This means that you have explored it fully to arrive upon a conclusion.

An effective argument will:

- use relevant business terminology
- include both sides (the positives and negatives)
- include an explanation and or use of data to support your reasoning.

FIGURE 1 An argument needs to be balanced, with both sides considered.



17.6.3 Show me

To develop an argument, we generally need to study an issue and develop a response to that issue. For example, we might wish to consider personal or consumer debt, and whether it is a good or bad thing in the context of our economy.

To begin with we will need to make sure that we understand the concept of debt, and the different types. This will allow us to identify some positives or negatives.

We might summarise these in a table, for example.

TABLE 1 The positives and negatives of personal debt

Positives	Negatives
Debt can allow individuals to purchase products that will satisfy their wants and needs if their income is low.	Debt incurs a cost known as interest and this is an added expense which must be paid back on top of any money borrowed.
Debt is essential for most people who wish to own a home as they will take out a mortgage.	Some people might argue that having debt is irresponsible money management.

Once you have identified the positives and negatives, you may be able to develop an effective argument as to which side or position you agree with most. You may be asked to present the findings and your argument in an essay, question or in a presentation.

17.6.4 Let me do it

Complete the following activity to practise this skill.

17.6 Skillbuilder activity

1. Choose an economic topic or issue. This might be overseas trade, outsourcing labour, or ethics in financial decision-making.
2. Use the concepts and learning associated with this topic, and your own independent research, to **develop** an argument which supports or rejects the use of the concept.
   To do this you must **develop** an argument of the positives and negatives associated with the concept.
3. Once you are happy that you can present a well reasoned and balanced argument, **communicate** this verbally to your teacher.

18 Australian and global economies

LESSON SEQUENCE

18.1 Overview 724
18.2 How does Australia trade with other economies? 726
18.3 What goods and services are imported into Australia? 733
18.4 How do global events impact global trade? 737
18.5 How do global supply chains operate? 743
18.6 What are transnational corporations? 748
18.7 How does globalisation impact the international economy? 753
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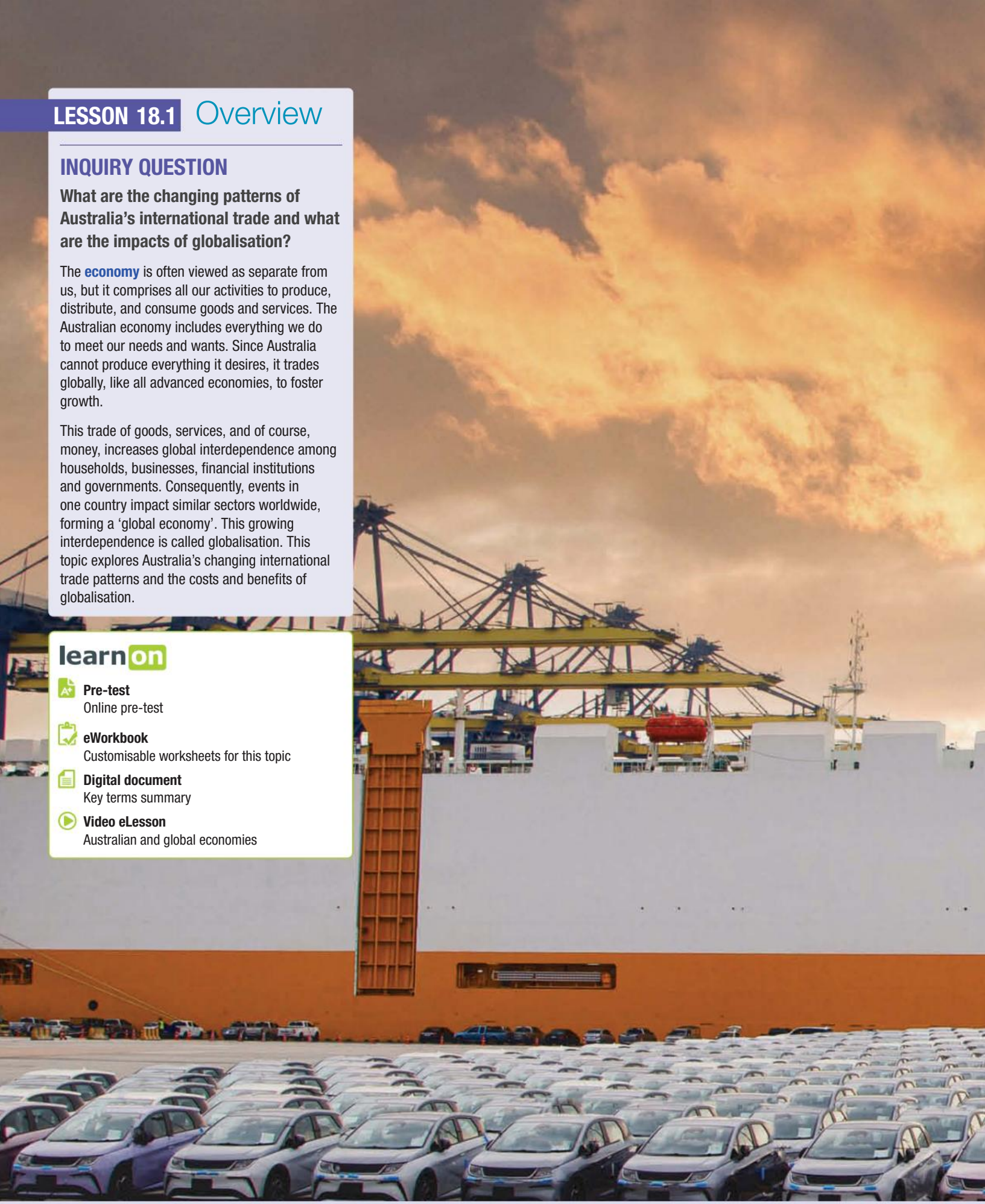

LESSON 18.1 Overview

INQUIRY QUESTION

What are the changing patterns of Australia's international trade and what are the impacts of globalisation?

The **economy** is often viewed as separate from us, but it comprises all our activities to produce, distribute, and consume goods and services. The Australian economy includes everything we do to meet our needs and wants. Since Australia cannot produce everything it desires, it trades globally, like all advanced economies, to foster growth.

This trade of goods, services, and of course, money, increases global interdependence among households, businesses, financial institutions and governments. Consequently, events in one country impact similar sectors worldwide, forming a 'global economy'. This growing interdependence is called globalisation. This topic explores Australia's changing international trade patterns and the costs and benefits of globalisation.

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- **Pre-test**
  Online pre-test
- **eWorkbook**
  Customisable worksheets for this topic
- **Digital document**
  Key terms summary
- **Video eLesson**
  Australian and global economies

SkillBuilder

Use the SkillBuilder activities to develop these Economics and Business concepts and skills:

- **INVESTIGATING**
- **INTERPRETING AND ANALYSING DATA AND INFORMATION**
- **EVALUATING, CONCLUDING AND DECISION-MAKING**
- **COMMUNICATING**

LESSON 18.2 How does Australia trade with other economies?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the current patterns of trade between Australia and different parts of the world.

Tune in

All countries engage in trade. However, it is the people within each country that undertake trade with people or businesses overseas.

Conduct an audit of your possessions in the classroom and the class itself (or at home, if appropriate).

1. **What items were purchased from overseas? (State the item and the country it came from.)**
2. **How many items were identified as made in Australia? (Create a list.)**
3. **Combine all the data collected by your class showing where items are made and how many are from overseas.**

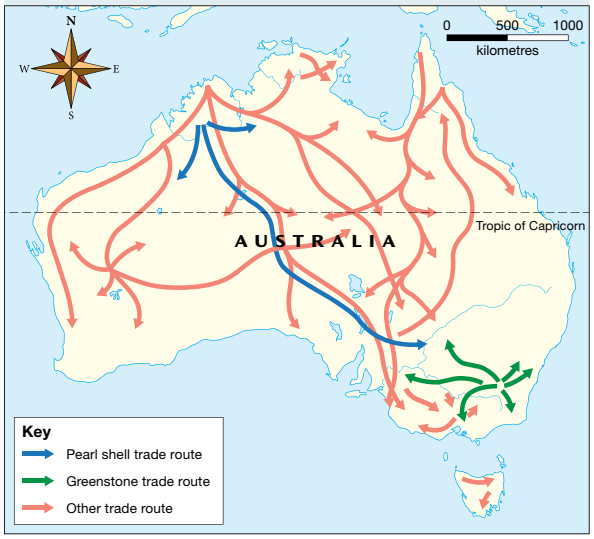
FIGURE 1 Goods that you use each day may have taken quite a journey to reach you.

18.2.1 Australia's trade history

Aboriginal and Torres Strait Islander Peoples cultural groups had been trading with each other for tens of thousands of years before Europeans arrived in the 1700s. Trade was important to Aboriginal and Torres Strait Islander Peoples, as it allowed them to gain items they needed that they didn't have in their Country. Trade was also important for social connections between different Aboriginal and Torres Strait Islander communities. Social interactions allowed groups to share stories, gifts and specific cultural knowledge.

Over time, established trade routes were developed that connected different communities throughout Australia and the waters of the Torres Strait. There were many valuable natural resources traded across the trading routes, including kangaroo skin, pearl shells (for decoration), and raw materials (rock, wood) used to make axes and spears used in hunting.

FIGURE 2 The major trade routes of ancient Australia



Source: Adapted from Museum of Australia, Cited in Barlow, Alex, *Aboriginal Technology,* 1994.

One particularly important trading item was ochre. This is a mineral used in painting and applied to bark, rock, boomerangs and to the body for ceremonial purposes.

Aboriginal and Torres Strait Islander Peoples also traded with fishermen from Indonesia called the Macassans. As early as 1451, trading took place between the Yolngu People from the Northern Territory and the Macassan. This long history of trading contact and trade between the Macassans and the Yolngu is remembered through oral history, songs, dances and rock paintings.

The Macassans sought sea cucumbers, which were valuable to them as a food and a medicine. The right to fish for these was traded by the Yolngu for items such as cloth, tobacco, rice, axes and knives.

18.2.2 Why do countries trade?

Countries have always engaged in trade. Trade is a means of improving a country's economy and the living standards of consumers.

By trading, countries can access goods and services that may not be available or are more expensive to produce domestically. For example, Australia can import electronics from countries that have advanced technology and can manufacture these products more efficiently and at a lower cost. Conversely, Australia can export its abundant natural resources, such as coal, iron ore and agricultural products, to countries that need them.

Trade also fosters innovation and quality improvement as countries compete in the global **market** to provide the best products and services. This competition can lead to technological advancements and better-quality goods that benefit consumers worldwide.

Moreover, trade creates job opportunities and generates income for businesses. By selling excess products overseas, countries can boost their economic growth, reduce unemployment and increase their citizens' overall prosperity.

TABLE 1 The main reasons why countries trade

Benefit of global trade	Description
Access cheaper goods and services	Some countries produce goods and services cheaper than Australia, allowing consumers to access these goods and services at a lower price.
Access better quality or innovative products	Some countries develop better quality or innovative products that Australia cannot produce. We buy these to improve our living standards. Australia also produces high-quality and innovative products for export.
Sell excess products	Australia has an abundance of some resources which can be sold overseas, creating employment and generating income for Australian businesses.
Formalise agreements with other countries	Australia signs trade agreements to earn revenue, create jobs, improve the quality and range of goods and services, and formalise peaceful relations with other countries.

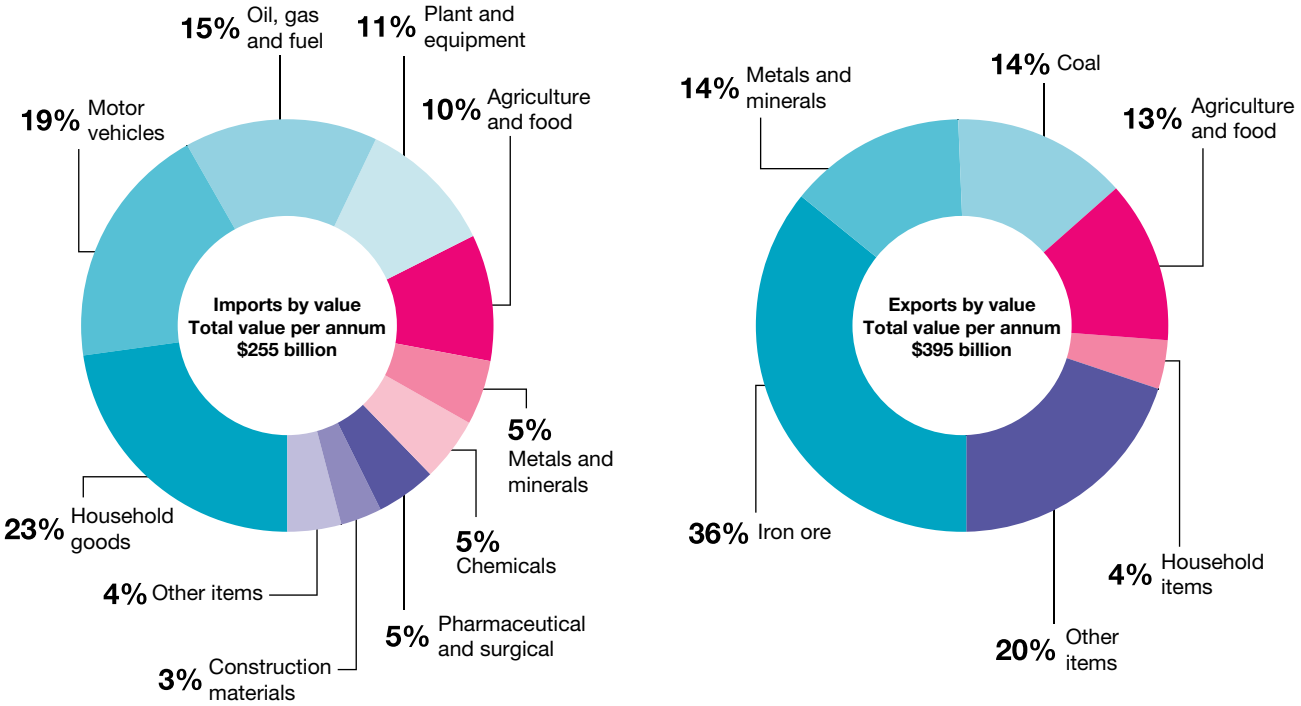
18.2.3 Trade and the Australian economy

Australia is an open economy, meaning that we trade in goods and services with other countries. Australian businesses sell **exports** to both consumers and producers in other countries. Australian consumers buy **imports** that have been manufactured in other parts of the world and brought into this country. **TABLE 2** shows the top ten imports into Australia.

TABLE 2 A snapshot of Australia's top ten imports over a three-year period

Rank	Commodity	2021	2022	2023	$ change 2023	% share 2023
	Total	399 298	535 189	570 874	35 685	100.0
1	Refined petroleum	25 694	53 199	50 724	-2475	8.9
2	Personal travel (excl. education-related)	1312	21 318	37 530	16 212	6.6
3	Passenger motor vehicles	23 355	27 698	36 293	8595	6.4
4	Goods vehicles	12 227	13 932	17 776	3844	3.1
5	Telecom equipment and parts	14 538	16 861	17 407	546	3.0
6	Freight transport services	16 822	26 710	17 292	-9418	3.0
7	Professional services	10 085	11 925	14 731	2806	2.6
8	Computers	10 911	12 364	10 460	-1903	1.8
9	Medicaments (incl. veterinary)	7550	10 167	9162	-1005	1.6
10	Passenger transport services	1107	6081	8904	2823	1.6

FIGURE 3 Australia's main imports and exports, 2024



Source: State of Trade 2024 Economic Impact Study, Ports Australia.

SkillBuilder discussion

Interpreting and analysing data and decision-making

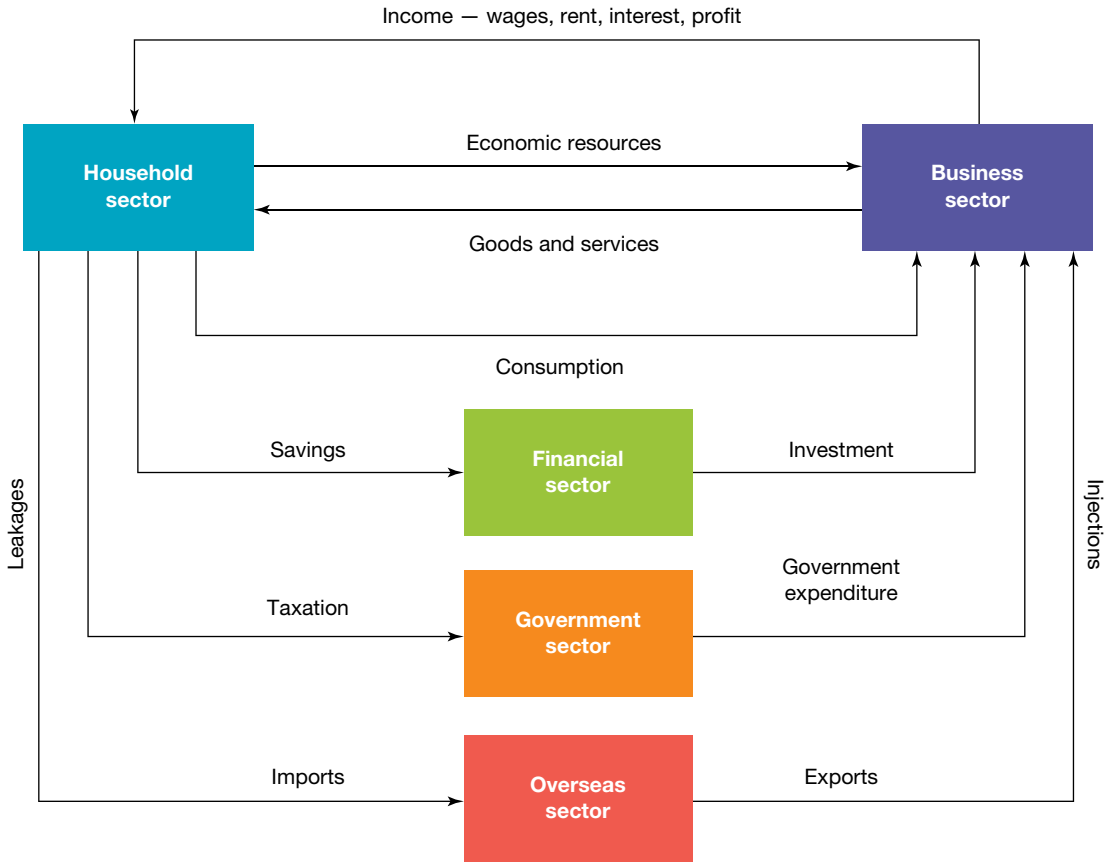
1. Study **FIGURE 3**. What do the pie charts show about Australia's key trading partners and economic priorities?
2. Discuss how Australia's main exports compare to its imports. What does this tell us?
3. Should Australia reduce its reliance on imports? Discuss your answer.

International trade can affect our **economic system** in several ways:

- Australia's small population benefits from overseas consumers buying local goods, aiding business growth and employment. Many Australian jobs are tied to exports.
- Some products are more efficiently made abroad, and Australia imports sophisticated machinery to help local factories stay competitive by reducing production costs.
- Imported goods can be cheaper than local ones, making it hard for local producers to compete and sometimes leading to closures. Since the 1980s, Australian clothing and footwear manufacturing has declined due to cheaper imports from Asia, which, while challenging for manufacturers, provides consumers with more affordable options.

By adding overseas trade to the circular flow diagram, we can see how overseas consumers and producers participate in the Australian economy. As shown in **FIGURE 4**, we can see that households spend money buying imports from overseas businesses, while businesses can earn money from exporting goods and services to overseas consumers. Exports are good for the Australian economy because they bring money into our market system, while imports take money out of the country and pay it to overseas businesses.

FIGURE 4 The circular flow of money between households, financial intermediaries, government, and overseas consumers and businesses in the Australian economy



If we spend more on imports than we earn from exports, money will leave the country, making us less well off. Ideally, our export earnings should cover the costs of imports. If export income exceeds import expenses, the surplus can increase our national wealth.

18.2.4 Trade with the Asia region

As a relatively wealthy and advanced economy, Australia is an important trading nation for countries in the Asia region.

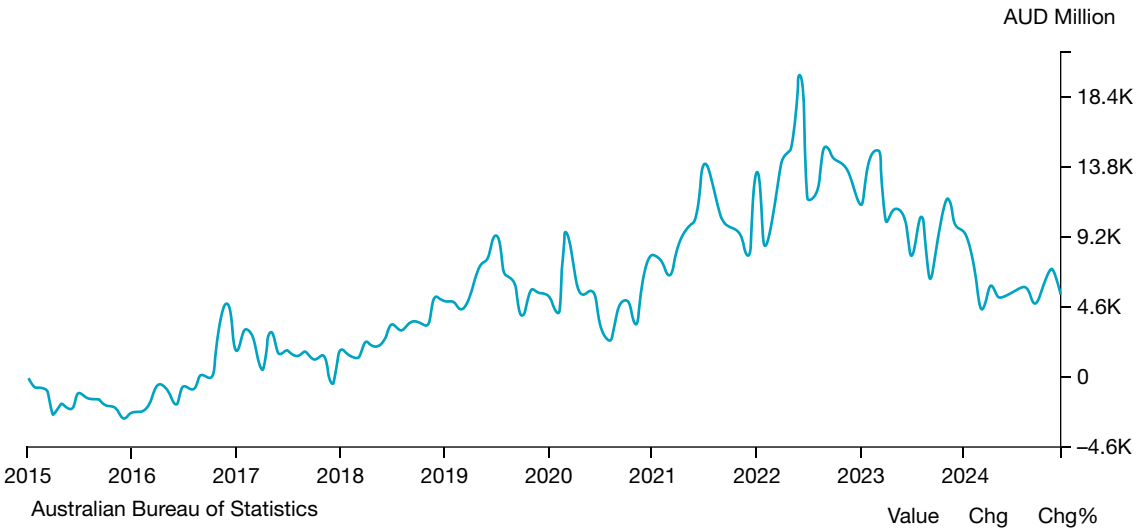
Let us examine the importance of China as our largest trading partner. The largest proportion of our exports to China is made up of iron ore and coal, which China buys to fuel its industrial growth. Japan and South Korea are also large buyers of Australian mineral resources. The value of our exports adds to Australia's wealth; we can use the money we earn from selling our exports to pay for the goods and services that we import from other countries.

TABLE 3 Australia's trading partners

The top five importing partners for Australia, 2023	The top five exporting partners for Australia, 2023
China fell $7,060m (6.1%) to $108,137m	China rose $33,613m (18.2%) to $218,801m
United States of America rose $4,719m (7.8%) to $65,107m	Japan fell $29,729m (24.8%) to $90,160m
Japan rose $1,607m (5.6%) to $30.548m	South Korea fell $10,445m (19.3%) to $43,662m
South Korea fell $700m (2.5%) to $27,319m	India rose $124m (0.4%) to $35,195m
Singapore fell $3,258 (11.9%) to $23,957m	United States of America rose $2,610m (8.4%) to $33,566m
These five countries made up 48.4% of Australia's total international trade in imports.	These five countries made up 62.8% of Australia's total international trade in exports.

When we compare the value of exports with the value of imports, we can calculate Australia's **balance of trade**. If the value of exports is greater than the value of imports in a particular period of time, we are said to have a *trade surplus* for that period. If the value of imports is greater than the value of exports, we are said to have a *trade deficit*.

FIGURE 5 Australia's balance of trade over a ten-year period



SkillBuilder discussion

Interpreting and analysing data and information

1. **Describe** the overall pattern in Australia's balance of trade over the ten-year period as shown in **FIGURE 5**.
2. **Discuss** what this balance of trade pattern means for Australia.

Did you know?

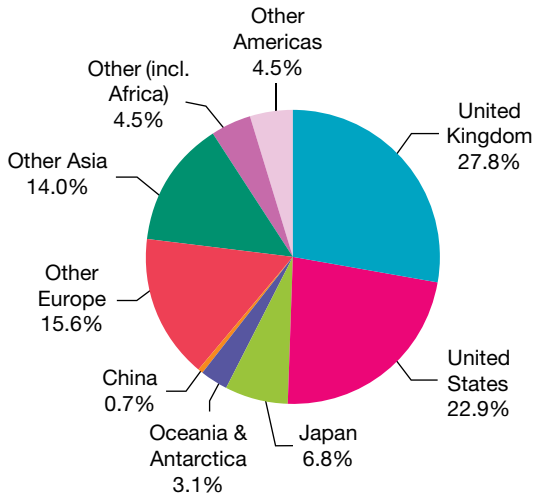
In early 2025, Australia achieved a rare trade surplus with the United States, primarily due to a significant increase in gold exports. Between January and March 2025, exports to the US soared to A$16.7 billion, more than triple the A$5.2 billion from the same period the previous year. The US imported gold bars, classified as non-monetary gold, in an attempt to invest in 'safe assets'.

18.2.5 Trade patterns with the Asia region

Trade between Australia and the countries of Asia has not always been as significant as it currently is. Traditionally, due to our historic and symbolic ties with the United Kingdom, much of our trade has been with the United Kingdom and similar Western nations. Historically, the UK provided favorable trade terms to Australia, especially for agricultural products like wool, wheat, beef and dairy.

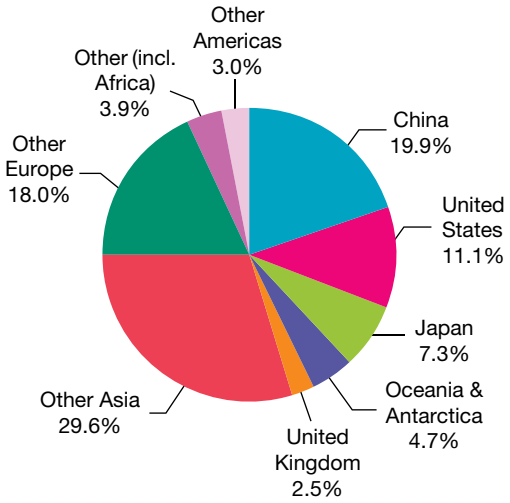
FIGURE 6 A historic comparison of imports to Australia, 1963–64 and 2013–14

1963–64



Source: Based on ABS Overseas Trade, 1963–64.

2013–14



Source: Based on ABS trade data on DFAT STARS database and unpublished ABS data.

SkillBuilder discussion

Interpreting and analysing data and information

1. **Identify** Australia's main trading partners for imports across the years, as shown in **FIGURE 6**.
2. What changes have taken place?
3. **Discuss** the possible causes of the changes.

18.2 SkillBuilder activity **INTERPRETING AND ANALYSING**

Complete your own research to answer the following.

a. Which goods make up most of Australia's imports from China, Japan and Thailand?
b. Which goods make up most of Australia's exports to the United States and New Zealand?
c. Which goods make up most of Australia's imports from the United Kingdom and Germany?
d. **Suggest** one reason why Australia imports the products it does from China.
e. **Provide** one reason to explain why Australia imports goods and services from the United Kingdom despite the long distance between Australia and the United Kingdom.

18.2 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 6	2, 3, 7, 9	5, 8, 10

REMEMBER AND UNDERSTAND

1. Exports are goods and services which are bought from other countries and imports are those which are sold to other countries. True or False?
2. A trade deficit is where the:
   - **A.** value of imports exceeds the value of exports.
   - **B.** value of exports exceeds the value of imports.
   - **C.** value of exports matches the value of imports.
3. A trade surplus is where the:
   - **A.** value of imports exceeds the value of exports.
   - **B.** value of exports exceeds the value of imports.
   - **C.** value of exports matches the value of imports.
4. Why do countries trade with each other?
   - **A.** To reduce the variety of goods available to consumers.
   - **B.** Because they can produce all goods more efficiently than other countries.
   - **C.** To obtain goods and services they cannot produce efficiently themselves.
   - **C.** To avoid interacting with other nations.
5. **Explain**, with the help of examples, the impact of international trade on the flow of money in the Australian economy.

ANALYSE AND APPLY

6. **Identify** one benefit and one disadvantage of exporting goods to other countries.
7. **Identify** one benefit and one disadvantage of importing goods into Australia from other countries.
8. Explain what is meant by a trade surplus and a trade deficit.

EVALUATE AND COMMUNICATE

9. **Evaluate** the importance of trade to the Australian economy.
10. Based on the data in **TABLE 2**, **identify** two significant changes in Australia's top ten imports between 2021 and 2023. **Evaluate** the potential economic or social impacts of these changes on Australian society.

Answers and sample responses for this topic are available online.

LESSON 18.3 What goods and services are imported into Australia?

LEARNING INTENTION

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

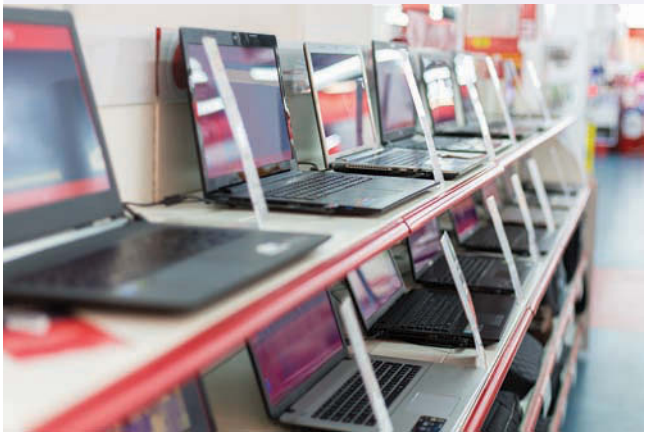
- **identify** what goods and services we import into Australia and from where
- **explain** why we import these goods and services.

Tune in

Australia relies on imports for goods and services we can't produce by ourselves, can't produce at a reasonable price or as part of a trade agreement with other countries.

So, who do we buy from and why?

FIGURE 1 Most electrical goods such as computers are imported into Australia



In small groups, mind map a list of products we buy from overseas and why we may buy them. Share your group's thoughts with the class.

18.3.1 Imports all around us

You may not realise it, but you have been living with and consuming imported products all your life. In fact, if your parents used disposable nappies, you would have come into contact with imports the day you were born. But have you ever stopped to think about what effects imports have on the Australian economy? It can be argued that money going out of Australia to pay for imports is likely to reduce our wealth. Yet many imported goods are cheaper than those locally produced, allowing us to buy more and make our money go further.

As we have already discussed, an import is a good or service produced overseas and brought into Australia. Businesses import these goods to sell locally. Spending money on an overseas holiday has a similar economic effect as importing goods, as it transfers money to foreign businesses.

Conversely, when tourists spend money in Australia, it boosts our economy like exporting goods does. This spending by Australians abroad is termed 'invisible imports', while overseas visitors' spending here is known as 'invisible exports'.

Most stores sell imported products — check supermarket shelves or electrical goods stores. Many items in your wardrobe are likely made overseas. Imported goods can also be purchased online, bypassing local retailers.

18.3.2 Where do we import from?

Australian imports come from all over the world as we saw in the previous lesson. Globalisation allows us to buy overseas products from stores or online. Australia's imports by country are summarised in **TABLE 1**.

TABLE 1 Australia's imports value by country, 2023

Country	Value, US$ billions
China	71.82
United States	32.48
Japan	18.11
South Korea	18.10
Thailand	13.08
Malaysia	12.79
Germany	12.50
Singapore	11.05
Italy	6.67
Vietnam	6.56

18.3.3 What goods and services do we import?

As we can see from **TABLE 2**, we import and export a variety of goods and services. While we are used to seeing imported clothing and home electrical goods in our shops, neither of these types of imports were included in the top ten in 2023 (excluding computers).

TABLE 2 Australia's top ten imports and exports (value in A$ billions), 2023

Australia's major goods and services trade, 2023 *Source*: DFAT adjusted ABS data.			
Exports	**A$b**	**Imports**	**A$b**
Iron ore and concentrates	136.1	Refined petroleum	50.8
Coal	102.6	Recreational travel	37.5
Natural gas	74.2	Passenger motor vehicles	36.3
Education-related travel	47.8	Goods vehicles	17.8
Gold	28.4	Telecom equipment and parts	17.4
Crude minerals	18.9	Freight transport services	17.3
Recreational travel	18.7	Professional services	14.7
Wheat	14.0	Computers	10.5
Crude petroleum	11.5	Medicaments (incl. veterinary)	9.2
Beef	11.5	Passenger transport services	8.9
Total	**673.3**	**Total**	**547.5**

18.3.4 Why do we import goods and services?

Australia imports many products for several reasons; these include:

- other countries may produce certain products more efficiently than we do, meaning they are better at it
- other countries can produce products cheaper than we can due to lower costs
- insufficient domestic production of in-demand raw materials such as petroleum.

18.3.5 How do imports affect the economy?

In 2024 Australia's income from goods and services exports was higher than its spending on imports, resulting in a trade surplus. The same was the case in other recent years. However, prior to 2016, Australia's spending on imports was higher than income earned from exports. Bringing imports into the country has both positive and negative effects on consumers and producers. See **TABLE 3**.

TABLE 3 Economic effects of imports

Positive effects	Negative effects
• There is an enormous range of goods and services for consumers to buy. • Australian producers are forced to make goods and services using resources in the most efficient way because they have to compete against cheaper imported products. • Importing goods from other countries encourages those countries to buy our exports. • Australian workers may move overseas and learn other languages and cultures. • More trade between countries encourages peaceful relationships and cultural exchanges.	• Australian jobs may be lost to countries with cheaper labour costs. • Imported resources may lower employment opportunities for Australian workers. • Australian industries find it difficult to compete with the lower production costs of some overseas countries. This leads to a closure of industries and loss of skills. • Money leaves the country to circulate overseas, rather than in Australia, affecting the exchange rate of the Australian dollar. • Harmful animal species as well as diseases, such as COVID-19, may be brought into the country in various ways.

SkillBuilder discussion

Evaluating, concluding and decision-making

Do imports have a positive or negative effect? Why? Think about the effects of importing goods and services, from the increased range on offer, to the environmental consequences, and the impact on Australian workers.

Did you know?

Over the past two decades, Australia has seen a significant decline in its oil refining industry. Many refineries have closed, leaving only a few operational facilities. This reduction means that domestic production cannot meet the country's demand for refined fuels like petrol, diesel and jet fuel.

FIGURE 2 Shell oil refinery, North Shore, Geelong, Victoria

18.3 SkillBuilder activity EVALUATING, CONCLUDING AND DECISION-MAKING

Until 2017 Australia manufactured motor vehicles. Both Ford and Holden had factories in Australia.

These factories closed down in 2017 as the costs of producing motor vehicles in Australia was higher than the cost of importing cars. Other industries have suffered a similar fate. These closures could have been prevented if more Australians were willing to buy Australian-made products.

1. **Select** a product that is made in Australia but can also be purchased from overseas — name the product and the country that we could import from; for example, tinned tomatoes. Coles and Woolworths both sell tinned tomatoes grown and canned in Australia but also tins imported from overseas.
2. **Create** an advertisement (webpage or poster) to encourage consumers to buy Australian products.
3. **Present** your advertisement to the class and **explain** why you believe it could encourage the purchase of the Australian-made product.
4. **Explain** one reason why the promotion of Australian-made products may cause conflict with our trading partners.

18.3 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 6	3, 4, 7, 8	5, 9, 10

REMEMBER AND UNDERSTAND

1. **Define** 'imports'. Imports are goods and _____ produced _____ but sold in _____.
   Australia / **services** / **overseas**
2. **Identify** two reasons Australia imports goods and services from overseas.
   A. To support smaller, local businesses
   B. A particular product may not be available in the domestic market
   C. To increase employment opportunities for Australian workers
   D. Raw materials needed for the production of a particular product may not be in enough supply to fulfil demand
3. Which type of goods made up our largest percentage of imports by value in 2019–20?
   A. Computers
   B. Crude petroleum
   C. Personal travel services
   D. Refined petroleum
4. Which countries were our top three sources of imports in 2019–20?
5. **Identify** the region of the world where the majority of our imports are sourced, and provide a reason for why this is the case.

ANALYSE AND APPLY

6. **Explain** what is meant by the terms 'invisible imports' and 'invisible exports'.
7. **Explain** how purchasing imported goods can:
   a. improve our standard of living
   b. reduce our standard of living.
8. **Name** five examples of imports that you and your family purchase regularly. **Identify** their countries of origin.
9. **State** three stores in your local area and list some of the imported products they stock.

EVALUATE AND COMMUNICATE

10. What type of imports do you think will increase in Australia in years to come? **Justify** your response.

Answers and sample responses for this topic are available online.

LESSON 18.4 How do global events impact global trade?

LEARNING INTENTION

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

- provide examples of global events that impact on global trade
- **explain** how events overseas can have an impact on the Australian economy.

Tune in

In February 2022 Russian military forces invaded Ukraine. This came after months of speculation and efforts to prevent such an event. While the world was shocked and countries, including Australia, offered help to Ukraine, this event has had an impact on Australia's trade with these countries. In some cases, our exports have increased while in other areas they have decreased. Imports have also been affected as Australia imports fuels from areas affected by the war.

1. **Explain why Australia may increase its exports due to the war in Ukraine.**
2. **Suggest what may happen if imports of fuel are disrupted due to the war.**
3. **Discuss as a class the overall effect of a war such as this on Australia and its trade balance.**

FIGURE 1 Russia's invasion began with airstrikes but also involved land forces and armoured tanks.

Source: By Mil.ru, CC BY 4.0

18.4.1 Effects of global events

While we have benefited in many ways from connections with other countries and the trade that takes place, there have also been some detrimental effects. The ease of travel between countries has seen the rapid international spread of infectious diseases, while the widespread use of electronic communication and artificial intelligence has made fraud and identity theft easier for criminal groups.

18.4.2 Economic effects

Countries around the world are increasingly interconnected through trade, meaning that economic events in one country can quickly impact others. For example, China's rapid economic growth since the 1980s has positively affected many countries it trades with. Conversely, the problems with housing loans that started in the United States in 2006 eventually spread globally, causing a global financial crisis. A global financial crisis refers to worldwide disruption to markets and economies.

Another recent example is the COVID-19 pandemic, which began in 2019. It disrupted global supply chains and caused economic slowdowns in many countries, highlighting how interconnected the global economy is. In 2020 Australia experienced its first recession in nearly 30 years, with two consecutive quarters of negative growth early in the year, as a direct result of falling economic activity related to COVID-19.

The growth of the Chinese economy

Since the early 1980s, the Chinese government has implemented policies to drive rapid economic growth, measured by increases in **gross domestic product (GDP).** GDP is the total value of all goods and services produced in a country annually. From 1979 to 2010, China's average annual GDP growth was 9.9 per cent. Since 2010, growth has slowed, with 6.3 per cent in 2018, and more recent figures show:

- 2022: 2.99 per cent
- 2023: 5.20 per cent
- 2024: 4.8 per cent.

FIGURE 2 China produces high-quality electronic products more cheaply than we can in Australia.

China's rapid trade expansion has made it the world's largest trading nation. It increased manufacturing capacity to meet domestic and export demands, importing raw materials and fuel for new factories. Countries like Australia have benefited, as China is its largest export customer, boosting Australia's mining sector and GDP. Australia imports many cheaper consumer goods from China, including textiles and electronics, benefiting consumers with lower prices.

However, during his election campaign in 2024, US President Donald Trump pledged to impose tariffs of around 15–20 per cent on Chinese imports to the United States. This has the potential to start a 'trade war' that will impact Australia.

The impact of a trade war

As mentioned, US President Donald Trump pushed the idea that cheaper Chinese imports were negatively affecting US manufacturing businesses, causing jobs in those industries to decline. The United States has implemented a 10 per cent baseline tariff on nearly all imports, effective since April 2025. Additionally, the U.S. has imposed reciprocal tariffs on specific countries, including a 30 per cent tariff on Chinese goods, which combines the 10 per cent baseline with an additional 20 per cent due to trade imbalances. These measures form part of Donald Trump's broader trade policy to address perceived unfair trade practices and reduce the U.S. trade deficit. In response, China retaliated by imposing a 125 per cent tariff on US goods.

SkillBuilder discussion

Investigating

1. What does Australia buy from the United States?
2. **Discuss** the ways in which a tariff on Chinese imports to the United States could affect Australia.

FIGURE 3 A trade war between China and the United States may impact Australia negatively as well.

The concept of a trade war contrasts with recent government trends towards free trade. Free trade involves the absence of government policies that restrict the import and export of goods and services, such as reducing or removing tariffs on imported goods and services, eliminating quotas on the volume of imports from other countries, and removing subsidies to local producers.

Australia has supported free trade and has signed several free trade agreements. A **free trade agreement (FTA)** is an arrangement between two or more nations to reduce barriers to imports and exports among them. Under a free trade policy, goods and services can be exchanged across international borders with minimal or no government-imposed tariffs, quotas, subsidies or prohibitions. This approach differs from protectionism, which includes measures like tariffs and quotas to protect domestic industries.

Did you know?

Australia has established 18 free trade agreements with over 20 countries, covering approximately 70 per cent of its two-way trade. These agreements help Australian businesses by reducing trade barriers, such as tariffs, and providing greater access to international markets.

18.4.3 Natural disasters

Natural disasters can severely impact a country's economy. Resources used for rebuilding homes and businesses can't be used elsewhere and so supply is affected. The 2019–20 bushfire season in New South Wales was particularly devastating, with high temperatures and drought causing extensive fires. Over several months, 26 lives were lost, 2448 homes were destroyed, and 5.5 million hectares burned, greatly affecting communities, farmers, businesses, wildlife and bushland. The impacts on trade and livelihoods were devastating.

In February 2022, Queensland experienced severe flooding that destroyed farmland and livestock, threatening food supplies and causing financial stress for farmers. Insurance costs were estimated at over $2.2 billion. It is estimated that natural disasters cost the Australian economy $38 billion per year.

Natural disasters in other countries can also affect the Australian economy, particularly if they occur in the Asia region to which we are so closely tied.

SkillBuilder discussion

Investigating

1. Mind map the local effects of severe flooding.
2. How do natural disasters such as flooding affect the supply chain for essential goods and services?
3. What will happen to prices of Australian goods and services in the event of a natural disaster in Australia?

FIGURE 4 The Queensland floods affected food prices all over Australia, as well as some of our export industries.

CASE STUDY

The 2011 Japanese earthquake and tsunami

In March 2011, Japan experienced its largest earthquake recorded, triggering a 40-metre tsunami. Around 18 000 people died, tens of thousands of buildings were destroyed, and the Fukushima nuclear power plant had a meltdown, causing severe radioactive pollution. This disaster caused an economic slowdown in Japan, which is the world's third-largest economy and a major trading nation. The global impact was significant because many industries rely on Japanese parts for car, computer and electronics manufacturing.

As Australia's second-largest trading partner, Japan's 2011 tsunami affected Australia's economy. The effects, though mostly short-term, were both positive and negative.

TABLE 1 A summary of the wider effects of Japan's 2011 tsunami

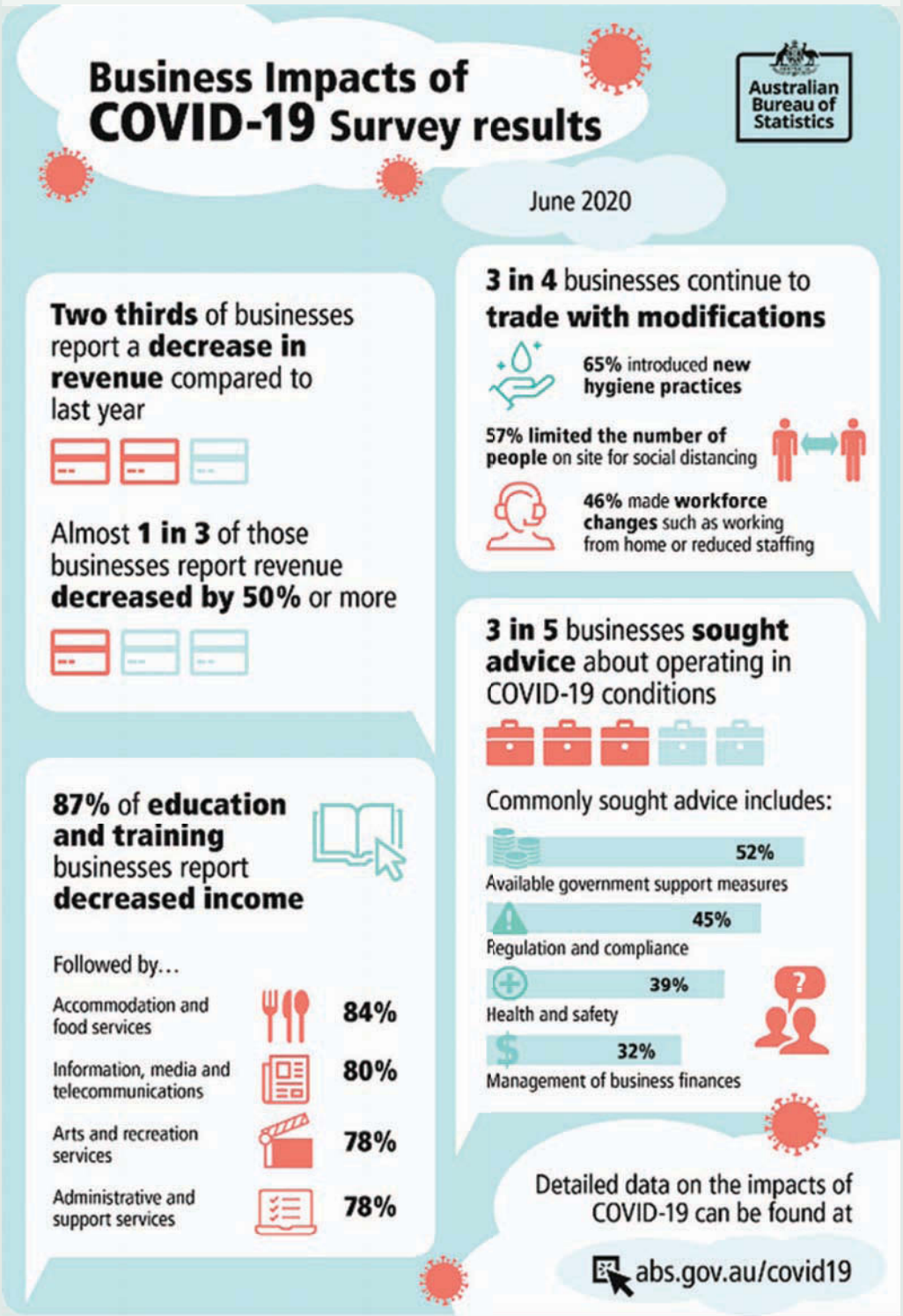
Event	Impact	Result
Slowdown in Japanese economy after tsunami	Reduction in demand for Australian exports	Decrease in coal, iron ore and beef exports
Reconstruction effort in Japan after tsunami	Increased demand for steel	Increase in coal, iron ore and beef exports
Pollution from Fukushima nuclear power station	Concerns about domestic food safety	Rise in food imports to Japan; increase in Australian food exports to Japan
Nuclear meltdown	Reassessment of nuclear power reliance	Greater use of coal- and gas-fired power stations; higher demand for coal and LNG from Australia

18.4 SkillBuilder activity COMMUNICATING

The COVID-19 pandemic of 2020 had an unprecedented impact on global trade in goods and services (see **FIGURE 6**). The grounding of international airlines and the closing of borders (both international and within Australia) closed tourism businesses. Lockdowns led to significant downturns, and in many cases the closing of businesses in retail, hospitality and various other industries.

1. Use **FIGURE 6** and the **COVID-19** impacts web pages from the ABS to **research** the impacts of the pandemic. These, and other sources of your choice, should allow you to make conclusions about the impact of COVID-19 on Australian businesses and the economy.
   With the information you have gathered, create your own infographic to communicate the effects of COVID-19 on one specific sector of the Australian economy.
   Examples could include:
   - the impact on a specific industry, such as hospitality or agriculture
   - the impact on imports and exports to/from a specific country or region, such as China
   - the impact on a specific area in Australia, such as your local area.

FIGURE 5 Business impacts of COVID-19



Source: © Commonwealth of Australia. Retrieved from Australian Bureau of Statistics, 5676.0.55.003 — Business Indicators, Business Impacts of COVID-19, June 2020.

18.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	3, 7, 8, 9	5, 10

REMEMBER AND UNDERSTAND

1. A recession is
   - A. a period of negative economic growth during which GDP decreases.
   - B. a period of positive economic growth.
   - C. a period in which GDP increases.
   - D. a period of time in which a country has a trade surplus.
2. **Explain** what is meant by 'global financial crisis'.
   - A. A crisis that affected many countries across the world
   - B. The total value of all goods and services produced in a country in a given period of time (usually a year)
   - C. A period of incline in economic growth when GDP decreases
   - D. When houses and businesses are destroyed and money and resources are needed to repair and replace them
3. **Determine** whether the following statements are true or false.
   - a. Greater interconnectedness of countries can't have a positive effect on Australia.
   - b. The rate of economic growth in China has remained constant since the 1980s.
   - c. Natural disasters can have a serious economic impact on a country.
4. **Identify** one way in which the greater interconnectedness of countries can have a detrimental effect.
5. **Explain** how natural disasters can affect the Australian economy in:
   - a. a positive manner
   - b. a negative manner.

ANALYSE AND APPLY

6. **Describe** two factors that have led to the greater interconnectedness of countries.
7. **Describe** how Chinese economic growth has benefited the Australian economy.
8. **Explain** why a fall in house prices in the United States led to the global financial crisis of 2008–09.
9. **Explain** one effect the Japanese earthquake and tsunami of 2011 had on the Australian economy.

EVALUATE AND COMMUNICATE

10. Northern Queensland has been subject to cyclones over the years. The same area has large numbers of sugar and banana plantations, and coal mines. The area provides sugar and bananas for the Australian domestic market, and refined sugar and coal for export. **Predict** the impact serious cyclone damage in this area would have on the following:
    - a. The price of bananas in Australian supermarkets
    - b. Australia's export trade with our Asian neighbours
    - c. The sugar plantation industry in India
    - d. The Australian confectionary manufacturing industry

Answers and sample responses for this topic are available online.

LESSON 18.5 How do global supply chains operate?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the ethical considerations involved in global trade.

Tune in

Businesses all around the world engage suppliers from other countries to assist them in producing their products. For example, materials may be sourced from one country, before being turned into garments in another and then sold in a third country. Analyse **FIGURE 1** to assist you in brainstorming some answers to the following questions.

FIGURE 1 Businesses around the globe are connected through the global supply chain

1. **Why do businesses use suppliers from different countries to produce a product?**
2. **What are the benefits?**
3. **What are the potential issues?**

18.5.1 Land, labour and capital

In our global economy, goods are often produced using **resources (factors of production)** from multiple countries. Manufacturing involves raw materials (land), human effort (**labour**) and factory equipment (capital). These resources can be combined across various locations worldwide, with the final products sold globally. Globalisation, through better technology, communication and transportation, allows businesses to source materials and manufacture products anywhere.

The **supply chain**, which moves a product from producer to consumer, is crucial for most businesses, from small businesses to huge **multinational corporations**. Raw materials come from different parts of the world and get processed in different countries. For instance, mobile phone production is a global process, involving nations from every continent.

CASE STUDY

A smartphone supply chain

It is estimated that Apple Inc. sources components from around 43 countries. Approximately 30 chemical elements inside a typical smartphone are sourced from mines around the world.

- Copper for internal wiring comes mainly from Chile, Australia and Peru, although this important metal is also supplied by other countries in South America, Asia and Africa.
- Minerals such as cobalt and tantalum from Central Africa, and zinc, mercury and nickel from Africa, Asia, South America and Australia are all required in smartphone manufacturing.
- Plastics for the smartphone cases are processed as a by-product of petroleum from the Middle East and other oil-producing regions.
- Most of the assembly of components is done by Taiwanese firms Foxconn, Pegatron, Wistron and Compal Electronics, primarily in China, but also in Brazil and India.

FIGURE 2 The raw mineral lepidolite is the source of lithium used in batteries and smartphones among other things.

Apple's outsourcing has faced criticism for poor working conditions and labour rights violations. In response, Apple launched its Supplier Responsibility program to improve oversight and enforce ethics policies. It has also sought to diversify its supply chain by sourcing from other countries.

FIGURE 3 Many of the minerals used in mobile phones are mined in Africa.

18.5.2 Shocks to global supply chains

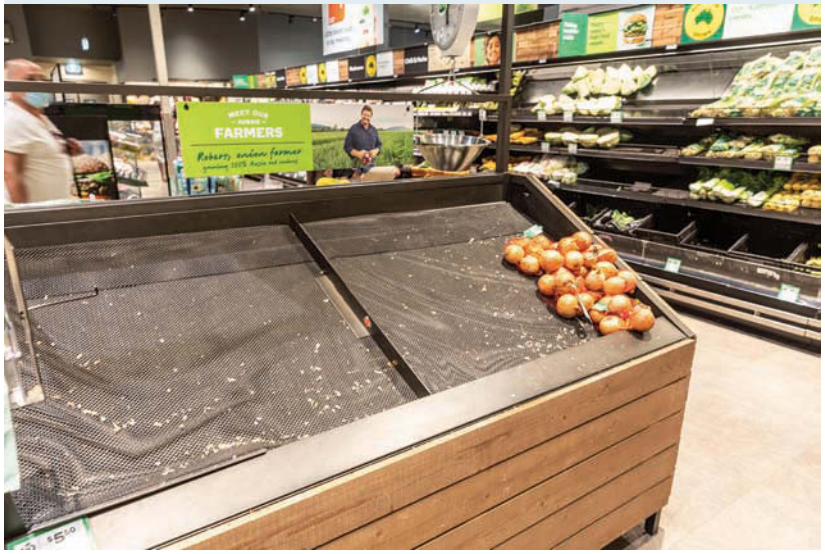
Global supply chains are vulnerable to a variety of **supply shocks** ranging from political upheavals to natural disasters. One of the most significant recent disruptions was caused by the COVID-19 pandemic, which exposed the fragility of these complex networks. The pandemic led to widespread panic buying and highlighted the risks associated with sudden surges in demand, forcing businesses worldwide to reassess their preparedness and resilience.

SkillBuilder discussion

Investigating

1. Refer to **FIGURE 4**. In 2024, 1500 Woolworths warehouse staff went on strike for a week as part of demands for better pay and safety conditions. Mind map the effects that this strike would have had on the supply of goods and services in Australia.
2. Discuss any other recent events that have shocked supply chains on a global scale.

FIGURE 4 Australian supermarket struggling with supply chain matters



18.5.3 Responsibility and sustainability issues in supply chain management

When businesses source supplies and materials from a number of different countries, there are a range of issues that may arise, as we have seen.

FIGURE 5 Sandy Creek Organic Farm in Australia is a certified organic farm focusing on sustainability and preserving resources.

The issue of legal compliance is also important, as large multinational companies must abide by the laws of the country in which they are operating. Above and beyond these legal requirements is the concept of **corporate social responsibility**. Some businesses will choose to operate in other countries because the laws regarding labour, wage rates, mining and the environment are less strict and they want to take advantage of these laws. In terms of supply chain management, businesses should ensure that they treat employees and contractors appropriately no matter where they are and that any waste that results from their operations is disposed of in a manner that doesn't harm the environment.

Corporate social responsibility is the obligation a business has, over and above its legal responsibilities, to the wellbeing of employees and customers, shareholders and the community, as well as to the environment. Ensuring sustainability is an important element of these responsibilities. Sustainability

refers to the ability of a country or a business to meet the needs of its citizens now without jeopardising the ability of the country to meet those needs in the future. Mining, forestry, fishing and farming need to preserve resources so they can be used now but still be available for use in the future.

In sourcing materials and labour from various countries around the world, businesses need to ensure that their processes are ethical, responsible and sustainable in both human and environmental respects.

FIGURE 6 Palm oil plantation. Palm oil is criticised for its environmental, social and ethical impacts

SkillBuilder discussion

Evaluating, concluding and decision-making

1. Name some businesses that you believe demonstrate corporate social responsibility.
2. **Discuss** the positives and negatives to the consumer of a business practicing corporate social responsibility.

18.5.4 Costs and benefits of globalisation and the supply chain

Businesses that take advantage of these global supply chains are often able to benefit financially. Sourcing inputs from overseas or hiring overseas businesses to manufacture their products overseas can result in a lower production costs. This can lead to greater profits for businesses. It can also improve the quality of the good or service as the business may access better quality inputs or take advantage of the most advanced technology to produce the good or service.

In some cases, employees may also benefit as they find employment as a result of overseas businesses sourcing Australian supplies or overseas workers gaining employment from Australian businesses sourcing inputs from their country. However, the ability to access cheaper labour and other inputs can create unemployment in Australia as inputs may be cheaper overseas. It is also possible that cheaper labour overseas may see businesses exploit those workers through hiring them under local conditions which may not meet Australian wage and safety standards.

However, consumers are often the main winners from globalisation as the prices of goods and services are generally lower when businesses take advantage of cheaper inputs, labour and manufacturing around the world.

18.5 SkillBuilder activity **INTERPRETING AND ANALYSING**

Investigate another multinational corporation that operates throughout the world. For example, you could **research** Nestlé or Ford, or use the internet to find examples of others.

1. **State** the home country of the selected multinational corporation.
2. **Identify** the key elements of the supply chain of the selected multinational corporation.
3. Present your information in the form of a flowchart or map.
4. **Justify** through a written statement why your selected multinational corporation may choose to operate such an international supply chain.

18.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7	8, 9

REMEMBER AND UNDERSTAND

1. What is a supply chain?
   - **A.** The land, labour, capital and enterprise used to produce goods and services
   - **B.** A market for trading shares in listed companies
   - **C.** The sequence of processes involved in the manufacture and distribution of a product
   - **D.** A type of free trade agreement
2. What is one benefit to a business of operating as a multinational company?
   - **A.** Access to fewer customers as they sell in fewer countries
   - **B.** Access to more customers as they sell in more countries
   - **C.** Access to fewer customers as they sell in more countries
   - **D.** Access to more customers as they sell in fewer countries
3. Cobalt and tantalum, copper wiring and plastics are used in the production of mobile phones. **Identify** the countries where each of these materials are sourced. Select all that apply.
   - **A.** Middle East
   - **B.** Australia
   - **C.** Central Africa
   - **D.** Brazil
4. **Identify** the three main elements involved in the production of goods:
   - **A.** Land, labour, capital
   - **B.** Money, technology, time
   - **C.** Land, labour, technology
   - **D.** Labour, capital, entrepreneurship

ANALYSE AND APPLY

5. **Explain** what is meant by 'sustainability'.
6. Multinational companies are often accused of not acting in a socially responsible manner. **Explain** social responsibility and **analyse** this statement.
7. Corporate social responsibility is an issue that many consumers consider when purchasing goods and services. **Describe** how consumers may apply their views on social responsibility to their purchases.
8. **Propose** how businesses should respond to consumer concerns over social responsibility and the global supply chain.

EVALUATE AND COMMUNICATE

9. 'Supply shocks are unavoidable.' Discuss.

Answers and sample responses for this topic are available online.

LESSON 18.6 What are transnational corporations?

LEARNING INTENTION

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

- **describe** the growth and development of transnational corporations
- **explain** the benefits and challenges associated with these entities.

Tune in

Car manufacturers often have factories worldwide. Until 2017, Ford operated two plants in Victoria (Geelong and Broadmeadows), and Toyota Australia had a manufacturing plant in Port Melbourne. Fiat, an Italian car manufacturer, builds its cars in several locations around the world.

FIGURE 1 The location of Fiat car manufacturing plants around the world

1. **Why do you think Fiat would operate factories in different parts of the world?**
2. **What is the benefit of having multiple factories in multiple locations?**

18.6.1 Multinational or transnational?

A multinational corporation (MNC) is a business that operates in multiple countries around the world. These corporations have their headquarters in one country but establish subsidiaries in various other countries, using resources and conditions necessary for their operations. While MNCs often have a centralised management structure, **transnational corporations (TNCs)** are characterised by a more decentralised approach, managing their international branches from within the countries they operate in, rather than from a single home base.

Both MNCs and TNCs represent significant engagement in the global market, with their operations crossing national borders. These corporations conduct a significant portion of their business activities outside their home countries, reflecting the interconnected nature of the global economy.

FIGURE 2 Video screen billboards in London advertising MNCs

SkillBuilder discussion

Investigating

1. What multinational companies can you name, and where are they based?
2. How would you know if they are MNC or TNC?
3. What are some potential advantages and disadvantages for a country when a multinational corporation establishes operations there?

18.6.2 Worldwide assets and sales

TNCs come in many different forms. Sanyo, McDonald's, Unilever, Ford, News Corporation and BHP are just a few of the well-known foreign and Australian transnational corporations.

The degree to which a business is a genuine transnational company can be measured by examining the proportion of its sales that occur outside its home country.

Many of these corporations have factories and assembly plants spread around the world. For example, car manufacturer Toyota has manufacturing or assembly plants in 27 countries spread across Europe, North and South America, Asia and Africa, in addition to its home base in Japan.

Oil companies such as Exxon Mobil and BP drill for oil in different locations across the world and have oil refineries in many countries. French energy company GDF Suez owns electricity generation assets around the world, including several gas-fired power stations in Western Australia and South Australia.

18.6.3 The biggest and richest

Some of the largest MNCs have annual revenues that exceed the GDP of many countries.

Did you know?

Walmart, the world's largest company by revenue, reported approximately $681 billion in revenue for the financial year 2024–2025, surpassing the GDP of countries like Belgium and Sweden.

TABLE 1 Top ten multinational corporations, 2024

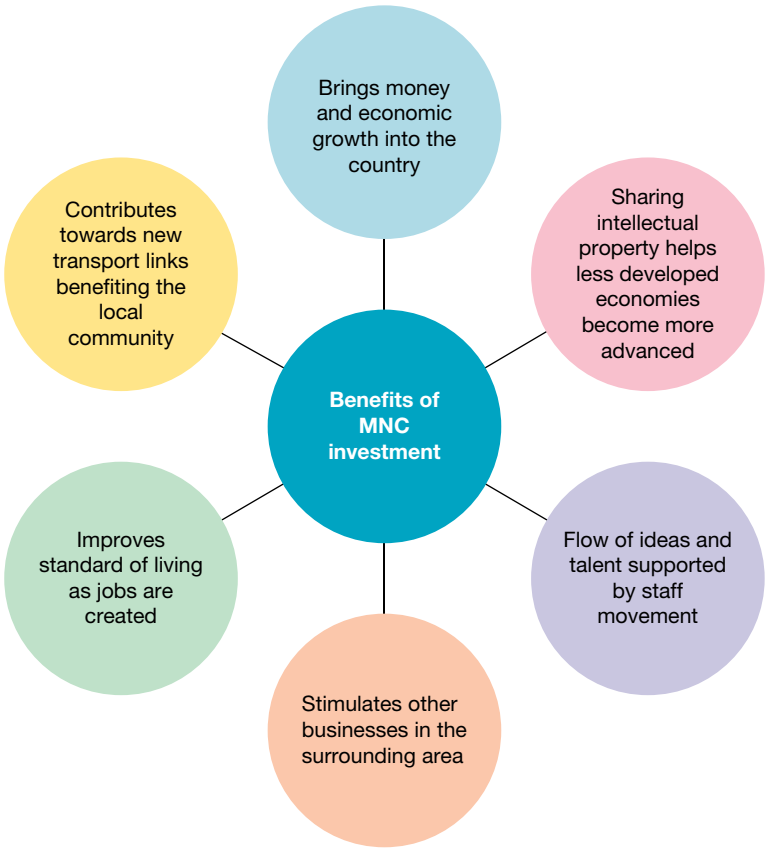
Rank	Name	Revenues (US$m)	Profits (US$m)	Assets (US$m)	Employees
1	Walmart	648 125	15 511	252 399	2 100 000
2	Amazon	574 785	30 425	527 854	1 525 000
3	State Grid	545 947.5	9204.3	781 126.2	1 361 423
4	Saudi Aramco	494 890.1	120 699.3	660 819.2	73 311
5	Sinopec Group	429 699.7	9393.4	382 688	513 434
6	China National Petroleum	421 713.6	21 294.7	630 562	1 026 301
7	Apple	383 285	96 995	352 583	161 000
8	UnitedHealth Group	371 622	22 381	273 720	440 000
9	Berkshire Hathaway	364 482	96 223	1 069 978	396 500
10	CVS Health	357 776	8344	249 728	259 500

18.6.4 Some positives and negatives of MNCs and TNCs

If the wealthiest corporations have revenue greater than many small to medium countries, then they have enormous power. If a corporation acts in the best interests of the people of those countries in which it operates, those people can benefit enormously.

- Investment from MNCs brings money and therefore economic growth into the country.
- Parent companies and their subsidiaries may share intellectual property such as design and technology concepts. This helps less developed economies become more advanced. The flow of ideas and talent is also supported by the movement of staff between countries, even though they remain employed by the same MNC.
- The standard of living of people in less developed countries can be improved as jobs are created.
- MNCs sometimes contribute towards the provision of new transport links to service their premises, and this can be of benefit to the local community.
- When an MNC builds a new factory, this can stimulate other businesses in the surrounding area. Businesses supplying raw materials, equipment and components to the factory can benefit.

FIGURE 3 A visual summary of the benefits of large corporations



On the other hand, if the MNC does not act ethically, there may be very little that the government of a host country can do, simply because of the financial power wielded by the large company. Some MNCs have exploited host countries and their people. Examples include:

- MNCs often establish production in impoverished countries with low wages. They frequently employ children, pay minimal wages, and offer poor working conditions and few employee benefits like meal breaks, sick pay or holiday pay.
- Profits are often returned to the home country rather than being used to benefit the economy of the host country.
- Many MNCs will bring their own managerial and skilled staff with them, leaving only basic work for the local population.
- Many MNCs have a poor record in environmental matters. They often exploit environmental regulations in the host country and pollute the air and waterways there.
- MNCs often use complex systems of **transfer pricing** to avoid paying tax on profits earned in the host country. This means that the government of the host country does not gain much additional revenue from the operations of the MNC.

SkillBuilder discussion

Communicating

1. Which corporations do you associate with employing children, paying minimal wages, or offering poor working conditions?
2. What commitments to their local communities do these businesses make?

FIGURE 4 This young boy working in a textile factory in India is making clothes to supply a multinational clothing company.

18.6.5 Regulating the activities of corporations

As a result of international concerns over the activities of some MNCs, the United Nations identified some key responsibilities for the largest multinational corporations:

- Do not use forced or compulsory labour.
- Respect the rights of children to be protected from economic exploitation.
- Provide a safe and healthy working environment.
- Pay workers enough to ensure an adequate standard of living for them and their families.
- Recognise the rights of employees to join unions and other collective bargaining organisations.

18.6. SkillBuilder activity EVALUATING, CONCLUDING AND DECISION-MAKING

Research the Tax Justice Network to learn more about the issues associated with taxing corporations, and then use this information to answer the following.

a. **Identify** two reasons it is important to tax multinational corporations.
b. What is the difference between tax evasion, tax avoidance and tax cheating?
c. **Explain** the international system that currently exists to oversee the taxing of multinational corporations.
d. Give an example of the way in which transfer pricing is used to avoid tax.
e. **Explain** one possible solution to the current problem of MNCs avoiding tax.

18.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	5, 7, 8	4, 6, 10

REMEMBER AND UNDERSTAND

1. Companies that operate across several different countries are referred to as _____ corporations.
2. How does being a multinational or transnational corporation (MNC or TNC) benefit a business?
   A. It limits the company to only one market.
   B. It reduces the need for any local employees.
   C. It allows access to more customers, resources, and cheaper production.
   D. It makes it harder to operate in different countries.
3. Energy production (electricity, oil and gas) represents the largest sector of business activity of transnational corporations. True or False?
4. What is 'transfer pricing' and what is the impact of its use by some MNCs?

ANALYSE AND APPLY

5. **Explain** three possible advantages and three possible disadvantages for a host country of having a multinational corporation set up a factory or other operation in its territory.
6. What do you think might happen if the government of a relatively poor country decided to change the laws to collect more tax from MNCs operating within its borders? **Suggest** two possible effects.
7. **Explain** why the United Nations might have thought it necessary to draw up a code to govern MNC behaviour.

EVALUATE AND COMMUNICATE

8. **Propose** the short-term and long-term benefits you think could result for an MNC that always behaved ethically and respected human rights.
9. A difficulty with MNCs is policing their activities when they breach local laws. **Evaluate** why this may be a problem for some countries, and suggest a possible solution.
10. **Evaluate** the potential benefits and drawbacks for a country when a multinational corporation with revenues surpassing its GDP operates within its borders.

Answers and sample responses for this topic are available online.

LESSON 18.7 How does globalisation impact the international economy?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** some of the implications of differing quality and safety standards between countries.

Tune in

In 2013, a clothing factory in Bangladesh collapsed, killing 1134 people. A more recent example is the 2021 fire at a food processing factory in Bangladesh, where more than 50 workers were trapped and perished due to locked exits and inadequate safety measures. These incidents are not uncommon and highlight the critical need for multinational corporations to prioritise ethical behaviour and respect human rights to prevent such tragedies.

Globalisation allows businesses to operate on a global scale. What responsibilities come with global operations?

FIGURE 1 The Rana Plaza in Bangladesh after it collapsed.

18.7.1 The economic issues of globalisation

Globalisation provides the means for increased interaction between the consumers, producers, workers and governments in one country's economy with their counterparts in the economies of other countries. Many people use the term 'globalisation' to describe the strengthening economic ties between nations, and the resulting trade and investment opportunities. Some use it to refer to the increasing exchanges between nations at the social, political, cultural and technological levels. For others, globalisation refers to our ability to rapidly communicate with and travel to other regions of the world. In this lesson we focus on the economic issues associated with globalisation and the way they affect all participants in the global economy.

18.7.2 Effects of globalisation

Positive effects of globalisation

Globalisation can be a driving force for economic growth (an increase in the size of the economy as measured by gross domestic product). As countries encourage free trade with other countries, new markets are created. Selling more products increases company profits, and this means companies can afford to hire more workers. As a result, both companies and workers become wealthier, and the standard of living improves. As discussed previously, a trade surplus with our trading partners will result in an increase in wealth coming into the country and contributes to the circular flow of money.

FIGURE 2 Greater choice and variety of goods and services are flow-on benefits of globalisation for consumers.

Trade helps to ensure that resources are used efficiently to produce goods and services. It enables nations to specialise in the products that they make efficiently or grow naturally. At the same time, producers competing on a global rather than national level must operate efficiently to keep prices competitive. This increased focus on efficiency and cost savings provides flow-on benefits for both producers and consumers.

Negative effects of globalisation

We know that globalisation can lead to unfair working conditions in poorer countries as multinational corporations (MNCs) move production there for cheaper labour. Workers may endure long hours in unsafe environments for minimal wages, while those in the MNC's home country lose jobs. MNCs might exploit countries with relaxed environmental regulations, harming natural resources and local communities. They can also undercut competitors, causing job losses and reducing consumer choice, ultimately leading to higher prices.

SkillBuilder discussion

Evaluating, concluding and decision-making

1. What does globalisation really mean for Australia?
2. Will large corporations change their behaviour in terms of how they treat people and the environment?

FIGURE 3 A downside of globalisation is the deplorable working conditions faced by many workers in poorer countries.

TABLE 1 Globalisation has affected Australia in many ways

Effect	Details
International operations	Many Australian companies now operate internationally, increasing their profits by selling their goods and services worldwide. Some have established their production centres in regions such as Asia to reduce labour costs. This creates unemployment in Australia.
Global competition for farmers	Globalisation has forced Australian farmers to compete at a global level to sell products such as wheat and wool. Previously, they could rely on selling their crops and stock to established trading partners.
Overseas investment	Overseas investment by Australian companies helps to create employment and wealth in those overseas countries. Similarly, investment in Australia by overseas companies may create growth and employment opportunities that improve our standard of living.
Consumer choice	Importing a huge variety of goods and services allows consumers greater choice, usually at cheaper prices. Overseas-made products in almost every Australian home include electrical goods, food items, clothing and footwear, numerous television programs and even the family car.

18.7.3 Who oversees the global market?

Several international organisations oversee the flow of goods, services and finance around the world. These include:

- the *World Trade Organization (WTO)*. Established in 1995, the WTO administers the rules of international trade. It is an influential organisation that has the power to rule on international trade disputes.
- the *International Monetary Fund (IMF)*. Established after World War II, the IMF's main function is to provide an orderly way of financially assisting developing countries.
- the *Organisation for Economic Co-operation and Development (OECD)*. The OECD develops economic and social policy for its members. Its 36 member countries include Australia, Japan, Korea, New Zealand and countries in Europe and North America.

18.7.4 Is globalisation environmentally sustainable?

As the world population grows, demand for goods and services increases. Meeting this demand requires greater use of renewable and non-renewable natural resources. The manufacturing processes involved in producing ever-increasing quantities of goods results in increased pollution levels and many dangerous by-products. Other serious environmental problems associated with meeting increased demand include ozone layer depletion, destruction of old-growth forests, extinction of many plant and animal species, and climate change.

Both consumers and producers are becoming increasingly aware of the need for environmental sustainability.

FIGURE 4 Clear-felling forests helps to meet rising demands for timber. It also reduces the availability of tree hollows in old-growth forest needed by some Australian species as their habitat.

18.7.5 How does the internet benefit globalisation?

We know that the internet allows huge amounts of information to be accessed or shared very quickly, facilitating the exchange of information and ideas between individuals, businesses and governments around the world.

As e-commerce (commercial transactions such as advertising, buying and selling on the internet) becomes almost second nature, isolated groups such as rural exporters are able to operate more competitively. This provides growth opportunities for many country towns and out-of-the-way remote businesses that might otherwise have difficulty in reaching a large market.

FIGURE 5 Greater access to the internet enables even small or isolated businesses to compete efficiently in a globalised market.

18.7 SkillBuilder activity INTERPRETING AND ANALYSING

Back in 1985 the world was shocked by images from Ethiopia of the impact of a prolonged drought in that country. A global music concert was organised, known as Live Aid, which saw around 40 per cent of the world's population tune into television coverage of the concerts occurring in over ten countries. The event raised $50 million, and further fundraising saw the amount exceed $150 million eventually. It was the first time an event was held on such a global scale for a global issue.

FIGURE 6 Live Aid at Wembley Stadium, London, 1985

Globalisation has allowed worldwide events to occur and to be seen around the world — the Olympics, the World Cup, the falling of the Berlin Wall, the release of Nelson Mandela, and the destruction of the World Trade Center in New York, to name a few. Globalisation allows people to interact with others on a global scale. It also means that decisions by consumers, producers and governments in one country may impact the decisions of consumers, producers and governments in other countries.

More recently, events such as the global climate strikes initiated by Greta Thunberg, the solidarity shown through movements like Black Lives Matter and international responses to natural disasters like the Australian bushfires of 2019–20 have united people across the globe. These events have highlighted the interconnectedness of our world and the collective power of humanity when addressing common challenges and injustices.

1. **Identify** a current or recent global event that may require or did require a global solution.
2. **Summarise** some background to this global event — causes, when it started, when it ended (if appropriate).
3. **Explain** how this event impacted the decisions of consumers, businesses and the government in Australia.
4. **Identify** and **explain** one specific impact that resulted from this global event.
5. **Explain** how this event impacted the consumers, producers and government of one other nation.
6. **Present** your findings to the class in a PowerPoint presentation.

18.7 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 6	5, 8, 9, 10

REMEMBER AND UNDERSTAND

1. **Define** 'globalisation'.
   - A. The growing dependence of countries
   - B. A period of decline in economic growth when GDP decreases
   - C. The process of growing interdependence between countries
   - D. All of the above
2. **Identify** two negative impacts of globalisation on the Australian economy.
   - A. It allows for access to better-quality goods and services.
   - B. It can cost jobs in Australia.
   - C. It can allow multinational companies to dominate markets, leading to increased prices.
   - D. It allows for access to more goods and services.

3. **Select** three advantages of globalisation.
   A. It leads to free trade agreements between countries.
   B. It leads to economic growth.
   C. It increases competition between companies.
   D. It decreases economic growth.
4. **Identify** one international organisation that oversees global markets and outline its main function.
5. **Identify** and **explain** two positive impacts of globalisation on the Australian economy.

ANALYSE AND APPLY

6. **Explain** in what ways globalisation has placed additional pressures on the environment.
7. **Identify** one product that you or a family member have purchased online recently from an overseas supplier.
   a. What was the name of the online retailer supplying the product?
   b. Which country did the product come from?
   c. Is the product available from shops locally?
   d. Why did you or the family member decide to use the internet to purchase this product?

EVALUATE AND COMMUNICATE

8. 'Many countries are being too heavily influenced by external culture and language, particularly US culture, and are losing unique elements of their traditional culture.' Do you agree or disagree with the view that globalisation risks damaging local cultures in smaller countries? **Justify** your answer.
9. 'Not only is our economy better off through globalisation but culturally we have improved as well.' **Evaluate** this statement.
10. 'Globalisation builds relationships.' **Discuss** how this can benefit the world.

Answers and sample responses for this topic are available online.

LESSON 18.8 Inquiry: How would you do it?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the role of the government in negotiating free trade agreements and the potential impacts that free trade agreements can have.

Background

In this inquiry, you will investigate the role of the government in negotiating free trade agreements (FTAs) and the reasons why these agreements are created.

As part of the global economy, Australia has negotiated several FTAs with other countries or groups.

Free trade agreements allow countries to trade with each other without taxes or subsidies impacting prices — the trade is free from government interference.

FIGURE 1 Then Prime Minister Scott Morrison and then UK Prime Minister Boris Johnson meet to discuss trade agreements, back in 2021.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Discuss the following:

- Free trade agreements are beneficial for consumers and businesses in all aspects of economic life.
- There are no negatives for the economy of free trade agreements.

Inquiry steps

Step 1: Questioning and researching

In this inquiry, you will **investigate** why agreements are created and the role of the government in negotiating free trade agreements.

Your task is to **investigate** one such FTA. In conducting your investigation you must:

- **Identify** the signatories to the FTA.
- **Identify** when it came into effect.
- **State** the products or industries that are affected.
- **Describe** the impact this FTA may have on industries in Australia.

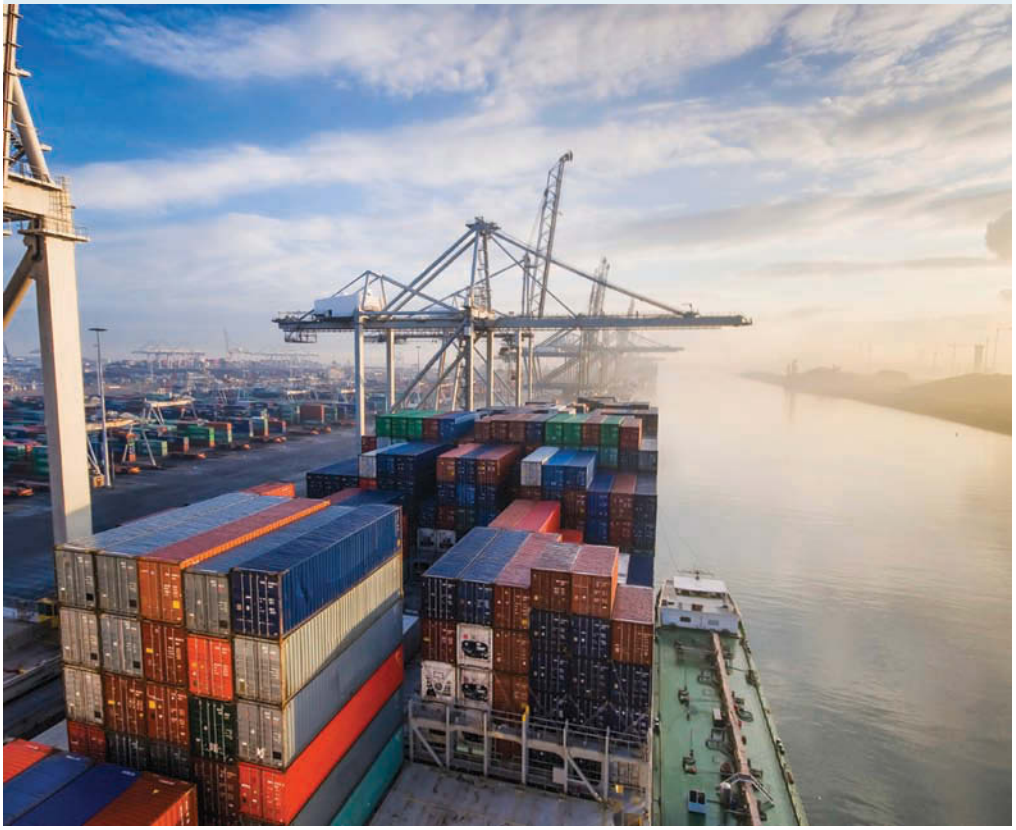
Step 2: Interpreting and analysing

Interpret and **analyse** any negative commentary in Australia surrounding the negotiation of the FTA.

Step 3: Evaluating, concluding and decision-making

Discuss the benefits that an FTA brings to our economy.

FIGURE 2 Free trade agreements are intended to be beneficial for both consumers and businesses.



Step 4: Communicating

Communicate your findings to the class through an appropriate presentation.

LESSON 18.9 Review

18.9.1 Key knowledge summary

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

18.2 How does Australia trade with other economies?

- Aboriginal and Torres Strait Islanders have been conducting trade for thousands of years, developing sophisticated trade routes.
- Countries engage in trade to improve the living standards of consumers.
- Australia is a trading nation — it exports goods and services to other countries, and Australian businesses and consumers import goods and services from overseas.
- The balance of trade is the difference between the value of a country's exports and its imports over a specific period.
- Australia's largest trading partner is China, with other Asian countries making up four of our five top trading partners.
- Trade and other connections between countries mean that events in one part of the world can affect economies in other countries.

18.3 What goods and services are imported into Australia?

- Increased trade between nations has helped to fuel economic growth and assist poorer countries to achieve higher standards of living.
- Australia relies heavily on imported goods brought in from countries all around the world.
- Australia imports goods and services because our local producers may not make a product as efficiently as it is made in another country, or a particular raw material may not be produced in sufficient quantities to satisfy demand.

18.4 How do global events impact global trade?

- International trade has contributed to economic growth and the generation of wealth in all nations that engage in the import and export of goods and services. There are also negative effects of increased global connectedness, such as the rapid international spread of infectious diseases and the rise of internet fraud and identity theft.
- As a result of global interconnectedness, both positive and negative economic events can spread quickly between trading partners.
- The growth in the Chinese economy has had a significant impact on the global economy, with countries such as Australia benefiting from increased trade with China.
- Natural disasters can have serious impacts on countries' economies, with funds needing to be allocated to relief and rebuilding therefore being unavailable to be used in other ways. International trade may also be impacted by these events.

18.5 How do global supply chains operate?

- In globalised manufacturing industries, raw materials, components and machinery can come from a variety of sources from all over the world, making supply chain management a major task for multinational corporations.
- Globalisation supports global supply chains through improved communication and transportation networks.
- Mobile phone manufacturer Apple is an example of a company that had to set up factories all over the world to satisfy demand for its products.
- The global supply chain can improve living standards through improved quality of products, reduced prices for products and greater employment.
- Environmental sustainability and the ethical treatment of workers in poorer countries are issues that must be considered in the supply chain management of all multinational corporations.

18.6 What are transnational corporations?

- Multinational corporations (MNCs) are large business organisations that have their home base in one country and operate partially owned or wholly owned businesses in other countries.
- Many of the most globalised MNCs conduct more than 70 per cent of their business outside their home country.
- Some of the biggest MNCs have annual revenue that is larger than the GDP of many countries. This can give them greater power and influence than these countries, and lead to exploitation of these countries and their people.
- MNCs can bring many benefits to the countries in which they operate, such as employment and new technology.
- Some MNCs have been found to be acting unethically by not paying enough tax in the countries in which they operate, by paying low wages and by not providing safe and healthy working conditions.

18.7 How does globalisation impact the international economy?

- Globalisation provides the means for increased interaction between consumers, producers, workers and governments in one economy with their counterparts in other economies.
- Globalisation has led to the growth of large multinational corporations, many of which have used their power to exploit workers in poorer countries.
- Australia has benefited from globalisation because of the overseas demand for our mineral resources and the access to cheaper imported products for consumers. On the downside, cheaper imports have led to the closure of many of our own manufacturing industries.
- Globalisation has created a great deal of environmental damage throughout the world, leading to the international community becoming more aware of the need for sustainability and environmental protection.

18.8 Inquiry: How would you do it?

- What is a trade agreement?
- Why do countries enter into trade agreements?
- What is the role of the government in relation to trade agreements?
- What are the potential impacts of trade agreements?

18.9.2 Key terms

balance of trade the difference between the value of a country's exports and the value of its imports over a specific period of time
corporate social responsibility when businesses take actions to positively impact society and the environment beyond their financial interests
economic system a way of organising the production and distribution of the nation's goods, services and incomes
economy a system established to determine what to produce, how to produce and to whom production will be distributed
exports goods and services sold by local businesses to overseas consumers
free trade agreement (FTA) a pact between two or more countries to reduce or eliminate barriers to trade, such as tariffs and quotas, to encourage the exchange of goods and services
gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.
imports goods and services purchased by local consumers from overseas businesses
labour the human skills and effort required to produce goods and services
market any organised exchange of goods, services or resources between buyers and sellers
multinational corporation (MNC) a large business organisation that has a home base in one country and operates partially or wholly owned businesses in other countries
resources (factors of production) the land, labour, capital and enterprise used to produce goods and services that satisfy needs and wants. Production usually requires a combination of these resources.

supply chain the series of steps and processes involved in producing and delivering a product from the raw materials to the final customer
supply shocks an event that suddenly increases or decreases the supply of a good or service
transfer pricing when one subsidiary of a MNC charges another subsidiary for providing goods or services, often resulting in profits being moved between different countries to avoid the payment of tax on those profits
transnational corporations (TNCs) large companies that operate in multiple countries, producing and selling goods or services across national borders

18.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What are the changing patterns of Australia's international trade and what are the impacts of globalisation?

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

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

18.9 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 9, 10, 16	5, 6, 7, 11, 12	8, 13, 14, 15

REMEMBER AND UNDERSTAND

1. What do economists refer to capital as?
   - **A.** The most important city in any state or country
   - **B.** The money used to pay employees of a business
   - **C.** The ability to start up a new business
   - **D.** All buildings and equipment used in the production process
2. Australia undertakes trade with other countries because
   - **A.** there are some items Australia can't produce itself.
   - **B.** there are some products that can be sourced from overseas at a cheaper price.
   - **C.** there is an obligation to purchase from overseas as part of a treaty or trade agreement.
   - **D.** All of the above

3. Which of the following is not considered an export of Australia?
   - **A.** Coal
   - **B.** Iron ore
   - **C.** Australian students studying at universities overseas
   - **D.** International tourists visiting Australia
4. FTA stands for
   - **A.** Free Trade Agreement
   - **B.** Fair Trade Agreement
   - **C.** Free Trade Arrangement
   - **D.** Fair Tax Arrangement
5. To be considered a multinational company a business must
   - **A.** sell their goods and services to other countries.
   - **B.** have offices/factories located in more than one country.
   - **C.** source some of their materials from other countries.
   - **D.** sell their products online.
6. Approximately what percentage of Australia's trade with Asia was with China in 2019–20?
   - **A.** 25 per cent
   - **B.** 50 per cent
   - **C.** 75 per cent
   - **D.** 100 per cent
7. A country has a trade surplus when the value of exports is _____ the value of imports.
   - **A.** less than
   - **B.** greater than
   - **C.** the same as
   - **D.** double
8. How has globalisation had an impact on Australia?
   - **A.** Many Australian companies have increased profits by selling goods and services internationally.
   - **B.** Australian farmers no longer have to compete at a global level to sell products such as wheat and wool.
   - **C.** Overseas companies no longer invest in Australia because it is too expensive to produce goods and services here.
   - **D.** Overseas-made products are of much inferior quality to those produced in Australia, so Australian consumers prefer not to buy them.
9. In what way can the importation of goods from overseas have a positive effect on the Australian economy?
   - **A.** It can force Australian producers to become more efficient.
   - **B.** It leads to more jobs being created in Australian manufacturing.
   - **C.** It can result in improvements to Australian tourist industries.
   - **D.** It brings more overseas money into the Australian economy.
10. Which of the following characteristics would be most typical of a multinational corporation?
    - **A.** Most of its employees work outside its home country.
    - **B.** It has revenue greater than the GDP of most countries.
    - **C.** It takes no notice of national boundaries as these are only lines on a map.
    - **D.** It operates businesses in many countries outside its home country.

ANALYSE AND APPLY

11. **Identify** and **explain** two ways in which international trade can affect our economic system.
12. **Explain** the role of the government sector in the Australian economy.
13. **Identify** and **explain** three factors that can influence whether a business will be successful.
14. **Describe** one positive and one negative impact of importing cheaper clothing into Australia.
15. Give one example of a natural disaster that occurred outside Australia but had a negative effect on the Australian economy. **Describe** the main ways in which the Australian economy was affected by this event.
16. **Suggest** two strategies a business could employ to ensure that the goods it is importing were
    - **a.** sustainably produced
    - **b.** ethically produced.

Answers and sample responses for this topic are available online.

19 Investment and risk

LESSON SEQUENCE

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19.2 What is the role of banks and other deposit-taking institutions? 768
19.3 What are the financial risks facing consumers? 773
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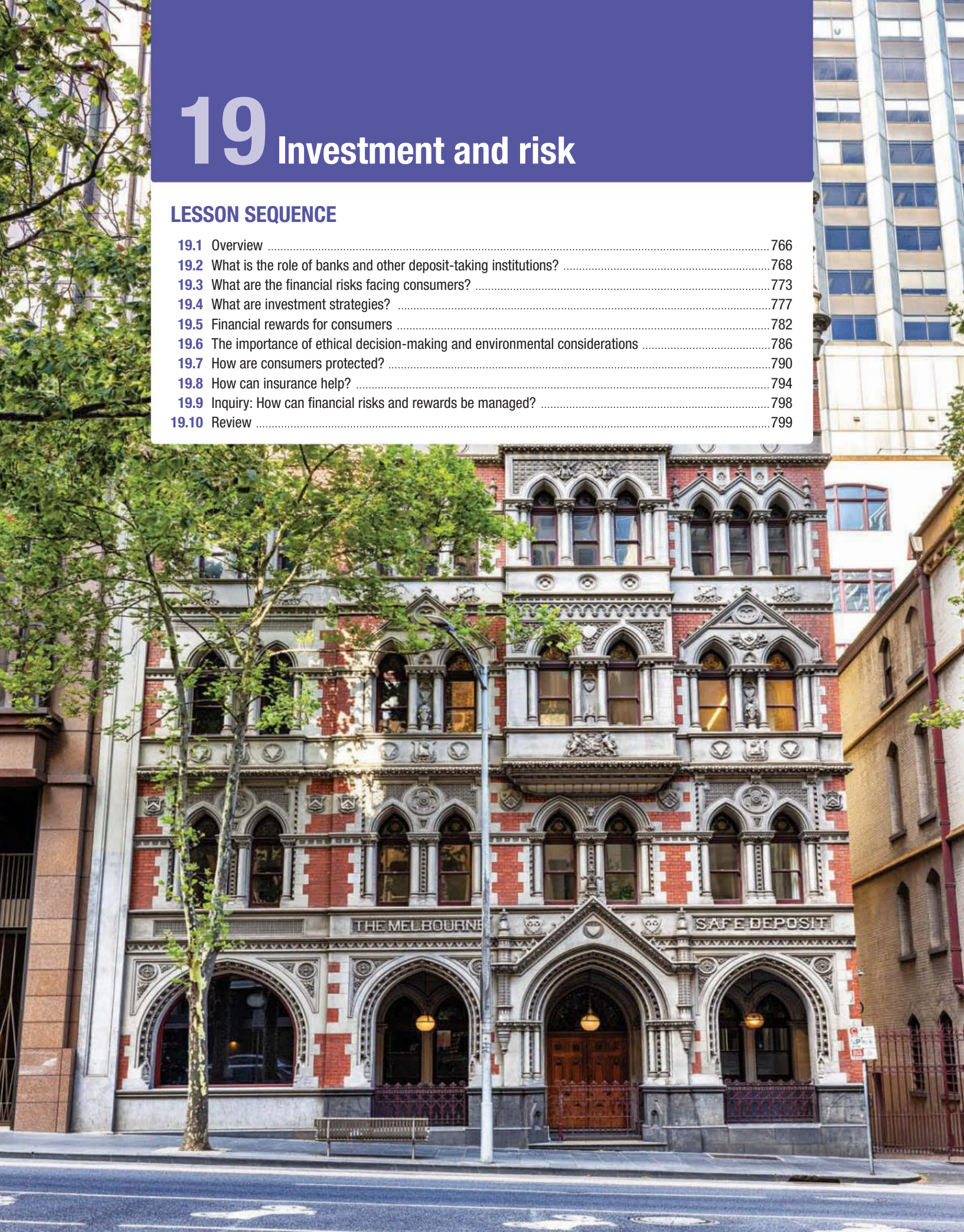
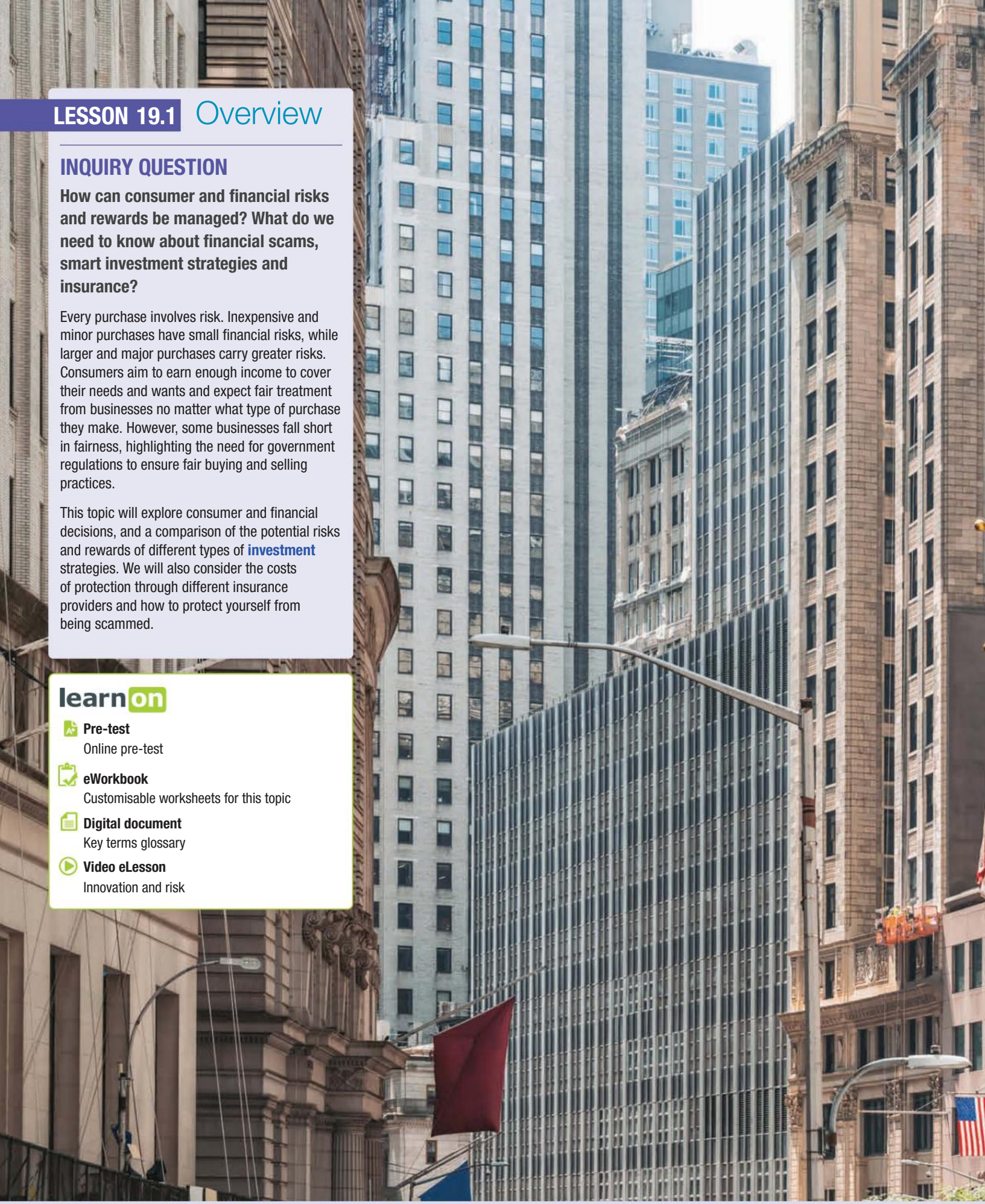
19.7 How are consumers protected? 790
19.8 How can insurance help? 794
19.9 Inquiry: How can financial risks and rewards be managed? 798
19.10 Review 799





LESSON 19.1 Overview

INQUIRY QUESTION

How can consumer and financial risks and rewards be managed? What do we need to know about financial scams, smart investment strategies and insurance?

Every purchase involves risk. Inexpensive and minor purchases have small financial risks, while larger and major purchases carry greater risks. Consumers aim to earn enough income to cover their needs and wants and expect fair treatment from businesses no matter what type of purchase they make. However, some businesses fall short in fairness, highlighting the need for government regulations to ensure fair buying and selling practices.

This topic will explore consumer and financial decisions, and a comparison of the potential risks and rewards of different types of **investment** strategies. We will also consider the costs of protection through different insurance providers and how to protect yourself from being scammed.

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Pre-test
Online pre-test

eWorkbook
Customisable worksheets for this topic

Digital document
Key terms glossary

Video eLesson
Innovation and risk

SkillBuilder

Use the SkillBuilder activities to develop these Economics and Business concepts and skills:

- INVESTIGATING
- INTERPRETING AND ANALYSING DATA AND INFORMATION
- EVALUATING, CONCLUDING AND DECISION- MAKING
- COMMUNICATING

LESSON 19.2 What is the role of banks and other deposit-taking institutions?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the consumer and financial decisions associated with choosing a bank account.

Tune in

There is evidence of bartering in almost all ancient civilisations going back thousands of years. Bartering involves the exchange of goods and services without money.

It is thought that the modern banking system has its origins in the wealthy cities of Europe in the fourteenth century. The first bank in Australia was established in 1817 as the Bank of New South Wales — it is now Westpac.

FIGURE 1 The Historic Westpac Bank Building in NSW. It is typical of banks from the early settlement of Australia.

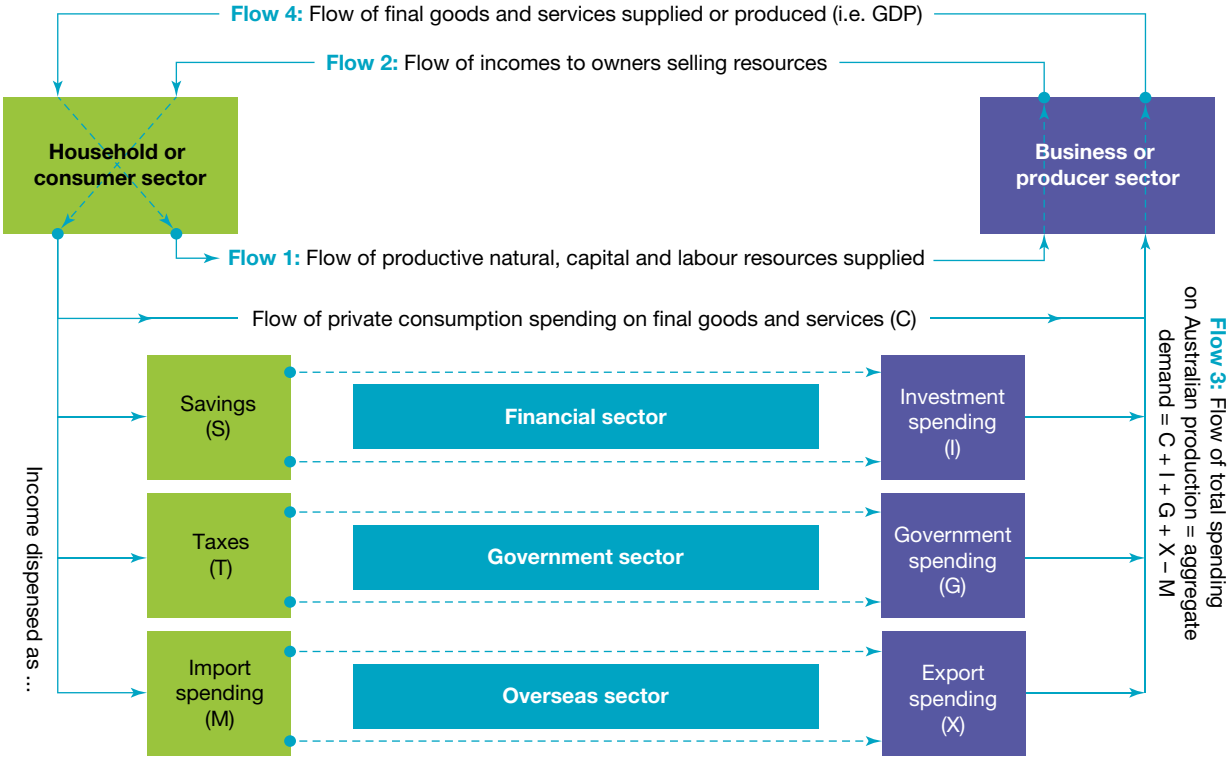
1. **What kinds of items might ancient civilisations have exchanged (or bartered)?**
2. **Over time, civilisations used other units of value for exchange such as shells. It is thought that money (coins) came into use nearly 5000 years ago. Why do you think coins were used?**
3. **Discuss why civilisations needed a banking system. What would a bank be used for in ancient times? Who would use it and why?**

19.2.1 The background on banks

The Australian economy consists of five key sectors:

- household sector — comprising individuals and households who supply resources in exchange for income.
- business sector — comprising all types of businesses who utilise the resources provided by the household sector, produce goods and services and then sell them in exchange for money.
- government sector — comprising all three levels of government — manages the economy and attempts to stabilise the economy by imposing taxes and funding expenditure.
- overseas sector — all the countries in the world who buy from and sell to each other.
- financial sector — comprising banks and other financial institutions. They hold money and lend it to businesses and households.

FIGURE 2 The relationship (and flow of money and goods and services) between the five sectors



SkillBuilder discussion

Interpreting and analysing data and information

1. Study the diagram in **FIGURE 2** and discuss the flow of money in the Australian economy.
2. The financial sector includes banks. What function do banks serve?

In short, the financial sector accepts money deposits from individuals, groups and businesses — most people have a bank account where they deposit and save money. The bank pays us **interest** on the money we have deposited. To pay us for the interest we earn, banks lend money to individuals, groups and businesses and charge interest on this lending as a means of making money. So this in itself is a cycle!

19.2.2 The Reserve Bank of Australia

The flow of money in the economy is controlled by a central bank. Every country has a central bank — in Australia it is called the Reserve Bank of Australia.

The Reserve Bank of Australia fills several roles in our economy, including:

- influencing interest rates that banks set on loans (including **mortgages**, which are loans on property) and pay out on deposits
- being the government's bank — making payments from the Australian Tax Office, Medicare and Centrelink.

19.2.3 How the financial sector has changed over time

Banks used to be highly regulated businesses with many strict rules about how they operated and who they were able to lend money to. In the 1970s the Australian government started the process of deregulating Australia's banking industry. The government allowed overseas banks to open branches and

a range of alternative financial institutions, such as building societies, credit unions and superannuation funds, arose to compete with the banks.

This **deregulation** continues today, with further changes to result from the completion of the Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry in 2019.

The Australian Prudential Regulation Authority (APRA) oversees authorised deposit-taking institutions (ADIs): banks, credit unions and building societies. ADIs are authorised to take deposits from customers under *the Banking Act 1959*. Deposit-taking institutions pool these deposits. This means they put them together and then lend them to individuals and businesses in the form of loans and mortgages.

SkillBuilder discussion

Investigating

1. What is the logo shown in the image in **FIGURE 3**? Where might you have seen this before?
2. How many banks and financial institutions can you name?

FIGURE 3 Deregulation of the banking sector in Australia has allowed overseas banks to compete with local banks.

19.2.4 Banks

Banks offer a wide range of financial services to all people and businesses in the Australian economy — accepting deposits; offering credit cards, **banker's drafts**, overdrafts, investment and savings accounts; and lending money through personal and business loans and mortgages. Banks also provide other typical banking services such as internet banking, financial advice and ATMs (automatic teller machines).

A bank savings account is an easy and safe place for people to keep their money. This type of account allows you to deposit money and make withdrawals. In return for your deposits, the bank pays you money known as interest. The amount of interest paid depends on the type of account, the number of times interest is paid into the account each year and the amount of money in the account.

A bank is a business that wants to make a profit, so it accepts money as savings (deposits) and pays a low return of interest on this. At the same time it lends that money to other people and businesses at a higher interest rate. Depending upon the type of savings account you hold, your interest earnings could be anywhere from 0.2 per cent up to around 3 per cent.

FIGURE 4 A bank savings account is like a virtual safe

For borrowing, interest payments vary depending on the type of borrowing, and can range between around 3.5 per cent on a variable mortgage and over 13 per cent on some credit cards.

19.2.5 Credit unions

A credit union is a financial institution that is owned and operated by its members. Credit unions offer a range of products and services similar to those provided by banks, including accepting deposits, offering personal and home loans, and providing payment services such as credit cards. To open an account with a credit union, you must be an eligible member. Eligibility criteria vary for each credit union, but may require association with an affiliated industry or relation to an existing eligible member. Since credit unions prioritise the financial wellbeing of their members, maximising profit is not their primary goal.

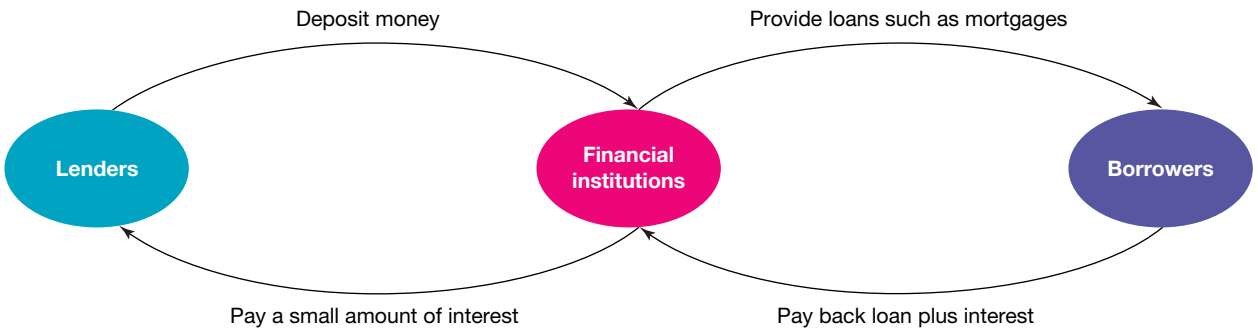
19.2.6 Building societies

Building societies are also owned and operated by their members. Historically, they have supported members in purchasing homes. In recent times, building societies have expanded their offerings to include services similar to those of banks. As deposit-taking institutions, they accept deposits from customers and provide loans and payment services. There are now fewer than ten building societies in Australia, as many have converted to or merged with banks.

19.2.7 Afterpay

A more recent option for consumer borrowing is Afterpay. Once registered and approved, consumers can use the Afterpay app to purchase items and then pay off the borrowed amount in four payments over six weeks. No interest is charged to the consumer, making it a cost-effective form of short-term loan.

FIGURE 5 Financial institutions such as banks, building societies and credit unions act as intermediaries between lenders and borrowers.



SkillBuilder discussion

Investigating

1. Discuss the diagram shown in **FIGURE 5**. Can you explain how financial institutions work?
2. Where would you choose to save your money and why?

Did you know?

Australia's 'Big Four' banks — Commonwealth Bank, ANZ, Westpac and NAB — control about 80 per cent of the country's banking market, making Australia's banking system one of the most concentrated in the developed world, with these four banks managing trillions of dollars in assets for millions of Australian customers.

19.2 SkillBuilder activity INVESTIGATING

1. Locate the websites of one Australian-owned bank, one foreign-owned bank, one credit union and one building society.
2. Working in groups, use magazines and newspapers or internet resources to find pictures representing the three types of deposit-taking institutions (banks, credit unions and building societies). Paste the pictures onto poster paper, or **create** a digital document to correctly label each one.
3. Briefly **describe** each type of deposit-taking institution. Alternatively, **create** a short PowerPoint presentation, with one slide for each institution.

19.2 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4	3, 5, 8	6, 7, 9

REMEMBER AND UNDERSTAND

1. What is an authorised deposit-taking institution?
   - A. A bank
   - B. A building society
   - C. A credit union
   - D. All of the above
2. **Identify** which of the following best defines a mortgage.
   - A. The process of removing or reducing government regulatory controls
   - B. An amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent
   - C. Money advanced by a bank, credit union or building society to a person for the purchase of a house or other property
   - D. A financial institution that is owned and operated entirely by its members
3. **Explain** why banks offer low interest rates on savings but charge higher interest rates on loans.
4. A building society is different to a bank because it:
   - A. does not charge interest on loans.
   - B. does not have physical branches.
   - C. is owned by its members.
   - D. does not offer loans for purchasing property.
5. **Suggest** two reasons why a person may benefit from utilising a service such as Afterpay.

ANALYSE AND APPLY

6. **Construct** a diagram showing how deposit-taking institutions pool savings and lend them to individuals and businesses.
7. **Outline** what might happen if banks, credit unions and building societies could no longer collect deposits.
8. Imagine that the banks stopped operating in Australia. **List** some of the possible consequences.

EVALUATE AND COMMUNICATE

9. **Evaluate** the importance of the role of the financial sector in the economy.

Answers and sample responses for this topic are available online.

LESSON 19.3 What are the financial risks facing consumers?

LEARNING INTENTION

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

- **state** examples of consumer and financial decisions that present a financial risk
- **investigate** different financial scams
- **describe** how consumers can manage risks, including those from scams.

Tune in

Unfortunately, not all businesses are interested in being fair to the customer. There are many ways in which consumers might be tricked by businesses.

1. **Make a list of the different ways that consumers might be tricked by businesses.**
2. **Discuss your list with a partner. Is there anything on your list that has affected you personally?**

FIGURE 1 Sometimes things don't look quite right.

19.3.1 Financial scams

There are many types of financial risk. Sometimes we associate this risk with our financial goals such as buying shares or a house. The basic risk with these types of purchase is that the value of the investment will fall. However, making any sort of financial decision involves some risk; for instance, that the product does not work, or wider risks such as identity theft or **fraud**.

A scam is a dishonest scheme with the aim of tricking you into parting with your money or your bank account or credit card details. The range of financial scams is extensive, and it changes regularly as scammers develop new ways to try to trick people. The Australian Competition and Consumer Commission (ACCC) attempts to track scammers and raise awareness among customers of the most common and dangerous scams. During the COVID-19 pandemic there was an increase in online shopping scams, online dating scams and incidences of scammers taking over people's computers remotely.

Scams are often successful because they look genuine. Scammers are also very skilled at manipulating people emotionally. Voice cloning, deepfake videos and more sophisticated phishing is likely to occur due to AI developments.

FIGURE 2 The ACCC runs an annual scam week, during which it raises awareness of the different types of scams that exist.

FIGURE 3 Common types of scams initiated by scammers and bots

19.3.2 Identity theft

Identity theft is a growing problem worldwide and it is closely related to scamming. It occurs when someone illegally obtains your personal details, such as credit card numbers, and uses those details to commit fraud. An identity thief uses your stolen identity to do the following things in your name:

- borrow money
- open a new credit card account
- buy goods.

Anyone who provides personal information via an unsecured website, through a text message link or when shopping online on unfamiliar and unsecure websites risks becoming a victim of identity theft.

A growing number of consumers have had their identity stolen through phishing. In this type of fraud, you are sent an email that looks like it comes from a trusted source, such as a bank. The thieves ask you for information that may seem reasonable, such as your account number and PIN (personal identification number).

19.3.3 Fraudulent transactions

A fraudulent or unauthorised transaction is when someone transfers money from your bank or credit card account without your permission. There are many different types of credit card fraud, but at its simplest, it's when someone obtains your card details and makes transactions on your card without you knowing. Unfortunately, this can amount to someone spending thousands of dollars in your name. Banks are alert to fraudulent transactions and will act to reimburse customers, provided that the customer has not contributed to the loss and has contacted their bank promptly.

19.3.4 Managing financial risk

There are ways that consumers can protect themselves from financial risk, with respect to financial scams, as outlined in **TABLE 1**.

TABLE 1 Ways to protect yourself from scams

Risk	Protection
Scam	Make the effort to research any offers made to you. Always ask questions and think carefully before making any decision to click on a link or give personal information.
Identity fraud and phishing	Be suspicious of any email that makes an urgent request for your personal financial details. Do not click on links within the email or reply to any pop-up screen that asks you for personal details.
Fraudulent transactions	Banks advise you to check statements regularly for unusual activity on your card.

19.3 SkillBuilder activity INTERPRETING AND ANALYSING DATA AND INFORMATION

1. The ACCC has a webpage called Scamwatch.
   a. Access the Scamwatch website and use the information you find to write a **summary** of three types of scams.
   b. Visit the scam statistics page. Choose the most recent month and answer the following.
      - How many scams have been reported?
      - What is the most reported type of scam?
      - How much money has been lost?
      - Which age group is affected the most?
   c. Explore the 'get help' pages to find out more about what to do if you are scammed.
   d. **Outline** five steps that you could take to protect yourself from scams.

19.3 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 6, 7	8, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** what is meant by a scam.
   - A. A dishonest scheme with the aim of tricking you into parting with personal information
   - B. A dishonest scheme with the aim of tricking you into parting with your bank account details
   - C. A dishonest scheme with the aim of tricking you into parting with credit card details
   - D. All of the above
2. **Select** the body that is tasked with raising awareness of scams in Australia.
   - A. ACCC (Australian Competition and Consumer Commission)
   - B. ACC (Australian Copyright Council)
   - C. Australian banks
   - D. AFCA (Australian Financial Complaints Authority)
3. **Describe** what is meant by 'identity theft'.
4. **Identify** three actions which might make you more vulnerable to identity theft.
5. **Determine** whether the following statements are true or false:
   - a. An example of phishing would be receiving an email that looks like it comes from your bank, asking for your online banking password.
   - b. Artificial intelligence will make scams more sophisticated and believable.
   - c. Banks will not reimburse customers who are victim to credit card fraud.

ANALYSE AND APPLY

6. **State** one way that you might protect yourself from each of these financial risks:
   - a. scams
   - b. identity fraud
   - c. fraudulent transactions.
7. **Outline** the difference between identity theft and fraudulent transactions.
8. **Describe** how a bank might support you if you have been a victim of fraudulent transactions.
9. **Select** three types of scam and **explain** how each might affect a consumer.

EVALUATE AND COMMUNICATE

10. **Evaluate** the importance of the ACCC in managing consumer risk from scams.

Answers and sample responses for this topic are available online.

LESSON 19.4 What are investment strategies?

LEARNING INTENTION

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

- recognise different types of investment strategies
- **compare** the financial risk or reward of different types of investments.

Tune in

What do you know about your local housing market? How much does a family home cost? What about an apartment? What is happening to prices — are they rising or falling? These questions may not affect you now, but one day you might need to know this information.

1. **List reasons why some people have the goal of purchasing a property.**
2. **What do you think are the risks associated with investing your money into a property?**
3. **Do you think a person's home should be treated as another form of savings or investment?**

FIGURE 1 Buying a property can be a financial risk.

There are many different types of investment that enable people to achieve their long-term goals of financial stability.

Some Australians choose to buy properties (such as a house, apartment or land) as investments. As property prices generally increase over time, so too does the value of their investment. Other people choose to buy shares or invest in term deposits or managed funds. In this lesson we will explore these investments and consider the financial risk and reward that they might bring.

19.4.1 Shares

Buying **shares** is a financial transaction and investment that can carry a risk. Buying shares means buying a certain number of units of ownership in a company. A person who owns shares in a company is a shareholder of that company. Some people might buy thousands of shares, others only a few. As the value of a company's shares goes up or down, so too does the value of the shareholder's investment.

Owning shares allows you to benefit from the company's profits, which can be given to you as **dividends** or as extra shares. You may also benefit from **capital growth** if the value of your shares increases.

FIGURE 2 The electronic display board of the Australian Securities Exchange shows the prices of shares traded on that exchange.

Trading shares happens in the **share market**. In Australia, it's done on the Australian Securities Exchange (ASX). This was formed in 1987 by merging six capital-city stock exchanges. A **stockbroker**, for a small fee called brokerage, acts as an **agent** to buy and sell shares.

It's important to spread your investments out so that if one thing goes wrong, you don't lose all your money. The Australian share market helps by offering around 2000 companies to invest in, from different industries like financial services, manufacturing and healthcare.

Investing in multiple companies reduces risk. Shares provide flexibility as they can be quickly bought and sold, usually giving you access to your money within three days.

FIGURE 3 On the Australian Securities Exchange, shares can be purchased in companies such as Telstra, Qantas, Seven West Media and Woolworths.

SkillBuilder discussion

Investigating

1. What do you know about each of the businesses shown in **FIGURE 3**?
2. Which one would you buy shares in?
3. What would influence your decision?

19.4.2 Term deposits

A fixed-term deposit account is a good option for storing large sums of money. Major banks offer these types of accounts, allowing you to lock in your funds from one month to five years with a higher interest rate than at-call deposits (where you can withdraw cash anytime). Although term deposits are low risk as

banks guarantee returns, they usually give less compared to investments like shares. Funds remain locked until the term ends unless early withdrawal is made, which incurs penalty fees. Choose an account that aligns with your term and interest rate needs.

19.4.3 Managed funds

Some people choose to invest in **managed funds**. These are portfolios of shares, property, public infrastructure, private equity and other investments that are chosen by a professional fund manager. Investing in a managed fund spreads the risk over different types of investment. Decisions about what to invest in are made by a professional, but this also means that investors have no say in the fund's investment decisions.

FIGURE 4 In a managed fund, a professional fund manager invests the money pooled from many individual investors into a range of assets, including shares and property.

Most funds have entry and exit fees, and some have monthly fees. It can also be difficult to access your money quickly. Investing in a managed fund is therefore a good choice if you are happy to put your money into an investment and leave it there for a long period.

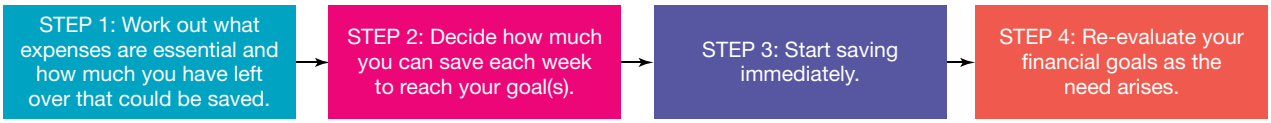
19.4.4 Prevention of risky financial decisions

Financial decisions, especially ones involving large amounts of money, can generally be managed or offset by doing other things to make sure that you always have a backup.

Savings and financial goals

Having savings can reduce financial risk by providing a fallback during investment losses. Savings are typically held in accounts, term deposits or other investments. Clear financial goals make it easier to save; for instance, aiming to save $100 in six months to reduce **debt** is both realistic and specific. Saving requires planning, such as setting aside 10 per cent of income or cutting down on new purchases and small expenses.

FIGURE 5 Developing a savings plan in four steps



Superannuation

When a person retires, they may access an **age pension** from the federal government to meet basic needs. This amount is not enough for a luxurious lifestyle, especially if a person has high expenses or some debts. Consequently, one might need to work longer or sell assets to get the required cash.

To ensure a comfortable retirement, many people choose to take advantage of **superannuation**, a compulsory savings scheme where employers contribute a percentage of an employee's **gross wage** into a **superannuation fund**. Employees can also add to this fund, increasing their retirement savings. Laws determine when you can access these savings. Nevertheless, this gives additional security of income to someone as they retire.

Insurance

Many businesses and individual consumers might seek to protect themselves from financial risk by taking out insurance.

Financial insurance is a type of insurance policy that can be purchased by a business. It provides coverage that protects them from losses due to a partner in a contract failing to meet their obligations or a trading partner going bankrupt.

There are many different types of insurance that protect consumers. These range from car insurance, life insurance, pet insurance and travel insurance. All forms of insurance work on the same principle. You pay a monthly amount, called a premium, to the insurance company.

In return, the insurance company should provide you with financial protection and support if things go wrong. For example, you may pay $200 in travel insurance, which means the insurance company will support you financially for any travel delay expenses, loss of or damage to luggage, and medical emergencies when travelling within Australia or overseas.

FIGURE 6 Allianz is a well-known insurance company. Insurance companies can help businesses and consumers reduce their financial risks.

Did you know?

Australian Consumer Law ensures that when you purchase insurance, you are safeguarded against unfair practices. This means insurance companies must be honest and transparent about what their policies cover. If they mislead you or make false claims about their services, they are breaking the law, and you have the right to seek remedies.

19.4.5 Risk vs reward

As we have discovered there are some common types of investment, such as purchasing shares, building savings and buying a house, which can be a financial risk. There are also measures that consumers can use to protect themselves from risk, such as taking out insurance or having your own savings.

It is important to remember that with all financial decisions there may be a risk, but there is of course the potential for reward.

TABLE 1 A table summarising the common risks and rewards associated with each financial decision

Financial decision	Risk	Reward
Savings	Your savings may only grow at a small rate, especially if the bank pays a low rate of interest.	Your money is relatively 'safe' in the bank. You are able to earn interest at a rate determined by the bank.
Investing in shares	If the company that you buy shares in does not perform well, or collapses, you risk losing your money.	If the company that you buy shares in performs well, you may earn good returns (otherwise known as dividends) on your investment.
Managed funds	The managed fund does not perform as well as expected. A managed fund may come with high fees.	The managed fund performs well, or better than expected, and you earn a good return on your investment.
Buying a property	The property needs repairs or maintenance, which may cost a significant amount of money. You do not receive as much monthly rent as you anticipate. The property may not increase in value as you had expected.	The property can be rented out and so you have a monthly income. This rent can cover your home loan (mortgage repayments). The property may increase significantly in value over time. You will make a substantial amount of money in this case.

19.4 SkillBuilder activity INTERPRETING AND ANALYSING DATA AND INFORMATION

1. The Market Index website lists all the businesses that you can buy shares in. Visit the site to have a look at the value of the whole of the ASX200 share market at a certain point in time.
2. View the overall trend of share prices across the whole of the share market — adjust the time to six months.
   a. **Describe** the overall trend in the market for shares over the last six months.
   b. If you had invested in a large portfolio of shares across this market, what would have happened to the value of your investment over this time?
   c. Would you be satisfied with this type of investment?
3. Use the internet to find information about term deposits from two banks. Imagine that you wish to invest $5000 for 12 months.
   a. **Compare** the two term deposits by considering the following criteria: interest rates, when interest is received, account fees and application fees. Present your findings in a table.
   b. **Decide** which bank you would invest with.

19.4 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 8	2, 4, 6, 9	3, 7, 10

REMEMBER AND UNDERSTAND

1. **Select** the correct response: what is the ASX?
   A. The Australian Sharemarket Exchange
   B. The Australian Service Exchange
   C. The Australian Stock Exchange
   D. The Australian Securities Exchange
2. **Explain** why some people invest their money in the ASX.
3. **Select** the correct definition for the term ‘dividends’.
   A. Increases in the value of an asset
   B. Profits paid to shareholders
   C. Units of ownership in a company that entitle the shareholder to a proportion of any profits that the company makes
   D. All of the above
4. **Explain** the difference between a term deposit and a managed fund.
5. Term deposits are considered to be low-risk investments. True or False?

ANALYSE AND APPLY

6. Briefly **outline** the benefits and risks of:
   a. share ownership
   b. term deposits
   c. managed funds.
7. **Explain** what you think might happen if the share price of a company fell to zero.
8. **Explain** which form of investment you might make in the future and why (you may include investing in property in your choice).
9. **Outline,** with an example, what is meant by each of the following:
   a. savings
   b. superannuation.

EVALUATE AND COMMUNICATE

10. From the forms of investment that you have studied, which do you think has the highest risk and which has the lowest risk? **Justify** your response.

Answers and sample responses for this topic are available online.

LESSON 19.5 Financial rewards for consumers

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how marketing and related influences can affect a consumer's purchasing decision.

Tune in

Tim Tams are a popular biscuit that are sold in most grocery and food stores across Australia. Arnott's (the manufacturer) often introduce new flavours and run promotional campaigns. They ran a 'three wishes' marketing campaign in 2021, where customers could win up to $100 000 for discovering a golden Tim Tam. In 2025 promotional campaigns included a trip to Bluey's World.

1. **What are the benefits of marketing campaigns for the customer?**
2. **With a partner, discuss which brands you and your friends regularly buy and why.**
3. **Is your choice of brand influenced by special offers?**

FIGURE 1 Tim Tams were introduced in Australia in 1964. Varieties include chewy caramel, choc-mint and white.

19.5.1 Innovative products and marketing

Research and development (R&D) helps companies come up with new or better products. It also helps improve technology, like using robots and computers to make things work better and faster. In the end, R&D creates better products for customers, making them happier and more loyal to the company. It is crucial for influencing customers in their financial decisions because a good product is more likely to persuade someone to buy it.

However, it is not only a product that sells, it is arguably the marketing of the product that also determines what you will buy.

FIGURE 2 Businesses invest millions of dollars in research and development to gain a competitive advantage.

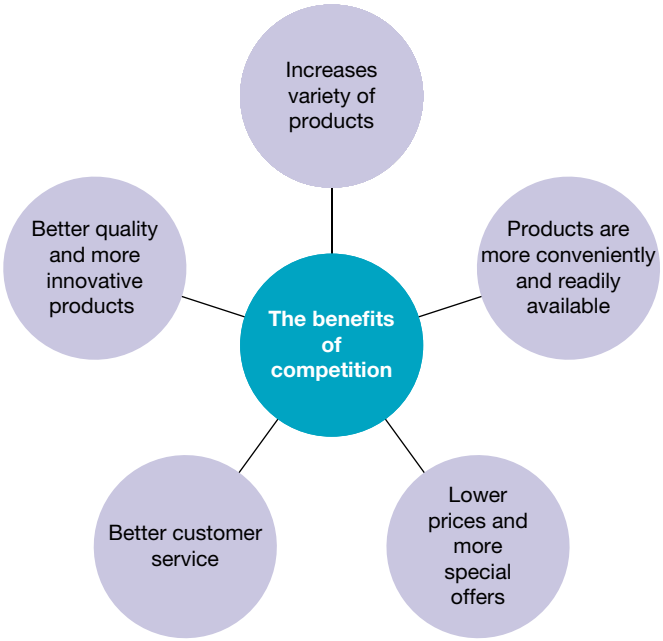
Did you know?

When an item is advertised as being in limited supply or available for a short time, consumers may feel a sense of urgency to purchase it before it's gone. This tactic leverages our natural fear of missing out (FOMO) and can lead to quicker buying decisions.

19.5.2 Competitive markets

The marketplace is a highly competitive environment. Businesses go to extraordinary lengths to win and keep customers. It is this **competitive market** environment that benefits the customer and allows them to make more informed financial decisions of any kind. As businesses try to beat each other — through innovation, price or quality — the constant competition means that customers can benefit financially and also by receiving a better product.

FIGURE 3 Increased competition can benefit customers in a number of ways



Keeping the market competitive

The Australian Competition and Consumer Commission (ACCC) makes sure that businesses play fair and don't cheat. It helps keep prices fair, marketing honest, and stops any one company from becoming too powerful. The ACCC also shares information about different products to help people make better choices. Each state in Australia has its own consumer affairs office that works with the ACCC. These offices help protect consumers' rights and give them a way to complain if something goes wrong. The ACCC has the power to enforce the law to encourage greater competition in the marketplace.

The *Competition and Consumer Act 2010* lists several business practices that are prohibited and regulated by the ACCC to ensure that the customer benefits from choice and competition. These include price fixing, misuse of market power and predatory pricing. Each of these practices are explained below.

TABLE 1 These methods are investigated by the ACCC to ensure that customers are being treated fairly

Topic	Description
Price fixing	Illegal for competitors to agree on identical prices. It has been investigated and proven to be taking place at petrol stations and between airlines.
Predatory pricing	Selling items very cheaply and purposefully trying to undercut competitors to destroy them may be illegal. This is known as predatory pricing.
Misuse of market power	Larger businesses using power to drive out smaller ones is illegal. Any action aimed at damaging or getting rid of a competitor or preventing another business from entering the market is illegal.

19.5.3 Loyalty cards and marketing

Customer loyalty cards and schemes are marketing and promotional tools used to encourage consumers to have a connection to a particular brand and encourage repeat business. Loyalty cards influence consumer buying decisions. Consumers often join these schemes to earn rewards in the form of discounts or points, which can be redeemed for goods and services.

SkillBuilder discussion

Investigating

1. List the reward schemes that you have heard of.
2. Write down all the reasons why businesses offer rewards cards.
3. Would a rewards scheme influence your decision to purchase?

FIGURE 4 Woolworths Everyday Rewards is one of many rewards schemes offered by businesses in Australia.

By understanding the advantages and disadvantages of loyalty cards, consumers can make more informed decisions about their participation in these programs.

TABLE 2 Some advantages and disadvantages associated with rewards cards.

Advantages	Disadvantages
Rewards and discounts: Customers can enjoy exclusive rewards, discounts and special offers, making their shopping experience cheaper.	Privacy concerns: Participation in loyalty programs often involves sharing personal information, which can be used to track purchasing habits and target advertising.
Improved customer experience: Loyalty programs often provide personalised offers based on customers' purchasing habits or birthdays, which enhances the overall shopping experience.	Limited value: The benefits of loyalty programs may not always outweigh the effort or cost required to collect and grow points.

Free products

Another form of customer loyalty which is intended to influence customer purchasing decisions is to offer the customer a free product after they have made several purchases. This is common with smaller businesses such as coffee shops who may offer a free cup of coffee after the tenth purchase.

Some online retailers will reward customer loyalty by offering free postage on orders over a certain amount. Conversely, they may offer free postage to attract a new shopper. This tactic reduces the price of online shopping and can encourage additional purchases.

19.5 SkillBuilder activity EVALUATING, CONCLUDING AND DECISION-MAKING, COMMUNICATING

1. Choose a business that you know offers some form of reward to its customers. This may be through a loyalty card points scheme or through a free product. Write down the name of the product and the company.
2. **Research** the terms and conditions of the scheme. Record the following:
   - Product/company
   - Reward type (points/free product etc.)
   - How do you 'earn' the reward?
   - Where can you earn the reward?
   - What are the terms of the reward (does it expire?/where can you use it?)
3. In your opinion, how does the reward affect the consumer? Does it influence the consumer to purchase more?
4. What are the downsides to the reward scheme? Overall, would you recommend it to a friend?
5. Present your ideas to the class.

FIGURE 5 Rewards from businesses can influence our buying habits.

19.5 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
3, 7, 8	2, 4, 5	1, 6, 9

REMEMBER AND UNDERSTAND

1. **Explain** how undertaking R&D can create a competitive advantage for a business.
2. **Explain** how a consumer can benefit from the processes of R&D and innovation.
3. Competition between businesses is not beneficial for consumers as it increases prices. True or False?
4. **Identify** the practices that the Competition and Consumer Act is designed to prevent.
   - A. Predatory pricing
   - B. Misuse of market power
   - C. Price fixing
   - D. All of the above

ANALYSE AND APPLY

5. **Outline** the ways you would expect the ACCC to deal with the following situations.
   - a. The two largest national supermarkets have developed a plan to merge to form one business.
   - b. The owners of five petrol retailers along a major stretch of road meet each week to determine how much they will all charge on each day of the week.
   - c. The manufacturer of a range of electrical goods provides all retail outlets selling its products with a list of recommended retail prices for each of its products, and refuses to supply them unless they stick to those prices.
6. 'If businesses compete fairly then consumers and businesses are both winners.' **Discuss** this statement.
7. **Describe** each of the following:
   - a. price fixing
   - b. predatory pricing.

EVALUATE AND COMMUNICATE

8. **Evaluate** the value of rewards schemes and loyalty cards for consumers.
9. **Suggest** what is meant by the statement, 'Markets and businesses can regulate themselves from within to give customers a good deal'.

Answers and sample responses for this topic are available online.

LESSON 19.6 The importance of ethical decision-making and environmental considerations

LEARNING INTENTION

By the end of this lesson you should be able to **analyse** the importance of ethical decision-making and environmental considerations when making consumer and financial decisions.

Tune in

Frank is aged 16 and in debt. He borrowed $50 from his brother for some clothes he 'just had to have'. Now he has discovered he owes $100 for data costs from his mobile phone.

1. **Should Frank be concerned about getting into debt?**
2. **What is your opinion on Frank's debt? Would the clothes and data be 'worth' going into debt for?**
3. **Do you think debt is seen as a positive or negative thing? Is it the right thing to do?**

FIGURE 1 Is Frank's debt an issue?

Ethical decision-making means considering a decision in terms of whether it is respectable or 'the right thing to do'. When consumers make financial decisions, ethical decision-making is an important factor. You could ask yourself, is this the right thing to do with my money or is this the right investment to make? If you borrow money, you could ask yourself whether you are borrowing it for the right reasons.

19.6.1 Good and bad debt

When you borrow money and owe it to someone, you are in debt and have a financial obligation to repay it. Debt can be beneficial if it improves your long-term situation. Examples of good debt include a mortgage to buy a home, student loans and business loans — these are all investments that increase in value over time. In the case of student loans, having qualifications should see your earnings increase in the longer term! On the other hand, bad debt comes when you borrow too much or purchase items that quickly lose value.

SkillBuilder discussion

Investigating

1. Discuss the reasons why people can go into debt.
2. List the reasons and decide if the debt will be worth it in the long term.

FIGURE 2 Excessive debt can cause stress, reduce savings and affect your ability to borrow money in the future.

When you do have debt, unfortunately, instead of reducing expenditure and paying off debts, there is a real temptation to borrow more money. This can lead to out-of-control or spiralling debt.

The consequences of debt can be very serious and include:

- Having items **repossessed** to pay off the debt.
- Personal **bankruptcy**. This is a formal, legal way of saying that the person cannot pay their debts. The period of bankruptcy usually lasts for five years, but it can affect the rest of your life. Some consequences of bankruptcy are:
  - Your credit rating is affected, and you may find it difficult to borrow money.
  - You may find that banking institutions do not trust you to repay loans, so you will find getting a mortgage (home loan) very difficult.
  - A house rental agent may also doubt your ability to pay on time.
  - It can affect employment opportunities.
  - Your residence may have to be sold to help pay your debts.

What other consequences can you think of?

19.6.2 Responsibilities as well as rights

While Australian Consumer Law contains a strong emphasis on protecting the rights of consumers and enforcing the responsibilities of sellers, consumers also have responsibilities in the marketplace. This is closely related to the ethics of decision-making as a consumer. Some of these responsibilities are:

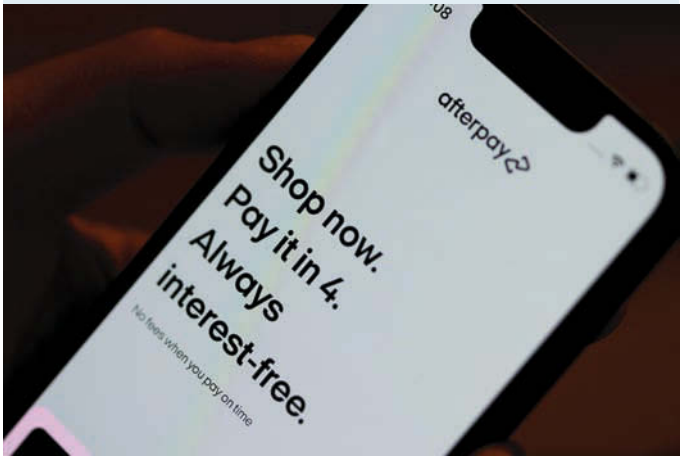
- When you buy goods or services, you enter into a binding contract to pay for them, especially if purchased with a payment plan or Afterpay.
- Borrowers or credit card users must make repayments to avoid poor credit ratings and fines from the bank.
- Consumers cannot return used goods for a refund unless they're defective. Misusing products and/or getting injured while doing so usually means little chance of compensation. Only use products as intended by the manufacturer.

Skillbuilder discussion

Communicating

1. Refer to **FIGURE 3**. List the positives of AfterPay (or similar buy now, pay later models).
2. What are the negatives of AfterPay (or similar models)?
3. Suggest some ways in which consumers can reduce some of the negatives associated with AfterPay (or similar models).

FIGURE 3 Customers must commit to repaying in full and on time.



Hopefully you have been able to think about the importance of ethics when making consumer and financial decisions. There are clear responsibilities that we have as consumers but we are also called on to use our own values and ethics for our decisions.

19.6.3 Environmental considerations

Businesses are not exempt from thinking about ethics and doing the right thing. As we have learnt, businesses are expected to do the right thing (such as remain competitive for the consumer's benefit) and they are regulated by law to make sure that they do so. In lesson 19.7 we will learn more about the ways that producers are required to protect consumers.

Businesses are continually urged to take responsibility for the environmental impacts of their actions, not just the legal or economic consequences. This means they must consider the wellbeing of the planet and commit to sustainable development practices. This is otherwise known as being an environmentally conscious business.

There are many businesses that have an environmental conscious, and this can ultimately persuade someone to buy a product from that business over another in the belief that the business is looking after the environment.

For example, Woolworths promotes its commitment to reducing its environmental impact by implementing several initiatives.

- Woolworths promote a focus on sourcing more sustainable products, such as free-range eggs and responsibly sourced seafood.
- They invest in renewable energy projects and aim to have all their supermarkets run on 100 per cent renewable energy in the near future.

FIGURE 4 A view of a Woolworths supermarket at Caddens in western Sydney

SkillBuilder discussion

Communicating

Discuss whether Woolworths displays environmental consideration and a commitment to the environment. Present your discussion as a debate.

19.6 SkillBuilder activity INTERPRETING AND ANALYSING DATA AND INFORMATION

Environmental considerations

1. Research how Coles, Ikea or Patagonia (or another business of your choosing) considers the environment. Use the information you find to answer the following questions.
   a. **Summarise** the goods and services that the business sells.
   b. **Discuss** with a partner the potential negative effects that the business's operations may have on the local community and the environment.
   c. **Outline** at least five things that your chosen business does to lessen its negative impact on the environment.
   d. **Analyse** why you think the business has chosen the courses of action above. Who do they benefit?
2. a. **Identify** a business of your own and repeat the steps in question 1.
   b. **Communicate** your findings back to the class via a short presentation.

19.6 Exercise

learnon

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 6, 9	2, 5, 7	4, 8, 10

REMEMBER AND UNDERSTAND

1. **Identify** the correct definition of 'debt'.
   A. A method of saving money
   B. A criminal offence where one person deliberately tricks another to gain personal advantage
   C. A financial obligation to repay money to an individual or institution from which you have borrowed
   D. An arrangement where an insurer promises to compensate the insured person for specific potential losses in the future in exchange for a periodic payment called a premium
2. There is no such thing as 'good debt'. True or False?
3. **Select** three consequences of having bad debt.
   A. You will be better off in the long term.
   B. Your credit rating is affected, and you may find it difficult to borrow money.
   C. It can affect employment opportunities.
   D. Your assets will grow in value over time.
   E. Your residence or other assets may have to be sold to help pay your debts.
4. **Explain** what is meant by 'ethical decision-making' in relation to financial decisions.
5. A business may refuse a refund if the buyer has simply changed their mind or if there is nothing wrong with the purchased item. True or False?

ANALYSE AND APPLY

6. **Describe** two responsibilities that consumers have in relation to goods or services they purchase.
7. **Explain** the difference between 'good' and 'bad' debt.
8. **Identify** what is meant by 'bankruptcy' and list three consequences.

EVALUATE AND COMMUNICATE

9. **Evaluate** what is meant by an environmental consideration.
10. **Decide** how environmental considerations can benefit a business.

Answers and sample responses for this topic are available online.

LESSON 19.7 How are consumers protected?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how producers must protect consumer safety, including mandatory standards, voluntary standards, product recalls and cooling-off periods.

Tune in

It is Australian law that any products that consumers purchase must be safe.

1. **Consider FIGURE 1. What is the consumer buying?**
2. **What must be considered to ensure that everything is safe for this consumer?**
3. **What are the options for the consumer if they find a problem with a product or service?**

FIGURE 1 Safety considerations have increased over the last few years.

19.7.1 Laws protecting consumer safety

The government provides a legal framework that allows buying and selling in the marketplace to occur within a set of rules that should be fair to all participants. Australian Consumer Law protects consumers from the actions of businesses and is set out in Schedule 2 of the *Competition and Consumer Act 2010*. Consumers have a set of rights under Australian Consumer Law and some of these rights are listed below.

TABLE 1 Some of the rights consumers have under Australian Consumer Law.

Consumer Right	Details
Right to fair contracts	Contracts must be fair, clear, balanced, with no hidden clauses. Mobile phone contracts cannot alter prices without informing the customer. Consumers should read contracts thoroughly.
Right to receipts	Consumers are entitled to a receipt for any transaction. Receipts are mandatory for transactions over $75.
Rights around door-to-door and phone sales	Permitted hours: 9 am to 6 pm on weekdays, 9 am to 5 pm on Saturdays. No sales on Sundays or public holidays without an appointment. Salespeople must leave upon request and cannot recontact for 30 days about the same product. Purchases have a ten-day cooling-off period.
Rights for buy now, pay later agreements	Must be in writing, expressed in plain language and include all terms and conditions.
Rights concerning 'No refunds' signs	Businesses displaying 'No refunds' signs are breaking the law. Refunds must be offered if a product is faulty or unfit for its usual purpose. Refunds can be refused if consumers change their minds and there is nothing wrong with the product.

Although Australian Consumer Law is part of Commonwealth legislation, state or territory Offices of Fair Trading or Consumer Affairs typically enforce it.

When consumers have complaints, they are advised to first contact the seller directly. If this does not resolve the issue, the office may intervene on the consumer's behalf.

If the business still fails to resolve the problem, the offices can take legal action. Successful legal outcomes may require the seller to compensate the consumer or repair/replace faulty goods, and businesses may be fined for non-compliance with the law.

SkillBuilder discussion

Communicating

1. Share a story of someone you know who has had an issue with something that they have purchased. What happened?
2. Can you give an example of when a consumer's rights have been broken?

FIGURE 2 If a product is faulty or is unfit for its usual purpose a refund must be offered to the buyer.

19.7.2 Who keeps us safe?

Several different bodies are responsible for ensuring that the goods and services we buy are not going to cause us harm. These bodies include government regulators. The roles of these different entities are discussed briefly below.

Government regulators

Governments at federal, state, territory and local level have established a number of bodies to ensure product safety. These include:

- The Australian Competition and Consumer Commission (ACCC) includes issues of product safety among its various roles.
- State and territory Consumer Affairs and Fair-Trading authorities have a major role within their respective states.
- Customs and quarantine bodies can monitor goods coming in from overseas.
- Specific industry regulators are organisations that have powers in relation to certain types of products. For example, the Therapeutic Goods Administration has a role in regulating medicines, and medical devices.
- Local government health authorities carry out inspections on food premises such as restaurants, cafés and school canteens to make sure cleanliness and hygiene regulations are followed.

CASE STUDY

The role of Choice

Choice is Australia's leading consumer advocacy group, established in 1959. It operates as an independent, nonprofit organisation dedicated to ensuring that Australian consumers receive fair treatment in the marketplace. In 2024 Choice tested 15 children's toys (for sale on Temu's online shopping platform) operated by circular coin or button-style batteries, including watches, a writing tablet, a musical keyboard, a cartoon projector and an electronic pet game. Coin and button battery-operated products sold in Australia must have child-resistant battery compartments and carry warning labels, yet Choice found that most of the randomly chosen toys had unsafe battery compartments and failed the safety standards.

SkillBuilder discussion

Investigating

FIGURE 3 shows the inspection and checking of cargo containers. Mind map the things that customs officers might be looking for in order to keep us safe.

FIGURE 3 Customs officers check containers of goods from overseas.

Responsibility for product safety is spread broadly across the community, with a number of organisations involved, including:

- Businesses — manufacturers and sellers take responsibility to ensure their products are safe.
- Technical bodies — worldwide organisations such as the International Organization for Standardisation (ISO) set acceptable standards for all types of products. Any product that conforms to those standards is entitled to display an ISO number, so consumers know it conforms to the highest quality.
- Choice, formerly the Australian Consumers' Association, publishes journals and a website called *Choice*, which examines and tests all types of products.
- Individual consumers also have a responsibility to maintain items to keep them safe, such as checking electrical cords and enabling safety features on motor vehicles.

FIGURE 4 Consumers can be assured that any product carrying ISO certification will be safe and will conform to the highest standards of quality.

19.7.3 What do the government regulators do?

Federal, state and territory bodies have wide-ranging powers and responsibilities to ensure product safety. They carry out a variety of different activities in exercising these responsibilities.

General market monitoring

Government regulatory bodies examine all areas of all markets to detect possibly unsafe products. They monitor the media for any death or injury reports that may suggest a particular product could be dangerous. They examine and arrange testing of new types of products coming onto the market. They also respond to consumer complaints and monitor information on new products from around the world.

Regulatory bodies can:

- remove dangerous goods from sale
- recall unsafe goods, so that the issue can be solved by the manufacturer
- make sure that manufacturers and suppliers comply with all mandatory safety standards
- provide a range of information related to product safety, which can be accessed by the community. This might include media releases and product safety websites.

19.7 SkillBuilder activity EVALUATING, CONCLUDING AND DECISION- MAKING

1. Go to the ACCC website and visit the section on Product safety recalls. **Select** three 'Recall categories'. From each of these three categories, **select** one product that has been recalled and answer the following.
   a. What was the name of the product?
   b. What was the defect in the product?
   c. Why was that defect dangerous/What are the hazards?
   d. What advice is given to consumers?
   e. How did the matter come to the attention of the ACCC?
   f. What decisions, actions or recommendations did the ACCC make in relation to the issue?
2. Aside from the legal requirements, **suggest** how a manufacturer might respond when its products are found to be faulty or dangerous.

FIGURE 5 Cars are one of the products that are subject to product recalls.

19.7 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 8	2, 6, 9	3, 5, 7

REMEMBER AND UNDERSTAND

1. Government regulators can take legal action if a person is injured after a supplier fails to remove a banned product from sale. True or False?
2. **Identify** one way consumers can play a role in product safety.
   A. Buy less products
   B. Only buy products from expensive stores
   C. Report faulty products to the business or the government body
   D. Complain about the product on social media
3. a. **Explain** the responsibilities consumers have in relation to product safety.
   b. **Outline** what is meant by ISO and how this body contributes to product safety.

ANALYSE AND APPLY

4. **Describe** the role of each of the following in ensuring product safety:
   a. industry regulators
   b. customs and quarantine
   c. local government authorities.
5. **Explain** the role of education in product safety.
6. Do you think the potential fines and bans for failing to meet safety standards are appropriate? **Justify** your opinion.
7. **Explain** how the internet and globalisation have impacted the need for consumer protection.

EVALUATE AND COMMUNICATE

8. Buyers are often recommended to attempt to solve an issue with a product themselves directly with the seller. **Discuss** this method of resolution.
9. **Evaluate** the role of the advocacy group, Choice, in protecting consumers. Use examples from this lesson.

Answers and sample responses for this topic are available online.

LESSON 19.8 How can insurance help?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the different types of insurance available.

Tune in

European high-specification cars are no doubt wonderful to some of us, but they are among the most expensive cars to insure. The BMW M8 Competition Gran Coupe can cost well over $4000 a year to insure.

1. **What is car insurance for?**
2. **List the other things that can be insured and explain why they might need to be insured.**
3. **Imagine you're organising a school event, such as a sports day or a music concert. What potential risks might be involved in hosting this event, and how could different types of insurance help manage those risks?**

FIGURE 1 Some cars can be quite expensive to insure.

19.8.1 Different types of insurance available

Insurance is a way of protecting ourselves from financial loss. It works by paying a small, regular amount of money, called a premium, to an insurance company. In return, the insurance company promises to pay for certain types of expenses if something unexpected happens. For example, if you have car insurance and get into an accident, the insurance company will help cover the cost of repairs. Different types of insurance cover various aspects of our lives, from our health to our homes and even our pets.

TABLE 1 A summary of the different types of insurance available

Insurance type	What it covers
Car insurance	Damage to vehicles and third parties, theft, natural disasters, other damages to vehicles
Home and contents insurance	Homes and personal possessions against fire, theft, natural disasters
Health insurance	Medical and hospital expenses, private healthcare, specialised treatments
Life insurance	Financial protection to the beneficiaries in the event of the policyholder's death, by helping cover living expenses, debts and funeral costs

(continued)

TABLE 1 A summary of the different types of insurance available *(continued)*

Insurance type	What it covers
Income protection insurance	Provides a steady income if unable to work due to illness or injury
Travel insurance	Covers unforeseen events during travel, such as trip cancellations, medical emergencies, lost luggage and travel delays
Pet insurance	Helps cover veterinary costs and treatments for pets in case of illness or injury

19.8.2 The benefits of insurance

The purpose of insurance is to provide benefits for individuals and families by offering financial protection and peace of mind. For example, health insurance covers most medical and hospital expenses, allowing access to private healthcare and specialised treatments without significant out-of-pocket costs. Insurance is especially useful and necessary when:

- there is an unexpected medical emergency, death, loss of job, situation while travelling or for an unexpectedly ill pet
- the law stipulates that you must have insurance — in the instance of car insurance, it is illegal to drive a car or motorbike without insurance
- someone is seeking peace of mind for their future
- having insurance can reduce worry and stress; for example, while travelling.

19.8.3 The costs of insurance

It is essential to consider the associated costs of insurance. The sure thing is that different types of insurance cost different amounts of money.

- Pet insurance typically costs around $50 per month for dogs and $30 per month for cats.
- Home insurance is more expensive as shown in **TABLE 2**.

TABLE 2 Guide prices of home insurance from a range of providers in NSW, VIC, QLD, SA and WA

Provider	NSW	VIC	QLD	SA	WA
AAMI	$1225	$1138	$1120	$941	$1206
Budget Direct	$1696	$1012	$1186	$882	$1431
Honey Insurance	$2657	$1762	$2190	$1266	$1744
ahm	$3332	$2250	$3009	$2133	$2697
Youi	$3048	$1606	$2584	$1398	$1997
IMB	$2315	$2029	$2118	$1674	$2393
Bupa	$3714	$2507	$3333	$2378	$2980

Source: https://www.finder.com.au/home-insurance/home-insurance-cost

SkillBuilder discussion

Interpreting and analysing data and information

1. What do you notice about the prices of home insurance as shown in **TABLE 2**?
2. Identify the highest and lowest prices.
3. What is the difference between states and why?

FIGURE 2 For a monthly fee, pet insurance can allow you to access cheaper treatments and money rebates on veterinary bills.

How to evaluate an insurance policy

Evaluating an insurance policy requires careful consideration of several factors to ensure that you are getting the best coverage at a fair price.

Start by examining the basic coverage cost, which is the foundation of the policy. Look into additional coverage options such as collision, comprehensive and liability to see if they meet your specific needs.

Discounts can significantly reduce the price you pay, so check for those available to you, like good driver, student or multi-car discounts.

Equally important are customer reviews and ratings. These insights provide valuable information about the experiences of other policyholders, highlighting the insurer's customer service, claims handling efficiency, and overall client satisfaction.

By combining these elements, you can make a well-informed decision that aligns with your needs and budget.

19.8.4 SkillBuilder activity INVESTIGATING

This activity is best conducted under supervision with explicit permission and guidance from a parent or caregiver.

1. Choose at least three different car insurance providers to compare. You can select well-known companies or explore local insurance providers.
2. Gathering information.
   For a vehicle of your choice, visit each insurance provider's website, and gather the following information:
   - Basic coverage cost
   - Additional coverage options (e.g. collision, comprehensive, liability)
   - Discounts available (e.g. good driver, student, multi-car)
   - Customer reviews and ratings
   - Any special terms and conditions.

Create a table to compare the costs and features of the insurance policies from the different providers. You can use the following format:

Provider	Basic coverage cost	Additional coverage options	Discounts	Customer reviews	Special terms and conditions
Provider 1	$X	Details	Details	Details	Details
Provider 2	$X	Details	Details	Details	Details
Provider 3	$X	Details	Details	Details	Details

3. **Analyse** the data you have collected. Consider the following questions:
   - Which provider offers the most affordable basic coverage?
   - What additional coverage options are available and at what cost?
   - Are there any significant discounts that affect the overall cost?
   - How do customer reviews compare between providers?
5. **Create** a presentation to share your findings with the class. Include the table you created and highlight the key differences between the providers. **Discuss** which provider you believe offers the best value for money and why.

19.8 Exercise

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Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 9	2, 4, 6, 10	5, 7, 8

REMEMBER AND UNDERSTAND

1. **Explain** how an insurance policy works.
2. **Identify** three types of additional coverage options available in insurance policies.
3. **Explain** the purpose of customer reviews in evaluating insurance providers.

ANALYSE AND APPLY

4. How do significant discounts impact the overall cost of an insurance policy?
5. **Analyse** how insurance policy coverage can impact financial planning.
6. Suggest why some people do not take out insurance for their cars or homes. **Analyse** the short- and long-term consequences of this decision.

EVALUATE AND COMMUNICATE

7. **Evaluate** the usefulness of travel insurance to:
   - a family of four travelling overseas
   - a couple travelling in Australia.
8. **Evaluate** how insurance can help an individual better manage their financial situation.
9. **Discuss** how an individual's lifestyle choices might influence the cost of their insurance coverage.
10. How can understanding the terms and conditions of an insurance policy impact a consumer's financial wellbeing in the event of a claim?

Answers and sample responses for this topic are available online.

LESSON 19.9 Inquiry: How can financial risks and rewards be managed?

LEARNING INTENTION

By the end of this lesson you should be able to **describe** how individuals manage financial risks and rewards.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

What strategies can be used to manage financial risks and rewards?

Step 2: Interpreting and analysing

Answer the following:

1. Jordan has just finished secondary school. Her financial goals for her future include saving for a deposit to buy a small apartment. This is a long-term goal. First, Jordan will attend tertiary education. Jordan has a bank account with money in that she has saved from her part-time job at the local swimming pool.
   a. As Jordan is now more independent, **outline** three financial risks that she might be exposed to.
   b. Choose one of these financial risks and **explain** how Jordan might protect herself from this risk.
   c. Jordan is saving for a deposit for an apartment. Is this considered a financial risk? **Explain** your answer.
2. Franz finished school at the same time as Jordan. Franz would like to buy shares on the share market.
   a. Advise Franz of the financial risk associated with this.
   b. **Outline** what Franz can do to reduce his risk.
   c. What other options would Franz have if he wanted to earn a return on his money?
3. Consider both Jordan and Franz and their financial goals.
   a. **Compare** the risk and reward of both goals.
   b. **Analyse** how Jordan and Franz's goals might reflect their individual ethical decision-making.

Step 3: Evaluating, concluding and decision-making

As Jordan and Franz get older their financial responsibilities will increase.

a. **Outline** some of the financial responsibilities that they will face.
b. **Describe** some of the risks that the pair will face as they start to make more frequent consumer purchases.
c. **Outline** the different forms of consumer protection that exist for consumers like Jordan and Franz.

Step 4: Communicating

Create an A4 information leaflet aimed at young adults who are about to gain their independence. The leaflet must inform a young person about the risks associated with being an active consumer. It must include the strategies that consumers can use to protect themselves. It must also include the protection that is offered by government bodies.

LESSON 19.10 Review

19.10.1 Key knowledge summary

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

19.2 What is the role of banks and other deposit-taking institutions?

- Making financial decisions has both risks and rewards.
- The risks involved in managing your money and making investments can be minimised by smart and sensible decision-making.
- There are many types of financial institutions in Australia including banks, credit unions and building societies.

19.3 What are the financial risks facing consumers?

- It is important to be aware and cautious of financial risks such as scams, identity theft and fraudulent transactions.
- A scam is a dishonest scheme with the aim of tricking you into parting with your money or your bank account or credit card details.
- Identity theft occurs when someone illegally obtains your personal details, such as credit card numbers, and uses those details to commit fraud.
- A fraudulent or unauthorised transaction is when someone transfers money from your bank or credit card account without your permission.
- There are ways that consumers can protect themselves from financial risk including researching offers, asking questions, being cautious about clicking on links and checking their statements.

19.4 What are investment strategies?

- There are different types of investment you can make to increase your money, but all have different levels of risk.
- Investments include shares, term deposits and managed funds.
- Savings and superannuation help you protect yourself from financial risk and plan for the future.

19.5 Financial rewards for consumers

- Consumers can be affected by rewards; for example, choice, innovative products and services or benefits accrued through loyalty schemes.
- Research and development can make a business more innovative and more competitive.
- The Australian Competition and Consumer Commission (ACCC) monitors and regulates competitive marketplaces.
- Customer loyalty schemes are marketing and promotional tools used to encourage consumers to have a connection to a particular brand and encourage repeat business.

19.6 The importance of ethical decision-making and environmental considerations

- Ethical decision-making means considering a decision in terms of whether it is respectable or ‘the right thing to do’.
- Debt can be good or bad debt, but always needs to be managed wisely.
- Businesses increasingly need to consider the consequences of their actions on the local and wider community and on the environment. This is known as being an environmentally conscious business.

19.7 How are consumers protected?

- Producers are required by government to protect the safety of consumers.
- Several different bodies are responsible for ensuring that the goods and services we buy are not going to cause us harm. These bodies include government regulators.
- The safety of consumers is protected in various ways including mandatory and voluntary standards, product safety recalls or cooling-off periods.

19.8 How can insurance help?

- Insurance helps individuals by providing financial protection against various risks and unforeseen events, ensuring stability and peace of mind.
- Insurance policies can cover a wide range of situations, from health and life insurance to property and liability insurance, offering tailored solutions to meet specific needs.

19.9 Inquiry: How can financial risks and rewards be managed?

- Having an awareness of financial risks and rewards can be important for the future and may help prevent poor financial decisions.
- Understanding strategies to manage financial risk can be helpful.

19.10.2 Key terms

age pension regular payments made to elderly people to support them in retirement
agent a person acting for another in a business transaction
banker's drafts a payment that is guaranteed by the issuing bank. Bank drafts are often used for larger payments such as a down payment on a home.
bankruptcy a legal process that declares that a person cannot pay their debts and allows them to make a fresh start
capital growth an increase in the value of an asset
competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers
debt a financial obligation to repay money owed
dividends company profits paid to shareholders, in cash or in additional shares, in proportion to the number of shares they already own
deregulation removing government controls or rules from a business or other activity
ethical decision-making a way of making decisions based on using values and doing the 'right thing' by yourself and others
fraud a criminal offence where one person deliberately tricks another to gain personal advantage
gross wage a person's wage or salary before it is taxed by the government
interest an amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent (the interest rate)
investment the process of buying something now that will be worth more, or earn you money, in the future.
managed funds an arrangement in which a financial company invests money in shares, bonds, etc. for an organisation or group of investors
mortgage money advanced by a bank, credit union or building society to a person for the purchase of a house or other property. The property itself is used as security for the loan, allowing the lender to seize the property if the borrower fails to make the regular repayments.
repossessed a legal process by which an item can be reclaimed to cover the cost of a debt
research and development (R&D) activities undertaken to improve existing products or create new products
share market a market for trading shares in listed companies; also called a stock market
shares units of ownership in a company that entitle the possessor of the shares (the shareholder) to a proportion of any profits that the company makes
stockbroker a person or company that buys and sells stocks and shares for other people
superannuation money that people pay while they are working, so that they will receive this money back as 'payment' beyond a certain age when they have stopped working
superannuation fund an account that holds and invests superannuation contributions made by employees, their employers or the government, for eventual distribution to help fund an individual's retirement

19.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What strategies can be used to manage investments, financial risks and rewards?

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

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

19.10 Review exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
6, 7, 8, 9, 11	1, 4, 10, 12, 14	2, 3, 5, 13, 15

REMEMBER AND UNDERSTAND

1. A customer has the right to return goods and demand a refund when the:
   - **A.** product is found to be unfit for its usual purpose.
   - **B.** customer drops and damages the product in the car park outside the shop.
   - **C.** customer finds a cheaper product in another shop.
   - **D.** customer changes his or her mind the same day as the purchase took place.
2. Food safety in cafés and restaurants is monitored by:
   - **A.** state and territory Fair Trading and Consumer Protection authorities.
   - **B.** the Therapeutic Goods Administration.
   - **C.** the ACCC.
   - **D.** local government health authorities.
3. If a business becomes aware that a product it has sold has harmed someone, it must:
   - **A.** recall the product.
   - **B.** refund the price to the injured customer.
   - **C.** inform government regulators within two days.
   - **D.** conduct an educational program on product safety for all its employees.
4. Ethical decision-making by a consumer is:
   - **A.** considering a decision in terms of whether it is respectable or ‘the right thing to do’.
   - **B.** considering a decision in terms of what brings you the biggest financial benefit.
   - **C.** avoiding financial decisions of all kinds.
   - **D.** considering a decision in terms of the long-term gain.

5. Environmental considerations can be explained as:
   - **A.** a business considering the consequences of its actions on the community and on the environment.
   - **B.** a business considering that it must put profit first for the benefit of shareholders.
   - **C.** a business considering that it must behave responsibly with respect to finances.
   - **D.** a business considering its responsibility to its customers.
6. Interest on a bank account is:
   - **A.** money that is paid regularly for the use of borrowed funds.
   - **B.** reading your bank statement carefully every month.
   - **C.** your monthly account-keeping fee.
   - **D.** a percentage of what you save every month, called an interest rate.
7. Banks and other financial institutions invest our savings deposits to make profits of their own. True or false?
8. Which of the following is not a good strategy for avoiding scams?
   - **A.** Researching offers, asking questions and thinking carefully before deciding
   - **B.** Being cautious if asked to provide your personal details
   - **C.** Responding immediately to any email that asks for your personal financial details
   - **D.** Checking that online shopping sites are secure
9. Which is not a benefit of saving money?
   - **A.** Greater independence and security
   - **B.** Allows planning for buying big items
   - **C.** Helps you pay for unexpected expenses
   - **D.** Greater financial insecurity and worries
10. If you find yourself in debt, the best strategy is to:
    - **A.** get a new credit card so you can pay off your other cards.
    - **B.** borrow some money from your parents.
    - **C.** work out a savings plan and start paying off your debts.
    - **D.** ignore it and hope it goes away.

ANALYSE AND APPLY

11. **Explain** why businesses seek to build or create a competitive advantage.
12. Competitive markets help to protect consumers. **Explain** what is meant by a competitive market. **Describe** two anti-competitive practices that a business might undertake if not regulated.
13. **a.** **Identify** two forms of financial reward that businesses may offer to consumers.
    b. **Explain** what the purpose of these rewards is and **discuss** the effectiveness of them.
14. **Explain** how investing in technology can improve a business's competitive advantage and increase productivity.

EVALUATE AND COMMUNICATE

15. 'Everyone will have debt at some stage. The key is to manage it.' **Evaluate** this statement.

GLOSSARY

abolition the end of legal acceptance of slavery
absolute majority half the number of votes in the House of Representatives or Senate, plus one
accused the person charged with or on trial for a crime
active travel making journeys via physically active means, such as cycling or walking
adversarial system a system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire
age pension regular payments made to elderly people to support them in retirement
agent a person acting for another in a business transaction
agribusiness business set up to support, process and distribute agricultural products
algorithm a series of instructions and processes which tell a computer how to intelligently interpret or sort information according to a set of rules
alliances agreements between countries to support each other in case of war
Allies the countries that fought together against the Central Powers in WWI, including Britain, France and Russia
animal husbandry breeding and caring for livestock, usually in a farm environment
annex to take, without permission, possession of territory
anthropogenic resulting from human activity (man-made)
Anzac legend the idea that Australian and New Zealand soldiers showed bravery, mateship and endurance, especially at Gallipoli
apolitical not favouring one political party or group over another, not interested in politics
appeal the request to a higher court to review a decision made by a lower court
appellant the person appealing a court decision
appellate jurisdiction the power of a court to review a lower court's decision
aquaculture the farming of aquatic plants and aquatic animals such as fish, crustaceans and molluscs
aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater
arable describes land that can be used for growing crops
arbitration the process of resolving a dispute by an independent third party, such as a court or tribunal, where the decision is legally binding on the parties
arson the criminal act of deliberately setting fire to property
artefacts objects made or changed by humans
artillery large-calibre guns
Australian Council of Trade Unions (ACTU) the peak union organisation in Australia
bail an agreement to release an accused person into the community while awaiting trial
balance of trade the difference between the value of a country's exports and the value of its imports over a specific period of time
baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.
banker's drafts a payment that is guaranteed by the issuing bank. Bank drafts are often used for larger payments such as a down payment on a home.
bankruptcy a legal process that declares that a person cannot pay their debts and allows them to make a fresh start
barter to trade goods in return for other goods or services rather than money
bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets
bias the influence of a person's views and opinions on the way they present information
biased one-sided or prejudiced; seeing something from just one point of view
biodiversity the variety of plant and animal life within an area

biofuel fuel that comes from renewable sources
biome a large naturally occurring community of flora and fauna occupying a major habitat
biophysical environment the natural environment, made up of the Earth's four spheres — the atmosphere, biosphere, lithosphere and hydrosphere
Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.
blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production
blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore
blockade sealing off an area so that nothing can get in or out
bookkeeping the process of recording financial transactions and maintaining financial records for a business or organisation.
breach of contract occurs when one party fails to fulfill their obligations as specified in a legally binding agreement without a lawful excuse
British Dominion a self-governing territory belonging to the British Empire
capital growth an increase in the value of an asset
carbon loophole refers to the embodied carbon greenhouse gas (GHG) emissions associated with the extraction and manufacture of goods and services in the producer (exporter) country when the carbon value is transferred to consumer (importer) countries
causes and consequences the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent consequences or effects
censorship restriction or control of what people can say, hear, see or read
Central Powers the alliance of Germany, Austria–Hungary, the Ottoman Empire and others during WWI
cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as 'nightmen'
change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.
chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out
civil disobedience the refusal to comply with particular laws or instructions, usually in the form of a peaceful protest
clear-felling the removal of all trees in an area
climate change the long-term shifts in global weather patterns and temperatures, primarily caused by human activities since the Industrial Revolution
climate refugees people who are forced to flee their home region due to environmental changes (such as drought, desertification, sea-level rise or monsoons) that affect their wellbeing or livelihood
codified civil law system a legal system where the core principles and laws are written down in a comprehensive code, which serves as the primary source of law
coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal
colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.
common law judge-made law, or law developed by judges through decisions in actual cases brought before the courts
competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers
concubine a woman who lives with a man she is not married to and has a lower social rank than his wife
connotations other suggested associations or implied meanings
conscription compulsory enlistment of citizens to serve in the armed forces
contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant
convict a person imprisoned for a crime
corporate social responsibility when businesses take actions to positively impact society and the environment beyond their financial interests
cottage industry small-scale manufacturing in which raw materials are processed in workers' homes
Crimean War war fought between Britain and its allies and Russia, 1853–56
deadlock a stalemate in which neither side can gain an advantage
debt a financial obligation to repay money owed
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
defendant a person against whom a legal action has been brought
deforestation clearing forests to make way for housing or agricultural development
degradation deterioration in the quality of land and water resources caused by excessive exploitation
deport to forcibly remove someone from a country
depose remove from power
deregulation removing government controls or rules from a business or other activity
desertification the transformation of arable land into desert, which can result from climate change or from human practices such as deforestation and overgrazing
despot a ruler with almost unlimited power who uses it unfairly or cruelly
developed countries describes countries with a highly developed industrial sector, a high standard of living, and a large proportion of people living in urban areas
developing countries nations with a low living standard, undeveloped industrial base and low human development index relative to other countries
digital divide a type of inequality between groups in their access to and knowledge of information and communication technology
disinformation the deliberate creation and spreading of 'fake news' to intentionally deceive people
dividends company profits paid to shareholders, in cash or in additional shares, in proportion to the number of shares they already own
Dual Alliance a military agreement between Germany and Austria–Hungary formed in 1879
duty of care a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions
economic scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them
economic system a way of organising the production and distribution of the nation's goods, services and incomes
economy a system established to determine what to produce, how to produce and to whom production will be distributed
ecotourism tourism that interprets the natural and cultural environment for visitors, and manages the environment in a way that is ecologically sustainable
egalitarianism equality of all people
embodied carbon refers to carbon dioxide emitted as a greenhouse gas at all stages of a good's manufacturing process, from the mining of raw materials through the distribution process including trade flows, to the final product provided to the consumer
empire a number of different countries or colonies controlled by the government of one country
enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms
endemic describes species that occur naturally in only one region
enlist to join voluntarily, usually the military
Entente Cordiale a friendly agreement between Britain and France made in 1904
entrepreneur a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

entrepreneurship the act of being an entrepreneur
environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people
erosion the wearing down of rocks and soils on the Earth's surface by the action of water, ice, wind, waves, glaciers and other processes
ethical decision-making a way of making decisions based on using values and doing the 'right thing' by yourself and others
evidence information that indicates whether something is true or really happened
exports goods and services sold by local businesses to overseas consumers
extensive farm farm that extends over a large area and requires only small inputs of labour, capital, fertiliser and pesticides
extremism extreme political or religious views or extreme actions taken on the basis of those views
fallow land left unplanted
famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time
farm subsidy financial assistance provided by governments to farmers to support their income
Federation movement of colonies to form a nation
food security reliable access to sufficient, safe and nutritious food to maintain a healthy and active life
fraud a criminal offence where one person deliberately tricks another to gain personal advantage
free selection a policy introduced in the mid-nineteenth century allowing individuals to purchase and farm small parcels of land, often in areas already occupied by squatters, to encourage closer settlement and break up large estates
free trade agreement (FTA) a pact between two or more countries to reduce or eliminate barriers to trade, such as tariffs and quotas, to encourage the exchange of goods and services
Frontier Wars a series of conflicts between Aboriginal and Torres Strait Islander Peoples defending their land and European settlers who sought to occupy and use the land for their own purposes
genetically modified (GM) describes seeds, crops or foods whose DNA has been altered by genetic engineering techniques
global citizenship the idea that all people belong to a worldwide community and have responsibilities that extend beyond their own country or local area. A global citizen thinks about issues from a worldwide perspective and takes action on problems that affect people everywhere.
global issue an issue that has impacts across the world and on a variety of different scales
goldsmith a craftsman who works with gold and other precious metals
good a physical item that is produced, distributed and consumed to meet human needs or wants. Goods are tangible products such as food, clothing, electronics and vehicles.
greenhouse gases any of the gases that absorb solar radiation and are responsible for the greenhouse effect. These include water vapour, carbon dioxide, methane, nitrous oxide and various fluorinated gases.
gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.
gross wage a person's wage or salary before it is taxed by the government
groundwater water that exists in pores and spaces in the Earth's rock layers, usually from rainfall slowly filtering through over a long period of time
half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)
hard sport tourism tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel
horticulture the practice of growing fruit and vegetables
Human Development Index (HDI) measures such as life expectancy, education and economic wellbeing that provide an overall indication of a place's level of development and the standard of living of its inhabitants

humanitarian principles the principles governing our response to those in need, with the main aim being to save lives and alleviate suffering
humus an organic substance in the soil that is formed by the decomposition of leaves and other plant and animal material
hybrid plant or animal bred from two or more different species, sub-species, breeds or varieties, usually to attain the best features of the different stocks
hypothesis (plural: hypotheses) a theory or possible explanation
imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies, usually to gain economic benefits, resources or political power
imports goods and services purchased by local consumers from overseas businesses
incontrovertible certain, undeniable
indenture a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace
indicators things that provide a pointer, especially to a trend
indictable offences offences that are generally more serious in nature, which are heard initially by a magistrate but then passed on to a higher court
indoor relief the provision of assistance to the inmates of a workhouse
industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises
infant mortality rate a means of measuring the percentage of babies who fail to survive to their first birthday
infer to form a conclusion based on evidence
infrastructure the basic physical and organisational structures needed for a society to operate (like roads, bridges, electricity)
innovation new and original improvement to something, such as a piece of technology or a variety of plant or seed
intensive farm farm that requires a lot of inputs, such as labour, capital, fertiliser and pesticides
interconnection refers to the ways people and/or geographical phenomena are connected through environmental processes and human activity, influencing place characteristics
intercontinental involving or occurring between two or more continents
interest an amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent (the interest rate)
investment the process of buying something now that will be worth more, or earn you money, in the future
irrigation the supply of water by artificial means to agricultural areas
Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism
judge a court official who presides over cases in courts higher than a Magistrates' Court or Local Court
jurisdiction the power or authority of a court to hear specific types of disputes and cases
jury in criminal cases, the 12 people who are randomly selected to decide the guilt or innocence of an accused based on the evidence presented in court
just in time a production and stock control strategy where materials and products are received or produced only as they are needed, reducing storage costs and minimising waste
kinship a social system that determines how people relate to each other and the land
labour the human skills and effort required to produce goods and services
land degradation the process by which land becomes damaged or less productive, often because of human activities like deforestation, overgrazing, pollution or poor farming practices. It can lead to soil erosion, loss of nutrients and reduced ability to grow crops.
League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully
leeward describes the area behind a mountain range, away from the moist prevailing winds
legation a foreign country's diplomatic office, similar to an embassy

Light Horse Australian mounted troops who fought mainly in the Middle East during WWI
logging large-scale cutting down, processing and removal of trees from an area
magistrate a court official who hears cases in the lowest court in the legal system
mallee vegetation areas characterised by small, multi-trunked eucalypts found in the semi-arid areas of southern Australia
managed funds an arrangement in which a financial company invests money in shares, bonds, etc. for an organisation or group of investors
mandate of heaven the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly
manslaughter the accidental or unintentional killing of one person by another person
market any organised exchange of goods, services or resources between buyers and sellers
Maasai an ethnic group of semi-nomadic people living in Kenya and Tanzania
mature-aged describes individuals aged over 55
mediation a structured negotiation process in which an independent person, known as a mediator, assists the parties to identify and assess options and negotiate an agreement to resolve their dispute
microfinancing a banking or loan service which provides financial support to people who may otherwise be unable to secure financial support for themselves
middle class the social group between the wealthy upper class and the working class. During the Industrial Revolution, this included merchants, shopkeepers, doctors, lawyers, and other professionals.
minority government a government that has fewer than half the seats in a lower house of parliament
misinformation false or inaccurate information that is spread without the intent to deceive
mood the emotional temperature or feelings reflected in an image or writing
mortgage money advanced by a bank, credit union or building society to a person for the purchase of a house or other property. The property itself is used as security for the loan, allowing the lender to seize the property if the borrower fails to make the regular repayments.
multinational corporation (MNC) a large business organisation that has a home base in one country and operates partially or wholly owned businesses in other countries
Napoleonic Wars a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815
national parks parks or reserves set aside for conservation purposes
national security the protection of a nation's citizens, natural resources, economy, money, environment, military, government and energy
nationalism feeling of loyalty to a nation
naturalist a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.
needs goods or services that consumers consider necessary to maintain their standard of living
negligence occurs when a person fails to take reasonable care to avoid causing harm to another person
new moon the phase of the moon when it is closest to the sun and is not normally visible
no man's land unoccupied ground between the front lines of opposing armies
non-government organisation (NGO) a group or business that is organised to serve a particular social purpose at local, national or international level, and operates independently of government
nuisance a substantial, unreasonable and repeated or ongoing interference with the use or enjoyment of a neighbour's land, such as smoke, smells, noise, or overhanging trees
obiter dictum/obiter dicta a Latin term that means 'things said by the way'; the plural form is *obiter dicta*
objective information factual information that has not been influenced by the opinion and/or emotions of the writer
organic matter decomposing remains of plant or animal matter
original jurisdiction the power of a court to hear and decide a case for the first time
outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes
pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war
pastoral lease land that is leased for the purpose of grazing sheep or cattle

patent a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied
pauper a very poor person
penal colony a settlement for convicts
per capita per person
perception the process by which people translate sensory input into a view of the world around them
perspectives point of view or attitude
picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.
pig iron the initial product resulting from the smelting of iron ore in a blast furnace
place an area on the Earth's surface which is identified and has meaning for people
plaintiff a person who commences a legal action in a civil case
plantation an area in which trees or other large crops have been planted for commercial purposes
pneumatophores exposed root system of mangroves, which enables them to take in air when the tide is in
portfolio an area of responsibility given to a minister, such as health, education or defence
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
precipitation the forms in which moisture is returned to the Earth from the sky, most commonly in the form of rain, hail, sleet and snow
precision agriculture farming management using digital technology to monitor and optimise agricultural production
primary sources objects and documents that were created or written in the period of time that the historian is investigating
private members' bills bills that are proposed by members of the House of Representatives on their own behalf rather than on behalf of the government
propaganda distortion of the truth to persuade people to support an action or point of view
prosecute to take legal action against a person accused of a crime
quota a limit on the quantity of a specific good that can be imported or exported during a set period. Quotas protect local industries by restricting foreign competition.
rain shadow the dry area on the leeward side of a mountain range
ratio decidendi a Latin term meaning 'the reason for the decision'
referendum a direct vote by citizens on a specific political question or proposed law. Instead of elected representatives making the decision, the entire voting population gets to choose 'yes' or 'no' on an important issue
remuneration monetary pay for services
repatriation to be returned to one's home country
repeal withdrawal of a law or set of laws by Parliament
repossessed a legal process by which an item can be reclaimed to cover the cost of a debt
republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)
research and development (R&D) activities undertaken to improve existing products or create new products
resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise
resources (factors of production) the land, labour, capital and enterprise used to produce goods and services that satisfy needs and wants. Production usually requires a combination of these resources.
rights those things that a person is entitled to by virtue of being a member of society
royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law
rural population people living in the countryside, rather than in towns or cities

salinity the presence of salt on the surface of the land, in soil or rocks, or dissolved in rivers and groundwater

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

secondary market – ticket sales an official site that resells tickets purchased from an official source, often at a higher face value than the original ticket price

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

share market a market for trading shares in listed companies; also called a stock market

shares units of ownership in a company that entitle the possessor of the shares (the shareholder) to a proportion of any profits that the company makes

significance the relative importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

social justice a principle applied so that a society is based on equality, the appreciation of the value of human rights and the recognition of the dignity of every human being

socialism a political system in which the government controls the economy to ensure greater equality

soft sport tourism tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel

space where things are located and distributed on the surface of the Earth

squatters colonists who leased and occupied large tracts of what had been Aboriginal and Torres Strait Islander Peoples' land

squattocracy a powerful class of wealthy landowners in colonial Australia who occupied large areas of land for grazing livestock, often without legal title in the early years of European settlement

stalemate (from chess) a situation in which neither side can gain a winning advantage

statutory interpretation when courts figure out what laws mean and how they should be applied

stockbroker a person or company that buys and sells stocks and shares for other people

Stolen Generations Aboriginal and Torres Strait Islander children who were forcibly removed from their families by Australian federal and state government agencies and church missions, with the aim of assimilating them into white society

strike attempt by employees to put pressure on their employer by refusing to work

subjective information information that has been influenced by the opinion and/or emotions of the writer, and does not necessarily reflect facts or logical conclusions

subordinate having a lower or less important position

subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community

sue take legal action against someone in a civil court to seek compensation or remedy for a wrong or injury

suffrage the right to vote

summary offences simple or less serious offences that are heard by a magistrate

superannuation money that people pay while they are working, so that they will receive this money back as 'payment' beyond a certain age when they have stopped working

superannuation fund an account that holds and invests superannuation contributions made by employees, their employers or the government, for eventual distribution to help fund an individual's retirement

supply chain the series of steps and processes involved in producing and delivering a product from the raw materials to the final customer

supply shocks an event that suddenly increases or decreases the supply of a good or service

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

sustainability the rate at which a resource can be used without depleting it over the long term

sustainable describes the use by people of the Earth's environmental resources at a rate such that the capacity for renewal is ensured

sweatshops a workplace, common in developing countries, often a factory, where people work long hours for very low pay in poor and sometimes unsafe conditions

tariff a tax imposed on imported goods, making them more expensive to encourage consumers to buy locally produced products

telegraph a communication system that transmits messages over long distances using coded signals, often through wires, and was widely used before the invention of the telephone

tenuous weak, thin

terra nullius land belonging to no-one

threshing machine a mechanical device invented in the late 1700s that separated grain from wheat stalks much faster than doing it by hand. The threshing machine could do the work of several people in a fraction of the time.

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

trade barrier government-imposed restriction (in the form of tariffs, quotas and subsidies) on the free international exchange of goods or services

trading partner a participant, organisation or government body in a continuing trade relationship

transfer pricing when one subsidiary of a MNC charges another subsidiary for providing goods or services, often resulting in profits being moved between different countries to avoid the payment of tax on those profits

transnational corporations (TNCs) large companies that operate in multiple countries, producing and selling goods or services across national borders

treadwheel a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

treeline the edge of the area in which trees are able to grow

trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene sets in, the feet would have to be amputated

trespass the act of entering or remaining on someone else's property without permission

Triple Alliance a military alliance between Germany, Austria–Hungary and Italy before WWI

Triple Entente a military understanding between Britain, France and Russia before WWI

tucker traditional Australian slang term for food

tundra the area lying beyond the treeline in polar or alpine regions

turbidity cloudiness or haziness of water caused by particles suspended in it

typewriter a mechanical or electromechanical machine used to produce printed characters on paper, commonly used for writing documents before computers were invented

U-boats German submarines

ultimatum a final set of demands or terms backed by a threat

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

undulating describes an area with gentle hills

urban population people living in cities or large towns

urbanisation the growth and spread of cities

value adding processing a material or product and thereby increasing its market value

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

water security reliable access to sufficient quantities of acceptable quality water

water stress situation that occurs when water demand exceeds the amount available or when poor quality restricts its use

waterlogging saturation of the soil with groundwater such that it hinders plant growth

watertable the surface of the groundwater, below which all pores in the soils and rock layers are saturated with water

Western Front the main battle zone in Western Europe during WWI, especially in France and Belgium
windward describes the side of the mountain that faces the prevailing winds
winter solstice the shortest day of the year, when the sun reaches its lowest point in relation to the equator
workhouse an institution built to house the poor
world wide web the global resources and information exchange available to internet users through the use of the Hypertext Transfer Protocol (HTTP)
yield amount of crop produced per unit of land
yield gap the gap between a certain crop's average yield and its maximum potential yield

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