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HUMANITIES
AND SOCIAL
SCIENCES
FOR WESTERN AUSTRALIA

Emilie Ingate, Nathan McKenzie, Jessica Threlfo, Crystal Wieringa

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About the cover

Pictured is the rock face near the end of the popular Echidna Chasm Walk, Purnululu (also known as the Bungle Bungles) National Park, Western Australia.

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About the authors

Emilie Ingate has been teaching Humanities and Social Sciences for over 10 years, after first achieving a Bachelor of Arts in Politics and International Studies and working for government for a few years. She has always had an interest in Civics and Citizenship and the relationship between people, power and decision-making, encouraging students to ask why are things the way they are? Is it fair? And can we make it fair? She has experience teaching both ATAR and General subjects such as Politics and Law, Modern History and Psychology.

Nathan McKenzie is a Humanities and Social Sciences and Economics teacher with experience teaching Business Management and Enterprise. Before teaching, he had roles in business development, media and financial analysis. He has taught Economics at a WACE level and is passionate about improving economic and financial literacy among Western Australian students.

Nathan would like to thank his wife Kate and their two children for their support during the writing of this book.

Jessica Threlfo is a Senior Teacher in the Humanities and Social Sciences department at her current school. She has taught a range of Humanities subjects in Western Australian public secondary schools for more than 11 years, including ATAR Geography and general career and enterprise. Jessica is a passionate advocate for the inclusion of skills-based learning and ICT into Geography education.

Jessica would like to thank her husband Adrian for his support in writing this book.

Crystal Wieringa is a passionate senior school Modern History and lower school HASS teacher. She has had experience teaching in both country and metropolitan schools since the start of her career and has taught a wide variety of student ability levels from gifted students through to low literacy students and students identified to be at educational risk. Crystal was the HASS TDS Coordinator from 2015 to 2017 and has assisted many teachers with curriculum planning and delivery. She is an active member of the HTAWA committee and has been in the role of Vice President since 2018.

Crystal would like to thank her husband Adam, son Theo, fur baby Alfie and mum Julie for their unwavering patience and support throughout this process. Crystal would also like to thank her colleagues at Cambridge for their time and engagement in conversations about collectively making a positive difference to History education in Western Australia.

Key concepts and HASS skills

The Western Australian Humanities and Social Sciences curriculum lists a range of **HASS skills** applicable across the four subject areas, as well as **Key concepts** per subject.

It is important to realise that in each subject, the HASS skills and Key concepts should be interrelated. For example, the following diagram demonstrates how the relationship between concepts and skills can work in the study of Economics and Business.
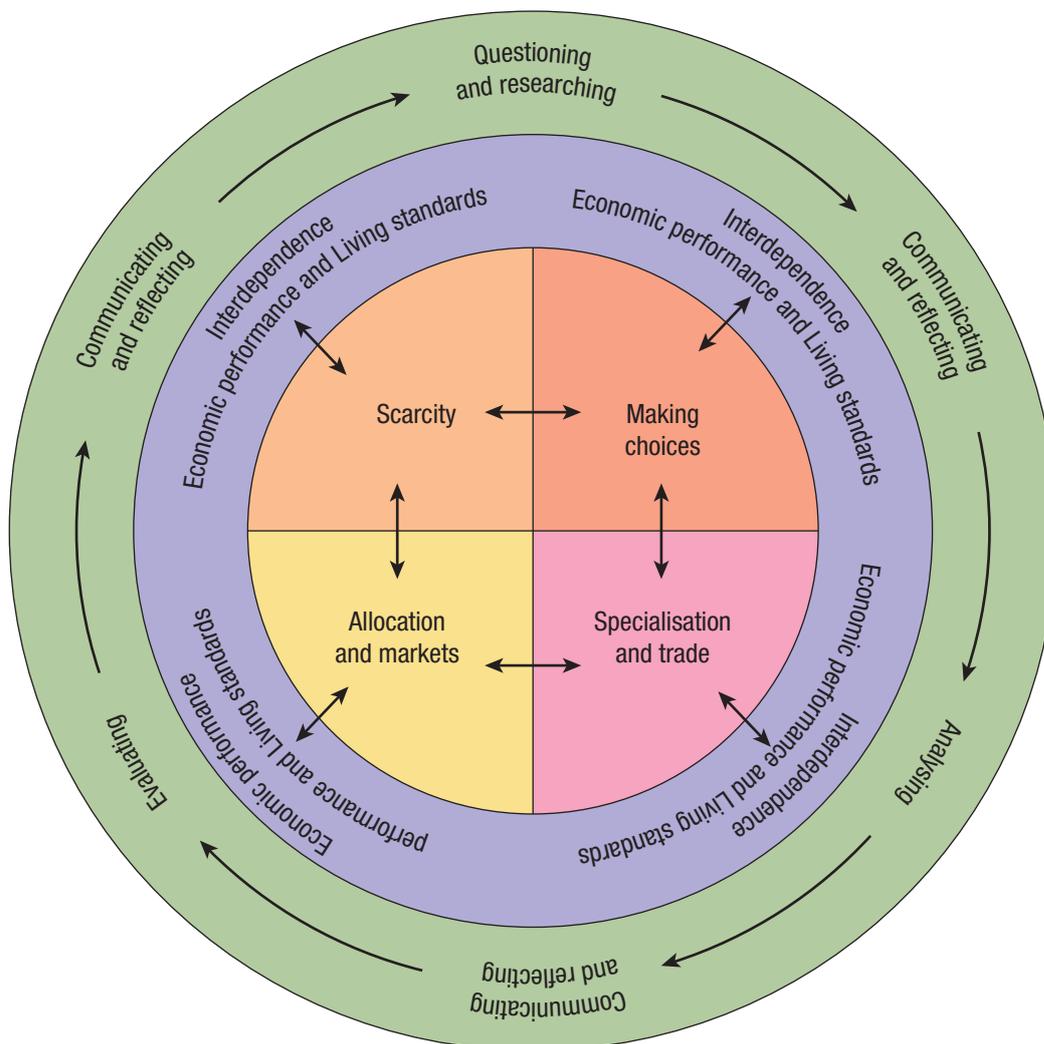
Please note: further example diagrams of how this relationship works for the other HASS subject areas (Civics and Citizenship, Geography and History) can be found in the digital versions of this text.

In this series, the Key concepts and HASS skills used are **indicated below each activity** for ease of reference. Each topic concludes with a **Making Connections** activity which helps you to see links between the topics, and the **Putting it all together: key concepts for your memory bank** task at the back of the book is designed to help you integrate the skills and concepts you have learned for each topic.

How to use this resource

This book contains four parts, with each part covering one of the four topic areas: Civics and Citizenship, Economics and Business, Geography and History.

All chapters have been closely aligned to the Western Australian Curriculum for Humanities and Social Sciences (HASS) for this year level.

Each part of the book begins with a range of overview spreads introducing you to the subject at hand.
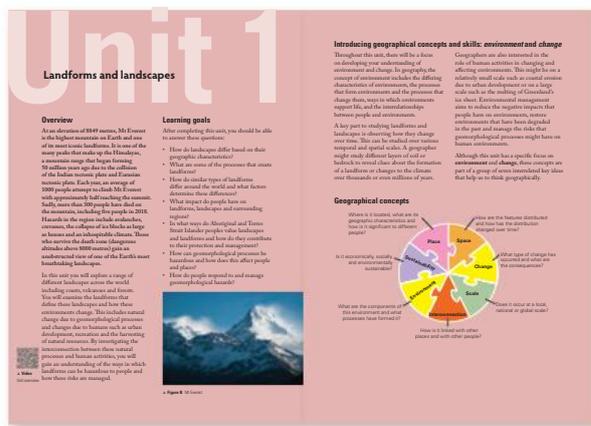
The **QR code** gives you instant access, via your phone, to videos introducing units or depth studies. Historical overviews also include detailed videos.

The History topic includes a detailed **Historical overview.** Each chapter within the depth studies of History also open with timelines of key events.
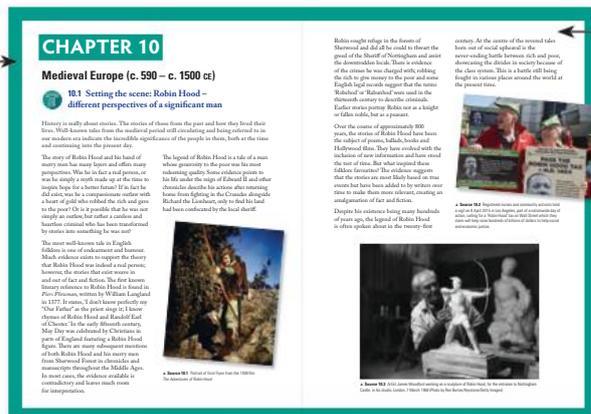
Chapters open with a short **Setting the scene** story to hook you into the new topic, along with a **Making thinking visible** activity to get you thinking.

Chapter overview pages provide an Introduction, list of **Learning goals**, and **Digital resources** available for the chapter. Some chapters also include a list of skills you will develop be working through the topic.

Relevant videos can also be viewed on your phone by accessing the QR code in the margin.

A variety of **activities** explore key concepts and enable you to develop HASS skills while engaging with the topic.

History and Geography chapters also include many **skill-based activities** aligned to the curriculum.

The **end of chapter activities** contain a variety of concluding tasks to consolidate and extend your learning.
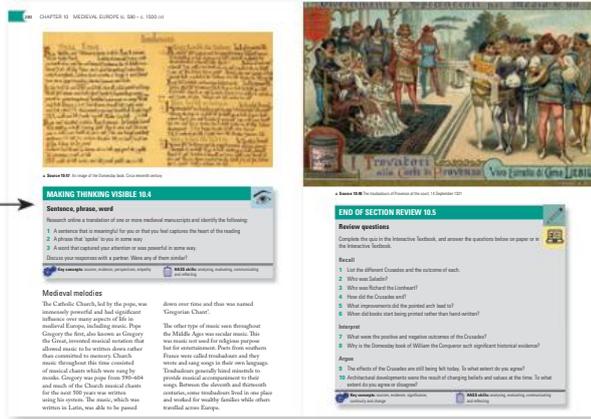
Glossary terms are bolded in the text, defined on the page and collated in the digital versions of the textbook for easy reference.
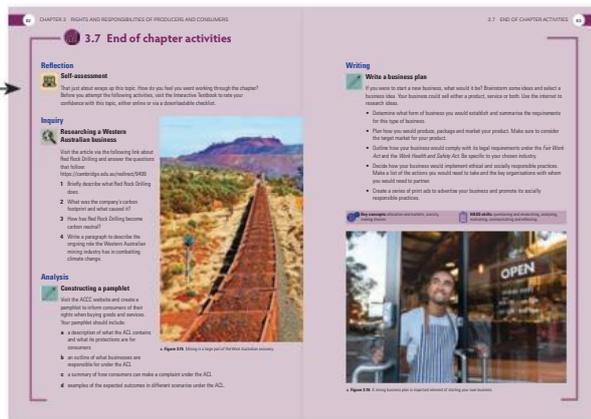
Each chapter section ends with a set of **end of section review questions**, to check your recall of the material, as well as interpreting it and creating arguments.

Making connections between the HASS topics: at the end of each topic area we include a range of activities to help students and teachers make connections between the topics and expand their understanding of HASS concepts.
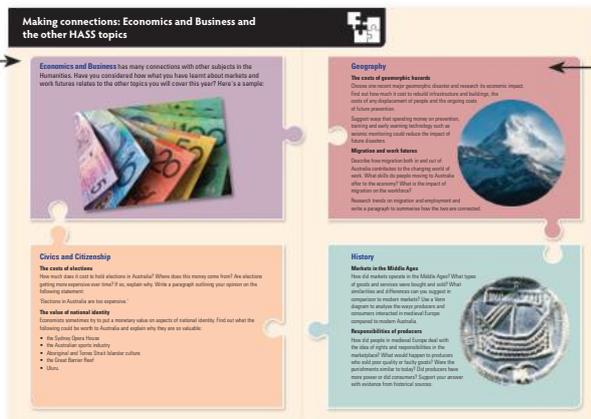
These activities are different for each topic so are useful no matter what order the topics are learned in.

At the end of the book is another activity which brings the four topics together, called **Putting it all together: key concepts for your memory bank**. The authors have chosen certain key concepts per topic area to highlight in each year of the course from the Western Australian Curriculum. This activity brings these concepts together and can be used to consolidate the year's learning in HASS, for revision, or as an assessment task.
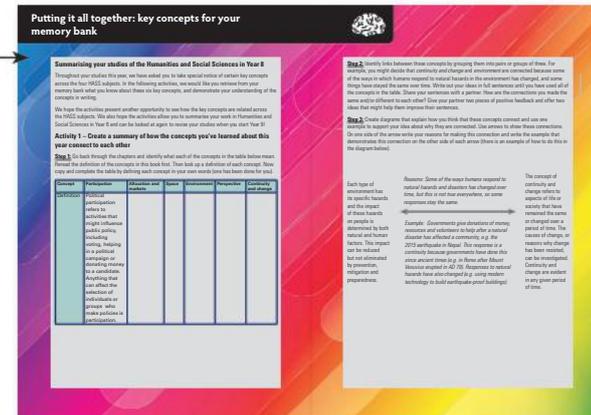
The Interactive Textbook includes a range of additional digital resources including videos, image galleries, interactive activities, Scorcher quizzes and more.

Part 1

Civics and Citizenship

What is Civics and Citizenship?

The study of civics and citizenship involves the Australian political and legal system and how individuals participate within those systems. This includes voting, protesting or contacting our parliamentary representatives. It is important in a democracy that individuals and groups have their rights and freedoms protected to enable them to participate freely in society. The Australian Constitution protects the right of freedom of religion through s116 of the Constitution, prohibiting the Commonwealth government from making any laws for establishing a religion and from prohibiting the free exercise of any religion. This helps to uphold the values contained in Australia's secular society, allowing different groups to express their identity freely.

In order to protect rights and freedoms, laws are created through the parliaments of Australia and the courts. Common law and statutory law provide rules that Western Australians abide by, ensuring a peaceful and ordered society. Australian citizens can

influence a change in laws through petitions, demonstration and the use of the media. There are many different types of laws that can be created in Australia, including laws that apply to everybody such as criminal laws and those that apply only to the parties who bring a dispute to court, which is known as civil law. These laws provide a standard of behaviour for everyone living in Australia and also methods of resolving disputes if someone acts wrongly against another. Traditional customs and laws also influence the behaviours and actions of First Nations groups in Australia.

Laws are influenced by our values and our understanding and perspectives about what it means to be an Australian. Our national identity helps to reflect the values and ideals we hold dear for Australian life.

▲ **Video**

Unit overview

▼ **Source A** Protesters during a Climate Change Awareness March on 15 March 2019 outside Sydney Town Hall, Australia. The protests were part of a global climate strike, urging politicians to take urgent action on climate change.

CHAPTER 1

Rights, freedoms, participation, laws and identity

1.1 Setting the scene: Black Lives Matter protests, 2020

The Black Lives Matter (BLM) movement began in the USA after the tragic deaths of a number of Black Americans due to the actions of police officers. In America this began a raft of protests across major cities. Australia is not immune to the disadvantage and inequality that stems from racism and discrimination. Indigenous deaths in custody number over 470 and as yet no person has been convicted. At the time of writing this book, two police officers were charged with murder, one in Western Australia and the other in the Northern Territory. The American protests spurred a number of similar protests in capital cities across Australia. In Australia, individuals have the right to express their beliefs and opinions, particularly through peaceful political protests. This is known as the freedom of assembly. This right stems from the International Covenant on Civil and Political Rights. This Covenant also states that protests can be limited or restricted in some circumstances such as public emergency; this can be for national security, public health and safety or the protection of the rights and freedoms of others.

During the early stages of the COVID-19 pandemic restrictions, limitations were placed on the numbers of people that could attend events. In WA these numbers were restricted to 300 and those considering attending events were encouraged to stay at home to uphold public health regulations to prevent the spread of the virus. Organisers of rallies, including Black Lives Matter and protests against Rio Tinto's destruction of culturally important Aboriginal heritage sites, changed venues to allow for greater

▲ **Figure 1.1** Protestors at Perth's Black Lives Matter protest at Langley Park, 13 June 2020

social distancing and provided face masks and hand sanitiser for participants. However, more than 8000 people ignored the Premier's advice to delay the protest until after the COVID-19 epidemic.

The debate surrounding the protests in Australia has been varied: in Western Australia, the rally was not banned; however, in NSW, the Supreme Court upheld a police ban on a Black Lives Matter event, and in Queensland police were out during events enforcing social distancing requirements. The Prime Minister, Scott Morrison, also urged people to avoid the protest events, saying that they were putting their own health and that of others at risk. Large mass gatherings are considered high risk in terms of spreading COVID-19; for vulnerable groups such as the elderly and the immunocompromised, the risks posed are even greater. The virus is thought to spread simply through talking and singing, not only coughing and sneezing.

Do the potential risks and consequences of spreading the COVID-19 virus and negatively impacting public health outweigh the rights of individuals to protest?

Scott Morrison said, '… at the outset we had to deal with this crisis in a way that is consistent with our values and who we are as Australians and that is true. But with those liberties come great responsibilities.'

▲ **Figure 1.2** Aerial shot of the crowd at Perth's Black Lives Matter protest at Langley Park, 13 June 2020

MAKING THINKING VISIBLE 1.1

Think, pair, share

With a partner, write down the following words – belief, expression, assembly, association, movement.

For each word, try to write down at least two positives and two negatives that might be associated with each. Share your ideas with the class. Do the positives outnumber the negatives or vice versa?

Key concepts: democracy, participation, rights and responsibilities

HASS skills: analysing, evaluating

1.2 Chapter overview

Introduction

Australia's political and legal system is deeply rooted in the principles of justice and democracy. In a representative democracy, the people have the power to influence decisions regarding the laws made that will impact their day-to-day lives. To effectively participate in a democracy and influence laws made by parliaments, essential rights and freedoms of the people must be protected so they have the opportunity to present their views on those laws and live a full and meaningful life.

> Aboriginal and Torres Strait Islander peoples should be aware that this chapter may contain the names and images of people who have passed away.

People can participate in the political and legal system in a variety of ways, such as voting, protesting and contacting representatives in parliament, who are responsible for drafting laws that the community must follow. Australia's population diversity and the opinions, values and perspectives of its people will influence the laws created. While criminal and civil laws govern the daily lives of everyone that lives here, there is a need to better understand Aboriginal and Torres Strait Islander customary law.

Australian society is diverse due to its population, comprising Aboriginal and Torres Strait Islander peoples, those descended from the first convicts and settlers and immigrants from many nations. With one in every four Australian residents being born overseas and 46 per cent of the population having at least one parent who was born overseas, it is important that migrants feel strongly connected to Australia's culture. Our secular society allows for all to embrace their different faiths, contributing to a sense of belonging.

Our diverse population has influenced our nation's food, lifestyle, cultural practices and experience. Despite having different points of view, though, Australians have been able to come together by embracing shared values, and contributing to our national identity. This has allowed Australia to prosper by allowing everyone the opportunity to contribute to Australian culture and society. Our diversity shapes our national symbols and reflects different aspects of our cultural life and history.

Learning goals

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

- What does democracy mean?
- What are the freedoms and rights that enable individuals and groups to actively participate in Australia's democracy?
- What are the origins of Australian rights and freedoms?
- How does Australia protect the freedoms of speech, religion, movement, association and assembly?
- Why might freedoms and rights be limited or restricted in Australia?
- What are the different ways in which Australians can participate in our democratic system?
- How can citizens influence a change in the law?
- What is the difference between common law and statutory law?
- What is criminal and civil law?
- What is the role of Aboriginal and Torres Strait Islander customary law in Australia?
- What values do Australians hold dear?
- What does it mean to live in a secular, multi-faith and multicultural society?
- What are the different ways Australian identity is perceived by groups and individuals who live here?
- How do groups in Australia express their identity?
- What are the different symbols, colours and features that reflect our national identity in Australia?

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about Australian society

1.3   Australia's rights and freedoms

Australia's government processes and structures of parliament are designed to uphold representative **democracy**. Democracy is a term that originates in Ancient Greece, meaning 'people rule'. Democracy in Ancient Greece was very different to democracy in modern society. It has developed over time to reflect the power that people can exercise within a society. Australia is very different from the direct democracy of Ancient Greece, as we now have a representative democracy. Representative democracy refers to a system of government where citizens elect representatives from among themselves to form a parliament through the process of an **election**.

Australia's representative democracy is enshrined in the **Australian Constitution**. Members of the upper and lower houses of parliament must be elected, as sections 7 and 24 of the Constitution mandate that both of the houses of Federal parliament need to be 'directly chosen by the people'. The right to vote for the houses of parliament is protected by the Australian Constitution and ensures Australian people have the authority to decide who will be given power to make decisions affecting them.

To ensure people continue to exercise power within a democracy, the parliament and government must protect **rights** and **freedoms** that allow them to participate within the political and legal system. There are five fundamental freedom and rights Australians have. These are the freedom of religion, freedom of movement, freedom of speech, freedom of assembly and the freedom of association. Freedoms of individuals are protected by laws and the courts; however, these can also be restricted or have **limitations** so that individuals do not **infringe** on the rights of others or cause harm while expressing or exercising their own rights.

The origin of rights and freedoms in Australia

Australia's contemporary rights and freedoms have their origins in documents and protections that have developed in Britain. During the Middle Ages, monarchs ruled places with absolute power; this was often called an **absolute monarchy**.

democracy a system of government in which people have power to make decisions, particularly in respect of laws

election a process whereby people cast votes to make a decision

Australian Constitution enacted in 1901 as a law of the Imperial (British) parliament. This document outlines the structure of the Australian political and legal system, including the three branches of government and their roles and responsibilities.

rights entitlements that all human beings have regardless of age, gender, religion, place of birth. Examples include the right to live without fear, freedom from slavery, the right to be treated equally before the law.

freedoms the entitlement to think, feel or act in a particular way without restriction or limitation

limitations in the context of rights and freedoms, an individual can be restricted or stopped from acting in a particular way if it infringes on the rights of others or causes harm

infringe to interfere in the actions, thoughts or feelings of another, preventing them from being free or exercising their rights

absolute monarchy a system of government in which a person is given authority to rule through birth and family heritage; the king or queen is not limited in their power or decision–making by a council or parliament

Magna Carta a document created in 1215 that the barons of England forced King John to sign, which limited his power and provided some protection and rights for free citizens

constitutional monarchy a system of government in which the power of a king or queen is limited by a parliament of elected representatives who have the authority to make and amend laws for a country

This meant that kings/queens could make whatever decisions they liked and others were expected to do as they were told. Eventually, in 1215, the lords and barons under King John had become frustrated with some of the decisions the king had been making, including continued taxes to fund his wars against France. They forced King John to sign the **Magna Carta**. This document guaranteed a number of rights for people in England, such as:

- limits on new taxes
- the right to a trial by jury
- the rule of law that limits the powers of the king by making him subject to the laws of the land
- owning and inheriting property for free citizens

- allowing widowed women that had property to choose not to get remarried.

In 1689 the English Parliament passed the English Bill of Rights, which extended the political and civil rights of citizens in the Magna Carta, including the establishment of a **constitutional monarchy**, freedom of speech in parliament, freedom to elect members of parliament without influence from the monarch, and freedom from cruel and unusual punishment. Many of these rights and freedoms were included in Australia's Constitution at Federation in 1901, such as the right to trial by jury (section 80), the establishment of a constitutional monarchy (section 1 and section 61) and the implied right to vote (section 7 and section 24). However, these rights and freedoms were not applied equally and parts of the Australian community such as Aboriginal and Torres Strait Islander peoples, women and migrants were denied these rights for some time.

▲ **Figure 1.3** Screen grab from the infographic 'The Story of Our Freedom' by the Human Rights Commission of Australia, describing life under the rule of a monarch

More modern documents such as the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966) have also contributed to the development of Australian rights and freedoms over time.
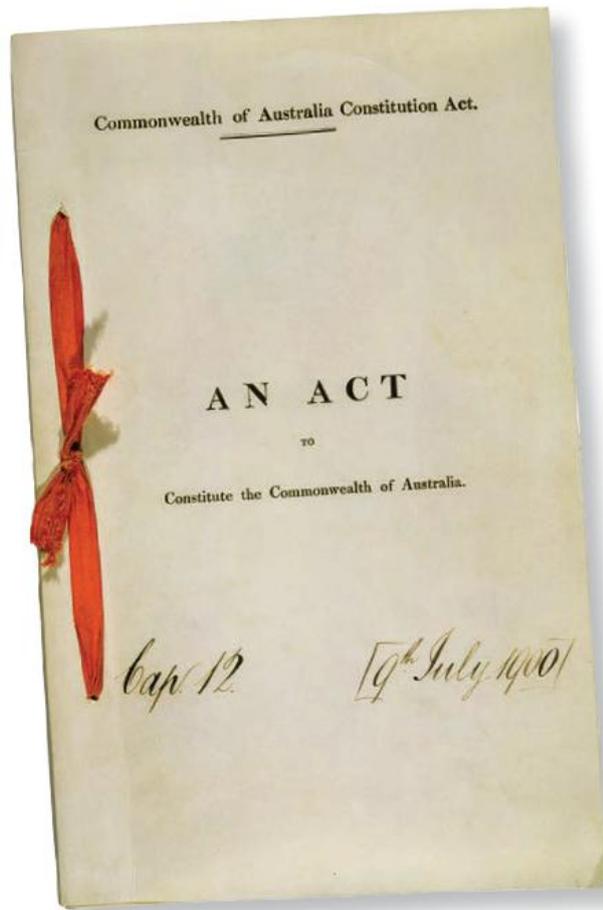
▲ **Figure 1.4** The Australian Constitution, enacted 1901, only protects a few explicit rights such as trial by jury, the implied right to vote and freedom of religion.

The five fundamental freedoms

Freedom of religion	Freedom of movement	Freedom of speech
	Freedom of assembly	Freedom of association
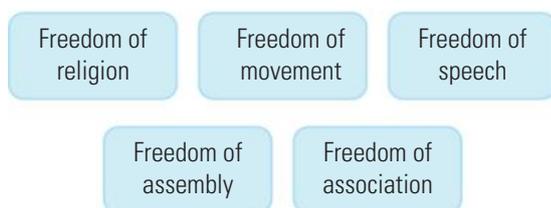
▲ **Figure 1.5** The five fundamental freedoms

Freedom of religion

Individuals are entitled to freedom of thought, conscience and **religion**. This means every person is able to choose to believe, worship and pursue knowledge and understanding about a higher power, God or gods. Or to choose to not believe as no one can be forced to believe in any religion. There are many religions in the world, including Christianity, Islam, Hinduism, Buddhism and Judaism. These religions have many followers and practitioners: according to the 2016 Australian census, over 50 per cent of people reported belief in a religion and 30 per cent reported no religious belief. Under this freedom a government cannot create laws that enforce the belief of a particular religion or discriminate against the belief in a particular religion. This freedom is protected in the Australian Constitution, under section 116: the Commonwealth government cannot make laws establishing or imposing religion or religious observance, and cannot make laws prohibiting the free exercise of any religion or discriminate against a person who applies for a job in the Commonwealth government on the grounds of religion.

Limitations: The practice of a religion may be limited in circumstances of public safety, order, health or where it might breach the rights and freedoms of others. This includes anything that can be considered discriminatory, or an **incitement** to hatred or violence, such as insults, threats or abuse against a person based on their religion. An example where freedom of religion has been restricted is in the case of medical interventions. Many religions object to the use of certain medical treatments. In emergency situations requiring a blood transfusion, a Jehovah's Witness may object and this can come into conflict with providing medical treatment to children. Children have the right to live and receive medical treatment. Medical practitioners may seek permission from the courts to override parental decisions regarding refusal of blood transfusions based on religious beliefs.

> **religion** a unified system of beliefs and practices related to sacred objects, things and actions followed by a community that adheres to spiritual practice and conduct
>
> **incitement** provoking or encouraging unlawful behaviour

▲ **Figure 1.6** The Universal Declaration of Human Rights, held by Eleanor Roosevelt in 1948

Freedom of movement

Individuals are entitled to free movement and choice of residence within their country of origin. This means they can choose where to live and where to go on holiday. They are also entitled to leave their country of origin and return without restriction, whether this is a short- or long-term departure, and be given access to the resources needed to do this, such as passports and visas. Under this freedom a government cannot stop a person from travelling between states, within a state or to leave Australia on holiday and return, and they do not need to provide a reason for their arrival or departure so long as they are citizens.

Limitations: Freedom of movement may be limited in circumstances of public safety and national security, order, health or where movement might breach the rights and freedoms of others. A person may be restricted from travelling interstate or overseas if they have been convicted or charged with a criminal offence. This may mean they are not entitled to a passport and are then prevented from travelling overseas. An example where freedom of movement has been restricted is in the case of public health. During the COVID-19 pandemic, many Australian states restricted the movement of people into and out of the state. Western Australia was particularly stringent in its application of a 'hard border' to prevent the spread of the virus. Western Australia required all people wishing to enter the state to have an approved exemption, such as being members of Commonwealth parliament, or government officials, military personnel, emergency services workers or transport and freight workers. Exemptions were only granted if individuals provided information as to their original location, contacts and general health. All international travellers were required to undergo 14 days of hotel quarantine and a test for COVID-19. Western Australian residents were also limited in their travel within the state in the early stages of 2020. Entry was restricted into the Kimberley area and entry was banned into remote Aboriginal communities. Strict measures ensured Western Australia limited the community transmission of the virus and only cases of returned international travellers and crew on overseas ships were reported.

Freedom of speech

Individuals are entitled to their own opinions. They are allowed to seek information, receive and impart ideas across a variety of communication methods such as print, art, music and recordings. This freedom enables people to participate in a democracy without fear that the government will use the law or enforcement agencies to silence them. It enables individuals to scrutinise and criticise the conduct of government in regards to public and political issues. It requires a free and open media as well as the ability to vote and associate with others with similar beliefs and values, such as political parties.

Limitations: This freedom comes with special duties and responsibilities. As with the previous freedoms, the protection of public order, national security and public health can limit the exercise of this freedom. Additionally, the rights and reputations of others must be respected when exercising this freedom. In expressing your opinions and beliefs individuals must be careful that they do not engage in hate speech, bullying or defamation. Hate speech involves expressing an opinion that is derogatory and discriminatory against a group or individual. It has the intention of **vilifying**, humiliating or inciting hatred or violence against a group based on age, religion, gender, ethnicity, disability or national origin. This infringes on the rights of others to feel safe and to freely be who they are within a community. Bullying is a repeated and negatively intentioned speech or actions that aim to cause harm or distress to another person. This can include excluding people, spreading rumours or lies or taking advantage of others. People have the right to be free from emotional, mental and physical violence and to work or go to school in a safe place. Bullying prevents this from happening. Defamation is the act of negatively influencing the reputation of another through false or inaccurate information.

Freedom of assembly

Everyone has the right to gather peacefully in accordance with the law. People can meet in groups for a common purpose that can include, peaceful protest, expressing opinions and exchanging ideas. This means a government cannot make laws that restrict groups of people with similar values, beliefs or interests from meeting. A government should not unlawfully arrest, intimidate or threaten protesters.

Limitations: As with the previous freedoms, the protection of public order, national security and public health can limit the exercise of this freedom. In Tasmania in 2016, former Senator Bob Brown was arrested while filming in a forest area after being giving directions to move on by police. Police charged Dr Brown and others under the *Workplaces (protection from protesters) Act 2014*, which prohibited people from protesting around business premises when it hinders activity or the conduct of the business. Dr Brown and Jessica Hoyt challenged this law and took their case to the High Court. Their case was based on the implied freedom of political communication and that limiting protest would significantly impact the freedom to participate politically in a democratic society. The High Court in *Brown v Tasmania* [2017] HCA 43 found the law to be unreasonable and had excessive and unnecessary restrictions. The decision reinforced peaceful protest and free political expression as an important aspect within a representative democracy.

Freedom of association

This freedom allows individuals to gather together with other like-minded individuals, particularly to form and join trade unions, professional associations and political parties. By associating with others, people can express their opinions, pursue academic or artistic goals, network and develop professional relationships with others in similar occupations or with similar interests. This right is highly interconnected and related to a number of other freedoms and rights humans have.

vilify to write or say something negative about another that causes others to have a negative perspective about them

Brown v Tasmania a decision made by the High Court that found a Tasmanian law restricting the actions of protesters was not appropriate, and unnecessarily restricted the freedom of political communication that is required in a democratic country

Act a law developed by parliament that has been given royal assent

Limitations: Any limits on the freedom of association must be lawful and necessary in a democratic society and only in the interests of national security or public safety, public order, the protection of public health or morals, or the protection of the rights and freedoms of others. In many states in Australia, association is limited under Criminal Organisation Control **Acts**. These acts limit the actions of members of groups who have been classed as criminal organisations, which often impacts motorcycle clubs. Members of these groups are considered to be committing an offence if they are found to be in contact or consorting with others in the group.
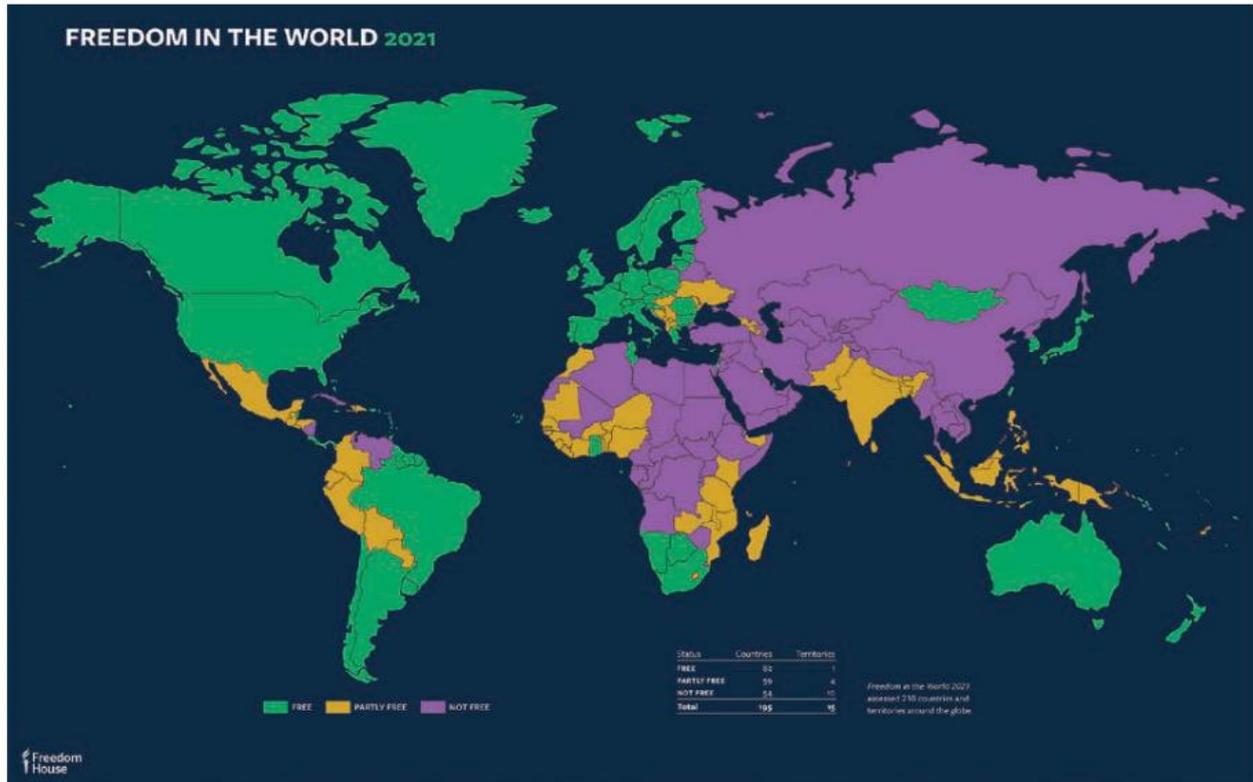
▲ **Figure 1.7** A map showing the levels of freedom across countries in the world

ACTIVITY 1.1

Research task

Visit the Freedom House website, click on Explore the Map and choose a country that is yellow or purple.

For that country, use Freedom House or Human Rights Watch, or other news sites, to investigate which rights and freedoms are not protected or guaranteed in this country.

Write two evaluative paragraphs about what it may be like to live in this place in comparison to living in Australia.

Consider:

- What system of government does each place have?
- What are the similarities in rights and freedoms between the places?
- What are the differences in rights and freedoms between the places?
- Examples or case studies of rights and freedoms issues in each place.

Key concepts: democratic values, participation, rights and responsibilities, justice

HASS skills: questioning and research, analysing, evaluating, communicating and reflecting

Protecting rights and freedoms

Australia does not have a **charter or bill of rights** that lists Australian's basic human rights in one document. Many of Australia's rights can be found in the Australian Constitution, and legislation such as the *Racial Discrimination Act 1975* and the *Disability Discrimination Act 1992*. Other rights can be found in the international declarations or covenants signed by the Australian government. This means Australians have many methods to ensure their rights and freedoms are protected. The Human Rights Commission is responsible for the investigation of complaints as well as the education of the public about human rights.

The Parliamentary Joint Committee on Human Rights reviews **bills** before they become laws to scrutinise and identify issues within that may impact rights and freedoms. Individuals also have the ability to take a case to the courts if it breaches rights protected by the Australian Constitution or Commonwealth or State legislation. Courts can protect common law rights within the legal system, and where a law is **ambiguous** can defer to Australia's international obligations under its treaties and conventions.

charter or bill of rights a document that lists and identifies the most important rights of citizens

bill a draft law

ambiguous vague or open to interpretation

CASE STUDY 1.1

Free speech but not if you work for the government

Michaela Banerji was employed by the Australian Public Service (APS) within the Department of Immigration and Border Protection. She was fired in 2013. Her employers stated that this was due to a Twitter account she operated that frequently criticised the policies and actions of the Australian government. While the account was anonymous, an internal investigation found her to be the author and that she had breached the code of conduct for the public service.

In seeking **remuneration** for what she believed to be an unlawful firing, Banerji took her case to the Administrative Appeals Tribunal who found that she had been exercising her right to freedom of political communication. The Commonwealth government took the case to the High Court, stating that Banerji had not upheld the integrity and good reputation of the employing agency and the Australian Public Service. Banerji claimed the anonymity of the account and that it had been used in her own time and from a private device outside of work hours, meant she had no affiliation with the public service at the times it was used.

remuneration compensation for work completed

apolitical to be objective or unbiased in political beliefs

The High Court in *Comcare v Banerji [2019] HCA 23* found in favour of the Commonwealth government, stating that the APS guidelines on conduct made it clear how employees should behave, particularly online. Critics of the High Court decision said that it meant employees of the APS would need to maintain loyalty to a government and could not be critical of it and this breached the **apolitical** nature of the APS and limited freedom of political communication. It also has wider implications for many public servants employed federally and within state and local governments, who could not be treated as normal citizens with freedoms such as freedom of political communication as they could be fired for criticising government policy and decisions.

»

»
ANALYSIS QUESTIONS

1 Identify and describe the freedom being discussed in this case.

2 Who was exercising their rights and why? Who was limiting them and why?

3 Which court was this case heard in?

4 Describe one argument in support of the defendant exercising their freedom and describe one argument in support of limiting the defendant's freedom.

5 Why is this freedom important in a democratic country?

Key concepts: democratic values, rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

ACTIVITY 1.2

Research task

1 Use the Human Rights Commission interactive infographic 'The Story of Our Freedom' (https://cambridge.edu.au/redirect/9494) and write a news article about the development of rights in Australia

2 Using the Democracy Index 2020 from *The Economist* (https://cambridge.edu.au/redirect/9495), find out the countries in the top five and bottom five for democratic rankings. Define the terms full democracy, flawed democracy, hybrid regime and authoritarian regime. Which countries on your list would protect the rights and freedoms of its citizens the most? Which countries are most likely to be democracies and which are most likely to be authoritarian regimes?

DEMOCRACY INDEX 2020
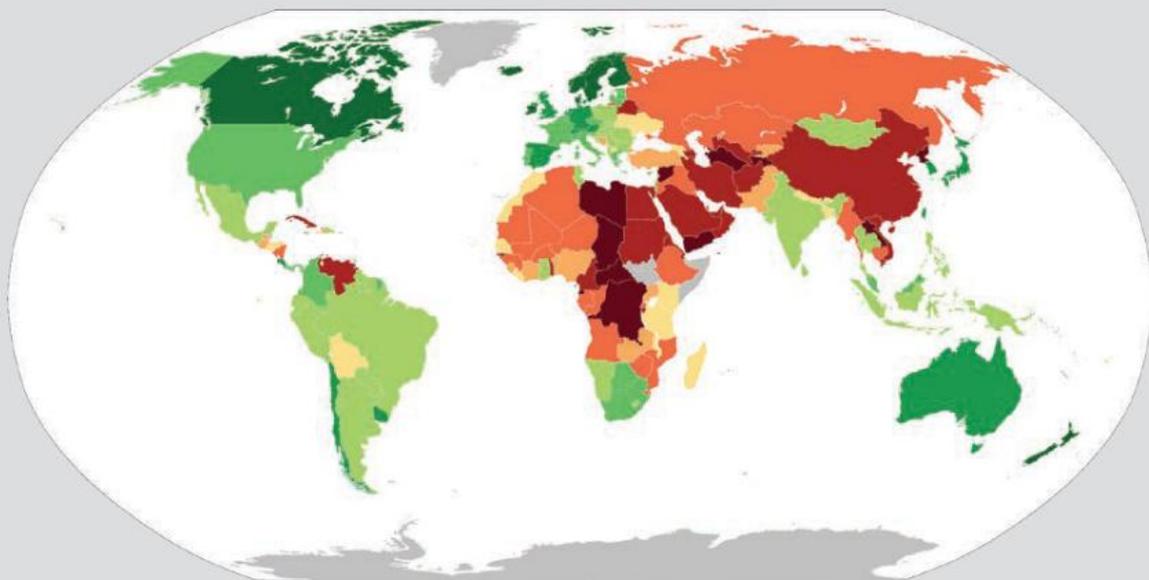
Full democracies
- 9.01–10
- 8.01–9.00
- No data

Flawed democracies
- 7.01–8.00
- 6.01–7.00

Hybrid regimes
- 5.01–6.00
- 4.01–5.00

Authoritarian regimes
- 3.01–4.00
- 2.01–3.00
- 0–2.00

▲ **Figure 1.8** A map of the Democracy Index adapted from The Economist Intelligence Unit using 2020 data

Key concepts: democracy, democratic values, rights and responsibilities

HASS skills: analysis and evaluation

ACTIVITY 1.3

Check your understanding

Explain with a diagram and example/s how the five freedoms in Australia are interconnected with each other. For example: to protest – freedom of assembly may require you to freely express your opinions and also to freely move in order to present your ideas.
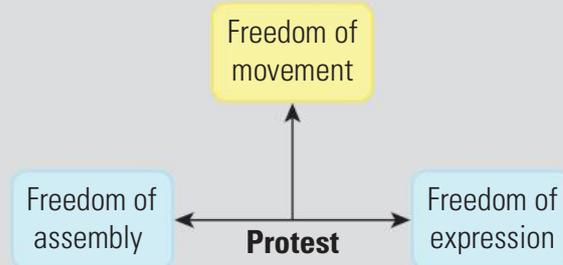
Key concepts: democratic values, participation, rights and responsibilities

HASS skills: analysis, communicating and reflecting

END OF SECTION REVIEW 1.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Identify the five fundamental freedoms in Australia.
2 Describe the importance of rights and freedoms in a democracy.
3 Explain the origins of Australian rights and freedoms using examples.
4 Outline the common reasons a freedom may be restricted or limited in Australia.

Interpret

5 Explain why freedom of speech has significant restrictions and limitations.
6 How are rights protected in Australia?

Argue

7 Discuss two arguments for and two arguments against Australia having a national Bill of Rights.

Key concepts: democracy, democratic values, rights and responsibilities, participation

HASS skills: questioning and research, analysing, evaluating, communicating and reflecting

1.4   How can citizens participate in Australia's democracy?

FOCUS QUESTIONS

- What are the different ways in which Australians can participate in our democratic system?
- How can citizens influence a change in the law?

electorates a defined area within a state or territory that is represented by member of a political party or independent

compulsory to be required to do something

In a democracy, participation by individuals is essential for democracy to function effectively. Democracy gives power to the people to make decisions that affect their lives. In a representative democracy like Australia the most common method of participation is elections.

The process of elections is the keystone to representative government, where Australian voters elect members of Australian political parties or independents for office. Once elected, members of parliament must act on behalf of voters by representing their views in parliament. This ensures that issues within an **electorate** are raised and matters dealt with.

Elections are held frequently to ensure that members of parliament keep pace with the changing views of electorates and voters. State elections are held once every four years. At the time of writing, the most recent Western Australian State Election, which was held on 13 March 2021, saw the Labor party led by Premier Mark McGowan win another term over the Liberal and National parties. Federal elections, on the other hand, run once every three years.

Eligibility to vote

Section 101 of *Commonwealth Electoral Act 1918* (Cth) states that it is **compulsory** for those who have reached 18 years of age to enrol to vote. The Australian and Western Australian Electoral Commissions provide that in order to vote in a federal, state or local council election:

- one must be an Australian citizen or a qualified British subject (i.e. British subjects who were on an Australian electoral roll between 26 October 1983 and 26 January 1984)
- be at least 18 years of age or older
- have lived in a current address in Western Australia for at least one month.
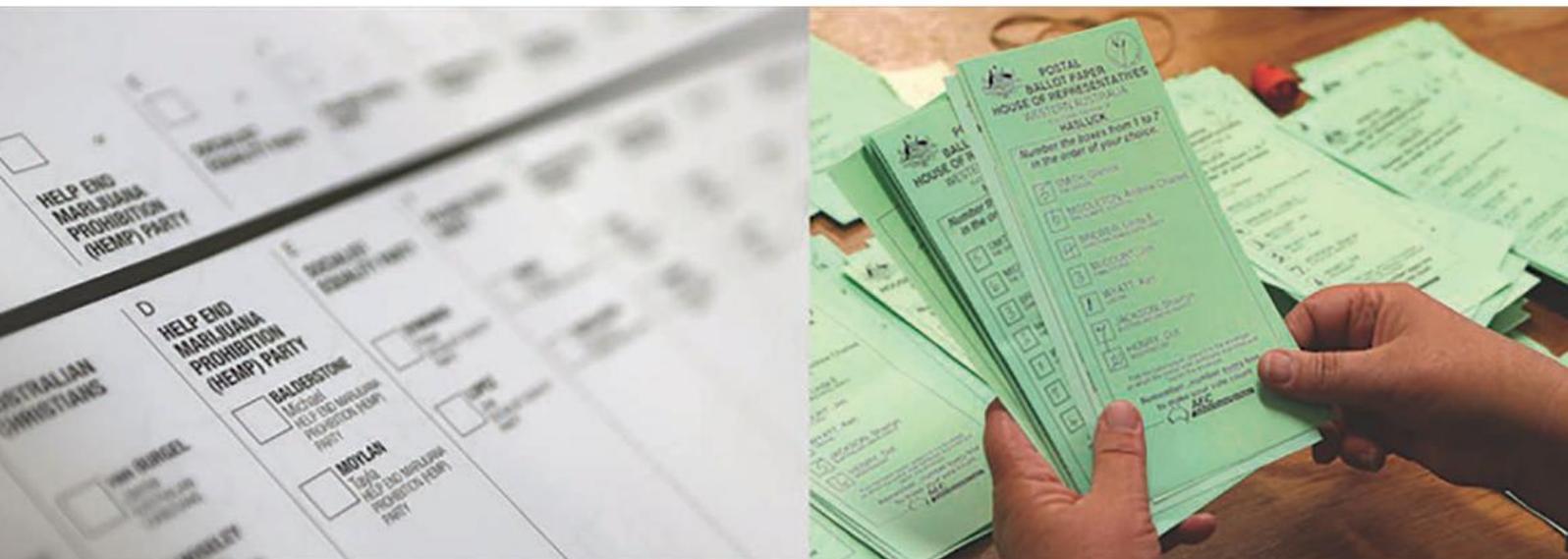
▲ **Figure 1.9** Ballots in a federal election including ballot papers for the Senate (white) and House of Representatives (green).

It is required by Australian law that you vote if you satisfy the prerequisites. Failure to enrol to vote without adequate reason may result in an infringement notice with a fine.

Voting is one of the easiest methods of political participation but often the most contested in Australia due to its compulsory nature.

DISCUSSION BOX: COMPULSORY VOTING – A DUTY OR A RIGHT?

Arguments for compulsory voting	Arguments against compulsory voting
• Citizens have the responsibility to participate in a democratic society and fulfill duties like voting and jury duty to enjoy other rights and freedoms provided within a democracy	• Citizens have the right to vote, which also means the right to CHOOSE to vote
• Ninety-six per cent of people enrolled to vote in the 2019 election with 91% turning out to vote, demonstrating that a majority of Australians have the intention of voting	• Those enrolled to vote may avoid voting by not completing a ballot paper correctly, leading to wasted votes
• Approximately 95% of votes for the House of Representatives and Senate were completed correctly, showing the majority of Australians made the choice to vote; this ensures candidates are elected with absolute majorities	• Those who are not politically informed or concerned may not make the best decisions for their electorate, voting only because they have to
• Ensures candidates address the needs of all voters, not just the politically educated or supporters	• It means that candidates and political parties do not have to try very hard to get voters to the polls and convince voters that they are the best for the job

▲ **Figure 1.10** Reasons for and against compulsory voting

ACTIVITY 1.4

Classroom election!

Use the AEC ballot paper creator in your classroom to hold a vote. The vote can be for classroom council, favourite foods or animals. Once a ballot paper has been prepared, an election campaign can be held and voting conducted.

Using the preferential voting system, rank your choices in order, 1 being your most preferred, 2 your second preferred choice, 3 your third and so on until you have exhausted all spaces on the ballot paper.

The website at the following link has instructions for all steps including counting the votes and resources such as tally sheets to help achieve accurate results: https://cambridge.edu.au/redirect/9510

Key concepts: democracy, democratic values, participation, rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

Contact a representative

Another way individuals can participate in Australia's democratic society is to contact their federal, state or local representative. At each level of government, representatives that have been elected by citizens participate in law-making, raising of public issues and checking the work of the governing body on behalf of those who have voted for them. Individuals can contact their representative in a number of different ways such as email, letter or a phone call to the local office. To effectively act on behalf of their electorate a representative, who will reside in the area they represent, should listen and respond to the needs and concerns of the people in that electorate and if appropriate convey these within parliament to the ministers responsible.

> **interest or lobby group** a group that wishes to influence the actions of government
>
> **political party** a group of people with similar beliefs, values and ideals that wishes to have members elected to parliament in order to form government

Join an interest or lobby group or a political party

There is a saying that there is strength in numbers. Individuals may be able to become politically active on their own but it is less likely that they will create change without the support of others. When an individual has a particular passion they may join an **interest or lobby group**. These groups use many methods to try to influence parliament or the wider community to make changes. Sometimes they are called pressure groups as they seek to apply pressure to those who can effect changes in the law. Some interest and lobby groups want to make changes for the benefit of the wider community. Other groups are organised based on their self-interest, aiming to influence government specifically to improve the lives of their members, for example trade unions. By consolidating beliefs and ideas into a larger collective movement, they can use demonstrations, petitions and the media to encourage governments to change their policies and respond to community concerns. An example of an interest and pressure group is Extinction Rebellion. This group is concerned with changing government policies regarding climate change, aiming to have the Australian government declare a climate emergency. They have been responsible for organising protests in major cities that aim to generate attention for their cause and political interest.

A **political party** is another way an individual can become involved in a democratic society.

▼ **Figure 1.11** Perth school children protest against climate change as an extension of Greta Thunberg's School Strike for Climate movement.

A political party is concerned with being elected to parliament so that it can directly influence the development of laws. Political party members have similar beliefs and values about how the country should be run. Political parties select candidates to run at elections and hope that enough of their candidates are elected so that they can form government. As a member of a political party an individual can help create policy that can form the basis of laws created in parliament. Examples of political parties are the Australian Labor Party and the Liberal Party of Australia.

How can citizens change the law?

There are many ways in which Australians influence parliament to change laws. Informal methods such as *petitions*, *demonstrations* and the *use of the media* are examples of ways in which ordinary citizens can influence change.

Key concepts for your memory bank

Participation refers to how individuals are directly involved in our political and legal system in Australia. For example, by voting in an election or marching at a protest for an issue such as climate change, individuals can participate in our democracy and influence changes to a government (by voting) or shape government policy (by protesting). *Pop this concept into your memory bank – at the end of this book is an activity that will test your understanding of this, and other key HASS concepts!*

These methods are able to be utilised as individual freedoms of expression and speech, association and assembly are protected in Australia.

CHANGING LAWS

Petitions	These are formal requests that call for parliament to institute changes in statutes. A collection of signatures are required and must be forwarded to a member of parliament. The more signatures that are gathered, the more support for this change. E-petitions are also valid as long as they contain email addresses of petitioners. A petition must be addressed to only one house of parliament and the issue must be within the scope of power of that parliament.
Demonstrations	These are rallies or protests that are organised to draw parliament's attention to an issue. The objective of demonstrations is that they seek to bring about a change in law. The bigger the demonstrations, the more successful they are in bringing attention to the change required.
Use of media	In recent years, social media, along with traditional media like newspapers, television and radio, have played significant roles in bringing about changes in the law. The internet has made it easy for citizens to contact members of parliament via email, and hold them accountable for their responses. Billions of people use social media platforms such as Facebook, Instagram and Twitter to call supporters to action.

▲ **Figure 1.12** Ways that citizens can try to change laws

CASE STUDY 1.2

Noelle Martin's fight to introduce image-based abuse laws

At the age of 18, Noelle Martin discovered that images from her social media accounts had been stolen and edited into pornographic images and distributed online, at times with her name and details. When contacting the sites where the images appeared and reporting to police, Noelle was told nothing could be done. No laws existed at the time preventing the publication of intimate images, real or fake.

▲ **Figure 1.13** Noelle Martin campaigned to reform laws in Australia that helped ensure those responsible for image-based abuse could be charged and prosecuted.

Noelle continued her fight, often enduring further abuse as she spoke out, with one webmaster trying to blackmail her to remove the offending images. According to the Office of the eSafety Commissioner, in 2017, one in 10 people reported that an intimate image had been distributed or posted online without their consent. Such actions are used for bullying, harassment and control and often cause psychological and emotional harm to victims. Noelle continued to speak about these disturbing figures through public forums such as TEDx and the media. She also petitioned parliaments and contacted federal and state representatives to introduce laws against image-based sexual abuse and helped introduce laws in New South Wales, the Commonwealth and Western Australia criminalising such actions.

In February 2018, the WA parliament passed the *Criminal Law Amendment (Intimate Images) Act*. The Act makes it a criminal offence to share intimate images of an individual without their consent, attracting a three-year jail sentence and/or $18 000 fine if found guilty. Mitchell Brindley was the first to be charged and convicted under the new laws after posting images of his ex-girlfriend to fake Instagram accounts.

ANALYSIS QUESTIONS

1 What is this case study about?

2 Why do you think the issue was significant enough to have the NSW, Commonwealth and WA parliament pass new laws?

3 What type of action/s were taken to get the attention of the different parliaments?

4 Using the internet, research one other situation where laws were changed due to the use of the media.

Key concepts: participation, justice

HASS skills: questioning and research, analysing, evaluating

CASE STUDY 1.3

Petition to secede the Commonwealth not successful

In 1932 the Western Australian parliament passed the ***Secession Referendum Act***. The Act proposed a state referendum to be held in conjunction with the next election, posing the following question to citizens of Western Australia:

secession officially withdrawing from a political body

Are you in favour of the State of Western Australia withdrawing from the federal Commonwealth established under the Commonwealth of Australia Constitution Act (Imperial)?

In April 1933, citizens were required to vote on whether they wished to remain as part of the Commonwealth of Australia or to secede and establish a separate governing body under the British Commonwealth. Those in favour of secession claimed that the Western Australian government was limited in its law-making ability by the Australian Constitution and that its powers were being adversely affected by decisions of the High Court that favoured the Commonwealth government and the more populous states.

Almost two-thirds of the electorate voted for secession; the vote on the first question was 138 653 in favour and 70 706 against. Every electorate in Western Australia voted for secession except those in the gold-mining districts. The results of the referendum were overwhelmingly in favour of secession.

The new Labor government at the time decided the best way to achieve secession would be to petition the Imperial Parliament (Britain) to amend the *Constitution Act*. The results of the referendum represented signatures of Western Australian citizens in favour of secession. The *Constitution Act* that established the Commonwealth of Australia was a statute (law) of the Imperial Parliament and the Western Australian parliament believed the Imperial Parliament had power to amend its own statute as it saw fit, including creating new legislation that would reinstate Western Australia as a separate self-governing body within the British Commonwealth.

▲ **Figure 1.14** The proposed flag of the Dominion of Westralia, from the secessionist movement in Western Australia during the 1920s to mid-1930s

In November 1934, Western Australia presented its petition to the British parliament, emphasising that Western Australia had suffered economically due to Federation. However, the committee charged with investigating the petition declared that when the Parliament of the United Kingdom created the Australian Federation, it reflected the will of the people of the entire continent, and that it would only be possible to alter that federation in a similar way, such as majority referendum results from the entire people of Australia and not via a request from a single state like Western Australia alone.

ANALYSIS QUESTIONS

1 What is this case study about?

2 Why do you think the issue gained attention?

3 What type of action was used to get the attention of the British Parliament?

4 Why do you think this petition was unsuccessful?

5 What are the advantages and disadvantages of using petitions?

Key concepts: democracy, democratic values, participation, rights and responsibilities

HASS skills: analysing, evaluating

Westralia Shall Be Free

(Lyrics by BERTRAM PRATT)
(Music by GEO. WEBSTER)

Land of the vast horizons,
Land where the reef gold gleams,
For chains awaits thee glory
Dominion of our dreams
We will heal thy wrong
By a justice strong
And our victor song, Westralia, Westralia, Westralia shall be free.

Land of the swan-jet plumaged,
Of faery crystal cave,
Dear land, God keep thy people
Brave, as their sires were brave.
In the Day of Right
Be we girt with might
And the battle fight
To set Westralia free.

Plains of our pastures boundless,
Seas of our rainbow'd pearl,
Destiny is your breezes
Liberty's flag unfurl!
See its folds flung wide
And the challenge cried
"On to conquer ride,"
Wave o'er Westralia free!"

Land of the karri spring,
Land of the wheat and vine,
Aye to thy sons and daughters
Faith's altar and Love's shrine.
Lo! Our vows were sworn,
And the triumph born
In a nation's dawn,
'We made Westralia free.'

▲ **Figure 1.15** *Westralia shall be free,* a song used in the campaign for Western Australian secession in 1933

ACTIVITY 1.5

Research task

Research a protest or demonstration in Western Australia – consider protests about shark culling, School Strikes for Climate, Extinction Rebellion, Black Lives Matter, deaths in custody, protests against mining companies and the destruction of sacred Aboriginal sites such as Juukan Gorge in the Pilbara, and march4justice demonstrating against gendered violence.

Investigating issues of concern

You are to research a protest movement or demonstration in WA, including:

- the background to the issue
- the groups impacted (involved, targeted)
- the policies of the Western Australian government and other political parties on the issue
- arguments from both sides of the issue.

Issue	Organisers		
Background *Reason for the protest or demonstration. Include statistics and examples of the effects if known.*			
Groups impacted by the petition			
Policies	Liberal Party	Labor Party	Other
Arguments *Examples of at least one in favour and one opposed to the protest or demonstration*	In favour	Opposed	

a   Use your research to develop your stance on the issue. Do you support this movement? Why or why not?

b   Prepare a resource informing political leaders or other citizens of your stance. (Examples of possible resources include: letters to a politician or newspaper, a petition, a website or a social media page.)

Key concepts: democratic values, participation, rights and responsibilities

HASS skills: questioning and research, analysing and evaluating, communicating and reflecting

END OF SECTION REVIEW 1.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   - elections
   - petitions
   - demonstrations.
2 Outline what a political party is and give one example.
3 Outline the different aims and goals of interest and lobby groups.
4 Describe three methods used to influence and change laws.

Interpret

5 Explain why demonstrations and protests reflect freedom of expression, association and assembly.
6 Explain which methods of political participation are most effective at influencing laws. Give an example to support your ideas.

Argue

7 'Compulsory voting is important in a democratic society.' Explain what this statement means and provide two arguments in support and two arguments against the statement. Do you agree or disagree with this statement? Why?

Key concepts: democracy, democratic values, participation, rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

▲ **Figure 1.16** Collecting signatures for a petition you believe in is one way you can participate in Australia's democracy

1.5   How are laws made in Australia?

FOCUS QUESTIONS

- What is the difference between common law and statutory law?
- What is criminal and civil law?
- What is the role of Aboriginal and Torres Strait Islander customary law in Australia?

Laws govern our everyday lives. Generally, law refers to the legal rules created by government and enforced by the courts. Breaking a law will have a consequence. Laws can be made by courts, parliaments or traditional communities, which can incorporate customs and culture as well as rules.

Court-made law is known as **common law**. **Legislation** that is passed by parliament is known as **statutory law**. Sometimes, subordinate authorities such as local councils also pass law through **delegated legislation**.

Statutory law

Statutory law is legislation created by parliament. Parliament is the *supreme law-making body*. This means that it has the power to change the laws created by other law-making bodies such as the courts and subordinate authorities as long as it has the **jurisdiction** to do so. Parliament has such power because it is given authority to make laws by the people who elect representatives through elections, as well as through documents such as the Australian Constitution that outline the responsibilities of different levels of government.

Legislation can be created by state and federal parliaments through the development of a bill. A bill is an idea for a law or a draft law. In order for a bill to be passed, the House of Representatives and the Senate must approve it. The process for a bill to pass is outlined on the following page.

common law the legal system that has developed over a period of time from old customs and court decisions, rather than laws made by politicians

legislation a law or set of laws suggested by a government and made official by a parliament

statutory law a system of laws that have been decided and approved by a parliament

delegated legislation laws, rules, etc. made by a person or group other than parliament that has been given special powers to do this by parliament

jurisdiction an area where an institution or body has power to make legal decisions

▼ **Figure 1.17**   The Marriage Act Amendment introduced by Liberal MP Dean Smith passes both houses of parliament in 2017. Pictured is the House of Representatives during the vote on the matter.

PASSAGE OF A BILL

First Reading — The bill is introduced to parliament. A bill can be introduced in either chamber of parliament, but often starts in the House of Representatives (or Legislative Assembly in WA).

Second Reading — This is an important stage as the purpose and reasons for this bill are outlined.

Consideration in Detail — The merits of the bill are discussed and debated on. Amendments (changes or alterations) may be made to the bill at this stage.

Third Reading — The bill (with amendments) is voted on. If approved, it is sent to the upper house (Senate or Legislative Council in WA) if it has been passed by the lower house.

Upper House — Members of the upper house review this bill. It can be sent to a committee for investigation prior to its introduction into the Senate. At this stage it must also pass through three readings and a consideration stage called, Committee of the Whole, where amendments are considered and voted on. If the Senate votes to accept the bill with *amendments* it must be returned to the House of Representatives for approval. For a bill to become law it must be approved by both chambers in parliament in the same format.

Governor-General/ Governor — When both the Senate and House of Representatives approve the bill, it is sent to the Governor-General (Commonwealth) or Governor (State) for *royal assent*. Once this has been received, the bill becomes an Act of Parliament.

▲ **Figure 1.18** The passage of a Bill through the Australian parliamentary system

The role of the government, Opposition and backbenchers in making law

The introduction of bills into parliament is not an easy process. Anyone can introduce bills into parliament but not everyone is as successful as the political party with the majority of representatives. Most bills are introduced in the House of Representatives by the government. The 46th parliament saw the House of Representatives introducing 319 bills and the Senate, 72. Only 232 were passed by both houses. The government has the benefit of having the majority in the House of Representatives and therefore can

often easily pass the bill with little debate and discussion. The Opposition, minor parties and Independents can introduce bills known as Private Members bills. These bills require support to be introduced into the parliament as well as the support of a majority in each chamber for it to be enacted as law. Between 2017 and 2019, 83 bills were introduced by private members or Senators. Only one has been passed into law, the *Marriage Amendment Act 2017*. The others have either been removed from parliament or are still before the House. Since Federation in 1901 only 30 non-government bills have been passed into law.

Amazing but true ...

Queensland does not have an upper house in parliament and bills do not require review or debate after they have been passed by the Legislative Assembly. The ACT does not have a Governor or a Governor-General and does not require royal assent for legislation to be enacted.

Common law

Common law is law made by the courts. This is also known as judge-made law. Common law in Australia is derived from the legal system in England and it has developed over centuries from old customs and court decisions, unlike the laws made by parliament. There are several instances in which this occurs.

- When there is no legislation or statute law (parliament-made law) in place for deciding whether an action is lawful or unlawful, a judge has to rule on the matter based on the facts and circumstances. The judge creates new common law when the judgment is handed down.
- Sometimes, a judge has to interpret the meaning of existing legislation. Clarifying the legislation sometimes creates new application of the law.
- Filling gaps in legislation where legislation may not provide specific criteria to help apply the law, the court may consider further information that can be used with the legislation.

CASE STUDY 1.4

The case of the snail in the bottle, *Donoghue v Stevenson* (1932)

Imagine buying a soft drink, only to discover a snail in your cup when you poured your drink! You would be pretty shocked and upset.

That was exactly the reaction of Donoghue who ordered a ginger beer at a café. She had poured the first half of her drink into a glass and consumed this portion. However, when she poured the rest of her ginger beer into her glass, the remains of a decomposed snail came out with her ginger beer.

Donoghue later came down with severe food poisoning that she thought was caused by swallowing some parts of the snail as it had decomposed into her ginger beer. She later successfully sued the manufacturer of the drink, Stevenson.

▲ **Figure 1.19** The snail in the bottle

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Judgment

The court held that Stevenson was liable for the harm caused to Donoghue.

Reason

The judge held that there is a general **duty of care** owed by the manufacturer to the consumer. This meant that Stevenson was liable for the harm caused to Donoghue. Lord Atkin laid down a new rule of law known as the *neighbour principle*. He stated:

> 'You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour. Who, then, in law, is my neighbour? *The answer seems to be persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation as being affected when I am directing my mind to the acts or omissions which are called in question.*'

duty of care a requirement under law to ensure the wellbeing and health of others

precedent in a legal sense, a judgment by a court that is established as the guiding principle for decisions in future cases

negligence not taking due care or responsibility in your actions

As there had never been a case like this before, the judge created *new* law in the passing of this judgment, establishing the parameters of the duty of care owed by a manufacturer. This new law became **precedent** for all future cases in **negligence** and forms the basis of the tort of negligence.

ANALYSIS QUESTIONS

1 Identify the claim made by Donoghue.

2 Identify factors that support Donoghue (make the claim true) and identify factors that favour Stevenson (make the claim uncertain).

3 Once you have developed your claims, rank them in terms of importance. Consider what might the judge have used to make his decision in this case?

Key concepts: justice

HASS skills: analysing, evaluating, communicating and reflecting

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ACTIVITY 1.6

Research task

1 Using the PEO (Parliamentary Education Office) website, investigate the roles of the prime minister, ministers, the government, opposition and independents within the law-making process.

Find out and record who the person/groups are, their actions and level of involvement in introducing bills and passing laws.

2 Investigate the case of *Grant v Australian Knitting Mills and another (1935)*.

Find out:

- Who were the two parties to the case?
- What were the claims made by Dr Grant?
- How is this case similar to *Donoghue v Stevenson*?
- What was the outcome of the case? Did the decision uphold law or create common law?

Could the case have been resolved in an alternative way?

Key concepts: the Westminster system, participation

HASS skills: questioning and researching, analysing, evaluating

Criminal law and civil law

In developing statutory and common law, there are two main types: criminal law and civil law. Criminal law reflects the standards of behaviour for all people within a community; those deemed unacceptable behaviours are criminal offences and individuals accused of engaging in them can be charged and punished by the courts if they are found guilty. Civil law reflects responsibilities and obligations between individuals when engaging in personal or commercial interactions. These are often referred to as 'wrongdoings'. Individuals can take their disputes with another to the courts, who will determine if a wrongdoing has occurred and if the accused is liable for compensation or damages.

CRIMINAL VERSUS CIVIL LAW

	Criminal law	Civil law
Created by?	Parliaments	Parliaments and courts
Examples	**Summary (minor) offences** Traffic offences, graffiti, vandalism, drug possession **Indictable (serious) offences** Burglary, assault causing injury, arson, murder, rape, drug selling and supply	**Tort law** Negligence Breach of contract Defamation Trespass Nuisance
Enforced by?	Police and the courts	Courts and tribunals
Punishments	Fines, community orders, imprisonment, loss of licence	Compensation and damages, often monetary in nature Injunction to stop actions

▲ **Table 1.1** Criminal law versus civil law

▼ **Figure 1.20** The Supreme Court of Western Australia, Perth

Traditional or customary law

Aboriginal laws or lore is a complex mix of beliefs, traditions, customs, history and kinship systems that is unique to each First Nations group. Each individual within a cultural group is aware of their own laws and the responsibilities and obligations that accompany them. These are passed down to successive generations through storytelling or oral tradition. Traditional or customary law reflects common forms of acceptable and unacceptable behaviours within First Nations communities; however, it is often intertwined with cultural beliefs about origins, Country and an individual's place within the group.

As there were no formal courts, such as in British common law, disputes were handled by Elders within groups and negotiated between groups. Many actions considered unlawful in First Nations communities were also considered unlawful in British communities, such as murder, incest, theft, unauthorised assault and neglect of kinship obligations. However, some differences in offences exist: for example, insults and adultery could be punished under traditional law. Business regarded to be strictly for men or for women could not be revealed to others, so this was an offence. Consequences and punishments varied, from what British law would consider compensation to physical punishment, shaming or banishment. Conflict after white colonisation, as well as in more contemporary times, between 'whiteman's law' and First Nations law often arises due to a misalignment between Australian law and customary law. A physical punishment given for an insult under traditional law might result in an assault charge under Australian criminal law. Traditional marriage laws might contradict age requirements for marriage in Australia or restrictions on how many people you can marry.

self-determination a concept in which individuals and communities are able to make decisions and manage the social, economic, cultural and political aspects of their lives

▲ **Figure 1.21** Community courts have been trialled in remote areas of Western Australia

Discussion has arisen as to how traditional and customary laws can not only be recognised but also incorporated into the Australian legal system. How can traditional and customary laws be accommodated while also respecting the rights and freedoms of individuals? Customary law can be used to determine culturally appropriate sentences and also provide avenues for greater **self-determination**, allowing communities to have greater control of the people who live there. The difficulty lies in that First Nations law is not universally applied across the country and differs from area to area and from time to time. Community courts have been trialled in various formats across Western Australia, such as Yandeyarra in the Pilbara, where justices hold proceedings within communities, allowing offenders to remain within familiar surroundings. Proceedings are often held on the same level and in a triangle or T formation to avoid overt displays of power and authority and have the community feel included within proceedings. In addition, this allows Elders to sit with magistrates to participate in outlining impacts of the offender's actions on the community. However, a structured and formal implementation of traditional and customary practices has not yet been included within the Western Australian legal system.

Koori Court in NSW

To allow for the input of Aboriginal and Torres Strait Islander peoples, separate courts have developed in NSW which modify the process in which criminal cases are handled. Aboriginal and Torres Strait Islander peoples charged with a criminal offence are eligible to sit in this court. The offence must be a minor offence as all proceedings are conducted within magistrates' courts. Offenders must enter a guilty plea to access the Koori Court. Within the Koori Court, the offender is seated at a table with the magistrate, Elders, a Koori Court officer, the prosecutor, a community corrections officer, their family and lawyer. The aim is that all invested parties contribute to discussion and conversation to determine a culturally appropriate sentence.

DIFFERENT TYPES OF LAW IN AUSTRALIA

	Statute law	Common law	Traditional and customary law
Who it applies to	Everyone	Only those who seek a resolution in court	Members of each nation and visitors to country
When it is applied	Preventative – future focused, the aim is to stop behaviour from occurring	After the fact – parties seek resolution after an incident has happened	Both preventative and after the fact Traditions and customs outline how to behave but there are consequences for breaking the law
How it is created	Parliaments	Courts	Each nation's history and traditions has developed over time
How it can be changed	Amendments made by future parliaments	Overruled by higher courts or by parliament legislation	Cultural traditions remain static – little change occurs
Who enforces it	The public service, such as police and the courts	Judges	Elders within groups
Why it exists	To create public order and safety, to protect the rights and freedoms of individuals	To resolve disputes between individuals when statute law cannot be applied	Guides a nation and the individuals within as to proper customs, traditions and behaviours, origins and place within the world
Level of flexibility	Moderate – individuals and political parties can create changes in law but it requires significant public support	Low – decisions by courts are consistent; lower courts must follow decisions of higher courts	Low – traditions and customs are followed and passed on within communities

▲ **Table 1.2** Comparison and contrast – different types of law in Australia

END OF SECTION REVIEW 1.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   - bill
   - delegated legislation
   - precedent.
2 Outline how courts create common law.
3 Outline the steps for the passage of a bill in the Commonwealth Parliament.

Interpret

4 Distinguish between criminal and civil law.
5 Explain the difficulties in applying traditional and customary law in Australia.
6 Referring to the comparison and contrast box on different types of law in Australia, describe two strengths AND two weaknesses of each type of law: statute, common and traditional.

Argue

7 'Laws made by courts are not relevant as parliaments can simply override them by creating new statute law.' Do you agree or disagree with this statement? Why?

Key concepts: democratic values, participation, rights and responsibilities, justice

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

▼ **Figure 1.22** Laws and the courts are an essential part of Australian democracy

1.6   Australian identity – different perspectives

FOCUS QUESTIONS

- What values do Australians hold dear?
- What does it mean to live in a secular, multi-faith and multicultural society?
- What are the different ways Australian identity is perceived by groups and individuals who live here?

The word **value** comes from the Latin word *valorar*; meaning to hold something as *important* and *desirable*. Values are those ideas and beliefs about our lives that we consider important. Each individual has a personal set of values but each society or community will have a common set of values about what is right and fair. These common values guide our actions and have influenced the development of our laws and institutions. When our values align within a community, the community is able to live peacefully.

Australians value a great many things and they can be seen in the political and legal institutions that govern our country as well as our thoughts and approaches to others in the community. According to the Department of Home Affairs and its values statement, Australians value individual freedom as well as freedom of religion, speech and association; the **rule of law** and democracy; equality and a **'fair go'** for all; and respect, tolerance and compassion.

Individual freedoms have been discussed previously in which governments and others should acknowledge and ensure others can, without influence, practice and express their beliefs, opinions and interests as long as it does not impact on the rights of others.

Democracy and the rule of law

The word democracy comes from two Greek words – *demos* (meaning people) and *kratos* (meaning power or rule). Together, it means that every citizen of a state has the right or power to participate. For democracy to flourish and prosper it must incorporate and respect individual rights and freedoms such as:

- the right to vote
- freedom of assembly and political participation
- freedom of speech, expression and religious belief
- rule of law.

People cannot participate in government or have power over decisions in their lives if the above rights and freedoms are not valued and protected. Democracy is enshrined in the Australian Constitution in the principle of representative government. Sections 7 and 24 require that members of the House of Representatives and the Senate are directly chosen by the people through the process of an election (the right to vote and political participation). Therefore, parliament is answerable to the people and must initiate laws that are supported by the majority of the people. The principle of responsible government requires that members of parliament carry out their duties with integrity as they are accountable to the electorate for their actions. They are subject to public scrutiny (freedom of political communication and expression) and will lose support from their electorate and voters if confidence is lost. They can be voted out at the next election. People are able to form political parties and run for parliament (freedom of association).

> **values** the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour
>
> **rule of law** a principle in which the law is supreme and all individuals must be treated fairly by that law as well as follow the law
>
> **'fair go'** something you say when you want someone to act in a reasonable way

In addition, Australians value the *rule of law*, a concept in which everyone is subject to the law and the law must be followed by all, including the law-makers. The rule of law protects individuals from abuses of power by government and those in positions of authority.

Equality and a 'fair go'

Australia's colonial history is based on the transportation of convicts or criminals to the continent. Many of these convicts were treated harshly; however, some were able to win their freedom through hard work and respecting the law. Along with many colonists who were not convicts, many settlers became influential members of Australian society and helped define the value of equality of opportunity, which means that with the provision of resources, guidance and effort, anyone is able to make a go of it. The Australian vernacular term 'a fair go' creates the perception that every Australian must have a reasonable opportunity to do something, without

discrimination. It is reflected in the rebellion at the Eureka Stockade in 1854 against the colonial government and corruption within the police force and its mistreatment of miners. The miners campaigned for fairer treatment from those in authority and the expansion of rights and freedoms. Australians value not only equality but *justice*; this is an extension of the concept of equality, in which people are treated the same, and instead ensures people are treated fairly.

Respect, tolerance and compassion

These concepts relate to the way we treat others. In Australia, in conjunction with the concept of a 'fair go', it is important to value people for who they are and treat them how we would wish to be treated. Respect is about considering the feelings, rights and qualities of others. Tolerance is about accepting and engaging positively with everyone even if our opinions and values are different. Compassion is a concept in which we are able to show

▼ **Figure 1.23** *Swearing Allegiance to the Southern Cross* by Charles Doudiet (1854). This illustration is a representation of the Eureka Stockade rebellion, a historical demonstration or protest by miners against unfair treatment and corruption.

concern and care for others who may be in a less fortunate situation than ourselves. These are strongly interconnected with the freedoms protected in Australia. Tolerance of others' ideas and opinions means we can have freedom of religion, expression and communication. Our respect for others means we also accept that freedoms can be limited because we do not wish to cause harm or infringe on other's rights.

Secular, multi-faith and multicultural society

Australia is a **secular** country. Being a secular nation means that religion has no direct influence over the way we create laws. Therefore, there is a separation of state and religion in Parliament and the courts. The Australian Constitution protects the right of the freedom of religion through s116 of the Constitution. It states:

> *'The Commonwealth shall not make any law for establishing any religion, or for imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth.'*

The *Equal Opportunity Act 1984* (WA) prohibits discrimination against disability, age, gender, race and sexual identity and religion. Those who have been discriminated against can take their dispute to the Commissioner for Equal Opportunity, who can investigate and refer cases to the State Administrative Tribunal. This does not apply in Commonwealth organisations, so where there is no legislation to determine whether a religious view or organisation is anti-discriminatory, it is left to the courts to decide between protecting religious freedom and any other claim.

secular not having any connection with religion

multi-faith an approach that involves a variety of religions

diversity the mixture of races and religions that make up a group of people

Australian society is also **multi-faith** in nature. People practise different religions freely. The 2016 Australian Bureau of Statistics (ABS) data revealed:

- Nearly 70% of Australians identified themselves as religious. The religious beliefs include Christianity (52.1%), Islam (2.6%), Buddhism (2.4%) and Hinduism (1.9%).
- Those who identified themselves as having no religion increased from 0.8% in 2011 to 30.1% in 2018. This category includes those with secular beliefs, other spiritual beliefs and no religion.

Indeed, the **diversity** of faith in Australian society is a strength as Australians band together in the face of adversity, as seen in Figure 1.24. A multi-faith memorial service at St Paul's Cathedral was held in July 2014 for the 18 Victorians who died in the MH17 disaster. The Malaysian Airlines plane was shot down over eastern Ukraine by a surface-to-air missile.

▲ **Figure 1.24** Members of various religions attend the multi-faith memorial service held for victims of the MH17 disaster at St Paul's Cathedral on 24 July 2014 in Melbourne, Australia. Eighteen out of the 298 lives lost aboard the Malaysian Airlines MH17 were Victorian residents.

In 2019 and 2020, the federal government was trying to pass a religious discrimination bill. It was argued by its drafters that it would protect those with religious beliefs and their practices, as it aimed to give those with religious views the ability to apply their religious beliefs in decisions regarding access to and opportunities in employment and services. In addition, they would be able to prevent companies from being able to implement policies that stop employees from making public religious statements. The bill was significant as it provided for freedom through discriminatory activity based on religious belief. For example, it had the potential to allow religious medical practitioners to refuse to provide particular treatments or advice if it is against their religious beliefs; this may include refusing to provide fertility advice or abortion. It also would allow religious schools to be able to refuse to employ people who were not of the same religious background, or expel students if they stopped practising that religion. It also allowed for religious statements to be made that could be considered inflammatory.

Multiculturalism is an important aspect of Australian society, as we are very culturally diverse. We are a land of migrants, originating from different parts of the world such as Europe, Asia and Africa. Increasingly, the numbers of countries of birth, languages we speak and religious affiliations are expanding. Data from Australia's 2016 census shows that two-thirds of Australians were born in the country, yet almost half of Australians were born overseas or had one or both parents born overseas. Approximately 21 per cent of people in Australia speak a language other than English at home, with over 300 languages being recognised in Australian homes.

▼ **Figure 1.25** A protest against the religious discrimination bill proposed by the Morrison Government

In a Facebook post in October 2015, former Prime Minister Malcolm Turnbull stated:

'We are the most successful multicultural society in the world. None of us can look in the mirror and say, "All Australians look like me." Australians look like every race, like every culture, like every ethnic group in the world. We (have) been able to be so successful because of a fundamental Australian value of mutual respect. It's the glue that binds this very diverse country together … That is a fundamental part of the Australian project.'

▲ **Figure 1.26** It is important to recognise and pay respect to Aboriginal and Torres Strait Islander peoples and their heritage and traditions as an invaluable part of Australian history and culture.

MAKING THINKING VISIBLE 1.2

The 3 Ys

Consider this statement made by One Nation Leader, Pauline Hanson. In her maiden speech to parliament in 1996, she stated, 'Abolishing the policy of multiculturalism will save billions of dollars and allow those from ethnic backgrounds to join mainstream Australia, paving the way to a strong, united country.'

- What do you think Pauline Hanson means with her statement? Does she advocate or support a multicultural society or instead wish for everyone to be the same?
- Why is this topic important to you?
- Why might it be important to different groups such as family, friends, migrants, Aboriginal and Torres Strait Islander peoples and refugees?
- Why might it matter to the world?

Key concepts: democratic values, justice   **HASS skills:** analysing and evaluating

A contrasting image? Different perspectives of Australian Identity

While Australia presents multicultural values as foundation values for our country, our history has not always shown this to be the case. For a long time different groups were not treated fairly or equally. Aboriginal and Torres Strait Islander peoples were often denied rights and freedoms and their practice of language and culture was restricted. Aboriginal peoples in Western Australia were not considered citizens of Australia unless they applied to become citizens and met strict criteria, such as severing ties with Aboriginal family and friends and the requirement to speak only English.

their male counterparts and despite making up over 50% of the Australian population only comprise around 30% of all Australian parliaments. Migrants to Australia have been subjected to legislation and laws that in contemporary times would be considered unfair and discriminatory. The White Australia Policy implemented at Federation required those that were not of white Anglo-Saxon ancestry (such as those not from Britain and not speaking English as a first language) to complete a dictation test when applying to migrate to Australia. After 1905, testers could conduct the test in any language they felt like, which made passing this test incredibly difficult and made it easier for officials to fail those deemed 'undesirable'. The test was abolished in 1958.

Remnants of Australia's exclusionary history and lack of equality and a fair go can be seen in the treatment of asylum seekers and refugees. The issue of refugees or asylum seekers became a contentious political issue during the 1990s when mandatory detention was introduced, predominantly for 'unauthorised' boat arrivals. One of the most widely accepted human rights document in the world is the United Nation's *Universal Declaration of Human Rights 1945*. Article 14 of the declaration provides that 'everyone has the right to seek and to enjoy in other countries asylum from persecution'. From 2001 onwards, in the wake of the

▲ **Figure 1.27** The issue of human rights and Australia's policies on asylum seekers is an ongoing and difficult topic for many Australians. This photo taken on 22 November 2019 shows Kurdish-Iranian refugee Behrouz Boochani posing for a photo in Christchurch. Boochani wrote his book *No Friend But the Mountains* on a mobile phone while held in an Australian detention camp. Boochani was denied entry into Australia, but became a New Zealand citizen in 2019.

They were not given the right to vote until 1962, and did not receive the same wages as non-Aboriginal people, and often wages were withheld under wage control laws. Women were not granted the right to vote universally across Australia until 1902 and they were required to give up paid work once they were married; they are still paid less than

Tampa affair, the September 11 attacks in the United States and the ensuing war in Iraq, asylum seeker boat arrivals became a hot election issue. The more recent wars in Sudan, Yemen and Syria have meant more displaced people fleeing war and conflict seeking protection and asylum in countries like Australia.

However, if they were to arrive by boat they were placed in offshore detention processing facilities. The arguments raised by politicians for their actions are framed under the context of 'national security' and deaths of refugees on unseaworthy boats. However, many human rights advocates claim that

Australia is illegally defying documents it has agreed to uphold and that asylum seekers and refugees have the right to seek protection. At the time of writing there were still 291 people detained in offshore processing centres in Papua New Guinea and Nauru. Is this an example of a 'fair go'?

MAKING THINKING VISIBLE 1.3

Sticking points

Reflect on the issue of the contrasting perspectives about Australian history and values. Record the class responses to the questions below.

1 Facts: What facts do people agree on and what facts do people disagree on?
2 Values: What values do people agree on and what values do people disagree on?
3 Interests: What practical interests do people with similar values share? What different interests do people have? This could include land, investments, business and political affiliations.
4 Policies: What policies and actions do people agree and disagree on?

Key concepts: democratic values, justice

HASS skills: analysing, evaluating, communicating and reflecting

ACTIVITY 1.7

Australia Talks Data Explorer

Access the Australia Talks Data Explorer, available at the following link:
https://cambridge.edu.au/redirect/9511

Click on the 'Values' topic.

Select five survey topics to investigate. Some starting points are:

- people should be able to say what they want even if it offends others
- people should keep their religious beliefs to themselves
- sometimes people's freedoms need to be restricted to keep Australia safe
- Australians should show more respect for one another.

For each topic, record the percentage of people that agree and disagree.

Do the statistics support the Australian values presented in this chapter or do they show that Australian society is changing because the values presented are not followed consistently or practised?

Key concepts: democratic values, rights and responsibilities

HASS skills: questioning and research, analysing and evaluating

ACTIVITY 1.8

Research task

1 Access the article 'Twelve charts on race and racism in Australia' on The Conversation website.

Read the charts and answer the following questions:
- What facts did you already know?
- What facts surprised you?
- How has Australian culture and identity changed over time? Use facts from the charts to support your ideas.
- What facts were contradictory? Why do you think this might be?
- What does assimilation mean? What problems do you think assimilation can have on multicultural groups?
- Why do you think people have negative views of people that are different to them? Are these negative views justified?

Key concepts: democratic values, rights and responsibilities, justice

HASS skills: questioning and research, analysing and evaluating, communicating and reflecting

END OF SECTION REVIEW 1.6

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the term 'values'.
2 Distinguish between secular, multi-faith and multicultural communities.
3 Describe what s116 of the Australian Constitution says about law-making in relation to religion.
4 How is the federal government planning to change freedom of religion?

Interpret

5 Why do you think it is important for religious groups to not impose beliefs on others?
6 How has Australian history demonstrated or shown that Australian values have often only been applied for certain groups at certain times? Use examples to support your ideas.

Argue

7 'Australia does not have a single identity.' Describe one argument in support of this statement and one argument against this statement. Do you agree with this statement? Provide justification to support your stance.
8 In 2021, a line from Australia's national anthem was changed from, '*for we are young and free*' to '*we are one and free*'. Debate has begun about the appropriateness of the anthem and whether it encapsulates freedom and democracy or rather does not acknowledge that Australia has a long First Nations history and freedom was often restricted for many groups. Is the change appropriate and significant? Provide justification for your answer. To extend, analyse the Australian national anthem, specifically looking for other lyrics that could be interpreted in different ways. Identify these lyrics and describe what they could mean to different groups.

Key concepts: democratic values, rights and responsibilities, participation, justice

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

1.7   Australian identity – one size fits all?

FOCUS QUESTIONS

- How do groups in Australia express their identity?
- What are the different symbols, colours and features that reflect our national identity in Australia?

What does it mean to be Australian? **Identity** is knowing who you are in terms of your qualities and characteristics, your values and your goals. A national identity is how we could categorise and recognise those from a particular country. Australians share similar values but recognition of other aspects of our identity can help us connect to those around us and distinguish us from people of another country. Significant cultural and historical events, songs, food and symbols help develop an Australian identity and allow connection for individuals to their communities.

Anzac Day

Anzac Day is commemorated every April 25 to remember Australian and New Zealand soldiers who landed and stormed the beaches on the same day in 1915 at Anzac Cove in Gallipoli during WWI. The first Anzac Day in 1916 was an opportunity to honour those that had fallen and remember the sacrifices they had made. While its popularity waned until the 1990s,

identity the beliefs, values, characteristics and features that someone thinks about themselves. These may be similar to others or differentiate them from other people.

▼ **Figure 1.28** Anzac Day is big annual event in Australia, celebrated across the country. Pictured here are a wreath and a photo along with a remembrance plaque in Kings Park, Perth.

it became a national public holiday and many traditions are observed every year. It has come to reflect one aspect of Australian identity in its connection to our history and involvement in the world as a newly federated nation. The Anzacs are often considered to embody characteristics that Australians aspire to: valour, courage, mateship and larrikinism. Every year thousands gather for dawn services and a service where tributes are delivered and wreaths laid at memorials. The Last Post and the Ode encourage us to remember those who fought. Others march in Anzac parades including those who serve, have served or are descendants of those who served in the military. The contrasting perspectives surrounding Anzac Day and the Anzacs relates to its exclusionary origins. The original Anzacs were young, white males and the contributions of young female nurses and even Aboriginal and Torres Strait Islander soldiers, who often hid their identity to be able to enlist, were until recently not acknowledged. The actions of the original Anzacs are also subject to scrutiny in the way they treated and spoke to those from different cultures.

Australia Day

Australia Day is held on January 26 every year. This date marks the official date when the British colonised Australia and the First Fleet arrived with a contingent of soldiers, government officials and convicts. Many different events are held across the nation to recognise this day, including community picnics and barbeques, citizenship ceremonies and fireworks. Winners of the Australian of the Year awards are recognised and honoured at this time. Nominees and winners alike are celebrated for their achievements and contributions to Australian society in showing leadership, making change and how they serve their communities. However, this day is not without its controversies. In 1938 the day was proclaimed a Day of Mourning by the Australian Aborigines League, who called for a righting of the injustices done to the original inhabitants of the land by those first British arrivals and others after. It is

also alternatively known as Invasion Day, as from an Aboriginal and Torres Strait Islander perspective, January 26 represents the start of the decimation of their people and culture by the British settlers. There is a current debate in regards to changing the date to acknowledge the trauma, disadvantage and discrimination associated with the arrival of the British.

'WE, representing THE ABORIGINES OF AUSTRALIA, assembled in conference at the Australia Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the Whitemen's seizure of our country, Hereby make protest against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian nation of today to make new laws for the education and care of Aborigines, we ask for a new policy which will raise our people TO FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY.'

▲ **Figure 1.29** An excerpt from the Day of Mourning conference in 1938

NAIDOC and Reconciliation Week

NAIDOC stands for National Aborigines and Islanders Day Observance Committee, and every July a week is held to celebrate the culture, history and achievements of Aboriginal and Torres Strait Islander peoples. A range of activities is held to support Aboriginal and Torres Strait Islander communities and everyone is encouraged to participate. Each year a theme is given and in 2021 it is 'Heal Country!'. It is an opportunity for the community to explore, learn about, and appreciate the wealth and breadth of First Nations languages and knowledge and understandings of the environment, plants, animals, astronomy, waters, land use and protection. Reconciliation Week is about developing and strengthening the relationships between people in Australia and creating a more just, equitable nation based on respect and unity.

▲ **Figure 1.30** Events during the Perth Royal Show at Claremont Showground, showcasing the work of rural and agricultural communities

Royal Agricultural Shows and Field Days

Australian colonial history is steeped in the development of land through agriculture, and Royal Agricultural Societies quickly formed to celebrate and acknowledge the hard work and traditions of those who farmed the land. In WA the RAS was gifted land in Claremont and in 1905 the first Perth Royal Show was held. The RAS supports rural communities and acts as a link between communities. The Royal Show became an opportunity to exhibit the work of those rural communities and the significance of agricultural and primary industries in WA. Competitions and showcases are held during these shows; however, the RASWA works year round in education as well as with sporting groups, and in the areas of innovation and entertainment.

Harmony Week and cultural celebrations

The Commonwealth Department of Home Affairs promotes Harmony Week, which runs in the third week of March each year as a way to celebrate Australia's cultural diversity. In WA it is an opportunity to celebrate the benefits of its cultural and linguistic diversity and to work towards breaking down barriers that exist, such as racism and intolerance. Communities hold music and dance performances and organisations often have multicultural lunches that have a variety of foods from lots of countries.

Shinju Matsuri is a yearly event celebrated in Broome, Western Australia, which pays tribute to the heritage and culture of the area. The name is Japanese for Festival of the Pearl and is a combination of multiple cultural festivals originating from the pearl industry workers who made up the diverse population in the area during the 1800s. Japanese, Chinese, Malaysian, Koepangers, Filipino and European workers in the early pearling industry all bought their cultural traditions with them to Broome. The festival is an opportunity to bring together and share heritage, food and traditions while celebrating the end of the pearl harvest. Some of the traditions involve the lighting of the lanterns and releasing Sammy the Dragon.

The Sydney Gay and Lesbian Mardi Gras remains one of the key events run to support the LGBTQIA community in Australia. It started as a protest march in June 1978, which called for an end to discrimination against homosexuals. The event is now a celebration of gay pride and sexuality in the Australian community.

▲ **Figure 1.31** Deputy leader of the Labor Party, Tanya Plibersek is seen during the 2019 Sydney Gay and Lesbian Mardi Gras Parade in Sydney, Australia. The Sydney Mardi Gras Parade began in 1978 as a march and commemoration of the 1969 Stonewall Riots of New York. It is an annual event promoting awareness of LGBTQIA issues and themes.

Representing Australia

symbol a sign, shape or object that is used to represent something

There are many **symbols** in Australian society which can be recognised as displays of our national identity.

The Australian flag

The Union Jack represents the history of our nation as a British settlement.

The white Commonwealth or Federation Star has seven points, representing the unity of the six states and the territories of the Commonwealth of Australia. The Southern Cross is shown in white and is symbolic of Australia's geography as it can only be seen from the Southern Hemisphere.

▲ **Figure 1.32** The Australian national flag

The Australian Aboriginal flag

The Australian Aboriginal flag was first flown at Victoria Square, Adelaide, South Australia on National Aborigines Day in July 1971. It was proclaimed a Flag of Australia under the *Flags Act 1953* (Cth) in July 1995.

The black horizontal half is representative of the Aboriginal peoples of Australia.

The red horizontal half is representative of the red earth, the red ochre used in ceremonies and, finally, the Aboriginal peoples' spiritual relation to the land.

The yellow circle is symbolic of the Sun, the giver of life and protector.

▲ **Figure 1.33** The Australian Aboriginal flag

Coat of arms

The coat of arms contains a shield with the symbols of the six Australian states. They are contained in a border to represent Federation in 1901.

▲ **Figure 1.34** The Australian coat of arms

The shield is held up by two native Australian animals – a kangaroo to the left and an emu to the right. The gold Commonwealth star is placed above the shield, symbolising the states and territories. The word 'Australia' is contained in a scroll at the bottom of the coat of arms. Golden wattle, which is the national floral emblem, forms the background.

MAKING THINKING VISIBLE 1.4

Step inside: perceive, know about, care about

After reading the about the different flags, symbols and emblems of Australia:

- What did the designers perceive of Australia?
- What might the designers know or believe?
- What might the designer care about?

Key concepts: democratic values, participation   **HASS skills:** analysing

National colours

Green and gold were proclaimed the national colours of Australia on 19 April 1984. The colour green is representative of the trees and crops in Australia. The colour gold is representative of sand, grain, fleece and mining. The colours are also found in the national floral emblem, the golden wattle.

National anthem

The Australian national anthem *Advance Australia Fair* was first written in 1878 by Peter Dodds McCormack. It was proclaimed Australia's national anthem in 1974 after a national vote to decide on a new anthem. From 1901 to 1974, Australia's national anthem was *God Save the King/Queen*. However, the Fraser government reinstated *God Save the Queen*. Another poll was conducted in 1977, with the majority of Australians selecting *Advance Australia Fair* again. It was only seven years later that this was once again proclaimed the national anthem by the Governor-General on 19 April 1984. It has recently had a change to the lyrics, from 'we are young and free' to 'we are one and free'.

Australian food

Other less obvious symbols that help Australians identify themselves and make them feel uniquely Australian include food.

Many Australians overseas often crave food and drinks that are only available in Australia, as it reminds them of home and instils a sense of belonging and connection. Vegemite is one such food: many people are unable to withstand its bitter and salty flavour, but Australians often enjoy this dark spread on toast with butter. Lamingtons, Tim Tams, Milo, fairy bread and Anzac biscuits are also foods that are considered very Australian. A sausage sizzle or a 'snag' is an Australian tradition as well and is not only easy to prepare but can often be found at fundraising events, and has become a staple at local or community sporting clubs and hardware and garden centres.

▲ **Figure 1.35** The sausage sizzle is a great staple and tradition of Australian cuisine.

Most recently, the 'democracy sausage' has emerged at polling places on election days.

Australian slang

Australians are also thought to have a unique way of speaking that characterises our easy-going manner and informality. Firstly, Australians have a tendency to shorten words and use abbreviations in conversation with others. Afternoon becomes arvo, Australian becomes Aussie, barbeque becomes barbie, a cup of coffee or tea becomes a cuppa, McDonald's becomes Macca's, biscuit becomes biccie, chocolate becomes choccy. There are many more words that have become part of the lexicon of Australian slang. Other Australian phrases include: 'dog's breakfast', which means a shambles; 'fair dinkum', which asks for clarification on the truth; and 'Buckley's chance', which refers to the escaped convict William Buckley, who was thought to have died in the Australian bush, but was later found to have adapted and was living with Aboriginal peoples. It refers to the small or unlikely chance of success.

ACTIVITY 1.9

Research task

1 Choose an episode of the ABC series *You Can't Ask That*. Some suggestions include: Indigenous, Muslims, Refugees, Homeless, Ex-Politicians, African Australians.

As you watch your chosen episode answer the following questions:

- What questions were asked?
- What sense do you get of these peoples' perspectives or opinions about Australia and being Australian?
- Do you think these groups are good examples of what it means to be Australian? What makes them Australian?

2 Choose a famous Australian or an Australian of the Year. Investigate why they are famous or well regarded, how they demonstrate Australian values and why they are uniquely Australian.

Key concepts: democratic values, rights and responsibilities, participation, justice

HASS skills: questioning and research, analysing and evaluating, communicating and reflecting

END OF SECTION REVIEW 1.7

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define 'identity'.
2 Identify some other symbols that might represent Australia other than those that have been identified in the chapter.
3 Develop an 'all-Australian' menu, and list three options each for an entrée, main course and dessert. Use native Australian foods or items that are considered Australian.

»

>>

Interpret

4   Anzac Day, Australia Day, NAIDOC Week, and Harmony Week are just some events that help celebrate identity in Australia. How does each event do this? Do these events exclude any groups in the country?

5   Out of the various cultural days celebrated in Australia, which one do you think most exemplifies what it means to be Australian? Justify your answer with two reasons.

Argue

6   'Australia's national flag should be changed to include symbols of Aboriginal culture.' Do you agree or disagree? Why?

7   Using the internet, look up the lyrics of the song *I Am Australian* by The Seekers. Write a persuasive text (at least two paragraphs) as to why this song should be considered as a replacement for our national anthem.

Key concepts: democratic values, rights and responsibilities, participation, justice

HASS skills: questioning and research, analysing and evaluating, communicating and reflecting

1.8 Conclusion: why does it matter?

Throughout history, different groups have been excluded from society, the economy and from political decision-making. Those in power have held beliefs and conducted themselves in a way that has discriminated against some of the most vulnerable groups and caused emotional distress, physical harm and economic and social disadvantage. When you look closely, the effects and remnants of that disadvantage still exist. Aboriginal and Torres Strait Islander peoples have lower life expectancy than non-Indigenous Australians, roughly by about 10 years for both males and females, and are also more likely to be imprisoned: in December 2019, there were over 2500 inmates per 100 000 people in the male Indigenous population compared to 218 in the overall population. Women's weekly wages for a full-time job are on average 15.3 per cent less than males' and women aged 60-64 are likely to have a superannuation balance half that of men the same age, making them more vulnerable to poverty as they get older. Migrants, particularly refugees, are vulnerable to poor mental and physical health and 22 per cent experience discrimination in their day-to-day lives. Through learning about the rights and freedoms that we all have and the ways in which we can create and change laws that will reduce such harm and disadvantage, we are better prepared to contribute to a peaceful and prosperous society and reap the benefits ourselves through protection, safety and opportunity. It is unreasonable in a democracy to believe that everyone will agree on every issue, but it is acceptable and necessary to understand that we can all enjoy freedom so long as we do not infringe on the rights and freedoms of others. If this occurs we are no longer exercising individual rights and freedoms, we are engaging in discrimination and prejudice. It is also important that within that society we have an understanding of what it means to be not only Australian but also human, so that we can work towards common goals and aspirations where everyone benefits.

1.9 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Inquiry

Constructing a proposal

Construct a proposal to your local representative about an issue of importance to you. Your proposal should include:

- facts about the issue
- two perspectives or sides in regards to the issue
- your perspective on the issue and your reasons
- suggestions of how your local representative should address the issue.

Analysis

Rights and freedoms during the COVID-19 pandemic

The COVID-19 pandemic has impacted Australian's freedom of association, assembly and most notable the freedom of movement. Australians overseas are restricted in their ability to return home and Australians are restricted in travelling to other countries. Australians are also restricted in their movements between states within Australia.

Access the article at the following link and answer the questions that follow: https://cambridge.edu.au/redirect/9512

- What rights and freedoms has COVID-19 impacted?
- Why is it difficult to determine the limitations that can be placed on rights and freedoms?
- Are the strict limitations on everyone necessary to contain COVID-19? Give an example from the text where this is discussed.
- Why was the Victorian curfew criticised during this time?
- Why is it important that limitations are put in place during the COVID-19 epidemic?

Writing

Investigating identity

Research your identity and create a biography of yourself and your origins.

- Who are you? Draw a family tree with yourself, siblings, parents and grandparents.
- Where are you, your parents and your grandparents from? (Place the locations on a map.)
- Where do you live now? (Place the locations on a map.)
- When did you or they arrive in Australia? (Create a timeline of your life.)
- Why do you like living in Australia? What makes you proud to be here?
- How can we promote understanding of people from different places and the diversity of cultures in Australia?

Creative task

Using the information in the chapter as inspiration, choose two activities to complete from the list below. Ensure that each design is annotated to explain the reasons for your design.

- Create a new version of the Australian flag, using symbols and colours that are important to you.
- Write an acrostic poem with the letters that make up the word AUSTRALIAN. For each letter, write a word or sentence that characterises Australian identity or values.
- Create an Australian superhero and outline their special powers and values they uphold, describe who their nemesis or enemy is, and create a special outfit that incorporates 'Australian' symbols.
- Develop an Australian dictionary that translates Australian slang and phrases and explains what they mean and their history, if relevant. Aim for 20 words and phrases.
- Find out about some of the craziest/strangest laws in Australia in the past or that still exist now. Create an infographic presenting your information.

Key concepts: democracy, democratic values, rights and responsibilities, participation

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

▲ **Figure 1.36** What does being Australian mean to you?

Civics and Citizenship has many connections with other subjects in the Humanities. Have you considered how what you have learnt about democracy, rights, freedoms, laws and identity relates to the other topics you will cover this year? Here's a sample:
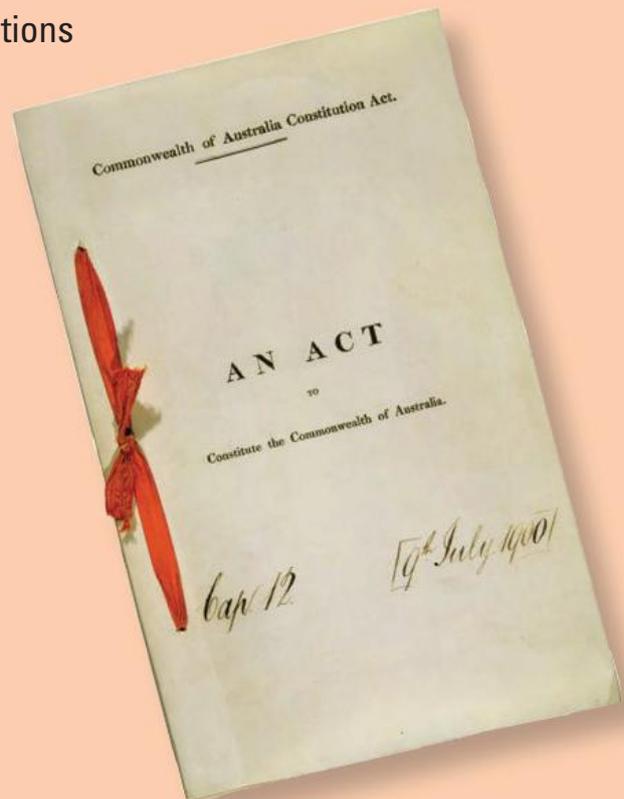
History

The Magna Carta, the Bill of Rights 1689 and the Australian Constitution

What were the key values of the creators of these documents? How have these ideas been incorporated into our democracy in Australia today?

Research the Magna Carta and the Bill of Rights 1689. Why were they created? What events triggered their creation? What rights and freedoms are now part of Australia's Constitution?

Medieval crime and punishment, traditional and customary law and punishment

During medieval times, crime and punishment was not monitored or enforced by the police. Villages and the lords and barons often dealt with crimes. Occasionally, trials by ordeal would determine guilt or innocence. Research medieval systems of crime and punishment and First Nations customary law and punishment systems, and compare and contrast them. What things were considered to be crimes? How was innocence determined? What punishments were given? What similarities and differences exist?

Medieval system of government and modern constitutional monarchy in Australia

The UK parliamentary system evolved over hundreds of years and helped develop the system we have in Australia. Create a diagram for medieval England showing how laws were made and compare this to the law-making process in Australia today. Which system is better and why?

Economics and Business

Changing laws for changing society

Laws protecting consumers, workers and businesses often change over time as working conditions and technology change. How would a government or economy handle a change in the way we purchase items and transport them? Consider a future technological change such as flying cars/drones, or computer chip implants in brains. What laws and regulations would the parliament need to consider to protect consumers? Brainstorm the following:

a Stakeholders or groups invested in the new law
b Perspectives of each stakeholder (what would they want to ensure and protect?)
c What restrictions and regulations or standards would need to be implemented to protect consumers and businesses?
d What consequences would be put in place for those who broke the laws?
e Who would enforce the laws?

Participating responsibly and protecting our rights in the economy

Both government and private organisations aim to protect the rights of consumers from unfair business practices. The ACCC (Australian Competition and Consumer Commission) is responsible for ensuring businesses act appropriately, and it can implement fines if they do not. *Choice* researches products and tests them to find which ones are safe, the best quality and value for consumers. Research in pairs the ACCC and *Choice* and find out:

- their roles
- their responsibilities
- methods used
- examples of actions/campaigns.

Together decide which organisation is more effective at protecting consumers and why, or if both are necessary to ensure the rights of consumers.

Geography

Protecting national landmarks

Different landscapes and landforms have different meaning to Australians. National and state parks can be classified as protected and their use is restricted and monitored to preserve biodiversity, ecosystems and cultural significance. What is the role of the government and UNESCO in preserving different places? Research one of the following places:

- Purnululu National Park
- Kakadu National Park
- Shark Bay
- Franklin and Gordon Rivers
- Great Barrier Reef.

Find out where it is, why it is significant and protected, the threats to the environment, and how the government looks after it.

Landscapes and identity

The following descriptions are often used to describe Australians: surfer, bushman, farmer, miner.

Choose one of above words and describe/draw what that person looks like and the things they do.

Write a paragraph explaining how the landscape and environment has influenced the appearance and common behaviours of this person.

Migration and identity

Find someone who was born in another country. Develop a series of interview questions to ask them about their experiences in Australia and what it means to live in Australia and be Australian. Some starters might be:

- Where are you from?
- When did you arrive in Australia?
- How did you first feel when you arrived?
- Why did you leave?
- Who came with you?

Part 2

Economics and Business

What is Economics and Business?

If you have ever shopped in a supermarket, you'd notice that there are varieties of goods available to the average shopper. Do you ever wonder where they come from? Are the goods locally produced? Are they Australian made? Or have they come from overseas? How does our demand for a good influence the price of that product? How does it ensure that the supply for goods tends to always meet the demand? Why are some goods and services provided by businesses and others by the government?

The study of economics and business is important as it helps us develop an understanding of the market forces which influence our decisions as consumers. How do producers satisfy our needs and wants? How do consumers decide what they will purchase? The relationship between consumers and producers is underpinned by the laws of demand and supply. As the Earth's resources are finite, producers need to establish the most efficient way to use them to cope with the problem of scarcity.

Responding to the demands of the market is essential for a successful business. Businesses that react fastest and most effectively to changing consumer demand are more likely to experience success. Businesses must also follow a number of laws which govern the way they deal with staff, customers and the environment. As consumers, too, it is important to know our rights and responsibilities. What happens if a product does not do what it says? It is vital for consumers to understand their rights and the guarantees given by businesses.

Unit 1

Markets, producing and consuming and the future of work

Overview

In this unit, you will focus on the way markets operate in Australia, and how supply and demand influence prices. There are a range of factors that determine the types of goods and services available in the economy, each stemming from the individual choices of consumers and producers. You will learn how and why the government is involved in the market and compare various ways economies can be structured.

To ensure your success as participants in the wider economy, you will consider the rights and responsibilities of both consumers and businesses and understand a range of business types. Businesses can be as small as a single individual or as large as many thousands of workers. Each business type has its unique benefits and costs. You will also learn about significant factors that influence the way people work, such as technology, global communication networks and outsourcing. The future of work in the Australian economy is set to be dynamic, and you will need to be prepared for this changing environment.

Learning goals

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

- How do markets operate in Australia?
- How do businesses answer the questions of what to produce, how to produce and for whom to produce?

- To what extent should the government be involved in the market?
- What rights do consumers have in Australia?
- What forms of business exist and what are the costs and benefits of each?
- How do businesses take advantage of opportunities in Australia?
- Why is work important?
- How does technology affect the way we work?
- Why are some jobs disappearing or changing?

▲ **Video**
Unit overview

▼ **Source A** Australian currency

CHAPTER 2

The market economy

2.1   Setting the scene: a shortage of toilet paper, and a world changed forever

The COVID-19 pandemic sent shockwaves through the economy for both consumers and producers.

As the news began to emerge in March 2020 of possible lockdowns and restrictions in response to the novel coronavirus pandemic, a strange phenomenon began to grip the supermarkets of Australia. Row upon row of empty shelves, queues of people waiting at opening time and limits on how much customers could buy of certain items were a sign of the panic that was setting in across Australia and around the world. Economics is, at its heart, a study of human behaviour and decision-making, and this is a perfect example of how individual actions can have wide-reaching effects.

As the shelves remained empty, governments and businesses began to assure consumers that there were no lasting shortages of essential items such as pasta or toilet paper, and if each person simply stopped stockpiling goods then the problem would be solved. This did little to change people's behaviour. Reports of physical fights breaking out at supermarkets highlighted the extent of the panic. Shortages of surgical masks, hand sanitiser and soap led to many businesses being accused of price gouging, selling items for far above a reasonable price. People changed their buying habits and began to focus more on saving their money or spending only on essential items.

▲ **Figure 2.1** Limits on quantities shoppers could buy did little to solve shortages.

▲ **Figure 2.2** The future of work may become more flexible as a result of the COVID-19 pandemic.

At the same time, strict restrictions on public gatherings put hundreds of thousands of employees in hospitality, entertainment and travel out of work overnight. The demand for their labour fell to zero, and there were long queues outside Centrelink offices throughout the country. The government quickly stepped in to provide relief payments to businesses and households alike, with the aim of both helping people to satisfy their basic needs and to stimulate spending in the economy. The impact of the pandemic on the economy was significant, but the benefit of having government involvement in the economy is that there is a safety net for when crises happen. Many countries with weak or inefficient governments were not able to provide payments like Australia, and many people fell into poverty.

The longer lasting effects of these changes to the economy will be felt for decades. The gap between the richest and the poorest is widening ever faster and will be a problem for generations to come. Some industries, such as cruise ship travel, may never recover. There are, however, some positive signs. More people are now choosing to work from home more regularly, changing the dynamic of the labour force, perhaps giving more flexibility and increasing productivity. Also, improvements in communication technology and a spike in creativity as a result of lockdowns may create opportunities into the future.

MAKING THINKING VISIBLE 2.1

Think, puzzle, reflect

The COVID-19 pandemic impacted the supply as well as the demand for a lot of goods and services, directly affecting almost every Australian.

- What do you remember about the time period referenced in the text above?
- What questions or puzzles do you have about how and why this happened?
- How can we reflect on this and use it to help us in the future?

Key concepts: scarcity, allocation and markets   **HASS skills:** analysing, evaluating

2.2 Chapter overview

Introduction

An economy, as it exists in most societies, is the interaction and **interrelationship** between buyers and sellers. It consists of all the **transactions** made between people who produce goods and services and people who consume them. For example, if you stopped off at the supermarket on your way to school today to buy your lunch, you participated in the economy. You based your decision of what to buy on your own personal preferences, the availability of products and probably considered the price of what was on the shelves. This is no accident. The way a market economy works can be very easily understood by the example of a supermarket.

Producers, such as farmers and manufacturers, make goods or provide services. Because it is cheaper and more convenient for consumers to find a large supply of goods in the same location, companies such as supermarkets act as an intermediatory, taking a percentage of the sale price in order to themselves make a profit. If lots of people buy the same lunch item as you chose, then producers will respond by making more of it and the price may be higher or lower next time you buy it. In this chapter, you will begin to understand the ways markets work, and the factors which can influence demand, supply and prices.

> **interrelationship** the way in which two or more things or people are connected and affect one another
>
> **transaction** a completed agreement between a buyer and a seller to exchange goods, services, or financial assets

Learning goals

- How do markets operate in Australia?
- How do buyers and sellers interact?
- How does the market work to set prices?
- How do markets enable the allocation of resources?

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about businesses

▲ **Figure 2.3** The choices customers make when shopping influence future supply.

2.3   How markets operate in Australia

FOCUS QUESTIONS

- How do markets operate in Australia?
- How do buyers and sellers interact?
- How do businesses answer the questions of what to produce, how to produce and for whom to produce?

A market, in its most simple form, is a place where buyers and sellers come together in order to exchange goods, services or money. Think of a local farmer's market. Even in this simple example, there are countless factors that influence the way in which the market operates. If there is hot weather forecast, consumers may increase their demand for things such as watermelon or salad leaves, while if there is an announcement about the health benefits of antioxidants it could be blueberries flying out of the stalls. Similarly, producers are influenced by external factors too. Drought conditions might change the supply of certain products or an advancement in technology could increase the productivity of farmers. All these factors will change the prices of these goods, as the mechanisms of supply and demand push prices up or down.

The market, however, is not simply governed by the demands of consumers and the ability of producers to supply. There are rules that determine the quality and quantity of produce that vendors are allowed to sell, in order to maintain health standards. There are fees and taxes that must be paid on each transaction and there are a number of labour laws, fair trade practices and waste disposal regulations that must be followed. Government clearly also plays a major role in the market, even in our simple farmer's market example. As markets become more complex, the role of government becomes still more important.

Amazing but true …

Supermarkets stock between 40 000 and 50 000 items on average. That's a lot of decisions to be made by both producers and consumers.
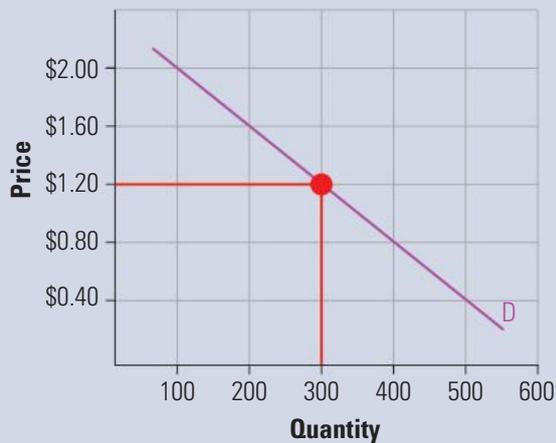
The law of demand

The amount of a good or service that consumers wish to buy at a given price is known in economics as demand. There are two types of demand, and both follow a set relationship to the price of goods and services. Individual demand refers to a particular person's buying habits and is of less interest to businesses and economists. Market demand refers to the total quantity of a good that all consumers in a market will purchase at a given price and is governed by a number of price and non-price factors.

The law of demand states that as the price of a good or service increases, demand for the product will decrease. It is a negative or inverse relationship. This is something everyone can relate to – as the price of something goes up, we are less likely to want to buy it.

▲ **Figure 2.4** Fremantle markets are an example of a competitive marketplace.

CHOCOLATE BAR DEMAND

▲ **Figure 2.5** As the price of chocolate bars increases, demand decreases, and vice versa.

▲ **Figure 2.6** The beverage market has a wide range of substitutes.

▲ **Video** Supply and demand

Market demand is typically represented by a downward sloping curve, as demonstrated in Figure 2.5.

Demand is also influenced by a number of external or non-price factors. These will increase demand at all price levels and include:

- the price of a competitor's substitutes
- the price of complementary products
- the income level of consumers
- the tastes and expectations of consumers.

These factors will cause the entire demand curve on the graph to shift to the right or the left, known as an increase or a decrease in demand.

Substitutes and complements

As consumers have choice, the prices of related goods will change the demand for a product. Consider margarine and butter. As the price of butter increases, the demand for margarine will also increase as it becomes relatively cheaper. Of course, there are still people who prefer butter and will buy it at the higher price, but the market demand will change. These goods are known as substitutes. Similarly, the increase in the price of butter may also change demand for bread – but in the opposite way. As bread and butter are complements (often consumed together), more expensive butter will cause the demand for bread to fall across the market.

Income and taste

Naturally, people's demand for goods and services changes over time. Products move in and out of favour, advertising and trends influence buying decisions, and consumers respond to general economic conditions. As incomes rise across the economy, demand for luxury goods such as holidays, jewellery and electronics rises, while the opposite is true when incomes are low. In fact, when incomes are low, demand for second-hand cars, instant noodles and canned food tends to increase. Businesses keep close track of trends within the economy and plan to supply products that they think consumers will want more of at different times.

MAKING THINKING VISIBLE 2.2

Consumption preferences

Using magazines, newspapers and other image cut-outs, create a continuum collage of your own consumption preferences. Glue the items which you prefer to buy at one end of the continuum and those which you prefer not to buy at the other end. Compare your collage with your classmates and conduct a discussion about the reasons for any similarities and differences.

**Key concepts:** interdependence, allocation and markets

HASS skills: questioning and researching, communicating and reflecting

The law of supply

Supply refers to the amount of a good or service that producers are willing and able to sell at a given price. This is the other major part of a market economy. Any given producer will have a preference for how much of a certain product they wish to offer for sale to the market, but the same law applies to each. As price increases, supply increases. It is a direct or positive relationship. This means that when supply is represented on a graph it is upward sloping, as can be seen in Figure 2.7.

CHOCOLATE BAR SUPPLY

▲ **Figure 2.7** As the price of chocolate bars increases, supply increases, and vice versa.
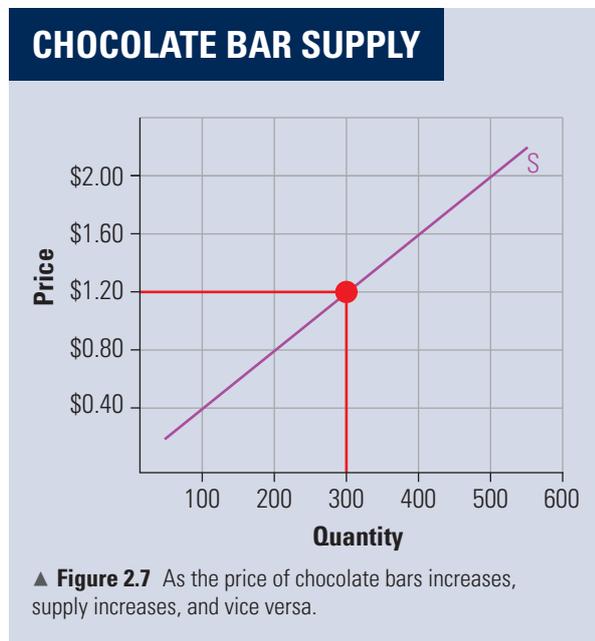
As with demand, non-price factors also influence the supply of goods and services. These will increase the supply of a good or service at all price levels, and include:

- the price of inputs (the raw materials) used to make the product
- new technology
- government policies.

These factors will cause the entire supply curve on the graph to shift to the right or the left, known as an increase or a decrease in supply.

Price of inputs

Producers are very sensitive to the costs of making their products. Consider a restaurant that specialises in gourmet burgers. If there is an increase in the price of beef, which could happen for a number of reasons, the restaurant has two options. They could increase the price of their beef burgers, or they could exchange some beef items on the menu for alternatives, such as lamb or chicken. This would be referred to in economics as a decrease in the supply of beef burgers. The price of key inputs such as oil, timber or steel can be significant factors in the supply of a wide range of goods across the economy.

Technology

As technology improves, the supply of goods and services increases. This is relatively easy to understand when considering a factory that produces shoes. If the factory has a series of machines that can make 500 pairs of shoes per day, this would be their maximum supply. Suppose, however, that the factory installs a new machine that enables them to make 700 pairs per day, supply would increase. This same concept can be applied to almost any industry. In fact, technological progress has led to a 47 per cent increase in manufacturing production since the year 2000 for goods such as cars, electronics and clothing.

▲ **Figure 2.8** The increasing use of technology in manufacturing has increased the supply and reduced the price of many goods.

Key concepts for your memory bank

Allocation and **markets** refer to goods and services in an economy. Each society must decide what goods and services to produce. A **market** provides a way to **allocate** resources, goods and services, based on the actions of consumers, producers and governments. *Pop this concept into your memory bank – at the end of this book is an activity that will test your understanding of this, and other key HASS concepts!*

ACTIVITY 2.1

Research task

Visit the ABC website and read the following article, then answer the questions that follow: https://cambridge.edu.au/redirect/9496

1. Describe why the supply of avocados decreased in the summer of 2016.
2. What will happen to the price of avocados when there is an increase in supply from Queensland? Why?
3. Describe the long-term prediction for avocado prices and the reasons for this.
4. Using a supply and demand graph, show the change in supply and demand for avocados as described in the article and the impact on the price of the fruit.

▲ **Figure 2.9** During the past 20 years, Australia's avocado production has more than tripled.

Key concepts: scarcity, allocation and markets   **HASS skills:** analysing, evaluating

Allocation of resources

Given the laws of supply and demand, and the knowledge of the factors that influence them, the market does a relatively good job of efficiently **allocating** resources in the economy. Businesses, and economies as a whole, must answer three fundamental questions:

- what to produce
- how to produce
- for whom to produce.

allocation is an amount of something, especially money or resources, that is given to a particular person or used for a particular purpose

profit the money left over from selling goods and services after all costs and expenses have been paid

Producers will use the land, labour, capital and entrepreneurship that is available to them to provide goods and services at a price that maximises their **profits**, but that also responds to the demands of consumers. They are free to determine what to produce based on their understanding of the market and their own capabilities and can respond to opportunities when they see them. Producers also have the flexibility to change the way they produce goods and services in order to make profits and improve their appeal to customers. Finally, businesses also have the power to target certain sectors of the market with their products; they do not have to sell to everyone. For example, luxury car brands such as Ferrari or Porsche have a particular target customer and charge a high price for the quality and exclusivity of their product.

Governments will sometimes step in with laws or licences to make sure that resources are not over-used or wasted; however, for the most part producers and consumers are free to make decisions in their own best interest.

▲ **Figure 2.10** Decisions over how to use resources to generate energy are made differently by different producers.

Market economies work because if consumers demand certain goods or services, the price of these will rise, signalling to producers to make more of that product. Similarly, as goods or services fall out of favour the price will fall and producers will stop making them. This helps to ensure that resources are allocated efficiently.

Non-market economies

Some countries around the world and throughout history have used other forms of economic system. The most common of these is a collective or central economy. Under this system, the government owns all resources and allocates them as they see fit. The government will decide how much of what products are made and how they are produced, and prices are not commonly used. The government also allocates finished goods and services where it believes they are most needed.

▲ **Figure 2.11** In China, a country with a mostly centrally controlled economy, huge amounts of resources have been allocated to building cities where very few people yet live.

This seems like it could work in theory; however, history has shown that these economic systems create inefficiencies, and resources are not used in the best possible way. This is because information is essential in an economy. Prices are the best mechanism to communicate information between buyers and sellers, and ensure decisions are made that benefit everyone.

MAKING THINKING VISIBLE 2.3

Economies around the world

Research countries around the world and find out what type of economy they have. Using a map of the world, colour each country based on whether they have market, non-market or another type of economy. Complete your map by adding a key.

Key concepts: allocation and markets, making choices

HASS skills: questioning and researching, communicating and reflecting

END OF SECTION REVIEW 2.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Explain the following terms:

  a market

  b demand

  c supply.

2 Explain how markets work to allocate resources in the economy.

3 How do changes in supply and demand impact the prices of goods and services?

4 Create a list of five pairs of substitute goods and five pairs of complementary goods.

Interpret

5 For each of the following situations, outline whether supply or demand would change, and what would happen to the price.

  a Wheat: a drought occurs

  b Yachts: people's income decreases

  c Hamburgers: price of feed for cows increases

  d Gym memberships: awareness of fitness health benefits increases

  e Coal: studies show it contributes to climate change

  f Candles: computer hacking causes power outages

  g Computers: a new technology makes production faster

Argue

6 Is supply or demand more of a factor when it comes to the price of goods and services? Choose one of the products below and write a paragraph response to argue which factor makes the most difference to the price:

- designer clothing
- seasonal fruit and vegetables
- dog-washing service
- overseas holidays
- precious metals.

Key concepts: allocation and markets, scarcity, interdependence, making choices

HASS skills: analysing, evaluating, communicating and reflecting

2.4   Government involvement in the market

FOCUS QUESTIONS

- What role does the government play in the market?
- To what extent should the government be involved in the market?

While the free interaction between consumers and producers results in the best outcome for society in most cases, there are a number of reasons why governments become involved in the economy. These include:

- public goods and services
- externalities
- regulations.

Public goods and services

In our society, most of our needs and wants can be satisfied by what are known as **private goods**. This means that as a consumer you will buy the product, which you will then own. These are supplied by businesses and include things such as cars, food, appliances and holidays. The market for these goods operates largely as discussed in the previous section. There are, however, some goods and services that the market fails to provide in a way that is best for society. In these situations, the government will step in and provide these to all or some of the population. A good example is national defence. It would be a very poor system if each person had to pay for the defence of their own property and would create a lot of other issues. So, the government uses tax payments to fund a national military to defend the whole country. Other services such as health, education and transport are provided by the government because they create large external benefits to the economy and are so essential that as a society, we have decided that they should be available to everyone.

Externalities

As with the positive external benefits associated with health and education, consuming some goods actually has negative consequences on other people. Consider smoking cigarettes. The cost of smoking is not just paid by the person choosing to consume the product. Second-hand smoke can be irritating and cause health problems, while taxpayers will pay the cost of any diseases the smoker develops as a result of their consumption. For these reasons, the government imposes high taxes on cigarettes, partly to discourage their use and partly to pay the cost to society of smoking. Other activities that cause external costs include driving motor vehicles, using plastic bags and producing toxic chemicals. Each of these are taxed or limited by the government in order to reduce these external costs.

> **private goods** are those whose ownership is restricted to the group or individual that purchased the good for their own consumption

Amazing but true ...

As of 2020, taxes on petrol in Australia were charged at 42.3 cents per litre.

▲ **Figure 2.12** Many governments tax businesses that pollute in order to reduce the external cost of environmental damage.

Regulations

The government's major role is to create and enforce laws which are for the benefit of society as a whole. This sometimes means laws that restrict certain types of economic activity. Health professionals for example have determined that consumption of alcohol is unsafe for people under the age of 18,

federal budget a document that sets out the estimated revenues and expenditures of the Australian Treasury in the following financial year

▲ **Figure 2.13** Industries such as construction are subject to a number of government regulations to ensure people's health and safety.

therefore transactions of this type are prohibited. Similarly, when it was shown that chlorofluorocarbons (CFCs) used in aerosols were causing a hole to form in the ozone layer, the government passed laws banning their use. While regulations reduce economic activity and can sometimes create a black market for illegal goods, they are usually considered to create an overall positive impact on society. Governments also pass laws that control certain activity within businesses. Health and safety regulations ensure that both staff and customers are protected from illness or injury and stop businesses from behaving irresponsibly.

The federal budget

The government makes up about 25 per cent of the Australian economy and has to plan its income and spending each year in the **federal budget**. This means that it must calculate how much money it expects to earn through taxes and other means and allocate funds to things it spends on such as health, education and welfare.

GOVERNMENT REVENUE IN 2019–20

Company tax, $101b
GST revenue, $70b
Non-tax revenue, $37b
Other, $72b
Individuals and other withholding, $234b
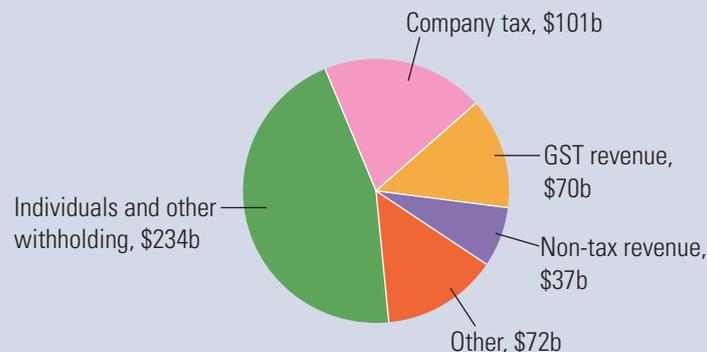
GOVERNMENT SPENDING IN 2019–20

Health, $82b
GST transfer to states, $67b
Age pension, $48b
Education, $36b
Defence, $32b
General public services, $24b
Other, $80b
Other social security and welfare, $132b
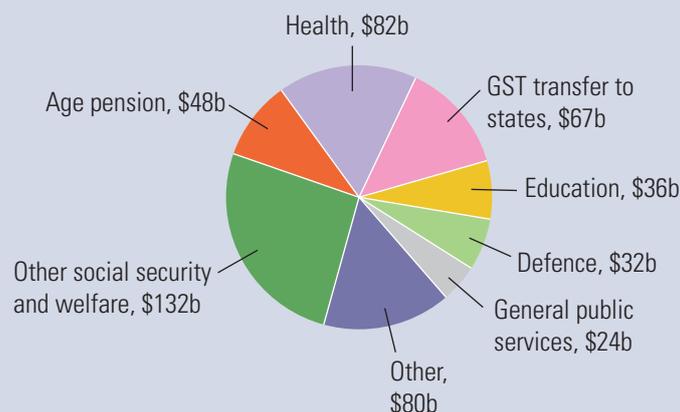
▲ **Figure 2.14** The charts above show where the federal government receives and spends money.

END OF SECTION REVIEW 2.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   What is the difference between private and public goods and services?
2   Why does the government provide public goods and services?
3   What is an externality?
4   List four laws that restrict activity in the market.

Interpret

5   Using the graphs in Figure 2.14 answer the following questions.
  a   What is the government's largest source of revenue?
  b   How much revenue did the government earn from GST in 2019–20?
  c   What was the total revenue earned by the federal government in 2019–20?
  d   How much money did the government spend on health in 2019–20?
  e   Did the federal government spend more or earn more in 2019–20? Show your working.

Argue

6   Many governments, including Australia's, have considered charging consumers and businesses a 'carbon tax' for polluting. There are a number of arguments for and against this tax. Research these and write a paragraph to explain your opinion on the carbon tax. (You may find it helpful to create a T-chart when conducting your research.)

Key concepts: allocation and markets, scarcity, making choices, economic performance and living standards

HASS skills: questioning and researching, analysing, communicating and reflecting

2.5 Conclusion: why does it matter?

Having an understanding of how markets operate is essential for all members of modern society. Consumers must be able to recognise the ways their buying decisions contribute to the availability and price of goods and services, while producers would quickly go out of business if they did not have a keen awareness of the factors that affect demand and supply. Governments tax economic transactions and use this money to provide essential services. Everyone who participates in the economy should care about what this money is spent on, and why, in order to ensure the greatest benefit for all Australians.

2.6 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online, or via a downloadable checklist.

Inquiry

Researching self-driving vehicles

The market for self-driving vehicles is expected to become much larger over the coming years. Research the factors impacting the supply and demand of these vehicles and write a report predicting the trends in this market. Your report should include:

a an introduction explaining what self-driving vehicles are

b a summary of the businesses that produce the vehicles

c the factors that impact the demand for self-driving vehicles

d the factors that impact the supply of self-driving vehicles

e a conclusion predicting how this market will develop over the next 10–20 years, including any price changes.

▲ **Figure 2.15** Interest in self-driving cars continues to rise.

Analysis

The market for orange juice

Market for orange juice (litres)
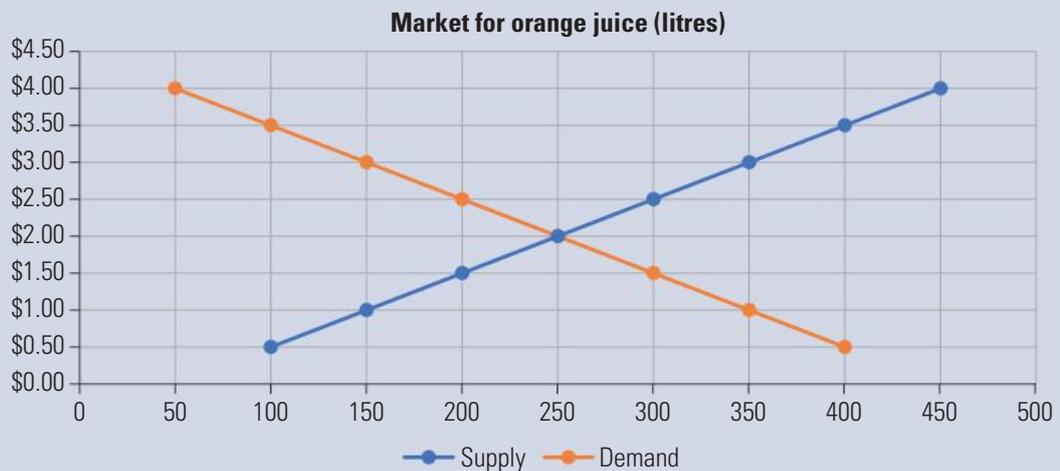
1   How many litres of orange juice are demanded when the price is $1.00 per litre?
2   How many litres of orange juice are supplied when the price is $3.50 per litre?
3   What is the equilibrium price and quantity for orange juice?
4   What happens when the price of orange juice is $3.00 per litre? Is there a surplus or a shortage? What is the quantity of the surplus or shortage?
5   What happens when the price of orange juice is $1.50 per litre? Is there a surplus or a shortage? What is the quantity of the surplus or shortage?
6   What would happen to the market for orange juice if the price of apple juice increased? Construct a new diagram and mark the new equilibrium price and quantity.
7   What would happen to the market for orange juice if a change in the weather doubled the number of oranges that were harvested? Construct a new diagram and mark the new equilibrium price and quantity.

Writing

Researching and reporting on the Australian tax system

Australia's government chooses to use what is known as a progressive tax system, where people who earn more pay a higher percentage of their income as tax. The government then uses much of this money to pay lower income citizens through the welfare system.

Your task is to research this system and write a three-paragraph response using the prompts below:

1   What is a progressive tax system and why does Australia use one?
2   Who is entitled to welfare in Australia and what are the benefits of this?
3   What is your opinion on this government involvement in the economy?

You should take notes on each question, write draft paragraphs and present your finished work.

Key concepts: allocation and markets, scarcity, making choices, economic performance and living standards

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

CHAPTER 3

Rights and responsibilities of producers and consumers

3.1 Setting the scene: data mining and the value of your information

In a modern, interconnected world, the lines between consumers and producers are becoming ever more blurred, and technology is rapidly moving the information advantage to producers in ways that many of us don't even realise. In traditional markets, the price is set between what consumers are willing to pay and what producers are prepared to accept for the good or service. Now, the price is often set by complex **algorithms** that know your likes and preferences almost as well as you know them yourself.

algorithm the list of instructions and rules that a computer needs to do to complete a task

Every time you use your smartphone, your activity is recorded in a number of databases. Companies then use automated computer systems to sort through this information to identify trends and patterns. Business analysts estimate that, as of 2020, there were around 5200 gigabytes of information on every person on the planet. All this information helps businesses target you as a potential customer.

▲ **Figure 3.1** We live in an interconnected world.

▲ **Figure 3.2** Consumers should be aware of the way businesses use their online shopping activity to predict future behaviour.

shopping or access to social media without paying a charge.

Users need to understand that in the terms and conditions of many of the apps they download are clauses that allow the provider to track their activity, turn on the device's microphone to gather information or share the data with third parties. Instead of simply clicking 'agree', read the conditions of use and don't download the product if you are uncomfortable with what information will be shared. Changing the privacy settings on your device is also a good way to limit the impact of these practices.

Businesses are able to analyse your behaviour, past purchases, social interactions and even your health. They will then subtly suggest products and services that the algorithm predicts you to be most likely to buy next.

Storing a lot of information in one place can create risks for consumers. Mined data can sometimes be misused or even stolen. The practice raises ethical issues for organisations, privacy concerns for consumers and a need for governments to create new laws to govern these online marketplaces. Data on social media can even be used to influence major political events such as elections. The practice exists because consumers are prepared to give up some privacy and personal information in exchange for the convenience of online

▲ **Figure 3.3** Companies like Facebook, Instagram and Twitter track and sell users' personal information to other businesses.

It is the responsibility of all participants in the market – producers, consumers and government – to ensure that data mining does not become even more unethical and damaging. Understanding how it works is the first step.

MAKING THINKING VISIBLE 3.1

Think, pair, share

Together with your partner, make a list of all the positive and negative effects of data mining and information tracking. Give a reason for each. Share your list with another pair and then contribute to a class discussion.

Key concepts: making choices, scarcity, interdependence   **HASS skills:** analysing, evaluating

3.2 Chapter overview

Introduction

Whenever a transaction is made in the market, there are a number of expectations on both the consumer and the producer. The person selling the good or service must ensure that the product is of suitable quality and is fit for purpose, while buyers need to make sure they understand all the terms and conditions of sale. In modern Australia, there are also many other responsibilities placed on participants in the market. We need to consider the environmental impact of the goods we buy and use, as well as the lives of those who contribute to making them. Understanding where our products come from and being prepared to spend a bit extra at times to make sure our choices are not causing suffering elsewhere is a major part of being a responsible consumer.

Learning goals

- What rights and responsibilities do producers have in Australia?
- What rights and responsibilities do consumers have in Australia?
- What happens when businesses or customers act irresponsibly?

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about producers and consumers

▲ **Figure 3.4** Businesses of all sizes in Australia must meet certain expectations towards their customers.

3.3   Rights and responsibilities of businesses in Australia

FOCUS QUESTIONS

- What are the legal responsibilities of businesses?
- What are the ethical and social responsibilities of businesses?
- What rights do businesses have in the market?

Legal responsibilities of business

All businesses in Australia are required to obey the law. While there are a number of laws involved with setting up a business, there are two main areas of law that relate to the day-to-day operating of a business – consumer law and employment law.

Australian Consumer Law

Australian Consumer Law (ACL) provides consumers with a set of guarantees for the goods they buy, one of which is that they will be of 'acceptable quality'. Acceptable quality has a number of factors, including that the goods will be safe to use, and that they will be reasonably durable. For example, if you were to buy a pair of roller skates that then had a wheel fall off upon using them for the first time, the product is of unacceptable quality and probably unsafe. The business would then have a responsibility to repair or replace the product.

All businesses in Australia must obey this law and can face penalties if they do not. Similarly, when providing a service such as repairing your car, the business must ensure that the work is done with acceptable care and skill or technical knowledge. If there is a significant problem, such as a mechanic who failed to properly fix the brakes on a vehicle leading to an accident, the business may be required to pay for all the damages that resulted from their poor service.

▲ **Figure 3.5** Safety and promoting diversity are key responsibilities of businesses.

Amazing but true …

When it was being proposed in 2008, the Productivity Commission found that the ACL could deliver between $1.5 and $4.5 billion of benefits to the Australian community.

industrial action is taken by employees to settle a workplace dispute about working conditions. It includes when employees: don't come to work; fail or refuse to perform any work at all; delay or put a ban or limit on the work they do.

risk the chance of something happening that will have a negative effect

hazard a source or a situation with the potential for harm in terms of human injury or ill-health, damage to property or the environment

Treatment of employees

In Australia, businesses are legally obligated to comply with all aspects of Australian employment law and ensure their staff can work comfortably in a safe and secure environment – free of bullying, discrimination, and harassment. The *Fair Work Act* (2009) protects employees' rights to fair pay and **industrial action** and protects against discrimination. Employees cannot be treated differently because of, among other things, their race, colour, gender, sexual orientation, age, disability or marital status. This extends to pay, hiring and dismissal, promotions and job tasks. Businesses that do not follow these regulations can be taken to court and may have to pay compensation.

Part of fair treatment of employees is to ensure their safety in the workplace. The *Work Health and Safety Act* (2011) provides a framework
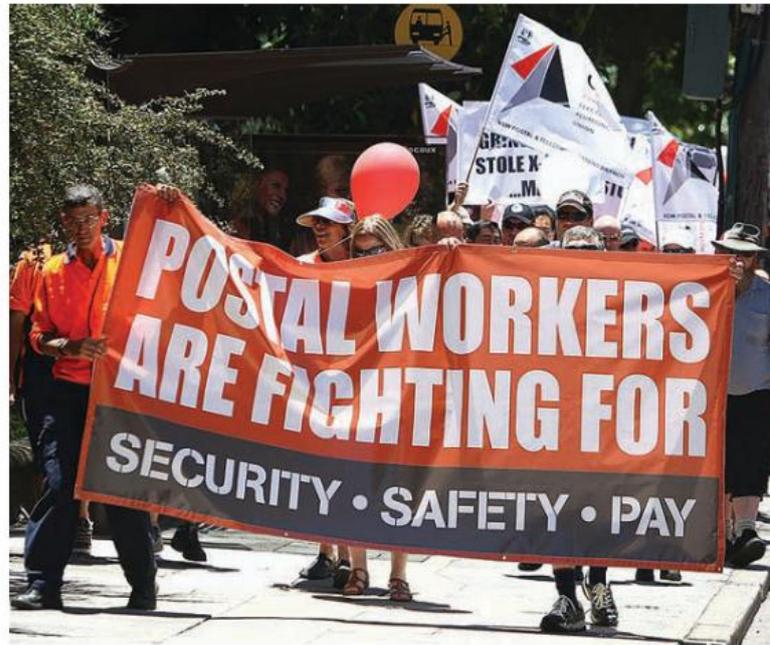
▲ **Figure 3.6** In 2009, Australia Post workers used industrial action to demand better pay and working conditions.

to protect the health, safety, and welfare of all employees at work. Under this law, businesses must make sure that employees are properly trained to do their job safely and that regular checks of **risks** and **hazards** are conducted. Some industries such as construction or mining have additional requirements for safety due to higher risks of injury for employees.

MAKING THINKING VISIBLE 3.2

Identifying hazards

Think of a common workplace, such as an office, construction site or restaurant. Make a list of all the potential hazards that could exist in this workplace and outline the ways a responsible business could limit the risks of these hazards.

Key concepts: interdependence, making choices   **HASS skills:** analysing, communicating and reflecting

corporate social responsibility the concept that companies should integrate social and environmental concerns in their business operations

Ethical and social responsibility

A 2018 *YouGov Omnibus* research paper found that 87 per cent of Australians think that Australian businesses have a responsibility to do 'social good'. Social good is defined as behaviour that has

a positive impact on individuals or society as a whole. In business, this is called **corporate social responsibility** (CSR). CSR practices include ethical and social responsibility strategies. Ethical considerations can include respectful relationships in workplaces and compliance and governance issues. Social responsibility considerations can include charitable contributions from businesses,

Acting responsibly can benefit businesses in many ways. It can help them to attract and retain skilled staff who enjoy working in an organisation which represents their values. Customers also increasingly choose to buy from businesses that act in socially responsible ways. As consumers become more knowledgeable and aware of how businesses act toward their staff, the environment and society, the importance of CSR is only expected to increase.

Small businesses could evaluate their corporate social responsibility with these questions:

▲ **Figure 3.7** In 2020, Western Australian company Red Rock Drilling was the first drilling contractor in Australia to achieve carbon-neutral certification.

corporate sponsorship and environmental considerations.

A **sustainability report** is often used to provide information about the financial, environmental and social performance of large businesses. The Commonwealth Bank of Australia, for instance, produces an annual corporate responsibility report for its stakeholders. The report covers a range of practices including teaching children the value of money, mirroring diversity and lending responsibly.

- Is the business responsive to the social and ethical issues raised by its stakeholders and the public?
- Are the production processes environmentally friendly?
- What steps can the business take to reduce its carbon footprint and energy use?
- Do the business's practices comply with current legislation?
- Have its employees been trained to safely use its equipment?

> **sustainability report** a report about an organisation's environmental and social performance

MAKING THINKING VISIBLE 3.3

Question starts

Many Australian businesses include corporate social responsibility through sponsorship and charitable donations. Brainstorm a list of at least 12 questions about corporate social responsbility.

Use these question-starts to help you think of interesting questions:

Why …?
How would it be different if …?
What are the reasons …?
Suppose that …?
What if …?
What if we knew …?
What is the purpose of …?
What would change if …?

Key concepts: making choices, interdependence

HASS skills: questioning and researching, communicating and reflecting

CASE STUDY 3.1

RAC and social responsibility

RAC is an organisation based in Western Australia that provides a number of motoring, insurance, home and community services, and has an authentic commitment to ethical and social responsibility. As a purpose-led member organisation, RAC reinvests its profits for the better of its members and the WA community.

Some of the initiatives RAC contributes to include sponsorship of the RAC Rescue helicopters and their life saving missions, delivering road safety education to over half a million Western Australian children, and investing in electric and driverless vehicle programs to better understand how new technology can shape our future.

The RAC also campaigns for safe, sustainable and accessible transport, as well as more vibrant and connected communities, through their Risky Roads campaign, driver distraction campaign and advocating to government on motoring taxes, infrastructure needs and safety.

▲ **Figure 3.8** In 2016, RAC launched Australia's first and longest-running public trial of driverless technology with the RAC Intellibus® in South Perth.

Some of its other socially responsible practices include:

- Using technology and education to create a 5-star green rated head office building.
- Providing incentives and discounts to members for driving low emissions vehicles.
- Choosing not to insure or finance vehicles built after 2012 that are not 4- or 5-star safety rated.

»

»
- Advocating for low or zero emission transport options including public transport, walking and cycling networks.
- Striving for continuous improvement to make their own operations more sustainable and to reduce the impact on the environment.
- Supporting modern local Western Australian Aboriginal artists by exhibiting work at their head office.
- Providing resources, presentations and tools for driver education in Western Australian schools.

▲ **Source** RAC Western Australia

ANALYSIS QUESTIONS

1 Find five other businesses in different sectors that focus on CSR as a component of their successful business.
2 Research and write a report on the importance of CSR.
3 What are the key areas of CSR – environment, investor pressure, government legislation, customer interest etc? Explain each and state why you think they are important.
4 Visit the RAC website at https://cambridge.edu.au/redirect/9497 to read more about RAC's sustainability commitment. Choose three ethical and social strategies to focus on.
    a What are the advantages of these strategies?
    b What are their strengths and weaknesses?

Key concepts: making choices, interdependence

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

END OF SECTION REVIEW 3.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What is Australian Consumer Law (ACL)?
2 Explain what the *Fair Work Act* (2009) means for businesses and employees.
3 List five socially responsible business practices.

Interpret

4 Explain why the government creates laws to govern the activities of businesses.
5 What benefits are there for businesses that act in a socially responsible way?

Argue

6 Would you prefer to buy from a business that was socially responsible? Why/why not?

Key concepts: allocation and markets, making choices

HASS skills: analysing, evaluating, communicating and reflecting

3.4 Rights and responsibilities of consumers in Australia

FOCUS QUESTIONS

- What rights do consumers have in the market?
- What are the legal responsibilities of consumers?
- What are the ethical and social responsibilities of consumers?

Consumer rights

As discussed previously, businesses must provide goods and services which meet the standards under Australian Consumer Law. Consumers have the right to buy goods and services that:

- are of acceptable quality – the goods must be safe, lasting, have no faults, look acceptable and do all the things someone would normally expect them to do
- are fit for any purpose that the consumer made known to the business before buying

▲ **Figure 3.9** Consumers have a right to a repair, replacement or a refund if the product they buy is not of acceptable quality.

- have been accurately described
- match any sample or demonstration model
- are free from any hidden charges.

As a consumer, if a product is faulty, you are entitled to a repair, replacement or refund, depending on the nature of the problem. Minor issues such as the product being the wrong size or colour or having a small defect tend to be repaired or replaced, while for major problems consumers have the right to ask for a full refund.

If you have paid someone to provide a service, such as painting your house, you would expect them to do a good job. If there are a few minor faults, you are within your rights to ask the painter to come back to touch them up. If, however, there has been a major problem such as damage to the walls, you are entitled to get another company to fix them and ask the at-fault business to pay the costs of repair.

It is best to approach the business directly if a product or service is faulty; however, if they do not comply with the law the next step is to report the problem to the ACCC or a local consumer protection agency, who will investigate the matter.

Amazing but true ...

Signs that state 'No refunds' are unlawful. Businesses must provide a refund if the product or service does not comply with Australian Consumer Law.

Consumer responsibilities

While the rights previously outlined protect consumers, you also have responsibilities when buying goods and services. You must choose a product carefully, as you can't ask for a refund or replacement if you simply change your mind. It is important to read all the terms and conditions when making purchases, especially when buying things online. Sometimes the terms of digital products include the right to use your personal information and data, and it is the consumer's responsibility to understand this prior to making payment.

You must also take reasonable care of the product. A business must repair a computer which has a manufacturing fault but is not responsible for fixing it if you drop it or spill a drink on it. Sometimes warranties will cover minor damage; however, it is often at the producer's discretion. For major purchases such as cars or electronics it can be a good idea to buy insurance to protect against damage, loss or theft.

Consumer social responsibility

Just as businesses need to make sure they act in a socially responsible way, consumers must also consider the wider impact of their buying decisions. Over-consuming, such as buying more food than you need and then wasting it, is an irresponsible way to use our limited resources.

Amazing but true …

Food waste costs the Australian economy around $20 billion each year. Each year we waste around 7.3 million tonnes of food – this wastage equals about 300 kg per person or one in five bags of groceries.

In addition to being conscious of wastage, understanding how the goods and services we consume are produced, is also a responsibility of consumers. Many businesses try to cut costs by underpaying workers in developing countries or contributing to environmental damage; buying their products means you are telling the market that you are prepared to pay for these practices to continue. By asking questions of producers, and at times being

▲ **Figure 3.10** When buying food, for example, it is the customer's responsibility to read the labels to understand the health impacts of consuming the item.

▲ **Figure 3.11** Fairtrade International's mission is to connect disadvantaged producers and consumers, promote fairer trading conditions and empower producers to combat poverty.

prepared to spend a little bit more, we can help to ensure that the items we consume are made in a responsible manner. Organisations such as Fairtrade International work with farmers, corporations and consumers to ensure people are paid a fair price for goods such as coffee, bananas and cocoa. Many businesses also provide information about their production process on their websites. It is the role of the consumer to use these tools to make informed, socially responsible buying decisions.

ACTIVITY 3.1

Creative tasks

1   Imagine you are returning a faulty product to a store. Write a script of what you would say, and role play with a partner how the conversation would go.

2   Create a poster promoting responsible consumer behaviour. It could be to reduce wastage, encourage people to buy Fairtrade or another message of your choice.

Key concepts: allocation and markets, making choices   **HASS skills:** communicating and reflecting

END OF SECTION REVIEW 3.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   Describe three conditions which would cause a consumer to be able to return a product under Australian Consumer Law.

2   What is the best way to deal with a product or service that is faulty?

3   Outline two reasons why consumers need to understand where the products they buy come from.

Interpret

4   Describe what you could do if you had paid a tradesperson to mow your lawn and they had damaged your watering system.

Argue

5   Explain what might happen if consumers had the right to ask for refunds in any circumstances; for example, if they simply changed their mind or had damaged the product.

6   Should producers or consumers take more responsibility for ensuring that products do not contribute to environmental damage or poor working conditions? Justify your answer using evidence.

Key concepts: allocation and markets, scarcity, making choices   **HASS skills:** analysing, evaluating, communicating and reflecting

3.5 Types of businesses

FOCUS QUESTION

What forms of business exist and what are the costs and benefits of each?

When considering starting a business, there are a number of different structures and ownership models to choose from. Each has its costs and benefits, and different legal requirements that govern its formation and operation.

Sole proprietor

Sole proprietors, sometimes known as sole traders, are businesses that are owned by one person only. These tend to be small operations, such as a builder or electrician, and while the owner can hire people to work for them, they take all the risk of the business success or failure on themselves. The benefits of this type of business are that they are easy to establish and all profits go to the single owner. A negative is that they have unlimited liability, which means that if the business owes money then the owner's own assets can be used to pay off the debt. They are the most common business type in Australia – 62 per cent of all businesses are sole traders with no employees.

Amazing but true …

Small business and family enterprise in Australia, classified as businesses with fewer than 20 employees, account for almost 98 per cent of businesses.

Partnership

With a similar structure to a sole proprietorship, partnerships are businesses owned by between two and 20 people. The percentage of the business owned by each partner is decided by the owners, along with how the profits are shared, in a partnership agreement. A benefit is that the responsibilities and risks are shared; however, partnerships can be more complex than running a business alone. These businesses also have unlimited liability.

Corporation (company)

Many larger businesses choose to use the company ownership structure. This allows for many owners and has the benefit of limited liability. This means that the business is a legal entity of its own, separate from the owners. If the corporation owes money or fails financially, the owners will only lose the money they have invested in the business; their own personal money and assets are protected. Many companies are listed on the public stock exchange, where ordinary people can buy a part of the company, known as a share, and become an owner. This entitles them to a share of the profits and some decision-making power within the business.

▲ **Figure 3.12** Many small businesses such as hairdressers trade as sole proprietorships.

ACTIVITY 3.2

Research task: the Australian Stock Exchange (ASX)

The ASX is the marketplace where shares in Australian publicly listed companies are bought and sold. Visit https://cambridge.edu.au/redirect/9498 and choose a company to research. Find out the following information:

a The current price of one share in the company

b The trends in the share price over the past 12 months

c The amount of money an investor would have made or lost if they had bought 1000 shares in the company one year ago.

Key concepts: scarcity, allocation and markets, making choices

HASS skills: questioning and researching, communicating and reflecting, analysing

▲ **Figure 3.13** 7-Eleven is the largest petrol and convenience retailer in Australia. It costs between $400 000 and $1 000 000 to become a franchisee.

Franchise

If you have shopped at brands like McDonalds, Subway, 7-Eleven and Baker's Delight, you have been to a franchise. Franchise owners pay a fee to use the brand, logo and other elements of the parent company but still keep most of the profits of their own individual business. One of the main benefits is that they can use existing customer knowledge of the brand and the expertise that comes from being part of an established organisation. Franchises are very popular and tend to be more successful than starting a new business from scratch. One downside, though, is that it limits the owners' ability to be creative and introduce new ideas to the business.

END OF SECTION REVIEW 3.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Describe what a sole proprietor business is.
2 Explain the concept of unlimited liability.
3 Provide three examples of each form of business structure.

Interpret

4 Outline the benefits of a corporation ownership structure.
5 Choose a franchise that you know. Visit the organisation's website and read about the process of becoming a franchisee. Summarise the costs and requirements, along with the training and support provided.

Argue

6 Which business ownership structure would you choose if you were starting your own business? Justify your answer.

Key concepts: scarcity, allocation and markets, making choices

HASS skills: questioning and researching, communicating and reflecting, analysing

3.6 Conclusion: why does it matter?

An economy functions best when consumers and producers are allowed to make decisions in their own best interest; however, there must still be clear rules and guidelines about how participants in the market should act. Businesses need to follow the law and consumers should understand their rights when buying goods and services. In addition, acting responsibly toward yourself, other groups and the planet's scarce resources is an important aspect of being a participant in the economy. The most important first step is developing your understanding of how goods and services are produced and what your impact is when consuming them.

▲ **Figure 3.14** Businesses are bound to rules and guidelines regarding how they act in the market

3.7 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Inquiry

Researching a Western Australian business

Visit the article via the following link about Red Rock Drilling and answer the questions that follow:

https://cambridge.edu.au/redirect/9499

1 Briefly describe what Red Rock Drilling does.

2 What was the company's carbon footprint and what caused it?

3 How has Red Rock Drilling become carbon neutral?

4 Write a paragraph to describe the ongoing role the Western Australian mining industry has in combatting climate change.

Analysis

Constructing a pamphlet

Visit the ACCC website and create a pamphlet to inform consumers of their rights when buying goods and services. Your pamphlet should include:

a a description of what the ACL contains and what its protections are for consumers

b an outline of what businesses are responsible for under the ACL

c a summary of how consumers can make a complaint under the ACL

d examples of the expected outcomes in different scenarios under the ACL.
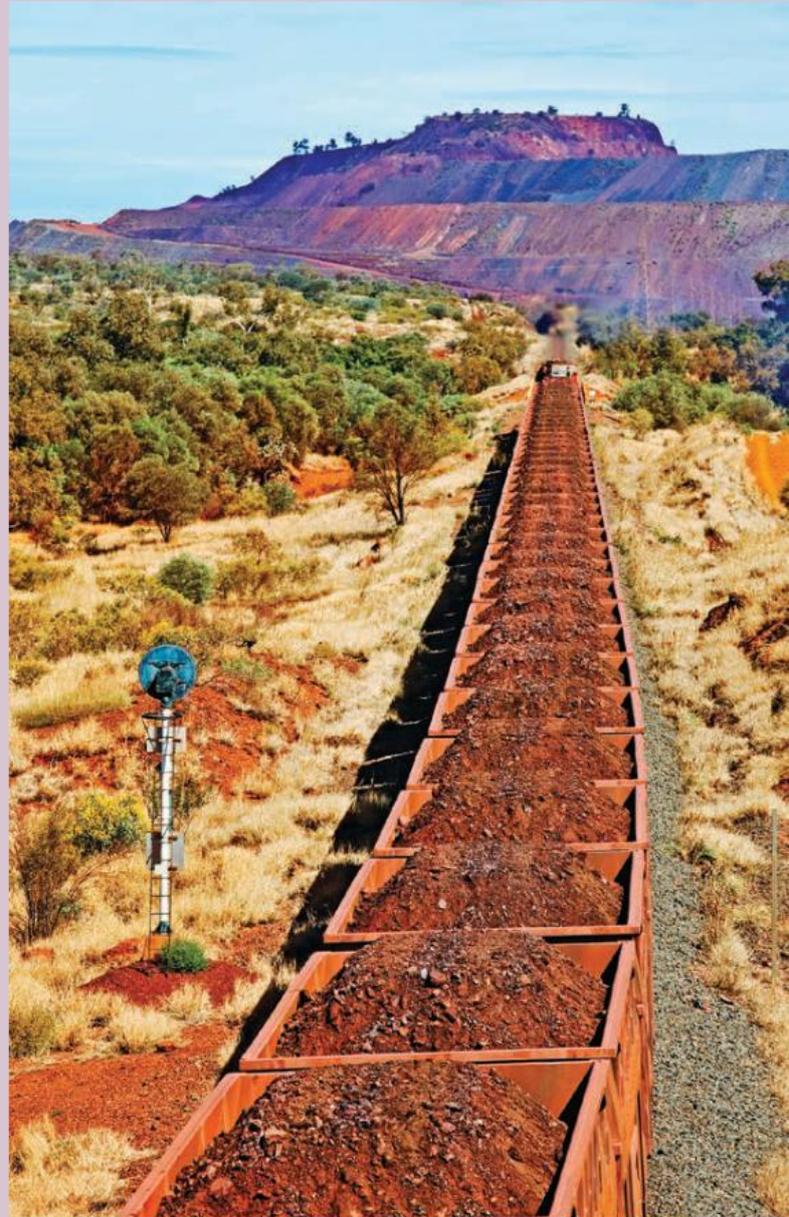
▲ **Figure 3.15** Mining is a large part of the West Australian economy.

Writing

Write a business plan

If you were to start a new business, what would it be? Brainstorm some ideas and select a business idea. Your business could sell either a product, service or both. Use the internet to research ideas.

- Determine what form of business you would establish and summarise the requirements for this type of business.

- Plan how you would produce, package and market your product. Make sure to consider the target market for your product.

- Outline how your business would comply with its legal requirements under the *Fair Work Act* and the *Work Health and Safety Act*. Be specific to your chosen industry.

- Decide how your business would implement ethical and socially responsible practices. Make a list of the actions you would need to take and the key organisations with whom you would need to partner.

- Create a series of print ads to advertise your business and promote its socially responsible practices.

Key concepts: allocation and markets, scarcity, making choices

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

▲ **Figure 3.16** A strong business plan is important element of starting your own business.

CHAPTER 4

Influences on work

4.1 Setting the scene: 'money the main motivator for working teens'

The following is a media release from the Australian Institute of Family Studies issued 29 August 2017, based on the Australian Longitudinal Study of Australian Children 2016 Annual Statistical Report *Teen Employment Experiences*.

The Institute's Director, Anne Hollonds said 16 per cent of Australian 12–13 year olds were working, rising to 39 per cent of 14–15 year olds. 'Financial factors were the main reason teens gave for their employment. This was less about saving up for something or helping with family expenses and more about earning every-day spending money,' Ms Hollonds said. 'Data from the ABS shows that girls' jobs were likely to include work as baby-sitters, sales assistants, checkout operators and waiters while boys tended to work as labourers, sales assistants, kitchen hands and fast food cooks.'

Younger teens at 12–13 earned an average of $31 a week for around 3 hours work per week, while older teens at 14–15 earned $77 a week for about 6 hours work per week. The study – involving about 3,500 teens from the Longitudinal Study of Australian Children – examined which teens are working, when and how often they worked.

At 12–13 years, similar proportions of boys and girls were working, but at 14–15 years, girls were more likely to be working than boys. By 14–15, girls were more likely to be working for an employer (31 per cent) than boys (24 per cent), with another 11–12 per cent of boys and girls at this age working informally, including helping out in a family business, coaching a sports team or babysitting.

At 12–13 years, boys and girls were a little more likely to be working in informal jobs (9–10 per cent) rather than working for an employer (7–8 per cent).

◄ **Figure 4.1** Casual work at fast-food restaurants remains a popular first job choice for many Australian teenagers.

AIFS' Senior Research Fellow Dr Jennifer Baxter said teens in outer regional or remote parts of Australia were more likely to be employed than those in city areas. 'Overall, girls were more likely to be employed than boys at age 14–15, but in outer regional areas it was the boys who were more likely to be employed, particularly in informal work. This may be explained by these areas having increased opportunities for boys to work in areas like farming, labouring or contributing to a family business,' she said.

'Overall, teens who were not employed at 14–15 years had relatively weak social and emotional skills and also in the years before,' she said. 'This suggests that teens who are less confident socially may be less motivated to take up employment at this stage and simply decide to put it off for a while. For girls, those doing informal work had the most positive social emotional skills, while for boys it was those working for an employer who had the most positive social emotional skills.'

Source: Media release from the Australian Institute of Family Studies, issued 29 August 2017

▲ **Figure 4.2** Is earning money the only reason why teens would go to work?

MAKING THINKING VISIBLE 4.1

Think, puzzle, explore

Re-read the media release above and highlight three points of interest to you.

- What do you think you know about each point of interest?
- What questions or puzzles do you have?
- How can you explore this topic?

Key concepts: interdependence, making choices   **HASS skills:** analysing, evaluating

4.2 Chapter overview

Introduction

The world of work is constantly evolving. Many of the jobs to which your grandparents dedicated their lives have either been changed beyond recognition or may not even exist in the twenty-first century. Young people today can expect to work multiple jobs across their career, sometimes at the same time. The influence of large multinational corporations provides both opportunities and challenges for workers around the world, and throws up ethical considerations for Australians who observe the difficult conditions for workers in developing countries. Government strategies such as free trade agreements have provided

▲ **Figure 4.3** Traditional ideas of where and how we work are changing

many benefits for Australia's economy; however, it cannot be denied that globalisation has resulted in labour exploitation in third-world nations, where many workers are underpaid and work in unsafe conditions.

Job changes have also resulted from changes in technology. Artificial intelligence and mechanised production have created high-skilled jobs in engineering and programming but may cause other workers to be replaced by this technology. Industries such as transport may be almost fully automated by the middle of this century. These changes in technology require young Australians to remain adaptable and flexible to change.

Learning goals

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

- What are the factors that influence the ways people work?
- How is technological change impacting the ways people work?
- What is outsourced labour and how does it affect Australian workers?
- What factors might affect work in the future?

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about work and society

4.3   The various influences on the work environment

FOCUS QUESTION

What are the factors that influence the ways people work?

Globalisation

In its simplest form, globalisation is the increasing interconnection we have to different parts of the world. Today, the operation of many businesses has changed from companies being associated with a single country to operating in multiple countries, creating a global marketplace. Such large companies are no longer considered national firms. They are known as **multinational corporations (MNCs)** and many of them have **subsidiary** firms in other countries. Globalisation has been enabled by a number of factors, including technology and free trade agreements.

Technology

Technology has grown to enable the extension of traditional workspaces. The use of the internet allows workers to connect with colleagues in different countries, often working in different time zones. Telephone, video

▲ **Figure 4.4** Developments in modern technology, such as video conferencing and instant messaging, have ensured that international barriers such as time zones have become irrelevant to cross-country productivity.

conferencing, email and instant messaging are different ways we communicate with our counterparts in offices worldwide. This enables the quick and efficient exchange of information between global co-workers and their customers.

The growth of technology also means that you are more likely to not have a job or career for life. Research has indicated that by the time you retire, you will likely have had at least seven careers by the age of 70. It is anticipated that:

> **multinational corporations (MNCs)** companies that are located in several different countries, or businesses producing and selling goods in several different countries
>
> **subsidiary** a company that is owned by a larger company

- Permanent full-time jobs will be replaced by part-time, casual jobs and temporary work. Greater flexibility of working hours and conditions are needed to accommodate the needs of all staff.
- Workers will be required to retrain in order to keep up with the changing nature of the workforce as jobs are redesigned to keep pace with new technology.
- The number of people who work from home will continue to increase due to the impact of COVID-19 in the short term and technological advancement in the long term.

Many Australians working in multinational companies have colleagues in different countries. To allow for a seamless transition, global companies worldwide have adopted the 'follow the sun' workflow model. It uses the analogy that as the sun does not set, issues and problems can be passed on from one office to another office in a different time zone through

the use of internet technology. This increases the responsiveness of the company. Therefore, companies are able to provide round-the-clock customer service by following the sun around the globe.

Free trade agreements

Free trade agreements (FTAs) between countries have enabled goods and services to be traded with more ease. Australia has free trade agreements with countries such as New Zealand, Singapore, China and many others. They are designed to benefit Australian importers, exporters, producers and investors by reducing or eliminating international trade and investment barriers.

tariff a tax on goods coming into or going out of a country

The Australian Government Department of Agriculture states that:

FTAs promote stronger trade and commercial ties between participating countries, and open up opportunities for Australian exporters and investors to expand their business into key markets. They are particularly beneficial when they seek to remove barriers in highly protected markets or gain a foothold in potential or expanding markets.

By facilitating access to these markets, FTAs provide significant commercial benefits to Australia's exporters and in turn, wider economic benefits to all Australians.

One example of an FTA in force is the Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement (AANZFTA), which became effective on 1 January 2010. Its benefits are:

- **tariff** reductions
- new opportunities for Australian exporters to tap into supply chains in the region
- legal protection for Australian investors in the region
- ongoing economic engagement with ASEAN.

▲ **Figure 4.5** The Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement includes 12 countries, as shown on the map.

▲ **Figure 4.6** Just one of the many call centres based in Bangalore; now known globally as the 'tech capital' of India.

Effects of globalisation

Outsourcing

Companies outsource their workforce overseas due to the lower cost of labour in developing countries. Telstra, for example, was one of the first telecommunication companies to outsource their call centres overseas to India and Indonesia. This saved the company costs due to the lower wage levels and overall infrastructure costs. However, the types of jobs being outsourced are no longer limited to customer service call centre jobs. In January 2019, the telcom carrier announced that it was outsourcing 1500 emerging tech roles to India. In Bangalore, a new Telstra innovation and capability centre was being built to help the business hire quickly and then train new talent across its business. The Australian skilled labour market was considered too small to meet Telstra's specific needs.

Labour exploitation

A United Nations Children's Fund paper, 'How sensitive are estimates of child labour to definitions?' (2017), found that in the poorest of countries, around one in four children between the ages of 5 and 17 years are engaged in child labour. The International Labour Organisation (ILO) estimates that 170 million are engaged in child labour. Child labour is defined by the UN as 'work for which the child is either too young – work done below the required minimum age – or work which, because of its detrimental nature or conditions, is altogether considered unacceptable for children and is prohibited'.

The rise of sweat shops in developing countries has been a significant contributing factor to the issue of child labour. Many children work to support their families and siblings. As children leave for work in neighbouring towns and cities, it displaces them, with many living in shelters and on the streets. Many children work in factories in difficult and unsafe conditions. This also removes them from formal education before they can master the basics of reading, writing and numeracy and leaves them with little prospects for future work opportunities.

A 2013 report conducted by the Australian Council of Superannuation Investors (ACSI) studied the sourcing patterns of 34 Australian companies. It found that more

◄ **Figure 4.7** Wednesday 24 April 2013 in the Savar Upazila of Dhaka, Bangladesh, the day after an eight-storey commercial building named Rana Plaza collapsed. The search for the dead ended on 13 May 2013 with a death toll of 1134.

MAKING THINKING VISIBLE 4.2

See, think, wonder

Look at the image in Figure 4.7.

- What do you see?
- What do you think about that?
- What does it make you wonder?

Key concepts: specialisation and trade, allocation and markets, economic performance and living standards

HASS skills: analysing, evaluating

companies were using lower-skilled and lower-wage workers in developing Asian countries. Of concern was the fact that only one-third of the companies had child and forced labour policies. A report in 2013 produced by *Four Corners*, an investigative TV program on the Australian Broadcasting Corporation (ABC), also revealed that big Australian brands such as Rivers, Coles, Target and Kmart ordered clothes from factories in Bangladesh that did not meet international standards in working conditions. This came after the tragic collapse of Rana Plaza in Bangladesh on 23 April 2013. Thousands of workers were forced to enter the building to begin their shifts despite cracks appearing on its facade a day before. More than 1100 garment workers lost their lives in what has been called one of the world's worst industrial disasters.

END OF SECTION REVIEW 4.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define globalisation.

2 List two examples of globalisation.

3 What are free trade agreements? Give one example of an FTA and list its benefits.

Interpret

4 How has technology changed the way we work? Give two examples in your answer.

5 What are the strengths and weaknesses in outsourcing?

6 What should businesses put more focus on – cost saving or customer service? Justify your answer.

Argue

7 Labour exploitation remains a grave issue in business. Research the internet to find recent issues relating to labour exploitation in the world.

   a Explain why this occurs.

   b How can Australian businesses combat this issue?

   c How can Australian consumers help with this issue?

Key concepts: specialisation and trade, allocation and markets, making choices, economic performance and living standards

HASS skills: questioning and researching, analysing, evaluating

4.4 Conclusion: why does it matter?

If you are 13 years old right now, it is highly likely that you will still be working in the year 2070. If we consider all the changes in technology, communication and global work processes that have occurred over the past 50 years, it is impossible to predict what the world of work will look like when you retire. It is, therefore, critical to be flexible, focus on developing key interpersonal skills and understand that change is inevitable. People who are most aware of how work is changing and what influences those changes will be best placed to thrive in what promises to be a dynamic future full of opportunities.

4.5 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Inquiry

Worker exploitation

Choose one of the industries below and research the issue of worker exploitation within that industry:
- textiles and clothing
- smartphones
- sugarcane.

Create a poster to present your findings. Your poster should include:
- a summary of how and where your product is produced
- a description of how and where workers are exploited in that industry
- an explanation of what is being done to address worker exploitation in that industry
- maps, diagrams or images to support your information.

Analysis

Analysing career prospects

Understanding how your skills, interests and attributes will match future job opportunities is very important. There are a number of research centres which predict the jobs which will be in demand in the future. Complete a career quiz online at https://cambridge.edu.au/redirect/9501

When you are finished, select one of the jobs that the quiz recommends you for. Read and summarise the prospects, pathways, skills and knowledge that are specific to this job.

Then, create a pamphlet or booklet that could be used to help someone learn about this job and understand its future prospects and pathways.

Writing

Constructing a report on outsourcing

Outsourcing has had a major impact on the Australian economy and the world. Research the positive and negative effects of outsourcing in one of the industries below and prepare a report recommending whether there should be more or less outsourcing in that industry.

Manufacturing	Call centres	Clothing and textiles
IT and software	Entertainment	Sales and marketing

Your report should be structured in the following way:

- introduction of your chosen industry
- reasons why outsourcing occurs and where most outsourcing is done
- positive and negative impacts of outsourcing in the industry
- recommendation for more or less outsourcing.

Key concepts: making choices, specialisation and trade, economic performance and living standards

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

Making connections: Economics and Business and the other HASS topics

Economics and Business has many connections with other subjects in the Humanities. Have you considered how what you have learnt about markets and work futures relates to the other topics you will cover this year? Here's a sample:

Civics and Citizenship

The costs of elections

How much does it cost to hold elections in Australia? Where does this money come from? Are elections getting more expensive over time? If so, explain why. Write a paragraph outlining your opinion on the following statement:

'Elections in Australia are too expensive.'

The value of national identity

Economists sometimes try to put a monetary value on aspects of national identity. Find out what the following could be worth to Australia and explain why they are so valuable:

- the Sydney Opera House
- the Australian sports industry
- Aboriginal and Torres Strait Islander culture
- the Great Barrier Reef
- Uluru.

Geography

The costs of geomorphic hazards

Choose one recent major geomorphic disaster and research its economic impact. Find out how much it cost to rebuild infrastructure and buildings, the costs of any displacement of people and the ongoing costs of future prevention.

Suggest ways that spending money on prevention, training and early warning technology such as seismic monitoring could reduce the impact of future disasters.

Migration and work futures

Describe how migration both in and out of Australia contributes to the changing world of work. What skills do people moving to Australia offer to the economy? What is the impact of migration on the workforce?

Research trends on migration and employment and write a paragraph to summarise how the two are connected.

History

Markets in the Middle Ages

How did markets operate in the Middle Ages? What types of goods and services were bought and sold? What similarities and differences can you suggest in comparison to modern markets? Use a Venn diagram to analyse the ways producers and consumers interacted in medieval Europe compared to modern Australia.

Responsibilities of producers

How did people in medieval Europe deal with the idea of rights and responsibilities in the marketplace? What would happen to producers who sold poor quality or faulty goods? Were the punishments similar to today? Did producers have more power or did consumers? Support your answer with evidence from historical sources.
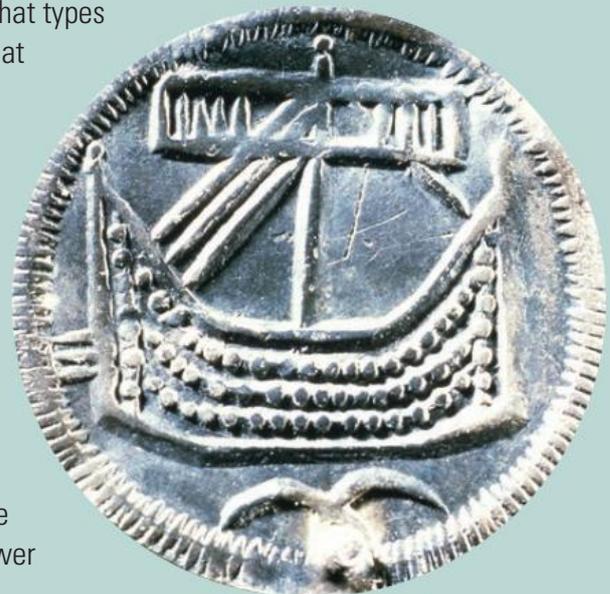
Part 3

Geography

What is Geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. Geographers might study the different landforms that make up a landscape and try to understand the processes that formed them. As humans continue to inhabit more and more of the Earth's surface, geographers are interested in the ways that people impact landscapes and the ways these environments can be hazardous. Population growth and the continuous development and expansion of urban areas pose a number of challenges for geographers, who seek to manage them in ways that are economically, socially and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. Why are some coastlines covered in white sand while others have black sand or large pebbles? What causes a volcano to erupt and is it safe to live somewhere like Hawaii? Why are forests in northern Queensland lush, thick and humid compared to the dry and sparse forests of western Victoria? What factors help people to choose which cities or regions they wish to live in? Why do so many people want to cross the Mexican border to get into the United States? How will India manage its rapidly growing population in the future, especially within its four megacities? What impact will continuous increases to urbanisation have on urban environments in the next 50 or 100 years?

Introducing geographical concepts and skills: *geographical thinking* and *using data and information*

Throughout the geography section of this book, you will learn to interpret and analyse a range of data including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **geographic information system**. Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to gather this data include drawing field sketches, taking photographs, surveying local residents and mapping **geographic characteristics**.

Secondary data is also used, which includes field data collected by others, historical accounts, data gathered remotely by satellites and data collected on a larger scale such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in the following chapters are place, space, environment, interconnection, sustainability, scale and change. The images below are an example of how satellite imagery can be used to investigate urban expansion, such as the growth of Las Vegas within the Las Vegas Valley. A geographer might investigate how the characteristics of this place have changed and use a scale to quantify the growth. They might also look at the interconnection between the local climate and surrounding mountainous landscape and the space in which development has occurred. An essential consideration with this type of urban growth is the potential effect on the local environment and whether the development is economically, socially and environmentally sustainable. These concepts will be expanded upon throughout the following chapters as you study a range of landforms and landscapes, the processes that form them, urbanisation and the impact it has on cities around the world, and the reasons for migration and its effects.

satellite imagery images taken by satellites orbiting the Earth

geotagged photo a photo that contains information about where it was taken, such as latitude, longitude and elevation

geographic information system a digital tool used to collect and analyse spatial data using layers on an interactive map

primary data information collected in the field by the person undertaking research

geographic characteristics physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

secondary data information collected from research such as studies, statistics and satellite imagery

▲ **Figure A** Satellite images showing the expansion of Las Vegas from 1984 (left) to 2019 (right)

Landforms and landscapes

Overview

At an elevation of 8849 metres, Mt Everest is the highest mountain on Earth and one of its most iconic landforms. It is one of the many peaks that make up the Himalayas, a mountain range that began forming 50 million years ago due to the collision of the Indian tectonic plate and Eurasian tectonic plate. Each year, an average of 1000 people attempt to climb Mt Everest with approximately half reaching the summit. Sadly, more than 300 people have died on the mountain, including five people in 2018. Hazards in the region include avalanches, crevasses, the collapse of ice blocks as large as houses and an inhospitable climate. Those who survive the death zone (dangerous altitudes above 8000 metres) gain an unobstructed view of one of the Earth's most breathtaking landscapes.

In this unit you will explore a range of different landscapes across the world including coasts, volcanoes and forests. You will examine the landforms that define these landscapes and how these environments change. This includes natural change due to geomorphological processes and changes due to humans such as urban development, recreation and the harvesting of natural resources. By investigating the interconnection between these natural processes and human activities, you will gain an understanding of the ways in which landforms can be hazardous to people and how these risks are managed.

▲ **Video**
Unit overview

Learning goals

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

- How do landscapes differ based on their geographic characteristics?
- What are some of the processes that create landforms?
- How do similar types of landforms differ around the world and what factors determine these differences?
- What impact do people have on landforms, landscapes and surrounding regions?
- In what ways do Aboriginal and Torres Strait Islander peoples value landscapes and landforms and how do they contribute to their protection and management?
- How can geomorphological processes be hazardous and how does this affect people and places?
- How do people respond to and manage geomorphological hazards?

▲ **Figure B** Mt Everest

Introducing geographical concepts and skills: *environment* and *change*

Throughout this unit, there will be a focus on developing your understanding of environment and change. In geography, the concept of environment includes the differing characteristics of environments, the processes that form environments and the processes that change them, ways in which environments support life, and the interrelationships between people and environments.

A key part to studying landforms and landscapes is observing how they change over time. This can be studied over various temporal and spatial scales. A geographer might study different layers of soil or bedrock to reveal clues about the formation of a landform or changes to the climate over thousands or even millions of years.

Geographers are also interested in the role of human activities in changing and affecting environments. This might be on a relatively small scale such as coastal erosion due to urban development or on a large scale such as the melting of Greenland's ice sheet. Environmental management aims to reduce the negative impacts that people have on environments, restore environments that have been degraded in the past and manage the risks that geomorphological processes might have on human environments.

Although this unit has a specific focus on **environment** and **change**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts

Where is it located, what are its geographic characteristics and how is it significant to different people?

How are the features distributed and how has the distribution changed over time?

Is it economically, socially and environmentally sustainable?

What type of change has occurred and what are the consequences?

What are the components of this environment and what processes have formed it?

Does it occur at a local, national or global scale?

How is it linked with other places and with other people?

Place · Space · Change · Scale · Interconnection · Environment · Sustainability

CHAPTER 5

Landforms and landscapes

5.1 Setting the scene: the island time forgot

Leaving the fishing boat by canoe, the young American adventurer paddled to the remote beach, determined to fulfil his mission of spreading the word of God. Confronted by two bow-wielding tribesmen, he shouted to them, 'I love you, Jesus loves you,' and tried to present a gift of fish. Unimpressed, the youngest tribesman fired an arrow, piercing the intruder's Bible as he fled to his canoe and paddled to the safety of the fishing boat. John Allen Chau was a 26-year-old Christian missionary, and wrote about his intentions in his diary: 'Lord, is this island Satan's last stronghold where none have heard or even had the chance to hear your name?' The next morning, on 17 November 2018, John Allen Chau ignored the warnings of the fishermen who had brought him to the island and paddled back to the beach. The fishermen reported seeing a hail of arrows, and then a body being dragged across the beach and buried in the sand.

Fringed by empty white sandy beaches, surrounded by coral reefs and covered by dense jungle, North Sentinel Island could be the ideal deserted island paradise. Located in the Bay of Bengal, east of India and west of Myanmar, and part of the Andaman archipelago, the island is the home of the Sentinelese people. Sometimes described as the world's most isolated tribe, it is estimated that around 100 Sentinelese inhabit the island, fiercely protecting their home from outsiders and living the same lifestyle for more than 30 000 years.

Its remoteness, tiny size, lack of a safe harbour, and rumours of cannibalism have all helped North Sentinel Island to remain forgotten by time, separated from the rest of the world. However, Chau was not the first outsider to attempt to make contact with the Sentinelese. In 1974, a *National Geographic* film crew and their police escort were forced to flee the arrows that greeted their arrival on the island. Less fortunate were the survivors of a shipwreck in the 1800s and, more recently, two crab fishermen asleep in their boat anchored near the island's shore, who all shared Chau's fate. Over a number of years, Indian anthropologists established contact and safely observed the Sentinelese, gaining their trust with gifts of coconuts floated from their boats. Yet little is known of the Sentinelese and their lifestyle. In 1991, the Indian government made it illegal for outsiders to visit the island. To this day, the bodies of any trespassers, including Chau's, have never been recovered.

▲ **Figure 5.1** Sentinelese tribesmen on North Sentinel Island, in the Andaman archipelago, fiercely resist contact by outsiders. This photograph was first published in 1975 in *National Geographic*.

▲ **Figure 5.2** North Sentinel Island is located to the east of the mainland of India in the Bay of Bengal.

The story of the Sentinelese features a landscape – the island, made up of landforms, such as the beach and reef, used and given special value by its human inhabitants. These are the themes of this chapter: how geographers describe and explain the landscapes and landforms found in the world, how they are used and sometimes degraded by humans, and the different value humans place on them.

► **Figure 5.3** Aerial view of North Sentinel Island. What features of the landscape can you see that have allowed the islanders to remain isolated for so long?

MAKING THINKING VISIBLE 5.1

Think, pair, share

Reflect on the story of John Allen Chau.

1 Think: What do you think about this story? Try to explain your thinking with pictures or words on paper or on your digital device.

2 Pair: Share your thoughts with a partner. Why do you think Chau was so determined to visit the island?

3 Share: Why do you believe the islanders are so protective of their place?

4 What unique geographic characteristics enabled this place to remain isolated for so long?

Key concepts: place, interconnection, environment   **HASS skills:** analysing, communicating and reflecting

5.2 Chapter overview

Introduction

This chapter studies the world's landscapes and the different landforms found in them. It examines how geographers classify the terms 'landscape' and 'landform' and discusses the processes that create different landforms. The impact of human activities on landscapes is analysed and the importance of landscapes for different peoples is discussed.

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains the names of people who have passed away.

Learning goals

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

- What are landscapes and landforms?
- What are the processes that create different types of landforms?
- How do the actions of humans impact different landscapes?
- How are landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Figure 5.4** The spectacular landscape of the Jim Jim Falls, Kakadu National Park, Northern Territory

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about landforms and landscapes

▲ **Figure 5.5** The Northern Lights illuminating Iceland's arctic desert, including Mt Kirkjufell in the background.

5.3 Different types of landscapes and their distinctive landform features

FOCUS QUESTION

What are landscapes and landforms?

landscape the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

landform a naturally formed feature on the Earth's surface, having a characteristic shape or form

valley an area of low land between hills or mountains

For many people, their most vivid memories are from holidays, of the places they have been and seen. When we remember our holidays, we remember not only the experiences we had, but also the features of the locations where they took place, the buildings, countryside, ocean, mountains or trees – the **landscape**. A landscape is the collection of visible human and natural features found in a particular area of the Earth's surface. Human features include the built environment, such as a town or city, as well as where humans have altered the environment for their use, such as farmland or a park. Natural features are those not created by humans, such as a mountain, beach or cave. A **landform** is a natural feature of the Earth's surface with a definable shape or form, such as a **valley**, cliff or dune. Most landscapes comprise a range of landforms and other natural and human features.

▼ **Figure 5.6** How many different landforms and human features can you identify in this Swiss mountain valley?

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.1

Creating a field sketch

As geographers we create field sketches of landscapes and landforms to record what we observe. A field sketch does not need to be drawn to scale, nor does it require outstanding artistic talent. It is a simple and visual way to identify major features using geographic terminology to annotate and locate features such as mountains, trees, rivers and roads. Geographers use field sketches to create a broad overview of an area they are studying.

A field sketch is usually drawn from observation on a field trip, but we can practise what is involved using the photo in Figure 5.6:

1 Study the photograph in Figure 5.6 and make a list of the features you can already identify.

2 Using a soft pencil (it makes it easier to erase mistakes) and a blank sheet of paper, draw a frame the same shape as Figure 5.6.

3 Divide the scene you wish to sketch into three parts: the foreground, middle distance and background.

Background
Middle distance
Foreground
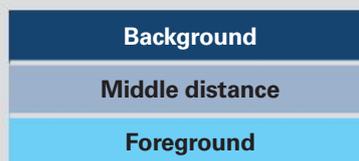
4 Sketch in the main features or lines of the scene in the foreground. Repeat for the middle distance and background. Refer to the list you made when you first examined the image.

5 Using the list you created in step 1, mark in other prominent features or lines, such as roads, railway lines or rivers.

6 Add details if appropriate. Details may include buildings, trees and fences.

7 Use shading and/or colour to highlight the key features of your field sketch. Avoid making your sketch too cluttered.

8 Label and annotate the main features of the sketch (mountains, trees, rivers etc.).

9 Give your field sketch a heading and note the date of the observation.

Extension task

1 Choose a place near your school or home and try drawing a field sketch from your own observation.

2 On your sketch, annotate at least three different landforms and three human features visible in the scene.

Key concepts: space, place, environment, scale   **HASS skills:** communicating and reflecting

Different types of landscapes

Geographers use the features that dominate in a particular location to distinguish between and categorise landscapes. For example, an area with many trees is described as a forest landscape and an area with many buildings is an urban landscape. Most of the major types of landscapes identified by geographers are found in our local region. Figure 5.7 describes different types of landscapes and provides examples of where they are located in Western Australia. One landscape form not found in Western Australia is polar landscapes, the regions surrounding the north and south poles that are characterised by ice, snow, permafrost (a frozen layer beneath the Earth's surface) and glaciers, which are slowly moving rivers of ice.

Coastal landscapes – where the land meets the sea and the surrounding area; for example, Ningaloo Coast

Mountain landscapes – where the Earth's surface rises dramatically, creating steep, peaked landforms; for example, Bluff Knoll in the Stirling Ranges

Forest landscapes – dominated by trees; for example, the unique karri forest of the Greater Beedelup National Park

Arid landscapes – where there is very little available water, limiting the growth of plants and diversity of animals; for example, the Karlamilyi National Park

Volcanic landscapes – feature landforms created by volcanic activity; for example, Heard Island located 4000 km south-west of Perth. Heard Island cannot be labelled due to the sheer distance from WA coastline.

Karst landscapes – where underground water dissolves limestone to create distinct landforms, such as cliffs and caves; for example, the Mimbi Caves

Riverine landscapes – include rivers, the landforms created by the movement of rivers and the surrounding ecosystems; for example, the Blackwood River

Urban landscapes – where human buildings and activities dominate; for example, the city of Perth

Map labels: Kalumburu, Broome, Halls Creek, Port Hedland, Telfer, Newman, Giles, WESTERN AUSTRALIA, Carnarvon, Wiluna, Geraldton, Kalgoorli—Boulder, Perth, Esperance, Albany, Great Australian Bight

Legend:
Tropical
Desert
Grassland
Temperate

▲ **Figure 5.7** Different types of landscapes in Western Australia

Amazing but true ...

South Australia's Naracoorte Caves are not only a spectacular karst landscape, they are also a trap for unsuspecting animals, who have fallen through hidden entries and been trapped in the cave system. The remains of these animals have left a fossil record stretching back more than 500 000 years, providing scientists with a fascinating insight into the animals once found in Australia. This includes megafauna – giant marsupials that stalked the country around 60 000 years ago.

▲ **Figure 5.8** A *Thylacoleo carnifex* or marsupial lion fossil, one of the megafaunas once found across the continent of Australia. What do you think may have caused the extinction of these animals?

Iconic landscapes and landforms

As you have read this chapter you may have started thinking about landscapes and landforms you are familiar with. These may be places you have visited or famous places that are iconic. Landscapes and landforms are considered iconic for a number of reasons. It may be because of their physical size, such as Mt Everest, the world's largest mountain, or the Nile, the longest river. It may be their beauty or unique physical features, such as the Twelve Apostles on Victoria's Great Ocean Road. It may be because of their role in history, such as Culloden Moor in Scotland, site of the last pitched battle in Britain in 1746. Or they may have featured in popular culture, such as the rocky landform of Hanging Rock in Victoria, which has featured in books, film and television.

CASE STUDY 5.1

An iconic Australian landscape: Lake Mungo, NSW

At first sight, the dry bed of Lake Mungo, 111 kilometres north-east of Mildura in the arid south-western corner of New South Wales, appears unspectacular. It is a flat scrubby expanse surrounded by sand dunes. As you move closer to the dunes on the eastern side of the lake, the reason for the iconic status for this area becomes apparent. Known as a **lunette**, the crescent-shaped chain of dunes stretching for 33 km was formed over tens of thousands of years as sand and clay were deposited when the lake dried and refilled. Over the past 10 000 years, wind and rain have eroded the dunes leaving a strange, moonlike landform, the most famous area known as the Walls of China. Although a unique and beautiful landform, the Lake Mungo lunette is perhaps even more significant for the historical records found in its layers of sediment. In the 1960s and 1970s, archaeologist Jim Bowler discovered human remains buried in the lunette that have become known as Mungo Lady and Mungo Man. At up to 42 000 years old, these are the oldest human remains found in Australia and some of the oldest in the world outside of Africa. The Lake Mungo area was added to the **World Heritage List** in 1981 to protect both its natural and cultural value.

lunette a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

World Heritage List a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

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The development of Lake Mungo: a timeline

This timeline describes key climatic, environmental and human events that have affected Lake Mungo in the recent geological past.
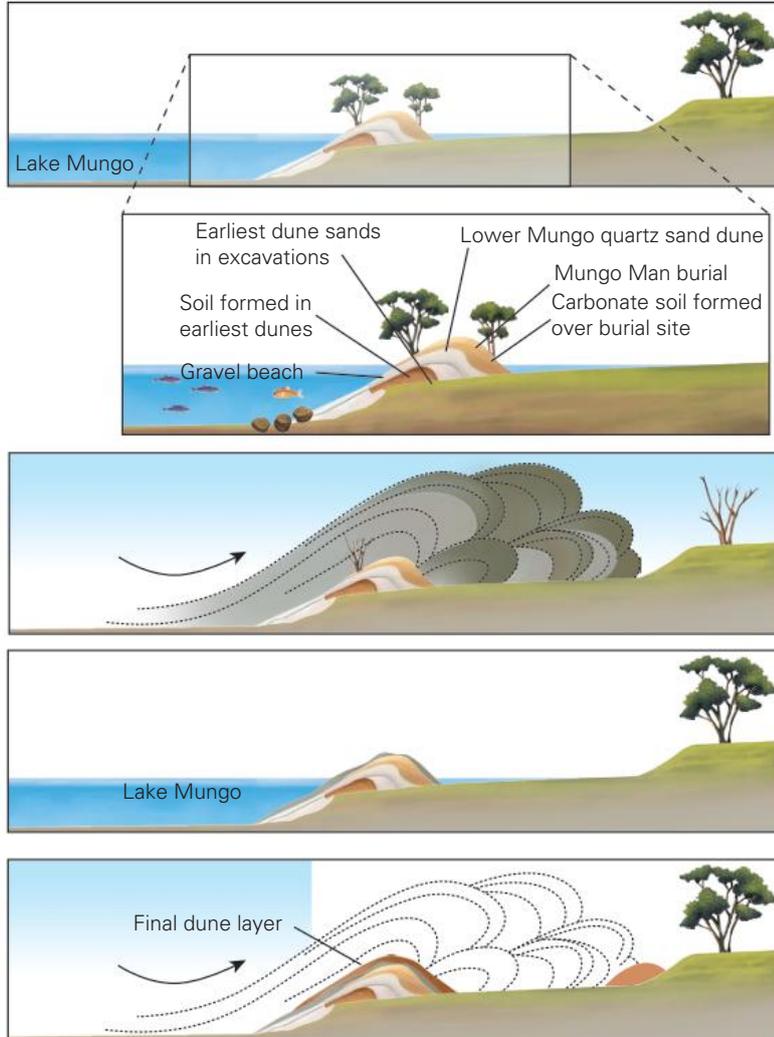
40 000–60 000 years ago: Many millions of years ago, earth movements created the Murray Basin, in which the Willandra Lakes and Lake Mungo lie today. Millions of years of climatic and geologic changes saw the Lake Mungo area either flooded during colder periods, or having much lower water levels during dry periods.

Earliest dune sands in excavations
Lower Mungo quartz sand dune
Mungo Man burial
Soil formed in earliest dunes
Carbonate soil formed over burial site
Gravel beach

About 40 000 years ago: Lake Mungo is flooded to such an extent that flooding extends both to the north and south of the dune ridge. A gravel beach, vegetation and sand dunes develop around the margins of the freshwater lake, and fish and shellfish are available as food resources for humans. Mungo Man was buried here as the lake began to dry nearly 44 000 years ago

About 40 000 years ago: The dry lake generates dust clouds, which sweep across the dry land, adding to the growth of the Lake Mungo dune

Lake Mungo

About 25 000–32 000 years ago: Water returns briefly to the lake

Final dune layer

About 18 000–20 000 years ago: Cold and dry period, when clouds of dust and salt were swept from the dry lake floor

▲ **Figure 5.9** Lake Mungo was formed through processes of erosion and deposition

ANALYSIS QUESTIONS

1 Construct a flow chart, containing both sketches and text, to explain how Lake Mungo was formed over time.

2 Describe why Lake Mungo became an ideal location for humans.

◄ **Figure 5.10** The Walls of China, Lake Mungo, New South Wales

Key concepts: place, space, environment, interconnection, change

HASS skills: analysing, communicating and reflecting

Key concepts for your memory bank

Environment is a key concept that you will learn to associate with many uses. It refers not only to types of environments, but also to the characteristics and the processes that form each unique location. *Pop this concept away into your memory bank, as you will use it at other points in your studies of Humanities and Social Sciences.*

ACTIVITY 5.1

Geolocation task

1 Using Google Earth (or the satellite view of Google Maps), search for Lake Mungo.
2 Explore the area, and describe the location and any features of Lake Mungo you can see.

Key concepts: place, space, environment, scale

HASS skills: questioning and researching, analysing, communicating and reflecting

CASE STUDY 5.2

An international iconic landform: El Capitan, USA

▲ **Figure 5.11** Yosemite National Park is a World Heritage Site in the state of California.

▲ **Figure 5.12** El Capitan, Yosemite National Park, California, USA

The Yosemite Valley in California's Yosemite National Park is a spectacular landscape of mountains, cliffs, forests and waterfalls. Dominating the valley is El Capitan, an imposing rocky landform towering 1100 metres above the valley floor. The world's largest granite **monolith**, El Capitan was formed by volcanic activity 100 million years ago and shaped by millions of years of **erosion**. The sheer, 2.4-km-wide cliff face that fronts the valley has long attracted the awe of humans. First the local Ahwahneechee Native American people, then tourists visiting the park for more than 150 years and, more recently, climbers. Since the first successful ascent in 1958, El Capitan has been climbed many times, with established routes up the cliff face that take hours, days or weeks to complete.

monolith a landform formed by a single massive rock or stone such as Uluru in the Northern Territory

erosion the process where the material of the Earth's surface is worn away and moved to a new location

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At least 31 climbers have died attempting to scale the cliff. Despite the risk, in 2017, American Alex Honnold became the first climber to 'free solo' El Capitan, making the ascent on his own without ropes or other safety equipment.

ANALYSIS QUESTIONS

1 Research the geological formation of the Yosemite Valley. Describe how the valley was formed over geological time.

2 Outline the human uses for the Yosemite National Park.

3 Suggest potential human impacts on the area due to these uses.

Key concepts: place, space, environment, change

HASS skills: questioning and researching, communicating and reflecting, evaluating

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.2

→

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

Using map references and reading features from map symbols

In this activity, you will practise the geographic skill of reading a topographic map and interpreting the landforms and landscapes marked upon it. Look at Figure 5.13, the topographic map for the Stirling Range in Western Australia, and answer the questions that follow. You will need to use the Interactive Textbook to zoom in to this map to see enough detail.

Here is a quick refresher in the geographical skill of reading map references.

• An area reference (AR) is made up of four numbers that tell you which grid square the feature is in.

• The first two digits are the number of the easting to the left of the feature (the vertical line, numbered at the top or bottom of the map).

• The second two digits are the northing below the feature (the horizontal line, numbered down the sides of the map).

• A grid reference (GR) of a compact feature has six digits. The first, second, fourth and fifth are the AR.

• The third digit is the number of tenths going right along the top or bottom side of the grid square where an imaginary vertical line goes through the feature.

• The sixth digit is the number of tenths going up along a vertical side of the grid square where an imaginary horizontal line goes through the feature.

Use the key and scale of Figure 5.13 to answer these questions.

1 What is the area reference of the junction of Chester Pass Road and Bluff Knoll Road?

2 What is the grid reference of the summit (top) of Bluff Knoll?

3 a What type of feature is located at GR 516 652?

   b What does the dashed line within the feature identified in 3a represent?

4 What type of feature is located at GR 536 623?

5 What natural feature runs from Bluff Knoll to the north of the map?

▲ **Video**
Using grid references on a map

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6 Would you describe the Stirling Range as an **urban**, **rural** or **remote** area? Give your reasons.

7 a What is the straight-line distance between the top of Bluff Knoll and the intersection of Chester Pass Road and Bluff Knoll Road?

 b What is the approximate length of Bluff Knoll Road?

urban of or in a city or large town; built-up areas

rural of or in small towns, usually dominated by agricultural and forest areas

remote areas where very few people live and are located far away in distance from other locations

Scale 1:25,000
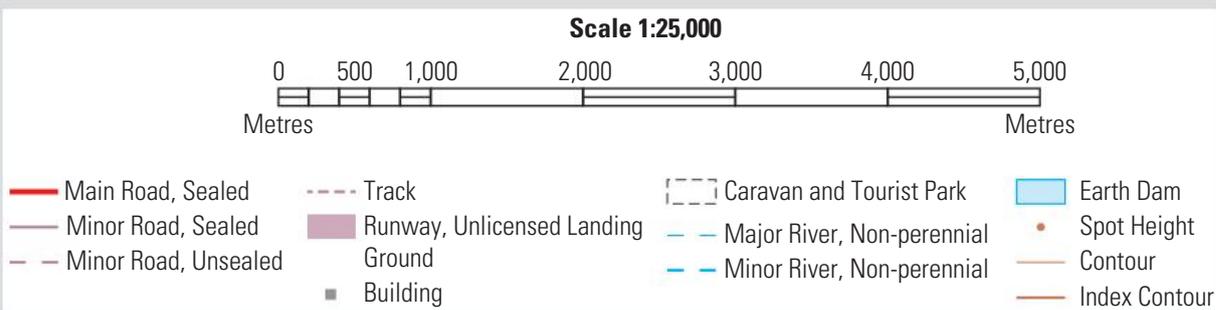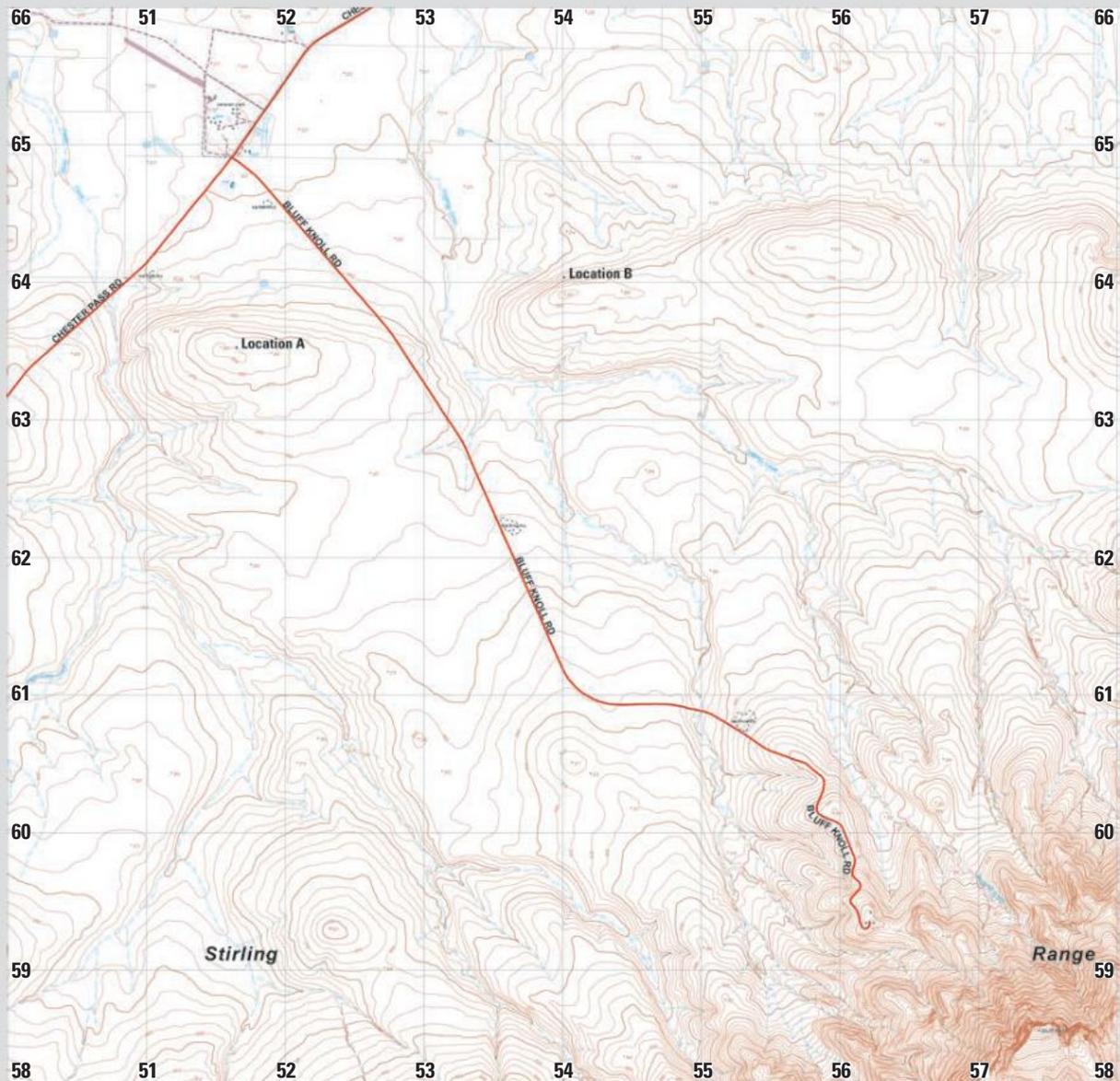
▲ **Figure 5.13** Topographic map of the Stirling Range. Go to the Interactive Textbook to use a larger, zoomable version of this map to complete this activity.

Key concepts: place, space, environment, scale

HASS skills: analysing, communicating and reflecting

▲ **Video**
Contour lines on a map

Using contour lines: estimating changes in elevation

The most effective way to show hills and mountains on a map involves the use of contour lines. Contour lines identify places of equal height above sea level. Being able to interpret contour lines provides geographers with information about:

- the shape of the land
- the slope of the land
- the height of features above sea level.

Each contour line represents a specific height above sea level (asl). Therefore, a continuous contour line indicates that any location along this line is the same height above sea level.

The spacing between contour lines on a map indicates the steepness of slopes. Where contour lines are close together, the distance between changes in height becomes smaller, which, in simple terms, means steep slopes. In areas where there are only a few widely spaced contour lines, this means there are greater distances between changes in height, which indicates a flat or gently sloping landscape.

The spacing of the contour lines also gives us an idea of the slope's shape. Evenly spaced contours indicate a uniform or consistent slope. When the spacing between contour lines (reading from high to low) decreases, the slope is convex (becomes steeper going downhill), like the outside of a basketball. When the spacing between contour lines (reading from high to low) increases, the slope is concave (becomes steeper going uphill), like the inside of a bowl.

A skilled user of topographic maps can visualise the shape of particular features by studying the patterns created by the contour lines.
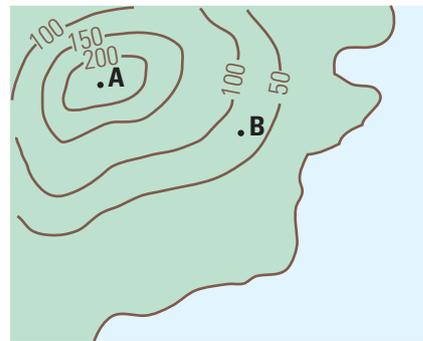
▲ **Figure 5.15** An example of a contour sketch
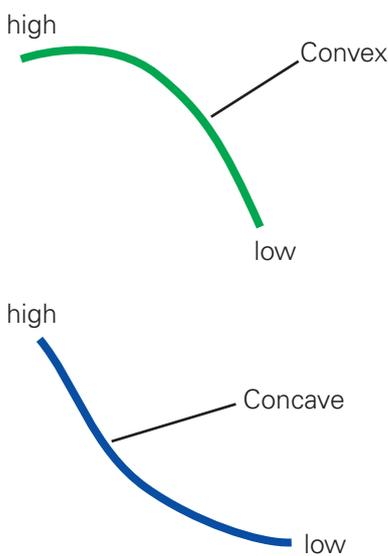
▲ **Figure 5.14** Concave and convex lines
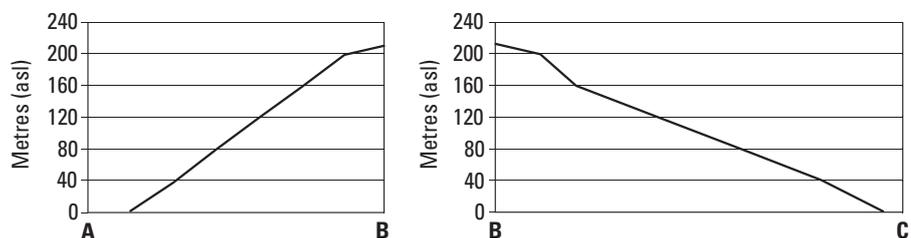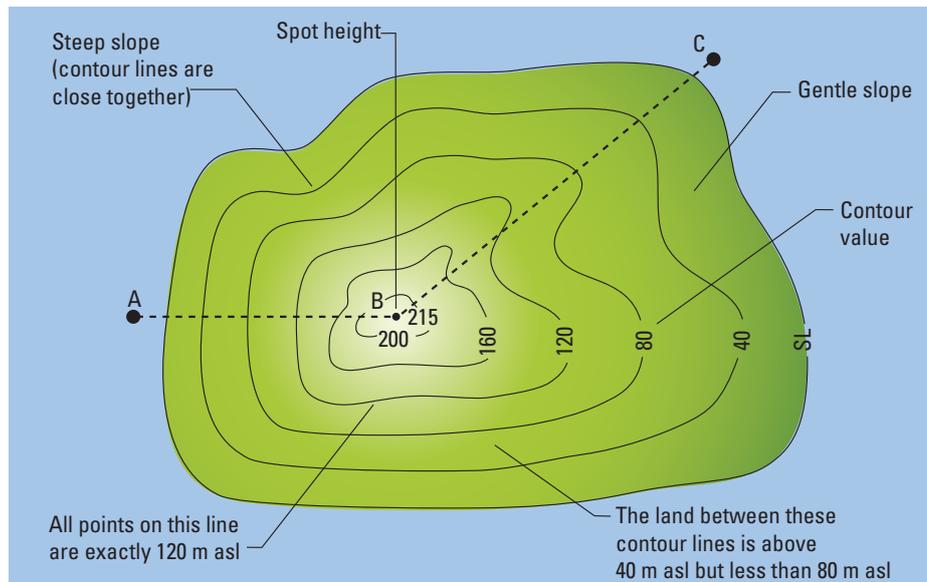
▲ **Figure 5.16** Features of a contour line. The cross-sections A–B and B–C show the shape and steepness of the selected slopes.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.3

Reading landforms and landscapes from map symbols

In this activity, you will practise the geographic skill of interpreting elevation data and contours in a topographic map and describing the landforms shown. As with the previous activity, we will be using the topographic map of the Stirling Range in southern Western Australia (Figure 5.13). You will need to use the Interactive Textbook to see the necessary detail in the map.

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

1 **a** What is the grid reference for Location A?
  b What is the elevation at this point?
2 What is the contour interval of this map?
3 **a** Does the Bluff Knoll Road run along a ridge or in a valley?
  b Describe the course of Ongarup Creek in terms of the shape of the land on either side of it.

ridge a long, narrow and raised part of a surface, especially a high edge along a mountain

4 From GR 540 612, Bluff Knoll Road takes a very irregular course, with lots of bends. Use contours and elevations to explain why.
5 If you walked from Location A west to Paper Collar Creek, would you be:
  a Going uphill or downhill?
  b Walking along onto a **ridge** or into a valley?
6 Briefly describe the location of the caravan park in relation to cultural and natural features.
7 Using contours and elevations, explain in which direction the Paper Collar Creek flows.
8 Examine the types of landscape in Figure 5.7. Which type of landscape is the area around the Stirling Range?

Drawing a cross-section

The method for drawing a cross-section of the land between two points is summarised here. For illustrations and additional explanation of these steps, please see the guide to using topographic maps in the Interactive Textbook.

  1) Draw a line between the two points that form the ends (boundaries) of the cross-section.
  2) Place the edge of a sheet of paper along the line and mark these two points.
  3) Mark the points at which the paper cuts through contour lines and label the heights of these contour lines.
  4) Draw a set of axes. The vertical axis will be the elevation. The horizontal axis will be the same width as the distance between the two points. Plan the size and increments on your elevation axis based on the maximum elevation in the area measured.
  5) Plot the data from your paper onto your axes and join the dots with a curved line.

Questions

9 Draw a cross-section between the tops of Location A and Location B. Label the position of the Ongarup Creek and the Bluff Knoll Road. What landforms are shown in your cross-section?
10 Draw a cross-section between two points of your choosing, which will reveal the shape of the valley including Paper Collar Creek. Label relevant features and describe the shape of the valley.

Key concepts: place, space, environment, interconnection, scale

HASS skills: analysing, communicating and reflecting, evaluating

ACTIVITY 5.2

Changes to the environment demonstrate interconnections

1 Watch the video *How Wolves Change Rivers* on YouTube.
2 Create a flow chart that shows how the reintroduction of wolves to Yellowstone National Park changed the course of the rivers.

Key concepts: place, environment, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

END OF SECTION REVIEW 5.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 How do geographers define the term 'landscape'?
2 List three different types of landscapes and give an example of where each is located in Western Australia.
3 What is meant by the term 'iconic'? List reasons why a landform or landscape may be considered iconic.
4 Who discovered Mungo Lady and Mungo Man and why was the discovery significant?

Interpret

5 Outline two reasons why Lake Mungo is considered an iconic landscape and two reasons why El Capitan is considered an iconic landform.

◀ **Figure 5.17** El Capitan

6 Using the guide to different types of landscapes in Figure 5.7, which type of landscape is the Stirling Range?

Argue

7 Refer to the story of the Sentinelese Islanders and the related images. Do you believe the Sentinelese should be left to continue living their lives in isolation from the rest of the world or should they have access to the knowledge and the resources of the modern world? Explain your answer.

Key concepts: place, space, environment, interconnection, change

HASS skills: analysing, communicating and reflecting, evaluating

5.4   The geographical processes that produce landforms

FOCUS QUESTION

What are the processes that create different types of landforms?

The world's landscapes are constantly changing, shaped by natural and human forces, such as erosion or land clearing, known as **processes**. Geographers study the size or magnitude of these changes (**spatial scale**; for example, local, regional or global), and the speed or rate of the changes (**time scale**; for example, rapid or geological – over hundreds of thousands or millions of years). Geomorphic processes are those that specifically change the features of the Earth's surface. This section outlines the main geomorphic processes shaping landscapes and the types of landforms they create.

▲ **Video**
Plate tectonics

Plate tectonics

The Earth is comprised of different layers. The outer layer, the crust, is made up of sections known as plates. The plates rest on a layer of magma (molten rock), known as the mantle. The process of plate tectonics describes how the plates of the Earth's crust slowly move, propelled by currents in the magma they rest upon. The direction of this movement and the types of plates involved creates different landforms. Tectonic plates move as a result of convection currents in the Earth's mantle. Figure 5.18 illustrates the process of convection currents.

> **processes** the physical or human forces that cause change to a landscape
>
> **spatial scale** the size or magnitude of a geographic process, feature or event
>
> **time scale** the period of time over which a geographic process or change has taken place
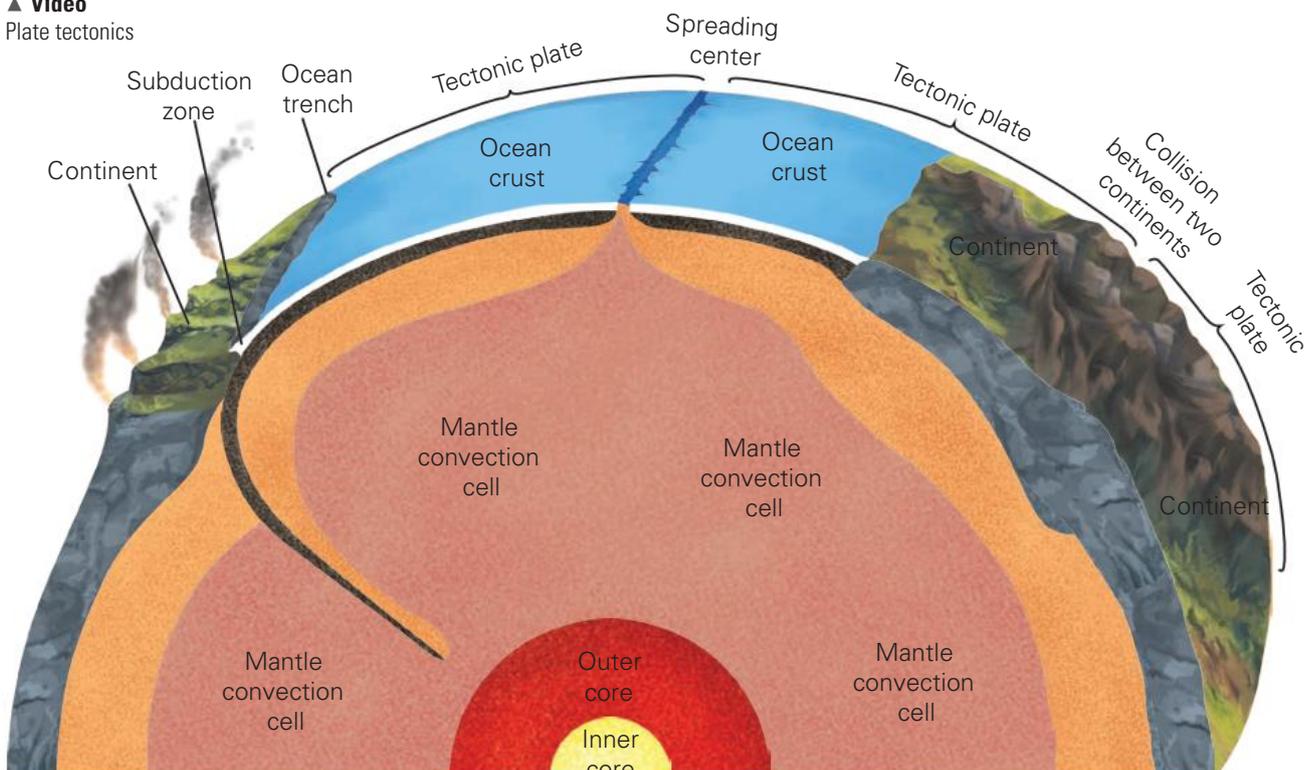
▲ **Figure 5.18** As it heats up, magma rises towards the Earth's crust. As it often has nowhere to go, the magma moves along the crust, pushing plates in different directions. The magma eventually starts to cool and moves toward the Earth's core, where it heats up again. This creates a current.

continental plates the Earth's landmasses, 25–90 km thick and made mostly from granite

oceanic plates the ocean floor, 5–10 km thick and made mostly from basalt

There are two types of tectonic plates: **continental plates** – the Earth's landmasses, 25–90 km thick and made mostly from granite (around 10 per cent less dense than basalt – lighter); and **oceanic plates** – the ocean floor, 5–10 km thick and mostly basalt (denser, heavy). The place where the edges of two plates meet is called a boundary. Three types of movement occur at the plate boundaries: convergent, where two plates crash into each other; divergent, where two plates pull apart; and transformative, where two plates slide past each other. Figure 5.19 describes examples of each type of movement and examples of landforms resulting from the process.

Key concepts for your memory bank

Space is a key concept that you apply when describing information and data from sources. It is the ability to identify patterns in order to describe how features are distributed. *Pop this concept away into your memory bank, as you will use it at other points in your studies of Humanities and Social Sciences.*
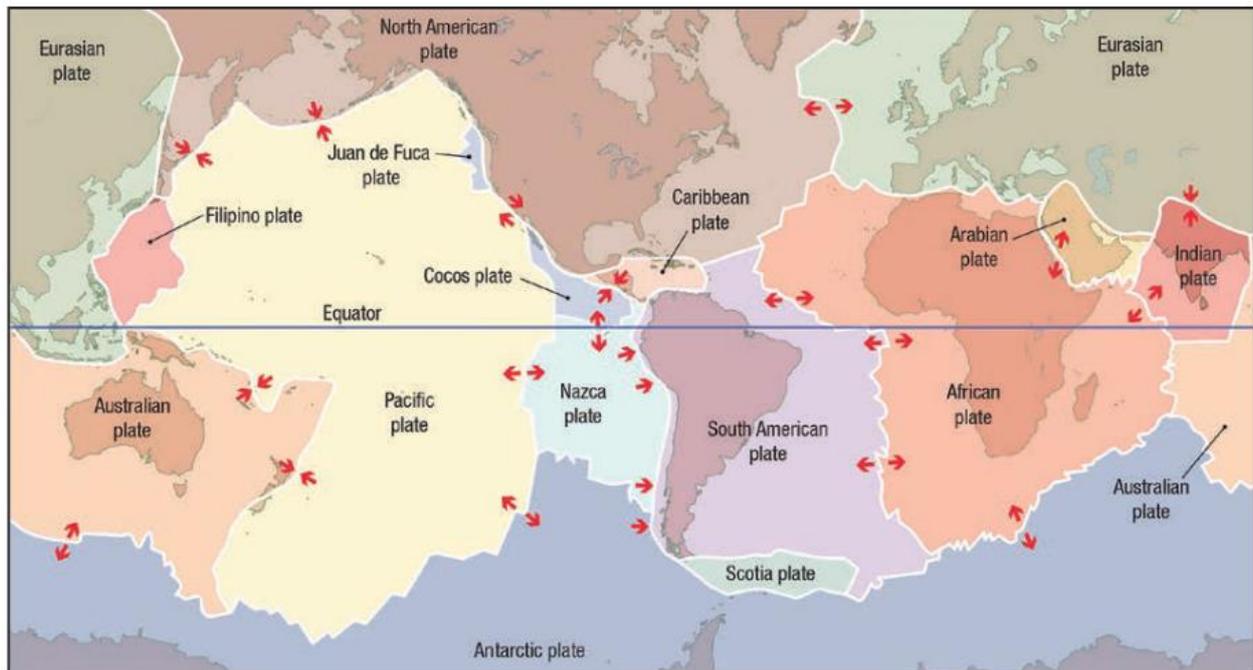
▲ **Figure 5.19** The tectonic plates and the direction of plate movement. Can you identify the plates the five continents are based on?

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.4

Identifying the effects of tectonic plate movement using a geographic information system (GIS)

1 Go to the Mapmaker page on the National Geographic website.

2 On the right side of the screen, select 'Add Layer'.

3 Under 'Categories' choose 'Earth Systems'.

4 Add the layers for 'Plate Tectonics', 'Earthquakes' and 'Volcanic Eruptions' by clicking on the + button next to each. When finished, click 'Done'.

5 Examine the map that is produced. You can adjust the transparency of each layer to see what is beneath it.

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6 Describe the pattern you observe about the location of major volcanoes and earthquakes. What relationship do you see between these and the world's tectonic plates?
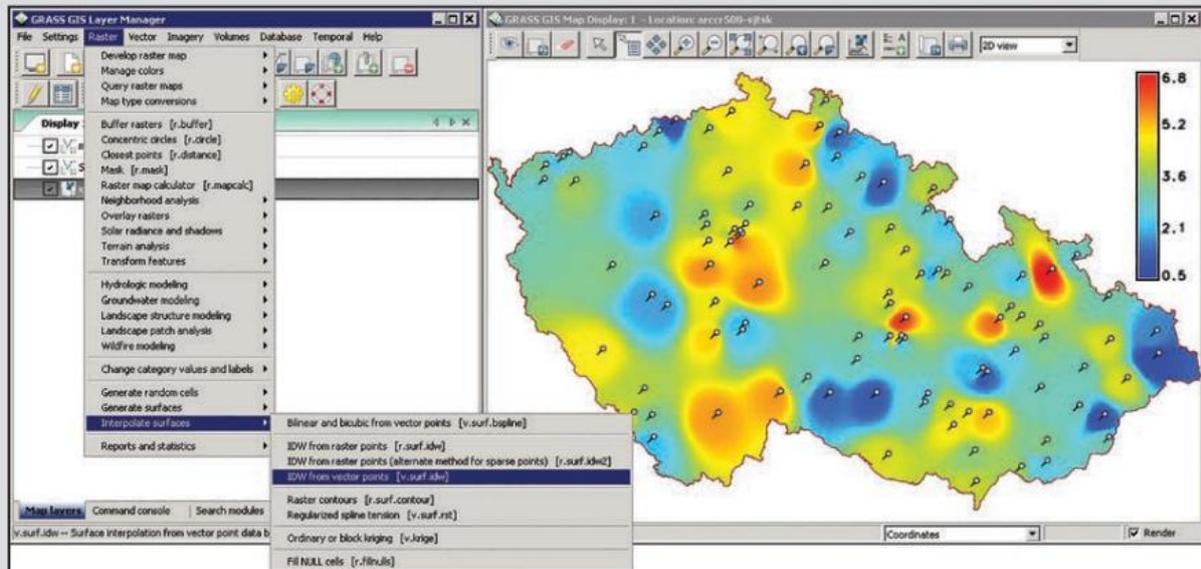
▲ **Figure 5.20** A GIS system (in this case GRASS GIS GUI). You can also try making your own maps on the user-friendly National Geographic Mapmaker tool online.

Key concepts: place, space, interconnection, scale   **HASS skills:** questioning and researching, analysing

Convergent: collision boundary

When two continental plates collide together, the effect is the same as a head-on car crash. The surface of the crust crumples, creating folds and faults (cracks). As the folds push upward, they can create large mountain ranges such as the Himalayas. Earthquakes are also common at these boundaries.

Convergent: destructive boundary

When a continental plate collides into an oceanic plate, the heavier oceanic plate is forced under the lighter continental plate, into the magma of the mantle. This process is called **subduction** and creates an **oceanic trench**, where the oceanic plate is pushed under the continental plate, and **fold mountains**, where the continental plate crumples as it crashes into the oceanic plate. Subduction also creates volcanoes and causes earthquakes.

Divergent: constructive boundary

When two plates pull apart, pressure from magma pushes the edges of the plates upward and magma rises to the surface to create new crust. This process results in volcanic activity and creates **mid-ocean ridges** if two oceanic plates are diverging, or **rift valleys** if continental plates are diverging.

Transformative: conservative boundary

When two plates slide past each other, huge amounts of friction are created. Over time, pressure builds until the plates move, creating **faults** in the crust. These look like long thin valleys on land or canyons under the ocean. The sudden release of pressure also causes intense earthquakes.

subduction where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

oceanic trench a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

fold mountains mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

mid-ocean ridges underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

rift valleys long valleys created where two continental plates are diverging

fault a crack or fracture in rock

Diverging plate boundary with a spreading centre

Iceland

Rift zone

Mid-ocean ridge

Lithosphere

Earthquakes

Magma

New oceanic crust forming along spreading centre zone

Asthenosphere

Rocks melt as pressure is released

Slow-moving currents in the mantle
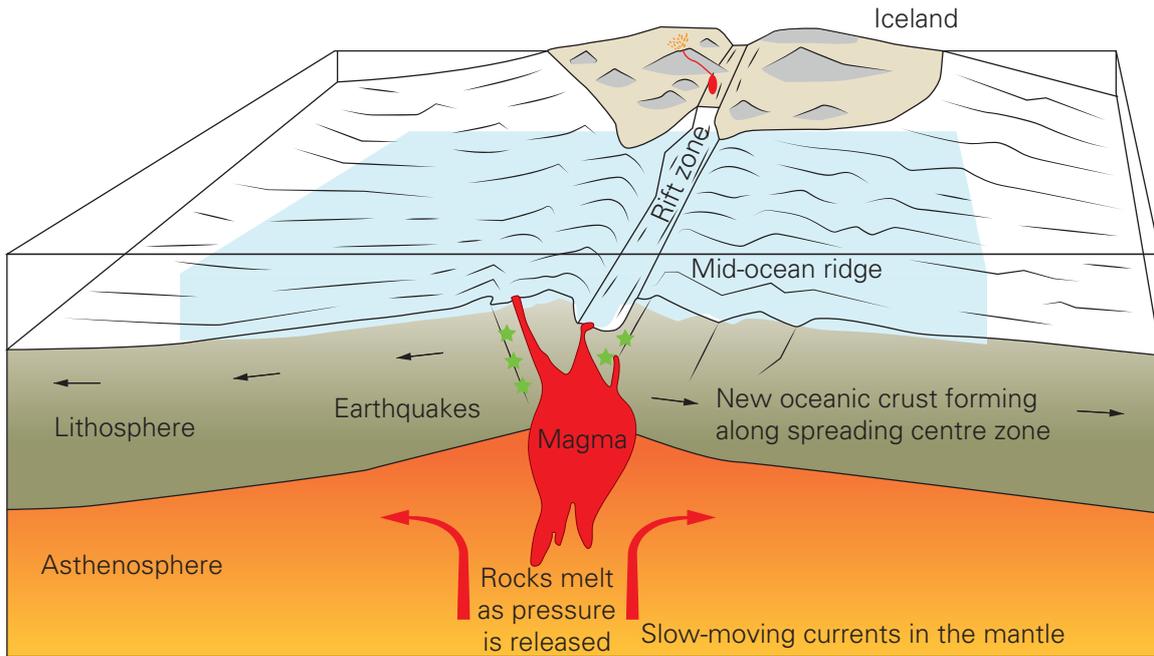
▲ **Figure 5.21** The formation of the mid-ocean ridge close to Iceland

1 **Divergent (continental plates)**
(e.g. Rift Valley, Africa)

Volcano

Crust

Asthenosphere

Magma rises through weakened crust
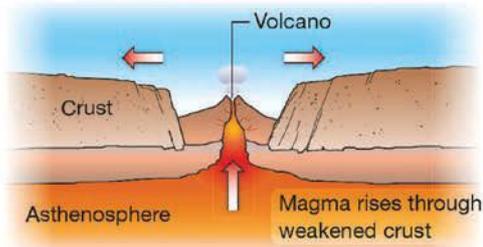
2 **Divergent (oceanic plates)**
(e.g. Mid-Atlantic Ridge)

Major volcanic activity

Oceanic plate

Asthenosphere

Magma rises through weakened crust
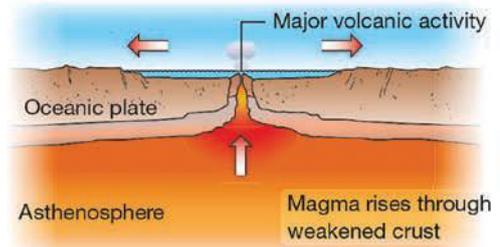
3 **Collision (continental plates)**
(e.g. Andes, South America)

Fold mountains

Continental crust

Thickening of crust from collision

Asthenosphere
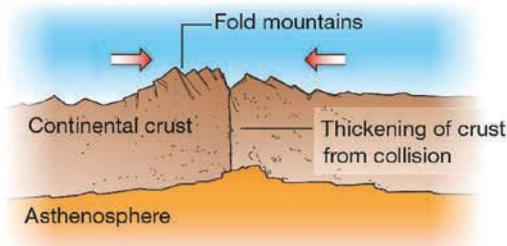
4 **Subduction (continent/ocean)**
(e.g. Ring of Fire, Pacific Ocean)

Trench

Crust

Oceanic plate

Asthenosphere
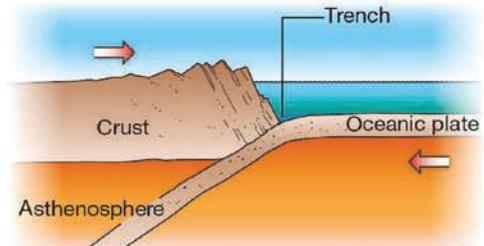
5 **Transform boundary (plates moving past each other)**
(e.g. San Andreas fracture zone)

(a) Viewed from above

Boundary

(b) Cross-section

Rocks often do not match on either side of the boundary/fracture
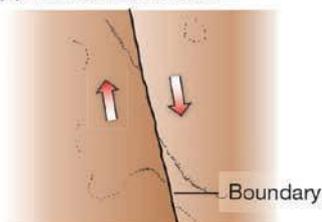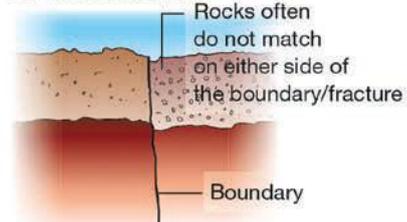
Boundary

▲ **Figure 5.22** Different types of plate boundaries

CASE STUDY 5.3

The Himalayas: a collision boundary

The Himalayas, the world's greatest mountain range, are located in Asia, stretching 2400 km east to west across India, China, Nepal, Bhutan, Pakistan and Afghanistan, and featuring the 10 highest mountains in the world, with Mt Everest the highest at 8849 metres. As well as imposing mountains, the Himalayan landscape comprises other significant landforms, including more than 15 000 glaciers, plateaus, river gorges and valleys. The range contains more ice than anywhere other than the Arctic and Antarctic, and is the source of major Asian rivers: the Mekong, Yellow, Yarlung, Yangtze, Ganges, Indus and Nujiang.

The sheer size of the Himalayan mountains is the result of the convergence of the Eurasian and Indian continental plates. For 50 million years, the two gigantic slabs of the Earth's crust have crashed together, folding, faulting and pushing up the Earth's surface, creating the massive mountains of the Himalayas. This process is ongoing, with the mountains rising by around 1 cm per year, although this increase is offset by the processes of erosion and weathering.

► **Figure 5.23** Plate boundaries that have formed the Himalayas
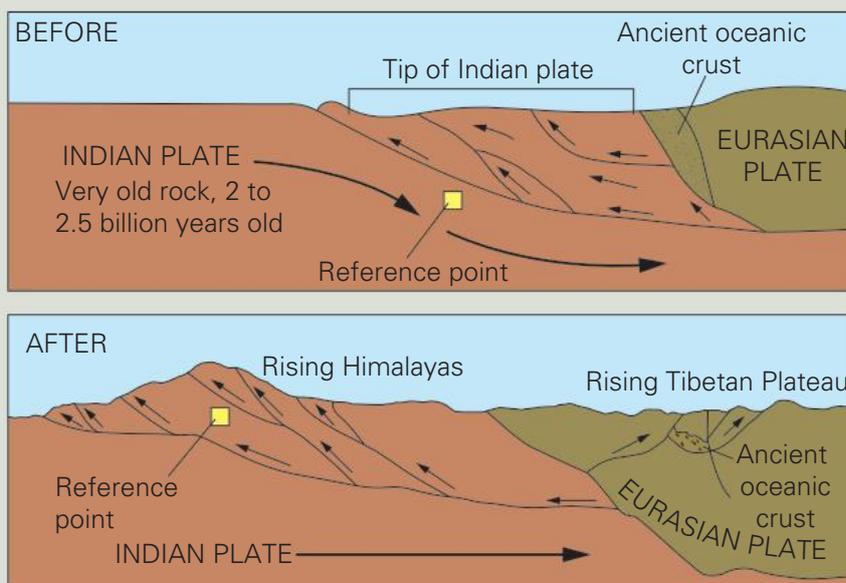
◄ **Figure 5.24** The formation of the Himalayas

ANALYSIS QUESTION

Draw a diagram illustrating the process that created the Himalayan mountains. Annotate your sketch to show: the types of tectonic plates and direction of plate movement, magma, folding and faulting.

Key concepts: space, environment, scale, change   **HASS skills:** analysing, communicating and reflecting

▲ **Figure 5.25** Mt Everest is the highest peak in the Himalayan mountain range. What landforms (other than mountains) can you identify in the photo?

Weathering, erosion and deposition

Weathering and erosion are processes that shape the Earth's surface and create many of the most unusual and spectacular landforms. They both involve the breaking down of rocks and minerals into smaller fragments, but differ in that weathered material remains in place and eroded material is transported to a new location.

weathering the process where a material is broken down into smaller fragments, either physically or chemically

There are two types of **weathering**: mechanical and chemical. Mechanical weathering is where a physical process breaks the rock into smaller fragments. This often involves changes in temperature; for example, where water seeps into a crack and is frozen, expanding and gradually increasing the size of the crack until the rock breaks. Abrasion is another form of mechanical weathering. This is where a force such as wind or the movement of a glacier causes rocks to rub together, removing fragments from their surface and polishing the rock. Smooth pebbles found in a stream or on a beach are caused by this process. Chemical weathering is where the molecular structure of the rock is changed. This process often involves interaction with water; for example, water causing a rock containing iron to oxidise (rust) or limestone to dissolve. Rocks weakened by chemical weathering are often broken down further by mechanical weathering.

Erosion is the process where the material of the Earth's surface is worn away and moved to a new location. Different natural processes can wear materials away, including the movement of water, glaciers and wind. The movement of the fragmented material is called transportation.

Water collects in a crack in the rock

Water freezes and expands, forcing crack to widen

Ice thaws, contracts, and the water gets deeper into the cracks

Repeated expansion and contraction causes further cracks until the rock splits

1   2   3   4

▲ **Figure 5.26** The process of mechanical weathering

The forces causing the movement, such as gravity or wind, are the **agents** of erosion. The most common agent of erosion is water – rain, rivers, floods, lakes or the ocean. Fragmented material transported by water is referred to as **sediment**. Water erosion is responsible for many spectacular landforms, such as the cliffs and other rocky features found on the world's coastlines; canyons carved out by rivers, such as the Grand Canyon in the USA or Fish River Canyon in Namibia; and mountain valleys and fjords, shaped by the ice of glaciers, such as the Norwegian fjords.

Material transported by wind includes sand and dust. It blasts against rock and acts like sandpaper, wearing away and smoothing the rock's surface. The landform of Wave Rock in Western Australia was created by this process.

> **agents** the forces causing erosion, such as gravity, wind or water
>
> **sediment** the fragmented material created by weathering and erosion, such as sand or dust

Weathering causes the rocks to break down

Erosion (water) and transport move the sediments downhill to another place
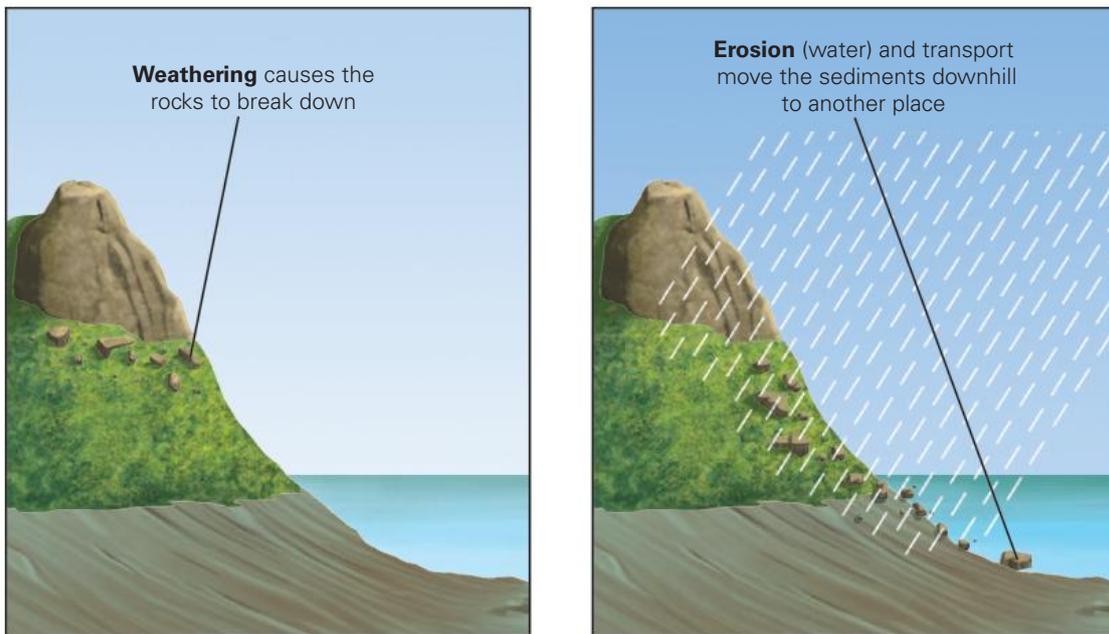
▲ **Figure 5.27** The difference between weathering (left) and erosion (right)

▲ **Figure 5.28** Wave Rock, Western Australia, is a wave-shaped landform created by erosion of the granite rock. How many years do you believe it would have taken for the process of erosion to shape this landform?

▲ **Figure 5.29** Fairy Chimneys, eroded landforms in the Cappadocia region of Turkey. What evidence can you see of how humans use this landscape?

deposition the last stage of the erosion process, when the material being moved settles on a surface

delta a fan-shaped deposit of river sediments found at the mouth of a river

Deposition occurs when an agent of erosion loses energy and drops the material it is carrying; for example, dust or sand deposited by a windstorm as it calms, or sediments deposited by a river as it travels through a flatter landscape. Over time the deposited material can build up in layers creating new landforms. The lunettes of Lake Mungo were created by deposition, as are sandy coastal landforms such as beaches and dunes (this process is explained in detail in Chapter 6). **Deltas**, such as Vietnam's Mekong Delta, are usually found where rivers enter the sea. They form at the mouths of rivers when sediment is deposited at a faster rate than it can be removed by ocean currents, creating new, fan-shaped landforms.

▲ **Figure 5.30** Vietnam's Mekong Delta, visible from space, covers around 40 000 square km. More than a billion cubic metres of sediment are deposited annually into the Mekong.

Amazing but true …

Unlike most deltas, Botswana's Okavango Delta is created by a river flowing inland, where the Okavango River flows into the Kalahari Desert. This forms not only a unique landform but also a spectacular ecosystem, home to an array of wildlife including African icons such as elephants, lions, hippos and giraffes.

▲ **Figure 5.31** The Okavango Delta, Botswana
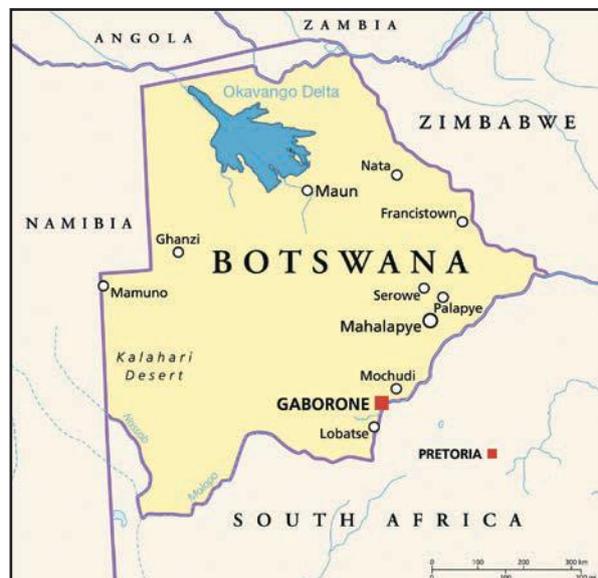
▲ **Figure 5.32** The Okavango Delta is an inland delta with unique features.

END OF SECTION REVIEW 5.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   What is meant by a 'geomorphic process'? List at least one example in your answer.

2   Distinguish between:

a   oceanic and continental tectonic plates

b   divergent and convergent plate movement.

3   What is the process that creates the deepest parts of the ocean?

4   List the two types of weathering and give an example of each.

Interpret

5   Use Figure 5.19 to identify the following:

a   two continental and oceanic plates

b   a convergent plate boundary

c   a divergent plate boundary

d   a transformative plate boundary.

Argue

6   Evaluate the environmental impact of the reintroduction of grey wolves into Yellowstone National Park. Make specific reference to the changes in the landscape of the park.

▲ **Figure 5.33**   A grey wolf running wild in Yellowstone National Park, Montana

7   Look at Figure 5.13, the topographic map of the Stirling Range. Explain with evidence from the map which geomorphic process is most responsible for creating this landscape.

⚙ **Key concepts:** space, environment, interconnection, sustainability, change

📋 **HASS skills:** analysing, communicating and reflecting, evaluating

Additional content available: Human causes of landscape degradation and their effects

5.5 The spiritual, cultural and aesthetic value of landscapes and landforms for people

FOCUS QUESTION

How are landscapes significant for different peoples?

place an area that has a specific meaning or purpose

culture the customs, behaviours and beliefs that characterise a particular society

Apart from their importance as a source of natural resources, landscapes are significant to different people in many ways. Geographers use the concept of **place** to describe the value or meaning given to a location by humans. This meaning varies for different people; for example, to you, your house may be your home, a place you share with your family; for a real estate agent, your house may simply be an asset that can be bought and sold. This section investigates the main ways that specific places – landscapes – are significant and given meaning by different peoples.

Cultural

Landscapes and landforms shape and are represented in different **cultures** in many ways. The identity of national groups often reflects the landscapes where they are located. For example, the Sherpas of Nepal are known as a 'mountain people', the Tuareg of the Sahara as a 'desert people', and the Marsh Arabs of Iraq are named after the landscape they inhabit. Landscapes also gain significance after featuring in art and popular culture. The viaduct of Glenfinnan became known as the 'Harry Potter viaduct' after the Hogwarts Express crossed the bridge as it passed through the lochs and mountains of the landscape of the Scottish Highlands in several of the films. For many Indigenous groups, landscapes and particular landforms are the basis of their spiritual beliefs. For example, Australian Aboriginal peoples use the

Dreaming to explain the creation of the landscapes and landforms of their Country. For Amazonians, each plant and animal in the rainforest contains its own spirit.

▲ **Figure 5.34** Children in a Marsh Arab village in southern Iraq

▲ **Figure 5.35** A Tuareg tribesman in the desert of Libya's western Awal region
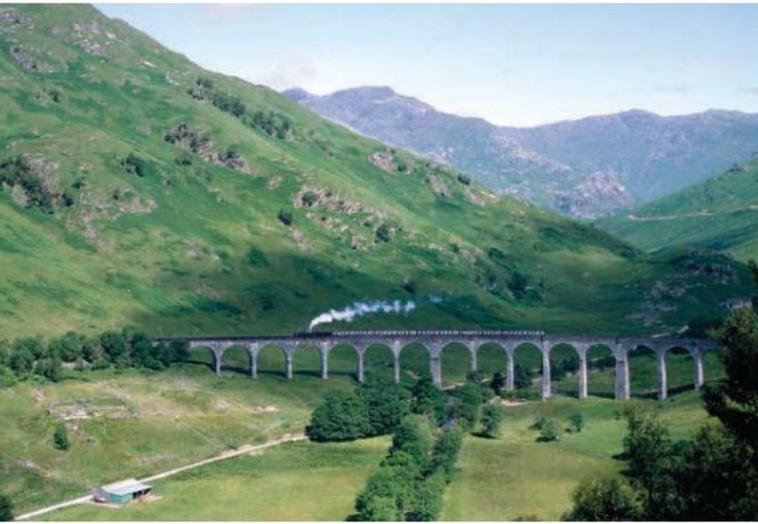
▲ **Figure 5.36** The Glenfinnan Viaduct in Scotland, significant not only for its beauty but also for featuring in the Harry Potter films

Aesthetic and recreation

Many landforms are significant for their beauty or aesthetic appeal. The iconic landscapes described earlier in the chapter are renowned for their spectacular or unique features. However, beauty is subjective, and landscapes may be attractive to a person or people due to their connections to a place, such as where they were raised, have lived or have holidayed. Scenic landscapes are also often the most popular and significant locations for recreation, whether that is for adventure activities, such as the climbers on El Capitan; or hiking and mountain biking; more leisurely pursuits such as picnicking or tourist drives.

CASE STUDY 5.4

A significant Australian landscape: Purnululu National Park, Western Australia

About 300 km south of Kununurra, the unique Bungle Bungle Range of the 2400 square km Purnululu National Park rises dramatically above the Kimberley region. Formed over a period of 20 million years, the sandstone in the area has experienced depositional processes and weathering, which has left a landscape featuring spectacular sandstone domes, gorges, **chasms** and a valley ending in immense stone walls. The algal coatings of cyanobacteria (blue-green algae) form thick biological crusts, giving the famous Bungle Bungle Range its beehive appearance. The name Purnululu means 'fretting sands' in the local language, given by the traditional custodians the Gija and Jaru peoples who have lived in this part of Australia for more than 20 000 years. The major river system, the Ord River, and the landforms of the National Park have long been used by Aboriginal peoples to orient themselves. Traditional owners connect themselves and their ancestors to places along the river where economic and social activities took place. Due to the changing seasons, traditional life in this region involved Aboriginal peoples moving from the riverine, to the sand plains or to the uplands in search of food, shelter and fresh water. Evidence of the cultural significance of the area can be seen in the many sandstone overhangs with rock art, hand stencils, and seed/ochre grinding marks along the base of the Bungle Bungle Range and can be explored between April and October when the weather permits.

chasm a deep fissure in the surface of the Earth

▲ **Figure 5.37** The Bungle Bungle Range

▲ **Figure 5.38** The clear night sky of Purnululu National Park

»

The first European explorers arrived in the Kimberley in 1879, searching for mineral resources and land for grazing stock. In 1885, they found gold 100 km south in Halls Creek. Today, the Kimberley region remains dominated by the cattle industry. The natural beauty of the area also featured in the work of many artists, including Aboriginal artists Rover Thomas and Queenie McKenzie (now both deceased). In 2003 the Purnululu National Park was World Heritage listed and now almost 30 000 visitors per year travel to the iconic tourist location. Many are attracted by the hiking, photography and camping opportunities of the ranges, offering views over the range and surrounding plains; serious hikers tackle the Piccaninny Gorge trail which can take three to seven days to complete. Or you can simply camp for the night to stargaze, as the Kimberley is unpolluted by artificial light.

ANALYSIS QUESTIONS

1 Describe the interconnection between the Purnululu National Park and the traditional owners of the land.
2 Outline how the landscape of the Bungle Bungles was formed.
3 Identify the human uses for Purnululu National Park and the potential human impacts on the environment.

Key concepts: place, space, environment, interconnection, change

HASS skills: analysing, communicating and reflecting, evaluating

CASE STUDY 5.5

A significant international landscape: the Lake District, England

In the north-western English county of Cumbria, the Lake District is a region of 2292 square km, renowned for the beauty of its landscape of low craggy mountains and valleys, lakes, farmland and historic villages. Comprised of volcanic granite more than 400 million years old and sedimentary rock laid down when the area was under an ancient sea more than 300 million years ago, the landscape has been shaped by the forces of folding and faulting that have lifted the rock. This rock was then eroded over millions of years by glaciers and streams, leaving a series of low rocky mountains, known locally as fells, and more than 14 lakes. These include England's highest peak, Scafell Pike at 978 metres, and largest lake, Windermere.

The Lake District is significant for the beauty of its landscape. It is protected by England's largest and second-oldest national park, which attracts almost 16 million visitors each year. Many authors have also been inspired by the area, including the poet William Wordsworth and the children's authors Arthur Ransome and Beatrix Potter. Several of the books in Ransome's *Swallows and Amazons* series were set in an imagined version of the Lake District, and many characters and locations in Potter's *Peter Rabbit* books were based on her early holidays and later home in the Lake District village of Near Sawrey.

▲ **Figure 5.39** Panoramic view of Near Sawrey village, taken from the knoll where Beatrix Potter often sat to sketch and write.

▲ **Figure 5.40** A young hiker enjoys the view over a Lake District valley after conquering one of the area's many peaks.

»

≫

ANALYSIS QUESTION

Draw and annotate a diagram outlining the process that shaped one of the landforms in the Lake District.

Key concepts: space, environment, change

HASS skills: analysing, communicating and reflecting

END OF SECTION REVIEW 5.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What do geographers mean by the concept of 'place'?

2 Outline how one place that you are familiar with is significant to you.

3 Name three peoples whose cultural identity is shaped by the landscape they live in.

4 Recall what is meant by 'aesthetic appeal'.

Interpret

5 Refer to Case study 5.5.

    a List three different landforms found in the Lake District's landscape.

    b Describe three different ways that the Lake District is significant for people.

Argue

6 Discuss the significance of the landscape of the Purnululu National Park for three different groups of people.

Key concepts: place, space, environment, interconnection, sustainability, change

HASS skills: analysing, communicating and reflecting, evaluating

5.6 Conclusion: why does it matter?

We don't just learn about landscapes and landforms because it means a field trip to leave the classroom. Instead, as geographers, we are investigating how these unique environments have been formed over long periods of time and why people have placed significance upon them. So, take a moment and stop. Observe. Watch the waves roll across the sand, or watch the rain cross a horizon. Nature's forces have been shaping this land long before humans and will continue to do so when we are gone.

5.7 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Writing

Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance:

- Naracoorte Caves
- Tuareg
- El Capitan
- Glenfinnan Viaduct
- Himalayas
- lunette
- Purnululu National Park
- processes.

▲ **Figure 5.41** The interior of one of the Naracoorte Caves

Analysis

Follow the flow of main ideas

What ideas have you learnt about landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

Types of landscapes	Landscapes are all the visible natural and human features of an area. The features that dominate distinguish one landscape from another. Examples include coastal, volcanic and forest landscapes.
Iconic landforms	
Plate tectonics	
Erosion and weathering	
Significance of landscapes	

Making thinking visible

I used to think that landforms and landscapes were …

Now I think that …

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about landforms and landscapes, and another paragraph explaining what you now understand about the topic.

1A I used to think that landscapes are …

1B Now I understand that landscapes are …

2A I used to think that the Himalayas were created by …

2B Now I understand that the process creating the Himalayas is …

3A I used to think that weathering is …

3B Now I understand that weathering is …

4A I used to think the Purnululu National Park was significant because …

4B Now I understand that the Purnululu National Park is significant because …

Inquiry

Research task

Use the internet to identify one iconic landform or landscape. Research your choice to discover:

- the type and location
- why it is iconic
- the processes that shaped it
- significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

CHAPTER 6

Landforms and landscapes case study: coastal landscapes

6.1 Setting the scene: surfing the 100-foot wave

For hundreds of years the villagers of Nazaré dreaded the massive winter surf that crashed into their part of the Portuguese coast.

The huge waves were a hazard for the local fishing boats leaving and returning to harbour, and even a danger to those on land who ventured too close to the shoreline, unaware of the unpredictability, size and power of the ocean in the area. In the early 2000s, a small group of locals, who saw the waves as a challenge rather than something to be feared, established the first club to promote surfing in the village. Over the next decade, as the reputation of Nazaré's surf grew, more and more surfers from around the world started to visit. In particular, 'big wave surfers', who use jet skis to tow into and catch previously unrideable waves, arrived each winter, hoping to achieve the fame of riding the 'biggest wave in history'. In 2011, veteran American surfer Garret MacNamara's ride on a monster 78-foot (23.8-metre) wave set a new world record, and established Nazaré's reputation beyond the surfing community. Six years later, MacNamara's record was passed by Brazilian Rodrigo Koxa on an 80-foot (24.4-metre) Navarene wave, and it seems inevitable that the feat of riding a 100-foot (30-metre) wave, once thought impossible, will soon take place at the location.

What makes the waves of Nazaré so much bigger than those breaking on the surrounding coastline and in other locations around the world? The main reason is the Nazaré Canyon, a massive undersea gorge, up to 5 km deep, which stretches from just off the coast of

Nazaré for 227 kilometres out to sea. The energy generated by wild winter storms over the North Atlantic Ocean is funnelled through and amplified by the canyon before it smashes

▲ **Figure 6.1** The Nazaré Canyon off the coast of Portugal
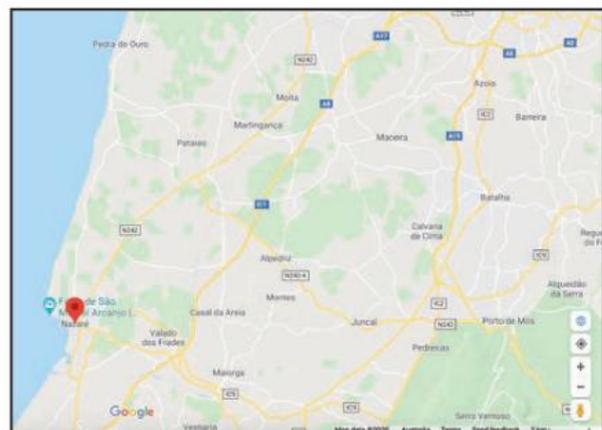
▲ **Figure 6.2** Location of Nazaré in Portugal
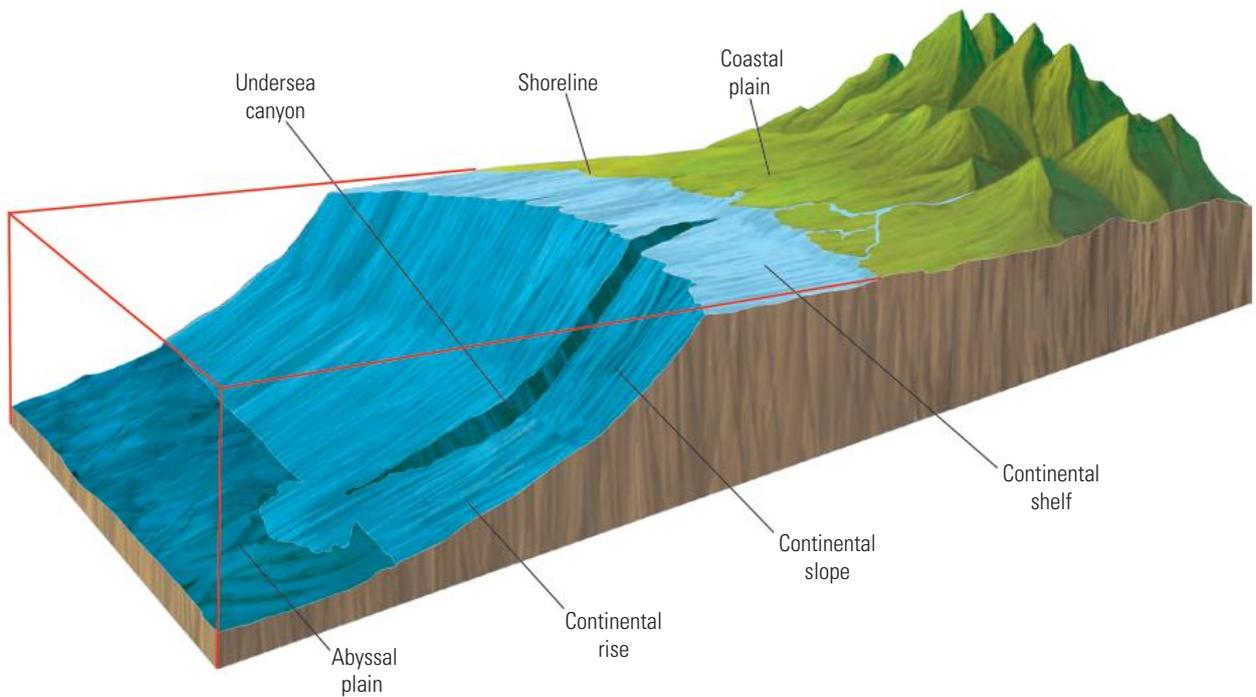
▲ **Figure 6.3** An undersea canyon formed over thousands of years off the coast of Nazaré

into its steep edge, forcing the water to peak upwards, creating the massive waves. Over thousands of years, the action of the powerful waves in the area has shaped and created the rocky cliff and beach coastline of Nazaré.

The story of big wave surfing in Nazaré features a coastal landscape comprised of different landforms, created by the energy of waves, and used and valued by people in different ways. This story reflects the themes of this chapter: how geographers describe coastal landscapes and landforms and explain the processes that create them, how coasts are used by humans, and the significance of the coast for different peoples.

▲ **Figure 6.4** British surfer Andrew Cotton at Nazaré in 2017. The big-wave surfer was knocked off his board and suffered a broken back.

MAKING THINKING VISIBLE 6.1

Think, pair, share

Reflect on the story about the Nazaré waves. What do you think?

1 Think about the story and try to explain your thinking with pictures or words in your notebook or on your digital device.

2 Share your thoughts with a partner. What factors make the waves of Nazaré so large?

3 Why do you believe surfers are willing to risk their lives to ride these giant waves?

Key concepts: place, environment, interconnection

HASS skills: questioning and researching, analysing, communicating and reflecting

6.2 Chapter overview

Introduction

This chapter studies the landforms found in coastal landscapes and examines the processes that created them. It considers the impact of human activities on coastal landscapes and the significance of the coast for different peoples.

Learning goals

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

- What landscapes and landforms are found on the coast?
- What are the processes that create different coastal landforms?
- How do humans impact coastal landscapes?
- Why are coastal landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Figure 6.5** Mountains meet the sea on the Nā Pali coast of Hawaii's Kauai island

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about coastal landscapes

▼ **Figure 6.6** A shipwreck on Namibia's Skeleton Coast. The name derived from the thousands of bones left on the coastline by the whaling industry, but has become associated with the wreckage of hundreds of ships that have run aground in the area's treacherous seas and heavy fogs.

6.3 Different types of coastal landscapes and their distinctive landform features

FOCUS QUESTION

What landscapes and landforms are found on the coast?

The coast

coastal hinterland the land extending inland from the coast

coastal waters the sea extending out from the coast

erosional coastal landscape rocky coastlines with landforms shaped by erosion

depositional coastal landscape sandy coastlines with landforms created from sediment being deposited

tombolo a landform where a narrow piece of land connects an island to the mainland

A coast is the area where the land meets the sea. Coastal landscapes include the coastline itself and the land extending inland from the coast – the **coastal hinterland** – and the sea extending out from the coast – **coastal waters**.

Geographers place coasts into two broad categories based on the processes that created them: erosional or depositional. **Erosional coastal landscapes** are the rocky coastlines featuring landforms shaped by erosion. These include cliffs, rock platforms, caves, arches and stacks. Section 6.4 details how these landforms are created. **Depositional coastal landscapes** are the sandy coastlines featuring landforms created by the depositing of sediment. These include beaches, dunes, spits, sandbars and **tombolos**.
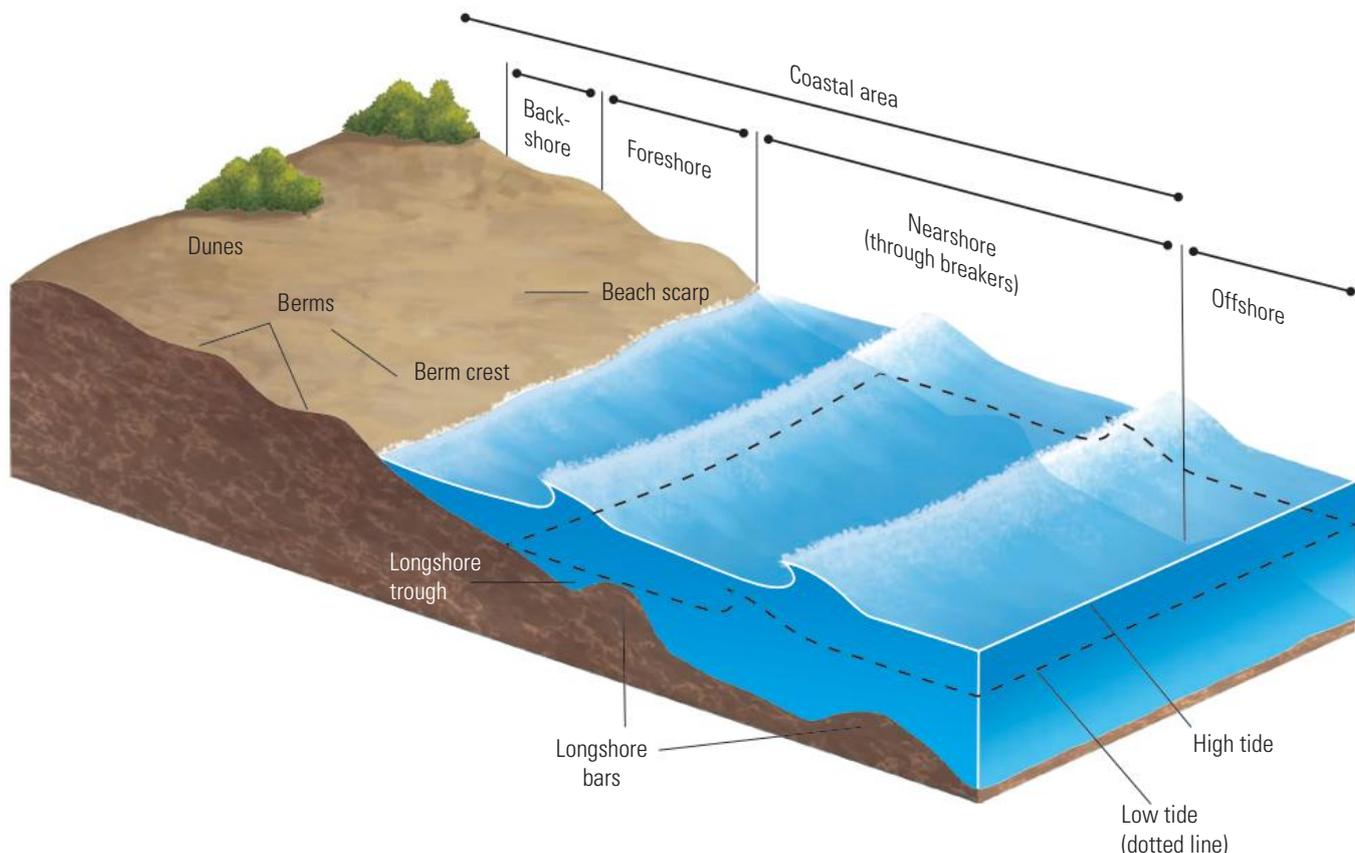
▲ **Figure 6.7** Different parts of a coastline

▲ **Figure 6.8** The Twelve Apostles off the coast of Victoria are an example of stacks, created by erosional processes.

▼ **Figure 6.9** The Yeagarup Dunes in Pemberton are a depositional landform.
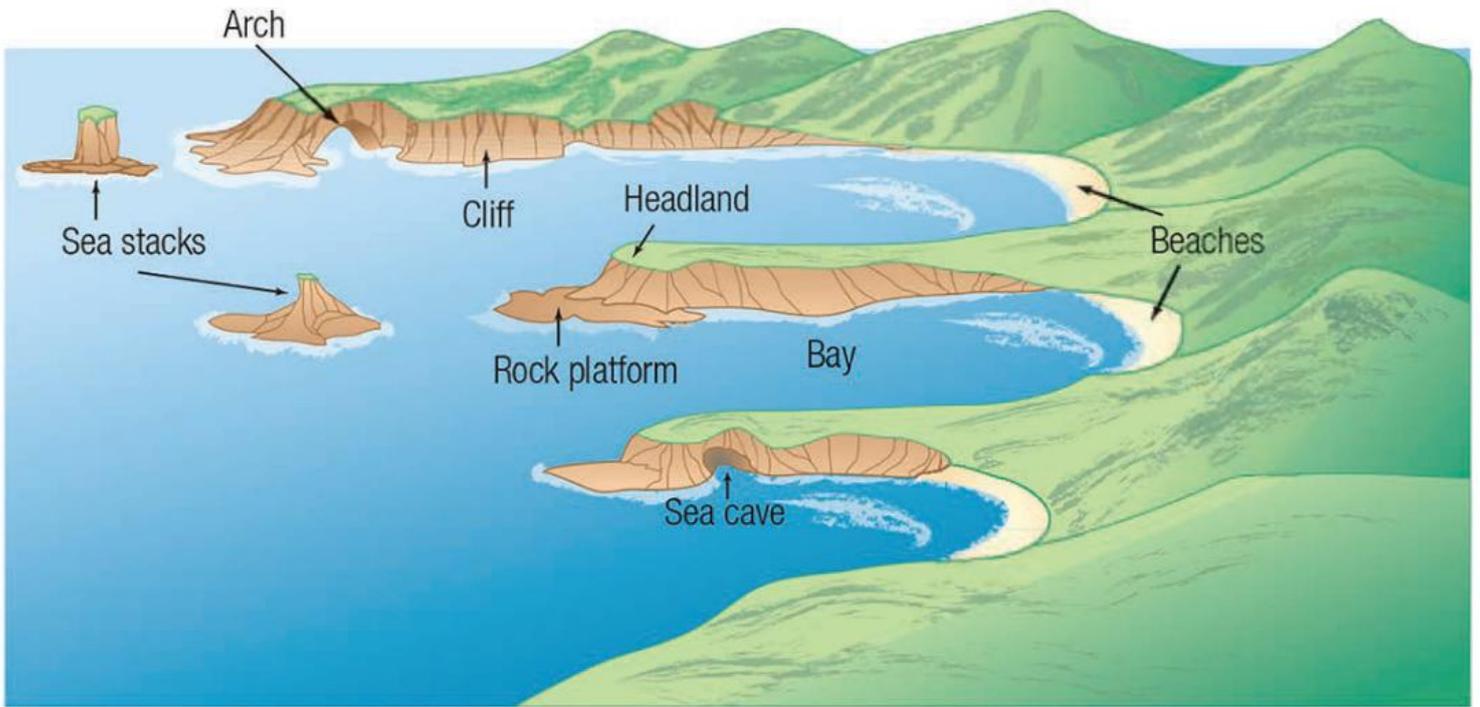
▲ **Figure 6.10** Erosional landforms of coastal landscapes
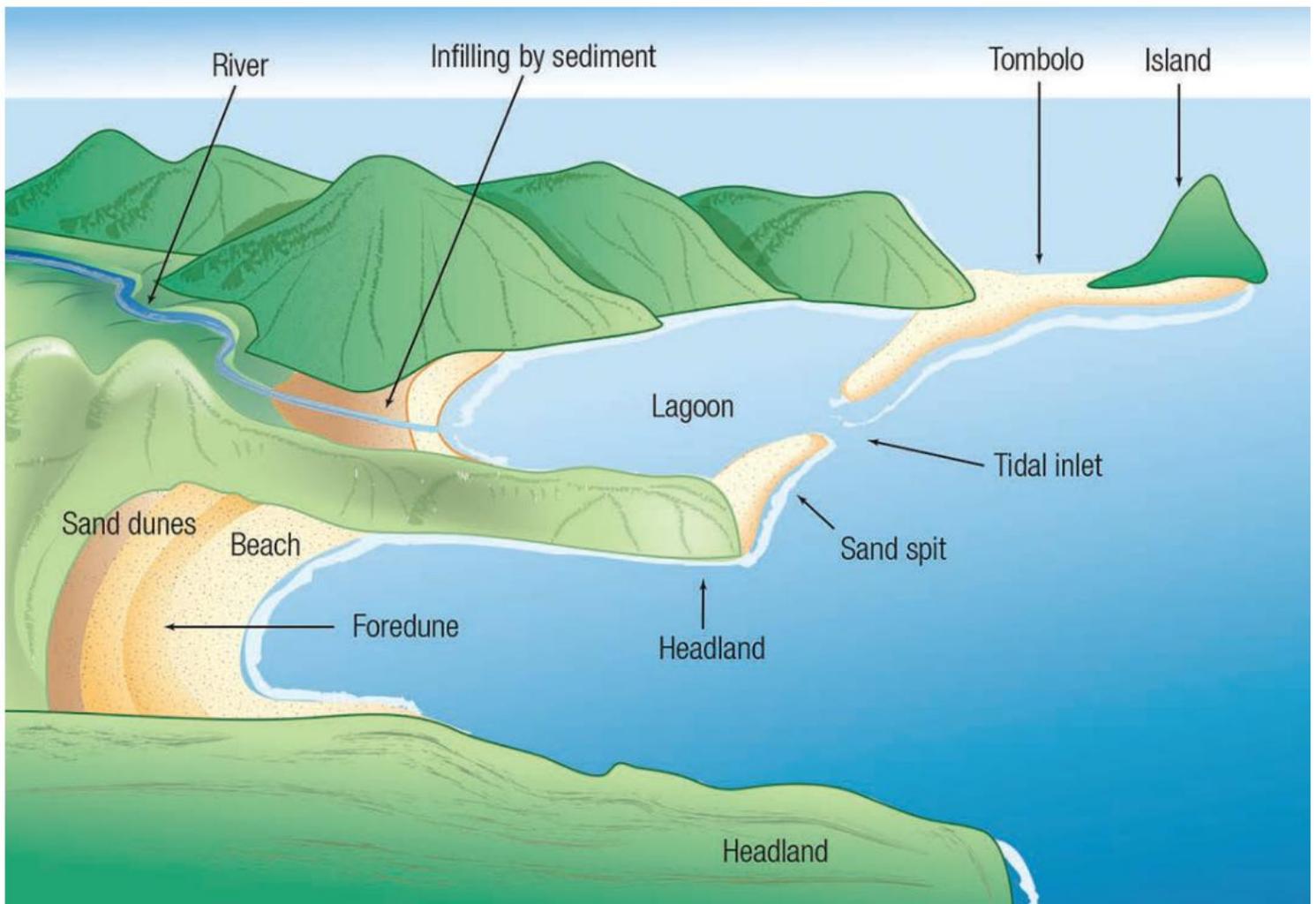
▲ **Figure 6.11** Depositional landforms of coastal landscapes

Iconic coastal landscapes and landforms

Iconic coastal landscapes and landforms are those that are famous or well known because of their beauty, uniqueness or significance to people.

CASE STUDY 6.1

An iconic Australian coastal landscape: the Horizontal Falls, WA

Talbot Bay's Horizontal Falls in Western Australia's Kimberley region is a unique natural phenomenon that has become a major tourist attraction. Located 220 km north-west of the town of Broome, the falls features a wall of water up to 4 metres high cascading through a narrow **gorge**, creating a spectacular sight. Despite the name, this is not technically a waterfall, where water drops due to gravity, but rather from a tidal event. As the huge tides in the Kimberley ebb and flow, water builds up at the entrance faster than can it pass through the 10- to 20-metre-wide gorge, forcing the water up and creating the effect of a waterfall.

> **gorge** a valley, cleft or deep vertical indentation between cliffs

▲ **Figure 6.12** The Horizontal Falls in Western Australia's Kimberley region. What features of the landform would create the 'falls'?

ANALYSIS QUESTION

Observe Figure 6.12. Draw a conclusion about how this landform was created. What evidence can support this conclusion?

Key concepts: place, space, environment, change

HASS skills: analysing, communicating and reflecting, evaluating

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.1

Using spatial technology to examine the terrain of landforms

▲ **Figure 6.13** A Google Earth satellite image showing the 3D terrain of the location

1   Open Google Earth.

2   Search for Horizontal Falls (Western Australia).

3   Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.

4   Explore the area.

5   Describe the terrain of the area.

6   Zoom out so you can see Darwin, in the Northern Territory, on the screen as well.

7   Using the measuring tool (the button looks like a ruler), measure the distance between Horizontal Falls and Darwin.

8   Describe the relative location (distance and direction) of Horizontal Falls from Darwin.

Key concepts: place, space, environment, scale

HASS skills: questioning and researching, analysing, communicating and reflecting

Relative location

One of the pivotal questions asked by geographers is, 'Where is it?' Every feature that makes up and exists on the Earth's surface has a unique and specific location, which can be conveyed in a number of ways. Distance and direction from other features and places is a primary example of how locations can be expressed. This is known

relative location description of where a place or object is in terms of distance and direction from another object

as **relative location**. Direction is crucial because, together with distance, it creates an understanding of where a place is in relation to others. Direction can be given in terms of points of a compass, or in bearing. The cardinal points of the compass are referred to as north, south, east and west. The points that provide a more specific analysis of direction are known as intermediate points: for example, north-east and south-west.

Geographers use both cardinal and intermediate points to define the direction of a specific place in relation to another. Maps will most often have an arrow indicating north to further aid such understandings. Most maps are designed with the intention of north aligning with the top of the map, so that one set of grid lines would rule as north–south. The direction arrow on a map will often be located near the legend for further clarification.
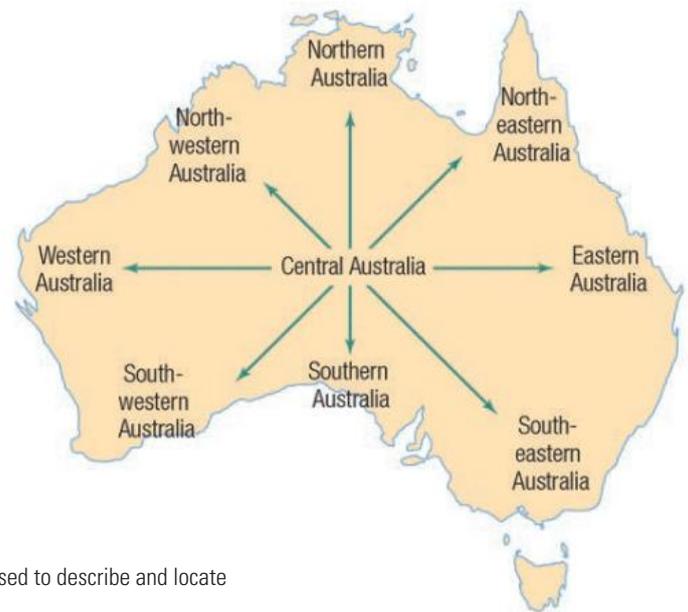
► **Figure 6.14** Compass points can be used to describe and locate regions in Australia.

CASE STUDY 6.2

An iconic international coastal landscape: the Norwegian fjords

The Viking word *fjord* refers to a narrow inlet, longer than it is wide, with steep slopes or cliffs on its sides. Norway's coastline features more than 1000 fjords, creating majestic landscapes of rocky mountains with sheer cliffs plunging into still, clear water. In places, small villages and farms are found and stunning waterfalls flow into the sea. The fjords were formed over millions of years as glacial erosion carved U-shaped valleys that later filled with sea water when the **glaciers** melted.

▲ **Figure 6.15** The steep mountains and valleys of Geirangerfjord, Norway. Can you identify a valley created by a glacier in the photo?

Additional content available: Calculating distance using linear scale

glacier a large mass of ice that moves slowly

ANALYSIS QUESTIONS

1 Research the process of glacial erosion to form a fjord. Draw and annotate a diagram illustrating how a glacier carves a valley over time.

2 Why would people build small villages and farms along fjords? Provide evidence from Figure 6.15 or with further research.

Key concepts: place, space, environment, interconnection, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.2

Creating a field sketch

1 Sketch the landscape of Geirangerfjord shown in Figure 6.15. See Figure 6.16 for an example of a fieldwork sketch.

2 Annotate your sketch to show the following landforms and features:

   a mountains

   b cliffs

   c coastline

   d a valley created by erosion by glaciers

   e Geiranger village.
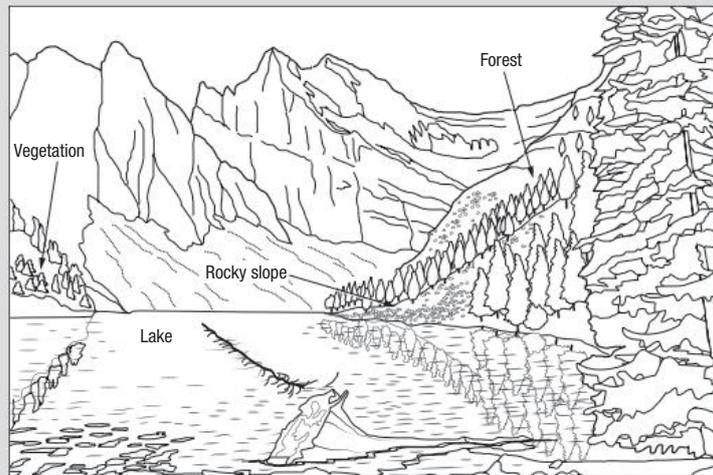
▲ **Figure 6.16** A sample field sketch of Lake Agnes in Banff National Park, Canada

Key concepts: place, space, environment, scale

HASS skills: analysing, communicating and reflecting

END OF SECTION REVIEW 6.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What do geographers mean by the term 'coast'?

2 Distinguish between 'coastal hinterland' and 'coastal waters'.

3 List four landforms found in coastal landscapes.

4 Recall what is meant by the Viking word *fjord*.

Interpret

5 Describe how relative location is used by geographers and why it is important.

6 Refer to the story of big wave surfing in Nazaré and use an online mapping tool, such as Google Earth, to answer the following questions.

   a Describe the relative location (direction and distance) of the town of Nazaré from the Portuguese capital, Lisbon.

   b Which ocean is the town located on?

   c Use the measuring tool to calculate the distance west from Nazaré to the next major landmass. Suggest how this distance may influence the size of the waves breaking on Nazaré's coastline.

Argue

7 Conduct some background research and explain the importance of the Horizontal Falls to the Aboriginal peoples of the area.

Key concepts: place, environment, interconnection

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

6.4   The geographical processes that produce coastal landforms

FOCUS QUESTION

What are the processes that create different coastal landforms?

The erosion and deposition caused by the energy of waves, wind and tides make coastal environments some of the most dynamic and changing natural landscapes. This section explains the dominant force that shapes coastlines – waves – and describes how the processes of erosion and deposition create different coastal landforms.

Waves

Waves are created by numerous processes, such as undersea landslides caused by earthquakes or volcanic eruptions, violent storms or the movement of tides. The most common process, however, is wind. As wind travels across water it creates friction, disturbing the surface and transferring energy into the water. It is this energy, cycling forward through the water in a circular motion, that forms the wave. The power of the wave is determined by the speed of the wind, the duration of the wind (how long it has been blowing for) and the **fetch** (the distance covered by the wind). A wave continues travelling through the water until
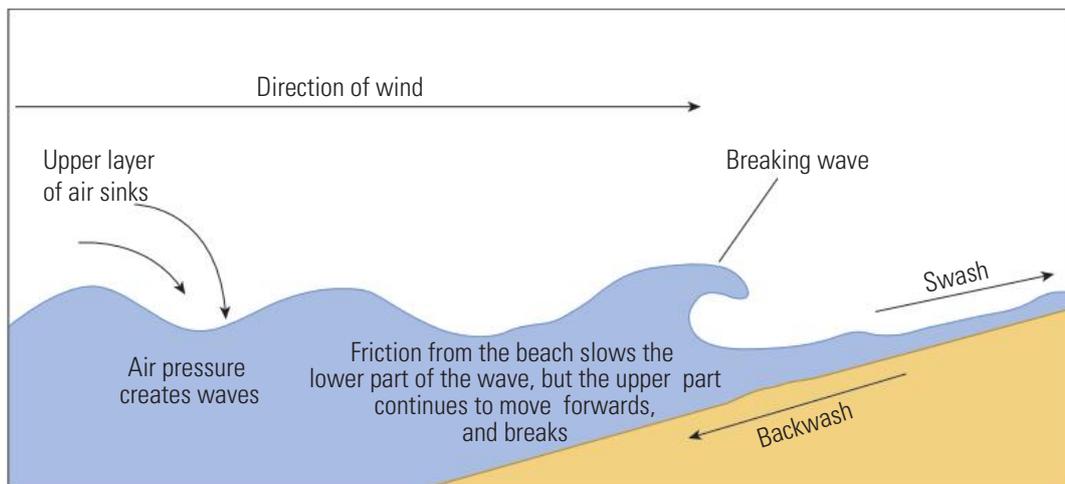
fetch the distance covered by wind that generates a wave

▲ **Figure 6.17** The anatomy of a wave
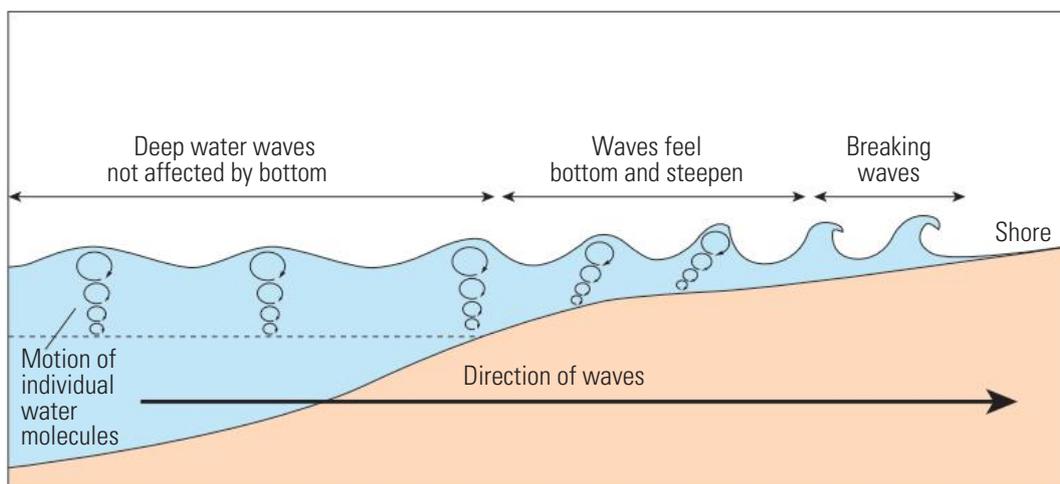
▲ **Figure 6.18** The process of wave energy creating a breaking wave
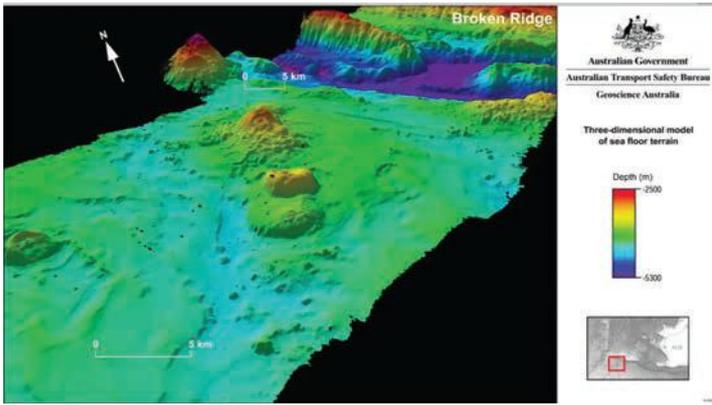
▲ **Figure 6.19** Bathymetry map of a section of the Indian Ocean

bathymetry the shape of the sea floor

swash water from a breaking wave washing up the beach

backwash water from a breaking wave running back down the beach

constructive waves a wave where the swash is stronger than the backwash, depositing sediment and other material on the beach

destructive waves a wave where the backwash is stronger than the swash, removing sediment and other material from a beach

it hits an obstacle, usually a coastline. As the sea floor becomes shallow near the coast, the energy at the bottom of the wave slows, while the top of the wave keeps moving until it spills forward and the wave breaks.

The shape of a breaking wave is determined by the **bathymetry** and the direction of the wind. Bathymetry maps show the depth of different parts of the sea floor and the shape of the underwater terrain.

Figure 6.19 shows the bathymetry of a section of the Indian Ocean (you can see where this is in relation to Australia in the reference map to the bottom right of the bathymetry). This area was part of the search region for the Malaysian Airlines MH370 plane that went missing in 2014. The different colours represent different depths below sea level, with areas in red being the closest to the surface, at 2500 metres deep, and areas in purple being the furthest from the surface, at 5300 metres deep. A sea floor that ascends steeply creates larger, powerful, hollow waves; a sea floor that ascends more gradually creates gentler, broader waves. Offshore winds (that blow from the land out to sea) result in more uniform waves that break in clean lines. Onshore winds (that blow from the sea towards land) result in messy waves that break unevenly.

When a wave breaks, the water washing up the beach is called the **swash** and the water running back down the beach is called the **backwash**. **Constructive waves** are where the swash is stronger than the backwash, depositing sediment on the beach. **Destructive waves** are where the backwash is stronger than the swash, removing sediment from the beach.
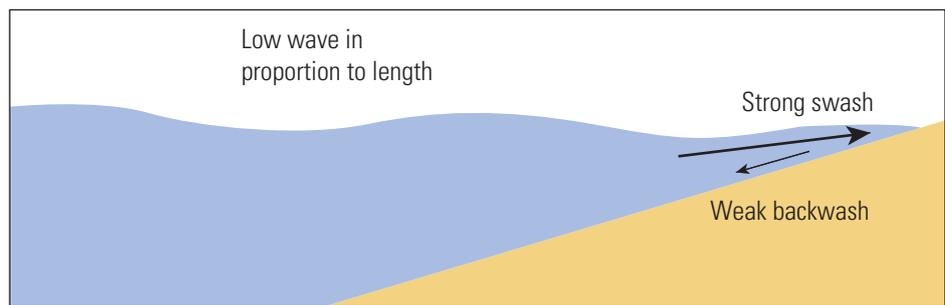
► **Figure 6.20** Constructive waves
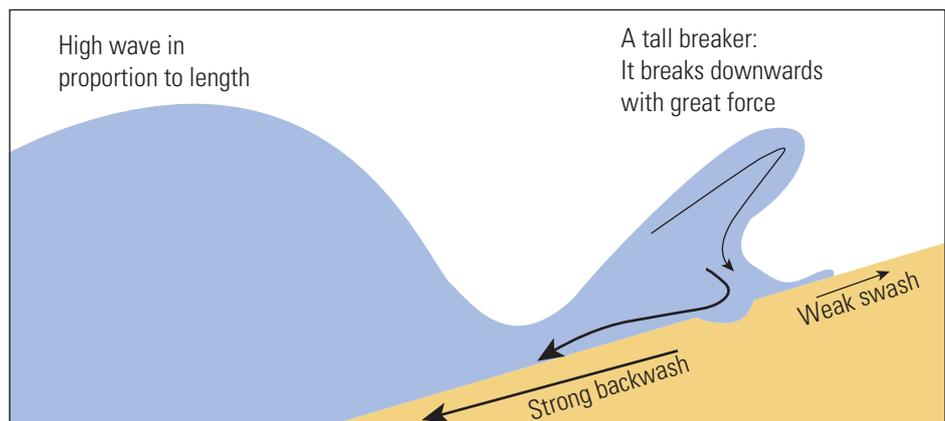
► **Figure 6.21** Destructive waves

ACTIVITY 6.1

Waves on a beach

Divide the class into two groups. One group is to devise a role-play acting out the process of a constructive wave breaking on a beach; the other group does the same for a destructive wave.

Key concepts: place, environment   **HASS skills:** communicating and reflecting

CASE STUDY 6.3

Margaret River, Western Australia

Surfers Point, near Margaret River on Western Australia's south-western coastline, is an iconic surf break and home to WA's longest running professional surf competition. The area's great waves result from their fetch and the location's bathymetry. A west-southwest swell that hits the coast delivers consistent clean waves. An underwater sandbar and reef concentrate the energy onto the point causing the waves to pitch and break into the famous surf the area is known for. The coastline in this region experiences both powerful destructive waves exposing the Rockpools in Figure 6.22 and gentler constructive waves seen at the more sheltered Margaret River Mouth (Figure 6.23).

▲ **Figure 6.22** The Rockpools, Western Australia.

▲ **Figure 6.23** Constructive waves breaking on the Margaret River mouth form a beach.

ANALYSIS QUESTIONS

1 What conclusions can we reach about the properties of the rocks in Figure 6.22?

2 What evidence is shown in Figure 6.23 to support the conclusion that constructive waves occur at the Margaret River mouth?

Key concepts: place, space, environment, change   **HASS skills:** analysing, evaluating

Amazing but true ...

Sailors have long told stories of rogue waves, giant waves rising in the middle of the ocean. Modern technology has confirmed the existence of these waves and that they are far more common than first thought. At twice the size of surrounding waves, they have been known to crash over oil rigs and to swamp the largest ships.

▶ **Figure 6.24** Rogue waves

Landforms created by coastal erosion

The action of destructive waves breaking on the coastline is the main cause of **coastal erosion** – the wearing away of sediment and rocks from the shoreline. This can occur rapidly, such as when wild waves created by a storm remove sand from a beach, or over a period of hundreds or thousands of years, such as the wearing away and gradual landward retreat of a cliff-face coast. The processes causing coastal erosion include:

coastal erosion the wearing away of sediment and rocks from the shoreline

- hydraulic action – the process of waves compressing air within gaps in the rock, and this air being explosively released when the waves retreat, causing the rock to break

- attrition – where the action of waves causes rocks or pebbles to bump against each other, breaking them apart

- solution – when the acid in seawater erodes rocks such as limestone or chalk

- abrasion – where sediment or rock carried by a breaking wave rubs against a rocky shore or headland, creating a sandpaper effect, wearing away the landform.

Hydraulic action — Water in crack

Attrition

Solution

Abrasion
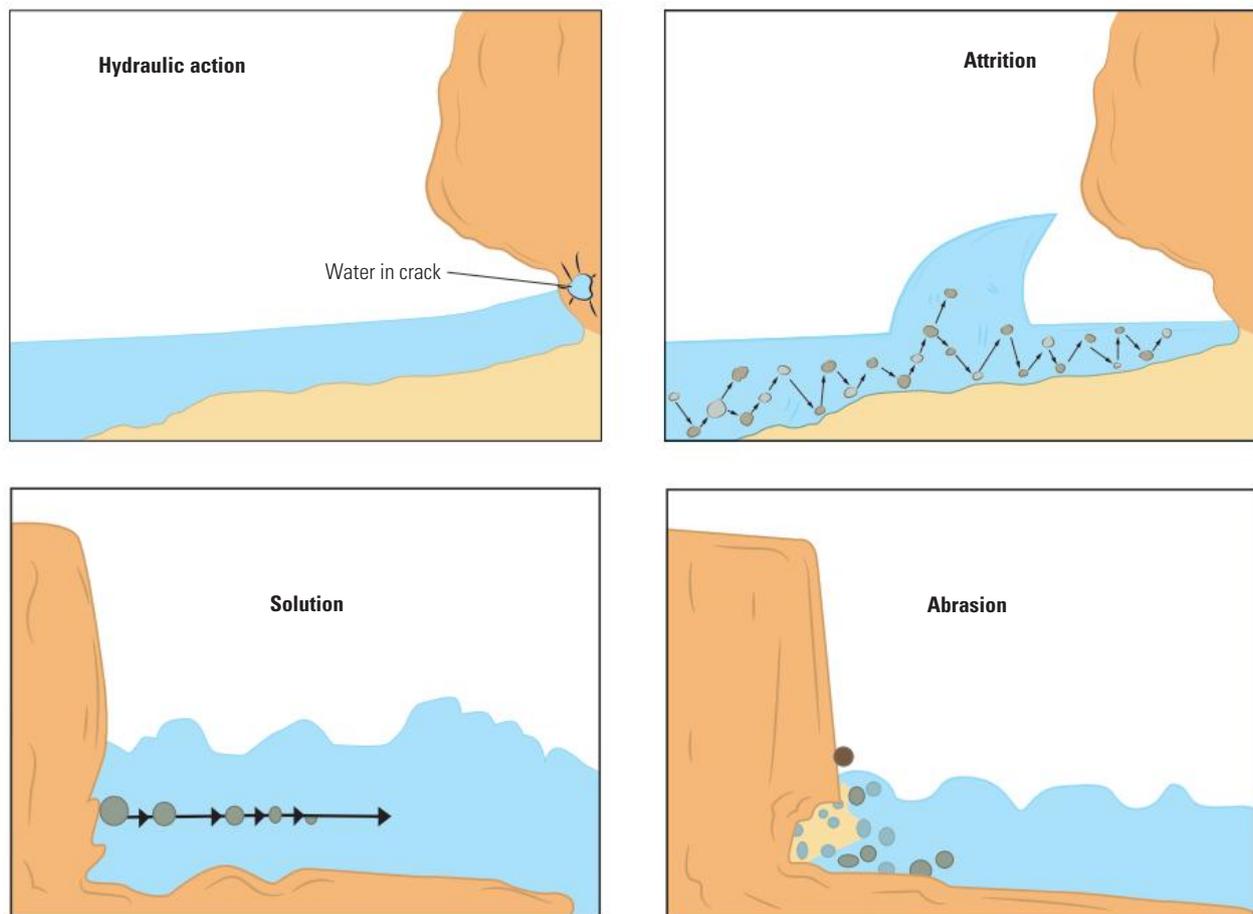
▲ **Figure 6.25** Processes of erosion on coastlines

The landforms found on rocky coastlines are created by these processes, often in a series of steps. For example, erosion of a weakness or crack on a headland forms a cave; further erosion creates an arch; the arch collapses leaving a stack; the stack wears down into a stump.

1

Weak areas are attacked by waves and opened to form a **cave** (due to erosion e.g. hydraulic action)

2

Cave is widened and deepened by erosion to form an **arch**

3

As the roof of the arch is continually undercut it eventually collpses leaving an isolated **stack**

4

Stack is continually eroded, eventually forming a **stump**
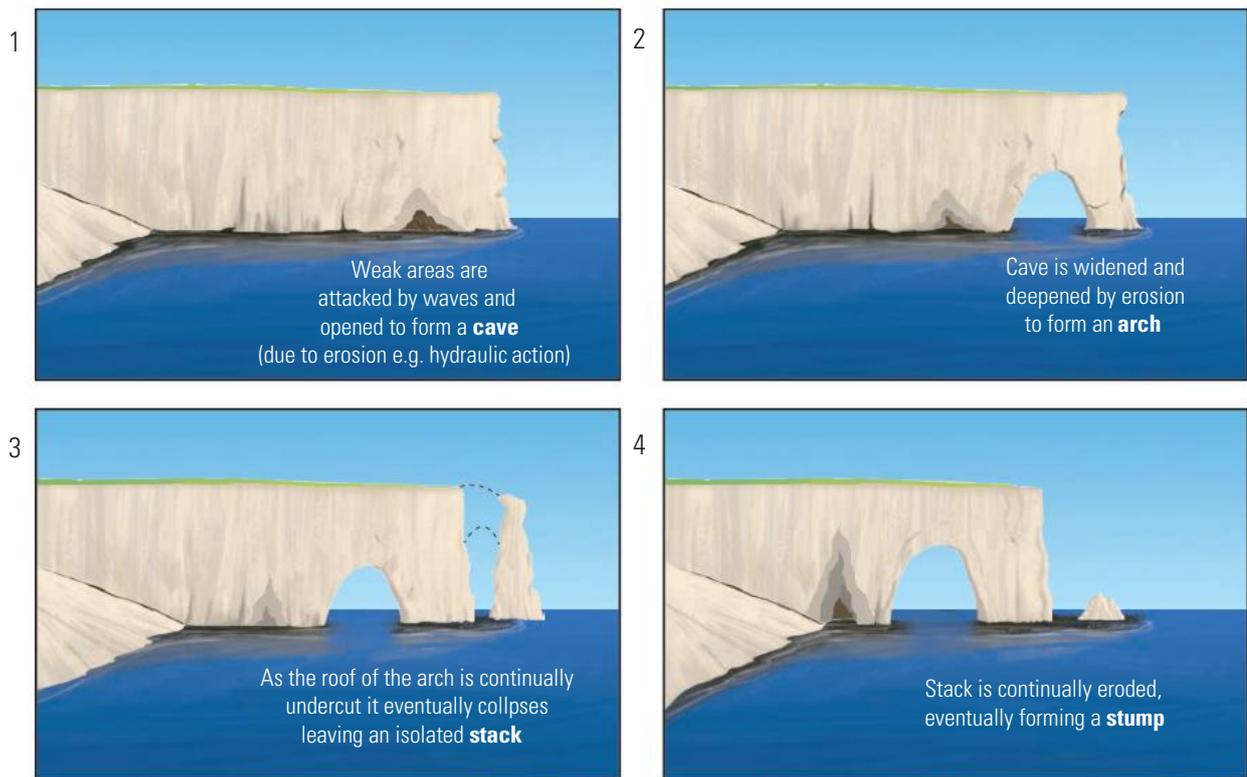
▲ **Figure 6.26** The steps in erosion creating a stack

Cliff retreats

Cliff collapses

Sea attacks base

Wave-cut platform (sloping, rocky platform left behind as the cliff retreats, which is exposed at low tide)

Wave-cut notch

Wave attack zone
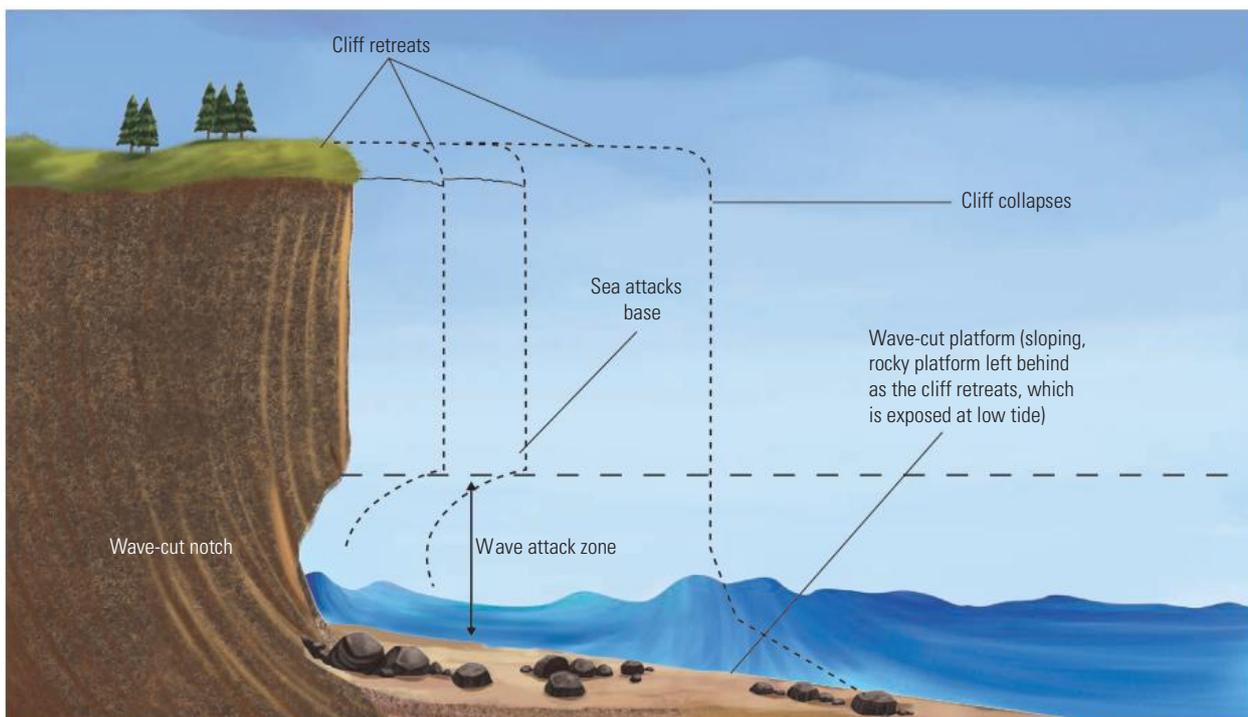
▲ **Figure 6.27** The process of erosion creating a wave-cut platform and cliffs

ACTIVITY 6.2

The erosion process

Using Figures 6.26 and 6.27, describe the erosion process of a cliff retreating to form caves, arches and stacks.

Key concepts: place, space, environment, change   **HASS skills:** communicating and reflecting

▲ **Figure 6.28** Aerial view of Loch Ard Gorge and the surrounding coastline on Victoria's Great Ocean Road. How many landforms created by erosion can you identify in the photo?

Landforms created by coastal deposition

coastal deposition the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

prevailing winds the usual direction the wind blows in a particular location

longshore drift the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

Coastal deposition is the process where an agent of erosion – wind or water – loses energy and drops (or deposits) the rock fragments or sediment it is transporting. This could be a river depositing sediment where it enters the sea, or constructive waves depositing material on a beach. The swash of a constructive wave is more powerful than the backwash, meaning that material carried up onto the beach by the swash is not removed by the weaker backwash, and

remains there, often creating new landforms. A number of factors create constructive waves. These include where a coastline is protected by a landform such as a headland or sandbar, where the sea floor (bathymetry) is gently sloping, or where the strong winds creating destructive waves have lost energy and calmed.

The direction of **prevailing winds** often results in waves approaching a beach at an angle, with the swash running up the beach at the angle and the backwash running straight back down.

The repetition of this action can move sediment along a beach in a zig-zag pattern known as **longshore drift**. The process of longshore drift creates landforms such as:

- spits – a stretch of sand or rock extending from a beach out into the sea
- tombolos – a spit or bar that joins an island to the mainland
- sandbars – a sand bank at the mouth of a river, forming an inlet or joining two headlands across a bay. The water that pools behind a sandbar is known as a lagoon. (Note that a lagoon can also be incompletely separated from the sea by spits, see Figure 6.11.)

▲ **Figure 6.29** Formation of spits and tombolos
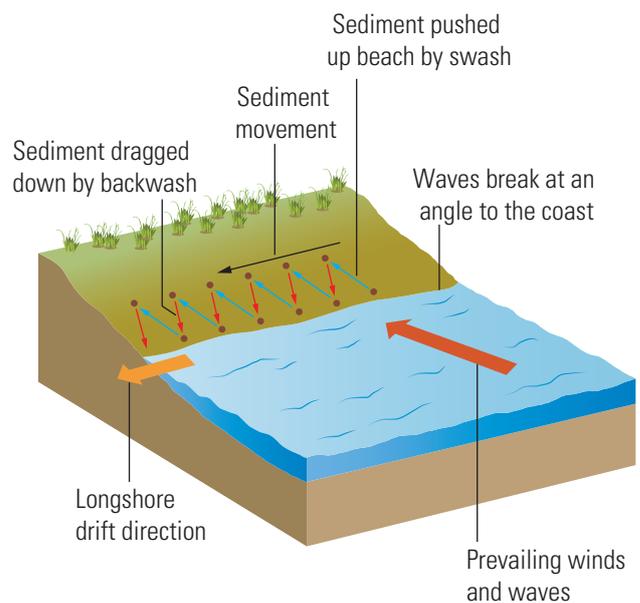
▲ **Figure 6.30** The process of longshore drift moving sand along a beach

▲ **Figure 6.31** Farewell Spit, New Zealand

▲ **Figure 6.32** The Angel Road of Shōdo Island in Japan is a tombolo.

Sediment is transported along coastlines through the process of longshore drift. Waves usually approach the beach at an angle to the shore. When they retreat they move directly away from it. In this process, the waves often carry some sediment away from the beach, then upon approach they deposit this sediment further up the coastline. Along the west coast of Australia, longshore drift generally carries sediment in a northly direction. This deposition creates constructive landforms such as beaches, spits, sandbars and tombolos.

▲ **Figure 6.33** Sandbar in the Isles of Scilly, England

▼ **Figure 6.34** The mouth of the Nambucca River, New South Wales. Sand deposited by longshore drift created the spit separating the river from the ocean. At low tide, the spit becomes a sandbar. Can you spot all of the landforms created by deposition in the photo?

Dune systems

Sand dunes are formed when sand deposited on a beach by constructive waves is transported by wind and trapped by plants, driftwood or other obstacles. As more sand accumulates and is stabilised by plants, a dune is formed. The smaller dunes closest to the beach, and usually covered in grasses, such as spinifex, are known as foredunes. Larger dunes behind the foredunes are called backdunes and may be covered with shrubs or small trees. Over time, vegetation grows on the dune systems. This protects the land behind it from damage. Vegetation that is closer to the shoreline, such as spinifex, is low in height and drought-resistant. The further back from the coastline, the taller and more dense the vegetation becomes.

▲ **Figure 6.35** Sand dunes at Johanna Beach in western Victoria. Grass covered foredunes are in the foreground with larger more established backdunes behind them.

▲ **Figure 6.36** Beach spinifex usually forms the first barrier of protection for a coastline.

Tertiary vegetation:
The highest branches connect like interlocking tiles, forming a canopy

Secondary vegetation:
The storm shutter that protects against high winds and rain

Foredune

Dune wall provides lateral shelter

Incipient dune

As wind is deflected over the vegetation, sand is trapped on incipient or frontal dune

Beach berm

Hind dunes

Primary vegetatoin:
The foundation gives stability to build on

Nearshore bar

▲ **Figure 6.37** Dune systems are protected by vegetation.

CASE STUDY 6.4

How far can you spit?

Cape Bowling Green, Australia's longest spit, extends for more than 14 km, and is up to a kilometre wide in places. Located 20 km north of the town of Ayr in northern Queensland, the spit separates the waters of Bowling Green Bay from the Coral Sea. For more than 4000 years, prevailing currents and longshore drift have transported sediment deposited at the mouth of the huge Burdekin River northwards along the coastline, creating the spit. Although impressive, Cape Bowling Green's length is only a fraction of that of the world's

▲ **Figure 6.38** A Syvash lake on the shores of the Arabat Spit. The strange pink colour is caused by algae and salt in the water.

longest spit. Known as the Arabat Arrow, the Arabat Spit in Ukraine stretches for 112 km and is up to 8 km wide, separating the Sea of Azov from a series of lagoons called the Syvash. Despite its size, Arabat is the younger of the two spits, formed by deposition over the last 1000 years.

ANALYSIS QUESTION

Choose one of the locations mentioned in Case study 6.4. Draw a sequence of diagrams to show how a spit is formed by longshore drift over time. Include specific locations and geographical terms in your work.

Key concepts: place, space, environment, change, scale

HASS skills: questioning and researching, communicating and reflecting

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.3

Using spatial technology to annotate an image

1 Using Google Earth, search for Cape Bowling Green.

2 Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.

3 Annotate key geography processes such as longshore drift, sand deposition, dune systems, prevailing wind direction, and vegetation on the spit.

4 You can do this by adding place marks (click on the push pin), polygons and lines to mark the processes you observe.

5 When you have finished your annotations, click on 'Save Image'. This will give you additional options.

6 Give your image a title, update the legend by clicking on it and 'update from view'. This will include all of the features you have marked.

7 Make sure your image includes all elements of BOLTSS. You can check this by selecting the map options button.

8 When complete, click on 'Save Image'.

See the Interactive Textbook for a guide on using BOLTSS in Geography

Key concepts: place, space, environment, scale

HASS skills: questioning and researching, analysing, communicating and reflecting

ACTIVITY 6.3

Check your understanding

1 How does wind create waves?

2 List the three factors that determine the power of a wave.

3 Distinguish between swash and backwash.

4 Define coastal erosion and list three landforms created by this process.

5 Define coastal deposition and list three landforms created by this process.

6 Explain the difference between constructive and destructive waves. In your answer, refer to swash and backwash.

7 Explain how bathymetry and fetch shape the type of waves breaking at either Nazaré or Surfers Point.

8 Refer to the photo of the Nambucca River mouth (Figure 6.34). Why do you think housing has not been built on the beachfront land on the spit?

Key concepts: place, space, environment, change

HASS skills: communicating and reflecting, evaluating
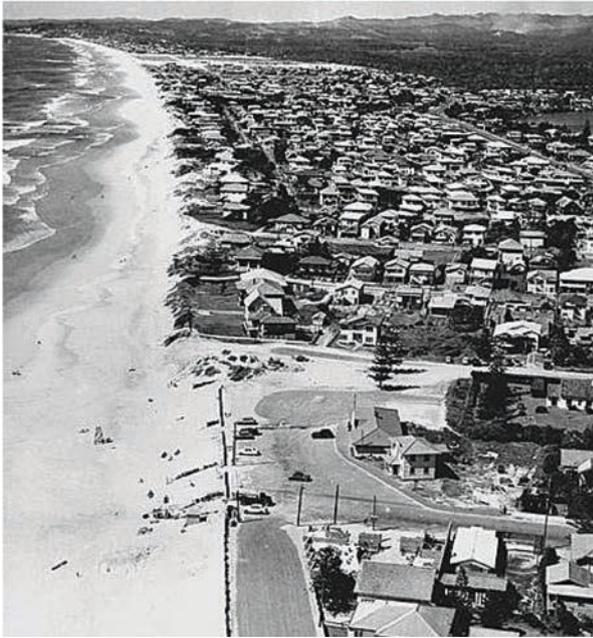
▲ **Figure 6.39** Aerial view from the beach end of Cavill Avenue looking south to Broadbeach, 1955

▲ **Figure 6.40** A modern Surfers Paradise, developed with high-rise apartments and hotels

Human causes of coastal landscape degradation and their effects

More than 40 per cent of the world's population live within 100 km of the coast and more than 85 per cent of Australians live within 50 km of the coastline. The huge number of humans living on or near the coast degrades and places pressure on the sustainability of coastal environments. This section describes the main human causes of the degradation of coastal landscapes.

Urban development

The increase in size of the world's cities and number of people living in urban areas has many effects on coastal landscapes. Most obvious is the need for more land to expand existing towns, and to create new cities and towns that often replace or severely degrade natural coastal environments, such as wetlands and dune systems. For example, the Gold Coast in Queensland has changed considerably over the years. The original dune system has been gradually replaced, first by housing, then by high-rise apartments and hotels to take advantage of the water views and the outdoor lifestyle.

The threat of **storm surges**, high tides and coastal erosion often require coastal developments to be protected by measures such as sea walls, **groynes** and **dredging**. These interfere with the natural cycle of erosion and deposition on coasts, often protecting the urban environment in one location while degrading or destroying environments such as beaches, dunes and wetlands elsewhere. For example, the Dawesville Channel near the Western Australian city of Mandurah was built to alleviate **eutrophication** in the Peel-Harvey Estuary by opening the waterway to the Indian Ocean. The daily tidal movements allowed sea water to enter and prevent the build up of algae, but it also interrupts the natural process of longshore drift.

storm surge a rush of water onshore caused by strong winds pushing on the ocean's surface

groyne a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

dredging clearing up materials from water

eutrophication the addition of nutrients to water, which encourages plant growth that can take oxygen from the water and kill marine life

▲ **Figure 6.41** Entrance to the Dawesville Channel. Can you explain why the groynes are designed in this way?

Figure 6.41 reveals how sand is carried northwards along the beaches of Mandurah. Sand is captured at the southern side of the entrance by the strategically designed groyne to prevent excess from entering into the channel. However, this leaves the beaches on the northern side to be exposed to erosion as less sand is deposited to replenish the supply. As a result, the City of Mandurah invests in sand bypass systems to relocate sand from areas of deposition to areas experiencing erosion.

Recreation

For the billions who live by the coast and the millions who visit, coastal landscapes are some of the most popular locations for recreational activities, including beach-going, water sports, fishing and holidaymaking. Sensitive coastal environments are placed under pressure and may be degraded by these activities due to erosion, pollution and littering, overfishing and building developments. Some locations become too popular for their environments to cope with the numbers of recreational visitors. After its sand was declared the 'whitest in the world', the tiny village of Hyams Beach in southern New South Wales was forced to turn away thousands of vehicles a day in

the summer peak holiday period. In April of 2018, the government of the Philippines closed Boracay Island, the country's most popular tourist attraction, indefinitely. The area is known for its party season and attracted 1.7 million tourists in 2016. The island does not have the infrastructure, including roads, buildings and waste disposal, to cope with such temporary increases in populations. The island has since been reopened.

Natural resources

Humans use coasts for urbanisation and recreation, but they also exploit their natural resources, often degrading coastal landscapes. Coastal hinterlands are used for agriculture, mining for sand, coal and other minerals, and drilling for oil and gas. Each of these processes can damage or destroy wildlife habitats on land and affect marine environments when fertilisers or waste enters rivers and flows into the sea. Australia's Great Barrier Reef has lost half its coral since 1985. One of the most significant factors responsible for this loss is nitrogen from fertilisers flowing from 35 major rivers into the reef's waters, promoting the growth of algae and plagues of crown-of-thorns starfish that destroy the reef's coral.

CASE STUDY 6.5

Oil drilling in the Great Australian Bight

High, sheer cliffs mark the place where the vast Nullarbor Plain ends and drops suddenly into the ocean. Curving inward, creating a landform known as a bight, these are the world's longest continuous sea cliffs – the Great Australian Bight. The waters of the Bight form a largely untouched marine environment, home to a diverse range of marine animals – whales, dolphins and fish – around 85 per cent of which are unique to the area. Recent plans to allow drilling for oil in the Bight have been met with fierce opposition from environmental groups and the public. They fear the effects of seismic blasting on marine creatures and the catastrophic impact of an oil spill on the Bight's environment. The risk is exacerbated by the deep water and powerful waves found in the area.

ANALYSIS QUESTIONS

1   Describe how the cliffs of the Great Australian Bight were formed over time. Provide evidence from Figure 6.42 to support your description.

2   Research seismic blasting. Outline what seismic blasting is and why it can impact upon marine environments.

▲ **Figure 6.42**   The extensive cliffs of the Great Australian Bight

Key concepts: place, space, environment, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

CASE STUDY 6.6

The Gulf of Mexico oil spill

▲ **Video**
Gulf of Meixco oil spill

The Gulf of Mexico, a sea surrounded by the coastlines of the southern United States, Mexico and Cuba, is one of the largest offshore oil fields in the world. Many of the almost 200 oil wells in the Gulf operate in deep water, sometimes more than 2 km in depth. The dangers of drilling at these depths, similar to what would be required in the Great Australian Bight, were realised in 2010 when the Deepwater Horizon oil platform exploded, releasing more than 4.9 million barrels of oil into the Gulf, which spread over 180 000 square km. The devastating impact of the spill on the marine and coastal environments required a massive clean-up over a number of years, costing BP, the owner of the well, more than $US65 billion in costs and fines.

▲ **Figure 6.43**   US Coast Guard officers attempt to ignite oil collected in the Gulf of Mexico following the Deepwater Horizon explosion.

ANALYSIS QUESTIONS

1   Construct a map to show the scale of the 2010 Deepwater Horizon oil spill.

2   How does an oil spill impact marine and coastal environments?

3   Observe Figure 6.43. Identify the advantages and disadvantages of igniting parts of an oil spill.

Key concepts: place, space, environment, change, sustainability

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

ACTIVITY 6.4

Examine the graph in Figure 6.44 and use it to answer the following questions.

Oil rigs distribution

1 How many more barrels of oil were produced around the 2020 mark compared to 1985?

2 What might account for the non-linear (i.e. not-straight) trend?

The Gulf of Mexico's field production of crude oil
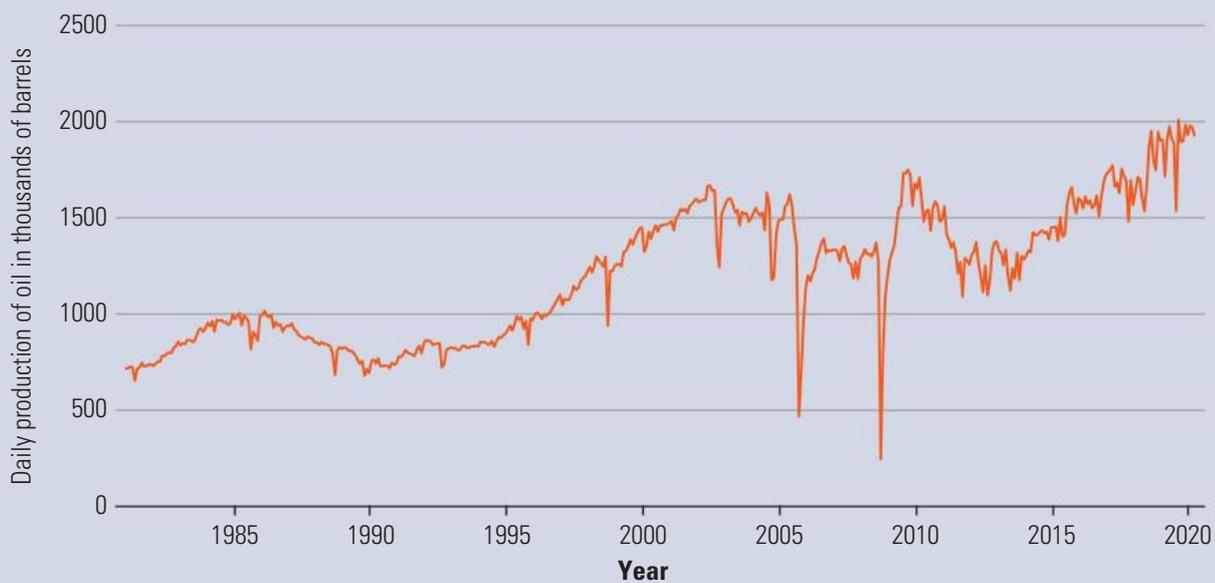
▲ **Figure 6.44** The Gulf of Mexico's field production of crude oil

Key concepts: place, space, environment, change

HASS skills: communicating and reflecting, evaluating

▼ **Figure 6.45** An oil spill in the Gulf of Mexico

END OF SECTION REVIEW 6.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What percentage of the world and the Australian populations live on the coast?

2 List three ways humans use coasts for recreation.

3 Recall the percentage of coral lost by the Great Barrier Reef since 1985. What is one of the major causes of this loss?

Interpret

4 How do the groynes at the mouth of the Dawesville Channel disrupt natural processes?

5 Using the Gold Coast as an example, describe how urban development can degrade coastal landscapes.

6 Refer to Case studies 6.5 and 6.6:

  a Outline the features that make the Great Australian Bight such an important and sensitive environment.

  b Why do you believe protestors are so opposed to oil drilling in the Great Australian Bight? Use the example of the Deepwater Horizon oil spill to support your response.

Argue

7 'It is essential to regularly close Boracay Island to protect it from mass tourism.' Discuss this statement, taking into consideration the social, environmental and economic impacts of closing the island regularly.

▲ **Figure 6.46** Boracay Island, Philippines

Key concepts: place, space, environment, change   **HASS skills:** communicating and reflecting, evaluating

6.5   The spiritual, cultural and aesthetic value of coastal landscapes and landforms for people

FOCUS QUESTION

Why are coastal landscapes significant for different peoples?

Coastal landscapes are special places that have significance for different peoples in many ways. We have seen that coasts are home to most Australians and to almost half the world's population, and are used for recreation and their natural resources. This section describes some of the other ways that coasts are significant for different peoples.

Trade

For thousands of years, human civilisations – the Phoenicians in the Mediterranean, Polynesians in the South Pacific, Vikings in the Mediterranean and North Sea, and the British Empire across most of the globe – have been built on trading across the seas. Coasts are central to this trade as the location of the ports that house the fleets and handle the goods that are traded. Despite advances in technology, such as aircraft and digital communication, maritime trade remains central to the global and individual countries' economies. More than 90 per cent of global trade is carried out by the 50 000 merchant ships that travel the world's oceans. The Port of Melbourne alone processes around 2.93 million containers valued at $102 billion annually, while the world's largest port in Shanghai processes around 40 million containers each year.

ACTIVITY 6.5

Reading a ship map

1   Visit the Ship Map website.
2   View the progression of ships going between ports. You can change the colours to show the types of ships that are moving around the world.
3   Describe the different patterns you observe on the map.

► **Figure 6.47** The Port of Melbourne processes around 2.93 million containers annually.

Key concepts: interconnection, change   **HASS skills:** analysing, evaluating

Cultural

Coastal landscapes shape and are represented in different cultures in a variety of ways. For many Indigenous groups around the world, their identity reflects their connection with and use of the coast. For example, groups such as the Seri in Mexico are described as fishing communities; the ocean provides their food and livelihoods. In Western Australia, the spiritual importance of sites such as Rottnest Island, known as Wadjemup to the local

Whadjuk Noongar people, is significant to their cultural beliefs of 'life after death', as the island is a place of transition for the spirits.

Approximately 80 per cent of West Australians live within 10 km of the coast. Different subcultures have formed around this use of the coast, such as the surfers of the Margaret River region in the southwest of WA. Australian's relationship with coastal landscapes is also reflected in popular culture. The stories of television dramas *Home and Away* and *SeaChange* depend on their coastal locations, and Tim Winton's novel *Breath* explores the main character's upbringing on the coast.

ACTIVITY 6.6

Research

Conduct research into the Seri people of Mexico or another cultural group and create a visual display illustrating their connection to a coastal landscape.

Key concepts: interconnection, place, environment

HASS skills: questioning and researching, communicating and reflecting

▲ **Figure 6.48** Author Tim Winton at the launch of the movie based on his novel *Breath*

FIELDWORK 6.1

Investigating a coastal landscape

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom, while being in the real world. Western Australia's long and varied coastline makes coastal landscapes an excellent topic for fieldwork, as it provides a range of questions for your investigation. For example, describing the landforms found in different coastal locations and the processes that created them; predicting changes to coastal landscapes; and assessing the impact of human activities on a coastal landscape, and how this is managed.

The following structure will help to form the basis of your study.

Title and introduction: *Introduce your study by providing some context. This should include the location and features of the coastal landscape you are investigating.*

Background information: *Research some background information about your chosen location, including its type of landscape and its distinctive features. Try to identify the geomorphic processes at work. Look at how local communities use the location and look for human effects on the coastal landscape. Include a location map showing the boundaries of your study area.*

Aim: *Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.*

Please see the Interactive Textbook to download a fieldwork template

Research question: Write a research question that you intend to answer using the data that you collect. For example:

- What are the different ways this coastal location is used by people?
- What role does this coastal location play in the local amenities and the surrounding environment?
- Is this coast managed, and if so how?

Hypothesis: Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question. For example:

- This coastal location is used by people mainly for recreation
- This coastal location provides sheltered mooring and a harbour for boats
- This coast is managed to minimise erosion of the landscape by vehicles and walkers.

Primary data collection: Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- observations, annotated photos and field sketches showing the interconnection of the coast with the land behind it
- mapping locations of coastal landforms
- analysis of the quality and species of vegetation at the location
- identifying and measuring processes causing change to the landscape, such as the frequency of waves or wind speed and direction
- identifying and assessing the effectiveness of infrastructure put in place to manage the impact of the use of the coastal landscape by people.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

Secondary data collection: Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

Presenting and analysing your data: Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions, and state to what extent your hypothesis has been supported or disproven.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References

Always ensure you keep a record of any sources used and present these in a bibliography.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

END OF SECTION REVIEW 6.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Recall two historic trading civilisations.

2 What percentage of global trade is carried out by ships? How many ships are involved in this trade?

3 What proportion of Western Australia's population live within 10 km of the coast?

Interpret

4 Outline how the Western Australia coast is significant to two different groups of people.

Argue

5 Blast fishing is a method that uses explosives to stun or kill fish, making them easy to collect. Using all that you have learned, write a paragraph supporting and another paragraph opposing this statement: 'It is reasonable for fishermen in Borneo to use blast fishing to feed their families.'

Key concepts: place, environment, interconnection, sustainability

HASS skills: communicating and reflecting, evaluating

6.6 Conclusion: why does it matter?

Western Australia's coastline stretches for over 20 000 km, containing tropical mangroves, white sandy beaches and rocky cliffs. There's no doubt that WA has some spectacular coastal features – after all, we do enjoy a holiday to the coast no matter where we live. While we sit back and relax by the coast, we need to remember that all human actions have an impact, whether positive or negative.

There is an abundance of life in our marine and coastal environments that is the foundation of our fisheries and tourism industries. Climate change, ever-increasing urban expansion and negligent tourists all pose a threat to these delicate ecosystems. Consider the debate over shark culling or building a new marina – it can divide a classroom! By spending time exploring the coastal landscape and its unique landforms, we can begin to realise that while our human actions have consequences, we also have the capacity to protect nature for future generations.
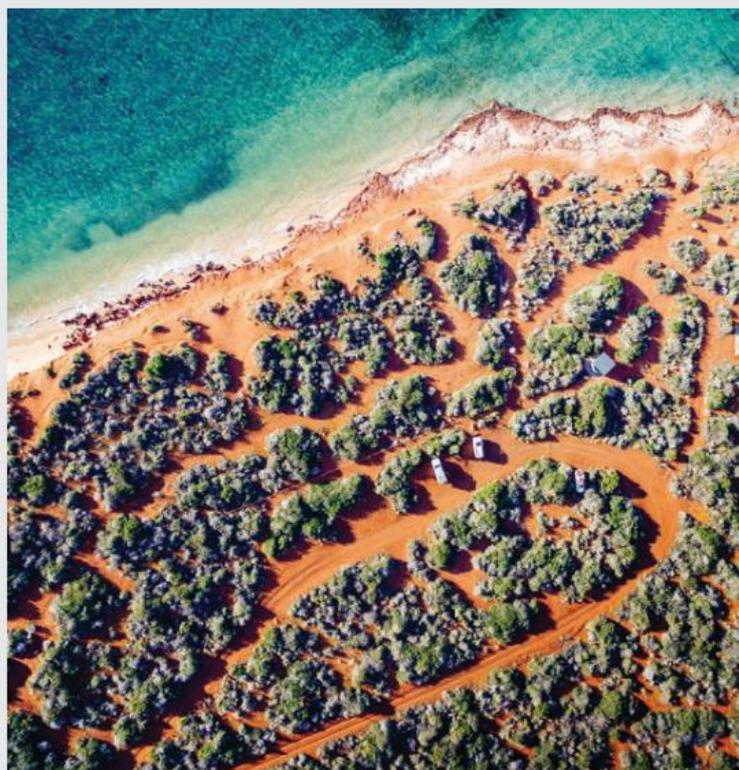
▲ **Figure 6.49** Western Australia's coastline is beautiful and rugged

6.7 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Writing

Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance:

- Nazaré
- Horizontal Falls
- destructive waves
- stack

- Cape Bowling Green
- Margaret River
- recreation
- Deepwater Horizon.

Analysis

Follow the flow of main ideas

What ideas have you learnt about coastal landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining in a few points what each topic means for understanding landforms and landscapes. (The first one is done one for you.)

Types of coastal landscapes	The coast is where the land meets the sea and includes coastal waters and the coastal hinterland. Coastal landforms created by erosion include headlands, caves, arches and stacks. Coastal landforms created by deposition include beaches, spits, sandbars and sand dunes.
Iconic coastal landforms	
Waves	
Erosion	
Deposition	
Human causes of coastal degradation	
Significance of coastal landscapes	

Making thinking visible

I used to think, now I think …

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about coastal landforms and landscapes, and another paragraph explaining what you now understand about the topic.

1A I used to think that coastal landforms were …
1B Now I understand that coastal landforms are …

2A I used to think that a wave was made from moving water …
2B Now I understand that waves are made from …

3A I used to think that beaches and spits were created by …
3B Now I understand that beaches and spits are created by …

4A I used to think that caves and arches were created by …
4B Now I understand that caves and arches are created by …

5A I used to think that coasts were significant to humans because …
5B Now I understand that coasts are significant to humans because …

Inquiry

Research task

Use the internet to identify one iconic coastal landform or landscape. Research your choice to discover:

- the type and location
- why it is iconic
- the processes that shaped it
- human uses that have degraded or protected it
- significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

CHAPTER 7

Geomorphic hazards

7.1 Setting the scene: New Zealand's Whakaari/White Island volcano disaster

Tours to Whakaari/White Island offered the adventure of a lifetime; the chance to walk upon New Zealand's most active volcano.

Formed by the cone-shaped tip of a mostly submerged stratovolcano, Whakaari/White Island is located in the Bay of Plenty, off the east coast of New Zealand's North Island. A barren landscape roughly 3 km in length and 2 km wide, the island is only accessible by boat, seaplane or helicopter. Visitors are guided to the volcano's crater, passing pools of boiling mud and steaming clouds of sulphur. On 9 December 2019, this spectacular adventure turned into a nightmare for the 47 people on the island. A large eruption spewed a column of ash more than 3 km into the sky, with exploding rock, ash and poisonous gases covering the island. Tour operators used boats to immediately rescue 23 people from the island; however, subsequent search-and-rescue operations

▲ **Figure 7.1** A tour group trekking on Whakaari/White Island, prior to the disaster of December 2019

were inhibited by dangerous conditions, preventing boats and helicopters from landing on the island. Ultimately, 21 people were killed (two of whom are missing and declared dead) and 26 seriously injured in this tragic natural disaster.

The story of the Whakaari/White Island eruption reflects the themes of this chapter. It tells of a natural hazard – the volcano – the impact of its eruption on humans and the natural environment, and the efforts of humans to respond to the disaster.

◄ **Figure 7.2** New Zealand Prime Minister Jacinda Ardern meets with first responders at the Whakatane Fire Station on 10 December 2019 in Whakatane, New Zealand.

▲ **Video** Whakaari/ White Island volcano disaster
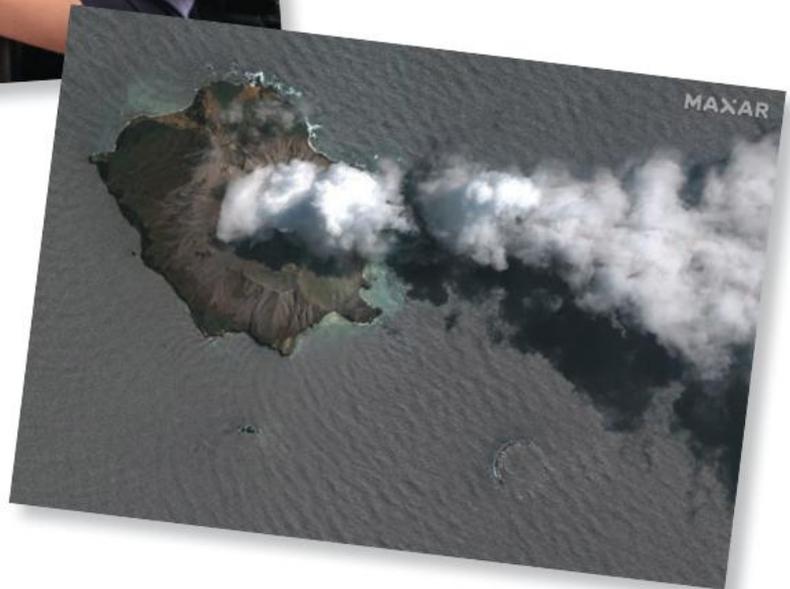
► **Figure 7.3** Satellite image of the Whakaari/White Island Volcano after the eruption, 13 December 2019

MAKING THINKING VISIBLE 7.1

Think, pair, share

Reflect on the story of the Whakaari/White Island volcano. What do you think?

1 Think about the story.
2 Try to explain your thinking with pictures or words in your notebook or on your digital device.
3 Share your thoughts with a partner. Why do people risk taking part in hazardous activities such as visiting an active volcano?
4 Should the tour company be held responsible for the tragic deaths and injuries caused by the disaster?

Key concepts: place, environment, interconnection

HASS skills: communicating and reflecting, evaluating

7.2   Chapter overview

Introduction

This chapter examines what is meant by geomorphological hazards and natural disasters. A study is made of a natural disaster, considering the causes, impact on both landscapes and humans, the human response to the disaster, and efforts to minimise the impact of similar hazards in the future.

Learning goals

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

- What are geomorphological hazards and natural disasters?
- What were the causes of a specific natural disaster and how did it affect landscapes and humans?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Video**
Five interesting facts about geomorphic hazards

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Figure 7.4** In 2019, towns along the Mississippi River in the US experienced the longest stretch of major flooding from the river in nearly a century.

▼ **Figure 7.5** An earthquake of magnitude 9.0 and tsunami caused havoc in northern Japan in 2011. A Senseki Line train is washed away by the tsunami in Higashimatsushima, Miyagi, Japan.

7.3 Geomorphic hazards and their significance

FOCUS QUESTION

What are hazards and natural disasters?

hazard a situation that has the potential to cause harm to people, their property or the natural environment

hazard event the realisation of a hazard, such as the eruption of a volcano

disaster a hazard event that causes significant damage to human or natural environments

natural hazards/disasters hazards or disasters caused by nature or natural events

geomorphological hazards/ disasters natural hazards or disasters that affect the characteristics of the Earth's surface

technological hazards/ disasters hazards or disasters caused by the actions of humans

Hazard and disaster, words that we may use and hear often, have a specific meaning for geographers. A **hazard** is a situation that has the potential to cause harm to people, their property or the natural landscape. An active volcano, a total fire ban, and an avalanche warning are all examples of hazards. They all have the potential to cause harm but are yet to do so. If the potential is realised and the volcano erupts, a bushfire starts or an avalanche occurs, it is known as a **hazard event**.

The severity of the hazard event and the amount of harm caused determines if the event is a **disaster**. There is no exact measure of the amount of harm that constitutes a disaster, but a hazard event that causes significant damage to humans, through the loss of life or property, and or to the natural environment, is usually considered a disaster.

Natural hazards or disasters are those caused by nature or natural events such as floods or bushfires. Where these events affect the characteristics of the Earth's surface, they are known as **geomorphological hazards or disasters** and include volcanic eruptions, earthquakes, tsunamis, landslides and avalanches. Hazards created by humans, such as an oil spill or chemical leak, are known as **technological hazards or disasters**.

▲ **Figure 7.6** An active volcano, Mt Agung in Bali, Indonesia (left), has the potential to erupt, which makes it a hazard. The 2017 eruption (right) is a hazard event; however, the lack of damage to people and the landscape means it was not classified as a disaster.

▲ **Figure 7.7** A family paying their respects to victims amid the wreckage caused by the tsunami that hit Japan in 2011. The tsunami and the earthquake that created it were natural disasters; the radiation leak from the Fukushima nuclear power plant that was damaged in the event was a technological disaster.

END OF SECTION REVIEW 7.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   Define what geographers mean by the terms 'hazard' and 'hazard event'.
2   What type of hazard is Whakaari/White Island and where is it located?
3   Recall the human impact of the Whakaari/White Island eruption in terms of the number of deaths and injuries.

Interpret

4   Explain the difference between a geomorphological hazard and a technological hazard. Use an example to illustrate your answer.
5   Explain why not all hazard events are considered disasters. Support your answer with examples from this section of the chapter.

Argue

6   'People make the choice to take part in dangerous activities such as the tours to Whakaari/White Island, so it is their responsibility if something goes wrong.' Write a paragraph that argues for or against the statement.

Key concepts: place, space, interconnection, scale   **HASS skills:** communicating and reflecting, evaluating

7.4 The causes and impact of a natural hazard: the 2015 Nepal earthquake

FOCUS QUESTION

What were the causes of the Nepal earthquake and how did it affect landscapes and humans?

seismic waves vibrations of the Earth's crust that cause earthquakes

focus the point in the Earth's crust where an earthquake originates

epicentre the point on the Earth's surface directly above the earthquake's focus

Moment Magnitude scale the scale used to measure the magnitude of an earthquake

On 25 April 2015, a massive earthquake devastated the Himalayan country of Nepal. Thousands of people were killed, even more injured, and their homes and other buildings destroyed. This section examines the type and causes of this natural hazard, its impact on humans and landscapes, and how humans responded to these impacts.

The type of hazard involved and its causes

Earthquakes are one of the most powerful and deadly types of natural hazard. They are caused by the movement of the tectonic plates that make up the Earth's crust. The friction created by the size, mass and jagged edges of the plates means that as they crash into and slide alongside each other, they may become stuck, building up huge amounts of

▲ **Figure 7.8** The focus, epicentre and seismic waves of an earthquake

pressure that, when finally released, sends vibrations known as **seismic waves** through the crust, causing the surface of the Earth to shake (refer to Chapter 5 for a description of tectonic plate theory). The origin of the seismic waves within the crust is known as the earthquake's **focus**, and the point directly above this on the surface is the **epicentre**.

Scientists have recently moved towards describing the strength of an earthquake using the **Moment Magnitude scale**, which places the magnitude of seismic waves on a scale from 0 to 10, with the power of the waves increasing by approximately 32 times from one level to the next. This scale is similar, yet more accurate, than the previously used Richter scale. In the Moment Magnitude scale, minor earthquakes of less than 3 occur millions of times each year, but are imperceptible or barely felt by humans. Earthquakes with a magnitude greater than 7 are consider major and occur around 20 times each year globally. The size of an earthquake on the Moment Magnitude scale is a helpful indicator of its potential impact; but this is also determined by other factors, including the depth of the focus, with shallow earthquakes having a greater impact than deeper ones, as well as the proximity to the earthquake's epicentre.

The 2015 Nepal earthquake was caused by the collision of the Indian and Eurasian tectonic plates. As these giant slabs of the Earth's crust crashed into each other, the Indian plate was thrust under the Eurasian plate, which crumpled, creating the Himalayan mountain range.

▲ **Figure 7.9** Recent global earthquake activity (marked through red dots)

The build-up and release of pressure along the fault line between the plates resulted in regular minor earthquakes in the region, as well as major quakes, including one of magnitude 6.9 in 1988 and one of magnitude 8 in 1934, using the **Richter scale**.

Richter scale the scale formerly used to measure the magnitude of an earthquake
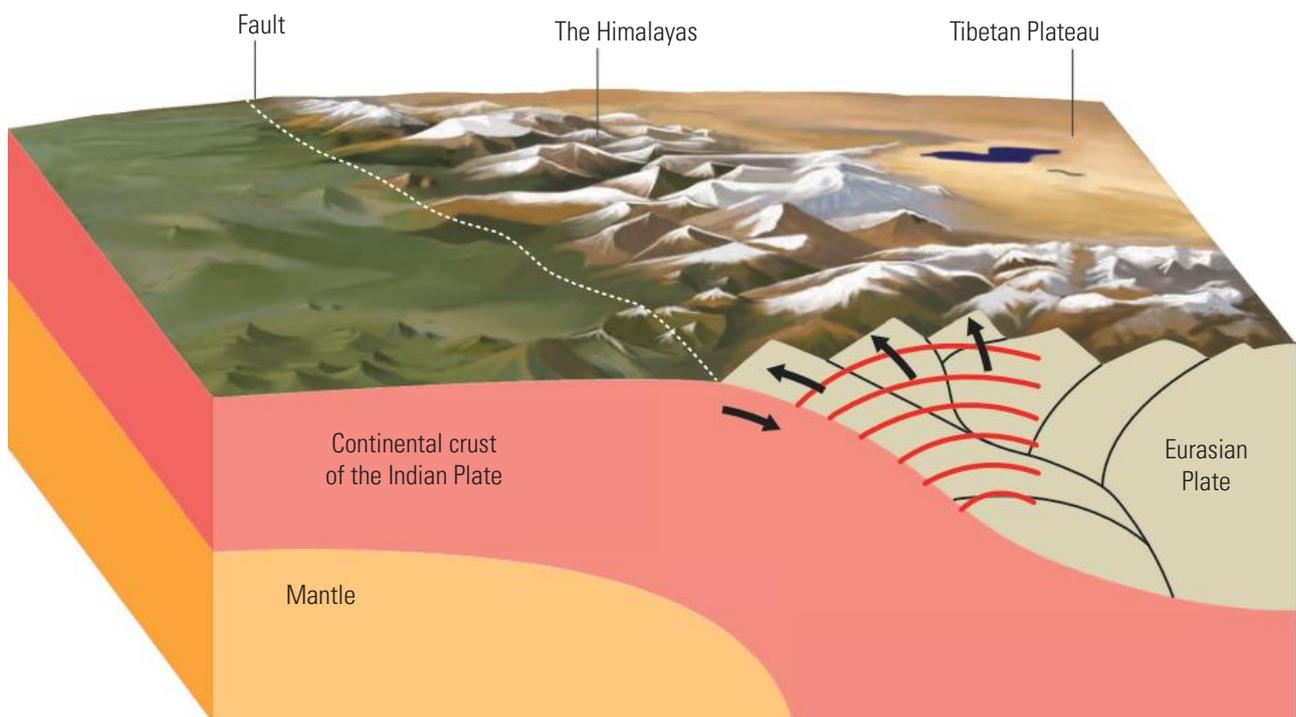
▲ **Figure 7.10** The convergence of the Indian and Eurasian tectonic plates created the Himalayan mountain range, one of the world's most earthquake-prone landscapes.

Amazing but true …

You may not realise it, but you have probably experienced an earthquake. Western Australia has regularly been subject to almost daily seismic activity; however, most of these quakes are less than magnitude 3, and are barely perceptible to humans. These 'intraplate' quakes are caused by the same processes as larger quakes, the movement of tectonic plates, but result from smaller faults within plates rather than on their margins. Many of Western Australia's quakes originate from the stress released along these faults, including a 5.7-magnitude quake in 2018 in Lake Muir that was felt across the south-west of WA, including parts of the Perth metropolitan area.

The impact on places and humans

▲ **Video**
Nepal earthquake

The 7.9-magnitude 2015 Nepal earthquake's epicentre was only 60 km from Nepal's capital, Kathmandu, and was followed by a series of **aftershocks**, including one of magnitude 7.3. These events had a dramatic direct impact on human landscapes, completely razing homes and entire villages in rural areas and destroying more than 180 buildings in Kathmandu, including a number of significant cultural and heritage sites. Overall, around 600 000 homes were destroyed and 280 000 damaged, leaving about 3.5 million people homeless. More devastating was

aftershock one or more smaller tremors that follow the main shock of an earthquake

that almost 9000 people died and 27 000 people were injured, as a result of collapsing buildings and landslides triggered by the quake. Among these were 19 climbers killed in an avalanche on Mt Everest. In the longer term, the arrival of the monsoon (rainy) season resulted in landslides, and a lack of basic food, shelter and sanitation increased the prevalence and incidence of disease for those left homeless by the quake. Nepal, already one of the world's poorest countries, was also economically affected by the quake, with most of the season's crops destroyed and tourism numbers, an important contributor to the country's revenue, dropping significantly.

▼ **Figure 7.11** Destruction caused by the 2015 earthquake in the Nepalese capital, Kathmandu
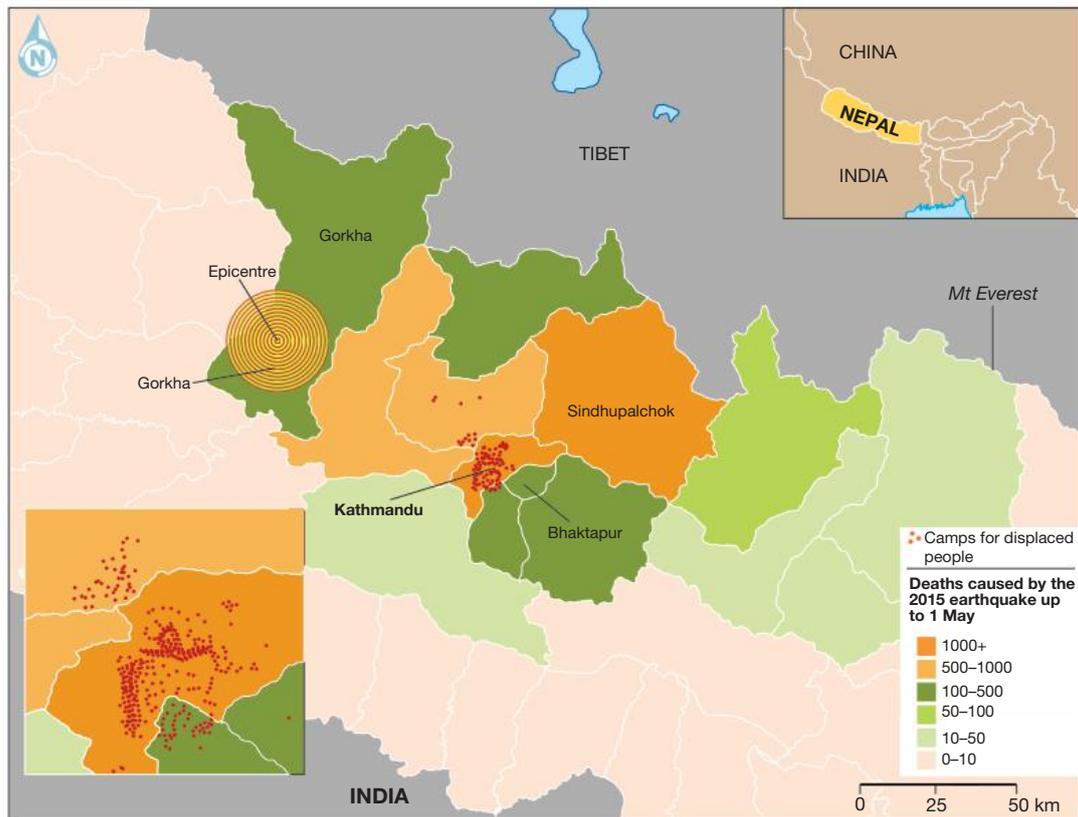
▲ **Figure 7.12** The location of the 2015 Nepal earthquake's epicentre and its death toll across the country

Response to the disaster and efforts to minimise the future effects of similar hazards

The devastating effect of the quake provoked an immediate response from the Nepalese government, other countries and international organisations. The initial priority, to locate and rescue survivors, was carried out by the Nepalese army with assistance from rescue teams sent from around the world. Nepal was then faced with the huge task of caring for the millions of people left homeless by the disaster. Donations of money, resources and personnel from national governments, individuals and non-government organisations, such as the Red Cross and World Vision, assisted with these efforts. Governments, banks and aid organisations from all around the world pledged billions of dollars in aid to Nepal, while the Australian Government provided more than $14 million in aid, and sent military and government personnel to assist. The reconstruction of buildings and infrastructure that were destroyed or damaged by the quake is ongoing. A number of factors have made reconstruction a slow and difficult process, including the sheer size of the task, determining how to distribute aid to fund reconstruction, and tensions in the community created by the building of modern, earthquake-proof buildings to replace historic and culturally significant buildings.

▲ **Figure 7.13** Temporary accommodation set up for the homeless in Kathmandu in the week after the earthquake

▲ **Figure 7.14** Reconstruction work on the Boudhanath Stupa temple in Kathmandu in early 2016

▲ **Figure 7.15** A celebration of the completed reconstruction of the temple in late 2016

Amazing but true …

Earthquakes and other geomorphological hazards, such as landslides, do occur in Western Australia; however, the hazard that has had the greatest impact on the state is bushfires. Over the last century, Western Australia has experienced many bushfires, including the disastrous 2016 Waroona–Yarloop bushfire, which burnt around 69 000 hectares and killed two people, and the 2015 Esperance bushfires, which burnt more than 300 000 hectares, claiming structures, crops, livestock and four people. In recent years, the term 'megafire' has been coined to describe large, intense, devastating fires such as these. Megafires are occurring with greater regularity in fire-prone regions across the world and in Australia, including the 2009 Black Saturday fires, which killed 173 people and destroyed more than 2000 Victorian homes, and the devastating fires that burnt for months in Victoria and New South Wales in the summer of 2019–20. One of the major causes of the worldwide increase in the number of megafires is climate change. The increase in average temperatures is prolonging droughts, extending fire seasons and encouraging the extreme weather conditions, such as hot temperatures and strong winds, that enable fires to flourish. It is predicted that climate change will increase the number of extreme fire days in Western Australia, with the greatest projected increases to occur in the Pilbara and northern rangelands and in the southern coastal areas, including Albany and Esperance, resulting in further social, economic and environmental costs.

▲ **Figure 7.16** Observe the smoke plume of the 2015 Esperance bushfire

▲ **Figure 7.17** Destruction from the 2021 Perth bushfires

END OF SECTION REVIEW 7.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Use the terms 'focus', 'epicentre', 'seismic waves' and 'tectonic plates' to write a short paragraph describing the processes that caused the Nepal earthquake.

2 List three types of damage caused by the Nepal earthquake.

3 Use the headings 'rescue', 'recover' and 'rebuild' to summarise the response to the Nepal earthquake.

4 Recall the magnitude and impact of one earthquake that has affected Western Australia.

Interpret

5 Refer to Figure 7.9 to complete the following tasks.

   a Use an atlas to identify one country in each continent that has experienced earthquakes. Which continent is the most earthquake-prone?

   b Identify two countries that have experienced earthquake activity that are not located on the boundary of a tectonic plate.

6 Refer to Figure 7.12 to complete the following tasks.

   a Describe the location of the 2015 earthquake's epicentre in relation to the city of Kathmandu.

   b Describe the relationship between the number of deaths caused by the earthquake and the distance from the earthquake's epicentre.

   c Based on this information, deduce what factors besides distance can determine the magnitude of a disaster?

Argue

7 Outline what is meant by a megafire. Do you believe the increasing regularity of megafires should influence the Australian government's policies on climate change? Explain your answer.

Key concepts: place, space, environment, interconnection, scale, change

HASS skills: analysing, communicating and reflecting, evaluating

7.5 Conclusion: why does it matter?

The power of the Earth has always been an engaging topic to study, but it is also a power we should not underestimate. Geomorphic hazards often occur with little warning and cause large-scale destruction to both natural and human environments. As global citizens, we should have a basic understanding of the principles of prevention, mitigation and preparedness to minimise the effects of any hazard, not just geomorphic. When we travel or if we live in a hazard zone, it is essential that we understand the risks, take actions to prepare and follow instructions given by emergency services.

7.6 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

Writing

Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance:

- Whakaari/White Island
- natural hazard
- Moment Magnitude scale
- the Indian tectonic plate
- aftershock
- tourism
- Boudhanath Stupa temple
- Black Friday.

Analysis

Follow the flow of main ideas

What ideas have you learnt about geomorphic hazards and natural disasters? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding geomorphic hazards and natural disasters. (The first one has been done for you.)

Defining hazards and natural disasters	A hazard is an event that has the potential to cause damage to humans and landscapes, such as an active volcano. A hazard event is the realisation of a hazard, such as the eruption of a volcano. A disaster is a hazard event that causes significant damage to humans or landscapes, such as an volcanic eruption that causes deaths and the destruction of property.
Definition of earthquakes	
Processes causing the Nepal earthquake	
The impact of the earthquake on humans and the landscape	
The response to the earthquake	

Making thinking visible

I used to think that geomorphic hazards and natural disasters were …

Now I think that …

In this visible thinking routine, you are asked to track the difference between what you knew about hazards and natural hazards before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about hazards and natural disasters and another paragraph explaining what you now understand about the topic.

1A I used to think that natural hazards were …

1B Now I understand that natural hazards are …

2A I used to think that earthquakes were caused by …

2B Now I understand that earthquakes are caused by …

3A I used to think that Nepal was located …

3B Now I understand that Nepal is located …

4A I used to think the Nepal earthquake destroyed …

4B Now I understand that the Nepal earthquake destroyed …

5A I used to think that the global response to the Nepal earthquake was …

5B Now I understand that other countries responded to the earthquake by …

Inquiry

Research task

Research and prepare a report on one significant natural hazard that occurred in Australia or another country.

Your report must cover the following:

- the location (absolute and relative and at different scales) shown on a map
- identification and description of the type of hazard and the processes that caused it
- a description of the impact of the hazard on humans and the landscape
- a description of the response to the hazard and how this has been managed to limit a repeat of the disaster
- a story or case study of one person, family or community affected by the hazard
- any other interesting facts, information or stories related to the hazard.

Present your report digitally, on a poster or other format agreed with your teacher. You must include, maps, diagrams and other illustrations, and follow geographic conventions, including BOLTSS and use of captions.

See the Interactive Texbook for a guide on using BOLTSS in Geography

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

Changing nations

Overview

In 1960, roughly one-third of the global population lived in cities. This has increased significantly to 55 per cent in 2018 and is projected to rise to 68 per cent by 2050. As people are drawn to urban areas for better employment opportunities and facilities, cities are growing to unprecedented sizes. According to the United Nations, there were 33 megacities in 2018, which housed 7 per cent of the population. The largest of these was Tokyo with more than 38 million people, although this is expected to be taken over by Delhi by 2030. Managing these changes in terms of housing availability, employment and population growth is an increasing challenge.

This unit explores the process of urbanisation and the factors that drive this change. You will investigate case studies in Australia and Indonesia in order to understand the consequences of urbanisation and explore some of the ways these impacts are managed. You will also study the factors leading to international and internal migration and the associated social, economic and environmental impacts. By combining this knowledge, you will consider challenges involved in managing Australia's urban future and the strategies seeking to ensure this future is sustainable.

▲ **Video**
Unit overview

Learning goals

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

- What are the causes and consequences of urbanisation?
- What are the reasons for and effects of international migration to Australia?
- What are the reasons for and effects of internal migration?

Introducing geographical concepts and skills: *space, change* and *interconnection*

Throughout this unit, there will be a focus on developing your understanding of space, change and interconnection. In geography, space refers to the spatial distribution of places, characteristics within places and other phenomena. In other words, the ways in which things are arranged. Geographers use maps and various forms of spatial technology to examine and compare spatial distributions. When comparing maps of different time periods, the change in distribution can be examined. Changes occur at a variety of spatial scales, such as local, national and global. They can also occur at a range of temporal scales and are often projected to enable planning for future changes. An example of a change is urban development and the spread of a metropolitan region into what was previously a rural area.

▲ **Figure A** An aerial view of Tokyo from the Roppongi Hills Mori Tower, a 54-storey skyscraper. Tokyo has many skyscrapers to accommodate its large urban population.

Interconnection involves the links between places and the influences that people have on the characteristics of places. People are interconnected with places in the ways that they create, change and manage them. Australia has a rich history of migration. Each wave of migrants brought food, customs and language that have contributed to Australia's unique culture.

Although this unit has a specific focus on space, change and interconnection, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts

Where is it located, what are its geographic characteristics and how is it significant to different people?

How are the features distributed and how has the distribution changed over time?

Is it economically, socially and environmentally sustainable?

What type of change has occurred and what are the consequences?

Place

Space

Sustainability

Change

Environment

Scale

Interconnection

What are the components of this environment and what processes have formed it?

Does it occur at a local, national or global scale?

How is it linked with other places and with other people?

CHAPTER 8

Urbanisation

8.1 Setting the scene: the explosive urbanisation of Africa

Africa's population is projected to nearly double over the next 30 years from 1.3 billion in 2019 to 2.5 billion by 2050.

megacity a very large city with a population of over 10 million people

Most of this growth will occur in Africa's urban areas. In fact, over this period, Nigeria's urban population alone is expected to grow by 189 million people. That's seven and a half times the size of Australia's population! This will certainly create enormous challenges within cities that are already struggling to manage their explosive growth.

Lagos is a city in south-western Nigeria, Africa's most populated country. It covers more than 1000 square km. During the 1960s, it was a small coastal town with a population of just 200 000 people. Since then, it has grown at an unprecedented rate to become what is currently one of the largest **megacities** in the world. Official estimates of Lagos's population in 2019 vary from anywhere between 13 and 17 million. However, the Nigerian government claims it is over 21 million.
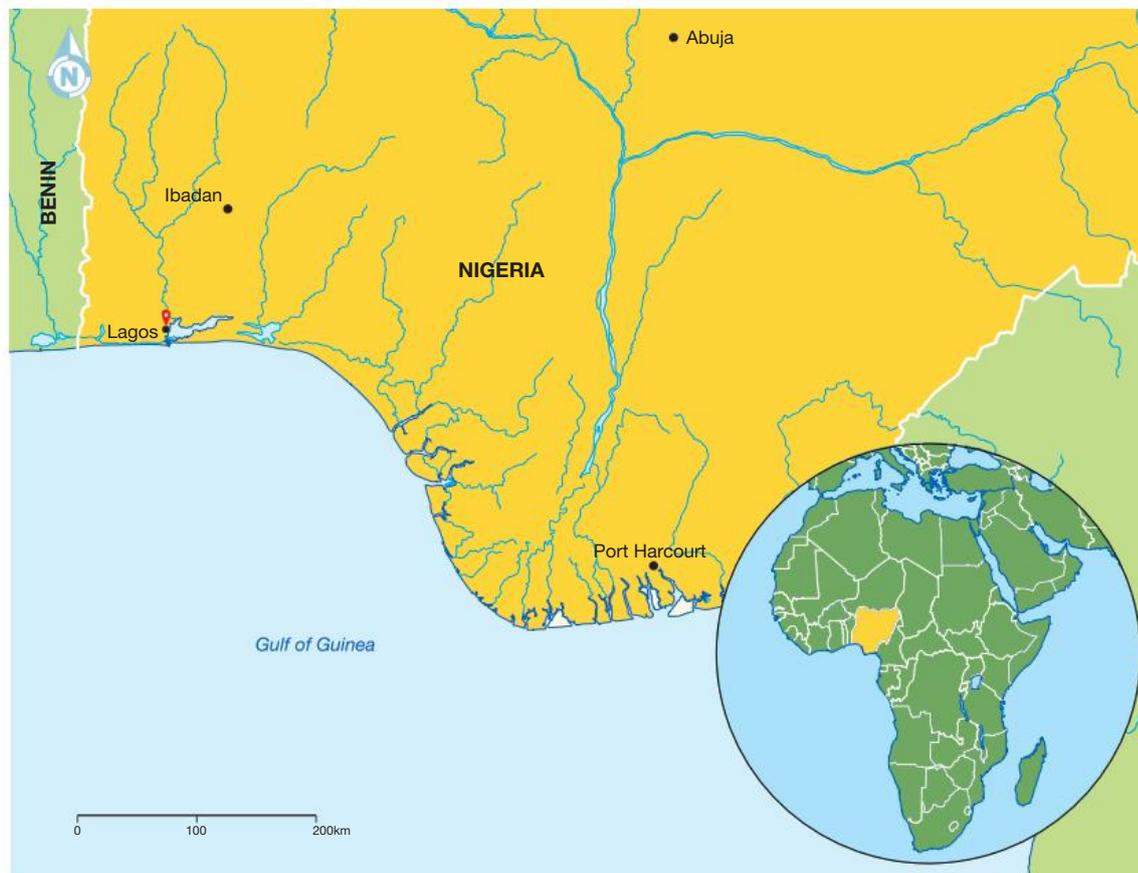
▲ **Figure 8.1** The location of Lagos within Nigeria, Africa

Lagos's rapid growth and enormous size have led to a range of challenges. While the population continues to increase, the **infrastructure** needed to support these people simply cannot keep up. Residents face crippling traffic, poor public transport and inadequate waste management. While a small number of Lagos's population are incredibly wealthy, most people are battling poverty and unemployment. Millions of people live in **slums**, which are very densely populated regions on the outskirts of the city where there is limited access to piped water, **sanitation** or reliable electricity. Makoko is a slum located on Lagos's waterfront, where houses made of scraps of wood and corrugated metal are elevated on stilts in an attempt to protect against flooding.

Amazing but true ...

Fewer than 10 per cent of people in Lagos live in homes with sewer connections, and fewer than 20 per cent have access to piped water.

In 2019, the annual growth rate of the total population in Lagos was 3.24 per cent. This translates to a growth of approximately 1200 people per day. This trend is expected to continue, which will make Lagos the third-largest city in the world by 2050 and possibly the largest by 2100, with as many as 100 million people! This growth is unsustainable, meaning it cannot continue at its current rate without causing a range of economic, environmental and social impacts. Nigeria is hoping that the rapid growth in numbers of young people in Lagos will eventually drive economic growth, as there will be a lot of people of working age. This has the potential to increase productivity in many industries and help the region break out of poverty.

> **infrastructure** structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications
>
> **slums** dense informal settlements in urban areas where residents do not have a legal claim to their land
>
> **sanitation** access to clean drinking water and adequate sewage disposal

▲ **Figure 8.2** Lagos's chaotic streets are filled with market stalls and heavy traffic.
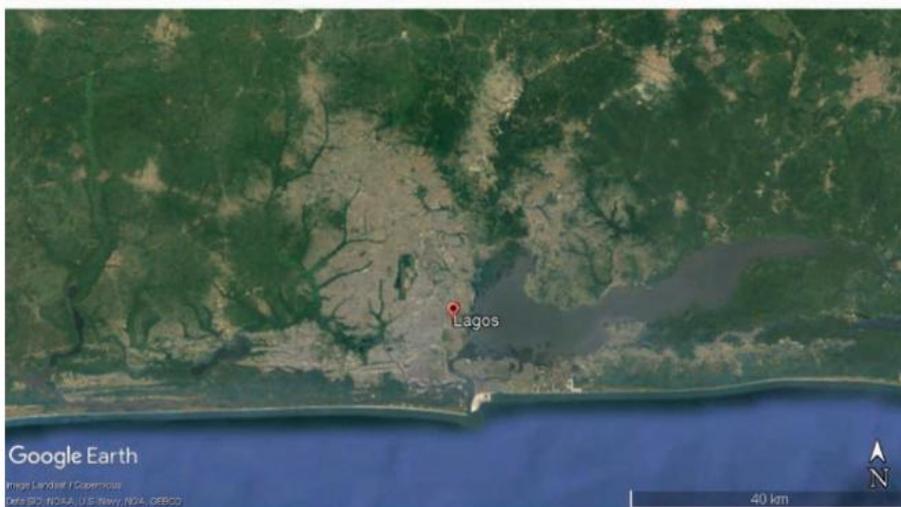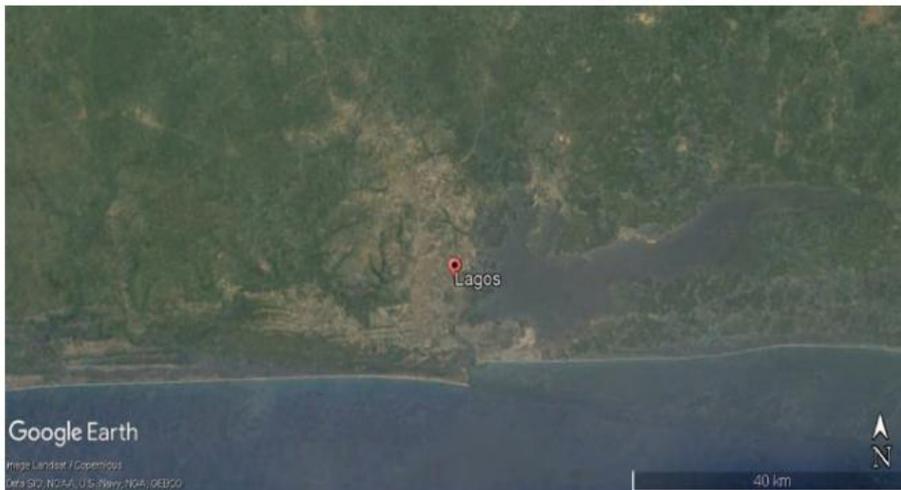
◄ **Figure 8.3** Google Earth Pro can be used to view satellite images that depict Lagos's expansion from 1988 (top) to 2020 (bottom).

▲ **Figure 8.4** Dilapidated buildings sit alongside a modern skyline, Lagos

▲ **Figure 8.5** Makoko is a slum located on the waterfront, and partly on the water, of the Lagos Lagoon.

MAKING THINKING VISIBLE 8.1

Think, puzzle, explore

1 Why do you think Lagos has grown so rapidly?
2 What questions or puzzles do you have about this place?
3 Explore Lagos using Google Earth, Google Street View and by researching its history. How does it compare with your local town or city?

Key concepts: place, space, interconnection, change

HASS skills: questioning and researching, analysing, evaluating

8.2 Chapter overview

Introduction

Urban areas are places that have been highly modified by people to the point where their original environment is largely unrecognisable. This includes large towns, small cities, and cities containing millions of people. This chapter explores the growth of urban areas from small cities all the way to the largest cities in the world. It considers the different ways in which cities grow, the challenges in managing cities and the impacts that urban growth can have on people.

Learning goals

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

- What are the causes and consequences of urbanisation?
- How does Australia's experience of urbanisation compare to that of Indonesia?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Figure 8.6** A view of Perth's suburbs

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about urbanisation

8.3 The causes and consequences of urbanisation

FOCUS QUESTION

What are the causes and consequences of urbanisation?

What is urbanisation?

In 2007, for the first time in human history the number of people living in urban areas and rural areas was equal, both at approximately 3.33 billion people (see Figure 8.7). Since then, population growth in urban areas has continued to increase rapidly while the growth in rural areas has slowed. Cities have expanded both in size and **population density** and now accommodate 55 per cent of the global population. The United Nations predict that this trend will continue and that the proportion of those living in urban areas in 2050 will reach 68 per cent. Figure 8.7 indicates that by 2030 most of the world's population will be living in cities. This increase in the proportion of people living in urban areas compared to rural areas is known as **urbanisation**.

> **urbanisation** the increase in the proportion of people living in urban areas compared to rural areas
>
> **population density** the number of people per square km

POPULATION IN RURAL AND URBAN AREAS
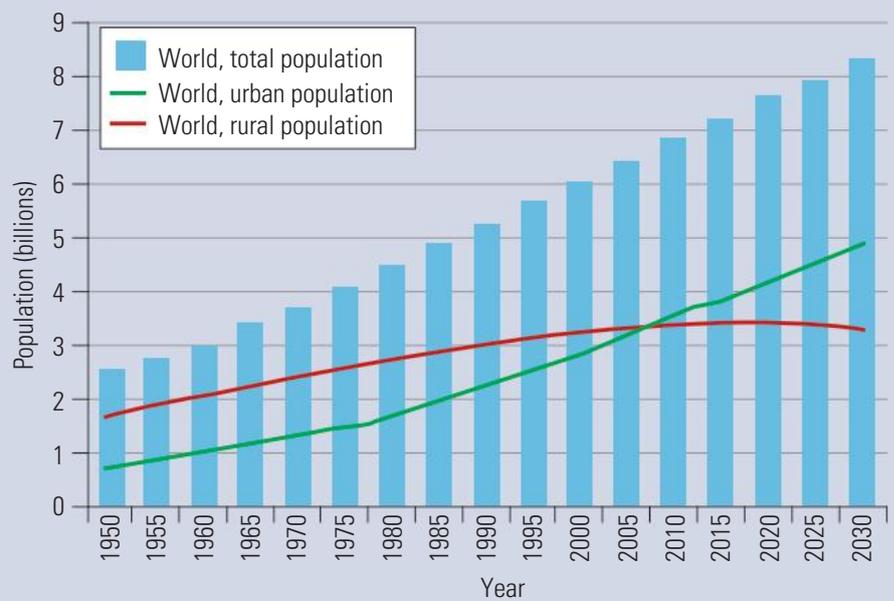
▲ **Figure 8.7** The change in the number of the world's population living in rural and urban areas

▼ **Figure 8.8** Delhi, India, is one of the fastest growing cities in the world, with the population increasing by 79 people per hour.

▼ **Figure 8.9** Tokyo, Japan, is the largest city in the world by population, with more than 38 million people.
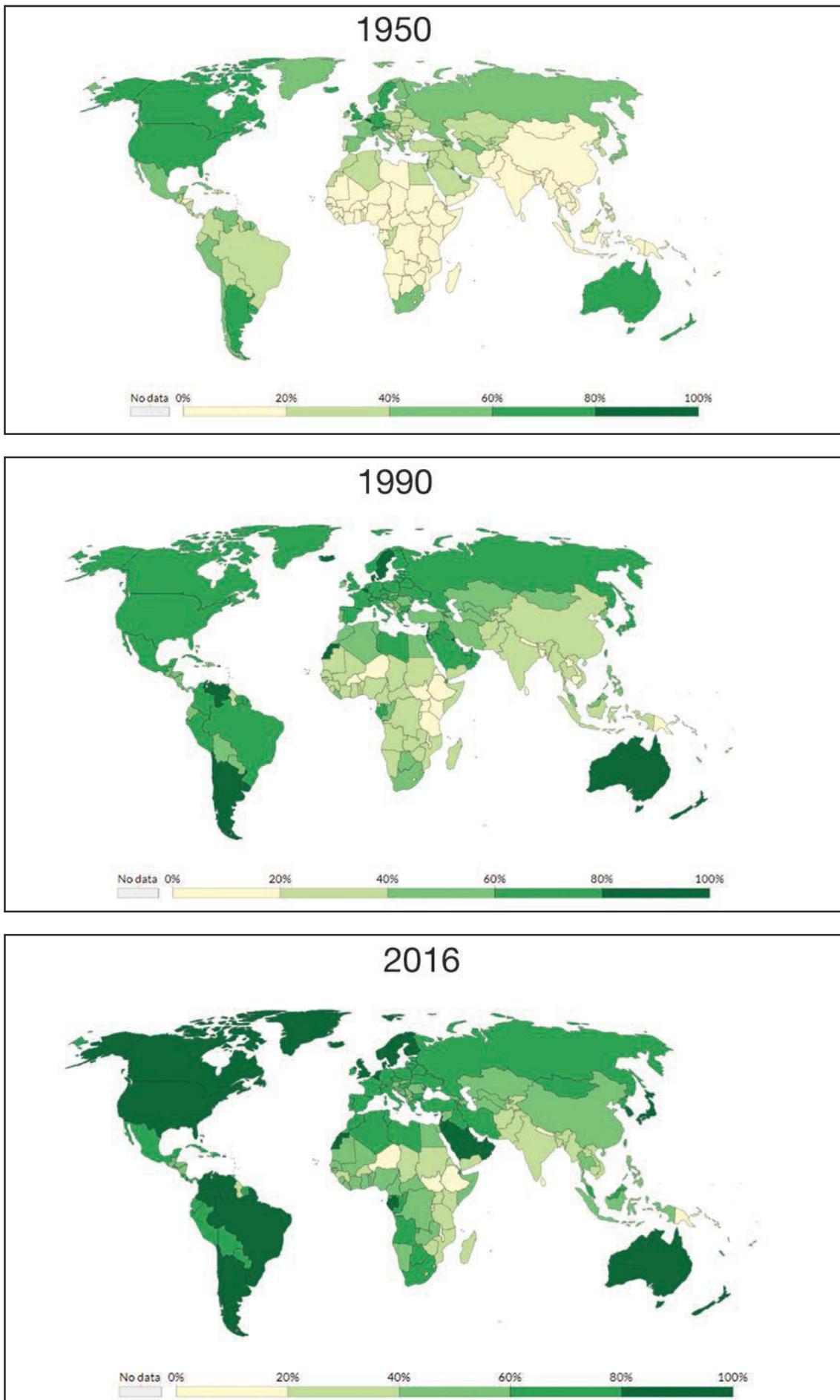
▲ **Figure 8.10** The proportion of people living in urban areas in 1950 (top), 1990 (middle) and 2016 (bottom)

ACTIVITY 8.1

Analysing geographical data

1 Refer to Figure 8.7 and describe how the number of people living in urban and rural areas has changed since 1950 and how it is expected to change by 2030.

2 Figure 8.10 shows a change in the proportion of people living in urban areas for each country.

   a Which regions of the world were the most urbanised in 1950?

   b Were there any countries that stand out as being more or less urbanised than neighbouring countries?

   c In which regions has there been a large change in the proportion of the population living in urban areas? Refer to specific countries and percentage changes.

   d Which regions of the world still have a large proportion of the population living in rural areas?

   e Using an atlas or Google Maps, identify at least three countries that still have 0–20 per cent of their population living in urban areas. Suggest reasons for this trend.

Key concepts: place, space, change   **HASS skills:** analysing

Although urbanisation is a global trend, the rate at which it is occurring varies significantly. Figure 8.11 shows the trend at which seven countries are becoming urbanised compared with the global trend. Many countries that already had highly urbanised populations over the past few decades, such as Australia and the United States, have shown little change. However, many countries that had predominantly rural populations during most of the twentieth century, such as Uganda, are becoming rapidly urbanised. Table 8.1 lists the 10 countries with the highest and lowest rates of urbanisation between 2015 and 2020. This refers to the percentage change of the size of the urban population over this five-year period. Negative values refer to countries where the urban population is decreasing.
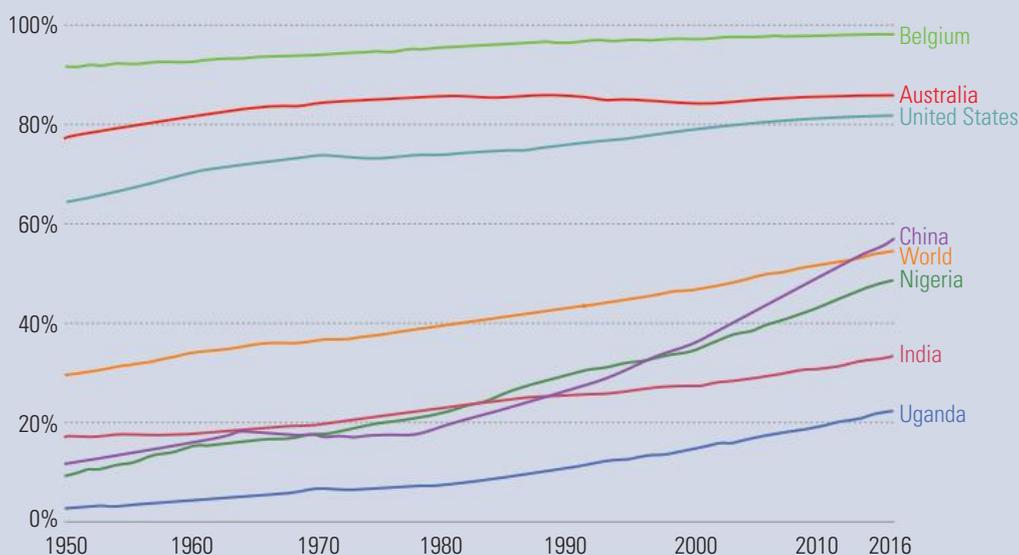
▲ **Figure 8.11** The rate at which countries are becoming urbanised compared with the world trend

HIGHEST AND LOWEST RATES OF URBANISATION

The 10 countries with the highest and lowest rates of urbanisation			
Highest 10	**Rate (%)**	**Lowest 10**	**Rate (%)**
Uganda	5.7	Latvia	–0.93
Burundi	5.68	Samoa	–0.47
Oman	5.25	Romania	–0.38
Tanzania	5.22	Ukraine	–0.33
Burkina Faso	4.99	Andorra	–0.31
Mali	4.86	Lithuania	–0.31
Ethiopia	4.63	Poland	–0.25
Democratic Republic of the Congo	4.53	Bulgaria	–0.22
Madagascar	4.48	Puerto Rico	–0.14
Bahrain	4.38	Japan	–0.14

▲ **Table 8.1** The countries with the highest and lowest average rates of urbanisation

ACTIVITY 8.2

Analysing the rate of urbanisation

1 Figure 8.11 shows the rate at which seven countries are becoming urbanised, as well as the globalised rate. Use the information in the graph to answer the following questions.

  a Which countries had the highest and lowest proportion of their populations living in urban areas in 2016?

  b Which country has shown the fastest rate of urbanisation since 2000?

  c Based on the current trends, draw what you think this graph will look like if it is continued to 2050.

  d Suggest some issues that might be facing the populations in Belgium, China and Uganda.

2 Table 8.1 lists the 10 countries with the highest and lowest rates of urbanisation. Use the table as a starting point to answer the questions below.

  a Using an atlas or Google Maps, describe the location of the countries with the highest urbanisation rates.

  b Is there a trend in the location of countries with the lowest rates of urbanisation? Why do you think this is the case?

  c What changes do you think would be happening in a country such as Uganda compared to Latvia to accommodate changes to the urban population?

Key concepts: place, space, change   **HASS skills:** analysing, evaluating

What are the causes of urbanisation?

Urban environments in Australia

According to the Australian Bureau of Statistics, just over one-third of Australians lived in Australia's eight capital cities in 1901. That figure has now reached approximately two-thirds. Overall, more than 89 per cent of Australia's 25.3 million people live in urban areas. This ranks it in the top 30 most urbanised countries in the world. Figure 8.12 shows whether the majority of each country consists of rural or urban populations. Five Australian cities have a population of more than a million people, while another 13 have populations of over 100 000.
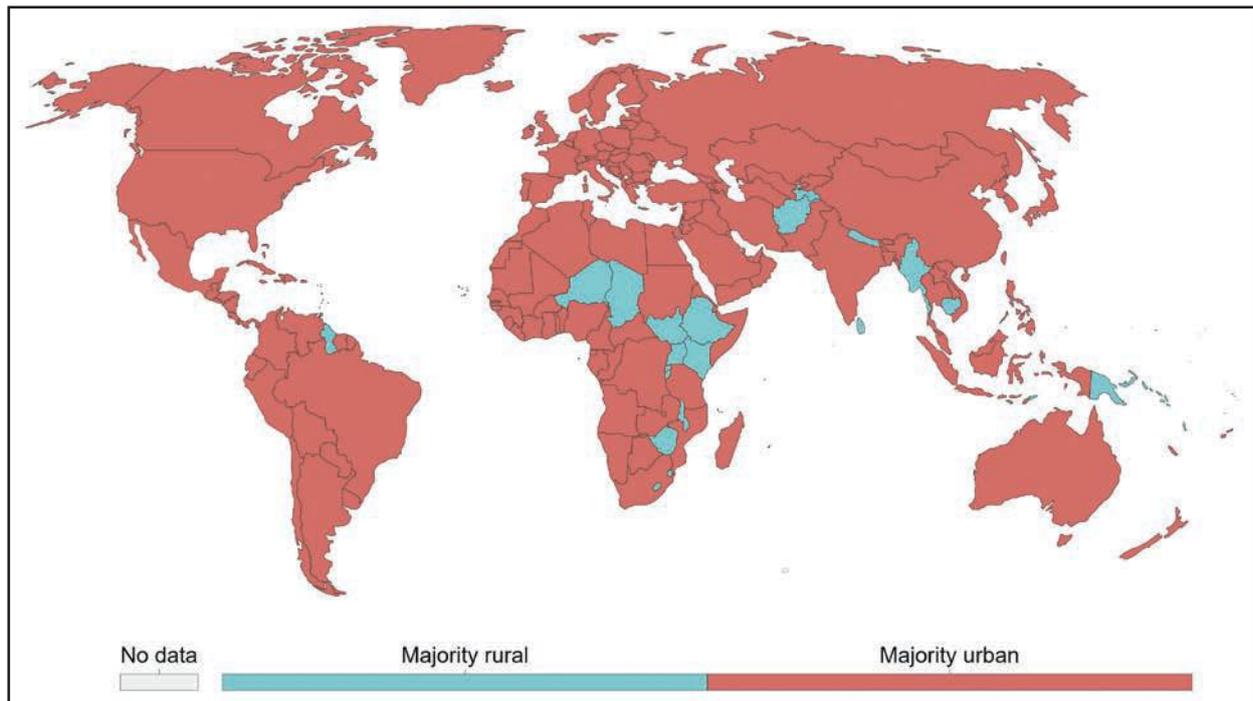
▲ **Figure 8.12** Breakdown of global population as being mainly rural or urban
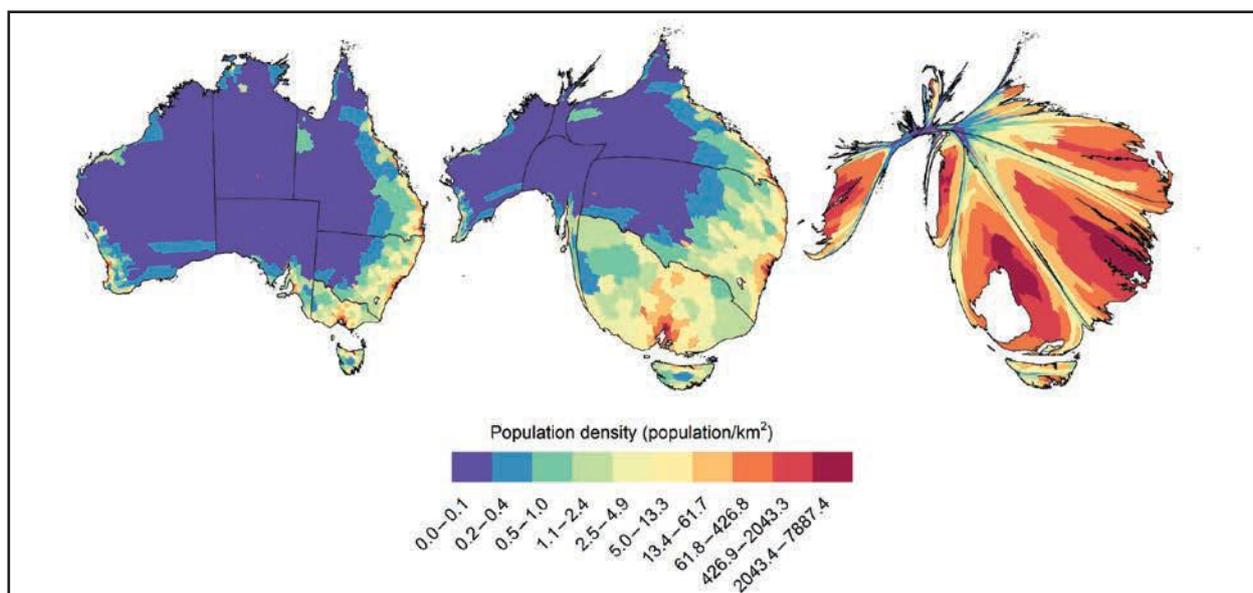
▲ **Figure 8.13** These maps show 2016 Australian populations. The first is a standard map, and the second two are cartogram maps. These are distorted to show areas with higher population densities as larger areas, according to state (middle) or local government areas (right).

Natural population growth

There are two main reasons why urban areas are growing. The first relates to natural population growth. **Natural population growth** is the difference between the numbers of people who are born and who die within a population. It does not take migration into account. The 10 countries with the highest urbanisation rates (Table 8.1) are also countries with very high levels of natural population growth (Figure 8.14). For example, Uganda and Burundi both have a population growth rate above 3.2 per cent, placing in them in the top five in the world. Improvements in living conditions within urban areas mean the **death rate** is lower than in rural areas, while the **birth rate** remains quite high. This means that the majority of natural population growth occurs within urban areas, contributing to the rate of urbanisation.

> **natural population growth** the difference between the numbers of people who are born and who die in a population
>
> **death rate** the number of people who die per year in a population per 1000 people
>
> **birth rate** the number of people born per year in a population per 1000 people

Source: UN Population Division (2017 Revision)
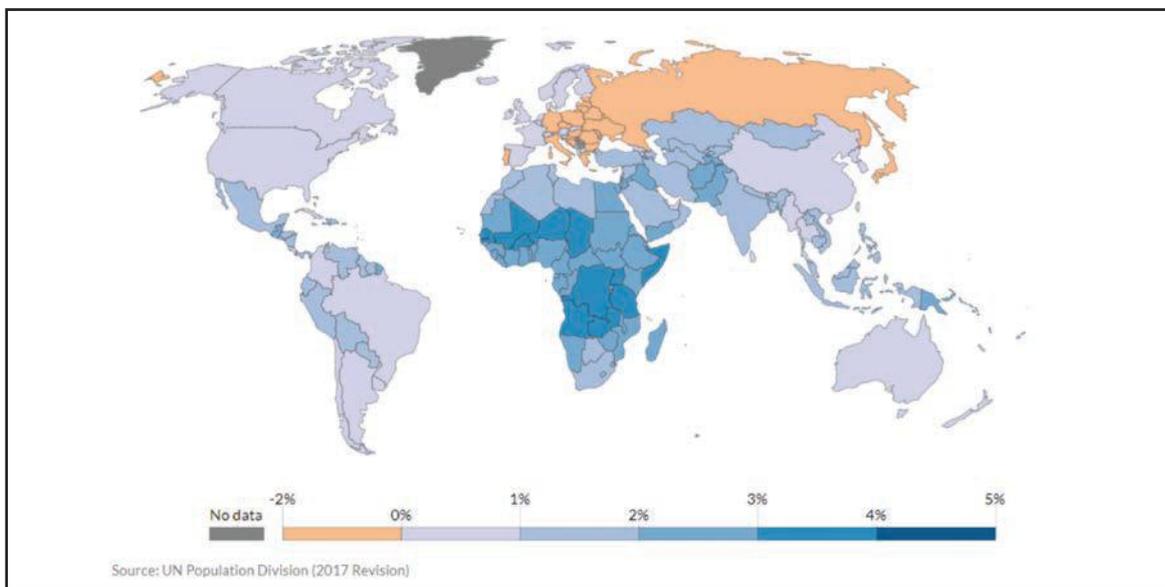
▲ **Figure 8.14**   The natural population growth rate of countries around the world. Negative values refer to places where the number of deaths is greater than the number of births.

Urban population growth rates
- undefined
- ≥−2.0%
- ≥−1.0%
- ≥−0.5%
- ≥−0.1%
- ≥0.1%
- ≥0.4%
- ≥0.7%
- ≥1.0%
- ≥1.5%
- ≥2.0%
- ≥2.5%
- ≥3.0%
- ≥4.0%
- ≥5.0%
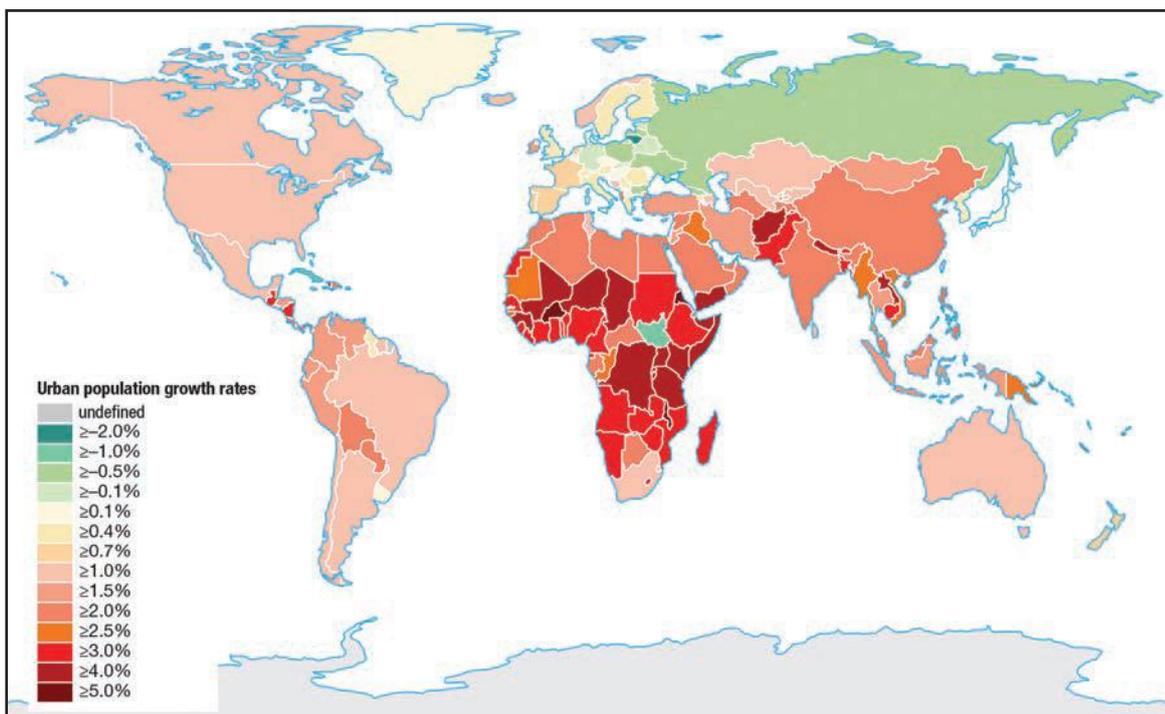
▲ **Figure 8.15**   The urban population growth rates between 2010 and 2015

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.1

Describing the spatial association between two phenomena

spatial association the degree to which two or more phenomena have similar spatial distributions

Describing the **spatial association** between two phenomena is an important part of understanding the relationship between them. It involves looking at two maps of the same scale and analysing how similar or different their spatial distributions are. In other words, are they arranged in the same way? A spatial association can be described as strong if the two maps have a very similar distribution, moderate if the distribution matches in some regions but not others, and weak if the two maps do not appear to have much of a relationship.

When describing spatial association, there are three important things to include: the degree of association, quantification and an exception. This is also known as the DQE method. Use at least one sentence to describe each of these:

- **Degree:** Give a general overview of the degree of association.
  Is there a strong, moderate, weak or no degree of association between the two phenomena? Does the distribution pattern of each map look similar or different?
  Provide some examples that support your statement.
- **Quantification:** Provide specific evidence to demonstrate the association. Provide data and estimate the percentage of coverage.
- **Exception:** Identify an example or several examples of specific places that do not fit the pattern of association.
  Even if the spatial association is strong, it is still likely that there is at least one exception.
  Locate, name and explain the exception.

Using Figure 8.14 and Figure 8.15, describe the spatial association between natural population growth and urbanisation rate.

Key concepts: place, space, interconnection, change   **HASS skills:** analysing

Rural to urban migration

The second main cause of urbanisation is rural to urban migration. This refers to the rate at which people are moving from rural areas to urban areas. The reasons why people migrate are known as push and pull factors. Push factors are the reasons why people choose to leave while pull factors attract people to a particular place. Table 8.2 summarises some of the push and pull factors that cause people to migrate from rural to urban areas within a country.

RURAL TO URBAN MIGRATION

Push factors	Pull factors
• Limited employment opportunities and high levels of unemployment • A lack of essential services such as reliable water and electricity supplies and sanitation • Basic health and educational facilities • Social isolation and loneliness • Forced migration due to urban expansion into rural areas	• Employment opportunities • Higher standards of living • Better health facilities • Better educational opportunities • Social connectedness • Improved access to entertainment and recreational activities

▲ **Table 8.2** Push and pull factors leading to rural to urban migration

ACTIVITY 8.3

Ranking factors

Rank the push and pull factors listed in Table 8.2 from the one that you think would have the biggest impact on a person's choice to move from a rural to urban area, to the one you think would have the smallest impact. Compare your rankings with a classmate and justify your opinion.

Key concepts: place   **HASS skills:** evaluating

Unfortunately for many, the perception and reality of city life do not necessarily match. Rapid rates of urbanisation coupled with high population densities mean that residents in many cities face high levels of unemployment. While many are lured to the entertainment opportunities that cities provide, others prefer the cheaper housing and more relaxed lifestyle of rural living, leading to **counter-urbanisation**.

counter-urbanisation the movement of people from urban areas to surrounding rural areas

Amazing but true …

In 2018, more than 25 million people applied for 90 000 jobs with India Railways, and 200 000 people applied for 1137 jobs in the Mumbai Police.

▶ **Figure 8.16** Trains in India

Urbanisation in Dubai

Improvements in technology and engineering are other factors that contribute to increased urbanisation, as can be seen in cities that have been constructed in some of the most inhospitable environments. Dubai is the largest city in the United Arab Emirates and is growing rapidly, increasing from 500 000 people in 1990 to more than 2.8 million in 2019. This is especially significant considering Dubai's desert climate, consisting of high temperatures, strong winds and lack of water. Figure 8.17 demonstrates the extent of Dubai's development using satellite imagery. Since 2000, a cityscape has expanded up to 20 km inland from the coast of the Persian Gulf. The desert has been filled by buildings and roads, while sand removed from the sea floor has been used to create artificial islands designed in the shape of palm trees.

▲ **Figure 8.17** Satellite imagery showing urban development in Dubai from 1990 (top) to 2019 (bottom)

▼ **Figure 8.18** Dubai's skyscrapers now dominate a landscape that was desert only a few decades ago.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.2

Exploring historic satellite imagery using Google Earth Pro

Google Earth Pro is a free program that enables you to explore satellite imagery of any corner of the globe. Geographers use this spatial technology to investigate the geographic characteristics of places such as land cover (e.g. forest, bare ground, agriculture, urban) and to perform analysis such as measuring distances and area (as you can do in Google Earth Pro – see Figure 8.19). The Historical Imagery function can be used to change the date of the satellite image. This enables you to track changes over time, which is very relevant to the study of urbanisation. Figure 8.17 is an example where satellite imagery has been used to track the progress of urban development in Dubai. Download and install Google Earth Pro to your computer, and then follow these steps to explore changes in an urban environment:

1 Choose a city that has undergone recent expansion; for example, Delhi, Shanghai or even the outskirts of Perth.

2 Use the Historical Imagery slider to move back in time as far as possible. Depending on how far you are zoomed in, this might be as far back as 1984.

3 Record how the characteristics of the place have changed over this period. Refer to specific parts of your chosen city and the specific changes that have taken place.

4 Select the Ruler tool and the Polygon tab. Use this tool to trace around the city boundary at two different time periods and calculate how much the city has grown in size during this time.
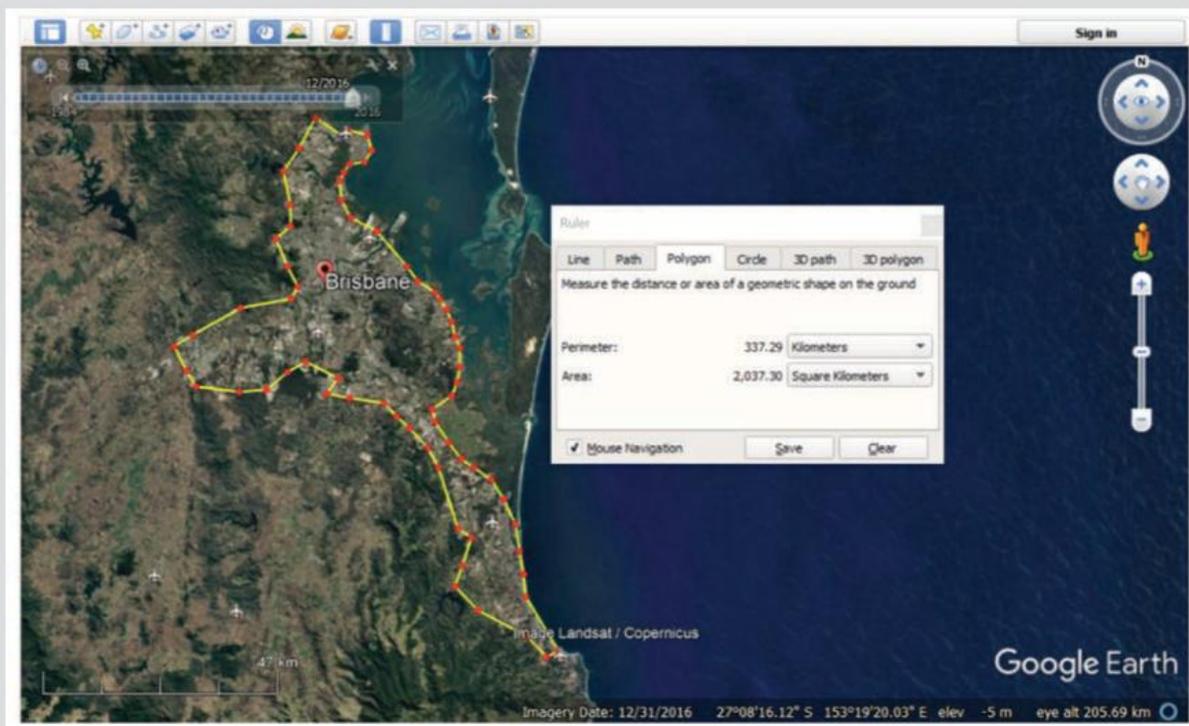
▲ **Figure 8.19** The Historical Imagery and Ruler functions can be used in Google Earth Pro to calculate the change in the size of cities such as Brisbane.

Key concepts: place, scale, change   **HASS skills:** questioning and researching, analysing

What are the consequences of urbanisation?

conservation the protection of the natural environment

Urbanisation can lead to a variety of positive and negative consequences. Table 8.3 lists some of these, although the extent to which they impact a population will vary between cities and will depend on how they are managed.

POSITIVE AND NEGATIVE CONSEQUENCES OF URBANISATION

Positive consequences	Negative consequences
• Dense urban environments can have environmental benefits as travel is more efficient and surrounding land can be reserved for conservation • Urban areas in wealthy nations are more likely to have better health care facilities than in rural areas • The economy in urban areas are often based on manufacturing and services, which are more profitable than agriculture • Residents in urban areas have greater access to a variety of higher paying jobs • The provision of infrastructure is often cheaper and more efficient in denser regions	• The growth of cities leads to a loss of habitat and a subsequent loss of animal and plant species • High population densities can increase the spread of infectious diseases such as malaria and Ebola • Inequality can develop, as those living closer to a city centre have better access to infrastructure, facilities and employment than those living on the outskirts • High population densities lead to traffic congestion, and noise and air pollution • Infrastructure development in rapidly growing cities can struggle to keep up with demand • Waste management is a constant challenge and can have further environmental and social impacts

▲ **Table 8.3** Some of the positive and negative consequences of urbanisation

ACTIVITY 8.4

Classifying impacts

Classify each of the impacts of urbanisation listed in Table 8.3 as either environmental, economic or social. Environmental consequences refer to changes in either the natural or human environments, social consequences refer to impacts on people and society, and economic consequences refer to impacts involving finances.

Key concepts: change   **HASS skills:** questioning and researching

Urban sprawl: growing outwards

commute time the amount of time taken to travel to and from work

biodiversity the number and types of plants and animals that exist in a particular area

Urban sprawl is the unrestricted expansion of a city outwards. It involves an increase in the physical size of the cities, usually into surrounding farmland. Expansion is often rapid and is primarily low-density housing on large blocks. New suburbs often lack essential infrastructure, such as train lines, and residents are therefore reliant mainly on cars. Residents often have to travel further to get to work or school, leading to traffic congestion and stresses relating to extended **commute times**. Urban sprawl can also lead to a range of environmental impacts, such as a loss of **biodiversity** if forested land is cleared for development.

▲ **Figure 8.20** Urban sprawl often leads to the development of low-density housing estates.

Urbanisation and economic growth

Figure 8.21 shows a **correlation** between the percentage of a country's population that is urbanised and **gross domestic product (GDP) per capita**. Countries with a high level of urbanisation also tend to have a stronger economy. However, this does not

Amazing but true ...

According to the World Health Organization, three million deaths every year are linked to exposure to air pollution.

necessarily mean that urbanisation causes economic growth. Rapid urbanisation in China has coincided with **industrialisation**. Rural areas have supplied Chinese cities with a massive workforce, allowing it to become the largest manufacturing and **exporting** nation in the world. The story is very different in many African cities, where urbanisation has been very rapid and industrialisation has not been able to keep up. This has led to the development of slums.

> **correlation** an association or relationship between two phenomena
>
> **gross domestic product (GDP) per capita** a measure of the strength of a country's economy
>
> **industrialisation** the shift of a country's economy from one based primarily on agriculture to one based on manufacturing
>
> **exporting** sending goods to another country for sale
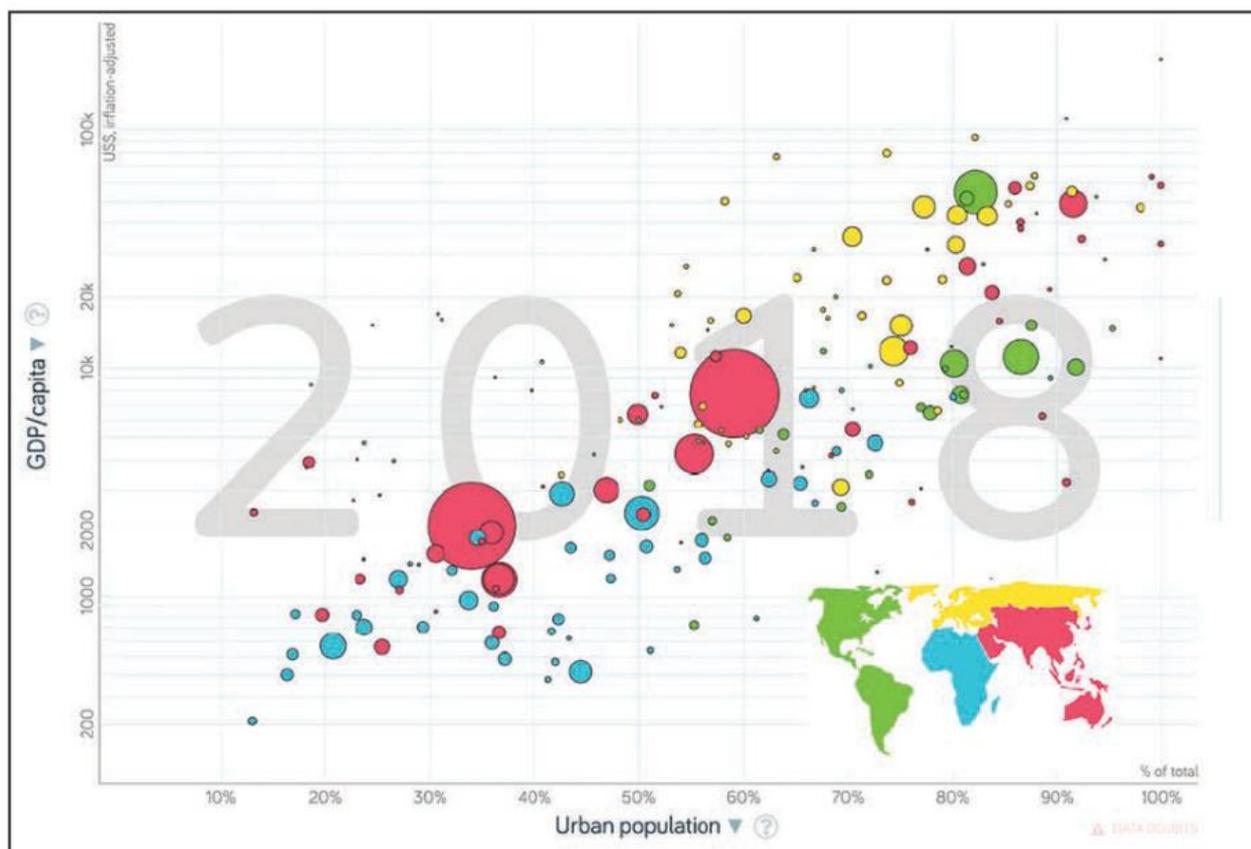
▲ **Figure 8.21** The relationship between the percentage of a country's population that lives in urban areas and its GDP per capita (GDP is in use US dollars)

ACTIVITY 8.5

Analysing the relationship between variables

Visit the Gap Minder website. Click on the Tools tab.

1 Change the *x* (horizontal) and *y* (vertical) axes to match those in Figure 8.21.

2 Hover your mouse over the different circles to get the names of the different countries represented. Name three countries with high levels of urban population and GDP per capita and three with low levels.

3 Describe what this graph reveals about the relationship between urbanisation and a country's economy.

4 Change the *x* and *y* axes to other variables that you are interested in and describe their relationship.

Key concepts: place, interconnection, change   **HASS skills:** questioning and researching, analysing

Slums

Slums are informal settlements where residents do not have legal ownership of the land. They are usually located on the outskirts of cities and consist of densely packed and unstable housing that is built using scrap materials. They lack basic services such as piped water, sanitation, electricity and transport infrastructure. They are also unsafe and vulnerable to fire and flooding.

In African cities, 62 per cent of people live in slums and this number is expected to grow. Kibera, Kenya, is Africa's largest slum, home to an estimated 250 000 people. The average shack in this region is 12 square metres (a similar size to an average Australian bedroom). They are made of mud walls, dirt floors and a roof of corrugated metal sheets, and will often house a family of eight.

▲ **Figure 8.22** Kibera is the largest slum in Africa.

▲ **Figure 8.23** Slums lack stable housing, piped water and sewage systems.

CASE STUDY 8.1

Jakarta: a sinking city

Jakarta is home to more than 10 million people and has been the capital city of Indonesia since 1961. However, in 2019, President Joko Widodo announced that the capital would be relocated to a new city to be constructed in Kalimantan, Borneo. It is expected to be finished by 2024 and will cost more than US$33 billion. The reason for the move is because Jakarta is sinking. North Jakarta has already sunk 2.5 metres over the last decade, while the rest of Jakarta sinks between 3 and 15 cm each year. About half of Jakarta currently sits below sea level, leading to frequent flooding, while modelling has projected that 95 per cent of the city could be underwater by 2050. It is likely that flooding and sinking will also damage Jakarta's draining, piping and sewage systems, which will intensify these effects.

The main cause of sinking is the unsustainable rate of **groundwater** extraction. Half of Jakarta's households do not have piped water and so residents rely on water that is pumped from the **natural aquifer** beneath the city. Once this water is removed, land above it sinks in its place. Although the government restrictions on groundwater extraction have lessened the impact, illegal extraction and a lack of alternatives means that sinking has not stopped.

> **groundwater** water located below the Earth's surface
>
> **natural aquifer** an underground layer of rock and other material containing groundwater

With population growth and urbanisation, the problem is worsening. Jakarta, as a megacity, has an estimated population of over 10 million and a metropolitan area exceeding 30 million. The difficulty in providing equal access to freshwater resources is a key problem when the urban population continues to grow faster than the supply. Many people have migrated from abroad and from surrounding rural communities seeking job opportunities in the manufacturing, financial services and public retail markets. This rapid urbanisation has made Jakarta a city of contrast – the hallmarks of economic growth, such as skyscrapers and transport infrastructure, are surrounded by illegal settlements lacking urban planning and sewage systems. The growing number of people living in these slums have little choice but to illegally extract water from the ground in order to survive.

While the capital may be moving, Jakarta will remain Indonesia's business and finance centre, with the government pledging to spend US$40 billion to upgrade its infrastructure.

▲ Video
Jakarta

▲ **Figure 8.24** The proposed location of Indonesia's new capital city

◄ **Figure 8.25** Flooding has become a common occurrence and a part of daily life for Jakarta's residents.

ANALYSIS QUESTIONS

1 Identify the reasons for the rapid population growth and urbanisation experienced in Jakarta.

2 Explain how and why Jakarta is sinking.

3 How is urbanisation and the sinking of Jakarta interconnected?

Key concepts: place, space, environment, interconnection, change

HASS skills: analysing, communicating and reflecting, evaluating

END OF SECTION REVIEW 8.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the following terms:

   a urban

   b rural

   c urbanisation

   d population density

   e natural population growth

   f rural to urban migration

   g slum.

2 Summarise the two main causes of urbanisation.

3 List at least three positive and three negative consequences of urbanisation.

Interpret

4 Using information throughout this chapter, write two statements outlining the future of urbanisation.

5 Discuss the way in which urbanisation is linked to natural population growth.

6 Describe the relationship between urbanisation and gross domestic product per capita.

7 Describe how life in one of the urban areas discussed in this chapter is similar to or different from your life.

>>

Argue

8 'Urbanisation always has positive consequences for local populations.' Discuss whether or not you agree with this statement and provide examples to support your answer.

9 Discuss an example of how poor land management in urban areas can lead to negative impacts.

▲ **Figure 8.26** Thousands of people evacuated Jakarta's central business district during a major flood in 2013.

Key concepts: place, environment, interconnection, sustainability, change

HASS skills: communicating and reflecting, evaluating

8.4 Conclusion: why does it matter?

More than half the world's population lives in cities, yet many who dwell in cities do not have access to clean water, electricity and sanitation. Exploring the reasons why people continue to leave rural areas for crowded megacities to seek a new life is a popular theme of movies and novels. Perhaps you will travel to these locations one day and then you will have a greater understanding of the sights you will see.

Yet the consequences of rural–urban migration are becoming more apparent. How will an ever-decreasing population in rural areas continue to produce enough natural resources to sustain the world's population? This is a challenge for the future of our world – how can you help? Are there already sustainable solutions in the making?

8.5 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Analysis

Making thinking visible

Circle of viewpoints

Throughout this chapter you have been presented with the many causes and consequences of urbanisation. Discuss the issue of urbanisation from the viewpoint of either a resident, a worker in a government department or an urban developer. Consider the positive and negative impacts of urbanisation.

- I am thinking of urbanisation from the point of view of [the viewpoint you've chosen].
- I think [describe the positive and negative impacts urbanisation presents to this individual].
- A question I have from this viewpoint is [ask a question from this viewpoint].

Inquiry

Research task

Choose one of the cities discussed in this chapter, or another of your choice, and prepare a case study using research. The Atlas of Urban Expansion is a good website to start with. Use the following guidelines to organise your research:

- Where is your city located, how big is it, what is its population and population density?
- How fast is your city growing and what is its future projected population?
- Using Google Earth, find satellite images that demonstrate the growth of your city over time.
- What management challenges is your city currently facing?
- What strategies is your city implementing to try to overcome some of these challenges?

Writing

Extended-response question

'Urbanisation is unsustainable and leads to predominantly negative consequences.'
Discuss to what extent you agree with this statement, with reference to examples provided throughout this chapter.

Problem-solving task

Choose one of the cities presented in this chapter, or another of your choice, and design a strategy to manage its urbanisation. Consider whether or not your strategy is economically, socially and environmentally sustainable or what the difficulties might be in implementing your strategy.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

▲ **Figure 8.27** Rooftop vegetable gardens and bicycle couriers are two ways to improve environmental and social sustainability within cities.

CHAPTER 9

Migration

9.1 Setting the scene: international migration and university students in Australia

Have you ever considered the possibility of studying at an overseas university when you finish school?

migration the change of residence by an individual or group within a country or between countries

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

If you do, you'll be joining 13 000 other Australian university students studying abroad in 2018. Of these students, there were more than 4000 Australians studying in the United States, 2500 in New Zealand and 2000 in the United Kingdom. Even if you remain in Australia to attend university, you will still get the opportunity to experience overseas cultures. Before the COVID-19 pandemic, more than 20 per cent of students attending Australian universities were from other countries. In 2018, Australia hosted 381 000 international students, with 128 500 coming from China, 52 000 from India and 21 000 from Nepal.

Moving overseas to study, also known as international education, is an example of international temporary **migration**. Migration refers to the movement of people. In this case the migration is temporary, because these students will eventually return to their home country, and it is international because these people are moving to different countries. Figures 9.1 and 9.2 show the places where Australian students are migrating to, and where international students in Australia are migrating from. This movement creates a link between Australia and these other countries. In geography, we refer to these links as an **interconnection**.

Interconnections with other countries through international education lead to a range of social and economic impacts. For example, it has helped Australia to develop its unique and diverse culture, rich with a variety of foods, customs and languages. Personal and professional relationships built with international students help Australia to connect with the rest of the world, which can have lasting positive impacts on other industries such as tourism. International education is also a significant contributor to Australia's economy, worth an estimated $31.9 billion in the 2018–19 financial year. This is generated from university fees, rent, hospitality and income tax.

Unfortunately, many international students face difficulties when they migrate. Language barriers and cultural differences can make it difficult for students to develop friendships. Many struggle to find appropriate and affordable student accommodation and end
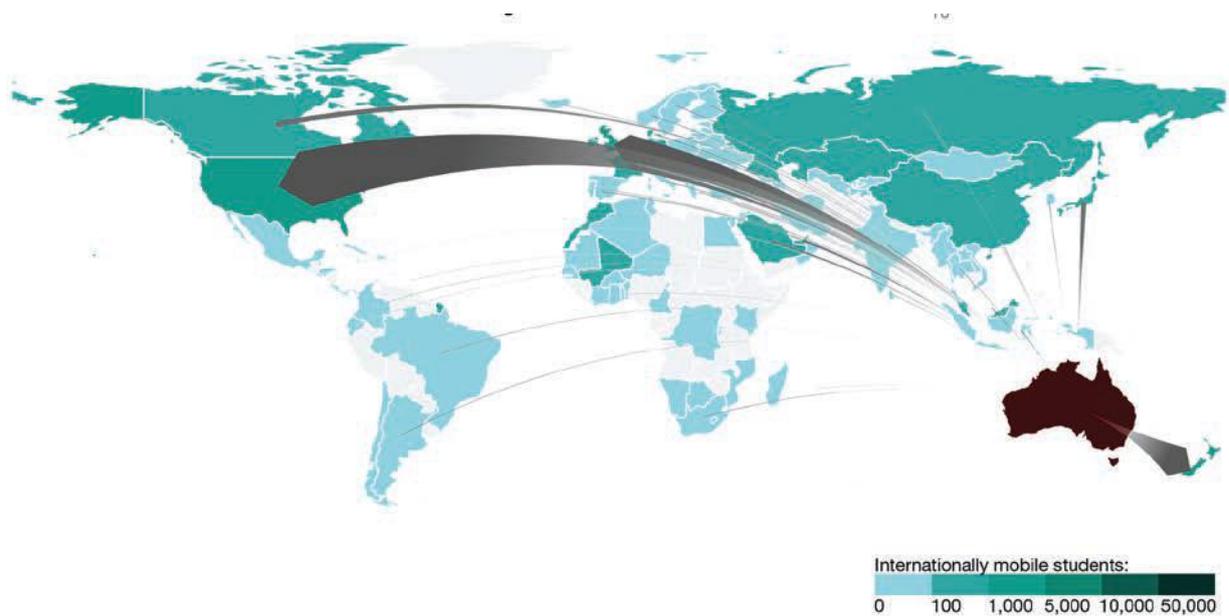
▲ **Figure 9.1** The countries where Australian students usually choose to study
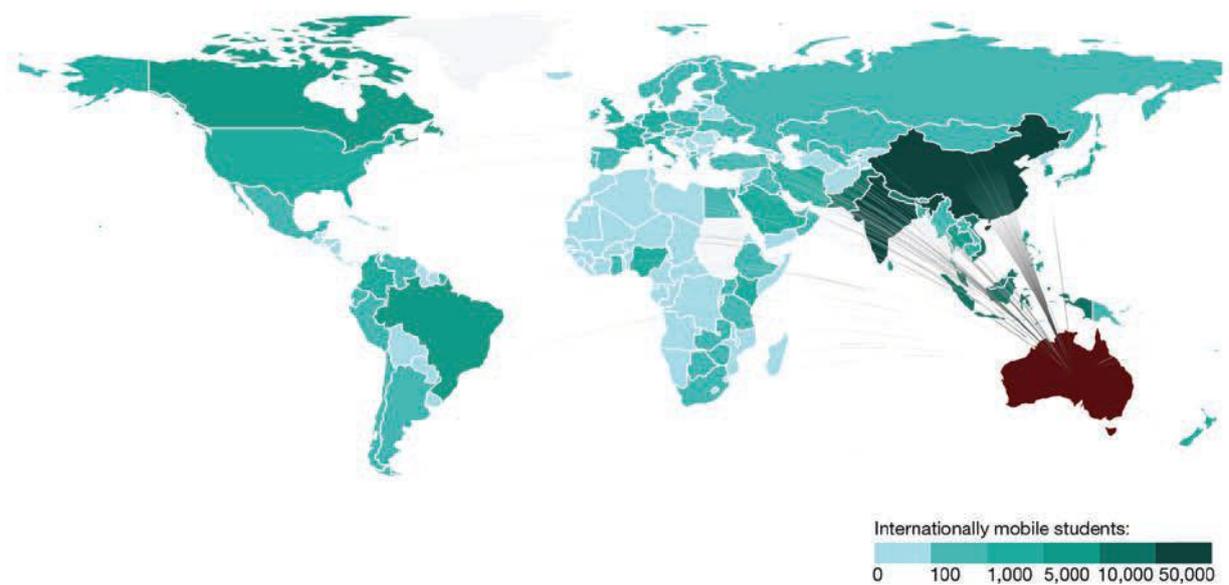
▲ **Figure 9.2** The countries where international students usually come from to study in Australia

up living in inappropriate and even unsafe conditions. In what is often a desperate attempt to find part-time work while studying, many international students take on low-paid jobs with poor working conditions. Without an adequate understanding of local workplace laws, many are exploited in terms of their pay and hours. A study in 2017 found that a quarter of international students in Australia were earning less than $12 per hour, while another 43 per cent were earning less than $15, far below Australia's minimum wage.

▲ **Figure 9.3** Diverse groups of students gathered together at university

MAKING THINKING VISIBLE 9.1

Think, pair, share

Consider answers to the following questions, discuss them with a partner, and share them with your classmates.

1 What do you think would be the main consideration when choosing a country in which to study?
2 What do you think are the three main reasons why international students choose to study in Australia?
3 Overall, do you think the positive impacts of international education outweigh the negatives?

Key concepts: place, space, change   **HASS skills:** evaluating

ACTIVITY 9.1

Check your understanding

As a class, reflect on how the COVID-19 crisis has affected the university sector in Australia. Research and discuss this. You might find creating a timeline useful.

1 Where do most international students who migrated to Australia come from?
2 What did the international students in Australia do during the crisis?
3 What kinds of messages did foreign governments give to their citizens about studying in Australia, and why?
4 What sorts of long-term changes were predicted to take place in the university sector in Australia due to the events of COVID-19?

Key concepts: place, change   **HASS skills:** questioning and researching

9.2 Chapter overview

Introduction

Migration, along with births and deaths, determines changes to a population. These changes include the number of people in a population, its average age and the way in which it is arranged within a country. International migration is the movement of people from one country to another; internal migration is movement within a country. This chapter explores a range of types of migration, various factors leading to migration, positive and negative impacts of migration and the management challenges stemming from migration.

Learning goals

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

- What is international migration?
- Why are migrants entering Australia and what effects is this having?
- What is internal migration?
- What effects is internal migration having in Australia and China?
- What challenges does Australia face in managing its urban future?

▲ **Figure 9.4** 51 million international migrants live in the United States. This is approximately 19 per cent of the total international migrants worldwide.

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about migration

9.3 International migration

FOCUS QUESTIONS

- What is international migration?
- Why are migrants entering Australia and what effects is this having?

What is international migration?

According to the United Nations, an international migrant is 'any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country'. A migrant worker is an example of a temporary migrant. They might be working internationally for a fixed amount of time to fill a position that is in high demand, to earn money to send back home to their family or simply to enjoy a unique experience. Permanent migrants, on the other hand, move to a new country to live without any intention of moving back home again. This involves either gaining **citizenship** or being granted **permanent residency**.

> **citizenship** the status of officially being a member of a country and having legal rights, such as voting in elections
>
> **permanent residency** having the right to live in a country for as long as you like without being a citizen

What are the origins and destinations of international migrants?

During 2019, there were an estimated 272 million international migrants living outside of their country of birth. This was 3.5 per cent of the global population. The number has risen from 173 million in 2000 (see Figure 9.5) and is projected to reach over 400 million by 2050. Figure 9.6 shows the number of international migrants living within each country. The global distribution is very uneven. Europe hosts the most with 82 million, while North America has 59 million. However, when considering the proportion of migrants compared to the entire population, Oceania ranks highest with 21.2 per cent and North America is second with 16 per cent. Figure 9.7 shows the distribution of countries based on what percentage of their population are migrants. Australia ranks amongst the highest at 28.2 per cent.

CHANGE IN NUMBER OF MIGRANTS
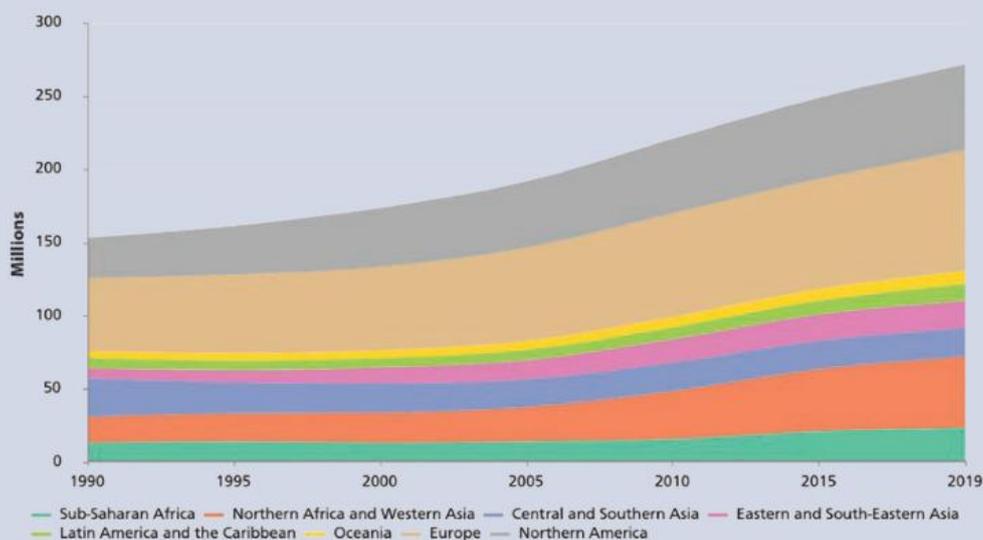
▲ **Figure 9.5** The change in the number of migrants in eight world regions between 1990 and 2019

■ 10 million or over
■ 5 million to less than 10 million
■ 2.5 million to less than 5 million
■ 1 million to less than 2.5 million
■ 500 000 to less than 1 million
■ 100 000 to less than 500 000
  Less than 100 000
  No data
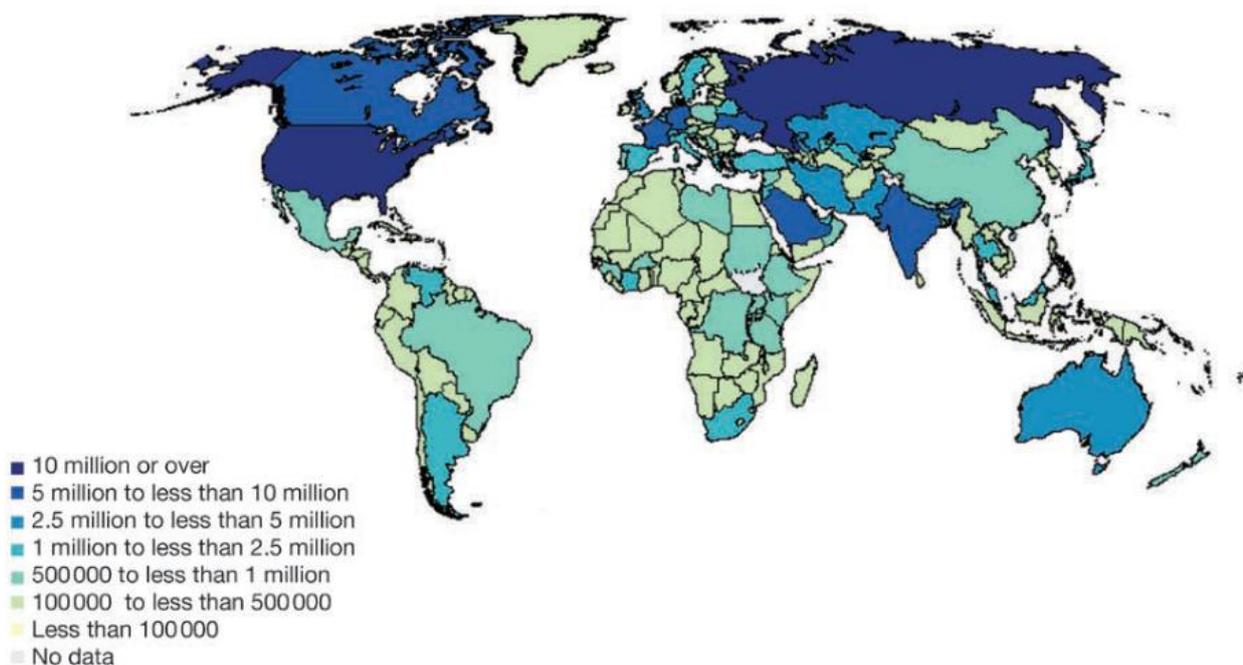
▲ **Figure 9.6** The global distribution of international migrants

■ 40 per cent or over
■ 20 to less than 40 per cent
■ 15 to less than 20 per cent
■ 10 to less than 15 per cent
■ 5 to less than 10 per cent
■ 2 to less than 5 per cent
  Less than 2 per cent
  No data
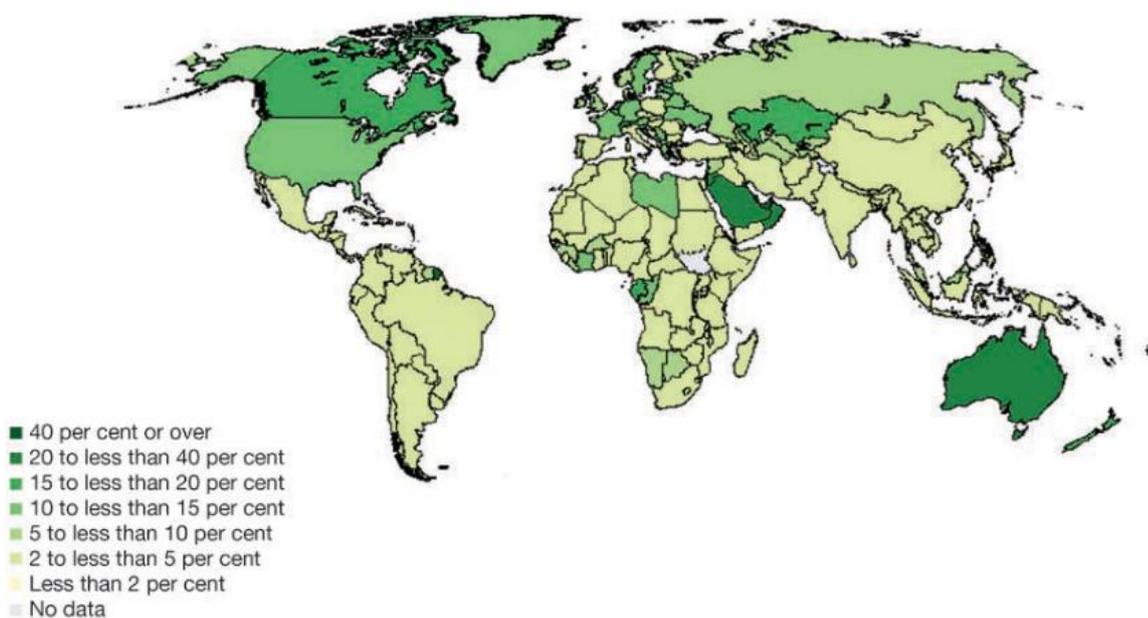
▲ **Figure 9.7** The percentage of countries' populations that are made up of international migrants

ACTIVITY 9.2

Analysing migration data

1 Refer to Figure 9.6 and Figure 9.7.

   a List five countries that host a large number of international migrants.

   b List five countries in which migrants make up a large proportion of their population.

   c Is there a strong spatial association between the number of migrants in a country and the proportion of their population that are migrants?

   d Suggest a reason for your answer to part **c**.

2 **a** Using Figure 9.5, describe how the total number of migrants has changed over time.

   b Which region has gained the most migrants since 1990?

Key concepts: place, space, interconnection, scale, change   **HASS skills:** analysing, evaluating

net overseas migration the difference between the numbers of immigrants and emigrants in a country

immigrant a migrant who comes to live in a different country

emigrant a migrant who leaves a country to live in a different country

host country a country that is home to an international immigrant

donor country a country from which an international emigrant came

Net overseas migration is the difference between the number of people entering a country, known as **immigrants**, and the number of people leaving a country, known as **emigrants**. A country that has more immigrants than emigrants has a positive net migration. Table 9.1 shows the 10 **host countries** with the highest number of immigrants and the 10 **donor countries** with the highest number of emigrants. Russia is the only country to feature on both lists. Although it hosts 12 million immigrants, 10 million Russians are also living abroad, meaning they have only a relatively small positive net migration.

IMMIGRANTS AND EMIGRANTS

Host country	Number of international immigrants (million)	Donor country	Number of international emigrants (million)
United States of America	51	India	18
Germany	13	Mexico	12
Saudi Arabia	13	China	11
Russia	12	Russia	10
United Kingdom	10	Syria	8
United Arab Emirates	9	Bangladesh	8
France	8	Pakistan	6
Canada	8	Ukraine	6
Australia	8	Philippines	5
Italy	6	Afghanistan	5

▲ **Table 9.1** The 10 countries that hosted the most immigrants and the 10 countries from where the most emigrants left in 2019

Most international emigrants move to countries within the same region. Figure 9.9 demonstrates this concept. For example, while 41 million European migrants have moved to another European country, only 7 million have moved to Asia and 8 million have moved to North America.

▲ **Figure 9.8** An online interactive map showing the movement of migrants (yellow) and the amount of net migration (blue for positive, red for negative) between 2010 and 2015
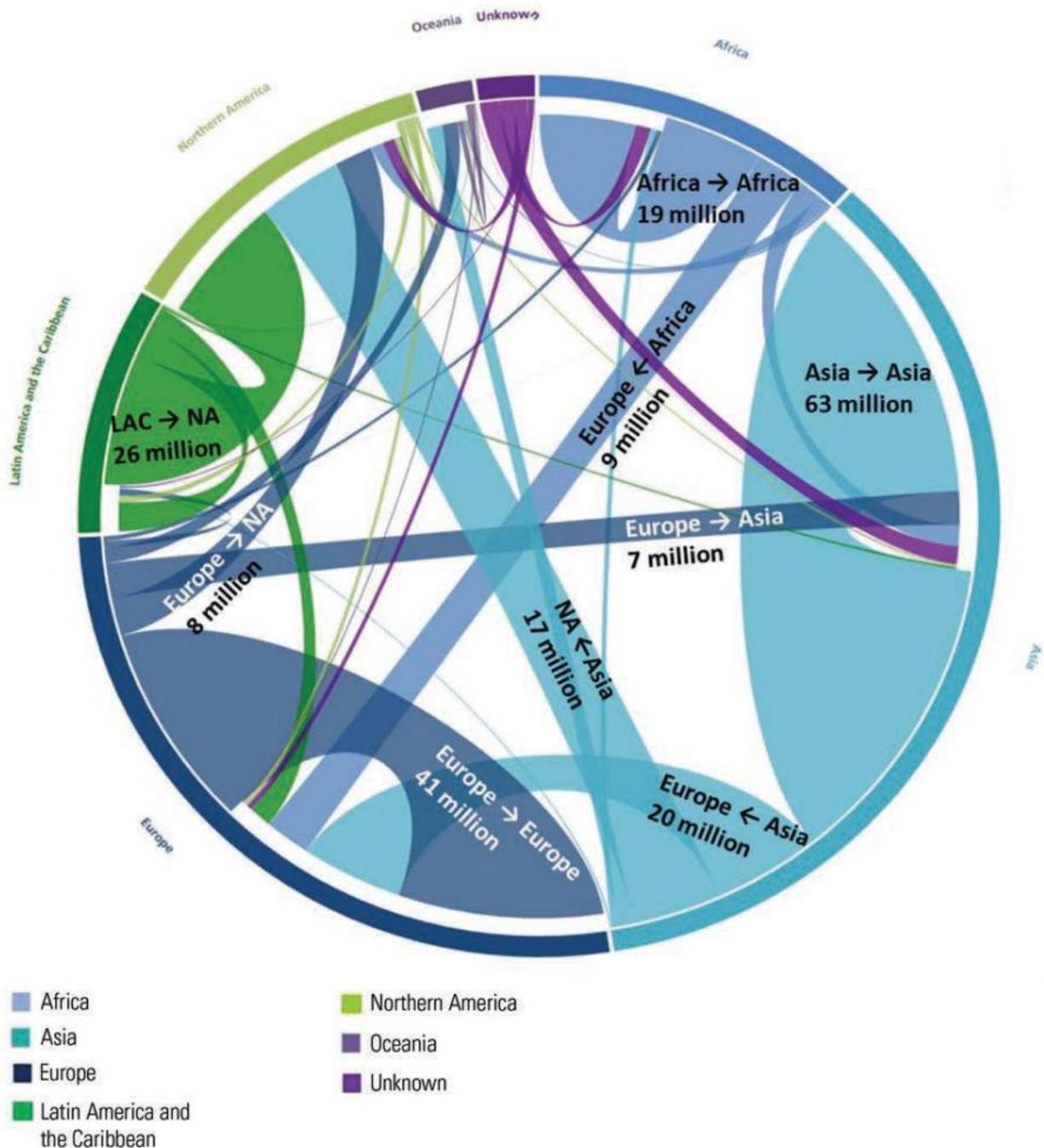
▲ **Figure 9.9** The origin and destination of international migrants by region in 2019

ACTIVITY 9.3

Analysing the movement of international migrants

Visit Metrocosm's online global immigration map.

1 List three common movements of migrants, three countries with the largest positive net migration and the largest negative net migration.

2 Click on a blue country and list the countries from which it is receiving most of its immigrants.

3 Click on a red country and list the countries to which most of its emigrants are moving.

Key concepts: place, space, scale

HASS skills: questioning and researching, analysing

Why does international migration occur?

Chapter 8 introduced the concept of rural to urban migration as a cause of urbanisation, and listed some push and pull factors that might make people either want to leave a place or entice them to move to a place. Similar factors can be used to understand the reasons why people choose to move to a different country either temporarily or permanently. Some of these are listed in Table 9.2. Economic factors such as job availability, higher wages and a lower cost of living are common reasons for migrating. In fact, three-quarters of all international migrants are of working age, meaning they are aged between 20 and 64. Many people also move countries to live in a more favourable climate. For example, Ecuador on the west coast of South America is a popular retirement destination for North Americans due to its stunning beaches, cheap housing and average temperature of just under 20 degrees.

PUSH AND PULL FACTORS FOR INTERNATIONAL MIGRATION

Push factors	Pull factors
• Poverty	• Better employment opportunities
• Unemployment	• A higher quality of life
• High cost of living	• A more affordable lifestyle
• Food insecurity	• Food security
• Natural disasters such as flood	• Safety
• War	• Political stability
• Political, racial or religious persecution	• Better quality services such as universities
• An uncomfortable climate	• A more favourable climate
• A lack of services	• Close to family and friends

▲ **Table 9.2** Push and pull factors that lead to international migration

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ACTIVITY 9.4

Using a diamond ranking template

Use a diamond ranking template to rank the nine push factors and nine pull factors from Table 9.2. What do you think would be the most important reason to the least important reason to migrate?

```
              [push factor] / [pull factor]  ←— Most important
          /              /
      /          /          /
          /              /
              /  ←— Least important
```
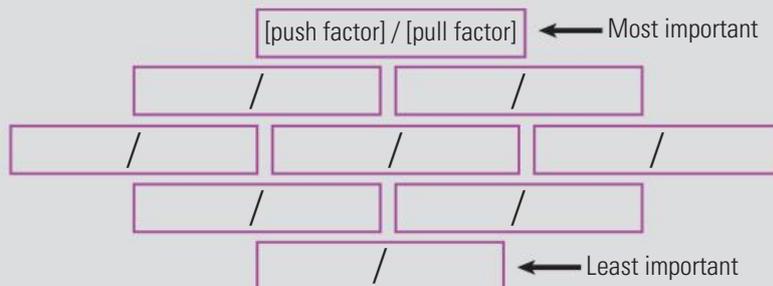
⚙ **Key concepts:** place   📋 **HASS skills:** evaluating

▲ **Figure 9.10** Ecuador's varied natural environment and warm climate make it a popular destination for those wanting to retire abroad.

▲ **Figure 9.11** Syrian refugees arriving on the shore of Lesvos, Greece, in November 2015

While many people migrate out of choice in an attempt to improve their lives, others are forced to leave. An **asylum seeker** is someone who flees their own country to seek sanctuary in a different country. They seek protection and once this is granted, they are classified as a **refugee** and are legally allowed protection and assistance. Refugees leave their home country out of fear of **persecution** due to their race or political or religious beliefs or to escape war or violence. By 2019, there were almost 26 million refugees across the world. Between 2015 and 2019, 1.4 million people crossed the Mediterranean Sea to escape conflict in Syria. They risked their lives in unseaworthy boats and dinghies in a dangerous attempt to reach Italy, Greece and Spain. Thousands have died while attempting this journey.

Amazing but true ...

Studies have estimated that increased drought, catastrophic weather events and rising sea levels due to climate change could lead to the movement of 200 million climate refugees by 2050.

What are the impacts of international migration?

Migration leads to a range of positive and negative impacts both for the host and donor countries. One of the positive impacts for donor countries is the payment of remittances, which is money sent by migrant workers back to families in their home country. This can help reduce poverty, especially in poorer rural regions. Unfortunately, in many cases this also means that families are temporarily separated. Upon returning home, many migrant workers bring new skills that can help to provide an economic boost to their communities.

The immigration of workers can help to fill labour shortages in highly skilled areas. For example, a migrant doctor might fill a position in a rural area. In wealthier countries, migrants also often fill less desirable and lower-paid positions. Unfortunately, many of these

asylum seeker someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

refugee a person who has escaped from their own country for political, religious or economic reasons or because of a war

persecution to treat someone unfairly or cruelly over a long period of time because of their race, religion or political beliefs
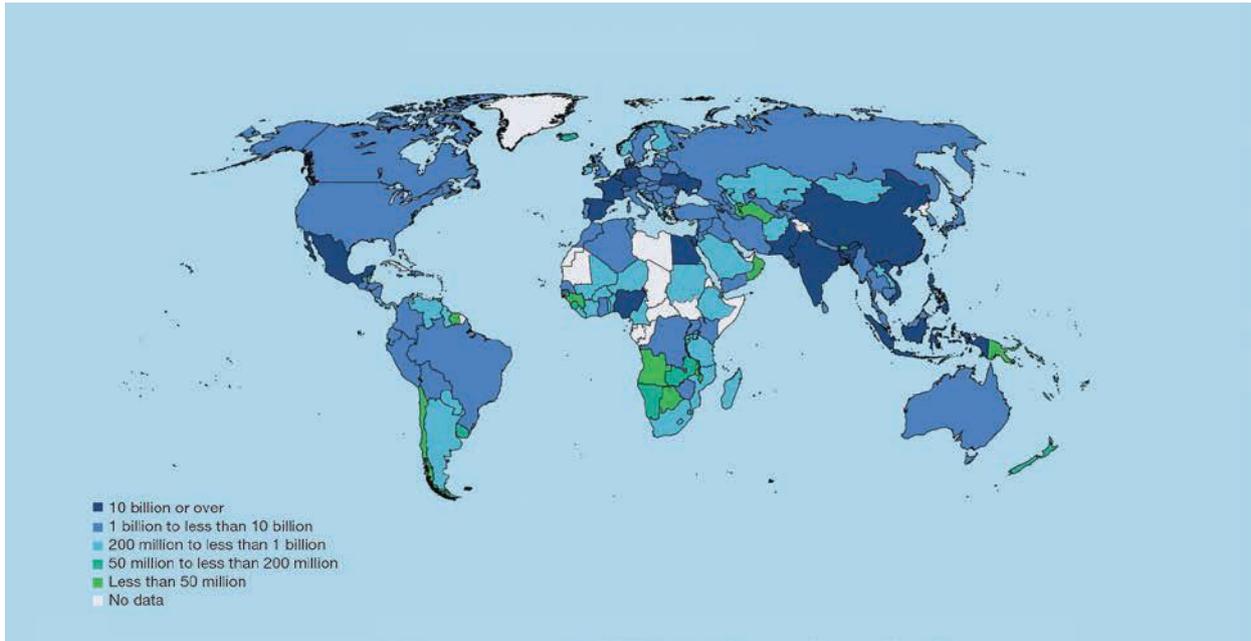
▲ **Figure 9.12** The global distribution of countries receiving remittances

Source: United Nations, Department of Economic and Social Affairs, Population Division (2019), International Migrant Stock 2019. Available at unmigration.org

unskilled workers are forced to work in very poor conditions. Positive social impacts of immigration include a more diverse culture; however, this can also lead to conflict between people of different cultural and religious groups. Depending on how it is managed, an influx of migrant workers can also lead to overcrowding and increased costs associated with services such as health care. Remittances sent home lead to negative economic consequences in the host country, as earnings are not spent in the local economy.

The United Arab Emirates has a very high concentration of migrant workers: 80 per cent of the population. The majority of these workers are middle-aged men from places such as India and Pakistan. The influx of these people has led to a very uneven population structure.

Figure 9.13 shows a very high proportion of males aged between 20 and 64 compared to females. This gender imbalance of 2.7 males for every one female is leading to a range of negative psychological consequences.

POPULATION PYRAMID OF THE UAE

Age	Male	Female
100+	0.0%	0.0%
95–99	0.0%	0.0%
90–94	0.0%	0.0%
85–89	2.0%	0.0%
80–84	2.0%	0.0%
75–79	0.1%	0.0%
70–74	0.2%	0.1%
65–69	0.3%	0.2%
60–64	1.3%	0.4%
55–59	2.5%	0.8%
50–54	3.4%	1.2%
45–49	5.6%	1.7%
40–44	7.3%	2.4%
35–39	9.9%	3.9%
30–34	11.3%	4.7%
25–29	10.6%	3.7%
20–24	5.3%	2.4%
15–19	2.2%	1.9%
10–14	2.2%	2.2%
5–9	2.6%	2.5%
0–4	2.6%	2.5%

▲ **Figure 9.13** The population pyramid (of 9 770 526 people) of the United Arab Emirates in 2019
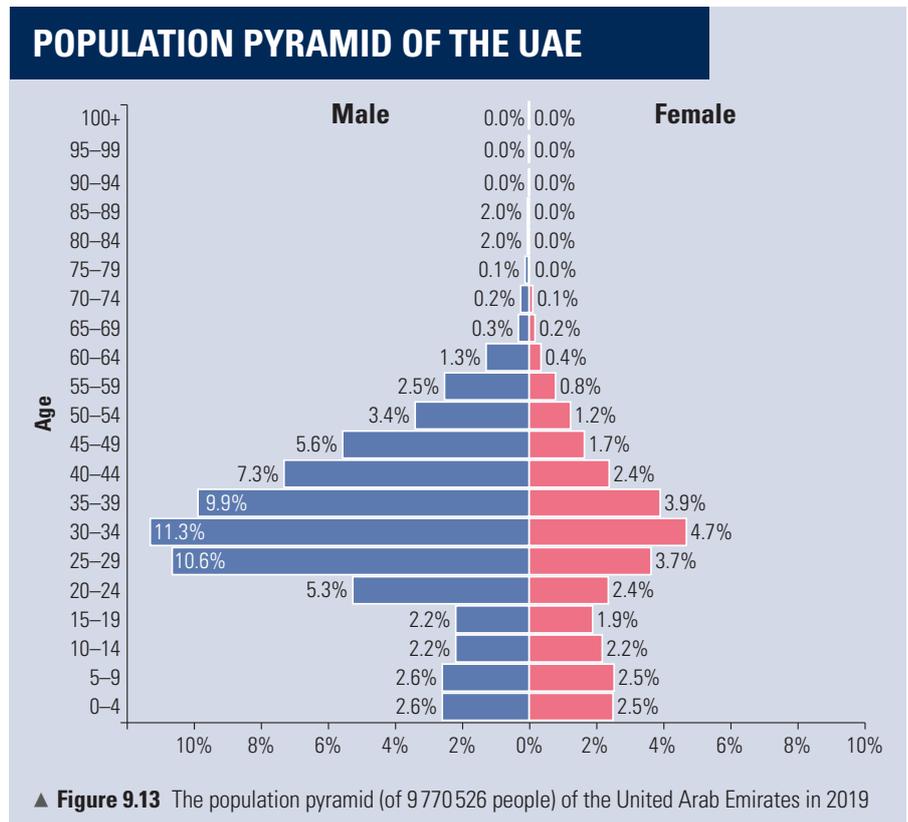
DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.1

Interpreting population pyramids

Figure 9.13 is an example of a population pyramid or population structure. These graphs reveal the age–sex structure of a country's population. They display the proportion of the population in five-year intervals. Each interval is divided into males and females.

Visit the Population Pyramid website at: https://cambridge.edu.au/redirect/9502

1 Find population pyramids for other Middle Eastern countries, such as Saudi Arabia, Qatar and Yemen. Do they have a similar-shaped pyramid?

2 Find population pyramids for a European country and compare it to one in Africa. What are the differences and what do you think is the cause of these differences?

3 Choose a country and change the year to see how its pyramid has changed over time and how it is expected to change in the future. What factors do you think might be responsible for these changes?

Key concepts: place, interconnection, change   **HASS skills:** questioning and researching, analysing, evaluating

International migration to Australia

How many international migrants are there in Australia?

Australia is one of the most culturally diverse countries in the world. International migration has been a significant part of our development since European settlement in 1788. Australia's migration history involves the penal transportation of convicts, the gold-rush era beginning in 1851, postwar immigration following World War II, the current migration program and the humanitarian programs involving the settlement of refugees. In 2019, there were around 7.5 million migrants living in Australia from 150 different countries. This is a significant increase from less than four million in 1990 (see Table 9.3). Together, international migrants make up 30 per cent of Australia's total population. Furthermore, 19 per cent of people born in Australia have at least one parent who was born overseas. Table 9.4 shows that English-born migrants are still the greatest proportion of migrants, although there is an increasing number coming from China and India.

INTERNATIONAL MIGRANTS IN AUSTRALIA

	1990	1995	2000	2005	2010	2015	2019
International migrants (000s)	3955.2	4153.3	4386.3	4878.0	5883.0	6729.7	7549.3
Share of population (%)	23.3	23.1	23.1	24.2	26.6	28.1	30.0

▲ **Table 9.3** The number of international migrants living in Australia and the percentage of Australia's population that are international migrants between 1990 and 2019

ORIGINS OF AUSTRALIA'S MIGRANT POPULATION

Country of birth	No. of persons	%
England	992 000	4.0
China	651 000	2.6
India	592 000	2.4
New Zealand	568 000	2.3
Philippines	278 000	1.1
Vietnam	256 000	1.0
South Africa	189 000	0.8
Italy	187 000	0.7
Malaysia	174 000	0.7
Scotland	135 000	0.5
All overseas-born	**7 342 000**	**29.4**

▲ **Table 9.4** The origins of the largest groups of Australia's migrant population

TOP 10 COUNTRIES OF ORIGIN

India – 38.9k
China (PRC) – 28.3k
UK – 17.0k
Philippines – 12.2k
Pakistan – 6.6k
Vietnam – 5.5k
South Africa – 4.6k
Nepal – 4.3k
Malaysia – 4.0k
Ireland – 3.9k
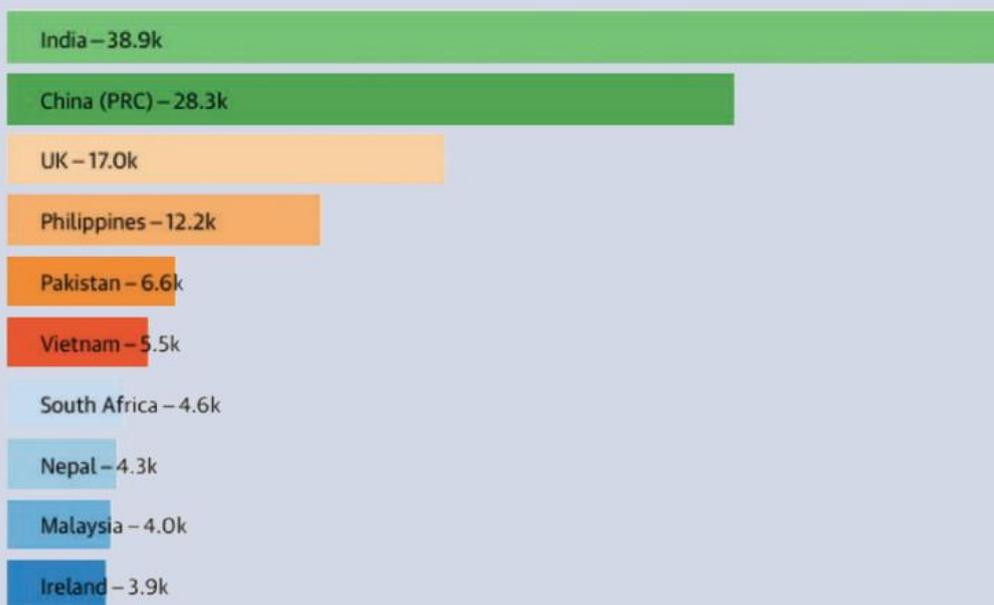
▲ **Figure 9.14** The top 10 countries of origin for migrants to Australia in 2017

ACTIVITY 9.5

Comparing geographical data

Compare the data in Table 9.4 and Figure 9.14. Are the origins of international migrants that immigrated to Australia in 2017 similar to or different from the origins of the total migrant population?

Key concepts: place   **HASS skills:** analysing

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.2

Drawing and interpreting line graphs

Figure 9.15 is an example of a line graph. Geographers use line graphs to show change over time. This can allow us to analyse trends and project future trends. When drawing a line graph, measurement of time (such as years) should always go on the *x* (horizontal) axis. The variable that is changing goes on the *y* (vertical) axis. Both axes need to be divided into even increments and clearly labelled. Once you have set up your axes, plot each data point on the graph and then join the dots using a straight line.

1 Draw two line graphs using the data from Table 9.4: one for the change in the number of migrants and one for the change in the proportion of migrants.

2 Describe the trend shown in both graphs. Comment on:
   • The trend of the graph (increasing or decreasing)
   • The periods of faster or slower growth (indicated by the steepness of the graph).

3 Suggest a factor that might have caused the changes described in Question 2.

Key concepts: place, interconnection, change   **HASS skills:** analysing, communicating and reflecting, evaluating

What is the rate of migration in Australia?

The number of migrants moving to and leaving Australia varies each year. As such, the level of net overseas migration also changes. In the year ending 31 March 2019, Australia's net overseas migration was 249 700 people. This was an increase of 5 per cent on the previous year. Figure 9.15 shows the contribution that migration has on Australia's population growth since 1999. While the level of natural population growth has been stable, the level of net migration has varied considerably. However, throughout almost this entire period, migration has contributed more to population growth than births.

CHANGE IN GROWTH
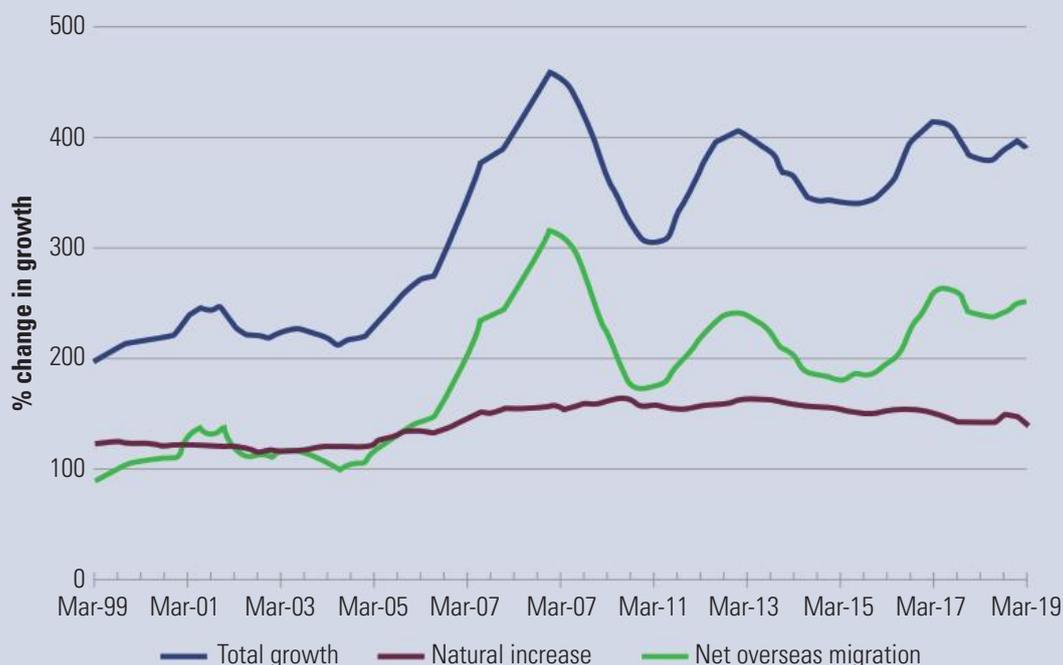
▲ **Figure 9.15** The change in the growth of Australia's population due to natural increase and net overseas migration

ACTIVITY 9.6

Interpreting a line graph

Refer to Figure 9.15.

1 During which years were the greatest change in total population growth?

2 Was this change primarily due to migration or natural population growth?

3 Approximately what proportion of growth in 2019 was due to migration?

4 How has this proportion changed since 1999?

Key concepts: place, interconnection, change   **HASS skills:** analysing

Australia's migration program

Each year, the Australian government allocates the number of places available for people wishing to migrate temporarily and permanently under the migration program. This includes skilled workers who are coming to fill skilled labour shortages, and family migrants for those who wish to migrate to be with family. The government sets a migrant quota, which includes the number of permanent and temporary visas that will be allocated in each stream. Figure 9.16 and Figure 9.17 show how this number has changed over time. Migrants can apply to become Australian citizens after they have lived here for at least four years. Applicants aged 18 and over must sit a citizenship test that assesses English language skills and knowledge about Australia.

COMPARISON OF TEMPORARY AND PERMANENT MIGRANTS
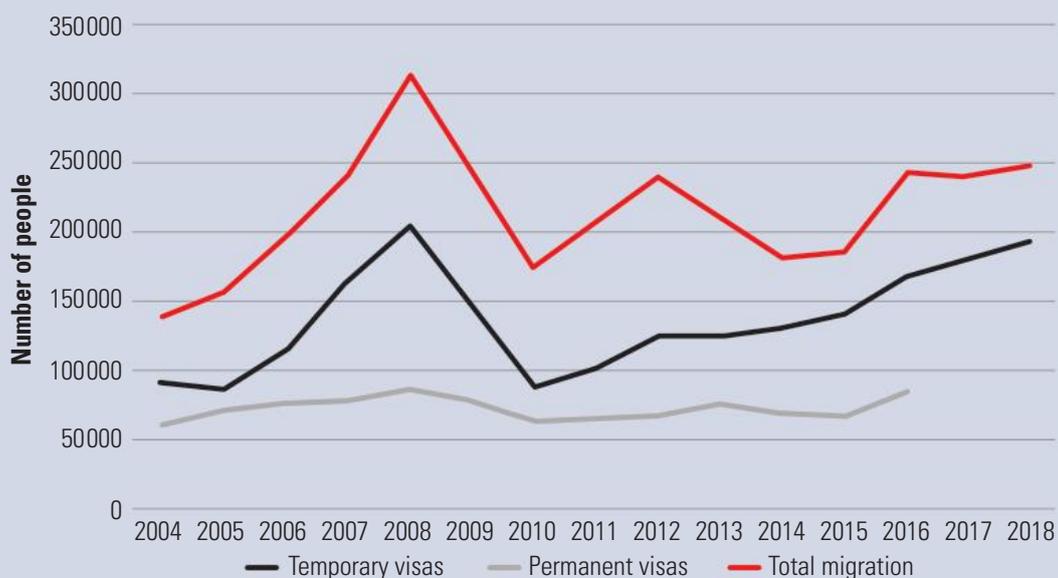
▲ **Figure 9.16** Comparison of temporary and permanent migrants to Australia each year, and the total migration numbers each year

STREAMS OF THE MIGRATION POPULATION
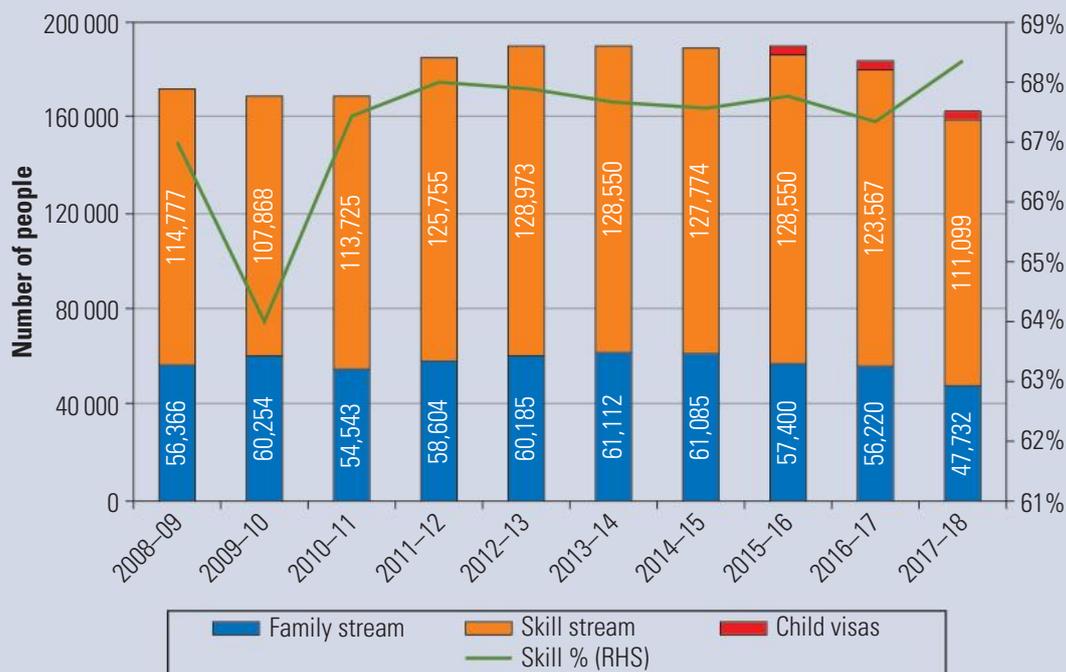
▲ **Figure 9.17** The number of immigrants in each stream of the migration program

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ACTIVITY 9.7

Becoming an Australian citizen

1. Complete the Australian citizenship practice test on the website of the Department of Home Affairs.

   a Do you think this test is a fair and accurate way of determining whether a migrant should be allowed to become an Australian citizen?

   b Write three additional questions that you think should be on this test.

2. Using Figure 9.16 and Figure 9.17, describe how the number of immigrants and the types of immigrants entering Australia have changed over the last decade. In your answer, refer to specific statistics from both graphs.

Key concepts: place, interconnection, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

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Australia's humanitarian program

Australia's humanitarian program involves **resettling** refugees who are seeking protection in Australia. It involves helping offshore refugees arriving from other countries who are in desperate need of settlement in Australia, and refugees who have already arrived in Australia who require further protection. Since World War II,

Australia has resettled more than 880 000 refugees, and 18 750 places were allocated to the humanitarian program in 2019.

Refugees seeking entry into Australia must satisfy criteria based on the severity of the

resettlement the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them

▲ Figure 9.18 Thousands of protesters at Sydney Town Hall demonstrating against offshore detention in February 2016

persecution they have faced, the extent of their connection with Australia, whether or not there are settlement options in other countries, and whether or not Australia has the capacity to provide support for them. Part of this process involves offshore detention, where asylum seekers are moved to other countries while their application for refugee status is processed. Australia is the only country in the world with an offshore detention process. This policy has been widely criticised because many refugees spend several years in detention centres in places such as Nauru while their claims are processed. These people are often forced to live in inhumane and psychologically damaging conditions and this has resulted in a number of directly and indirectly related suicides.

▼ Figure 9.19 One of the refugee detention centres on Nauru
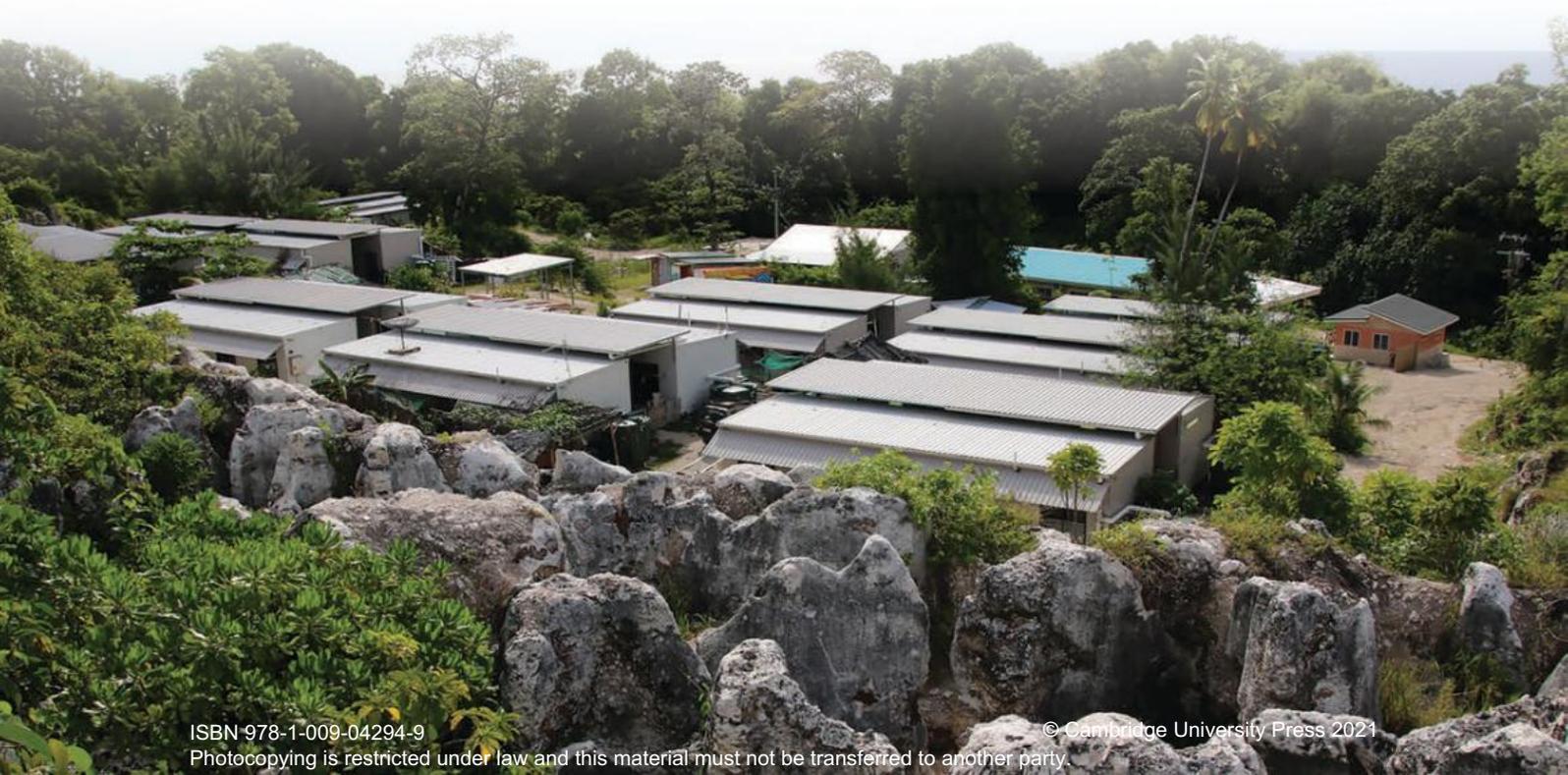
The impacts of international migration to Australia

Since European settlement, migration in Australia has had a wide range of impacts. Some of the more recent impacts are listed in Table 9.5.

IMPACTS ASSOCIATED WITH INTERNATIONAL MIGRATION

	Positive	Negative
Environmental	Migrants who choose to settle in rural areas can bring new life and money to smaller towns and cities.	Migrants tend to settle in capital cities, leading to pressure on housing availability, congestion, infrastructure and services.
Economic	Migrants are often hardworking and willing to take on a range of necessary jobs. Highly skilled migrants can fill labour shortages in a range of industries.	Non-migrants are sometimes worried that migrant workers will take jobs they feel should be reserved for them. Migrants who become citizens eventually retire and are eligible for **social security**.
Social	Migrants bring cultural and religious diversity.	Clashes of cultures can lead to racism, conflict and difficulties with **integration**.

▲ **Table 9.5** A range of impacts associated with international migration

Many of the negative impacts of migration stem from increases in population. Many believe that Australia cannot sustain its population growth, especially as its citizens get older and require health care and social security payments. Others argue that migrants provide an essential boost to the Australian economy by paying tax and supporting industries. It is estimated that migration overall contributes 1 per cent to Australia's total **gross domestic product (GDP)**. The quota allocated for the migration program each year is determined based on these factors, ensuring that the amount of immigration is **sustainable**.

One of the more obvious impacts of international migration is the influence it has on Australia's diverse and dynamic culture. Many groups of migrants choose to live in clusters of suburbs to be close to family and friends and to assist in their integration into Australian life. Postwar European migrants, such as those from Italy, clustered in suburbs of Perth such as North Perth and Fremantle. The suburb of Cannington has one of Perth's highest proportions of migrants with over 60% born overseas, including approximately 12% from India. While some argue that these clusters help immigrants to adjust to Australian life and to find work and support, others argue that it does not allow immigrants to integrate into Australian culture, and creates a cultural divide.

social security payments from the government to people without an income, such as Australia's aged pension

integration the adoption of other cultures into a society as equals

gross domestic product (GDP) a measure of a country's economic output based on the goods produced and the services provided

sustainable the ability to be maintained at the same rate without impacting the future

── Amazing but true … ──

Melbourne is commonly mistaken as having the largest population of Greeks outside of Athens. Population data quickly discredits this – at best, Melbourne is fifth, after Athens, Thessaloniki, New York and London.

Yet it does make you wonder about the power of myths to influence where people might opt to migrate.

PERTH ANCESTRY AND IMMIGRATION

Birthplace	Population
Australia	1 113 290
England	166 965
New Zealand	61 326
India	46 667
South Africa	35 262
Malaysia	28 224
Mainland China	25 911
Philippines	24 624
Italy	17 461
Ireland	16 115
Vietnam	15 131
Singapore	14 465
Indonesia	10 569

▲ **Table 9.6** The most common countries of birth for Perth residents according to the 2016 census

END OF SECTION REVIEW 9.3

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   a international migration
   b temporary migrant
   c permanent migrant
   d permanent residency
   e citizenship
   f net overseas migration
   g remittances.

2 Explain the difference between a migrant, immigrant, emigrant, refugee and asylum seeker.

3 Describe what push and pull factors are and provide three examples of each.

4 List and describe three impacts of international migration.

Interpret

5 Name three countries that have a high number of international migrants and three that have a low number.

≫

6 Suggest two reasons why a host country might have a large number of international immigrants and three reasons why a country might only have a small number.

7 What do you think is the most important factor leading to high levels of emigrants from a donor country? Justify your answer.

8 Describe how international migration to Australia is changing over time, including the number of migrants, the proportion of the population who are migrants and the origin of migrants.

9 Explain one of the ways in which international migration is creating an interconnection between Australia and the rest of the world.

Argue

10 'Most international migrants move to countries within the same region.' Using the information from Figure 9.9, discuss whether or not this statement is accurate. In your discussion, refer to specific regions and data.

11 The United Nations International Migrant Report 2019 stated that 'most of the world's migrants live in a relatively small number of countries'. Evaluate this statement using data from this chapter.

12 In a paragraph, discuss whether or not Australia should maintain its current level of immigration. Consider both positive and negative impacts in your discussion.

Key concepts: place, space, interconnection, scale, change

HASS skills: analysing, communicating and reflecting, evaluating

▼ **Figure 9.20** The entrance to Chinatown is Perth's vibrant centre for Asian culture, restaurants and nightlife.

9.4 The reasons for and effects of internal migration

FOCUS QUESTIONS

- What is internal migration?
- What impacts is internal migration having in Australia and China?

The Australian Bureau of Statistics defines internal migration as the movement of people from one defined area to another within a country. This includes:

- rural to urban migration
- urban to rural migration
- intra-urban migration where people move to a different part of an urban area
- inter-urban migration where people move to a different urban area
- interstate migration where people move to a different state.

financial incentives money that is offered to people to encourage them to do something, such as migrate

youth allowance fortnightly payments available through Centrelink for full-time students aged between 16 and 24

rent assistance payments to contribute towards rent expenses for those living away from home

relocation scholarships payments for each year of study for students from regional and remote areas who undertake full-time study

Unlike international migration, internal migration does not change the population of a country. Instead, it changes its spatial distribution or arrangement. Therefore, for every place within a country that is growing due to internal migration, another place within that country is shrinking. The reasons for and impacts of internal migration are explored in this section in the context of Australia and China.

Internal migration within Australia

Why are Australians moving?

Data from the 2016 national census showed that an average of nearly 8 per cent of Australians change their address each year. This ranks Australia in the top 20 per cent of countries in the world in terms of the rate of internal migration. The reasons why Australians choose to move include:

- expensive house prices in capital cities forcing people to move to the outer suburbs, nearby cities or rural areas
- lucrative job opportunities in industries such as mining
- access to educational opportunities such as high-quality universities
- lifestyle choices such as preferences for where to raise children or retire.

A common example of movement is young people who have grown up in a rural area who choose to move to a capital city to attend university. The Australian Government encourages this movement by offering **financial incentives** such as **youth allowance**, **rent assistance** and various **relocation scholarships**. Similarly, educated professionals such as doctors and teachers are enticed to work in rural and remote areas through salary bonuses and housing subsidies (discounts).

Where are Australians moving to?

During 2019, Victoria, Queensland and Tasmania were the states with the highest positive net interstate migration (see Figure 9.21). This means there were more people who migrated to these states compared with those who left. Figure 9.22 shows the origin and destination of these migrants from each state and territory. Within each state, the location of where migrants are choosing to live also varies spatially. Figure 9.23 shows the number of regional-born Australians aged between 25 and 44 returning to regional areas.

INTERSTATE ARRIVALS AND DEPARTURES, 2019

■ Interstate arrivals   ■ Interstate departures   ■ Net interstate migration

▲ **Figure 9.21** The annual number of interstate arrivals and departures, and the net interstate migration for each state and territory

Net migration flows (people)
— 1000–2500
— 2501–5000
— 5001–10 000
— >10001
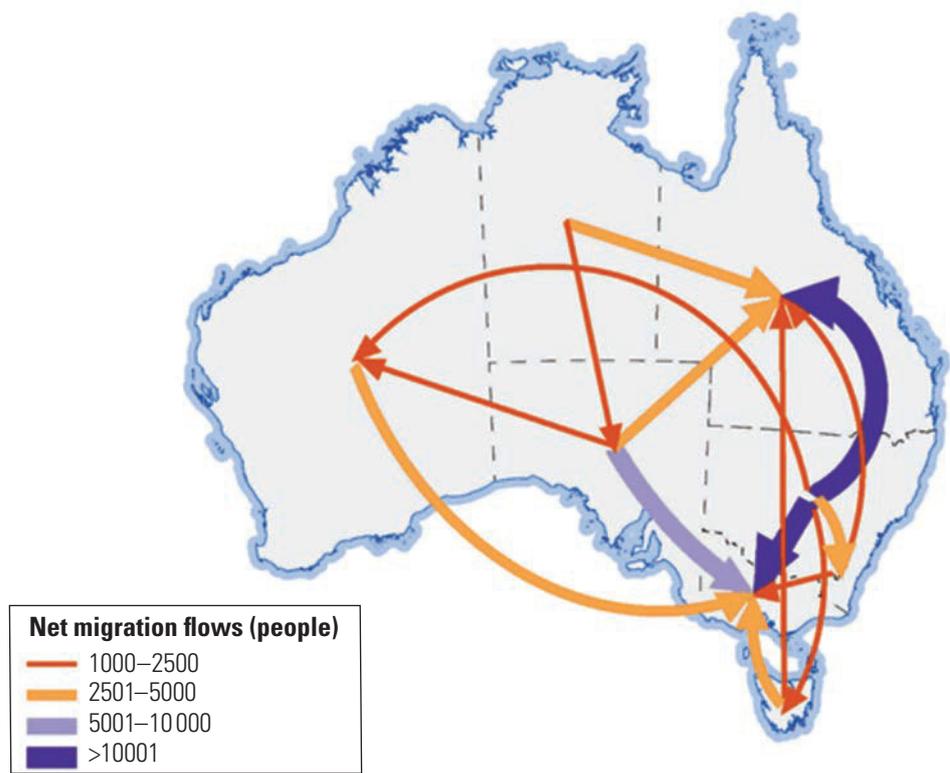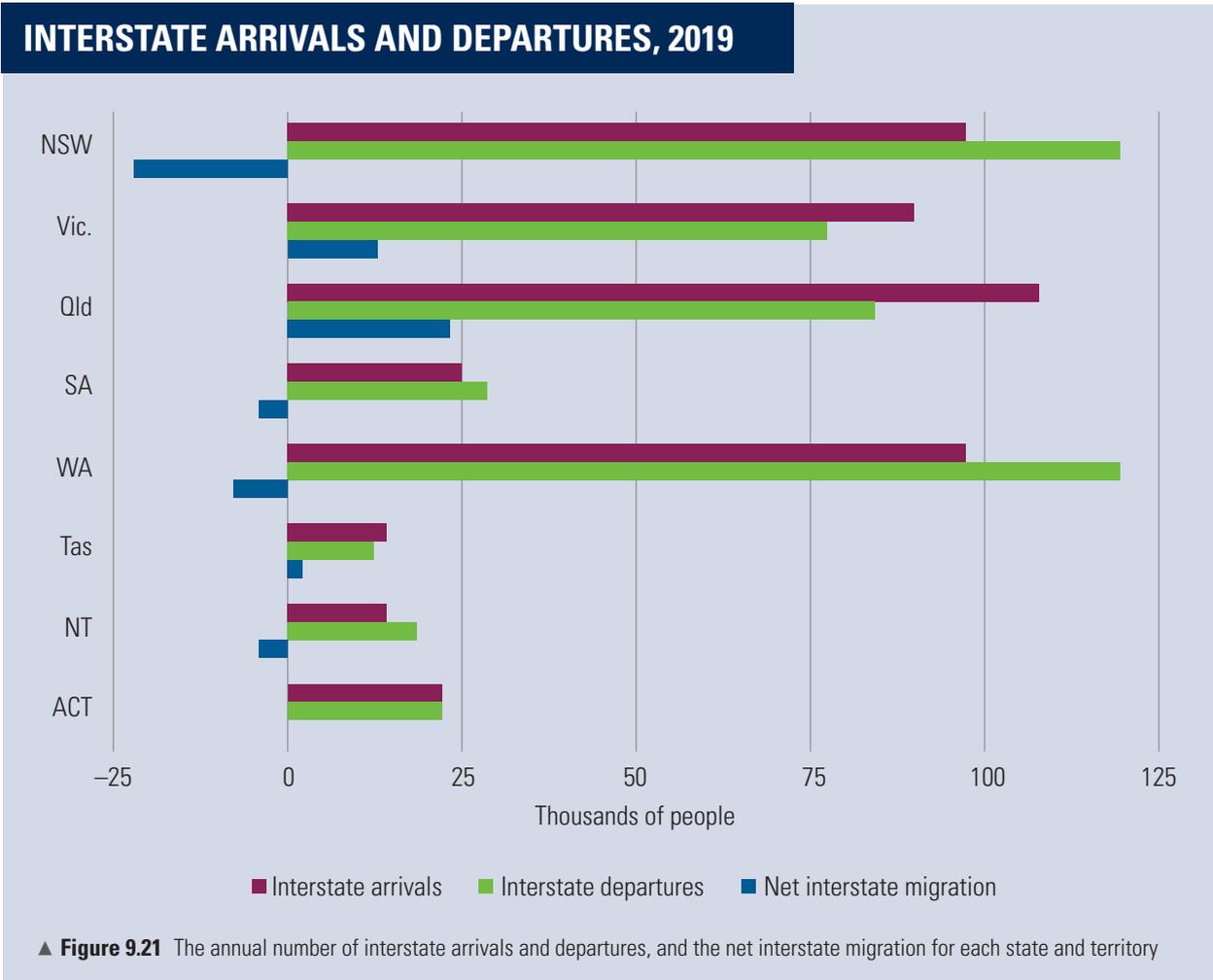
▲ **Figure 9.22** The level of net migration between states and territories in 2016
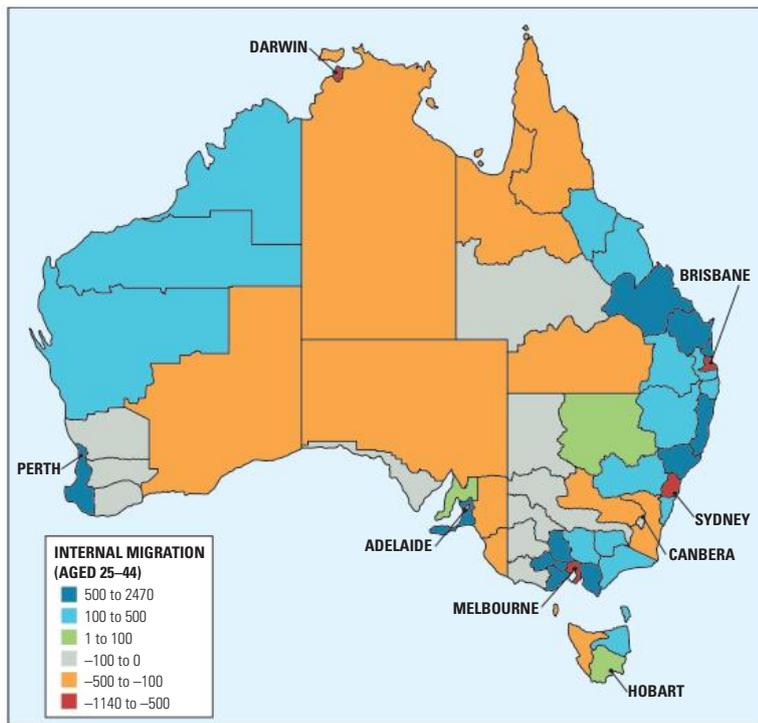
◄ **Figure 9.23** Number of regional-born Australians aged between 25 and 44 returning to regional areas

ACTIVITY 9.8

Internal migration

1 In a table, record the level of net migration for each state and territory using the data in Figure 9.21.

2 Using Figure 9.22, list the major movements of people between states and territories in 2016.

3 Using your answers to Question 1 and 2, write a paragraph summarising internal migration in Australia.

4 Refer to Figure 9.23.

   a Describe the spatial distribution of regional returners.

   b With reference to the highest proportion (over 500), why do you think internal migrants are returning to these particular locations?

   c What is a positive and negative impact that you think this distribution might have on regional areas? Consider social, economic or environmental impacts.

Key concepts: place, space, interconnection, scale

HASS skills: analysing, communicating and reflecting, evaluating

Population boom to bust

Chapter 8 looked at the impacts of rural to urban migration in terms of urbanisation and the increasing density of urban areas. However, this form of internal migration also affects the population structures of rural areas where these people came from. Many rural towns experience a mass movement of 18-year-olds each year as they finish school and move to cities to attend universities or to find a wider range of jobs. Lucindale is a small town located 345 km south-east of Adelaide near the border with Victoria. Lucindale has a population of 500 and an additional 8000 people live within the Naracoorte–Lucindale Council. Figure 9.24 shows a reduction in the percentage of people aged 15 to 30. On the other hand, Figure 9.25 shows that these age groups dominate the population in the City of Adelaide.

Amazing but true ...

In 2017, local male farmers in Lucindale were struggling to find a female partner. The town had 15 single men aged 25–34 and zero women.

POPULATION PYRAMID NARACOORTE–LUCINDALE COUNCIL

■ Naracoorte–Lucindale Council area   ■ South Australia
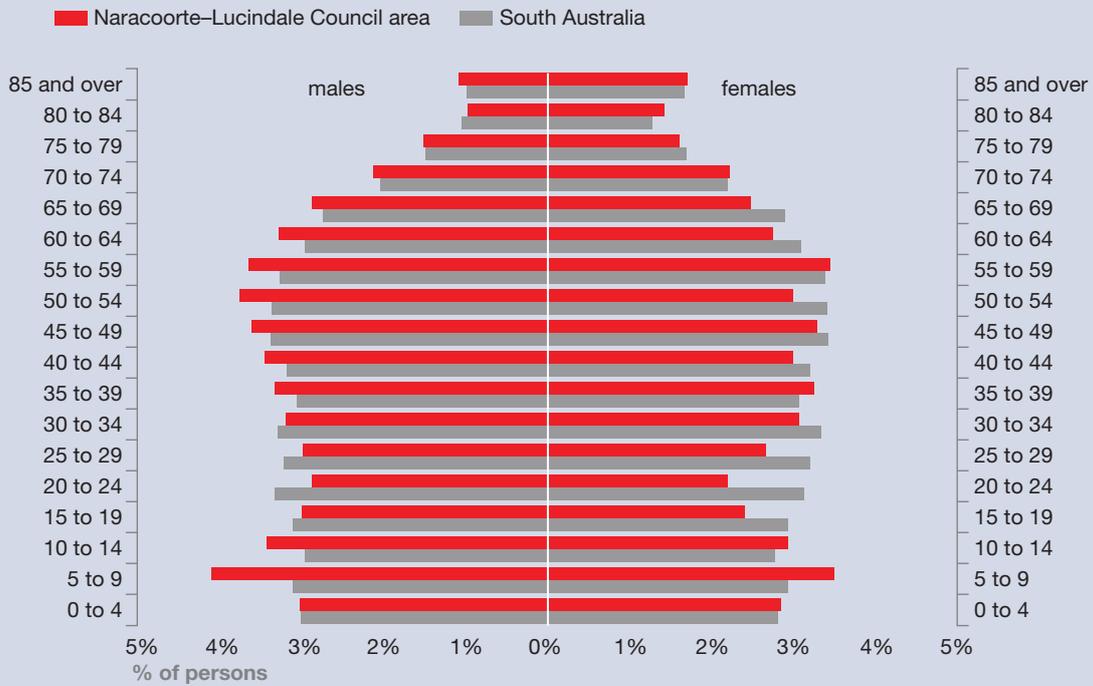
▲ **Figure 9.24**   The population pyramid of the Naracoorte–Lucindale Council in 2016

POPULATION PYRAMID OF ADELAIDE

■ City of Adelaide   ■ South Australia

▲ **Figure 9.25**   The population pyramid of Adelaide in 2016

ACTIVITY 9.9

Comparing population pyramids

1 In a table, quantify the percentage of the population in each age group for the Naracoorte–Lucindale Council and the City of Adelaide.

2 Compare the percentages of people in the young, middle and older age groups.

3 List reasons that you think might explain any similarities and differences.

Key concepts: place, space, interconnection   **HASS skills:** analysing, evaluating

Changes to rural industries can have a significant impact on internal migration. For example, strong economic growth in the mining industry has attracted tens of thousands of people to remote mining regions. One of the most well known is the Pilbara region in northern Western Australia, covering an area of 500 000 square km. While the Pilbara's population has increased by 40 per cent since 2005, Figure 9.27 shows that the population started to decrease in 2015 for the first time since the mining boom began. This was largely driven by a drop in the price of iron ore.

The reduction or losses of these industries can have a flow-on effect on small towns. Kambalda is located 60 km south of Kalgoorlie in Western Australia. It boomed during the 1960s when nickel mining began. A reduction in the price for nickel has led to the recent closure of the four biggest mines. Since the closures, Kambalda's 2500 residents are struggling with the closure of their bank and the prospect of losing their doctor's surgery. This is further contributing to their declining population.

Similarly, due to the mining boom, the phenomenon of fly-in-fly-out workers has increased. The City of Karratha welcomed approximately 33 000 FIFO workers in 2011. Many employees of the mining sector commuted from larger towns and cities for a set number of weeks before returning home. These workers injected money into the local communities' economies, creating further investment and job opportunities for small business. Unfortunately, for some locations the economic benefits were short-lived when mining activities declined.
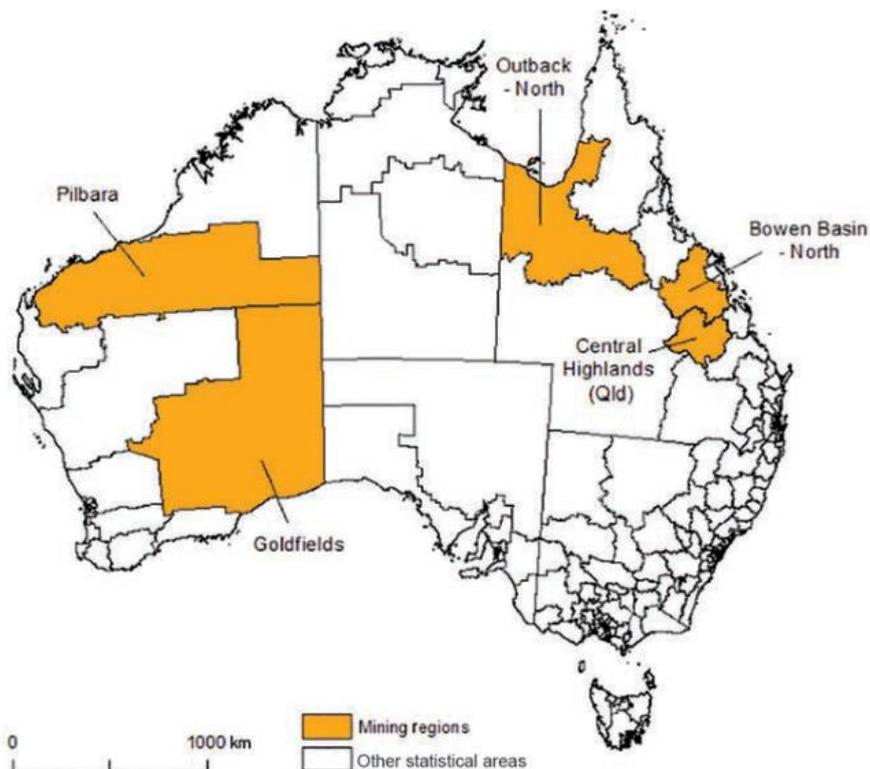
▲ **Figure 9.26** This is a map of the locations of five of Australia's mining regions in which more than 10 per cent of the population are employed in the mining industry. This includes the Pilbara region.

ANNUAL POPULATION GROWTH IN THE PILBARA REGION
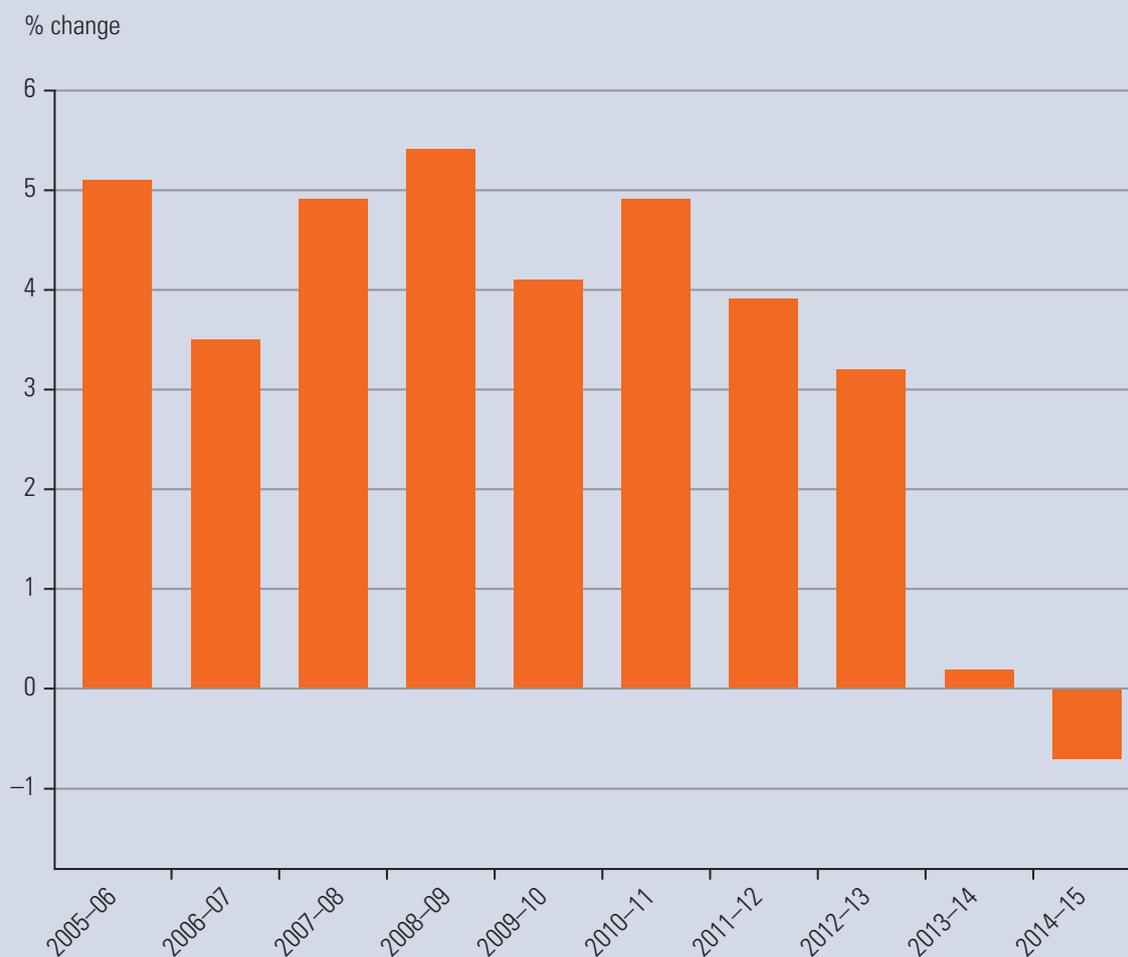
% change

▲ **Figure 9.27** Annual population growth in the Pilbara region

Internal migration within China

How is the distribution of China's population changing?

Data from China's last national census in 2010 showed that more people were living in urban than rural areas for the first time. This is a significant increase from 1990 when China was only 26 per cent urbanised. The main cause of this urbanisation has been the rural to urban migration of workers driven by China's economic growth and industrialisation. This has been occurring at an unprecedented rate since 1978 when laws preventing internal migration were abolished. The main destination for internal migrants is Guangdong province, which contains the Shenzhen and Zhuhai economic zones.

There are currently more than 270 million rural migrants working in China's cities, which is roughly 20 per cent of China's total population. Thirty-nine per cent of these work in the manufacturing industry. These migrants are mostly temporary migrants, meaning they will eventually return to their home towns. Around half of them have migrated without their families.
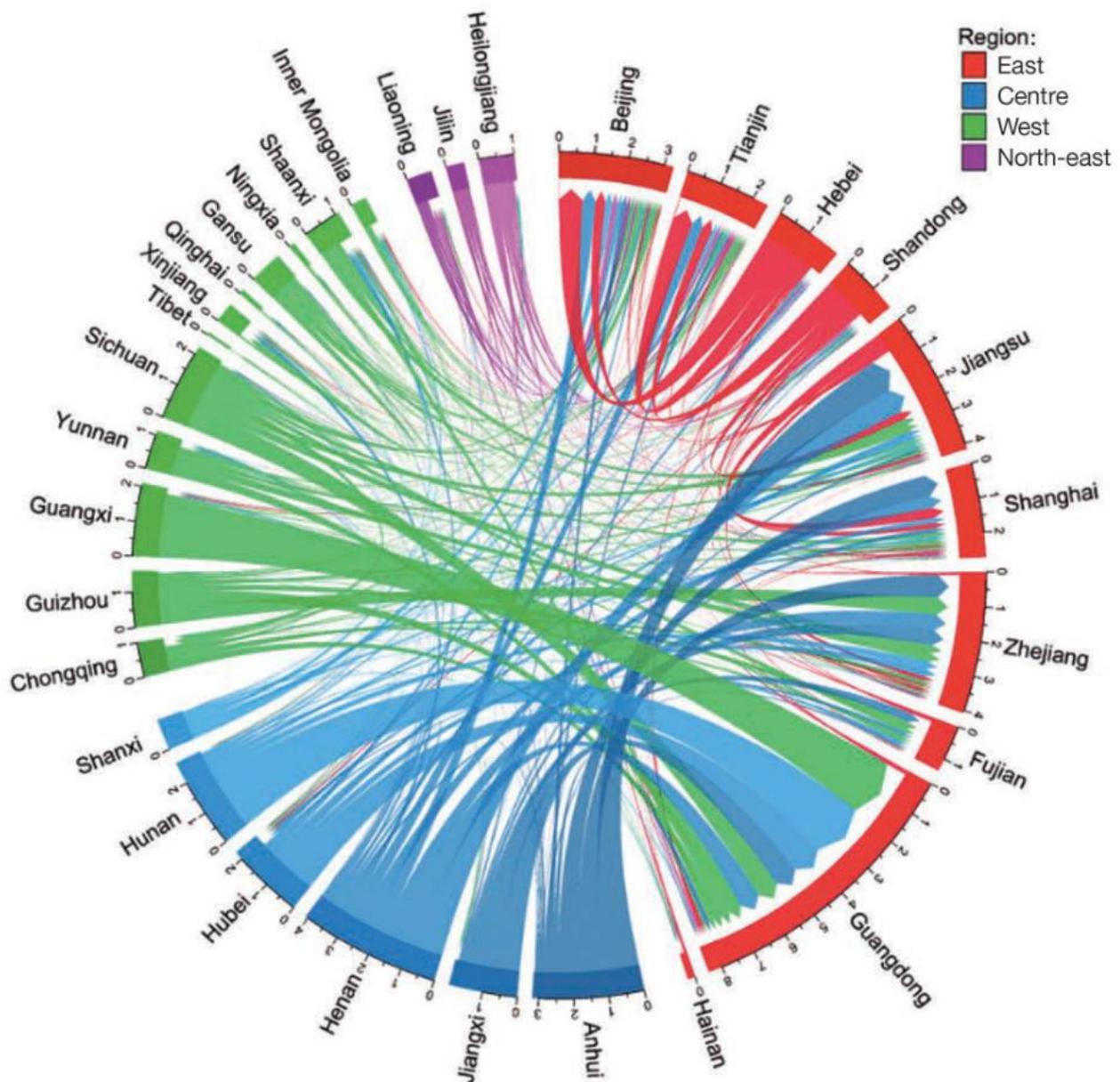
▲ **Figure 9.28** The origin and destination of migrants within China by province, between 2010 and 2015, in millions

ACTIVITY 9.10

Internal migration in China

1 Using Figure 9.28 and a blank map of China, create a map representing the origin and destination of China's internal migrants.

  a Use different-sized arrows to represent the number of migrants moving between provinces.

  b Shade provinces different colours to represent net positive or negative amounts of migration.

  c Include this information in a legend.

2 Describe the major places where people are moving from and to.

3 Describe the distribution of provinces with a net positive and net negative level of migration.

4 Suggest a factor that might be responsible for this distribution.

Key concepts: place, space, interconnection, scale, change

HASS skills: analysing, communicating and reflecting, evaluating

Amazing but true ...

The number of people living in urban areas in China grew from 64 million in 1950 to 680 million in 2019.

China's floating population

Every citizen in China is registered in the place where they were born. This household registration is known as *hukou*. This policy was intended to limit the amount of internal migration to ensure its sustainability. *Hukou* allows residents to access government assistance including education, welfare and health care within their registered area. China's temporary internal migrants are not registered in the places where they work and are therefore referred to as the floating population. These people are not able to access government services in the places where they are working. They are forced to either pay a large sum of money to access these services or attempt to transfer their *hukou*, which is a long and difficult process. Children of migrants are only eligible for the same *hukou* as their parents. This means that if a child is born to unregistered migrant workers in Beijing, they will not be registered to Beijing but instead to the place where their parents came from.

What are the impacts of China's internal migration?

The rise of migrant workers in China has led to a range of negative impacts:

- many workers are often forced to work in dangerous working conditions with no job security
- migrant workers are often forced to undertake very low-paid jobs and work extremely long hours
- the children of migrants who do not have a valid *hukou* are forced to return to their home town, often to live with their grandparents
- many migrant workers spend many years away from their families
- the increase in population has led to increased numbers of vehicles and a rise in economic activity, culminating in China experiencing some of the world's poorest air quality.

> *hukou* an official document registering that a Chinese citizen is a legal resident of a particular area

On the other hand, internal migration has been a major factor in China's economic growth and industrial development. Money sent back to families in rural areas has improved the living conditions within these places, while a reduction in the rural population has reduced the rural unemployment rate. China has also begun to relax the *hukou* system. The 2019 Urbanization Plan requires that small cities with populations between one and three million people will lift the restrictions on migrants without registration. This plan will also help workers in larger cities to transfer their *hukou* to their place of work. These reforms aim to both reduce the negative impacts of the system and boost urbanisation in these smaller urban areas.

▲ **Figure 9.29** The *hukou* is China's government household registration system, which identifies a person's area of residence, name, parents, spouse and date of birth.

END OF SECTION REVIEW 9.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define 'internal migration'. In your definition, include types of internal migration and examples.
2 Classify the following examples of migration as being rural to urban, urban to rural, intra-urban, inter-urban, interstate:
   a Tasmania to Western Australia
   b Kalgoorlie to Perth
   c Perth to Adelaide
   d Darwin to Alive Springs
   e South Perth to Fremantle.
3 Outline the ways in which the Australian government supports rural students to attend universities in urban areas.
4 Describe two main trends of migration within China.

Interpret

5 Suggest a factor that might be responsible for some states having a net gain in interstate migrants and others having a net loss.
6 Explain the impact that internal migration can have on population structures in rural and urban areas.

Argue

7 Discuss the ways in which the *hukou* impacts on Chinese migrants and how relaxing this system might help to reduce the impacts of internal migration.
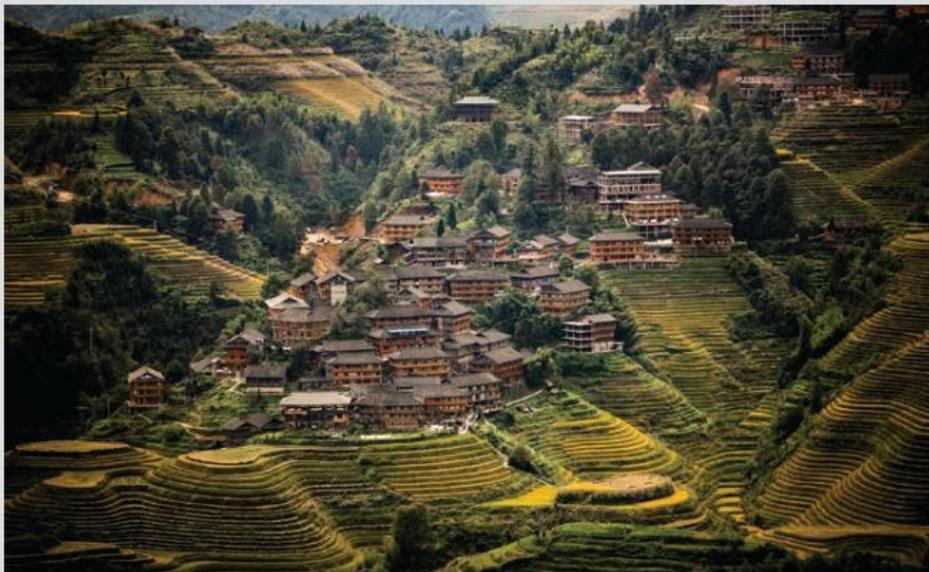
▲ **Figure 9.30** Urban migrants often send money back to their families living in rural areas. This has helped raise the standard of living in places like Longsheng in rural China.

Key concepts: place, space, interconnection, scale, change   **HASS skills:** communicating and reflecting, evaluating

9.5 The challenges of managing and planning Australia's urban future

FOCUS QUESTION

What challenges does Australia face in managing its urban future?

The Australian Bureau of Statistics projects that Australia's population will reach 29.5 million by 2029. Sydney will reach 6.4 million, while Melbourne won't be far behind on 6.3 million. Most of this growth will occur in urban areas. This rapid growth is creating a number of management challenges:

- There is rising inequality between inner suburbs and the outer fringe areas in terms of access to services such as education, transport and health care.
- Urban sprawl is spreading into surrounding agricultural land, which is reducing food production.
- Housing is becoming less affordable in capital cities.

- Congestion is increasing on both the roads and public transport networks.
- Rapid migration is increasing demands on infrastructure.
- Waste management and recycling is becoming more difficult to manage.
- Many cities face water scarcity during times of drought.

New government policies have been suggested to respond to some of these challenges. For example, urban growth could potentially be slowed by settling migrants in rural areas and smaller towns to avoid congestion in capital cities. This will also require financial investment in regional areas to ensure they can cope with the subsequent growth.

3 yr avg. annual growth rate to June 2017
- ≥2%
- ≥1%
- ≥0%
- <0%

Population size
- ≥1.6m
- 400k–1.59m
- 100–399k
- 25–99.9k
- 10–24.9k
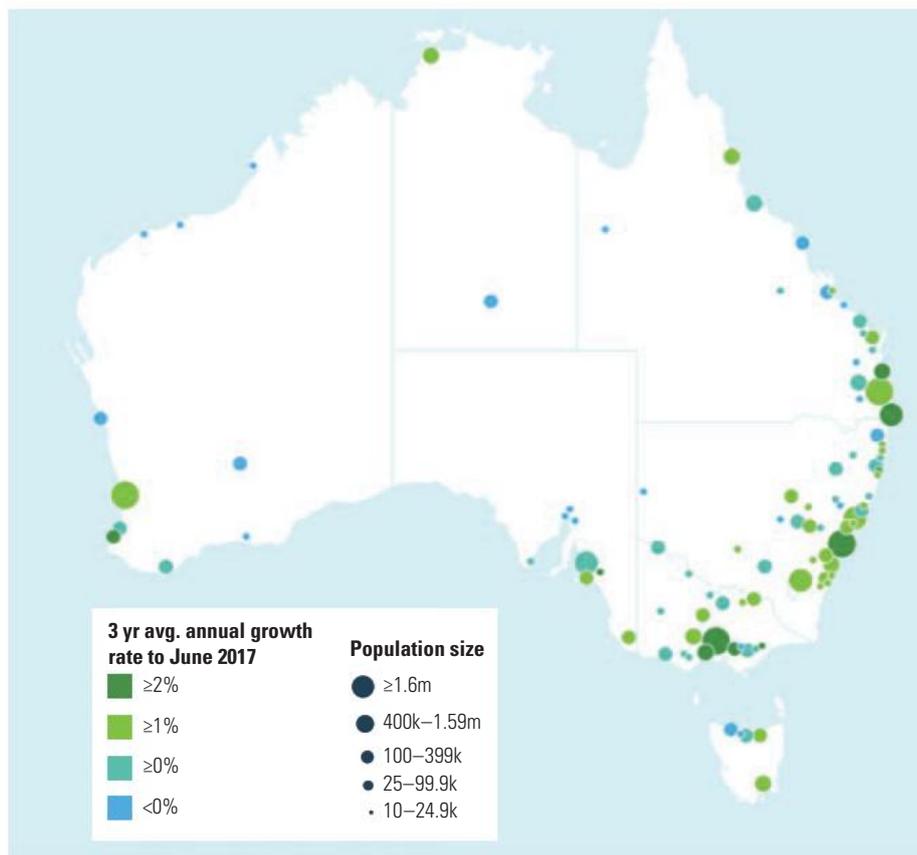
◄ **Figure 9.31** The distribution of Australia's population growth

Congestion within dense urban areas could also be reduced by introducing a congestion tax for those driving within the CBDs of Melbourne and Sydney. Similar taxes have been successful in other cities including London, Stockholm and Milan. *Planning for Australia's Future Population* is a publication by the Australian government released in 2019 that highlights some of the issues facing Australia's future growth and ways in which the government is attempting to ensure growth is economically, socially and environmentally sustainable.
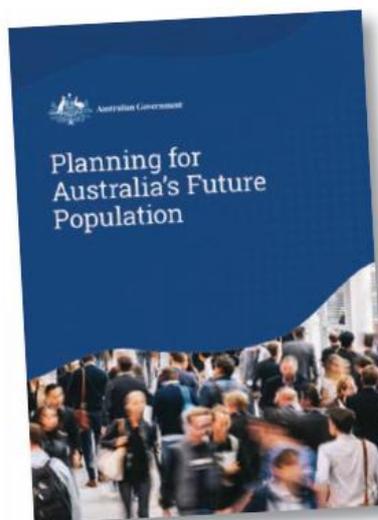
◄ **Figure 9.32**
Planning for Australia's Future Population is a 2019 publication highlighting the Australian government's management of Australia's population growth.

Please see the Interactive Textbook to download a fieldwork template

FIELDWORK 9.1

Determining the success of urban management

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom in the real world. In this investigation, your aim is to determine whether or not the management of people and infrastructure within a local urban area is successful and sustainable.

The following structure will help to form the basis of your study.

Title and introduction: *Introduce your study by providing some context. This should include the location you are investigating and the types of management you will be evaluating.*

Background information: *Research some background information about your chosen location, including population trends, geographic characteristics and history. Include a location map showing the boundaries of your study area.*

Aim: *Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.*

Research question: *Write a research question that you intend to answer using the data that you collect. For example, is Perth's housing market able to cope with a rapidly growing population? Is Perth's public transport network accessible and efficient for people in all parts of the city and how is this likely to change in the future?*

Hypothesis: *Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question.*

Primary data collection: *Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:*

- *interviews with councillors, local businesses and local residents*

- *surveys of local residents*

- *traffic and public transport assessments*

- *mapping of access to local services and infrastructure.*

»

>>

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

Secondary data collection: Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

Presenting and analysing your data: Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

Conclusion and evaluation: Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References: Always ensure you keep a record of any sources used and present these in a bibliography.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

END OF SECTION REVIEW 9.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Interpret

1 Which of the management challenges facing Australia's urban areas do you think is the most significant and least significant? Justify your choice.

2 Using Figure 9.31:

   a Describe the spatial distribution of Australia's population growth. Use Google Maps or a map of Australia to get the names of places shown.

   b Based on this distribution, state whether Australia's population growth is occurring predominantly in rural or in urban areas.

Key concepts: place, space, sustainability, change

HASS skills: analysing, communicating and reflecting, evaluating
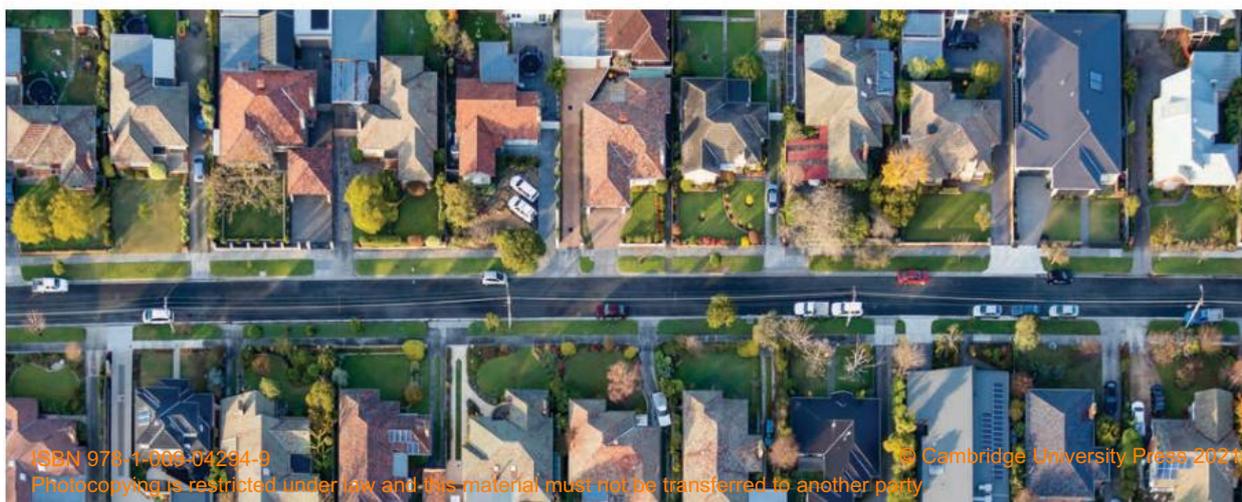
◄ **Figure 9.33** Australian suburbia

9.6 Conclusion: why does it matter?

The topic of migration has been contentious in Australia for many years. Perhaps now you are starting to form your own opinion. With knowledge, we gain empathy for the situation of other people. People move for many reasons and Australians have the freedom of movement to allow this – why should we not extend these freedoms to all people? After all, we would not have the diverse, multicultural nation we have today, if it were not for the continued migration of people to Australia.

While at the moment your movements are likely restricted by a parent or a caregiver, someday you will be free to choose – where you live, work and explore. Will you join the trend of moving to the big city from a rural town? Will you relocate for education? What about employment? Or are your sights set on a far distant land across the seas and oceans? Wherever life takes you, it is likely you will move someday, for any number of reasons. And thus adding you to the statistics listed in a textbook discussing how Australians like to migrate because we value our freedom.

9.7 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Analysis

Making thinking visible

I used to think …, but now I think …

Throughout this chapter you have learnt about various types of migration and their impacts. Using the following sentence stems, write a short paragraph demonstrating your understanding of migration.

1A Some people believe that refugees are migrants choosing to enter a country illegally.

1B Now I understand that …

2A I used to think that Australia had only a small number of international immigrants.

2B Now I understand that …

3A I used to think that the migration of people within Australia didn't have any impacts.

3B Now I understand that …

4A I used to think that all of China was densely populated without much difference between regions.

4B Now I understand that …

Problem-solving task

Choose one of challenges facing Australia's urban future mentioned in Section 9.5. Design a management strategy that could be implemented by the Australian government or a state government to overcome this challenge. Consider whether or not your strategy will be practical, affordable and achievable within a realistic time frame.

Inquiry

Research task

Choose a country other than Australia that is either a host or donor country for a large number of international migrants. Prepare a case study using research that highlights the impacts of migration.

- What is the net migration within your country and where are migrants moving to or coming from?
- How much does net migration affect your country's population or population distribution?
- What positive and negative impacts is migration having on your country's economy, society and environment?
- What management strategies is your country implementing to try to increase these positive impacts and reduce the negative ones?

Writing

Extended-response questions

'International migration has positive impacts for both the host and donor countries and should therefore be increased.' Discuss to what extent you agree with this statement, making reference to examples provided throughout this chapter.

▲ **Figure 9.34** In 2015, Germany accepted more than one million refugees from countries such as Syria and Afghanistan. These people are now vital workers in industries such as manufacturing and are having a positive impact on Germany's economy.

Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, communicating and reflecting, evaluating

Geography has many connections with other subjects in the Humanities. Have you considered how what you have learnt about landscapes, landforms and changing nations relates to the other topics you will cover this year? Here's a sample:
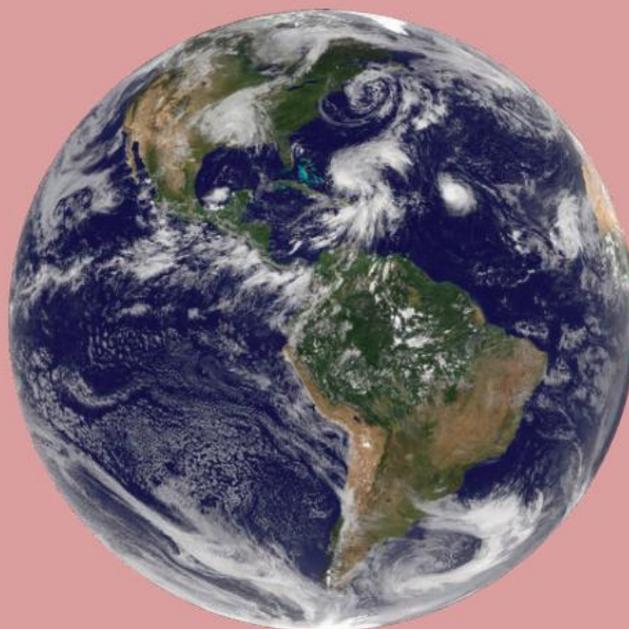
Economics and Business

Government services and urban slums

The development of urban slums is often linked to a lack of government services. Investigate a megacity, such as Dhaka or Mexico City, to identify the services lacking. Write a proposal to outline the issue and how you believe it could be solved.

Tourism

The unique landscapes of Australia provide business opportunities in tourism. Is there a local tourist operator in your area? What landscape(s) do they explore? Can you think of other external factors that have influenced the decision to offer this business?

History

Hazard or act of God?

Primary and secondary sources reveal that medieval Europe experienced a range of natural hazards, including earthquakes, landslides, volcanic eruptions and more. Consider how the understanding and responses of medieval people may have been different to those of people today. You may wish to investigate a specific event to help understand:

- What would medieval people believe caused these hazards?
- What would be the initial response? Who would coordinate this?
- Would rehabilitation or rebuilding occur? Who would pay for this?

The geography of trade routes

To what extent did landscapes and landforms encourage or hinder trade routes in medieval Europe? Why were trade routes not direct? Construct a map to identify the major landscapes and landforms that forced trade routes to form in unique patterns.

Further to this, can we as geographers argue that landscapes and landforms influenced the spread of the Black Death through Europe and Asia?

Civics and Citizenship

Migration and freedom of movement

Freedom of movement is an essential right that impacts people's abilities to migrate internationally and internally within Australia. Discuss how and why 'the bounds of the law' can limit migration.

Landscapes and the law

- Investigate the recent destruction of the Juukan Gorge caves of Western Australia in 2020.
- Outline the facts and evidence of the case.
- Which type of law would be involved – criminal, civil or customary? Why is this so?
- Summarise the outcome. Why was this outcome fair?

Landscapes and our national identity

There are many iconic landscapes and landforms that Australians associate with our national identity. Investigate these locations to learn how a person's sense of belonging to a culture or nation can be tied to the environment.

- Uluru–Kata Tjuta National Park, Northern Territory
- Mer Island (also known as Murray Island), Queensland
- Bells Beach, Victoria
- Murray–Darling Basin

Part 4

History

What is History?

History is the study of people. It is the stories of people who lived in the past. History is the study of how they lived their lives, their actions in everyday life and in the face of danger, their motivations, beliefs, values and how they interacted with other people. History is also the study of how different cultures coexist and how life has changed, or stayed the same. Whether it be the valorous knights and magnificent castles of medieval Europe or the honourable samurai of shogunate Japan, history has something that will appeal to everyone. It's full of heroes and villains, acts of great courage and the consequences of the actions of despicable tyrants.

By studying history we gain a better understanding of the similarities and differences between (and within) civilisations. Our understanding of the past changes as we make new discoveries. This is one of the reasons history is such an exciting topic to study.

Introducing historical concepts and skills

Historians study the past in order to discover and understand the lives of people who lived in civilisations that came before our own. They aim to get a picture of what everyday life was like, what the traditions, beliefs, values and customs of the time were and how those things impacted the operation of society on a social, political and economic level. In order to work effectively, a historian must make use of specific concepts to assist in gaining an understanding of the past and making connections to the world we live in today. The eight historical concepts are:

- **Sources** – refers to any written or non-written materials that can be used to investigate and provide information about the past

- **Evidence** – is about the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion

- **Continuity and Change** – refers to aspects of life or society that have remained the same or changed over a period of time

- **Cause and Effect** – is used to examine the relationship between historical events or actions, where one event or action occurs as a result of the other

- **Perspective** – is a person's point of view, the position from which they see and understand events going on around them
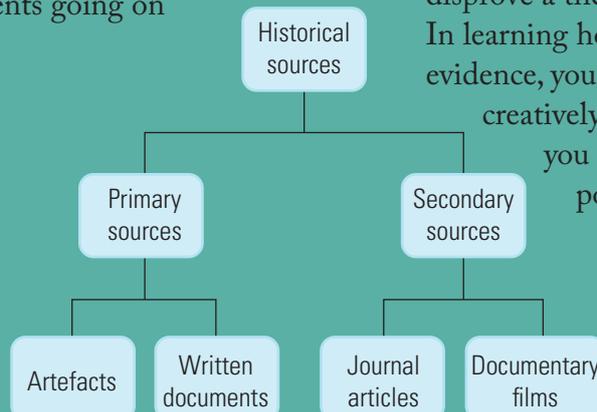
- **Empathy** – is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions

- **Significance** – is the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites)

- **Contestability** – occurs when particular interpretations about the past are open to debate; for example, as a result of a lack of evidence or different perspectives.

As you investigate how the world moved from a collection of ancient civilisations based largely on agriculture and religion to a mass-producing, industrial, modern society, you will use these concepts to develop your historical understanding of the time period.

What are sources and evidence?

The study of history uses specific methods and techniques, most importantly the use of historical sources. Primary and secondary sources (refer to diagram) give you, as a historian, information about the different features of the medieval world. As we study these sources, they help us to form opinions about what we think happened in the past. These sources then take the form of evidence when they are used by the historian to construct a historical narrative, to prove or disprove a theory or to make a judgement. In learning how to make use of sources as evidence, you will learn to think critically and creatively, to question what you think you know, to imagine different possibilities and argue your opinions based on the evidence available.

Historical sources

Primary sources

Secondary sources

Artefacts

Written documents

Journal articles

Documentary films

The Roman world transformed

From around 395 CE, the Roman Empire had been permanently divided between two capitals: Rome in the west and Constantinople in the east. In 476 CE, a Germanic barbarian tribe invaded Rome and forced the Western Roman Emperor, Romulus Augustus, to give up his crown. The collapse of the Western Roman Empire was complete.

Charlemagne crowned Holy Roman Emperor by Pope Leo III

EUROPE

ASIA

AFRICA

Spread of Christianity
Former Roman provinces, which had become Christian, were occupied by pagan barbarian tribes, and Catholicism struggled for survival. Christianity in Western Europe gradually re-established itself as the different barbarian tribes converted to Christianity, with the Frankish king, Charlemagne, crowned Holy Roman Emperor by the Pope in 800 CE.

INDIAN OCEAN

AUSTRALIA

Spread of Islam
The Eastern Roman Empire, Byzantium, remained under Orthodox Christian rule until 1453 CE. The city was conquered by the Turkish Ottomans, who renamed the capital Istanbul. The conquest of the Byzantine Empire was part of the expansion of Islam in North Africa and the south-eastern Mediterranean from the 700s.

Emerging ideas

As people's knowledge about the world increased, new ideas started to emerge. The dominance of the Catholic Church was challenged by scientific discoveries, as well as intellectual and philosophical movements.

Leonardo da Vinci's studies of human embryos

NORTH AMERICA

ATLANTIC OCEAN

PACIFIC OCEAN

SOUTH AMERICA

Renaissance Humanism
The Renaissance (rebirth) in Europe from the fourteenth century saw a shift from a medieval world view to renewed interest in the knowledge and culture of the ancient Greeks and Romans, in part brought about by the Crusades. To this was added new discoveries made by seafaring and land-based explorers.

The scientific revolution
One result of the Renaissance was a focus on scientific knowledge, building upon the teachings of classical scholars as well as more recent discoveries in the Islamic world. In addition to artists such as da Vinci, astronomers challenged medieval Catholic beliefs about the nature of the universe, while Isaac Newton conducted experiments in the force of gravity.

The Enlightenment
In the eighteenth century, Enlightenment philosophers encouraged a belief in reason and natural law as governing forces in the world. They rejected religion as superstition and encouraged a focus on science and technology. The American and French Revolutions promoted Enlightenment values as the guiding principles of their societies.

The Silk Road and spice trade routes throughout the Middle Ages

— **The Silk Road**

— **Spice trade routes**

The decline of the Roman Empire

FOCUS QUESTION

How did medieval Europe emerge after the fall of the Roman Empire?

Medieval Europe emerged after one of the great human civilisations collapsed. For more than 1000 years (753 BCE–476 CE), the Roman Empire ruled much of Europe, northern Africa and western Asia; they provided roads that connected their empire, and built cities with adequate sanitation and access to water using great feats of engineering. They ruled through conquest and war and used a complex political system. Around 200 CE, however, problems began to emerge. A series of ineffective **emperors** in Rome weakened the power of the empire, which was under constant attack along its borders by outsiders, known as **barbarians**.

emperor a ruler of a society

barbarian a member of a people not belonging to Rome

▲ **Source A** The Roman Empire at its height, c.117 CE

▲ **Source B** An ancient Roman street scene showing vendors, produce, cooked food, crafts, merchants and guards

The empire had become large and difficult to manage, and while Roman rule had never been popular among the European tribes, most lived in peace until the Germanic tribes from the north began to recapture towns. Over the next two centuries these tribes began to attack Italy itself. The destruction caused in these raids by groups such as the Huns, Franks, Lombards, Visigoths and Vandals meant the latter became a modern word for destruction of property.

In 410 CE, Rome lost control of Britannia (England) and Rome itself was attacked by the Visigoths. In 430 CE, Spain and North Africa fell from its grip. In 450 CE, Gaul (France) was invaded by Attila the Hun and his barbarian armies. In 476 CE, Rome itself was destroyed when it was captured by the German Prince Odovacar, resulting in the great empire being ruled by barbarians.

Why was the fall of Rome significant?

Rome was a cultural centre of knowledge, technology and literacy. Education was a valued commodity. Many of the wealthy could read and write **Latin**, and Roman art
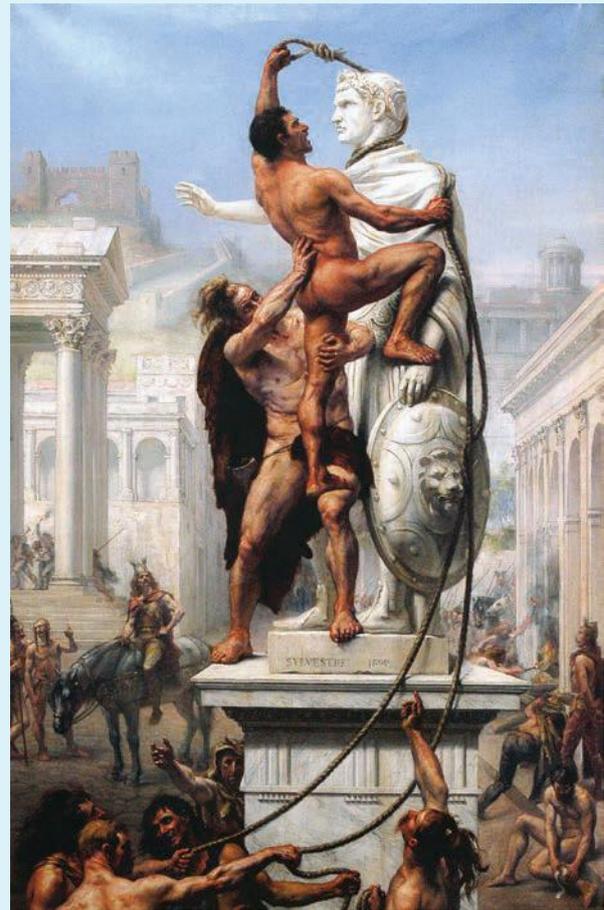
▲ **Source C** *The Sack of Rome by the Visigoths 410*, Joseph-Noël Sylvestre, 1890

and culture were rich and complex. With the collapse of the Roman Empire, Europe was no longer controlled by one single ruler, which created a **power vacuum**. When the power of Rome disappeared, war broke out all over Europe as leaders of different tribes sought to fill the void left by Roman rule. In this period, Roman culture and knowledge began to disappear and the 200-year period of peace known as the **Pax Romana** ended. The period that followed has long been known as the **Dark Ages**.

Latin the language of ancient Rome and its empire

power vacuum a situation that exists when someone has lost control of something and no one has replaced them

Pax Romana the peace that existed between nationalities within the Roman Empire

Dark Ages the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

ACTIVITY – HISTORICAL OVERVIEW 1

Check your understanding

1 Use evidence from Source B to describe the similarities that can be seen between the lives of people living in ancient Rome and people living in twenty-first-century Australia.

2 Use evidence from the text to explain why the Roman Empire collapsed.

Key concepts: sources, evidence, continuity and change   **HASS skills:** analysing, evaluating

Were the Dark Ages a myth?

The period between 476 CE and 1000 CE has often been called 'dark', because the 'light' of Roman civilisation had been shut out. For centuries, historians used this term because European development seemed to come to a halt after the Roman and Greek civilisations had made so many great advances in society.

monasteries Christian communities of religious people called monks or nuns, and the buildings where they lived and worked

Christianity the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

missionary a person sent on a religious mission to promote Christianity

pope head of the Roman Catholic Church

Roman Catholic Church early strand of Christianity where the figurehead is based in Rome, Italy

moral authority the guiding group who determine what is good and right

brigand a member of a gang that ambushes and robs people in forests and mountains

lord, earl, duke and baron titles used by people from the nobility to determine their rank

feudalism the social structure that organised society into categories from the monarchy down to the poorest member

Crucially, the lack of written evidence from this period meant it was difficult to learn about it. When Rome fell, so did its language, and reading and writing were not the valued commodities they once were. In truth, the Dark Ages were not so dark. Christian **monasteries** around Europe were building libraries to save and store Roman and Greek knowledge amid a world of warfare, destruction and looting. Knowledge was still valued, it was just that few had the education to access and read it.

The medieval period (476–1500 CE) is today known as the era that encompassed the Dark Ages and reshaped Europe into a society that was independent of the Roman Empire. Two key factors played a role in Europe moving out of the Dark Ages into a more modern era: Christianity and feudalism.

1 **The spread of Christianity:** In 323 CE, **Christianity** was made the official religion of the Roman Empire by Constantine I. When the Roman Empire fell in 476 CE, Christianity remained strong in southern Italy. Over the next four centuries, Christian **missionaries**, led by the **pope**, spread the religion beyond Italy and across Europe. As Christianity gained followers, which included tribal leaders of the very groups who had destroyed the Roman Empire, the **Roman Catholic Church** became a **moral authority** over the people of Europe.

2 **The birth of feudalism:** The Dark Ages was a time when law and order was scarce. It was not safe for people to travel, as the roads were dominated by **brigands**. When tribal leaders captured lands from the Romans, they began to establish their own societies that they could control and protect from invasion. To build their societies, they needed people to provide labour and taxes. These leaders took on titles such as **lord, earl, duke and baron** and provided protection, food and housing for their workers. This system of living became known as **feudalism**.

Islam and the Byzantine Empire

While Western Europe took its time recovering from the fall of Rome, in the east, the power of Rome transitioned into the Byzantine Empire. Based in Constantinople in modern-day Turkey, a succession of Byzantine emperors managed to hold back the marauding bands of barbarians and protect their borders. While the Dark Ages slowed growth in Western Europe, commerce, trade, science and architecture thrived in Eastern Europe and the Middle East, and brought great wealth to Constantinople. It lived in relative peace and prosperity for centuries.

▲ **Source D** The Islamic and Byzantine Empires in c.1097 CE

ACTIVITY – HISTORICAL OVERVIEW 2

Using historical sources as evidence

The Hagia Sophia in Constantinople was built in 537 CE. It still stands today. It was commissioned by Eastern Emperor Justinian I, has survived earthquakes, invasions and lootings, became a Islamic mosque in 1453 CE, and in 1935 CE it became a museum. As of July 2020, this museum status was annulled and it is now a practising mosque. This artist's impression (next page), from the eighteenth century, depicts Muslim worshippers sitting in the vast interior.

»

▲ **Source E** An artist's rendition of the inside of the Hagia Sophia in Constantinople

Minarets: Four towers, 60 metres high, used for the call to prayer

Semi-dome: Covers the semi-circular interior spaces on either side of the dome

Central dome: Rises 55 metres, and has a diameter of 33 metres

Pendentives: Four concave triangles inside the dome, which give it a circular shape rather than a rectangular base

Arcade: Forty arched windows surrounding the dome
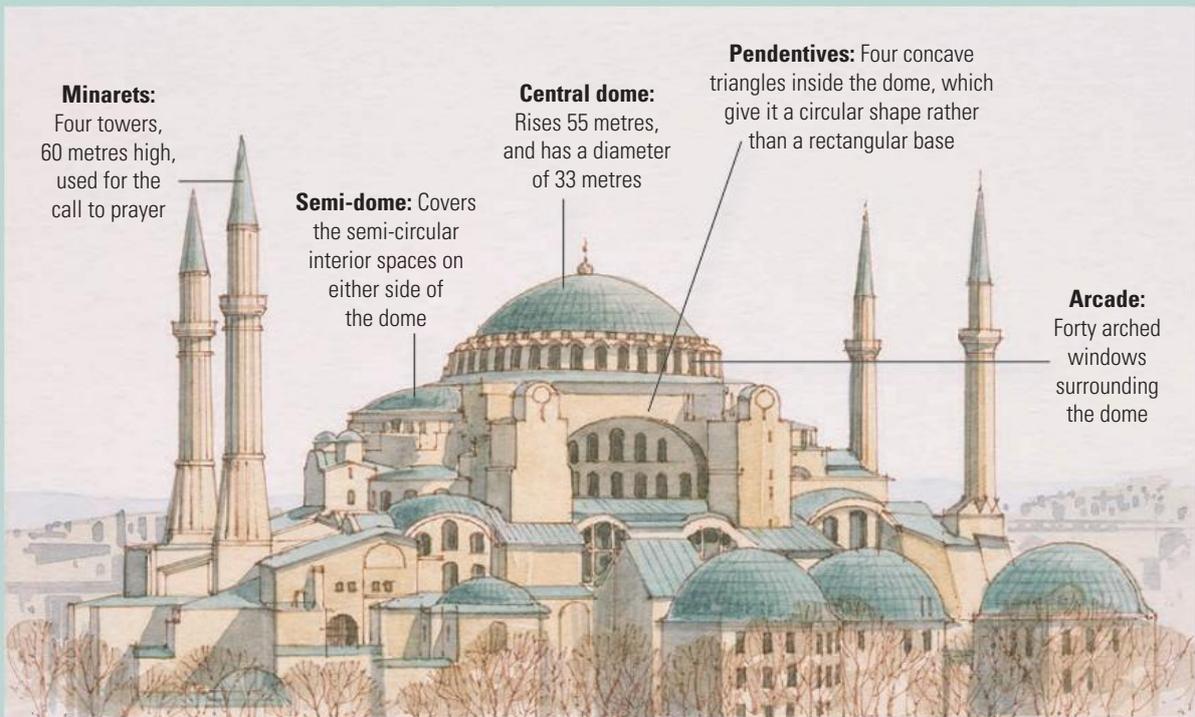
▲ **Source F** The outside of the Hagia Sophia, an architectural wonder from medieval times

≫

Responding to the sources

1 How long has the Hagia Sophia in Constantinople been standing?

2 Examine the sources. What information stands out to you?

3 The Hagia Sophia has been used by two different religious groups. What does this tell you about the importance of the building?

Key concepts: sources, evidence, significance, perspectives

HASS skills: analysing, evaluating

In 570 CE, the **Prophet Muhammad** was born in the small Arabian desert town of Mecca. By 615 CE, he had experienced a series of revelations that he took to be messages from God. Muhammad began teaching others that life should be devoted to the service of Allah (God) in order to receive access to heaven. He also taught the value of charity to others. In 622 CE he was exiled from Mecca by local authorities, and this is the year that marks the first year of the Muslim calendar.

Muhammad continued teaching Islam and soon became the leader of the town of Medina after converting its inhabitants. By the end of the next decade, most of the Middle East's population followed Islam.

As local rulers converted, they began to raise armies in support of **jihad** to defend their faith. During this time, governments and Islam became one as holy armies began to attack the eastern edges of the Byzantine Empire. By 637 CE, the Byzantine cities of Damascus and Jerusalem were in Muslim hands. Expanding into Egypt, the Islamic armies captured Libya and Tripoli in Northern Africa. By 651 CE, Persia was entirely Muslim. In the 660s they crossed the Mediterranean and then invaded Spain in the early 710s. In just under a century, Islamic armies had carved out an area of control that stretched from the borders of India in the east to the Atlantic in the west, severely eroding the power of the Byzantine Empire and making their presence felt in Europe.

Prophet Muhammad the Arab prophet who, according to Islam, was the last messenger of Allah

jihad struggle or resistance; holy war

ACTIVITY – HISTORICAL OVERVIEW 3

Check your understanding

1 How long did the Roman Empire rule Europe?

2 Who was considered to be a barbarian by people in the Roman Empire?

3 What two key factors brought Europe out of the Dark Ages?

4 Using the map on page 236, name three locations along the Silk Road.

5 Explain why the Hagia Sophia is significant to multiple religions.

6 What lessons can we, in the twenty-first century, learn from the Hagia Sophia?

Key concepts: sources, evidence, significance, perspectives

HASS skills: analysing, evaluating

Key features of the medieval world

The period known as the Middle Ages, or the medieval period, began with the fifth-century fall of the Western Roman Empire in 476 CE and lasted until the fifteenth century. The Middle Ages can be divided into three main periods: the Early Middle Ages (or Dark Ages), the High Middle Ages and the Late Middle Ages. This period in history saw the development of social structures like feudalism, economic progress through the establishment of trade routes, and political battles over land linked to the religions of different cultures. The end of this era saw the beginnings of the Renaissance and the Age of Discovery.

Silver coin depicting a Viking *drakar* (longship), Sweden

Religion
Christianity and Islam experienced a period of growth, with both faiths expanding in Europe, the Middle East and Africa. Hinduism expanded from India to other areas. In South-East Asia, the Angkor Empire built Angkor Wat, a Hindu temple which was later adapted to Buddhism. The main religions of Japan were Shintoism and Buddhism.

c. 1000 CE
Vikings settle at Vinland (Newfoundland), Canada

800 CE
Charlemagne is crowned Roman Emperor

570 CE
Birth of Muhammad, the prophet of Islam

762 CE
Baghdad established as the Islamic capital

1066 CE
The Battle of Hastings

476 CE
The overthrow of the last Western Roman Emperor begins the medieval period

700 CE
Polynesian expansion throughout the Pacific begins

793 CE
Vikings attack Lindisfarne monastery, England

1095 CE
First Western European Christian Crusade

802 CE
The Angkor (Khmer) Empire in South-East Asia begins

Contact and conflict
One of the key conflicts of the medieval period was the Crusades, a series of military campaigns against the Islamic empires by Western European Christians. In addition, territorial expansion by Europeans led to contact with other peoples, but also conflict, as Indigenous peoples in the Americas, Africa, Australasia and the Pacific fought to retain their land.

Amazing but true ...

The Middle Ages was not called the Middle Ages at the time. It was named as such by the thinkers, writers and artists of the Renaissance when they dismissed the period as being in the middle of two other much more significant eras, the Ancient World and the Renaissance. In hindsight, historians now acknowledge that the Middle Ages or medieval period had its own significance.

1   Identify the main religions in Western Europe, the Middle East and Asia in this period.

2   Explain what the Crusades were.

3   What was the feudal system?

4   Identify some of the major cities that were important to trade throughout the period.

5   In what ways have the scientific revolution and the Enlightenment influenced us in the twenty-first century?

Key concepts: perspectives, significance, continuity and change.

HASS skills: analysing, evaluating

Trade routes
Societies benefited from trading with each other. The Italian city-states of Venice and Genoa were important ports on the Mediterranean, the Vikings established trade routes through Scandinavia and Russia to Constantinople, and the Silk Road connected Europe and China. Ultimately, a network over 6500 km long linked Europe, Africa and Asia.

Feudalism
Feudalism, a system where society is divided into a hierarchy, flourished during the medieval period. The system was based on ownership of land. The owners of land across medieval Europe (kings or lords) gave portions (fiefs) in exchange for loyalty and service; this could have been military service, produce from the land or monetary payments.

Voyages of discovery
Improvements in ship-building technology enabled the Vikings to explore northern Europe, and the Polynesians to expand across the Pacific. Many European powers supported expeditions to discover new territories and sea-based trade routes that would be faster than the overland routes. Christopher Columbus's voyage to the Americas was sponsored by the Spanish.

1434 CE
The Medici family control Florence, one of the centres of the Renaissance in Western Europe

1291 CE
The ninth Crusade fails

1492 CE
Christopher Columbus reaches the Caribbean

1206 CE
Founding of the Mongol Empire

1347 CE
The Black Death (bubonic plague) reaches the Mediterranean Sea

1453 CE
(Turkish) Ottoman Empire captures Constantinople and overthrows the Byzantine Empire

1513 CE
The Portuguese cross the Indian Ocean to China, via Africa and India

1770 CE
Captain James Cook maps the east coast of Australia

Depth Study 1

Investigating medieval Europe (c. 590 – c. 1500)

Overview

The Middle Ages spanned a period of over 1000 years. The societies that existed in Europe at the time built upon the knowledge and understandings of previous ancient civilisations and developed their own sophisticated technological advances and social practices. This period in history is characterised by expanding nationalism and the discovery of new lands, the spread of different ideologies and conflict between competing international cultures, significant social change and, of course, the wrath of the bubonic plague. The study of medieval Europe reveals a time when European civilisation began to slowly move forward in knowledge, architecture, faith, medicine and technology. We study medieval Europe to understand how the modern world came to be.

As you work towards investigating these historical links throughout this depth study, there will be a particular focus on using historical sources as evidence, interpreting information to indentify different perspectives and sequencing significant events and developments. To do this, you will specifically be utilising three historical concepts:

- **Perspectives** – Historians need to consider how different perspectives can influence a person's experience of a particular event. Their gender, race, religion, age and socioeconomic status can all have an influence on how they view and respond to events. Perspectives are what create different accounts of the same historical event.

- **Significance** – How can we know if an event that has occurred in history is important or not? What is deemed important to one person may be completely insignificant to another. Events in history can be significant to specific individuals, groups within society or the world as a whole. The significance of a historical event can also change over time. An event may become less significant as time moves forward, or more significant if new information is found or if it relates to what is happening in the current time.

◄ **Video**
Depth study
Overview

◄ **Source G** A medieval jousting scene with a king and queen pictured in the background and knights in armour jousting on horseback

- **Continuity and Change** – Historians need to be able to make links between the past and the present. Investigating history allows us to learn from the past, as well as see what things about different societies have changed and what has stayed the same.

Developing your ability to construct a coherent historical narrative using evidence means that you will be able to see the links and patterns that appear over time. A clear chronology of events and a narrative based on evidence is the first step in understanding other aspects of the past. Understanding the order in which events occurred allows you to see the bigger picture and enables you to make links between the past and the present, as well as links between different times, places and groups.

▼ **Source H** Medieval knights in battle; detail from the Bayeux Tapestry, which depicts the Norman invasion of England

CHAPTER 10

Medieval Europe (c. 590 – c. 1500 CE)

10.1 Setting the scene: Robin Hood – different perspectives of a significant man

History is really about stories. The stories of those from the past and how they lived their lives. Well-known tales from the medieval period still circulating and being referred to in our modern era indicate the incredible significance of the people in them, both at the time and continuing into the present day.

The story of Robin Hood and his band of merry men has many layers and offers many perspectives. Was he in fact a real person, or was he simply a myth made up at the time to inspire hope for a better future? If in fact he did exist, was he a compassionate outlaw with a heart of gold who robbed the rich and gave to the poor? Or is it possible that he was not simply an outlaw, but rather a careless and heartless criminal who has been transformed by stories into something he was not?

The most well-known tale in English folklore is one of endearment and humour. Much evidence exists to support the theory that Robin Hood was indeed a real person; however, the stories that exist weave in and out of fact and fiction. The first known literary reference to Robin Hood is found in *Piers Plowman*, written by William Langland in 1377. It states, 'I don't know perfectly my "Our Father" as the priest sings it; I know rhymes of Robin Hood and Randolf Earl of Chester.' In the early fifteenth century, May Day was celebrated by Christians in parts of England featuring a Robin Hood figure. There are many subsequent mentions of both Robin Hood and his merry men from Sherwood Forest in chronicles and manuscripts throughout the Middle Ages. In most cases, the evidence available is contradictory and leaves much room for interpretation.

The legend of Robin Hood is a tale of a man whose generosity to the poor was his most redeeming quality. Some evidence points to his life under the reign of Edward II and other chronicles describe his actions after returning home from fighting in the Crusades alongside Richard the Lionheart, only to find his land had been confiscated by the local sheriff.
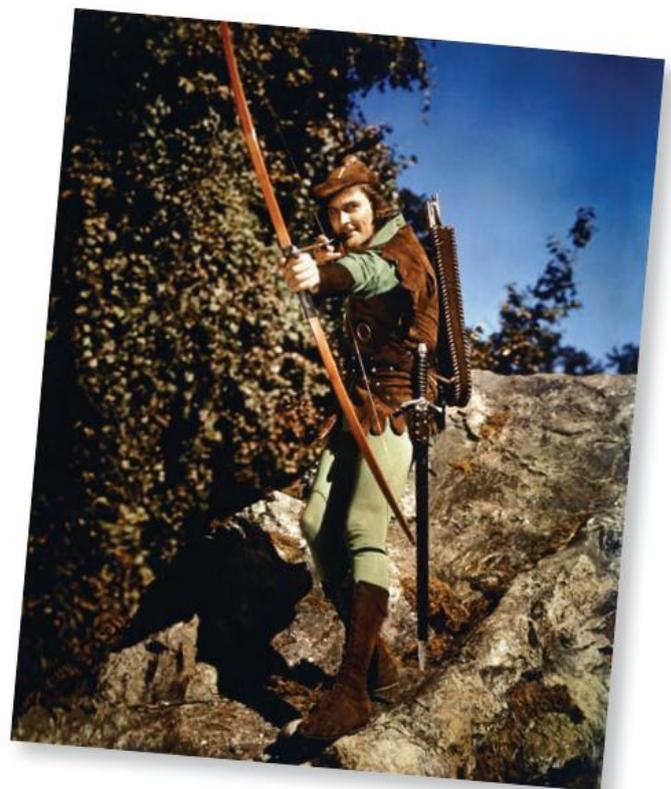
▲ **Source 10.1** Portrait of Errol Flynn from the 1938 film *The Adventures of Robin Hood*

Robin sought refuge in the forests of Sherwood and did all he could to thwart the greed of the Sheriff of Nottingham and assist the downtrodden locals. There is evidence of the crimes he was charged with; robbing the rich to give money to the poor and some English legal records suggest that the terms 'Robehod' or 'Rabunhod' were used in the thirteenth century to describe criminals. Earlier stories portray Robin not as a knight or fallen noble, but as a peasant.

Over the course of approximately 800 years, the stories of Robin Hood have been the subject of poems, ballads, books and Hollywood films. They have evolved with the inclusion of new information and have stood the test of time. But what inspired these folklore favourites? The evidence suggests that the stories are most likely based on true events but have been added to by writers over time to make them more relevant, creating an amalgamation of fact and fiction.

Despite his existence being many hundreds of years ago, the legend of Robin Hood is often spoken about in the twenty-first century. At the centre of the revered tales born out of social upheaval is the never-ending battle between rich and poor, showcasing the divides in society because of the class system. This is a battle still being fought in various places around the world at the present time.

▲ **Source 10.2** Registered nurses and community activists hold a vigil on 8 April 2015 in Los Angeles, part of a nationwide day of action, calling for a 'Robin Hood' tax on Wall Street which they claim will help raise hundreds of billions of dollars to help social and economic justice.

▲ **Source 10.3** Artist James Woodford working on a sculpture of Robin Hood, for the entrance to Nottingham Castle, in his studio, London, 7 March 1958 (Photo by Ron Burton/Keystone/Getty Images)

According to one of the more recent theories backed by, among others, historian David Baldwin, Robin Hood's real identity was that of a 13th-century farmer called Robert Godberd, whose escapades were far from the sugar-coated tales we see today. The crimes he and his band of outlaws were accused of around Nottinghamshire and nearby counties were of the brutal era in which he lived: burglaries, arson, assaulting clergymen and murdering travellers. The nature of their law-breaking has slowly been eroded throughout history to suit an increasingly gentle audience, compared with a medieval population accustomed to violence who found Godberd's activities entirely palatable. Godberd and his fellow brigands acted in defiance of a tyrant who had an iron grip on the extensive forested regions of Nottinghamshire. King John enforced the enormously unpopular Forest Law, which allowed the royal court exclusive access to vast swathes of hunting grounds, with utter ruthlessness. Thus, morally speaking, Godberd's actions were justified by the common man as necessary for the greater good of the people.

▲ **Source 10.4** The original Robin Hood?
Source: Ben Biggs, 'The myths of Robin Hood, *History Answers*, 28 June 2019

▲ **Source 10.5** The hero was depicted as a talking fox in the 1973 Disney movie, *Robin Hood*

MAKING THINKING VISIBLE 10.1

Carefully examine Sources 10.1 to 10.5.

1 Was Robin Hood a real person or is he entirely fictional? Give reasons for your response.

2 What does Source 10.1 suggest about Robin Hood? Use evidence to support your response.

3 What different perspectives can be held about Robin Hood and his merry men?

4 Why is Robin Hood such a significant historical tale?

5 What does Source 10.2 tell us as historians about the relevance that Robin Hood still has in the twenty-first century?

6 Conduct research to help answer the following questions:

   a 'Robin Hood was nothing but a simple criminal who stole from others purely for his own gain.' Argue for or against.

   b The legend of Robin Hood has become more than it originally was as a result of its usefulness in times of social upheaval and change.

   c Create an annotated timeline of the life of Robin Hood.

Key concepts: sources, evidence, significance, perspectives, continuity and change

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

10.2 Chapter overview

Introduction

The era between the fall of the Roman Empire in 476 CE and the birth of Renaissance Europe in 1500 CE has long been understood as a time of violence, disease, cruelty and barbarism; however, it is much more than this. A study of medieval Europe gives us a window into a world of brave knights in shining armour, kings, queens and war. The chapters in this depth study will investigate the main aspects of life in medieval Europe. You will learn about the spread of Christianity to the west of Europe, and Islam in the east, the significance of the Crusades and the power of religion over ordinary people's lives. You will also learn how the catastrophic disease known as the Black Death forced humans to re-evaluate the world around them, as well as investigating which aspects of society changed and which remained the same throughout the period.

Learning goals

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

- How did medieval Europe emerge after the fall of the Roman Empire?
- What was everyday life like for ordinary people in medieval Europe?
- How did the feudal system create relationships between different groups in society?
- What key beliefs and values emerged and how did they influence societies?
- How did the emergence and spread of new ideologies create conflict across Europe?
- What cultural advances were created in architecture, writing and music?
- How significant was the effect of technological change on warfare?
- How did the growth of towns influence the emergence of the middle class?
- What aspects of society changed or stayed the same throughout medieval times?
- What significant individuals had positive or negative impact on medieval societies?
- How did groups of people create change within European society during the period?
- Which significant people, groups and ideas from this period have influenced the world today?

Historical skills

After completing this chapter, you should be able to:

- Construct a range of historical questions
- Use a variety of methods to select, collect and organise information and/or data
- Identify the origin and purpose of a historical source
- Determine the usefulness of both primary and secondary sources
- Interpret information to identify points of view, relationships and trends
- Sequence events and significant developments
- Draw simple conclusions based on evidence
- Develop texts using subject specific terminology
- Make use of evidence to support findings
- Correctly acknowledge sources of information.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about medieval Europe

What came before this topic?

For 500 years, the Roman Empire controlled most of Europe. From their centre of power in Rome, Italy, they ruled through force and superior organisation. Stretching from North Africa to England and the Middle East, the vast armies of Rome brought roads, technology, law and order and stability. However, by the fifth century CE, Roman rule had begun to anger many, and their enemies gathered to destroy one of the greatest empires Europe had ever known.

For 500 years the Roman Empire reigned throughout Europe. This relief depicts an elite Roman centurion and soldier.

William of Normandy, as shown in the Bayeux Tapestry

27 CE
The Roman Empire is formed

476 CE
The Western Roman Empire falls

570 CE
The Prophet Muhammad is born

1066 CE
William of Normandy wins the Battle of Hastings, becoming King of England

1187 CE
Saladin recaptures Jerusalem from the Christian armies

323 CE
Christianity is made the official religion of the Roman Empire

537 CE
The Hagia Sophia is built in Constantinople (capital of the Eastern Roman Empire)

800 CE
Charlemagne is named the ruler of the Holy Roman Empire

1096 CE
The First Crusade to the 'Holy Land' begins

1215 CE
The Magna Carta is created in England, which limited the power of the king and introduced ideas of justice, democracy and individual freedom

Dark Ages
476–1000 CE

High Middle Ages
1000–1300 CE

Thirteenth-century stained-glass depiction of Charlemagne at Strasbourg Cathedral, France

What came after this topic?

As a result of the Black Death, Europe would never be the same. Old structures such as feudalism were questioned and new scientific knowledge meant people began to see the world in new ways. A new class of people, known as merchants, began to generate wealth and wield power in ways that few monarchies could imagine. Science, technology and art were all pursued to build a world that was less concerned with war and conquest, but more focused on knowledge and discovery.
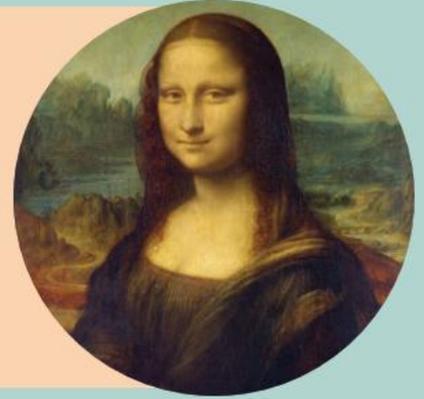
Leonardo da Vinci's Renaissance-era masterpiece artwork, the *Mona Lisa*, was completed around 1506.

Tomb of King Edward III of England; he led England at the start of the Hundred Years' War

1337 CE
The Hundred Years' War between England and France begins

1348 CE
Sailors bring the bubonic plague to Italy from the East; the Black Death quickly spreads across Europe

1378 CE
A split occurs within the Catholic Church, creating two popes

1415 CE
The English gain the upper hand in the Hundred Years' War at the Battle of Agincourt

1453 CE
The Hundred Years' War ends as English forces are finally forced from most of France

1346 CE
The Battle of Crécy is won with the use of the deadly English longbow

1353 CE
The Black Death kills more than a third of Europe's population

1381 CE
The Peasants' Revolt breaks out in England

1431 CE
Joan of Arc leads French armies into battle and inspires great victories; when captured by the English, Joan is burned at the stake as a heretic

Late Middle Ages
1300–1500 CE

Timeline questions

Using evidence from the timeline answer the following questions:

1 What evidence can be used from the timeline to demonstrate that the role of religion was significant in medieval Europe?
2 What types of events characterise each of the three periods shown on the timeline?
3 What does the Hundred Years' War suggest to you about medieval Europe?
4 Explain what issues a significant decline in population could have on a society.

Joan of Arc in armour

Key concepts: sources, evidence, significance, perspectives, continuity and change

HASS skills: analysing, evaluating

10.4 The way of life in medieval Europe

Life in feudal society

Feudalism was the heavily structured social order of medieval society. It was a system based on the power of land ownership and it relied heavily on each person in society knowing and accepting their role. The **monarch** owned all the land in the kingdom and gave the right to portions of land, and control of the peasants who worked it, to nobles and to the Church.

monarch a person who rules over a kingdom or empire; usually a king or a queen

In exchange, they were required to give the monarch their loyalty, fight for him in wars and give a portion of taxes collected from the peasants who worked the land. Daily life revolved around a mutual arrangement of work and protection.

The first example of a clear feudal system can be attributed to Charlemagne, King of the Franks, who ruled the area now known as France from 768 to 814. Charlemagne was a Germanic Christian monarch who converted many subjects to Christianity throughout the expansion of his empire. He gifted land to men of the Church and to wealthy families in exchange for their loyalty and assistance in expanding the Holy Roman Empire.

King

Church officials and nobility

Knights

Peasants and serfs

▲ **Source 10.6** The feudal pyramid of power

William the Conqueror introduced feudalism to England when he claimed the English throne in 1066 after the Battle of Hastings. William reorganised the country and ordered the construction of the **Domesday book**. This was a census that showed who owned land and how much tax was therefore owed to him. Written evidence such as this allows historians to gain an incredibly clear picture of how society was structured during medieval times.

Feudalism spread across Europe over the next several hundred years and became more and more complex. At its height, feudalism could be explained as a pyramid of mutual obligations, which is broken into sections known as the three estates. By the end of the Middle Ages, villages were replaced with towns and cities based heavily on trade. The power of land ownership decreased and with it the power of and social order created by feudalism.

The three estates

Those who fight

At the top of any feudal pyramid was the king, but in the absence of the king, this usually meant a particular **noble**, who was either a trusted ally of the king or a relative. The family of the noble usually lived in safety inside the castle walls in luxury. From here, the noble (lord, earl, duke or baron) would look after the administration of his land, collect food and taxes from the peasants and act as an intermediary between the king and peasants. If the country were to ever go to war, the noble was ordered to assemble his **knights** and round up fighting-age men from the village as **foot soldiers**. For the most part, nobles were able to enjoy leisure pursuits such as hunting and horse riding. Ultimately, they watched over a number of villages that provided them with wealth.

Knights were skilled fighters, riders and the protectors of the nobles, the king and the Church. The horse and the armour required to be a knight cost more than most peasants earned within their lifetime, so most knights enjoyed a position of power and wealth. In the early medieval era they were known

as **mercenaries** who terrorised peasants. However, in the latter half of the era, they developed a code of **chivalry** that meant they swore an oath to protect the weak, defend the Church and be kind to women. Most knights had a **page**, who was a young boy aged 7 to 10 who worked as an apprentice, learning to be a knight.

Vassals were wealthy landowners who were either former knights, or lesser nobles who had been granted land by the king for past favours. They controlled a **fief**, which was a parcel of land that was worked to supply the local noble with food and taxes. They played many other roles, such as recruiting men into the army, providing advice to the noble and supporting the religious practice of the local church. No matter their role, the vassal pledged an **oath of fealty** to the noble that meant they were in their service for life.

Domesday book a census of the English population and the wealth and land owned by its nobility

noble a wealthy person, connected to the ruling family by rank, title or birth

knight a skilled fighter who served a noble or king

foot soldier poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble

mercenary a professional soldier hired to serve in a foreign army

chivalry the medieval knightly system with its religious, moral, and social code

page a young trainee knight

fief a piece of land owned by the king, rented to a vassal

oath of fealty a pledge of allegiance from one person to another

▼ **Source 10.7** An ivory chess piece showing a knight on horseback, c.1300 CE

▲ **Source 10.8** A priest is shown purifying a knight with holy water; detail from an Italian holy water fountain, early twelfth century

Those who pray: the clergy and members of the Church looked over those who fought and worked

Those who fight: the nobility provided the wealth, knights and manpower required to fight wars

Those who work: the peasantry who worked the land, and fed the nobility and the Church

▲ **Source 10.9** The Three Estates are represented here by a cleric, knight and peasant.

clergy religious workers of the Church

bishops high-ranking members of the Roman Catholic Church

cathedral large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

congregation a group of people assembled for religious worship

artisan someone who does skilled work with their hands

serf a poor farm worker bound to work on the land owned by the local noble

Those who pray

The **clergy** were equally important members of the village. The clergy included the **bishop**, who led religious practice in the large **cathedrals**, and the monks, nuns and priests who helped the poor. In most medieval societies, the clergy were divided into upper and lower categories. The upper clergy were usually the sons of wealthy nobles and they enjoyed an extremely comfortable life as the leaders of large churches and **congregations**. The highest members of the clergy were in close contact with the king and nobility. The lower clergy did the most important work in the village. As priests they worked face to face with the peasants, the poor and the downtrodden, helping them in their daily lives, baptising babies, marrying young lovers and burying the dead.

Those who work

Craftsmen and **artisans** were essential members of the village. Blacksmiths made the metal swords and armour for the knights. In times of war, they mass-produced the spears, swords and shields the villagers would need to fight. Bakers baked bread and made the beer that, in most cases, replaced water as the source of hydration in medieval England.

Generally they enjoyed a status that was above peasants and farmers, because their roles required some form of education and skill that not everyone possessed.

Peasants were at the bottom of the pile. They did almost all of the hard physical work, tending the fields and farms of the noble to grow food for the village and for the noble to sell and send to armies fighting abroad. Most peasants were known as **serfs** as they were tied to working for the noble for life.

▲ **Source 10.10** Shepherds carved from ivory found in Germany, from the twelfth century

It was a small step up from slavery. They were paid very little, if at all, but in return they were provided with food, shelter and protection. Their daily life was hard. They worked in the fields all day, slept on dirt floors in the few clothes they owned, and shared their houses with the farm animals they tended. Peasant life was not all work; Sunday was reserved as a day of rest and worship. What leisure time they had was spent enjoying beer, fist fighting, shin kicking and **cock fighting**! Ironically, it was in times of war that the peasants became 'those who fight' as well.

cock fighting a contest in which gamecocks usually fitted with metal spurs are pitted against each other

divine right the idea that kings derive their right to rule directly from God and do not have to answer to those below them

pious devoutly religious life

ACTIVITY 10.1

Check your understanding

1 In your opinion, who had the most difficult life in the medieval village?
2 Describe the role of the clergy.
3 Describe the advantages a knight might enjoy that a peasant would not.
4 How did the clergy connect with all levels of feudal society?
5 Why was the role of craftsman or artisan important?
6 Why would a peasant accept the role of a serf? It might help to compare their skills to that of an artisan or knight.
7 Imagine you are a member of the lower clergy within a medieval village. Write a diary entry that explains your average day. It might help to think about the people you would encounter and the kinds of activities you would find them involved in.

Key concepts: sources, evidence, perspectives, significance

HASS skills: analysing, evaluating, communicating and reflecting

The role of religion and the Church

The Christian Church enjoyed a special place in the feudal order of medieval society. Most medieval kings and queens claimed their throne by **divine right**, which meant God had specifically chosen them. An early medieval king, Charles the Bald, had himself included in a painting that had the hand of God specifically pointing to him, just to reinforce the idea! The belief in God and the Christian faith went from the top to the bottom of society and guided almost every aspect of medieval life. From kings to peasants, the desire to live a **pious** and good life according to Christian teachings was driven by the need to get into heaven after death.

In truth, the leadership of the Church, headed by the pope, was often wealthier and more powerful than most European kings. They rarely paid tax to the king and owned a significant percentage of land across Europe that they rented to peasants and farmers to work and provide them with wealth.

Key concepts for your memory bank

Perspective is a person's point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past. *Pop this concept into your memory bank – at the end of this book is an activity that will test your understanding of this, and other key HASS concepts!*

Mass the organised service of worship in the Catholic Church

hell a place regarded in various religions as a spiritual realm of evil and suffering

heaven a place regarded in various religions as the abode of God and the angels, and of the good after death

Bible the collection of sacred writings of the Christian religion

tithe one-tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

Pope Innocent III was so powerful that he advised several European kings on how to run their own affairs, arranged marriages between the children of various monarchs, and forced separations of these when they didn't suit him! This kind of power and authority meant that the teachings of the Church were the same no matter where one travelled in Europe. A priest could conduct a religious service, known as **Mass**, in any country and it would be understood.

The Church and religion were everywhere, and the Church's authority went beyond the boundaries set by kings and countries. Such was its power that in 1041, in an era of almost constant war between small feudal states, the Church enforced the 'Truce of God' that banned fighting from Thursday to Sunday. Anyone who broke this rule would be banned from practising religion, and given that religion guided the lives of everyone in the feudal society, few dared risk a trip to **hell** rather than **heaven**.

Lower clergy did the work of the Church at a village level. They tended the sick, gave advice, and conducted marriages, baptisms and funerals. In times of war, they blessed the soldiers before battle and tended their wounds. They were usually the only members of the village that could read and write, so they spent considerable time reading the Christian **Bible** and explaining its teachings to the community. For the poor farmers and peasants who worked six days out of seven, priests provided education, inspiration and a connection to the outside world.

It was the responsibility of peasants and farmers to pay a **tithe** to the Church. This was a tax in produce that they also had to pay to the noble. Given that the Church did not then need to pay this tax to the king, the Church became extremely wealthy.

▲ **Source 10.11** Anyone who did not obey the laws of the Church or dared challenge it was brutally punished and labelled a 'heretic'. Here, Pope Innocent III orders the public burning of heretics.

MAKING THINKING VISIBLE 10.2

Brainstorm

Examine Source 10.11.

1 Brainstorm a list of at least 12 questions about the Church in the medieval era. Use these question prompts to help you think of interesting questions:

- Why …?
- How would it be different if …?
- What are the reasons …?
- Suppose that …?

- What if …?
- What if we knew …?
- What is the purpose of …?
- What would change if …?

2 Review the brainstormed list and select one or more of the questions to discuss with a partner for a few moments.

3 What new ideas do you have about the Church in the medieval era that you didn't have before?

Key concepts: sources, evidence   **HASS skills:** questioning and research

ACTIVITY 10.2

Using historical sources as evidence

◄ **Source 10.12** A medieval friar preaches to his congregation in the open air.

Responding to the source

1 Explain everything you can see in this image.
2 What does it say about the role of the Church in medieval life?
3 What does it *not* say about the role of the Church in medieval life?
4 Using what you have learnt about peasant life, explain why religion and the clergy would have been important to them.
5 Could you see any problems that might emerge within the clergy? If so, explain what you think they might be.

Key concepts: sources, evidence, significance, perspectives   **HASS skills:** analysing, evaluating

The life of a knight

The role of the knight was broad. They were hired by nobles to protect the land and Church, keep peace and security and, when needed, ride into battle in the service of the lord and king. Owning a horse in medieval times was extremely rare and expensive, so only the wealthy could become a knight. As the medieval period continued, knights could be broken into two categories – secular and religious.

pilgrim a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion

- Secular knights were similar to mercenaries because they were specifically employed to protect the nobility and the king.
- Religious knights were employed to protect the Church's more important sites, such as cathedrals and holy places, and the **pilgrims** who travelled to them.
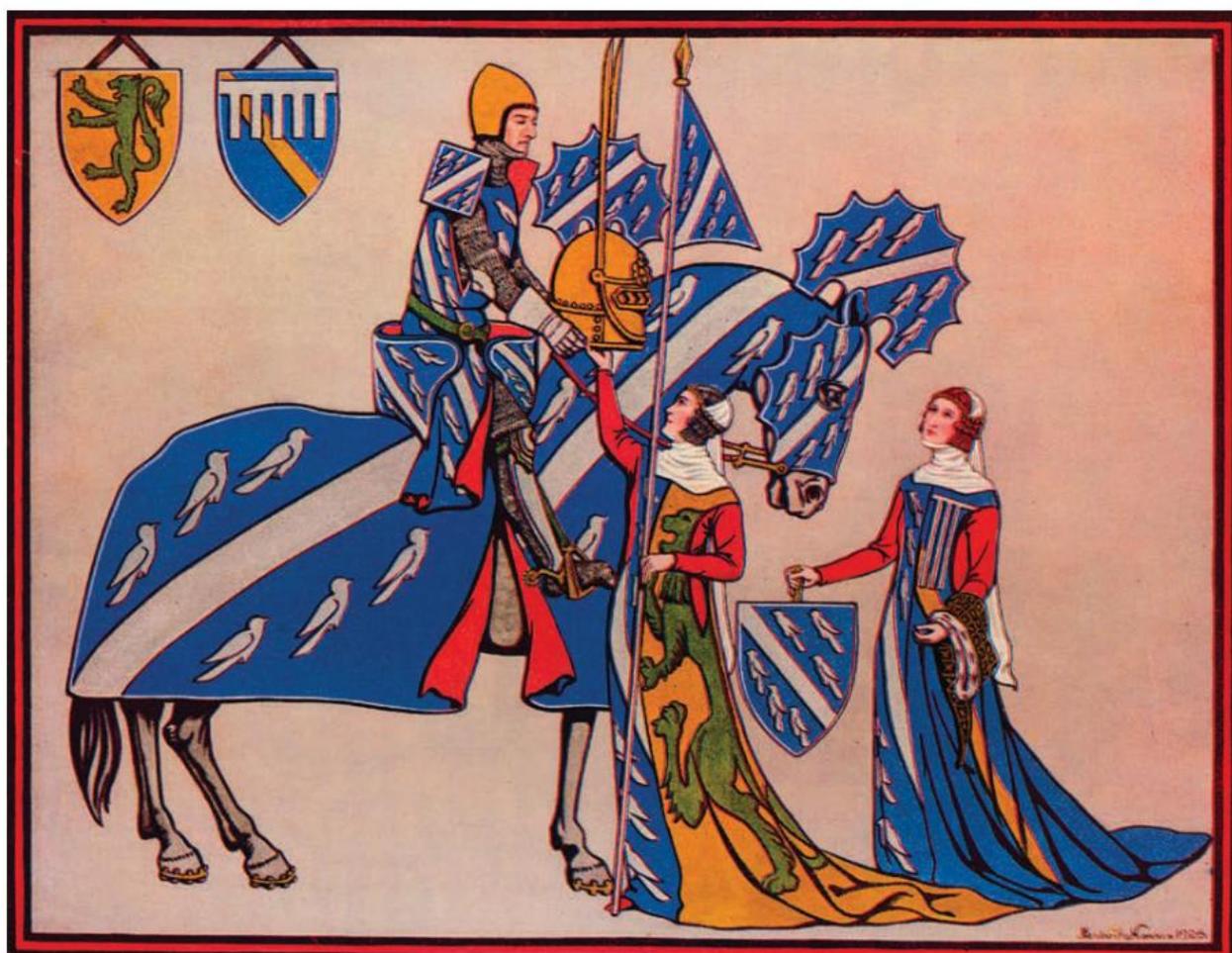
▲ **Source 10.13** The more successful knights were able to own highly decorative armour for themselves and their horses.

MAKING THINKING VISIBLE 10.3

Explanation game

Examine Source 10.13 and complete the sentence:

'I notice that …'

And then ask the question:

'Why is it that way?' or 'Why did it happen that way?'

Work in pairs to research the life of a knight to determine the answer to your question.

Key concepts: sources, evidence, perspectives

HASS skills: questioning and researching, analysing, evaluating

The code of chivalry guided the life of a medieval knight. Chivalry was essentially a set of moral standards that a knight would use to conduct their daily life and interactions with people around them. Chivalry demanded that a knight be loyal, courageous, and strong in battle with a sound sense of right and wrong. This was supported by excellent manners and concern for the poorer classes in society. Behaving in a chivalrous manner also allowed the knights to separate themselves from the same poor classes. They were permitted to wear their bright-coloured and decorated armour to stand out in a crowd and establish their higher status in the feudal society.

In battle, a knight would wear his heavy armour and a helmet that protected the head and sometimes the whole face. Along with his sword, he would carry a shield with a personal crest, a dagger, axe and mace. Each weapon was designed for a specific purpose.

Aside from fighting in war, a knight had a good knowledge of song, dance and poetry. They attended the social gatherings of the nobility and practised their skills in tournaments. Put on to entertain the nobility, tournaments often involved contests when opposing knights would charge at one another on horseback with huge wooden spears, which was known as **jousting**. The weapons were not intended to kill, but contestants could still be badly injured.

> **jousting** medieval knights engaging in a sporting contest in which opponents on horseback fight with lances

ACTIVITY 10.3

Using historical sources as evidence

▲ **Source 10.14** German noblemen at a jousting tournament, c.1200

Responding to the source

1 Carefully examine Source 10.14. Explain everything you can see.
2 Who do you think the people on the edges of the image could be? Why would they be there?
3 What is the author of the drawing trying to explain about jousting?
4 What does the image tell you about the significance of knights in medieval society?

Key concepts: sources, evidence, significance

HASS skills: analysing, evaluating

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 10.1

Analysing historical perspectives

As students of history, it is important that you analyse the different perspectives of people in the past. The following three images were created for a manuscript around 1340, and are eyewitness accounts of the work of peasants in medieval England.

SOURCE A

▲ **Source 10.15** Peasants reaping the corn, c.1340

SOURCE B
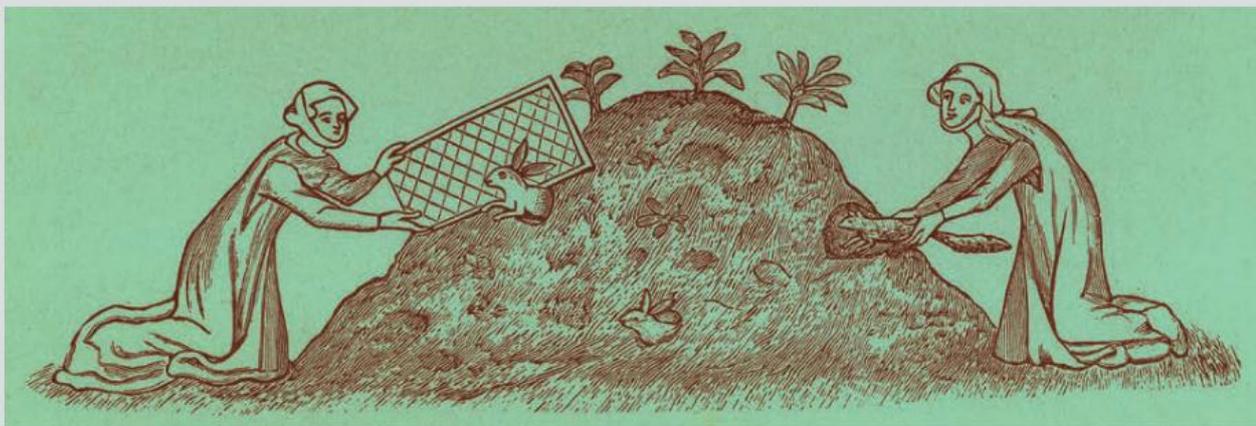
▲ **Source 10.16** Serfs catching rabbits, c.1340

SOURCE C

▲ **Source 10.17** Serfs tying up sheaves of corn, c.1340

Responding to the sources

1   Describe these sources – what are they, who created them and when?

2   Describe what you can see in each of the three images.

3   What message do the images give about the work of peasants?

4   What impact do you think the life of a peasant had on their long-term health? Explain your response with evidence.

5   Compare the life of a peasant with that of a knight. What are the key differences?

Key concepts: sources, evidence, perspectives

HASS skills: analysing, evaluating

The lives of medieval women

For women of the medieval era, the quality of life depended heavily on the man she was married to, and what place he took in the feudal pyramid. Women who married nobility would have a range of responsibilities managing the large household, including the kitchens, the farms and the castle. She had to check the bakehouse to oversee the baking of bread, and also oversaw the making of beer, butter and cheese for the household. She had to manage the house staff to ensure there was enough food to last through the winter. The 'Lady of the Manor' was a trusted and respected figure who was occasionally able to participate in leisure activities.

Women in larger towns were known to take on jobs such as opening a shop or a market stall without permission from their husbands. Evidence has been found in the taxation records of Paris in the thirteenth century that women worked in many trades, as schoolteachers and doctors, as chemists and in the arts.

Out in the fields women laboured alongside the men, ploughing fields, tending to animals and harvesting grain. However, it was at home where women's experience was different. Growing up, girls were subordinate to their fathers and once married, they followed the orders of their husbands. If their husband was cruel and beat them, they were unable to complain. Most marriages for women were arranged early in infancy and they were married by the time they were 12 or 14 years old.

Women were encouraged to produce as many children as possible and by the age of 25, they might have had as many as five children, though it is likely that not all of them would survive. Childbirth was a common cause of death among women.

Much of this attitude towards women was due to an interpretation of some passages in the Bible. An early passage in the Bible tells the story of the first man and woman, Adam and Eve, whom God is said to have put on Earth. Eve tempts Adam to defy God's wishes and both are punished as a result. It is easy to see that despite the important work or status of women in the medieval world, men's attitudes towards them were supported by the all powerful Church to ensure they remained second-class citizens.

▲ **Source 10.18** A group of ladies in the grounds of a castle as one prepares to shoot a stag with a bow and arrow, c.1450

ACTIVITY 10.4

Using historical sources as evidence

SOURCE A

▲ **Source 10.19** Geoffrey Chaucer was an English poet in the fourteenth century and has long been considered the father of English literature. The fourteenth-century Ellesmere manuscript of his *Canterbury Tales* shows a portrait of Chaucer on horseback.

SOURCE B

Of Mother Eve who, by her wickedness, First brought mankind to all his wretchedness, For which Lord Jesus Christ Himself was slain, Who, with His heart's blood, saved us thus again.

Lo here, expressly of woman, may you find That woman was the ruin of mankind.

▲ **Source 10.20** Chaucer's 'The Wife of Bath's Prologue' sums up common attitudes to women in the medieval period.

SOURCE C
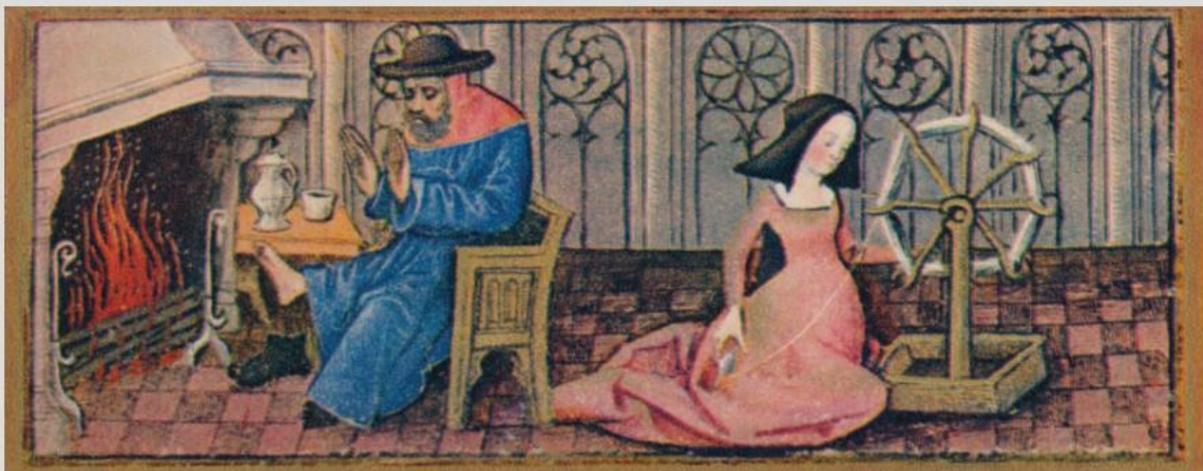
▲ **Source 10.21** In a fifteenth-century *Book of Hours*, a man takes off his boots to warm his feet by the fire as a woman uses a spinning wheel.

»
SOURCE D

▲ Source 10.22 Peasant woman with a basket of capers on her head, fourteenth century

SOURCE E

Betrothals of boys and girls take place in infancy, and marriage at the age of twelve is approved of for a girl … Teenage pregnancies are positively encouraged – another significant contrast with modern England. Most girls of good birth are married by the age of sixteen and have produced five or six children by their mid-twenties, although two or three of those will have died. At that age many of them are widows as a result of the Scottish and French wars. That is, of course, presuming they survived the high risks associated with multiple childbirth.

▲ Source 10.23 Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 37 sums up the expectations many women could hope for.

Responding to the sources

1 What is Chaucer's perspective about medieval women?

2 Given that Chaucer was a popular poet, how would his opinion influence others?

3 How would Chaucer's link between religion and women influence the place of women in society?

4 Explain what you see in Sources C and D. What do they tell you about life in medieval Europe?

5 How does Ian Mortimer describe the lives of medieval women?

6 Write a letter from the point of view of a medieval woman to the king and queen. What grievances might you have about your daily life? What would you hope to improve? Use evidence from all five sources in your letter.

Key concepts: sources, evidence, perspectives   **HASS skills:** analysing, evaluating

Health and medicine

It was best not to get sick in medieval Europe. A limited understanding of the human body and disease meant that death from illness was not uncommon. What medieval people did not understand, they often explained as being the power of God. They believed that illness was God's way of purifying the soul, and if death came as a result, it was God's will.

Life for peasants was dirty. Constantly in the fields, working in the hot summers and cold winters, it was difficult to stay clean and healthy. For the wealthier classes, bathing was a way to separate oneself from the poor, so the nobility took great care to appear washed and dress in clean clothes – which was all taken care of by servants. However, this did not keep away disease.

Medical schools existed in the medieval era and so did doctors. Much of their work was based on the diagnosis of disease by inspecting the urine and faeces of the infected patient. Major surgeries existed, such as tooth extractions, amputations and even puncturing the skull (a process known as **trepanning**) to relieve pressure, using alcohol to sterilise the wound and relieve pain.

trepanning making a hole in a person's skull with a drilling tool known as a trepan

However, for the poor in dirty villages, cities and farms, poor health was a fact of life. In most cases, the populations in these places lived very close together and disease could spread easily. The lack of sewage systems meant human waste was never far away and airborne illnesses could spread quickly among peasants. Those who could afford medical attention could have the colour of their urine examined for an imbalance in their bodily fluids, or consult with astrologers who would study the position of the planets, as this was believed to be a cause of illness. For those who could not afford it, local healers would use a variety of herbs and plant-based mixtures to treat the sick. Deliberate bleeding was often used to expel impurities. But for most of the peasantry, they relied heavily on prayer and the holy touch of the clergy and God to save them from death. The stories of those who did so and survived reinforced the power of the Church and religion. These unsanitary conditions and the limited understanding of hygiene meant that plague-ridden rats infested with fleas were able to quickly spread the bubonic plague, known as the Black Death, through the majority of the population. Between 1347 and 1352 one-third of Europe's population may have perished from this disease. See Chapter 11 for more on the Black Death.

ACTIVITY 10.5

Using historical sources as evidence

SOURCE A

▲ **Source 10.24** A medieval surgeon performs a trepanning operation on a patient's skull, c.1350

SOURCE B

▲ **Source 10.25** A doctor seeks to cure an eye infection with a sharp instrument.

SOURCE C

▲ **Source 10.26** A French manuscript of Giovanni Boccaccio's *Decameron*, c.1353, illustrating the use of leeches as medical treatment

SOURCE D

◄ **Source 10.27** Surgical instruments depicted in the manuscript of *Al-Tasrif* (The Method of Medicine) by Abulcasis, c.1213–23

Responding to the sources

1 What do you see in each source?

2 What do Sources A and B tell you about the way some medical issues were treated?

3 How successful do you think these operations might have been? What impact would they have on the patient if they survived?

4 Examine Sources C and D. What do they tell you about the overall approach to medieval medicine?

Key concepts: sources, evidence

HASS skills: analysing, evaluating

ACTIVITY 10.6

Creative task

Create a comic strip that shows a knights' tournament.

Key concepts: perspectives, significance

HASS skills: communicating and reflecting

END OF SECTION REVIEW 10.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   Define feudalism in a short sentence.
2   Who were the two significant individuals responsible for the spread of feudalism?
3   Who were 'those who work'?
4   Why was the Church so powerful in medieval times?
5   What made life for women difficult during medieval times?
6   What was the belief held about the origins of illness?

Interpret

7   How did feudalism affect the lives of medieval people?
8   Why was chivalry so important for knights?

Argue

9   A peasant's life was a miserable one in medieval times. To what extent do you agree?
10 Explain the significance of the role of a craftsman or artisan in medieval Europe.

Key concepts: sources, evidence, perspectives, significance

HASS skills: analysing, evaluating, communicating and reflecting

acca dicta qi boacca. Eſt enim eꝛꝗ

◄ **Source 10.28**
Thirteenth-century English illustration of a peasant woman milking a cow. Refer back to Source 10.18 and compare the depictions of peasant and noble women.

10.5 Significant developments and achievements in medieval Europe

FOCUS QUESTIONS

- What key beliefs and values emerged and how did they influence societies?
- How did the emergence and spread of new ideologies create conflict across Europe?
- What cultural advances were created in architecture, writing and music?

Agricultural developments

The medieval period was known for a number of developments in farming. Advances in **agriculture** meant that food was readily available and could sustain populations if carefully managed. The most popular technique in medieval England was the three-field system.

Farmers would divide their rented plots of land into three parts. The first field was used to grow crops like wheat, which needed a whole year before they could be harvested and turned into bread. The second two fields were used to rotate crops through seasons like spring and autumn. This meant for at least one season, one of the two fields lay **fallow** or empty, which allowed the soil to be ploughed, fertilised with cow manure and planted with seeds for the next crop. This meant there was more food available and reduced the possibility of famine.

That is not to say medieval people always had access to food. If the seasons were predictable, crops could be planned and planted properly. However, a bad winter, sudden frosts or droughts could spell disaster for local populations. If there was a scarcity of food, death from famine was a real possibility. All going well, farmers still had to ward off rats, damp and mould from destroying crops. In parts of feudal France, it was illegal to kill birds and rabbits on a noble's land, because nobles enjoyed hunting them. This sometimes meant that farmers were forced to watch as animals destroyed their crops.

> **agriculture** the practice of farming
>
> **fallow** land that is not planted with crops, so that the quality of the soil improves

ACTIVITY 10.7

Using historical sources as evidence

Responding to the source

1 What can you see in the image?
2 What is each field being used for?
3 What do you think would be the advantages of the three-field system?
4 What were some of the difficulties farmers faced with this system?
5 What was significant about the development of the three-field system?
6 Conduct some research into the kinds of food medieval people ate in England. How did the three-field system dictate what they ate and when?
7 Compare your answers with a classmate. Do you think you could live on a medieval diet? How does it compare to your diet?

▲ **Source 10.29** People using the three-field system to plant crops

Key concepts: sources, evidence, significance   **HASS skills:** questioning and researching, analysing, evaluating

Islam and the West: competing ideologies

Christianity was the official religion of the Roman Empire from 323 CE and despite the collapse of the empire in 476 CE, Christianity remained strong and its beliefs and values continued to spread through societies across medieval Europe. Competing with these beliefs and values were those of the Islamic faith, the other major religion of the time period. The first year of the Muslim calendar was 622 after the prophet Muhammad was exiled from Mecca for his teachings of Islam. By the early 700s, the Islamic faith had spread to the cities of Damascus and Jerusalem and had expanded into Egypt and Northern Africa.

> **Holy Lands** lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam
>
> **Jesus** the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity

Medieval people wanted to show their commitment to their Christian faith. By 1096, a new expression of faith became common. Thousands of Europeans, of all social backgrounds, travelled to Jerusalem in the Middle East, a land dominated by Islamic leaders and societies, and waged war to free the '**Holy Lands**'.

The Holy Lands were in modern-day Palestine and Israel, and are where **Jesus** was born and where he began his teaching. It is a significant place in Christianity, Islam and Judaism. As such, it has long been a centre of conflict and remains so today.

The Crusades took place between 1096 and 1271 and were known for their savagery. The strength of European belief in Christianity was matched by Muslims' belief in Islam and their right to defend their Islamic lands, and so massacres occurred on both sides. The Christians of Europe were inspired by the opportunity to capture the land of their faith and secure the mythical objects and sites that they learnt of in the Bible. For some of them, it was a chance for conquest and to feed greedy appetites for wealth. For the Muslims, it was a case of defending their homeland and a chance to live in paradise by dying in a jihad. More than any conflict in Europe, this was a grand clash of civilisations.

▲ **Source 10.30** An artist's representation of a Crusader knight

▲ **Source 10.31** An artist's representation of a Muslim archer

ACTIVITY 10.8

Using historical sources as evidence

▲ **Source 10.32** A fourteenth-century illustration of King Louis VII of France attacking a Muslim army

1 Use evidence from the source to explain which soldiers are Christian and which are Muslim. Explain your answer.
2 What can this source tell us about the nature of warfare in the Crusades?

Key concepts: sources, evidence, perspectives   **HASS skills:** analysing, evaluating

How many crusades were there?

The First Crusade

In 1095, Pope Urban called on the Christian kings of Europe to come to the aid of the Christian Byzantine Empire, which was at war with Islam. Their aim was to capture and occupy the Holy Land in the name of Christianity. The initial group to go was a band of disorganised peasants called 'The People's Crusade', who marched from Europe only to be massacred near Constantinople by the **Seljuk Turks**.

The following year, a group of French nobles and their armies marched on Jerusalem.

▲ **Source 10.33** Pope Urban II calls for the First Crusade in 1095.

Seljuk Turks tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine and most of Iran

On their way, they fought several terrible battles and massacred thousands of Muslim soldiers and civilians. The First Crusade lasted three years. On 7 June 1099, the Christian army reached the holy city of Jerusalem and immediately laid siege to it. Using three siege towers, the Christian armies breached the city walls and opened the gate. Knights and foot soldiers poured in and slaughtered thousands of Muslim and Jewish citizens, taking control of the city and the holy lands.

The Second Crusade

Jerusalem and other holy cities remained in Christian hands for the next 31 years. Most of the Christian armies had returned home and those left behind to control the Holy Lands divided it into the four states of Jerusalem, Edessa, Antioch and Tripoli. In 1140, Islamic armies began to gather and organise a holy war against the Christians, whom they called Franks. When Islamic armies captured the city of Edessa from the Christians in 1144, the Second Crusade was ordered by King Louis VII of France and King Conrad III of Germany. In October of that year, the Islamic armies destroyed Conrad's forces at the city of Dorylaeum. Later, when Louis arrived with 50 000 at the grand city of Damascus, an even larger Islamic army, led by Nur al-Din, the governor of Aleppo, met them on the field of battle and defeated the Christian armies, giving control of Damascus to al-Din in 1154 and endangering the control of the Christian presence in Jerusalem.

◄ **Source 10.34** The key locations of the Crusades

The Third Crusade

The response to Nur al-Din's victory was swift and Islamic armies spread across the Middle East, battling Crusader armies and forcing them into retreat. By 1187, a legendary military leader, Saladin, had emerged. After Saladin defeated a Christian army at the city of Hattin, and recaptured Jerusalem later that year, a Third Crusade was ordered, this time by Emperor Frederick Barbarossa of the Holy Roman Empire, King Philip II of France, and King Richard I of England, who was soon to be known as Richard the Lionheart.

An epic struggle between Richard the Lionheart and Saladin ensued. The two leaders would meet at the battle of Arsuf in September 1191. Richard would leave victorious; however, he did not retake Jerusalem. Rather, he signed a peace treaty with the great leader of the Islamic armies, which effectively allowed the two civilisations to share control of the Holy Lands.

▲ **Source 10.35** The capture of Jerusalem by Saladin in 1187

FAMOUS FACE
SALADIN (1138–1193 CE)

Saladin (Salah al-Dın Yusuf ibn Ayyub – 'Righteousness of the Faith, Joseph, Son of Job' – also called al-Malik al-Nasir Salah al-Dın Yusuf I) was Muslim **sultan** of Egypt, Syria, Yemen, and Palestine and founder of the Ayyubid Dynasty, military and political leader, who as sultan (or leader) led Islamic forces during the Crusades. Saladin's greatest triumph over the European Crusaders came at the Battle of Hattin in 1187, which paved the way for Islamic re-conquest of Jerusalem soon after.

sultan the title used by rulers in many parts of the Muslim world

FAMOUS FACE
RICHARD THE LIONHEART (1157–1199 CE)

King Richard I of England was famous for his 'lion-hearted' exploits in the Third Crusade. As king, Richard's chief ambition was to join the Third Crusade after Saladin's capture of Jerusalem in 1187. Eventually, after many battles, Richard and Saladin came to a truce.

▲ **Source 10.36** Fourth Crusade: view of the conquest of Constantinople by the Crusaders in 1203–04

The Fourth Crusade

Pope Innocent III called for the Fourth Crusade in 1198. However, before it could reach the Holy Lands, a dispute between European rulers and those of the Byzantine Empire distracted the two Christian forces from fighting the Muslims, and led to them fighting each other. In 1204, European Crusader armies declared war on the Byzantine Empire and the fighting led to the near destruction of the Byzantine city of Constantinople and the Byzantine Empire itself, as Crusader armies looted the city.

The Children's Crusade

In the thirteenth century, the Crusades became smaller and were focused on fighting non-Christians in Europe. However, in 1212 a mysterious 'Children's Crusade' began as thousands of children are thought to have left their homes and marched on the Holy Lands. Historians have long debated whether this actually happened, if it was even a Crusade

and if there were any children involved! It is rumoured that those who did march never made it to the Holy Lands as they were captured and sold into slavery.

The Fifth, Sixth, Seventh, Eighth and Ninth Crusades

A series of battles in Egypt and attempts to remove the Muslim armies from the Holy Land between 1217 and 1291 ended in failure for the European armies as the last Crusader city, Acre, fell to a new and powerful dynasty known as the Mamluks.

What was the impact of the Crusades?

Overall, the Crusades were a failure for European Christians. However, the interaction between the two civilisations, good and bad, led to increased wealth for the Roman Catholic Church, and mutual trade in knowledge and technology. Mathematics and science from the Islamic world found its way to Europe and improved the quality of **castles** and housing.

castle a large, fortified building

The meeting of these two civilisations also provided access to the Silk Roads, vital trading routes to Asia, and began to connect knowledge and ideas between the east and west. The exchanges of goods in trade and commerce created a new social group in Europe called the **merchant class**, who travelled and generated their own wealth – two things that were quite unfamiliar in feudal Europe.

merchant class a new social group who bought and sold goods between east and west

crucify to kill someone by tying or fastening them with nails to a cross and leaving them there

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 10.2

Analysing different historical perspectives

As students of history, it is important that we analyse the different perspectives of people in the past. Once we establish their points of view, it is essential that we then evaluate how these perspectives are influenced by significant events, ideas, locations, beliefs and values. In the sources, we can see an exchange between two leaders hoping to extend the power of their respective people and faith.

During the peace negotiations between Saladin and Richard the Lionheart, both were arguing over the ownership of Jerusalem and a religious relic, the 'True Cross', that was thought to be a piece of the wooden cross upon which Jesus was **crucified**. Saladin had captured the relic from the Christians at the Battle of Hattin in 1187. He never returned it and the relic was never seen again. However, the negotiations reveal a desire for both leaders to defend their faith:

SOURCE A

the Muslims and the Franks (Europeans) are reduced to desperation; their cities are destroyed and they have few men or supplies left. And since justice has been done, we need to speak only of Jerusalem, of the Cross and of the land in question. As to Jerusalem, we are fully resolved never to give it up, even if we had just one man left … and lastly, as regards the Cross — to you it is nothing but a piece of wood, but it is very precious in our eyes. If the sultan will graciously give it into our hands, we will make peace and be able to breathe again.

▲ **Source 10.37** Richard to Saladin

▲ **Source 10.38** A modern artist's representation of King Richard I

SOURCE B

Jerusalem belongs to us just as much as to you, and is more precious in our eyes than in yours. It was the place of our Prophet's journey, and the place where the angels gathered. Therefore, do not imagine that we shall give the city up to you, or that you will convince us in the matter. As regards the land, it belonged originally to us, and you came to attack us; if you succeeded in taking the land, it was only because you came unexpectedly and also because the Muslims there were weak; as long as the war lasts God will not allow you to build anything in this country. Lastly, as concerns the Cross, its possession is a great advantage to us, and we cannot give it up except if we could gain from it some advantage to Islam.

▲ **Source 10.39** Saladin to Richard

▲ **Source 10.40** A modern artist's representation of Saladin

»

>>

Responding to the sources

1 What did Richard want?

2 What did Saladin want?

3 Compare Sources A and B. What similarities and differences can you see in their wants and needs?

4 Consider the history of the Crusades to this point. What arguments was Saladin making?

5 What does the desire for the 'True Cross' tell you about Richard's primary motivations?

6 Why do you think Saladin wanted to hold on to the 'True Cross'?

7 What do the sources say about the nature of the Crusades?

Key concepts: sources, evidence, perspectives, significance   **HASS skills:** analysing, evaluating

ACTIVITY 10.9

Check your understanding

1 Create a timeline of the events of all nine Crusades.

2 Which of the Crusades was the most significant?

3 Why were the Crusades considered to be a significant development in medieval Europe?

Key concepts: sources, evidence, significance   **HASS skills:** evaluating, communicating and reflecting, analysing

architecture the art or practice of designing and constructing buildings

symmetry when something can be divided into identical halves

Lombard Bands a decorative arch usually located on the exterior of a building

Medieval architecture

Significant developments were made in the area of medieval **architecture** throughout the Middle Ages. The two main architectural styles of the Middle Ages were Romanesque architecture and Gothic architecture. Innovative changes connected to the beliefs and values at the time occurred during the High Middle Ages, resulting in the change of style to buildings such as churches, cathedrals, castles, monasteries and other important buildings that began to appear with the growth of towns and trade.

▲ **Video Source 10.40a**
Notre Dame Cathedral

▲ **Video Source 10.40b**
Sistine Chapel interior

Romanesque architecture

Romanesque architecture was the first distinctive style to be developed across Europe after the collapse of the Roman Empire, and can be seen from the start of the High Middle Ages (c. 1000 CE). Despite the collapse of the empire, many of its building methods survived, influencing what then became known as Romanesque architecture. This style is typically identified by simple **symmetry**, the use of many semi-circular arches around windows and doors, known as **Lombard Bands**, as well as featuring Roman pillars or columns. Romanesque architecture was partially the product of the spread of Christianity across Europe as many large churches were built in the plan of a cross to accommodate growing numbers of monks, priests and parishioners. Castles with thick stone walls (for defence and fire resistance) were also built in this style.

Many of these castles have been destroyed as a result of conflict; however, some, such as William the Conqueror's White Tower, within the Tower of London, remain almost entirely intact.

Gothic architecture

masonry stonework

As **masonry** and building techniques became more advanced, the style of architecture changed. Innovations made in engineering, combined with cultural developments leading towards a more modern society, meant that from the late 1100s onwards Gothic architecture could be seen all across Europe. Buildings became immensely large and included huge, ornate stained-glass windows. The three main characteristics of Gothic architecture include the pointed arch, the ribbed vault and the flying buttress, all the result of solutions to problems that were apparent with the Romanesque style of architecture. The pointed arch was the most important innovation of Gothic architecture, making all the other developments possible. The previous semicircular arches were flatter and required incredibly thick walls and small windows to hold the weight of the roof. The newer style of arch meant that the weight was spread vertically across the arch, allowing for vast spaces and large windows. Gothic architecture included lots of fine details and demonstrates a cultural shift away from the shadows of the Roman Empire.

▲ **Source 10.42** The Basilica of Saint Denis, Paris

Source: Rev. Samuel G. Green, D.D., *French Pictures: Drawn With Pen and Pencil*, 1878

▼ **Source 10.43** Twelfth-century stained glass window in the Basilica of Saint Denis, Paris, showing the story of Moses (artist unknown)

▲ **Source 10.41** The Tower of London. Built by William the Conqueror in 1078.
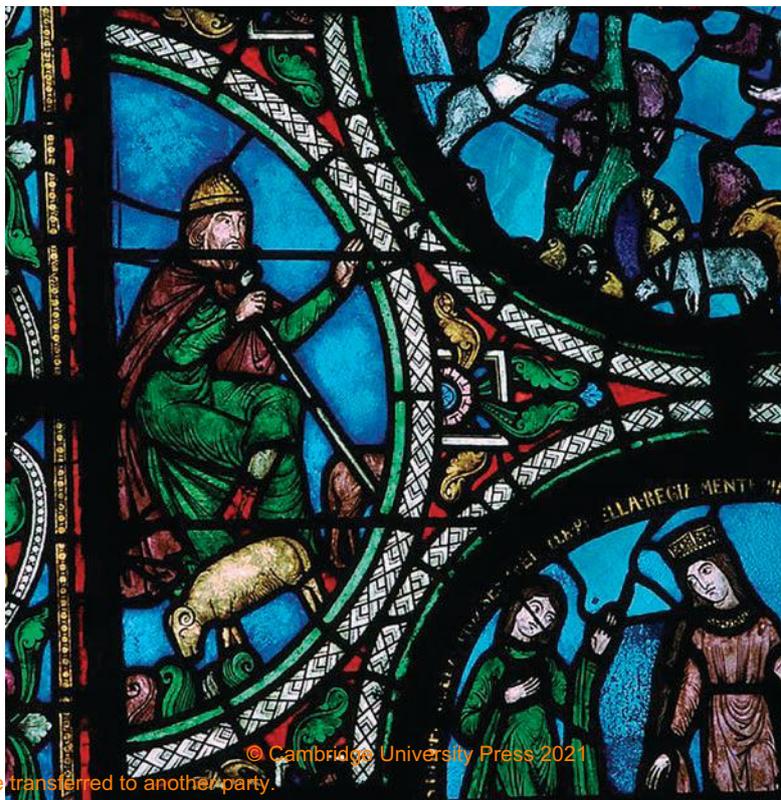
Amazing but true ...

Another feature of Gothic architecture is the presence of gargoyles. Gargoyles were considered to be the spiritual protectors of churches and were mounted on the walls and roofs of the buildings. They were carved from stone and included a spout as their actual purpose was to draw water away from the building to prevent the running water from ruining the mortar.

► **Source 10.44** Gargoyle on the facade of the Silk Exchange (Lonja de la Seda) in Valencia (built between 1482 and 1548)

ACTIVITY 10.10

Check your understanding

1 What were the two main styles of architecture in the medieval period?
2 List three similarities and three differences between each style.
3 Explain why the spread of Christianity created a need for larger buildings.
4 Draw your own gargoyle in the style of Gothic architecture.

Key concepts: sources, evidence, significance

HASS skills: analysing, evaluating, communicating and reflecting

Medieval manuscripts

One example of an illuminated manuscript was a *Book of Hours*, a popular medieval manuscript full of Christian texts and prayers. They were intricately decorated, often with jewels on the covers, and no two were the same; however, they all followed the same structure. There are many examples of the *Book of Hours* that still exist today, held in libraries and monasteries all over the world. Part of the reason that they still exist is because each manuscript is a codex, where the fragile handwritten parchment pages are protected by both a front and back cover. Books were a symbol of wealth and power and in many cases wealthy people commissioned their own Book of Hours. In contrast to being a symbol of great wealth, the *Book of Hours* was also the first text to be read across Europe by people of all levels of literacy. Children were taught to read from it and many knew the prayers by heart. It reached the largest audience of any written text at the time.

Many other books were written throughout the High Middle Ages as the people of the world began to discover new things. Great literary, philosophical and scientific works were produced, also by hand, but none quite as unique as the Domesday book. After being crowned the King of England in 1066, William the Conqueror set about commissioning this, now the earliest surviving public record. As king, he wished to know what resources were in his kingdom and how much tax he was owed. Officials went all over England collecting information and counting people, animals and anything else of value. The results were compiled in two volumes entitled 'Little Domesday' and 'The Great Domesday'. These volumes were a record of who owed King William taxes, and who he could call upon for loyalty and military protection if required. For historians, the volumes are very significant pieces of evidence that give a window into the lives of everyday people in medieval Europe.

▲ **Source 10.45** An illuminated page from a *Book of Hours*, a medieval prayerbook commissioned by Breton nobleman Prigent de Coetivy, c. 1460

Amazing but true ...

Much of what we know about the medieval period can be learned from illuminated manuscripts. These books were handmade, usually by monks, and were 'illuminated' due to the use of gold and silver within the text and illustrations. Using techniques borrowed from scholars in the Middle East, monks created books with religious themes by hand. Each page took hours, or sometimes even days or weeks, to create. These books remained the dominant source of information in Europe until Johannes Gutenberg invented the printing press in 1440. The press allowed information to be mass-produced, and the world began to learn about itself at a rapidly increasing pace.

▶ **Source 10.46** An illustration from the Book of Kells, created in Ireland around the year 800

From around 1200 onwards, with increased trade and growth of a monetary economy, the making of books started to be done in cities. Places such as Paris and Florence were home to specialised professional scribes, artists, binders and publishers who were paid for their work. Books were still written and made by hand but manuscripts had evolved into being a business, more about education and entertainment than about religious practices.
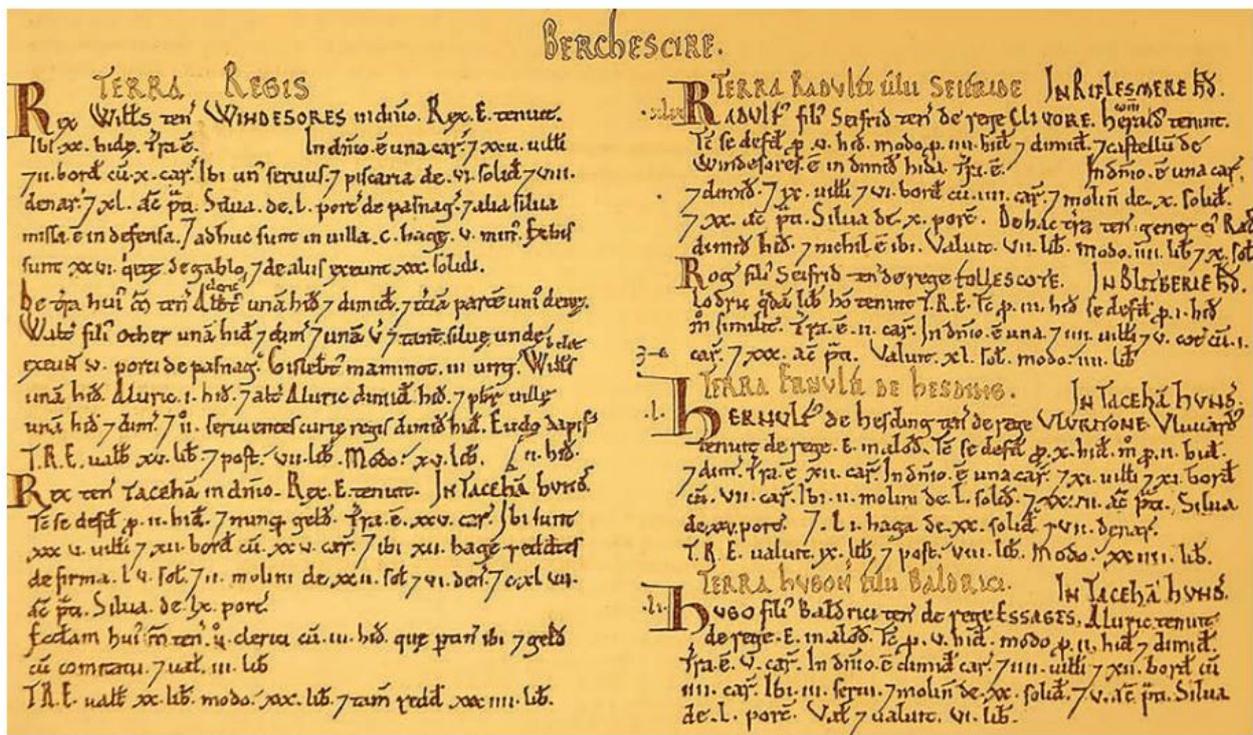
▲ **Source 10.47** An image of the Domesday book. Circa eleventh century

MAKING THINKING VISIBLE 10.4

Sentence, phrase, word

Research online a translation of one or more medieval manuscripts and identify the following:

1 A sentence that is meaningful for you or that you feel captures the heart of the reading

2 A phrase that 'spoke' to you in some way

3 A word that captured your attention or was powerful in some way.

Discuss your responses with a partner. Were any of them similar?

Key concepts: sources, evidence, perspectives, empathy

HASS skills: analysing, evaluating, communicating and reflecting

Medieval melodies

The Catholic Church, led by the pope, was immensely powerful and had significant influence over many aspects of life in medieval Europe, including music. Pope Gregory the first, also known as Gregory the Great, invented musical notation that allowed music to be written down rather than committed to memory. Church music throughout this time consisted of musical chants which were sung by monks. Gregory was pope from 590–604 and much of the Church musical chants for the next 500 years was written using his system. The music, which was written in Latin, was able to be passed down over time and thus was named 'Gregorian Chant'.

The other type of music seen throughout the Middle Ages was secular music. This was music not used for religious purpose but for entertainment. Poets from southern France were called troubadours and they wrote and sang songs in their own language. Troubadours generally hired minstrels to provide musical accompaniment to their songs. Between the eleventh and thirteenth centuries, some troubadours lived in one place and worked for wealthy families while others travelled across Europe.
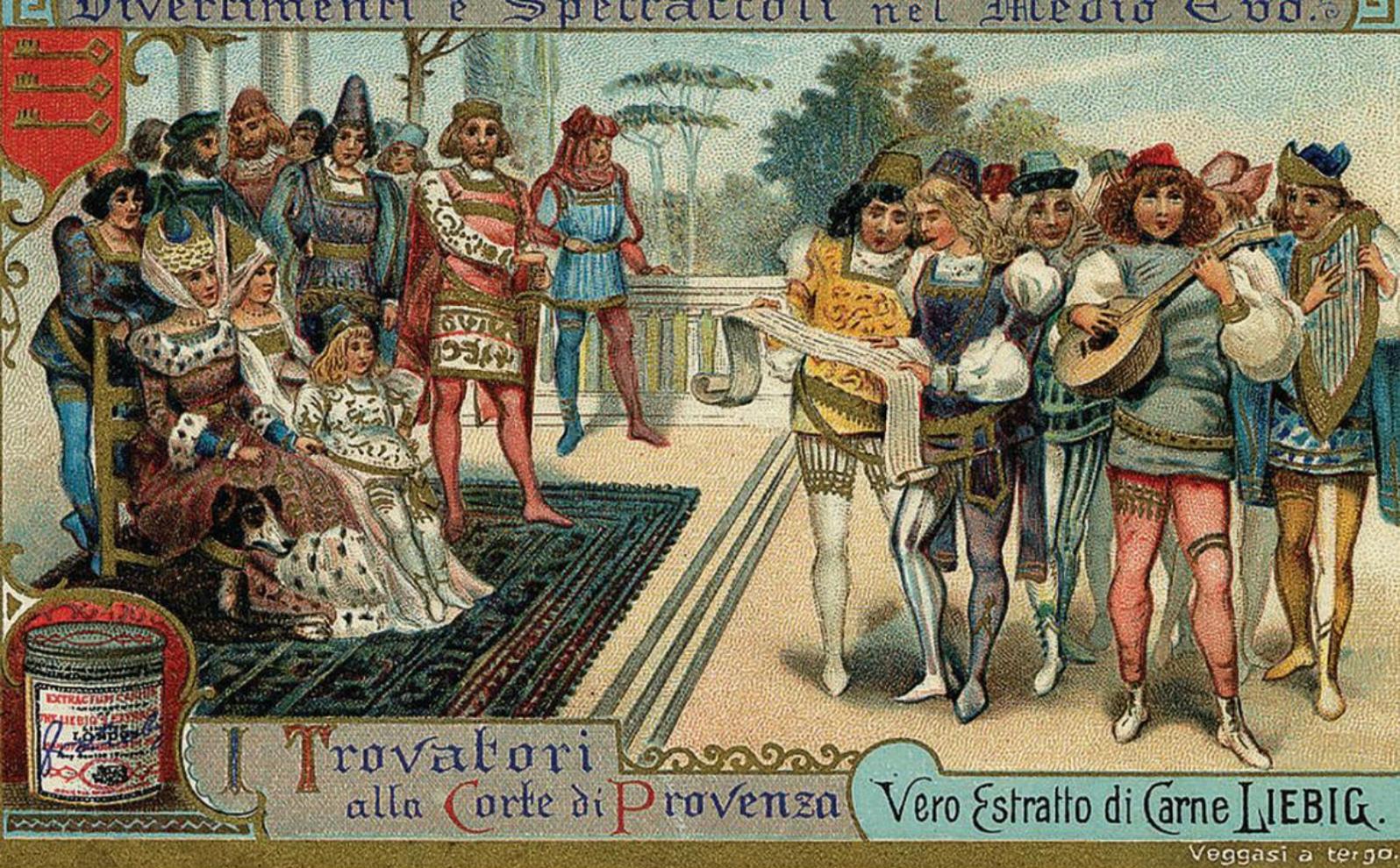
▲ **Source 10.48** The troubadours of Provence at the court, 14 September 1321

END OF SECTION REVIEW 10.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 List the different Crusades and the outcome of each.
2 Who was Saladin?
3 Who was Richard the Lionheart?
4 How did the Crusades end?
5 What improvements did the pointed arch lead to?
6 When did books start being printed rather than hand-written?

Interpret

7 What were the positive and negative outcomes of the Crusades?
8 Why is the Domesday book of William the Conqueror such significant historical evidence?

Argue

9 The effects of the Crusades are still being felt today. To what extent do you agree?
10 Architectural developments were the result of changing beliefs and values at the time. To what extent do you agree or disagree?

Key concepts: sources, evidence, significance, continuity and change

HASS skills: analysing, evaluating, communicating and reflecting

10.6 Continuity and change in medieval European society

Crime and punishment

Various systems of crime and punishment have existed since the beginning of human civilisation. The ancient Mesopotamians introduced the concept of 'an eye for an eye' as a means of justice as early as Hammurabi's reign (1792–1750 BCE). In medieval Europe, poverty dominated the lives of the majority of the population and so theft was common.

However, crime in general was rare compared to modern times. Once an accusation had been made, it was usually the local noble or knight who oversaw the 'trial'. In some parts of Europe, the accused would endure a 'trial by ordeal' where they were expected to hold a burning hot rod of metal in their bare hands. Then, after a few days, if their hand showed signs that it was healing, they were pronounced innocent. If not … guilty. Charlemagne introduced the concept of 'trial by panel', where the evidence was heard in front of a group of educated men who then determined guilt. This is where our modern day 'trial by jury' originates from.

> ## Amazing but true …
>
> Sometimes knights and nobles were subjected to trial by combat. If they were able to win a fight to the death, they could be proven innocent. In some cases, a 'champion' could be nominated to fight on the defendant's behalf. This tradition continues today; Queen Elizabeth II's current champion is a chartered accountant!

▲ **Source 10.49** Punishments in the medieval period grew increasingly brutal to deter would-be criminals. This is an artist's impression of someone being tortured on the rack in the fifteenth century.

Key concepts for your memory bank

Continuity and change refers to aspects of life or society that have remained the same or which have changed over a period of time. The causes of change, or reasons why change has been resisted, are important. Continuity and change are evident in any period of time and concepts such as progress and decline can be used to measure the extent of continuity and change. *Pop this concept into your memory bank – at the end of this book is an activity that will test your understanding of this, and other key HASS concepts!*

Murder, **treason** and **witchcraft** lay at the more serious end of the crime spectrum. However, as there was no police force to speak of, most illegal acts were punished brutally to deter further crimes. Theft was treated with extra work, physical punishment and, at worst, the loss of a hand. Serious acts like treason against the monarchy were punished with the accused being hung upside down, cut open while still alive, and then having all four limbs removed. Such punishments were conducted in public. Those accused of witchcraft were asked to repent their sins and accept the teachings of Christianity. If they did not repent, they were tied to a wooden pole above a log fire and burned alive. This also took place in public view.

> **treason** the crime of betraying one's country
>
> **witchcraft** the practice of magic, especially black magic

ACTIVITY 10.11

Group-based research task

Break into groups of two or three and choose a medieval crime to research. Copy and complete the table below. Then present your findings to your classmates.

Crime	Definition	Punishment in medieval times	Purpose of the punishment
Petty theft			
Murder			
Arson			
Poaching			
Witchcraft			
Heresy			
Stealing food or crops			
Vagrancy			

When you have filled in the table, complete the following tasks.

1 Look at the list of acts considered a crime. Does anything surprise you about them?
2 What do you notice about the types of punishments? How would you describe them?
3 Summarise the purpose of medieval punishments. What role did they play in society?
4 Now imagine yourself as a witness to a trial for one of the crimes listed above. Write a diary entry that describes the experience from accusation to trial, and then to punishment.

Key concepts: sources, evidence, perspectives

HASS skills: questioning and research, analysing, evaluating, communicating and reflecting

The Magna Carta

In 1215, a serious political crisis was emerging in England. A dispute between a group of English barons, the Church and King John led to the barons renouncing their allegiance to the King and threatening rebellion. Normally, such crimes of treason led to death, but the barons raised a force strong enough to capture London on 17 May 1215.

▲ **Source 10.50** A print from 1864 showing King John signing the Magna Carta at Runnymede on 15 June 1215.

John had no choice but to negotiate and the Magna Carta was born, a document that declared that all English citizens, including the king, were not above the law.

The Magna Carta introduced ideas of justice, democracy and individual freedom. While these rights were still many centuries away and

the Magna Carta itself took many forms over the years – it was repealed, replaced, rewritten and fought over – it laid the foundations for a world where a king was not the sole authority of the land and many decisions (especially those related to tax) were only possible with the will of the English people.

ACTIVITY 10.12

Using historical sources as evidence

The key to the Magna Carta, which was essentially a peace treaty, was the third statement:

> No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his equals or by the law of the land. To no one will we sell, to no one deny or delay right or justice.

▲ **Source 10.51** The third statement of the Magna Carta, written in 1215 CE

Responding to the source

1 What is significant about the statement above?
2 Read the third statement again. What freedoms do we enjoy in modern society that are similar to these?
3 Consider what you know about feudal society and medieval crime and punishment. Why was the Magna Carta such a significant agreement in the history of England?
4 On 24 August 1215, Pope Innocent III declared the Magna Carta to be 'illegal, unjust, harmful to royal rights and shameful to the English people'. Explain why this document would be a threat to the Catholic Church and monarchies around Europe.
5 What events led to change in crime and punishment in the High Middle Ages?

Key concepts: sources, evidence, significance, continuity and change, sources, evidence

HASS skills: analysing, evaluating

Castles and warfare

Castles were large stone buildings that sat at the centre of a noble's land. Usually sited at the top of the hill, above the village, the castle served two very important functions. It provided security in times of war, and loomed as a large and imposing structure to remind everyone of the power and wealth of the noble. Fortified buildings have existed to

protect populations since ancient times, but as they were incredibly difficult and expensive to build, they were often made of wood. The most common early form of a medieval castle was a motte-and-bailey, which housed the local population in an area known as the bailey, and the noble was protected by high walls on a tall mound of earth known as a motte.

▲ **Source 10.52** Bodiam Castle, constructed in England in the fourteenth century

▲ **Source 10.53** An artist's impression of a motte-and-bailey castle

In times of trouble, the population could flee the bailey and defend against attack from the motte. The trouble was that wooden mottes were easy for attackers to burn down. Thus, stone castles were built.

Over the course of the medieval period, exposure to the mathematics and engineering of the Islamic world meant that castle technology in Europe improved. Stone castles were built because they could not be set on fire, and the strong structure made it hard to destroy, even in the face of rapidly improving medieval weaponry. Stone castles were extremely expensive to build, so the greater the castle, the greater the power of the noble who lived there.

In the centre of the castle was the **keep**, which housed the noble and his family. The keep was a tall stone structure that had one room per level, strong walls and few windows. This was the safest place in the castle. An outer ring of guard towers and fortified walls surrounded the keep. Over time, castles within castles were built to house large populations, armies and knights. Windows became small slits in the wall that allowed archers to fire arrows at approaching armies. Often the whole structure was surrounded by a **moat**, a body of water that was deep enough to prevent horses from riding across. Given that few people knew how to swim, it was a decent second line of defence. To access the castle, the bridge across the moat contained a **drawbridge**, which could be pulled up and closed to prevent marauding enemies from getting any closer. If an enemy was successful in crossing this divide, they still had to break through the **barbican**, which fortified the entrance to the castle through a series of iron gates and doors.

keep the strong main tower of a castle

moat a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack

drawbridge a bridge that can be raised or lowered in order to protect a castle from attack or to allow large boats to go under it

barbican a double tower above a gate or drawbridge

▲ **Source 10.54** Dover Castle is an example of a stone castle. It was built in the twelfth century and is the largest castle in England.

ACTIVITY 10.13

Using historical sources as evidence

▲ **Source 10.55**   A cutaway drawing of the keep of Scarborough Castle, built between 1159 and 1169 CE by King Henry II to defend the north of England. The keep was the centre of a castle complex, and was used to house the noble family who lived there.

Ⓐ On the first level were storehouses of grain, other food and supplies as well as a small chapel.

Ⓑ The second floor was dedicated to a large meeting hall for the noble to conduct his duties.

Ⓒ The top floor was dedicated to the noble family, who all slept in separate quarters.

Ⓓ Across the roof were soldiers positioned to watch for approaching enemies.

steward a servant who supervised both the lord's estate and his household

marshal a servant in charge of the noble's hall

groom a lower servant in the noble's castle

What will impress you about life in a castle is not so much the gold and silver, but the scale of everything. A man who drinks out of an enamelled gilt-silver cup is rich; but a man whose **steward** drinks out of such a cup is powerful. Most barons have about forty-five men in their household … Before a great feast, the **marshal** of the hall will direct a couple of **grooms** to make sure that everyone enters and is seated according to their status. Even the lower ranks … are seated hierarchically.

▲ **Source 10.56**   Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 159

≫

Responding to the sources

1 What do you notice about life in the castle? Make dot points of the things that stand out to you.

2 Examine the source from Ian Mortimer. What does it tell you about the way life was organised inside a castle?

3 Examine the illuminated manuscript of Duc de Berry's feast. Which members of medieval society can you see? What do you think is happening in the source?

4 Using all three sources, write an evidence-based paragraph that explains life in a castle from the perspective of a groom. In your response, you should explain the importance of hierarchy.

▲ **Source 10.57** Jean de France, Duc de Berry (Duke of Berry), at a New Year banquet, with a battle scene in the background

Key concepts: sources, evidence, perspectives

HASS skills: analysing, evaluating, communicating and reflecting

Military and defence systems

A knight's armour

In the open field of battle, a knight with his horse were deadly opponents to face. They were an essential tactic of war as a massed charge of 100 or more armoured fighters on their horses were difficult to defend against. At full speed, they could simply charge through defending lines of foot soldiers and create chaos as they sliced and slashed enemies from above. Over time, the quality of armour worn by a knight improved and was more intricately decorated. A full body of heavy steel armour pieces covered the knight from head to toe. Only the smallest hole existed in the helmet for the knight to see out, otherwise there were almost no exposed areas of skin so that no well-swung sword or well-aimed arrow could harm him. In order for a knight to engage in hand-to-hand combat in battle, he needed to dismount from his horse to get in close to the enemy, weapons in hand.

ACTIVITY 10.14

Using historical sources as evidence

▲ **Source 10.58** An artist's impression of knights riding into battle

Responding to the source

1 What are the essential elements of a knight's armour that you can see?
2 What would be the most effective tactic for a foot soldier fighting this knight?
3 What challenges can you imagine a knight would face in battle?
4 What changes to the knights armour occured over time?

Key concepts: sources, evidence, continuity and change   **HASS skills:** analysing, evaluating

The longbow

The longbow was the most lethal killing machine of the medieval era. A simple bow and arrow had long been tools of hunting and war, and can be traced back to the ancient Egyptians. In medieval warfare, almost all armies used a medium-sized bow and arrow, which was slightly over a metre in length. When used in battle, a few hundred or a few thousand archers would position themselves behind the foot soldiers and fire arrows on the enemy. A skilled **archer** could fire only a few arrows per minute. In the mid-1200s, archery became a national sport in England and, by law, archery was the only sport that could be practised on Sundays. As a result, the English became renowned for their skill. The development of the longbow, a 1.8-metre-tall bow, which was much larger than a standard bow, was crucial in English warfare. What made it different was that it could be fired at a much faster rate and with larger arrows that were capable of piercing the armour worn by the enemy from at least 200 metres away. In addition to this, the thousands of trained archers in the English population became a central part of the battle strategy.

archer a person who fights with a bow and arrows

▲ **Source 10.59** The Battle of Crécy on 26 August 1346 between the French and the English forces

At the Battle of Crécy on 26 August 1346, the longbow proved its place in English military history. A battle between fierce enemies England and France found a vastly outnumbered English army of between 7000 to 15 000 facing between 20 000 to 30 000 French soldiers and knights. The English retreated to a position that forced the French army to squeeze through a narrow patch of wet landscape. With the French closely packed together in their advance, the English longbowmen, high up on a hill, rained thousands upon thousands of arrows down on the much larger army. It was a massacre. Contemporary historians dispute the exact number of losses, but all agree it was a definitive victory for the English. By the end of the battle, one source claims 14 000 French soldiers, including 1500 knights, had been killed for the loss of just 200 to 300 English soldiers.

Siege

While most battles took place staged in large fields, retreating armies often used their castles to fight off the enemy. Laying **siege** to a castle was a long-tried tactic of war. While the defending force took all of their food, supplies and surviving population inside the walls and locked the gate, the attacking force would wait outside and hopefully starve the castle's inhabitants out. When it came time to attack, a number of tactics were used.

Trebuchets

A **trebuchet** was essentially a large sling shot with a lever. Once the lever was released, large stones could be hurled at castle walls and sometimes over them. Their intention was to either break holes in the wall to allow attackers to climb in, or cause chaos on the inside. In various conflicts, the trebuchet was used to hurl flaming objects or the disease-riddled bodies of the dead to create further problems for the defenders.

Siege towers

Once the order was given to attack the walls of the castle, soldiers with ladders stormed the walls and were followed by large towers on wheels known as siege towers. The tower would be protected on the outside by wet animal hides to prevent arrows from hitting the soldiers inside. The wet hides were also an attempt to stop the defenders from setting it on fire. Once it was against the castle wall, foot soldiers would climb up a ladder to the top of the tower and charge across the walls.

> **siege** a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve
>
> **trebuchet** a large device used in wars for throwing large rocks at the walls of a castle as part of an attack
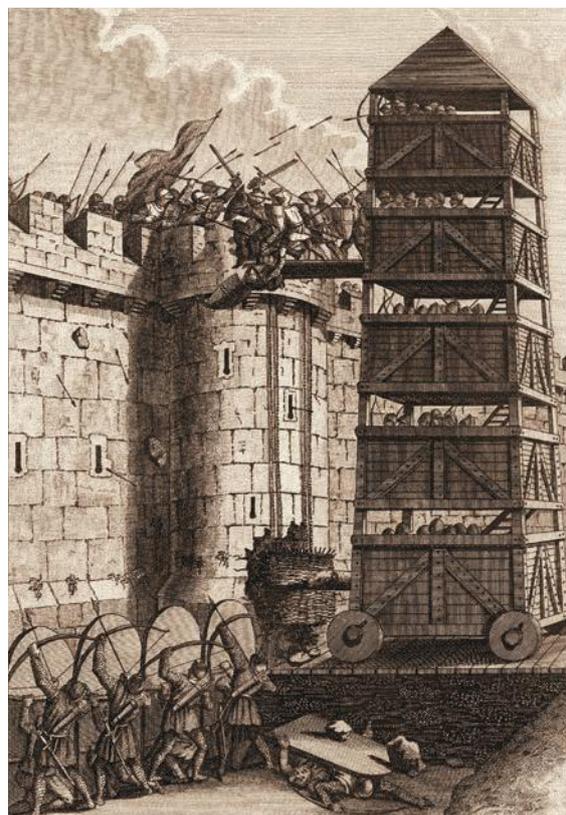
▲ **Source 10.60** This engraving shows a battle scene that involves attackers using a moveable siege tower to gain entry to a fortified castle, while archers on the ground fire over the wall.
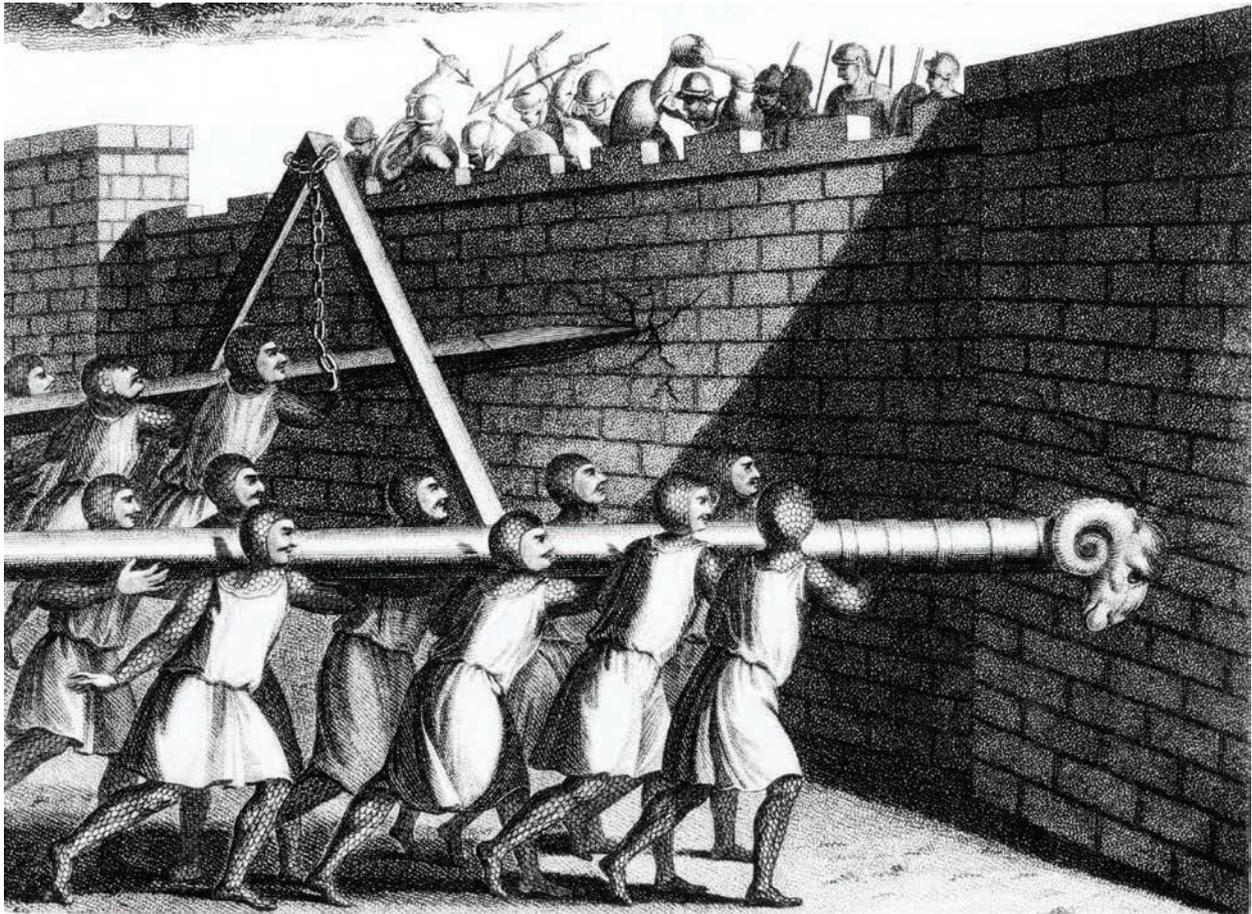
▲ **Source 10.61** Attacking walls with a battering ram before the use of wheels

Battering rams

The easiest way to capture a castle was through the front door, which was usually protected by two or more heavy wooden and steel gates. A battering ram was usually a thick tree trunk, used horizontally to ram open the castle door. The battering ram could be fixed with wheels and pushed by a number of soldiers. Other times it could be carried up to the door and swung on a large pendulum to crash against the gate. The ram was not a sophisticated weapon and it took a lot of strong, determined soldiers to operate it. They would be consistently under fire from archers and soldiers throwing rocks from the castle walls.

The crossbow

The crossbow evolved from the bow and arrow and served as the invention that came before the rifle. It was essentially a bow attached to a piece of wood that could be held horizontally and fired from the shoulder.

The advantage of the crossbow was that it was easy to use and did not require a lot of training. The only problem was that it was slow to load. A crossbowman had to place it on the ground and use a series of tools to

▲ **Source 10.62** A fifteenth-century French illustration of a pikeman and crossbowman

pull the string back and load the next arrow. However, once armed, it was deadly and dangerous. At close range, it could pierce the armour of a knight, which caused havoc for the feudal society. On a battlefield where crossbows appeared, no one was safe. It was so deadly that in 1096, Pope Urban II banned its use against other Christians during war. Which meant of course, any non-Christian was fair game.

Gunpowder

Gunpowder is thought to have been invented in China around 850 by mixing charcoal, sulphur and **saltpetre**, which created an explosion. The bigger the quantities of each substance used, the bigger the explosion and greater the destruction.

It is presumed that gunpowder arrived in Europe sometime in the thirteenth century via the **Silk Road**. The first cannon appeared in a medieval battle as early as the Battle of Crécy in 1346, but they had little impact. Gunpowder was used in large cannons to fire huge, heavy stone balls at the walls of castles to break them down. These cannons were large, heavy and difficult to transport

to battle, so gunpowder was developed to be used with handheld guns and smaller cannons. As the use of gunpowder and manoeuvrable cannons became more common, more powerful and more accurate, and those using them required less training, the effectiveness of castles and a knight's armour soon became obsolete.

saltpetre a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

Silk Road the major trade route that stretched from China to the Mediterranean world

▲ **Source 10.63** A fifteenth-century battle showing the use of cannons against a castle

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ACTIVITY 10.15

Check your understanding

1 In what circumstances would a knight's armour be advantageous in battle?

2 In what circumstances might it be less useful?

3 Explain the value of the longbow. Why was it so effective in battle?

4 Why were siege weapons used?

5 Explain the differences between the longbow and crossbow. Which do you think was the most effective in battle?

6 Why would gunpowder make armour and castles obsolete?

7 Use the information provided to create an illustration (comic strip or pamphlet) that demonstrates the weaponry available for use in battle during the medieval period.

Key concepts: sources, evidence, continuity and change

HASS skills: analysing, evaluating, communicating and reflecting

Attacking and defending a castle
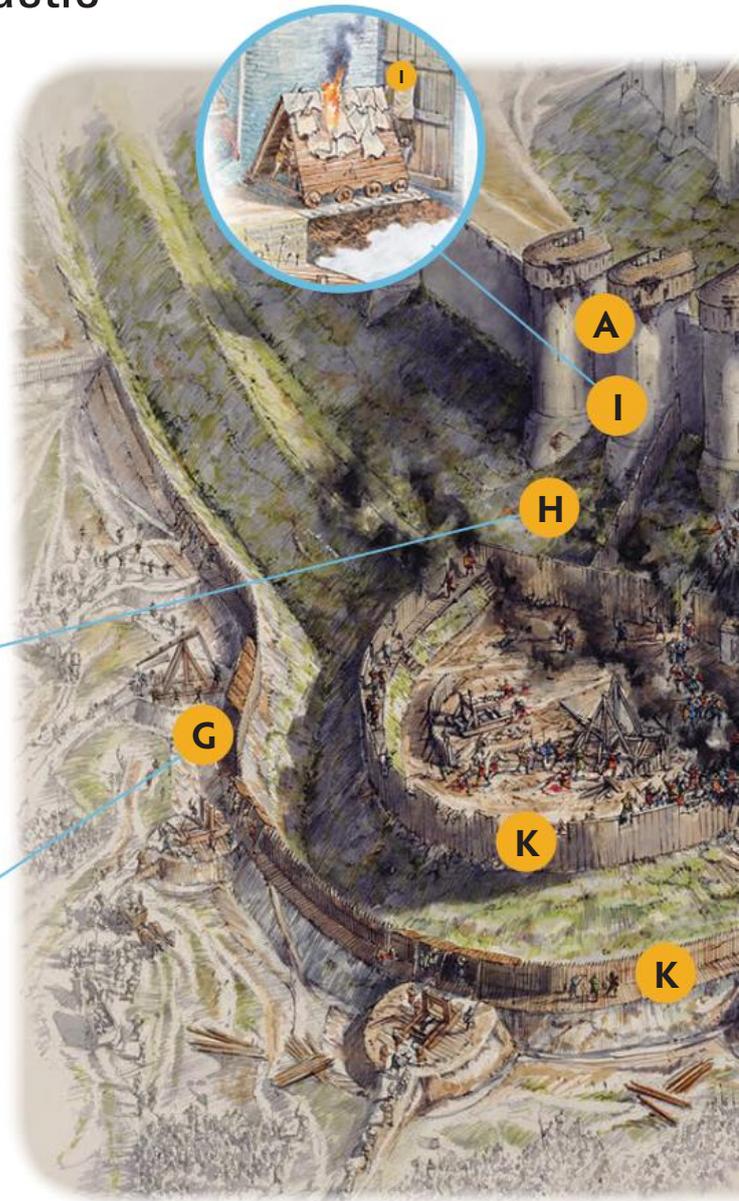
▲ **Source 10.64** An artist's interpretation of an attack on a stone castle in the medieval era

A *Barbicans* (gatehouses) had a gate on either side. If attackers made it inside one gate, they were still unable to enter the castle. While they tried to break the second gate down, soldiers would shoot arrows from the *murder holes* from the floor above.

B The *battlement* of a castle was a platform on the wall from which the castle could be defended. It was aided by the inclusion of *crenels* for archers to stand behind, and *arrow slits*, through which archers could safely fire arrows. Sometimes there were gaps at the bottom to allows defenders to drop rocks on the attacking force.

C To make it harder to attack, *spiral staircases* were built clockwise in *towers*. This gave the defender the advantage, as they were higher and had more room to swing their sword, as most people were right-handed.

D When castles were too hard to attack, sometimes an attacking army would simply surround the castle and wait for the people inside to starve, known as a *siege*. This would take a long time, sometimes years, as castles had large stores of food.

E Where possible, castles had a bent entrance. This involved a non-straight path to the gate, which gave defenders more time to shoot the attacking force.

F *Siege towers* were used to allow attackers to quickly get to the top of the wall safely. As they were made from wood and animal skins, they often caught fire.

G From a safe distance, *trebuchets* were used to hurl large rocks at walls to break them down.
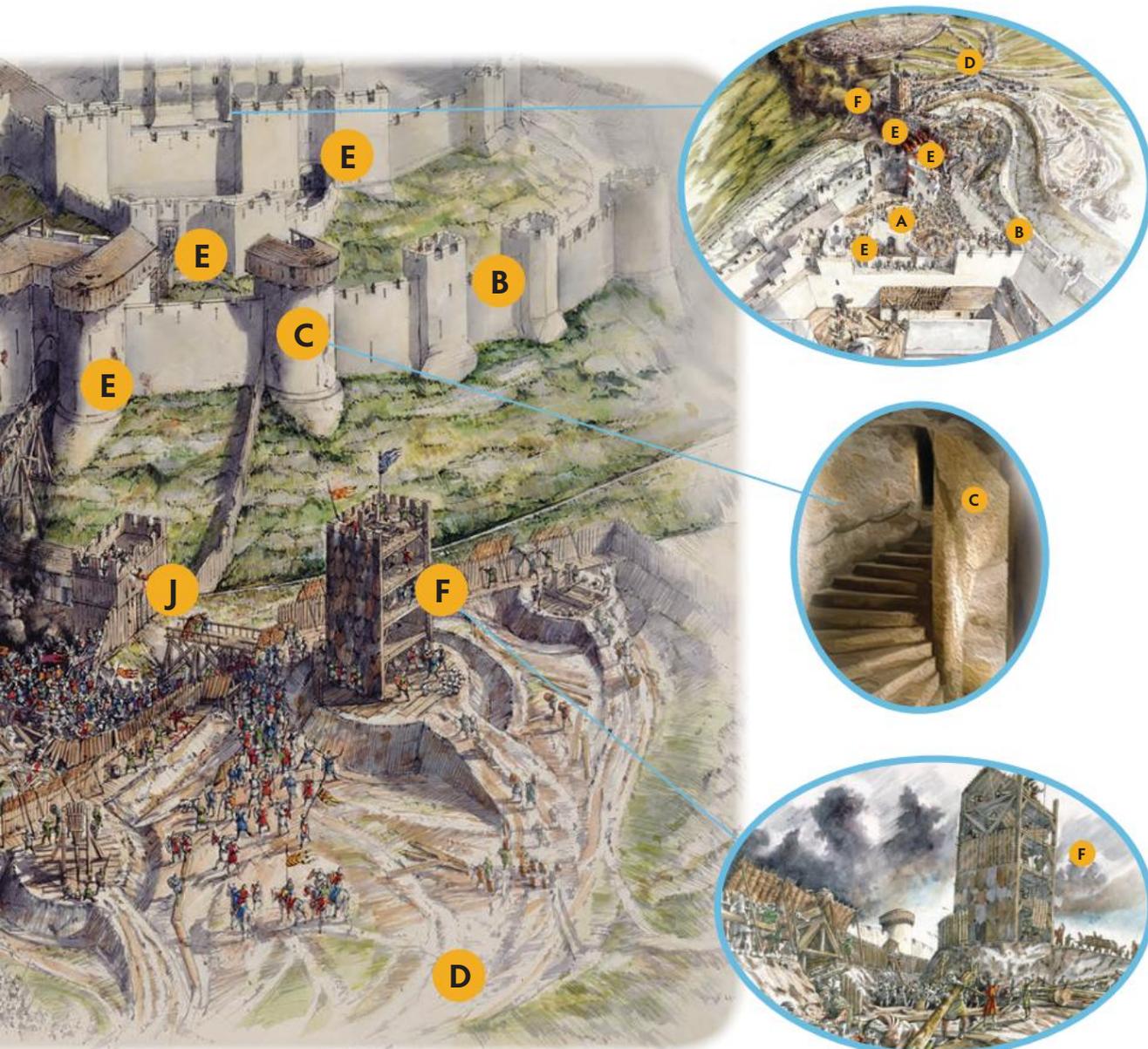
H If a castle was particularly well defended, *sappers* might dig a tunnel under the walls, build a fire and weaken the ground under a wall or tower so that it collapsed.

I To get through the gates, a covered *battering ram* was used to help the attackers stay relatively protected while smashing the gate open.

J *Drawbridges* were important features of castles that had *moats*, which sometimes had water. It could be lowered to allow access, but raised to force attackers to find another way to get into the castle.

K When castles had *concentric walls*, gates were never built in a straight line. This forced the attackers to go further, making them vulnerable to archers.

MAKING THINKING VISIBLE 10.5

See, think, wonder

Looking at Source 10.64, discuss with a partner:

1 What do you see?
2 What do you think about that?
3 What does it make you wonder?

Key concepts: sources, evidence

HASS skills: analysing, evaluating

Towns, cities and commerce

At the start of the Middle Ages, the majority of the population of Western Europe lived in small, scattered country villages. The bustling towns of the Roman Empire had disappeared and been replaced by feudal manors or religious communities. These were run by a lord, or person of noble birth or by the Church. The lord lived in a large manor house and the peasants lived in small wooden cottages with thatched roofs and no windows. Not all peasants were farmers; many were skilled craftsmen such as blacksmiths or potters. There were also free peasants who owned their own land within the village. These peasants would leave the village to trade in nearby towns. However, most peasants worked the land and spent their entire lives in the one place.

▲ **Source 10.66** Venice, Italy, 1438

▲ **Source 10.67** Woodcut print of medieval Pisa, Italy
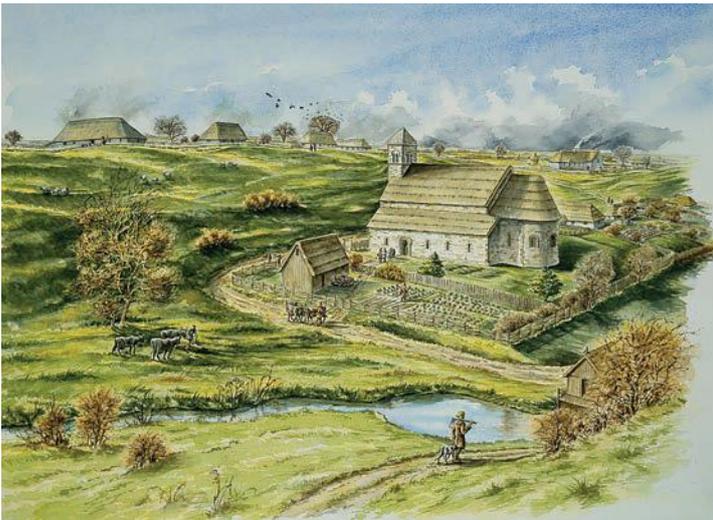
▲ **Source 10.65** Wharram Percy medieval village, North Yorkshire, late twelfth century

By 1066, towns were easily recognisable in England and throughout Europe. Some, like Lincoln and York, originated from Roman times and others, such as Canterbury, had grown as a result of the local cathedral and the religious importance associated with it. Seaside towns like Genoa and Venice in Italy grew as a result of the merchant trade that took place via the waterways. The towns were protected by thick stone walls around the outside and had guarded gates where visitors could enter.

▲ **Source 10.68** Buttermarket, Canterbury, England, modern day

Large open town squares were prominent in front of public buildings such as churches, where townsfolk could gather for markets and fairs. The towns were full of homes and businesses that lined dark and narrow streets. The majority of the population could not read and therefore colourful illustrations hung outside shops to indicate what goods or services were being offered. There was no garbage disposal or proper sewerage system which meant that most towns were dirty, smelly and very unhygienic.

Many of the approximately 112 English towns identified in William the Conqueror's Domesday book are still in existence today. Some of those towns, such as London and Winchester, grew to be thriving cities that were centres of business, trade, architecture and literature. In 1300, London was the largest city in England, home to between 60 000 to 80 000 residents. Home to merchants, lawyers, spiritual leaders and specialised craftsmen, many saw cities to be vibrant hubs full of opportunity while others saw them as dirty, dangerous and disease-filled. Richard Devizes wrote of London in the 1190s: 'Whatever evil or malicious thing that can be found in any part of the world, you will find it in that one city.' Cities were similar to towns in that they were surrounded by tall city walls and had no proper sewerage system. Open drains for waste water ran through the centre of many streets. The first closed-in sewer was built in 1370 along Rue Montmartre in Paris, and was designed and built first and foremost to contain the stench of raw sewage.

▲ **Source 10.69** The Tower of London, England, fifteenth century

▲ **Source 10.70** Jewel Tower, Westminster, c. 1510

ACTIVITY 10.16

Check your understanding

1 Who was in charge of villages?
2 What did most peasants do for work?
3 Where did towns sometimes originate from?
4 Explain the difference between a town and a city.
5 Why were residents in cities and towns in danger of catching diseases?
6 Outline some of the reasons why the first closed-in sewer was invented.

Key concepts: sources, evidence, cause and effect   **HASS skills:** analysing, evaluating

The growth of towns and cities occurred for a variety of reasons. One was the improvements made in agriculture. Farmers were using increasingly innovative methods that produced a surplus of food to sell at markets. As a result of the fact that people could buy produce, less people needed to farm in order to feed themselves. Most people came to towns for trade, or commerce. Towns grew in size and population alongside the trade that was happening inside its walls. In the Early Middle Ages only the wealthy people participated in trade; the majority of people made what they needed to survive themselves. By the High Middle Ages, it was common for many people to purchase everyday goods such as food and clothing from local vendors at town markets. Some towns began producing specialised goods unique to the area that they were in.

The town of Droitwich in Worcestershire was an area rich in salt, essential for preserving meat and fish. Towns in close range to rich forests produced items made by blacksmiths as there was a plentiful supply of wood with which to stoke the furnace. As well as local markets, many towns hosted merchant fairs, which attracted merchants from all over the globe. Products were available from all across Europe and the Middle East. Fine woollen cloth from Flanders (the Netherlands), hand-made glass from Venice and silk from China were all sought after and readily available.

Towns that produced specialised products became wealthier and wealthy towns attracted more merchants. They looked for more trading opportunities travelling across the seas and via the Silk Road. As trade increased, the number of merchants grew in towns, and both the merchants and the towns they resided in became wealthier and more powerful. Growing resentment towards the lord's taxes gave rise to the wish to be independent and purchase a royal charter. The charter granted towns the right to govern themselves with an elected mayor and local council, make their own laws and raise their own taxes. The feudal lords were no longer required for protection and power shifted to the wealthy class of merchants and craftspeople. This was the first emergence of a middle class.

END OF SECTION REVIEW 10.6

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What was the purpose of a medieval castle?

2 How and why did the structure of castles change over time?

3 Using Source 10.63, explain how gunpowder changed warfare.

4 What was the difference between town markets and merchant fairs?

5 What was a royal charter?

Interpret

6 Evaluate the effectiveness of siege weapons. What would be some of the dangers experienced by those using them?

7 How would being situated near water increase trade opportunities for medieval towns?

Argue

8 Gunpowder destroyed the value of the knight in the medieval world. To what extent do you agree?

9 Growing international trade caused towns to seek royal charters. Justify your opinion.

Key concepts: sources, evidence, perspectives, significance, continuity and change

HASS skills: analysing, evaluating, communicating and reflecting

10.7 Significant individuals in the medieval period

FOCUS QUESTIONS

- Which significant individuals had positive or negative impact on medieval societies?
- How did groups of people create change within European society during the period?
- Which significant people, groups and ideas from this period have influenced the world today?

Charlemagne: King of the Holy Roman Empire

Holy Roman Empire a large territory in Western and Central Europe that developed during the early medieval era

Charlemagne, or Charles the Great (742–814), was a Germanic ruler of the Franks, a group that moved into the region now known as France, who established the first great European empire of the medieval era. Charlemagne inherited the kingdom from his father Pepin the Short when Pepin died in 768. Charlemagne became ruler of the Franks; a kingdom known for its excellent fighters, farming techniques and housing.

A devout Christian, Charlemagne fought wars against his non-Christian neighbours and was a favourite of the pope in Rome. When a revolution broke out in Rome in 799, Charlemagne marched his armies to restore Pope Leo to power. As a reward, he was named the first emperor of the **Holy Roman Empire**. With the direct support of the Roman Catholic Church, Charlemagne set about expanding his empire.
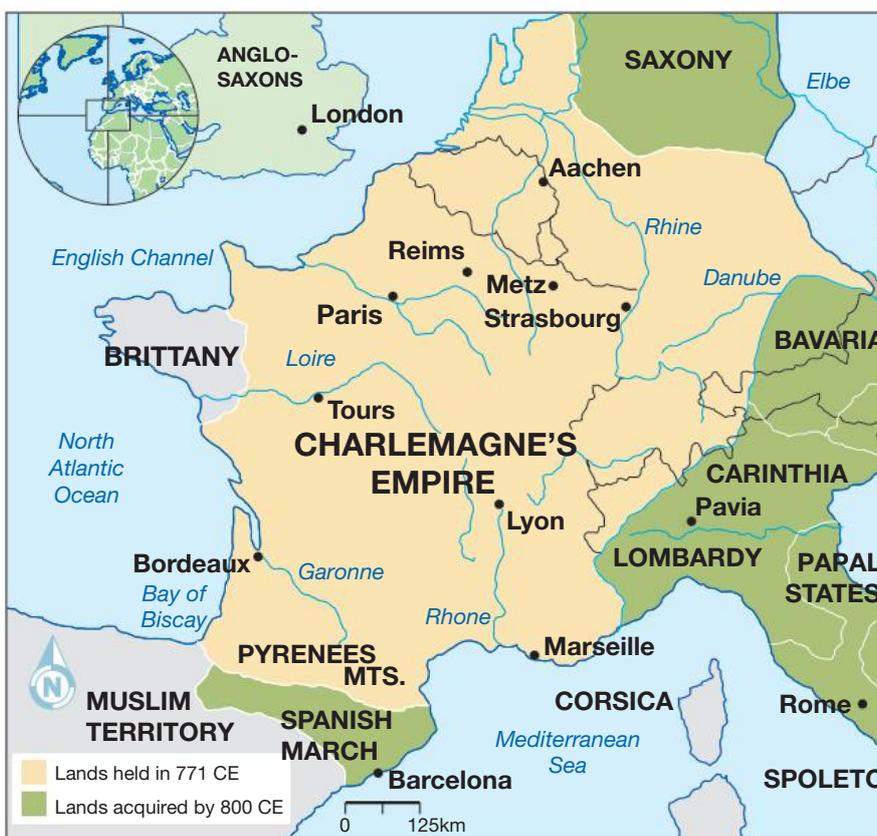
▲ **Source 10.71** The extent of Charlemagne's empire

FAMOUS FACE
CHARLEMAGNE (742–814 CE)

Charlemagne (Charles the Great) was king of the Franks from 768 and emperor of Western Europe from 800 to 814. He did much to define the shape and character of medieval Europe and ensured the survival of Christianity in the West.

cavalry armoured knights who rode into battle on horseback

Carolingian Minuscule a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

The Franks were known as great horsemen, and Charlemagne's armies were among the first to use armoured horses in battle. Known as **cavalry**, these fearsome charges of armed fighters on horseback would send enemy armies fleeing in terror.

As the unifier of Europe, Charlemagne carefully selected his most trustworthy supporters and bishops of the Church to control the vast areas of his kingdoms. In granting these noble families and religious leaders land, he was given their loyalty in return. These nobles ruled over the lords and barons, whose fighters, commonly known as knights, protected the villagers and farmers. The groups at the bottom of the social chain, known as as serfs, gave their labour and loyalty. With the support of the Church,

Charlemagne was able to maintain control over a vast population. He was the first to do so since the fall of the Roman Empire.

Despite his love for war and conquest (he fought more than 50 wars), Charlemagne also sought to develop European civilisation. He introduced a form of writing known as the **Carolingian Minuscule**, which was widely used around Europe. He actively spread Christianity (sometimes by force) through Europe and supported education, the arts and culture. Charlemagne made trade around the empire safer and easier, and people became wealthier and smarter, and the continent began to flourish again. Charlemagne died in 814 and his empire slowly declined. However, by 820, the Carolingian Minuscule was the dominant form of writing in Europe. By 900, Europe had broken up into smaller Christian kingdoms.

▼ **Source 10.72** This painting of Charlemagne was made almost 1000 years after his death. It depicts the power of his armies and his ability to spread Christianity around Europe.

ACTIVITY 10.17

Check your understanding

1 Write a short summary of how Charlemagne became Emperor of the Holy Roman Empire.

2 Put together a short timeline of Charlemagne's three biggest achievements. What do these achievements tell you about him?

3 How did Charlemagne improve Europe while he was king?

Key concepts: significance, continuity and change

HASS skills: analysing, evaluating, communicating and reflecting

William the Conqueror: feudalism comes to England

In 1066, Normandy was a small state on the northern coast of France. Its nobles and knights did not enjoy the wealth and privilege of others around Europe. However, directly north of Normandy was England, which was ruled by the **Anglo-Saxons**. In 1066, England was in turmoil. Its king, Edward the Confessor, had died and a three-way squabble over who was the rightful **heir** had broken out into war.

In 1051, William, the Duke of Normandy, travelled to England to see his cousin Edward and claimed that at that meeting he was promised the throne when 'the Confessor' died. However, on his deathbed, Edward granted the throne to the powerful noble Harold Godwinson. William was furious and began building an army to invade England. However, in the meantime, Harold's brother Tostig was also angry. Tostig had been exiled from England and with the news his hated brother had been named king, he enlisted the support of Harald Hardrada, King of Norway, to invade England from the north to make a claim for the throne themselves.

Incensed, Harold Godwinson marched his English army from London to Stamford Bridge in the north of England to confront his brother in battle. On the 25 September 1066, Godwinson's army destroyed the invaders and killed Hardrada and Tostig.

Two days later, William landed in England with his army of professional cavalry and soldiers and marched towards the town of Hastings in the south of England. On hearing the news, Harold, fresh from battle, hurried south, enlisting farmers and peasants into his battle-ravaged army as he went. The two armies met near the town of Hastings on 14 October. Harold's army lacked the rest, training, cavalry and archers of the Normans. The English fought a valiant defence over the course of the day, repelling cavalry charge after charge. For a while it seemed William would not break the English forces, so he ordered his troops to pretend to retreat in panic, to draw Harold's army out to fight. It worked. Harold's army was decimated by the constant cavalry charges and arrows. Godwinson himself was killed. The leaderless English were soon crushed.

FAMOUS FACE

WILLIAM THE CONQUERER (1027–1087 CE)
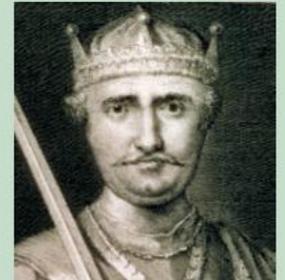
William, Duke of Normandy in France, invaded England and defeated King Harold II at the Battle of Hastings in 1066. Crowned King of England on 25 December 1066, William set about making major changes, from replacing many of the existing Anglo-Saxon nobles to reshaping the English language. He built castles all over England (including the famous Tower of London), introduced the system of feudalism, and compiled the Domesday book in 1086, recording names of all landowners and tenants in England.

Anglo-Saxons the inhabitants of England, who were originally from northern Germany and southern Scandinavia

heir a person who will receive money, property or a title from another person when that person dies

▲ **Source 10.73** The famous Bayeux Tapestry, which tells the story of the Battle of Hastings

Upon his victory, William claimed the throne of England. Despite his daring attack, he was a very effective king.

William introduced feudalism to England, he re-organised the country and developed a comprehensive understanding of his kingdom with the Domesday book, a survey of the towns and citizens of his new kingdom, a remarkable achievement for the time. He actively built large stone castles all over England, which served as the homes of his nobles and the centre of feudal communities. The amalgamation of French and Anglo-Saxon languages formed the basis of the English language we use today.

ACTIVITY 10.18

Using historical sources as evidence

After William's victory at the Battle of Hastings, he commemorated the event by ordering the construction of the Bayeux Tapestry. The tapestry was a celebration of William's victory in 75 individually stitched scenes embroidered into cloth. Created by a number of unnamed English women, it is 70 metres long and 50 cm high. The tapestry tells William's story, not just the Battle of Hastings. It is so detailed that 626 humans, 190 horses, 32 ships and 33 buildings appear in the tapestry. We can use the Bayeux Tapestry to learn not just about the Battle of Hastings, but also about politics, social and cultural practices as well as the dress and fashion that were all important in 1066.

SOURCE A

▲ **Source 10.74** Detail from the Bayeux Tapestry

SOURCE B

▲ **Source 10.75** Detail from the Bayeux Tapestry

≫

SOURCE C

▲ **Source 10.76** Detail from the Bayeux Tapestry

Responding to the sources

1 Carefully examine each source and note everything you can see in:

   a Source A

   b Source B

   c Source C.

2 What part of William the Conqueror's story can you see in:

   a Source A

   b Source B

   c Source C?

3 Place the images in order.

4 What does the tapestry tell you about the point of view of its creator?

5 Summarise the impact of William the Conqueror on England.

6 What do you think was the significance of the Battle of Hastings?

Key concepts: sources, evidence, perspectives, significance

HASS skills: analysing, evaluating

▲ **Source 10.77** Joan of Arc (1412–1431) in a miniature painting created between 1450 and 1500

Joan of Arc

Joan believed God had chosen her to lead the French to victory over the English. As a child, Joan lived in northern France under the constant threat of English brutality and invasion. Deeply religious, she claimed to have heard voices from God at age 13 that she should lead an army to expel the English and install the Crown Prince Charles of Valois as the rightful King of France. Charles did have a claim to the throne; however, he was

canonise (in the Roman Catholic Church) to announce officially that a dead person is a saint

not the strong leader France needed to expel the English. So when an 18-year-old peasant girl named Joan came to meet him (dressed as a man to avoid detection in enemy territory), promising victory, he granted her an army.

Joan led the French army to the city of Orléans, which was besieged by the English. Wearing full battle armour, Joan led the French to a glorious victory that turned the tide of the war in 1429. Charles was crowned King of France with Joan in the audience. She had become a national hero.

To her enemies, Joan was a representation of evil. She was called all manner of horrible names and accusations of heresy and witchcraft were levelled against her. It wasn't long before Joan's luck ran out and she was captured by England's allies in France, the Burgundy army. Joan was turned over to the English, accused, tried and convicted of witchcraft in 1431.

▲ **Source 10.78** Joan of Arc led a French assault on the British army at Orléans in 1428.

FAMOUS FACE
JOAN OF ARC (1412–1431 CE)

A peasant girl living in medieval France, Joan of Arc believed that God had chosen her to lead France to victory in its long-running war with England. Nicknamed 'The Maid of Orléans', Joan of Arc is considered a heroine in France for her role during the Hundred Years' War, and was **canonised** as a Roman Catholic saint.

▲ **Source 10.79** A nineteenth-century depiction of Joan of Arc's death. She was burned at the stake by the English.

Under interrogation, Joan was asked why she dressed as a man, to which she replied, 'I have done this on my own free will. Nobody has forced me; I prefer the apparel of a man to that of a woman.' The English claimed this to be unnatural and the work of the devil. Joan was burned to death at the stake on 30 May 1431.

The English army was eventually forced from France (except for the port of Calais) at the end of the Hundred Years' War in 1453. They would never hold territory in France again, and the two nations would remain bitter rivals for centuries to come.

The Medici family

The Black Death forced people to question authority for the first time. Many thought that the world would soon come to an end, and became obsessed with death. A growth of medieval art that focused on the 'dance of death' indicated there was a growing focus on human experiences, rather than those of religion and God. The significant decline in population meant people were more socially mobile than ever before. Peasants could

become skilled craftsmen, craftsmen could become wealthy merchants, and the already wealthy merchants could buy their way into nobility. Birth was no longer the sole determining factor of social status.

One such family of wealthy merchants was the Medici family of Italy. They had made their fortune as traders from the countryside and moved to Florence soon after the Black Death died out. Involving themselves in finance, politics, trade and art, the Medici family became one of the most powerful and wealthy families in Europe.

▲ **Source 10.80** 'A Dance of Death' illustration from *Liber Chronicarum* by artist Michael Wolgemut, 1493

Four of them went on to be pope and two became the queen of France. Most famously, the Medici family promoted art and discovery, by being patrons of great artists including Michelangelo, Botticelli and Leonardo da Vinci.

The power and wealth of the Medici family made Florence the new centre of Europe and home to the Renaissance, a new and exciting period of human ideas and social, political and economic 're-birth'.

▲ **Source 10.81**   The Medici family was so wealthy they commissioned painters to recreate scenes from the Bible, with themselves pictured in the scenes. Here, the Virgin Mary crowned by two angels holds the child Jesus. On the left is a portrait of Lorenzo de Medici as the young man with the ink pot, flanked by his brother Giuliano de Medici who is holding a book.

ACTIVITY 10.20

Research and presentation task

A range of important individuals made great contributions to the medieval world. Research a key individual and make a presentation to the class that will help them understand more about the important people and events in medieval history.

1 In groups, choose one individual from the table below to research. Make sure you answer the following questions:

   a Who did you research?

   b Where did your individual live and make an impact?

   c When did they live?

   d What contribution did they make? What events were they involved in?

   e How did they make a difference in the medieval world?

   f Why is this person significant?

2 Find and present an image of your chosen person. Table 10.1 has some ideas to get you started.

   a Explain where the image came from and who created it. Does it have an official title?

   b Justify whether your chosen image is a primary or secondary source, and why.

   c Explain how the image reinforces something you believe to be significant about the person.

Significant individuals in medieval Europe

Richard the Lionheart	Saladin	Joan of Arc	Eleanor of Aquitaine
A chivalrous king who rebelled against his father and fought Saladin in the Crusades	A military genius who ended the 88-year rule of the Crusaders in the Holy Land, and was known as a virtuous leader	A French peasant girl who used voices from God to lead the French armies to victory over the English	The queen of both France and England, and responsible for developing the ideas of chivalry
Pope Innocent III	**Peter the Hermit**	**Robin Hood**	**Marco Polo**
The most powerful of medieval popes who controlled many European kings	A popular priest who led the People's Crusade and was involved in the First Crusade	A mythical outlaw who lived in the English forest, stealing from the rich, giving to the poor	The famed Italian explorer who travelled across Asia to China and returned

▲ **Table 10.1** Significant individuals in medieval Europe

»

William Wallace	William Tell	Marie de France	Geoffrey Chaucer
A Scottish rebel who fought and freed Scotland from English rule	A Swiss folk hero who is said to have launched the fight for Switzerland's independence	A writer and poet famous for challenging the Church's attitudes to women	A poet and writer known as the father of English literature and the medieval book *The Canterbury Tales*
Edward the Black Prince	Matilda of Tuscany	Vlad the Impaler	Margery Kempe
A brilliant military commander who led and won a major battle at 16 years old	The most powerful woman in medieval history defended the pope's land in Italy	A king known for his favoured method of execution, who became the inspiration for Dracula	A holy woman who challenged the Church through literature and was tried for heresy

▲ **Table 10.1** *Continued*

3 Groups can present to the class, or share the information in an online space so that the class can read about and analyse the different figures. Then you should complete the following tasks on your own.

 a Create a timeline of medieval history and mark in the period when each person lived.

 b Briefly summarise on the timeline why each person was significant.

 c Which people do you think made the biggest contribution in war and conflict? Why?

 d Which people do you think made the biggest contribution in arts and culture? Why?

 e Which people do you think made the biggest contribution in technology and the culture of the medieval era? Why?

 f Carefully examine your responses and explain who you think was the most important individual in medieval history. Give reasons for your choice.

Key concepts: sources, evidence, perspectives, significance

HASS skills: questioning and research, analysing, evaluating, communicating and reflecting

END OF SECTION REVIEW 10.7

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   Who was Charlemagne?
2   List three things that William the Conqueror was known for.
3   What did Joan of Arc do to avoid detection in enemy territory?
4   How did the Medici family make their fortune?
5   What was the Renaissance?

Interpret

6   Why was William the Conqueror considered to be an effective King?
7   Why was Joan of Arc considered to be a heroine?
8   What was so significant about the Medici family?

Argue

9   'William the Conqueror was a more significant individual than Charlemagne because of the historical texts he created during his reign.' Do you agree or disagree?
10   'Robin Hood is a mythical figure and did not exist.' To what extent do you agree?

Key concepts: sources, evidence, perspectives, significance

HASS skills: questioning and research, analysing, evaluating, communicating and reflecting

Additional content available: Significant challenges and developments in medieval society

10.8 Conclusion: why does it matter?

The medieval era is so often misunderstood. It was seen to be one of blood, gore, violence and death. However, a closer examination finds a period of immense change and development. The collapse of the Roman Empire meant that Europe needed to reorganise itself in order to move forward. While feudalism and war dominated people's lives, it took a catastrophic event like the Black Death to force people of all social classes to re-evaluate the world and find a better way forward. In the medieval world we can find the building blocks of the world we live in today, and use it to consider what life could be like if we don't work together to maintain the world we have.

10.9 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

Analysis

Follow the flow of main ideas

What ideas have you learnt about medieval Europe? In this activity, copy the diagram below and fill it in with a few points about each topic. Alternatively, you can fill this in within the Interactive Textbook. One example has been completed for you.

The structure of feudal society	
The power of religion	Religion played a central role in medieval society. It influenced the actions of everyone from monarchies to ordinary peasants. Religion led to wars between Christians and Muslims. People raised questions about religion after the Black Death.
The life of a knight	
The Crusades	
Crime and punishment	
The technological impact on warfare	
The contribution of significant Individuals	

Writing

Key terms

For each key term or name below, write a sentence explaining its significance:

- the Dark Ages
- Holy Roman Empire
- Charlemagne
- nobility
- knights
- feudalism
- Battle of Hastings
- Byzantine Empire
- peasants
- clergy
- castles
- longbow
- crusades
- medieval towns and cities
- merchants
- Royal Charter
- Joan of Arc.

Inquiry

Continuity and change

Conduct individual research to investigate one thing from medieval society that has changed, and one thing that has stayed the same. You could look at examples from political structures, scientific developments, belief systems or agriculture. At the conclusion of your research, evaluate the reasons why the examples you have chosen have changed and why they have stayed the same.

Making thinking visible

What follows is an assessment task on medieval Europe, with four assessment options to choose from. You will be asked to write a 500-word response on one of the three statements.

Option 1: The Crusaders were right to invade the Holy Lands.

Option 2: Feudalism was a fair and just system.

Option 3: William the Conqueror was the individual who had the most significant impact on medieval Europe.

Option 4: The rise of international trade and the growing power of merchants caused the emergence of the middle class.

1 Discuss: What kind of situation was the claim made in? (Who made it? What were people's interests and goals? What was at stake?)

2 Brainstorm: Make a list of all the different points of view from which you could look at this claim.

3 Dramatise: Choose a viewpoint to embody (it doesn't have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the different viewpoints. Say:

- My viewpoint is …

- I think this claim is true/false/uncertain because …

- What would convince me to change my mind is …

4 Stand back: Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

Key concepts: sources, evidence, perspectives, significance, continuity and change, empathy, cause and effect, contestability

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting

Depth study 2

Investigating the Black Death in Asia, Europe and Africa: fourteenth-century plague

Overview

In the fourteenth century, an outbreak of bubonic plague, known as the Black Death, spread virulently across Asia, Europe and Africa. Many millions of people died as a result of this: estimates of the exact death rate vary considerably, but it is generally considered to be at least 50 million, and some historians put the figure as high as 200 million. The disease was not well understood at the time and was often associated with religious or divine righteousness.

Many people suffering from the Black Death believed that they were being punished by a higher power as a result of their sinful behaviour. The disease was a form of vengeance. However, living conditions, the lack of sanitation, an extensive merchant trade, and cultural and human contact in the fourteenth century were the real reasons for the spread.

As you work through this depth study, you will continue to build your confidence and skills in using historical sources as evidence and determining how useful historical sources can be. As you learn more about the Black Death, you will begin to construct historical questions about the disease, its causes, symptoms, treatments and how it spread. On your journey to finding the answers to these

▲ **Video**
Depth study overview

▼ **Source A** A procession of townspeople fleeing to the countryside in England

questions, you will specifically be utilising three historical concepts:

- **Cause and Effect** – When looking at events in chronological sequence, historians can identify pattens of cause and effect. One event generally causes others that happen after it, which leads to another and so on. In the context of the Black Death, we will investigate what caused the disease as well as the effect that trade routes had on the rapid spread of it.

- **Empathy** – Historians need to be able to examine events that took place from the different perspectives of people who lived through them at the time. We consider their context (age, race, gender, religion, social status), and gain an understanding of the actions they may have taken in response to events that occurred during their lives. Throughout the fourteenth century, there were several different belief systems present and various groups of people responded to the Black Death in different ways according to the beliefs that they held.

- **Contestability** – Throughout history, there have been many different interpretations or versions of the same events. The Black Death is no different. There is much debate about how many people were victims of the Black Death as a result of contestable information. Historians need to be able to contest or question the history that they are examining with a critical eye in order to determine which version is the most likely to be true.

Making use of these historical concepts allows us to gain an understanding of how our life in the twenty-first century has similarities or differences to those of the people who lived in the fourteenth century.

It also allows us, as historians, to see how our lives in the present have been affected by knowledge gained throughout the past. Medical and scientific knowledge was greatly impacted by the Black Death and created the foundations for systems that are still in place today.

CHAPTER 11

The Black Death

11.1 Setting the scene: eyewitness accounts of the mysterious Black Death

Giovanni Boccaccio was a talented writer and poet who lived in the Italian city of Florence in 1348. Here he witnessed one of the greatest disasters in human history. A mysterious disease had travelled to Florence from the east. At the time, some people blamed the sailors who came to Florence by boat, or travellers who arrived by road. Some thought the disease was a punishment from God and began to blame themselves. Boccaccio recorded the disease as he saw it:

… a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death.

▲ **Source 11.1** Eyewitness Giovanni Boccaccio's 1348 account of the symptoms of the plague, quoted in *Medical Aspects of Biological Warfare*, 2007, p. 93

▲ **Source 11.2** Two victims of the plague depicted in this manuscript from 1411

The tumours would evolve from red to black, and the highly contagious disease quickly swept across Europe, earning the nickname the **Black Death**. Boccaccio was one of the lucky people who survived the disease that decimated his city, wiped out towns and brought the entire social structure of medieval Europe to its knees. It is estimated that one-third of Europe's population were killed by the Black Death.

With so many people dying, survivors began to question the world around them. Nothing would be the same again. A fellow Italian, Agnolo di Tura, summed up the despair of the time:

> Buried with my own hands five of my children in a single grave. Many corpses were buried so superficially that the dogs dug them up and devoured them. No bells. No tears. This is the end of the world.

▲ **Source 11.3** Eyewitness Agnolo di Tura, quoted in Daniel Cohen, *The Black Death 1347–1351*, 1974, p. 33

Black Death the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population

▲ **Source 11.4** Plague doctors wore a long-beaked mask and carried a rod. By 1645, people understood the Black Death to be an airborne disease and filled the beak with sweet-smelling flowers and scents to guard against the illness. The rod was used to treat the tumours, rather than touching them with exposed hands. Though it also allowed the doctors to also fend off any infected people.

MAKING THINKING VISIBLE 11.1

See, think, wonder

Carefully examine everything you see in the images in Sources 11.2 and 11.4.

1 What do you see? Note down everything you notice in each image.
2 What do you think about what you see? What thoughts, emotions, ideas come to you?
3 What does it make you wonder? What is left unexplained? What would you like to know?

Key concepts: sources, evidence   **HASS skills:** analysing, evaluating

11.2 Chapter overview

Introduction

We study the fourteenth-century plague outbreak known as the Black Death to investigate how life changed as a result of the disease. What were its origins and how did it spread? What caused changes and what short- and long-term effects did this have? Societies have been able to study the information available from medieval times, evaluate the evidence and learn from it. Here in Australia, we have experienced several outbreaks of plague: in the early 1900s, the plague came via ships from overseas in 1918 the 'Spanish Flu' arrived as veterans returned from overseas; and more recently, in 2020 and 2021, we experienced the COVID-19 pandemic. In these instances, knowledge gained from the Black Death relating to the spread and prevention of disease has been used to fight against the threat of infection. Society now is far more secular and we have advanced medical knowledge. However, things like quarantine and wearing masks, originally introduced in the fourteenth century, have been utilised by modern society in similar situations. This chapter will investigate the main aspects of life in Asia, Europe, and Africa during the fourteenth-century plague outbreak. We will evaluate what impact the Black Death had on the populations of these societies. Finally, we will look closer to home at an outbreak of bubonic plague in Perth in the twentieth century.

Learning goals

After completing this depth study, you should be able to answer the following questions:

- What factors influenced life expectancy in the fourteenth century?
- What medical knowledge was present and how was it connected with religion?
- How did expanding trade between Europe and Asia impact the Black Death?
- What was the origin of the Black Death and how did it spread?
- What were the causes and symptoms of the Black Death?
- How did different groups in society respond in treating the Black Death?
- What were the short-and long-term impacts of the Black Death?
- How do different theories about the impact of the Black Death conflict with one another?

Historical skills

After completing this chapter, you should be able to:

- Construct a range of historical questions
- Use a variety of methods to select, collect and organise information and/or data
- Identify the origin and purpose of a historical source
- Determine the usefulness of both primary and secondary sources
- Interpret information to identify points of view, relationships and trends
- Sequence events and significant developments
- Draw simple conclusions based on evidence
- Develop texts using subject-specific terminology
- Make use of evidence to support findings
- Correctly acknowledge sources of information.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

▲ **Video**
Five interesting facts about the Black Death

▲ **Source 11.5** Europe at the time of the Black Death

Map labels:

- *NORWEGIAN SEA*
- Iceland
- *ATLANTIC OCEAN*
- *NORTH SEA*
- *BALTIC SEA*
- Russian Principalities
- Norway — Bergen
- Sweden
- Denmark
- Moscow
- Jews killed by angry mobs
- Ireland
- York
- *Thames River*
- Kilkenny
- England
- Bristol
- London
- Lithuania
- Plague first reaches Europe here
- Entry point of plague to England
- Weymouth
- Tournai
- Holy Roman Empire
- Bohemia
- Poland
- Khanate of the Golden Horde
- Netherlands
- Paris
- *Rhine River*
- Strasbourg
- Austria
- Galacia
- Residence of Pope Clement VI
- France
- Hungary
- Milan Venice (Croatia)
- Genoa
- Avignon
- Florence
- Siena
- Kaffa
- *BLACK SEA*
- Portugal Castile
- Aragon
- Rome
- Serbian Empire
- Bulgarian Empire
- Constantinople
- Georgia
- Agnolo di Tura observes the plague
- Greece
- Athens
- Ilkhanate
- *STRAITS OF GIBRALTAR*
- Tunis
- Sicily
- Danse Macabre images in Beram chapel
- Syria
- Tunisia
- *MEDITERRANEAN SEA*
- Damascus
- Iraq
- Alexandria
- Cairo
- Palestine
- Both Tunis and Cairo lost 1000 people a day at the height of the plague
- Egypt
- *RED SEA*
- Mecca

What came before this topic?

The fourteenth century experienced disasters even prior to the Black Death. Two major famines caused by a livestock plague and over-exploitation of land resulted in crop failures in Europe in 1316 and 1317. The Hundred Years' War had begun between England and France; and 1300 saw the beginning of the 'Little Ice Age', where the Earth's temperature dropped as much as 2°C. This reduced the growing season and made providing enough food even harder.

Copper engraving of Doctor Schnabel [or Dr. Beak], a plague doctor in seventeenth-century Rome

1211–30 CE
Expansion of Mongols continues into Persia, Russia and Europe

1324 CE
The Islamic Emperor of Mali, Mansa Kanku Musa, visits Egypt, bringing gold and riches as part of his pilgrimage to Mecca

1347 CE
Plague arrives in Sicily and spreads to Constantinople, Cairo and North Africa

1211 CE
Mongols, led by Genghis Khan, raise an army of 200 000 men against the Jin Dynasty in northern China

1320–30 CE
Plague outbreaks are recorded in China

1346 CE
Mongols defeat Genoa by throwing plague victims over the walls of the city. This is seen as the first historical case of germ or biological warfare

MAKING THINKING VISIBLE 11.2

See, think, wonder

Based on the image provided, consider the following questions for discussion.

- What can you see in this image? (I can see …)
- What do you think about this image? (I think …)
- What does this image make you wonder about the Black Death? (I wonder …)

Key concepts: sources, evidence

HASS skills: analysing, evaluating

▲ **Source 11.6** Woodcut, *The Child*, c.1524

What came after this topic?

The fourteenth-century plague saw somewhere between a third and a half of Europe's population perish in just a few short years. This combined with the Hundred Years' War meant the population fell very quickly. With fewer people living and working, both trade and the economy were negatively impacted. In contrast, for people working, the demand for workers increased and wages rose. Fewer mouths to feed resulted in more money to spend on consumer items like clothing and furniture. Innovations in accounting and banking, as well as technological innovations in ship-building and the invention of the printing press, laid the groundwork for the beginnings of capitalism on a much larger scale than ever seen before.

an unmarked grave of a plague victim in Europe

1348–51 CE
Plague spreads to France, Germany, England, Spain, Africa, Asia and Middle East

1348 CE
Religious persecution of the Jews throughout Europe – 2000 people burned alive in Strasbourg on Valentines Day

1349 CE
An English ship that ran aground in Bergen brings the plague to Norway.

1381 CE
Peasants' Revolt

1348 CE
Venice pioneers the first organised response to the Black Death. Ships arriving in the port are inspected and those deemed infected were burned.

1349–1500 CE
Rise of flagellant movement in response to the Black Death, and Pope Clement VI's proclamation to denounce flagellants from the Church

1350–80 CE
Decline of the feudal system in Europe

11.4 Living conditions and religious beliefs in the fourteenth century

FOCUS QUESTIONS

- What factors influenced life expectancy?
- What medical knowledge was present in the fourteenth century?
- How were medical knowledge and religion connected?

Asia

China

The Song Dynasty ruled most of China for 300 years from CE 960 to 1279, and during this time technology and trade grew. Canals and bridges were built, and gunpowder was invented. Art and painting flourished and new glazes for pottery were developed. Rice and tea became staples of the Chinese diet. Protein such as meat, frogs, fish and seafood increased in people's diets, improving life expectancy and birth rates. By 1100 the Chinese population had grown to 100 million, and there had been corresponding economic growth. The Song's largest city was Kaifeng, followed by Hangzhou. These cities contained over one million inhabitants, compared to London, which at the time housed 15 000 people. The improvements in technology and agriculture led to increased urbanisation and the introduction of paper money.

Women were not treated as equal to men and were involved in child-raising, ancestor worship and family roles. Paintings show upper-class palace women and children dressed in embroidered robes. The scene in Source 11.8 is a rare example of how women in this period in the court dressed.

Banzai (emperor)

Shi (traditionally the warrior and noble classes)

Shang (merchants)

Gong (workers)

Nong (peasants)
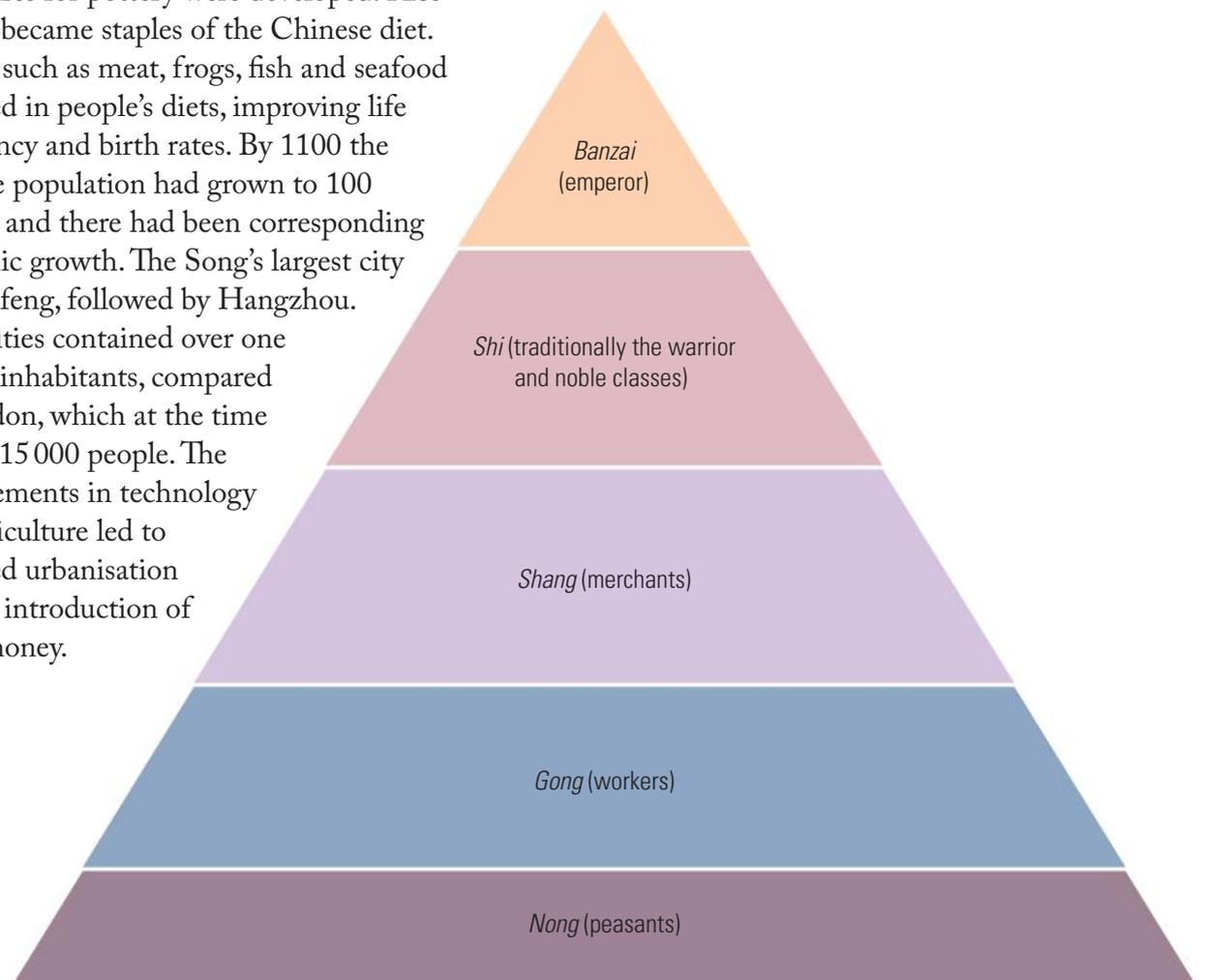
▲ **Source 11.7** Social hierarchy in ancient China
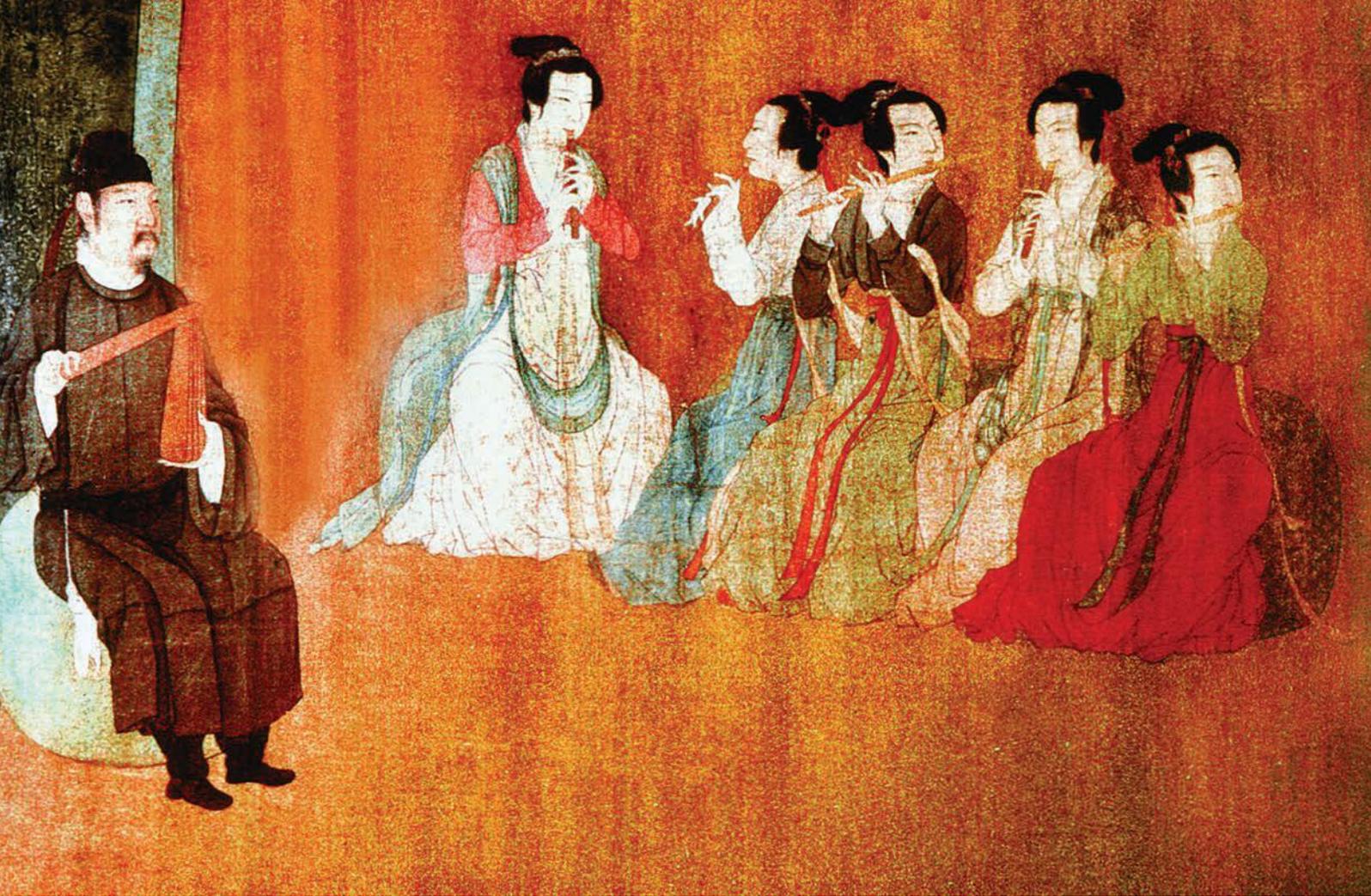
▲ **Source 11.8** A twelfth-century reconstruction of the tenth-century painting *The Night Revelry of Han Xizai,* by Gu Hongzhong

The Mongol Empire

During the thirteenth century, a clan from Asia, with armies mounted on horseback, conquered central Asia and beyond. This clan was the Mongols or 'Barbarians', foreigners (from the Greek term *barbaros*), and they extended their reach from South Korea in the Pacific to current-day Poland and Syria. In 1211, the Mongols, led by Genghis Khan, raised an army of 200 000 men and rode into the northern part of China, which was ruled by the Jin Dynasty. This expansion of Genghis Khan's family continued into Persia, Russia and Europe over the next 18 years. Kublai Khan, the grandson of Genghis Khan, continued the expansion into southern China, the area ruled by the Song Dynasty. In 1279 he conquered them and established the Yuan Dynasty.

Within Asia, the rise of the dominant society of the Mongols opened up new trade routes and exchanges of goods such as spices, oils, silk, grain, fruits and technologies.

The Mongols had conquered China, central Asia, and parts of the Middle East and controlled sea and land routes to Europe, from the Pacific to the Mediterranean. The expansion of this empire had promoted increasing trade and exchanges of ideas, technologies such as porcelain production and painting, and religious ideas such as Buddhism and Islam. This increased contact between societies was one of the reasons the Black Death spread so widely.

▼ **Source 11.9** Illustration of a mounted Mongol soldier

Africa

In Africa, societies such as Egypt prospered in the fourteenth century. Northern Africa, with well-connected sea ports located at Tunis and Tripoli, became central trading cities and places of wealth and expansion. These sea ports included Constantinople, in present-day Turkey, and ports in the Mediterranean and Black Seas. In West Africa, gold flowed from Mali, Ghana and Songhai.

Different societies, including those of ancient Ghana and Mali, rose to prominence during the medieval period. These societies were flourishing with new economic trade, ideas and technologies and were seriously affected by the devastation of the Black Death in the fourteenth century.

Ancient Ghana

The empire of ancient Ghana rose from CE 500 to 1250. The society had developed with input from Arabic teachings and had a female dynastic cycle, civil service, army and justice system. During its height, it dominated the western Sudan gold trade. It traded the gold for valuable commodities such as salt, swords, horses, ivory and texts from North Africa. We only have limited Arabic sources who describe everyday life in ancient Ghana – al Ya'qubi in 889 and Al-Bakri from the eleventh century. Both of these sources show the influence of Islamic mosques, the vassal states that surrounded ancient Ghana, and how merchants had to pay a tax in gold on importing copper, textiles and salt.

Society had four hierarchical main groups. The *manga* or monarch ruled, and religion focused on the Snake Cult. Districts were administered by *tunkas* or officials.

Social classes such as craftsmen were relatively well off, with some archaeological excavations showing numerous pottery items and metal objects in their houses. However, part of the historical problem of understanding ancient Ghana is due to modern destruction of the archaeological records.

Mali

The kingdom of Mali in West Africa rose to prominence during the medieval period, from approximately 1230 to 1600. Much of the evidence about this area comes from oral history or *griots* (an oral historian who told the stories of each family). These *griots* passed on family history but it was not published or shared with other families. Mali was ruled by a Mansa (sultan/king). This empire developed thanks to trade and its influence over three main gold mines. At its height, it contained half the gold in the world. It flourished under the control of the Islamic emperor Mansa Musa (Musa I) and became highly urbanised with over 400 cities around the Niger River, an Islamic university and large mosques in

Monarch
(*manga*)

Nobles and officials
(such as the *tunkas*)

Free men
(traders, farmers, herders, and craftsmen)

Slaves
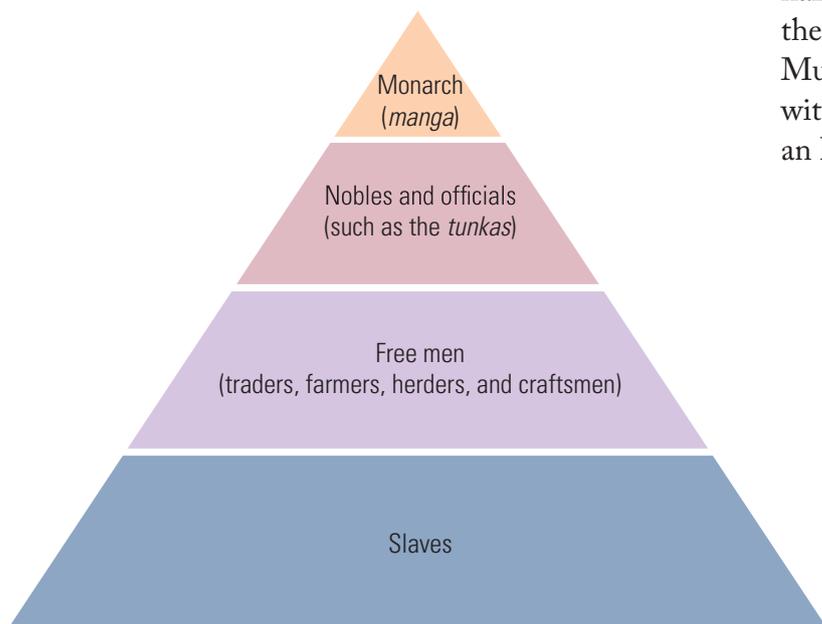
◄ **Source 11.10** Social hierarchy in ancient Ghana

Timbuktu and Gao. The Niger River was an important geographical resource, as much of Mali did not have access to river systems, making trade and access to water difficult.

For many of the common people and families of Mali, water supply was a significant daily issue. This explains why so many came to settle in the cities along the Niger Delta. Within Mali society, women would care for children, harvest food and craft domestic items such as pots and baskets. The men held positions of importance, such as hunters. The archaeological records from these areas show remains of horses, arrows and axes.

Mali was wealthier and more developed than western European cities and towns. In 1324, Mansa Musa visited Egypt, bringing gold and riches as part of his pilgrimage to Mecca. His entourage consisted of over 500 slaves, and 100 camels carrying 30 000 pounds of gold. When Mansa Musa reached Alexandria, historians cite that he gave gold to peasants, beggars and those in need. This social welfare measure meant the ancient currency of gold was devalued due to its plentiful supply for over a decade. Mansa Musa strove to develop Mali with scholarly ideas in mathematics, philosophy and architecture.

ACTIVITY 11.1

Using historical sources as evidence
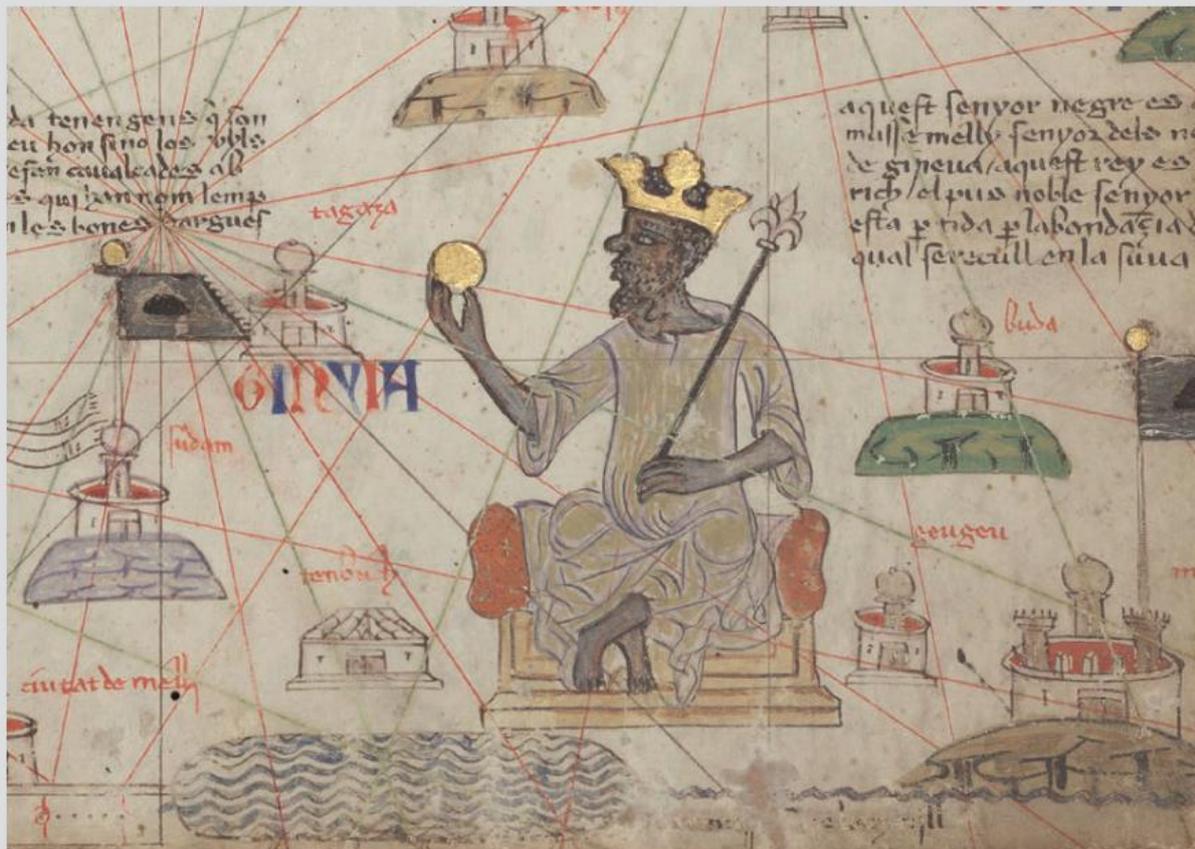
▲ **Source 11.11** Illustration of Mansa Musa (c.1280–1337), dated 1375

1 Identify what the source shows about Mansa Musa.
2 How do we know Mansa Musa was a powerful figure?
3 Why do you think Western societies know little of Mansa Musa today?

Key concepts: sources, evidence   **HASS skills:** analysing, evaluating

Europe

In Europe, the system of **feudalism** had existed since the seventh century. In this system, peasants farmed the land owned by the nobility and the Church in return for protection. By the thirteenth century, this system had started to disintegrate. Peasants and labourers flocked to the emerging towns. This led to inadequate agricultural production and farming, making life more dependent upon the exchange of goods and services that were flowing in from Africa and the East.

Medieval life in towns throughout Europe was greatly affected by the shift from a feudal to a **monetary** economy. Goods and services were sold and exchanged in towns, which provided for taxation and created a constant demand for imports and skilled craftsmen to build new cart-wheels, barrels, housing, weapons, churches and artworks. The population in European towns had grown from 38 million to 74 million from the tenth to fourteenth centuries.

feudal a type of ruling system based on land usage, where the ruler owns all the land and allows others to occupy and use it in return for taxes, money, goods or services

monetary money-based economy

Daily life in towns and cities during this period was crowded and smelly. Horses and donkeys carried goods via carts to central marketplaces. People lived in cramped conditions without running water or plumbing for toilets. Waste and night soil (excrement) was often thrown out onto the streets. Floors and dwellings were hastily constructed with mud and straw floors that often bred mice, fleas and lice. This high urban density, lack of sewerage and close living quarters were ideal for the spread of the Black Death.

In London by the thirteenth century, houses were three storeys high and often had thatched roofs. The wealthier classes started to construct houses out of stone. Some homes contained a hearth or fire to cook with and heat the house. For other people, there were many bakeries that would cook your meal or from which you could buy breads and other staples. The discrepancy between rich and poor continued to grow during the thirteenth century. The Museum of London

▼ **Source 11.12** This image, dated c.1150, depicts officers receiving and weighing coins from taxpayers at the exchequer in Westminster, London.

▲ **Source 11.13** A leather shoe probably worn by a wealthy Londoner, late 1300s

describes how leather-soled shoes were worn by people from wealthy and well-established social classes. Wealthy merchants could afford luxuries such as oranges, carpet and leather shoes.

ACTIVITY 11.2

Using historical sources as evidence

▲ **Source 11.14** Pewter toy of a knight on horseback, c.1260–1350. This knight on horseback is the earliest hollow-cast pewter figure known in England, and is one of the earliest examples of mass-produced medieval toys. This figurine wears a coat of mail (hauberk) and carries a sword in his right hand. His helm and his left arm is missing.

1   Identify what this source shows us about children's toys at the time.

Key concepts: sources, evidence

HASS skills: analysing, evaluating

Children in medieval Europe often did not survive to become adults. It is estimated that 25 per cent of children died in their first year, and 12.5 per cent died between the ages of one and four. There was very little understanding of the concept of 'childhood': children from the lower classes would be taught to earn a living or perform a trade from age 12 onwards. Children from wealthier families played with toys made from leather, china and glass. Tiny **pewter** dolls, glass marbles and animal bone toys and ice skates have been found to show how children from the upper classes lived during these times.

> **pewter** a metal alloy made of tin, copper and sometimes silver

Outside the towns of medieval Europe, agricultural production was often affected by rain, bad weather and mildew, which led to poor harvests and rotting grains and vegetables. The harvesting was carried out by all members of the family.

In medieval times, the average life expectancy was only 31 years. Of course, many people lived longer than this, but the average age is affected by the number who died in childhood. Women had a lower life expectancy than men, as many of them died of complications due to childbirth.

▲ **Source 11.15** Harvest and medieval food production

ACTIVITY 11.3

Using historical sources as evidence

Look at the following table from the Australian Bureau of Statistics, showing life expectancy in the twenty-first century.

LIFE EXPECTANCY AT BIRTH BY SEX

Country	Persons	Males	Females
Japan	84.43 (rank 1)	81.28 (rank 2)	87.47 (rank 1)
Switzerland	83.56 (rank 2)	81.60 (rank 1)	85.41 (rank 5)
Singapore	83.39 (rank 3)	81.25 (rank 3)	85.52 (rank 4)
Spain	83.36 (rank 4)	80.60 (rank 10)	86.05 (rank 2)
Italy	83.28 (rank 5)	81.04 (rank 6)	85.35 (rank 7)
Australia	83.20 (rank 6)	81.21 (rank 5)	85.22 (rank 8)
Channel Islands	82.84 (rank 7)	80.86 (rank 8)	84.74 (rank 9)
Iceland	82.77 (rank 8)	81.23 (rank 4)	84.31 (rank 15)
Republic of Korea	82.77 (rank 8)	79.63 (rank 18)	85.70 (rank 3)
Israel	82.74 (rank 10)	81.04 (rank 6)	84.32 (rank 14)

Australian Bureau of Statistics, 3302.0.55.001, Life Tables, States, Territories and Australia, 2016–2018 (released 30 October 2019)

▲ **Table 11.1** Life expectancy estimates at birth by sex, top 10 countries in the world, United Nations 2015–2020

Complete the following table comparing life expectancy in the fourteenth-century and now.

Child's life expectancy, Europe 1300s (years)	Child's life expectancy, Australia 2000s (years)	Difference in years	Reasons for the difference

Key concepts: sources, evidence, continuity and change, cause and effect

HASS skills: analysing, evaluating

ACTIVITY 11.4

Check your understanding

1 List three innovations that occurred during the Song Dynasty in China.

2 Identify a significant daily issue for residents of Mali.

3 Why did European societies become more dependent upon the exchange of goods and services from the East and from Africa?

4 Explain how the Mongol Empire affected the spread of the Black Death.

5 Why did trading cities develop in northern Africa?

Key concepts: significance, cause and effect

HASS skills: analysing, evaluating

Fourteenth-century medicine and religion

Medicine and surgery

Medicine in the medieval period was based on Hippocrates' teachings of the four humours of the body: yellow bile, black bile, phlegm and blood, and their relationship to the four elements of earth, fire, water and air. If an illness was felt to be caused by too much of one particular humour, medieval doctors might apply leeches to the patient, to draw out blood and remove the excess. Other methods included making the patient vomit or sweat. Special diets of herbs were also used to balance the humours. During this period, the appearance of pus from wounds or bacteria was seen as healing rather than a sign of infection.

Medicinal plants and herbs were known to have **curative** properties and many monks and local **apothecaries** provided ointments and **tinctures** for healing. Painkillers and antiseptics such as mandrake roots, opium, gall of boar and hemlock were used. Surgery was used to remove teeth, relieve pressure on the brain and cauterise or seal wounds.

Kings and royalty were perceived to have special healing powers, and saints were often called upon to prevent death. Monks also used their healing powers to cast out demons and devils from those who seemed to be suffering fits, delusions, depression or anti-social behaviours.

Aside from the Black Death, two of the most common but devastating illnesses suffered at this time were leprosy and St Anthony's fire. Now known as ergotism, St Anthony's fire is an intensely painful skin inflammation that can cause convulsions and hallucinations, and if not treated may result in gangrene of the limbs. There were many outbreaks of St Anthony's fire, sometimes taking tens of thousands of lives. Another common cause
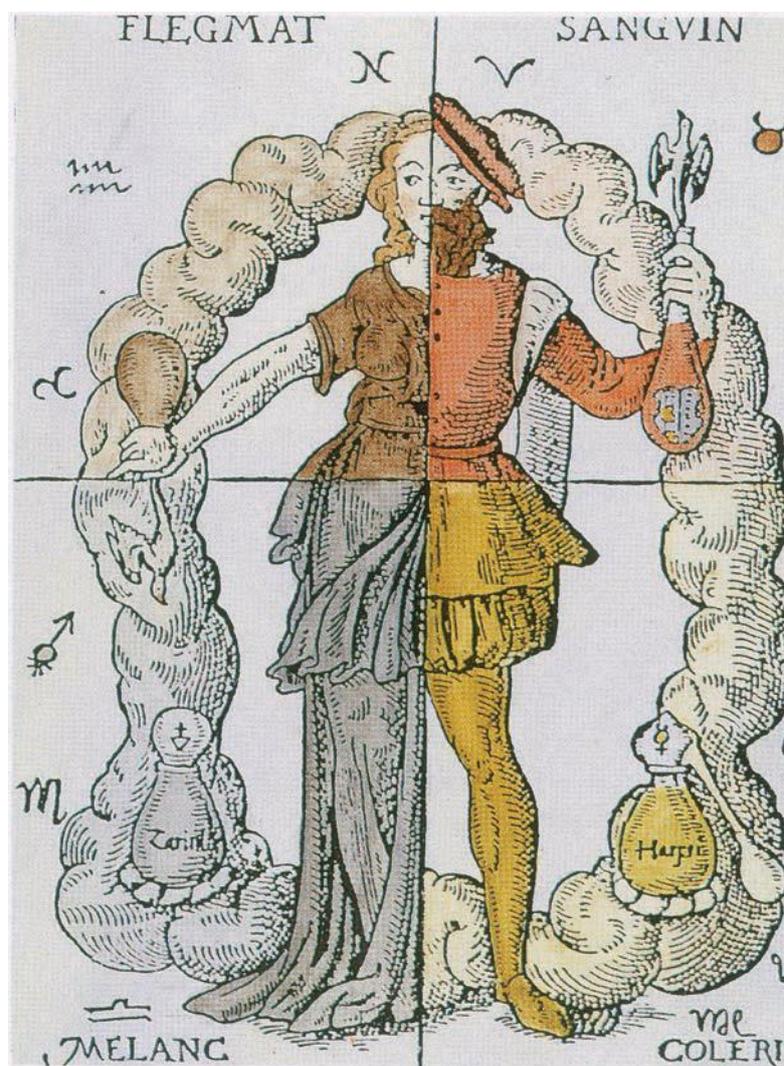
▲ **Source 11.16** Four humours of the body: phlegmatic (phlegm), sanguine (blood), choleric (yellow bile) and melancholic (black bile)

of death at the time was complications arising from childbirth.

Relief from these ailments was believed to be through prayer, repentance, self-**flagellation** and pilgrimage. For the burning pain of St Anthony's fire, 'Saint Vinage' or 'holy vinegar' (a combination of sage, vervain and other plants) could be applied. These **medicinal draughts** and tinctures were recorded in texts such as the *Red Book of Hergest* written in 1390 in Welsh. Amputations could also be carried out.

curative to cure or treat

apothecary person who provided medicines and chemicals, like a modern-day pharmacist

tinctures ointments

flagellation whipping or beating; a flagellant is a person who self-flagellates, or whips themselves

medicinal draughts oral medicine
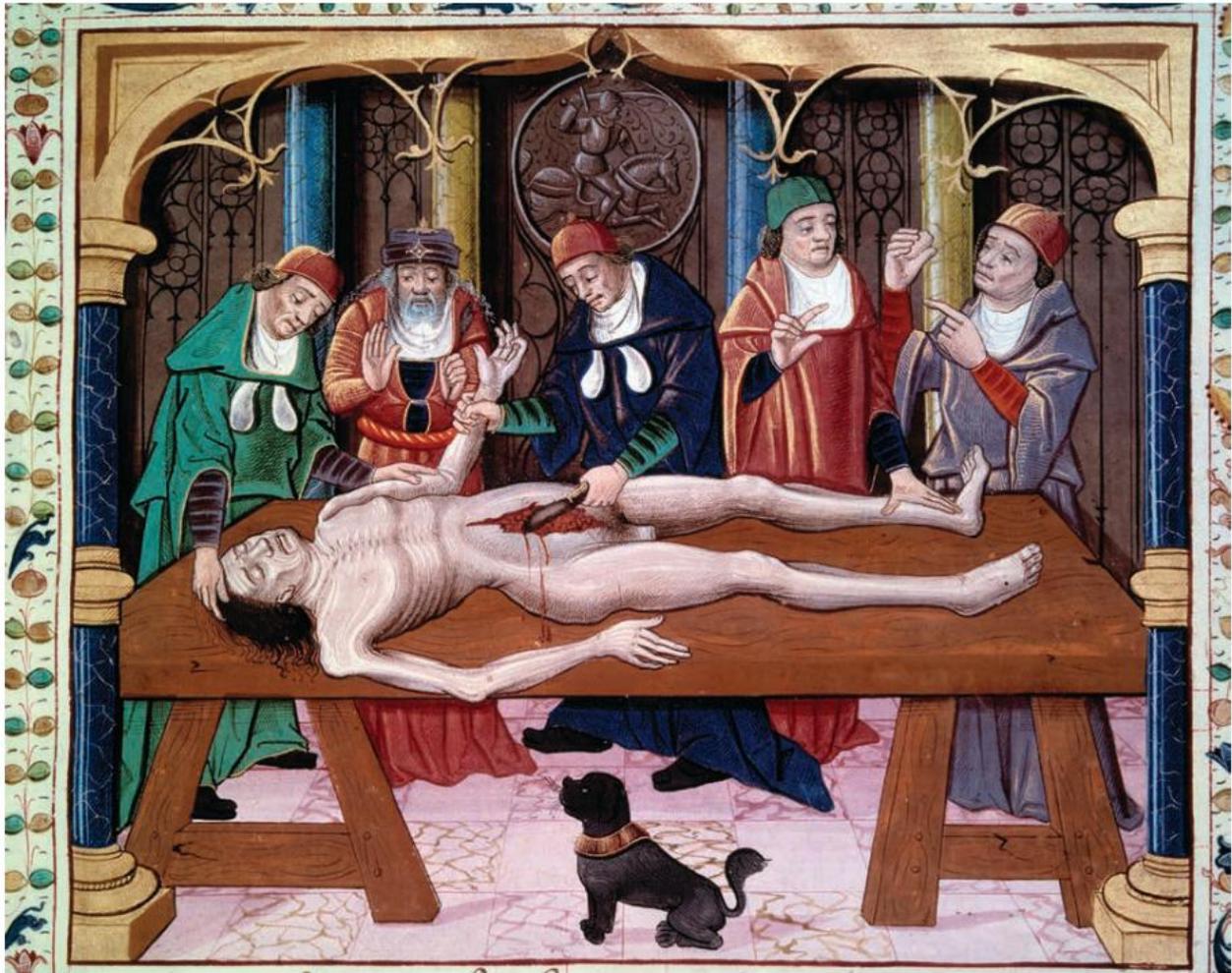
▲ **Source 11.17** The thirteenth-century monk, Bartholomaeus Anglicus, included information about autopsies in his early encyclopedia-style work *On the Properties of Things* (*De proprietatibus rerum*). This colour illustration is from a fourteenth-century printing of the book.

There were also handwritten medical and religious texts that had been translated from Greek to Arabic, then from Arabic to Latin during the period of the Crusades. *The Canon of Medicine* was an Islamic text written by Avicenna in 1025. Avicenna was a Persian scholar who many consider to be the father of modern medicine. *The Canon of Medicine* was translated and became an important text for the development of European medicine.

ACTIVITY 11.5

Check your understanding

1 Fourteenth-century medicine was based on which teachings?
2 How could a person get relief from diseases such as leprosy and St Anthony's fire?
3 Why were medieval illnesses treated with plants and tinctures rather than antibiotics?
4 Explain why *The Canon of Medicine* is considered to be such a significant book.

Key concepts: evidence, cause and effect, significance   **HASS skills:** analysing, evaluating

Religion and the power of God

Christianity

In Europe, Christianity dominated the lives of many people. The Roman Catholic Church was a very powerful institution, led by the pope. He was usually based in Rome, although during the 1300s popes were based in Avignon, France. The teachings of the Church were delivered across Europe down the Church hierarchy, through cardinals, archbishops, bishops, abbots and abbesses. Most people's main contact with the Church was through local priests and friars. The feudal system was connected with religion, as it was believed that the monarch had been chosen by God to rule. Church doctrines influenced the lives of all classes of people from kings and nobility to townspeople, artisans and labourers. Christian rituals and sacraments such as baptism, marriage and burial rites were part of everyone's existence.

Many of the historical and visual texts about the Black Death were recorded by monks, priests and Church-appointed artists. The scale and destructive qualities of the Black Death caused many people to believe that individuals and societies as a collective had sinned against God. In a life that was based around the teaching that sin led to hell and repentance, and forgoing sin and evil led to salvation with Christ in heaven, the Black Death seemed to be a reminder about people's failings.

▲ **Source 11.18** Klosterneuburg Monastery is a twelfth-century Augustinian monastery of the Roman Catholic Church, located in the town of Klosterneuburg in Lower Austria.

▼ **Source 11.19** Fourteenth-century handwritten and illustrated texts, Klosterneuburg Monastery Collection

Islam

In Africa, Islam had spread since the conquests in North Africa by Muslims in the seventh century under the influence of the Umayyad Caliphate (661–750). The rise of Islam in Africa followed the trade routes through the Sahara Desert. In northern and western Africa, Islam had become the main religion by the fourteenth century. African peoples had tolerated or converted from animal, spirit or ancestor worship to Islam. In eastern Africa, in places such as Nubia, Faras and Axum (modern Ethiopia), Christian influences opposed the Muslim empires of Mali, Ghana and the Songhai Empire. During the thirteenth and fourteenth centuries under the direct military influence of the Mamluk Sultanate of Egypt, Islam was the dominant religion.

Under Islam, the social order and freedoms given to different groups in northern and western Africa changed. Previously, African societies had given prestige and influence to women. Islam gave less status to women and reformed culture, fashion and beliefs. The introduction of Islam led to new knowledge being taught, such as mathematics, writing and measurement.

animism to give spiritual qualities to inanimate objects or phenomena such as a storm or tide

Other religions

The Mongols were traditionally spiritual peoples who followed **animism**. This spirituality comprised worship and respect for all creatures and establishment of harmony with one's universe, community and family. Illness or disharmony was perceived as a religious or spiritual issue and a shaman or religious woman or man was needed in times of sickness or discord. Genghis Khan and Mongol society came into contact with many monotheistic religions and other beliefs. The Mongols tolerated religious freedom and allowed many religions to thrive, such as Buddhism, Christianity, Daoism and Islam.

ACTIVITY 11.6

Using historical sources as evidence

> The association of Islam and trade in sub-Saharan Africa is a well-known fact. The commercially most active peoples, the Dyula, Hausa and Dyakhanke, were among the first to be converted when their respective countries came into contact with Muslims. The explanation of this phenomenon is to be found in social and economic factors. Islam is a religion born in the commercial society of Mecca and preached by a Prophet who himself had for a long time been a merchant, provides a set of ethical and practical prescripts closely related to business activities. This moral code helped to sanction and control commercial relationships and offered a unifying ideology among the members of different ethnic groups, thus providing for security and credit, two of the chief requirements of long-distance trade.
>
> UNESCO, *UNESCO General History of Africa*, Vol. III, 39, 1988

▲ **Source 11.20** Extract from *A General History of Africa* by the United Nations Educational, Scientific and Cultural Organization, published in 1988

1 Explain what two main ideas this source suggests were linked.

2 Identify what this source suggests about the spread of Islam.

3 How does Islam strengthen trade, according to the source?

Key concepts: sources, evidence, cause and effect   **HASS skills:** analysing, evaluating

ACTIVITY 11.7

Using historical sources as evidence

Karakorum, Mongolia, 30 May 1254

The next day [Mongke Khan], sent his scribes to me, who said: 'Our master sends us to you and he says: "Here you are, Christians, Saracens, and tuins*, and each of you declares that his law is the best and his literature, that is his books, are the truest." He therefore wishes you all to meet together and hold a conference and each one is to write down what he says so that he can know the truth.'

[Mongke Khan later said to Rubruck:] 'We Mongols believe that there is but one God, by Whom we live and by Whom we die and towards Him we have an upright heart. But just as God gave different fingers to the hand so has He given different ways to men.'

William of Rubruck, *The Journey of William of Rubruck*, 1955, translated by a nun of Stanbrook Abbey, edited by Christopher Dawson

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* Buddhists, although Rubruck would have called them pagans

▲ **Source 11.21** William of Rubruck, a Franciscan missionary and explorer in the thirteenth century, wrote about other religions in his account of his travels.

1   Identify the religions described in this source.
2   Summarise what this source suggests about the Mongols' religious tolerance.

Notes:

- Mongke Khan was the fourth Great Khan, the grandson of Genghis, and the brother of Kublai, who would succeed Mongke upon Mongke's death in 1259.
- Over the course of the next two centuries, Mongol leaders often converted to the region's dominant religions – Christianity, Islam or Buddhism.

Key concepts: sources, evidence, cause and effect   **HASS skills:** analysing, evaluating

END OF SECTION REVIEW 11.4

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1   List four major empires present during the fourteenth century.
2   Define 'apothecary'.
3   Identify the group responsible for creating many of the historical and visual texts about the Black Death.
4   What beliefs had African peoples held prior to Islam?

Interpret

5   Why was a defined social hierarchy common among empires in Asia, Africa and Europe?
6   Explain why demons and devils might have been blamed for fits, delusions, depression and anti-social behaviours.
7   Outline the connections between religion and medicine in the fourteenth century.

Argue

8   'Everyday life across Asia, Africa and Europe prior to the Black Death was a period of intense urbanisation and technological advancement.' Use evidence from this section to support this argument.

Key concepts: evidence, continuity and change, cause and effect, significance   **HASS skills:** analysing, evaluating, communicating and reflecting

11.5 The role of expanding trade during the Black Death

FOCUS QUESTIONS

- How did expanding trade between Europe and Asia impact the Black Death?
- What was the origin of the Black Death?
- How did the Black Death spread?

In the thirteenth and fourteenth centuries, new trade routes and contacts opened up particularly due to the expansion of the Mongol Empire. These vast routes of trade by road and sea came to be known as the Silk Road. Source 11.22 shows the extent of these routes throughout Asia, Africa and Europe. The term 'Silk Road' is derived from one of the major commodities that was traded along these routes – silk from China.

Silk was a textile that was highly valued for its properties of beauty and strength. It had been developed in China in 2700 BCE. Silk was a valuable commodity for the wealthy. It created an enormous trading opportunity in the Middle East and Mongolia. Other goods, such as spices, exotic fruits, grains and arts, were also traded. These routes constantly expanded and diverged due to changing political conditions, river heights and merchant demands. The Silk Road became a channel for cultural, religious, social and economic exchanges. However, these contacts also helped to spread the Black Death.

▲ **Source 11.22** The silk and spice routes

Explorers opened up trade between the Mongols in the east to Africa and Europe. One of these explorers was Marco Polo, a Venetian, who from 1271 travelled for 24 years from Pisa in Italy to China, even meeting Kublai Khan (grandson of Genghis Khan), the first emperor of the Mongolian Yuan Dynasty of China, along the way. Marco Polo's stories of travels across China and the East were considered extraordinary and unrealistic at the time. However, his account of the Mongols' empire and the Gobi Desert is an important historical record.

▶ **Source 11.23** Marco Polo mosaic, Palazzo Tursi, Genoa, Italy

ACTIVITY 11.8

Using historical sources as evidence

BOOK SECOND. PART I

CHAPTER XXX. CONCERNING THE BLACK STONES THAT ARE DUG IN CATHAY, AND ARE BURNT FOR FUEL

It is a fact that all over the country of Cathay there is a kind of black stone existing in beds in the mountains, which they dig out and burn like firewood. If you supply the fire with them at night, and see that they are well kindled, you will find them still alight in the morning; and they make such fine fuel that no other is used throughout the country. It is true that they have plenty of wood also, but they do not burn it, because those stones burn better and cost less.

(Moreover with the vast number of people and the number of baths they maintain – for every one has such a bath at least three times a week, and in winter if possible every day, whilst every nobleman and man of wealth has a private bath for his own use – the wood would not suffice for the purpose.)

Rustichello da Pisa, *The Book of Marco Polo: The Venetian, Concerning Kingdoms and Marvels of the East*

▲ **Source 11.24** Italian romance writer Rustichello da Pisa met Marco Polo when they were both in prison in Genoa. He wrote down the stories Marco Polo told him of his travels.

1   Where do you think Cathay is?
2   Summarise what the description of the 'black stone' suggests about the resources of this place. Explain what the black stone is.
3   Why do you think Marco Polo would comment on the number of baths that people have even in winter?
4   Explain what the source tells us about daily life in China and in Europe.

Key concepts: sources, evidence   **HASS skills:** analysing, evaluating

On the expanding sea and road trade routes, people came into daily contact with others from different cities. This, coupled with life in flea-infested housing and ship quarters, hastened the spread of the Black Death in the mid-1300s. This supports new theories about how human-to-human flea bites continued the spread.

Scientists have since traced the genome sequences of different historic plagues and identified their origin and strain. The Black Death infected different population sites throughout the trade routes across Asia and Africa. It is believed that a famine in China, ruled by the Yuan Dynasty at the time, is where the epidemic began. The extensive Mongol Empire (by then divided into four separate Khanates, but with connections between them) ensured that the Black Death continued its spread to the Black Sea. It is believed that a Mongol siege of Kaffa (a Black Sea port held by the Genoese) is how it entered Europe, with traders contracting the disease from the attackers. Its arrival in the Mediterranean cities and ports of Messina, Genoa, Marseilles, Seville, Barcelona and others enabled it to continue its rampage. By 1347, it had spread to North Africa, Alexandria and Cairo.

▲ **Video**
Source 11.25a
Spread of the Black Death
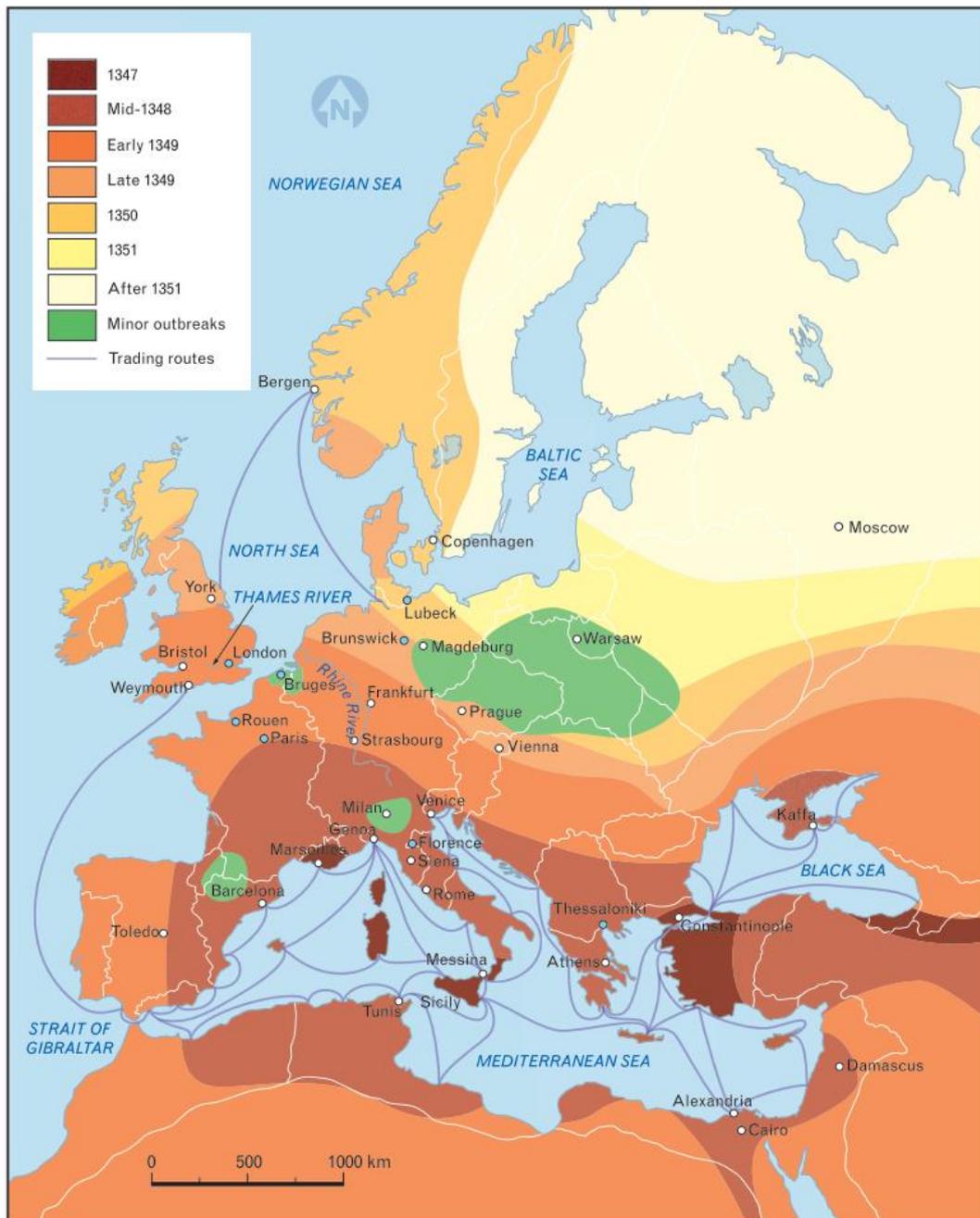
▲ **Source 11.25** Areas affected by the Black Death, from 1347

The origins of the Black Death

What is understood today is that the Black Death, sometimes also known as the plague, arrived in Europe in 1347, carried by Italian sailors and the fleas and rats on their ships. Historians have long debated how and when the disease actually arrived in Europe. Some say it came along overland on trade routes from the east. Others say by boat. However, what cannot be denied is that this disease was so terrible that its impact on Messina, a port city on the island of Sicily, was immediate and it spread to the rest of Europe town by town, village by village over the next four years. By 1351, more than 25 million people were dead across Europe, approximately a third of the total population.

Amazing but true ...
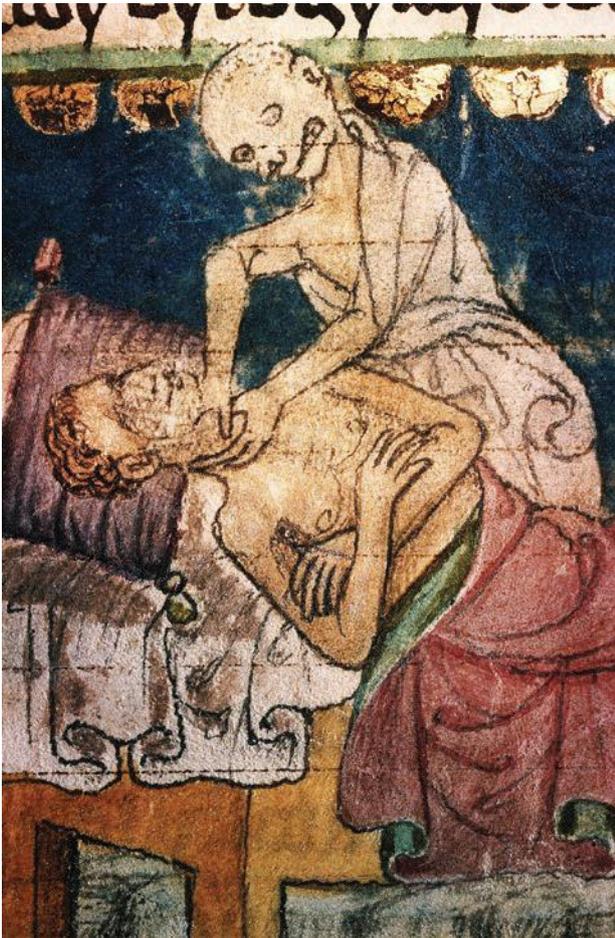
▲ **Source 11.26** Death strangling a victim of the plague, illustration from the *Stiny Codex*, fourteenth century

The Black Death had been making its way from the far east along the Silk Roads in the previous decade, and during the 1346 battle in Kaffa on the Black Sea the disease was used in biological warfare. Janibeg Khan, leader of the **Tartar** army, saw his forces decimated by the disease as they laid siege to Kaffa. Knowing he had to abandon the siege, Janibeg used a **catapult** to toss the disease-riddled bodies of his dead troops over the walls into Kaffa. The city's population was hit hard by the disease, as were a number of Italian sailors, who fled the city for their homeland, taking the sickness with them.

> **Tartars** a group of people from southern Russia and the eastern Turkish regions
>
> **catapult** a medieval siege weapon similar to a trebuchet

How did it spread so quickly?

Living conditions in medieval Europe, from the largest cities to the smallest village, were poor. They were places where rats, fleas and lice thrived. Sanitation and personal hygiene were relatively unknown concepts and disease spread easily. Tragically, as scientists later discovered, the Black Death was also an airborne disease. Ever since the Crusades, travel and trade around Europe had increased dramatically. People travelled along roads and rivers and between countries on boats, so those who sought to flee from the destruction of the Black Death may have unwittingly taken it with them to new locations.

Historians and sources from the time claimed that the Black Death was carried by rats, which to a certain extent was true, as was the notion that the fleas living on those rats had it too. However, an archaeological dig in 2013 in England that uncovered the bodies of plague victims discovered evidence that it was most likely spread by inhaling the germs of coughing and spluttering victims.

This was not known at the time. French physician Guy De Chauliac was one of the lucky few to survive the Black Death – either by a genetic immunity to the disease, or sheer luck – and recorded the progress of the disease:

> The great mortality appeared at Avignon in January, 1348, when I was in the service of Pope Clement VI. It was of two kinds. The first lasted two months, with continued fever and spitting of blood, and people died of it in three days. The second was all the rest of the time, also with continuous fever, and with tumors in the external parts, chiefly the armpits and groin; and people died in five days. It was so contagious, especially that accompanied by spitting of blood, that not only by staying together, but even by looking at one another, people caught it, with the result that men died without attendants and were buried without priests. The father did not visit his son, nor the son his father. Charity was dead and hope crushed.

▲ **Source 11.27** Eyewitness French physician Guy De Chauliac, quoted in 'The Plague in Literature' by Thomas E. Keys, *Bulletin of the Medical Library Association,* 1944, p. 40

END OF SECTION REVIEW 11.5

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Identify the country where silk was developed.

2 List two ports on the Mediterranean through which the Black Death entered Europe.

3 What is contestable about the origins of the Black Death?

4 How did the Black Death contribute to biological warfare?

5 How many people had perished by 1351 as a result of the Black Death?

Interpret

6 Account for why trade on the Silk Road contributed to the spread of the Black Death.

7 Explain why scientists are involved in historical research on the Black Death.

8 Why do you think Marco Polo's writing was considered unrealistic when he returned to Italy/Europe?

Argue

9 'The expanding trade between Europe and Asia helped to spread the Black Death.' Justify your response.

Key concepts: evidence, cause and effect, contestability

HASS skills: analysing, evaluating, communicating and reflecting

11.6 The Black Death: causes, symptoms and treatments

FOCUS QUESTIONS

- What were the causes of the Black Death?
- What were the symptoms of the Black Death?
- How did different groups in society respond in treating the Black Death?

Causes

The Black Death was caused by the *Yersinia pestis* bacterium. This bacterium was first noted in historical times in China around the first century BCE, although recent research suggests it may have existed well before that period. Before the fourteenth century, it was also the cause of an earlier **pandemic**: the Plague of Justinian, in CE 541–2, which affected large parts of the Byzantine Empire, and cities around the Mediterranean.

Yersinia pestis has three main forms:

- bubonic plague, mainly spread by bites from infected fleas
- pneumonic plague, spread via droplets in the air from coughing and sneezing
- septicaemic plague, also spread by flea bites, but the infection moves directly into the blood.

Bubonic plague was the most common, and septicaemic the rarest.

Traditionally, the bubonic plague was considered to be spread by the black rats that travelled with merchant caravans or aboard ships. These black rats were believed to be infected with the plague bacteria and when these rats were bitten by fleas the infection was spread and then carried onto humans who also got flea bites.

More recent theories suggest that the plague may have been spread via human

▲ **Source 11.28** This photograph from 1981 shows a flea from a ground squirrel infected with *Yersinia pestis*. The dark mass shows the blood ingested from the squirrel. The flea can pass on the bacteria if it bites another animal or person.

ectoparasites, or human fleas. This theory suggests that there was a very high rate of members of the same households becoming infected and that the archaeological evidence of rat skeletal remains has been limited. These recent theories are based on mathematical modelling that mirrors the spread of the plague historically, and concludes that human-to-human flea contact was more likely to be the cause of such a widespread pandemic.

> **pandemic** an infection that spreads over a large area or population

Climate factors

Scientists are certain that the Black Death started in Yuan Province, China. Those who support the theory that bubonic plague was carried by rats point to the fact that excessive drought and famine may have increased the number of rats in caravans and ships, as they sought out food and water.

By contrast, Europe in the mid-fourteenth century experienced higher than average rainfall. This means that, regardless of how the plague reached Europe, the damp, humid conditions promoted the spread of the bacteria, which was then distributed by daily contact along the land and sea routes.

Symptoms

The Bubonic plague had a four-to-seven-day incubation period, and in medieval Europe had a mortality (death) rate of 30 to 75 per cent. The first symptoms were large swellings or buboes in the glands around the neck, groin and armpits. The infected victim would feel feverish, headachy and the swelling over time turned from red to purple and then to black.

Pneumonic plague affected the lungs, and caused the patient to cough up blood. It had a 95 per cent mortality rate. Septicaemic plague caused the skin and other cells to die and blacken, and had 100 per cent mortality rate in medieval times.

The name Black Death comes from the Latin *atra mors*, which literally means 'death from black skin'. Sources about the symptoms of the plague are graphic and reveal the horror of those witnessing the suffering on their family and friends.

▲ **Source 11.29** Detail from a fifteenth-century illustration, showing buboes on the legs of a plague victim

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ACTIVITY 11.9

Using historical sources as evidence

SOURCE A

▲ **Source 11.30** Detail from *The Temptation of St Anthony,* Matthias Grünewald, c.1512

SOURCE B

The sailors brought in their bones a disease so violent that whoever spoke a word to them was infected and could in no way save himself from death … Those to whom the disease was transmitted by infection of the breath were stricken with pains all over the body and felt a terrible lassitude. There then appeared, on a thigh or an arm, a pustule like a lentil. From this the infection penetrated the body and violent bloody vomiting began. It lasted for a period of three days and there was no way of preventing its ending in death.

Michele di Piazze, letter, October, 1347

▲ **Source 11.31** An extract from a letter written in 1347

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SOURCE C

An Innocent Merriment

'A sickly season,' the merchant said,
'The town I left was filled with dead,
and everywhere these queer red flies
crawled upon the corpses' eyes,
eating them away.'

'Fair make you sick,' the merchant said,
'they crawled upon the wine and bread.
Pale priests with oil and books,
bulging eyes and crazy looks,
dropping like the flies.'

'I had to laugh,' the merchant said,
'The doctors purged, and dosed, and bled;

and proved through solemn disputation
The cause lay in some constellation.
Then they began to die.'

'First they sneezed,' the merchant said,
'And then they turned the brightest red,
Begged for water, then fell back,
They waited for the flies.'

'I came away,' the merchant said,
'You can't do business with the dead.
So I've come here to ply my trade.
You'll find this to be a fine brocade …'
And then he sneezed.

An Innocent Merriment

▲ **Source 11.32** A medieval song about the plague

1 Study Sources A, B and C and create a list of the symptoms of the Black Death.
2 Who does Source B suggest is responsible for the spread of the Black Death?
3 Explain what Source C suggests about how the plague spread throughout Asia, Europe and Africa.
4 Using your knowledge and the sources, explain why you think people were terrified of the Black Death.

Key concepts: sources, evidence, cause and effect, empathy

HASS skills: analysing, evaluating

MAKING THINKING VISIBLE 11.3

Headlines

1 If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?
2 Share your headline with a class mate.
3 Discuss what other headlines you have heard.

Key concepts: perspective, empathy, significance

HASS skills: evaluating, communicating and reflecting

Medical responses to the Black Death

Prevention

Ordinary people used herbs and flowers to ward off the stench of the death and decay, and in the hope it would prevent the disease. This was because it was thought that the plague was transmitted by bad air, known as miasma.

> They did not shut themselves up, but went about, carrying flowers or scented herbs or perfumes in their hands, in the belief that it was an excellent thing to comfort the brain with such odours; for the whole air was infected with the smell of dead bodies, of sick persons and medicines.
>
> Boccaccio, G., *The Decameron*, c.1360

▲ **Source 11.33** Italian writer Giovanni Boccaccio talks about responses to the plague

The University of Paris recommended smelling apples and offered a number of recipes, one of which was drawn from the ninth-century Arabic physician Yuhanna ibn Masawaih.

> Equal parts of black pepper, and red and white sandal [sandalwood], two parts of roses, half a part of camphor, and four parts of bol aremeniac. All but the camphor are to be ground very fine, sifted and shaken, pounded during a week with rosewater, then the camphor mixed with them, and the apples made with paste of gum Arabic and rosewater.
>
> Cited in Dols, M., 1977, *The Black Death in the Middle East*, Princeton University Press, p. 104

▲ **Source 11.34** Yuhanna ibn Masawaih's recipe for a plague apple

▲ **Source 11.35** People carried herbs and flowers to ward off miasma

Treatment

Source 11.36 shows how doctors recommended using their traditional medical approaches to treat the Black Death.

> If an ulcer appears … near the ear or the throat, take blood from the arm on that side, that is, from the vein between the thumb and the first finger … But if you have an ulcer in the groin, then open a vein in the foot between the big toe and its neighbour … At all events, bloodletting should be carried out when the plague first strikes.
>
> Letter sent by a group of doctors from Oxford to the Lord Mayor of London (c.1350)

▲ **Source 11.36** A group of doctors describe methods for treating the plague

However, other treatments were developed specifically for the plague, some of which seem very strange to modern eyes.

> Take an egg that is newly laid, and make a hole in either end, and blow out all that is within. And lay it to the fire and let it roast till it may be ground to powder, but do not burn it. Then take a quantity of good treacle, and mix it with chives and good ale. And then make the sick drink it for three evenings and three mornings.
>
> *Edward IV's Plague Medicines*, c.1480

▲ **Source 11.37** A treatment recommended by Edward IV, King of England

A number of Arabic doctors recommended the use of Armenian bole, a type of clay found in Armenia.

> Ibn Sina suggests using clay on the buboes, and al-Maqrizi is possibly referring to Armenian clay when he says that 'some people devoted themselves to coating their bodies with clay' during the Black Death in Cairo. This use of clays is included by Ibn al-Wardi in his description of the remedies contrived by 'the nobles of Aleppo studying their inscrutable books of medicine' during the Black Death. He tells us that these doctors, too, advised smearing the buboes with Armenian clay.
>
> Dols, M., *The Black Death in the Middle East*, p. 103

▲ **Source 11.38** Michael Dols, author of *The Black Death in the Middle East*, outlines the suggested use of Armenian bole.

Other suggested remedies included:

- applying remedies of tree resin and white lilies mixed with human faeces
- drinking the pus of lanced buboes
- drinking your own urine
- using small animals such as frogs or hens to draw out the poison from the body
- mixing treacle, ground egg shells, marigold flowers and warm beer.

Plague doctors

Many towns hired plague doctors to deal with the sick. The plague doctor wore a full-length coat and a bird-like mask with a long pointed beak. This beak was filled with sweet dried flowers such as roses or carnations or strong-smelling herbs such as rosemary, camphor, mint or a soaked sponge of vinegar. The mask acted like a medieval gas mask with two small holes for breathing. It was believed that the disgusting smell of the decaying bodies was one of the causes of the Black Death, so the mask acted to counter the vile smell and contagion. The doctor used a wooden cane to prod and examine victims without physical touch. Gloves and boots provided final protection. The image of the medieval plague doctor is now synonymous with death and disease.

ACTIVITY 11.10

Using historical sources as evidence

▲ **Source 11.39** Copper engraving of a plague doctor, c.1656. The heading *Doctor Schnabel* translates as *Doctor Beak.*

1   How does the plague doctor's clothing compare to doctors and health workers today? Do you see any similarities?

Key concepts: sources, evidence, continuity and change   **HASS skills:** analysing, evaluating

ACTIVITY 11.11

Check your understanding

Plus, minus, interesting

1   Choose one of the medical treatments listed and analyse the pluses, minuses and interesting facts about this method for preventing or curing the Black Death.

2   Research modern methods of combating pandemics and outline one method.

3   Explain how and why methods of controlling pandemics have changed or remained the same.

Key concepts: continuity and change, perspectives, empathy   **HASS skills:** questioning and researching, analysing, evaluating

Religious responses to the Black Death

The Black Death was interpreted in medieval art, engravings and writings as a **pestilence**. Physicians, such as James of Agramont in 1348, noted how the plague killed all social classes and did not discriminate. This observation was interpreted using a biblical reference to Deuteronomy, where it says that God will deliver plague to those who do not keep the commandments. Similar texts were used to reveal that the plague was linked to sinfulness of humanity. Christian medieval scholarship shows how the plague was linked to the Book of Revelation and was a sign of God's return and second coming to Earth. Muslim leaders taught that the plague should be accepted as Allah's way.

Flagellants

In Europe, groups of self-persecuting religious followers would punish or flagellate themselves with whips, calling for God's mercy while singing hymns. These flagellants appeared throughout Eastern Europe and travelled in large groups, between the towns and cities of places like Germany and Holland. The flagellants were attempting to account for individual sins and for the sins of all humans which they believed had resulted in the Black Death. The ritual of **penitence** and procession were very closely associated with the traditions of the Church. Initially monasteries hosted these groups, who seemed to swell in numbers as they travelled through different cities and towns. Some monks and priests joined in the ritualistic processions. Flagellants wore identifiable tunics with a red cross on the front and back with a section cut out where the whip was hung, and hoods across their heads. The tunics and hoods were similar to the dress of the crusaders and created a visual image of blood and sacrifice.

The whips consisted of a stick with three knotted cords tied to it and small iron fragments to symbolise the cross of Christ.

The metal fragments and knots caused more severe injuries during the public self-whipping processions. The flagellants would whip themselves until the blood ran down their backs, arms and legs. There was singing, prostration (lying down), candles were lit and services of Bible readings.

In Germany the flagellant movement was very popular. It led to a more individual and personal connection with God that did not rely on monks for religious intervention or ritual but could be performed directly by the common people.

However, the Church found the flagellant movement with its processions, rituals and spectacle threatening to the clergy, and in 1349 Pope Clement VI excommunicated or denounced the flagellants. He sent letters to all the bishops to make sure that the flagellants were not supported. Yet these actions did not prevent its popularity with the common people.

> **pestilence** an infectious disease that spreads quickly
>
> **penitence** showing sorrow for doing something wrong, particularly something against religious rules

▼ **Source 11.40** Stained glass window from York Minster, England, showing one of the Four Horsemen of the Apocalypse, from the Book of Revelations

In 1349 over six hundred men came to London from Flanders … Each wore a cap marked with a red cross in front and behind. Each had in his right hand a scourge with three tails. Each tail had a knot and through the middle of it there were sometimes sharp nails fixed. They marched naked in a file one behind the other and whipped themselves with these scourges on their naked bleeding bodies.

Robert of Avesbury, c.1360

▲ **Source 11.41** Robert of Avesbury, a fourteenth-century English historian, describes flagellants from Flanders

▲ **Source 11.42** Flagellants, 1493

Religious persecution

During times of fear, people sought to blame or cast doubt on those who they felt were to blame for the pandemic, or those who didn't seem affected by it. Jews in Toulon in France, Barcelona in Spain, and Erfurt in Germany were persecuted because they were believed to have caused the plague. In 1348, Jews in France were killed in their homes, while in Strasbourg, 2000 Jews were burnt in retribution for the Black Death. The Jewish people were often isolated in their own communities as they engaged in consistent ritual cleansing and hygienic practices such as hand washing that historians believe prevented such a rapid spread of the plague. In the predominantly Jewish quarters of Bohemia, near modern-day Prague, there were very few cases of the Black Death. This unusual immunity to the Black Death further fuelled terror and fear.

The rise of anti-Semitism (a fear or hatred of Jewish people) in the mid-fourteenth century, and the persecution and murders of the Jews that resulted, added even more tragedy to the devastation of the Black Death.

Impact on monasteries

There was a very high death rate among monks and priests, due to their involvement in treating the sick. To retain their numbers, monasteries began allowing boys to become monks at a younger age, and younger priests were given charge of parishes. However, the monasteries had lost many of their experienced administrators through these deaths, which affected their efficiency and ability to generate revenue. It also became increasingly difficult for people to find clergy to administer the last rites (a very important sacrament to people of Christian faith) and conduct funerals, as so many were young and inexperienced, or wanted to avoid exposing themselves to infection.

▲ **Source 11.43** The people of Tournai, Belgium, burying victims of the Black Death

MAKING THINKING VISIBLE 11.4

See, think, wonder

Examine Source 11.43.

- What do you see? Note down everything you can see in the image.
- What do you think? What thoughts, emotions, ideas come to you?
- What does it make you wonder? What is left unexplained, what would you like to know?

Key concepts: sources, evidence, significance, empathy   **HASS skills:** analysing, evaluating

Other responses

Quarantine

Some authorities tried to quarantine their cities to prevent the plague from entering. For example, from 1348 onwards, ships approaching Venice had to spend 40 days on a separate island before docking at the city.

An alternative approach was to block off plague areas within the city, preventing both the sick and the healthy from leaving. In Milan, houses were walled up if someone had the plague. This may be one reason that Milan had a lower death toll than other cities.

Escape

While authorities were trying to use quarantine to limit the movement of people, many individuals tried to flee plague-infected areas. In 1348 and 1349, people in Turkey fled to the city of Antioch but managed to bring the infection with them. In Gaza, Egypt, as many as 10 000 people died due to the plague in 1348, and in Baghdad 500 000 people were affected in just three months when the plague struck in 1349.

The idea of escaping the plague was also common in western Europe. Giovanni Boccaccio's collection of tales, *The Decameron*, is structured around a story of 10 people who leave Florence for a country villa in order to escape the plague (the tales in the book are those they tell each other each night).

Avoidance

Boccaccio also wrote about how people who did not escape still avoided one another.

Because so many of the sick did not receive care, Boccaccio suggests that many people died 'who, with proper attention, would have escaped alive'.

> One citizen avoided another, hardly any neighbour troubled about others, relatives never or hardly ever visited each other. Moreover, such terror was struck into the hearts of men and women by this calamity, that brother abandoned brother, and the uncle his nephew, and the sister her brother, and very often the wife her husband. What is even worse and nearly incredible is that fathers and mothers refused to see and tend their children.
>
> Boccaccio, G., *The Decameron*, c.1360

▲ **Source 11.44** Boccaccio talks about avoidance and its effects.

◄ **Source 11.45** Illustration of Giovanni Boccaccio and the Florentines who have fled from the plague

Scapegoats

The Jews were not the only people who were blamed for the Black Death. Some people in the fourteenth century believed in witches, and viewed them as evil. Thus, it was easy to blame them for the plague. The number of people being accused of witchcraft increased during the plague years.

People with skin diseases, such as leprosy, were also treated with great suspicion – even more so than they had been before the Black Death took hold.

In Cairo, Muslim women were prevented from leaving their homes, as some Islamic leaders had said that the plague was Allah's punishment for their sins.

END OF SECTION REVIEW 11.6

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define a pandemic.
2 List the three forms of plague caused by the *Yersinia pestis* bacterium, and the mortality rate of each.
3 Define 'self-flagellation'.
4 Why did plague doctors wear beak-like masks?
5 Identify which book of the Bible the plague was linked to.
6 Identify a group of people who had a very high death rate.

Interpret

7 It was traditionally believed that the Black Death was spread by rats, but there is now an alternative theory. Explain this theory, and the evidence for it.
8 With reference to the symptoms, explain why the Latin term *atra mors* was used to describe the disease.
9 Why did flagellant processions and rituals appeal to people during the Black Death?
10 Argue how this may be different or similar to public protests today.

Argue

11 Evaluate the proposition that the bubonic plague was more common than the other types of plague.
12 'The fourteenth-century plague has taught modern society how to effectively deal with viruses and disease.' Do you agree or disagree?

Key concepts: evidence, cause and effect, perspectives, empathy, contestability

HASS skills: analysing, evaluating, communicating and reflecting

11.7 The effects and impact of the Black Death

FOCUS QUESTIONS

- What were the short-term impacts of the Black Death?
- What were the long-term impacts of the Black Death?
- How do different theories about the impact of the Black Death conflict with one another?

Short-term effects

The exponential spread of the Black Death between 1347 and 1352 and the subsequent destruction of people's daily lives as a result made this a devastating time for populations in Asia, Europe and Africa. The Black Death had spread to many areas of the globe, decimating men, women and children from all social, economic and political classes, and all religions.

> **exponential rate** grows at an accelerating rate

We do not know the exact mortality rates from the Black Death in Asia, Europe and Africa. However, it is likely that over 50 million people died between 1347 and 1352 – perhaps as many as 75 million, or even 200 million. Over half of the population of Paris perished, while in Italy, the thriving city of Florence was devastated. Over 70 000 of 120 000 people in Florence perished by 1351. In Asia, nearly 30 per cent of the population in China died; 40 per cent of North African populations were affected, as were 30 per cent of the population in the Middle East. Epidemical research by George Christakos shows that the rate of death due to the Black Death between 1347 to 1351 travelled 1.5 to 1.6 km per day using an overland route. Remember that overland travel at this time was mainly via carts led by horses or donkeys, as this was prior to the invention of trains and cars. The numbers of deaths and the **exponential rate** of infection from the Black

Death is comparable only to the outbreak and mortality rates of the Spanish influenza in 1918, which killed between 20–50 million people worldwide.

Those affected came from all social and cultural classes, and were both young and old. The chronicler Matteo Villani documented the Black Death as 'a pestilence among men of every condition, age and sex'. The Black Death was random and uncontrollable – a dance with death for every member of society.

▲ **Source 11.46** Death rates in different cities and regions

In 1348, two thirds of the population were afflicted, and almost all died; in 1361, half the population contracted the disease, and very few survived; in 1371, only one tenth were sick, and many survived; while in 1382, only one twentieth of the population became sick, and almost all of these survived.

▲ **Source 11.47** The pope's doctor, Raymundus Chalmelli de Vinario, commenting in 1382 in Avignon, France.

Long-term effects of the Black Death

Breaking down the feudal system

The monarchy, nobility and system of feudalism were altered by the Black Death.

Labour shortages

The effect of a 30–40 per cent population decline due to deaths meant that food sources and employment opportunities increased for those who had survived. The world's population took 200 years to recover to pre-fourteenth-century levels. Survivors of the Black Death benefitted as they often inherited or claimed family belongings or assets. But there were fewer people to undertake agricultural and pre-industrial work, crafts and trades. This meant that

▲ **Source 11.48** Fifteenth-century illustration of two groups of peasants meeting outside London, led by Wat Tyler and John Ball

the labourers could demand higher wages. This affected the old system of feudalism where life was based on the relationship of protection and service to the nobility.

Peasant uprisings

A law in England in 1351 that was designed to prevent an increase in workers' and peasants' wages fuelled discontent. The law, *Statute of Labourers 1351*, was implemented to protect the system of feudalism and stop workers from moving or relocating to new areas or towns to find work. By forbidding workers to move around and seek better working conditions and wages, the law increased the anger and discontent of the peasants. Their refusal to pay higher taxation led to swift punishment by the monarchy, who imprisoned the peasants.

The merciless and cruel imprisonment of peasants sparked the Peasants' Revolt of 1381. Groups of peasants marched from Essex and Kent to London and attacked various buildings, while the king and government took refuge in the Tower of London. The leader, Wat Tyler, was killed on 15 June, and the revolt was suppressed.

Nevertheless, this revolt – and others occurring throughout Europe, such as the Jacquerie Revolt of 1358 in France, and the Ciompi Rebellion of 1378 in Italy – undermined the already weakened system of feudalism. It became clear that the workers were a force to be reckoned with, and it marked the start of major social, economic and political changes. The changes eventually led to the industrialisation of Europe and the rise of workers' rights and principles of fairness and liberalism.

Rise of the merchant class

The end of feudalism and the rise of the merchant class changed the structure of society in Asia, Africa and Europe. Prices for agricultural produce had fallen as a result of decreased population because there were less people who needed food. Many peasants had moved into towns and began working as craftsmen or labourers.

Industries such as textiles and trade were in higher demand. There was increased social mobility for people who had survived.

Religion

The power of the Church to save and redeem people was undermined by the Black Death. While the Catholic Church would not be directly challenged until the sixteenth-century Reformation, it can be argued that the Black Death caused people to start questioning Christian faith, and so was a precursor to the Reformation.

The Christian and Islamic religions were both weakened by the death toll of the plague. Many survivors developed beliefs based on the present rather than the eternal future.

Central to the beliefs of societies across Africa, Asia and Europe was the fundamental principle of evil and disharmony resulting in physical destruction, sickness and death. When the Black Death pandemic struck, societies across the globe began to question their beliefs and their rulers.

Health and hygiene

Systems of health and hygiene were improved by the fifteenth century. The idea of quarantine had proved to be the most successful way of controlling the spread of the plague and became a common practice for different towns, ports and countries. Public sanitation was also improved.

In the following centuries, there would be resurgences of bubonic plague, such as the 1665 Great Plague of London, and the 1679 Great Plague of Vienna. While devastating, none of these instances of the plague were as widespread as the Black Death.

Empires

Massive population and generational loss resulted in the decline of once-strong conquering empires and allowed the rise of new empires, such as the Portuguese.

Slave trade

The fifteenth-century demand for labour and markets led to a rise in the demand for slaves captured in Africa. Production in Europe increased, along with the need for more workers. The growth in exploration and desire for new markets for the growing cities and towns can be indirectly linked to the social and economic changes of the Black Death. The sixteenth-century beginning of the transatlantic slave trade, where enslaved African people were taken to other parts of the world, such as the Americas, can be seen as a consequence of this.

Interpretations of the impact

Historians through the ages have suggested that the Black Death brought about a 'social revolution' (Gasquet, 1893). Even though thousands died, the social changes were positive. However, some have taken the view that these changes were inevitable, and the Black Death simply sped up the process.

Bio-archaeological studies by De Witte (2009) suggest that the plague killed more women than men, indicating that during times of hardship women, due to social position, receive less nourishment and have greater contact with sufferers or those afflicted (Roosen, 2017).

Historical records show a higher death rate in towns and cities than in rural areas. However, there is debate over the reason for this. Some historians suggest that rural infection rates were naturally lower due to more scattered populations. This is called the urbanised pandemic theory. But other historians point out that records of death were more readily documented in cities and towns. All of this means that we don't know definitively how much difference there was in the death rates between city and country.

ACTIVITY 11.12

Check your understanding

Create a consequence chart considering the impact of the Black Death on society. Include the movement of peoples as well as the political, social and economic effects such as slavery and colonisation. You can refer to the Interactive Textbook for an example of a consequence chart.
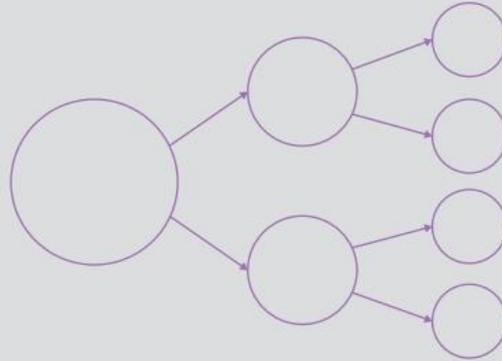
Key concepts: cause and effect, empathy, significance

HASS skills: analysing, evaluating, communicating and reflecting

END OF SECTION REVIEW 11.7

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What percentage of the population died as a result of the Black Death in Asia, Europe and Africa?
2 How many people were killed as a result of the Spanish influenza in 1918?
3 Identify two occasions when the bubonic plague re-occurred after the fourteenth century.
4 How is the growth in the slave trade indirectly linked with the Black Death?

Interpret

5 Why are there more accurate figures of the death rate from the Spanish influenza of 1918 than there were from the Black Death in the fourteenth-century?
6 Why do you think it took so long for the global population to recover after the Black Death?
7 Describe some positive outcomes that arose from the Black Death.

Argue

8 'Conflict among historians regarding how the Black Death impacted society is inevitable due to lack of accurate supporting evidence from the time.' Present an argument in favour or against this statement, justifying your response with evidence.
9 Present arguments for how the Black Death resulted in the disintegration of feudalism.

Key concepts: evidence, cause and effect, significance, contestability

HASS skills: analysing, evaluating, communicating and reflecting

11.8 Twentieth-century plague in Perth

FOCUS QUESTIONS

- How did the bubonic plague come to Perth?
- Where else in Western Australia did the plague spread to?
- What knowledge gained during the fourteenth-century plague was helpful?

The bubonic plague has reappeared several times throughout history, advancing across the world via trading and shipping routes. The severity of the bubonic plague has varied immensely. During its appearance in the early 1900s, millions of people were killed in India, China and Indonesia. However, only 60 people in Western Australia (in Fremantle and Geraldton) contracted bubonic plague between 1900 and 1906, and of those, 27 died.

When the plague arrived in Australia in April 1906, Fremantle port had been recently expanded. It was now the gateway to Western Australia and, therefore, the entry point of diseases from other ports around the world. Fremantle was overcrowded, the west end of the town being home to much of the working-class population, and its unsanitary tenement buildings and alleyways provided the perfect conditions for the spread of bubonic plague. All but one of Fremantle's plague victims lived or worked in the west end.

Bath water and other 'slops' were discarded into communal backyards and alleyways; the insufficient number of 'privies' per household meant they were fetid more often than they were not. Fremantle was basically built on sand, which meant the town's drainage was woefully inadequate. The town's system of waste disposal, both human and otherwise, was shamefully deficient, and drains were 'choked with filth and offal of every description'. One visitor to the town commented that 'Fremantle cannot claim to be even a moderately sanitary town'. In 1900 the town had the worst mortality rate in Western Australia.

▲ **Source 11.49** Dr Michelle McKeough, *The Bubonic Plague in Fremantle*, 2020
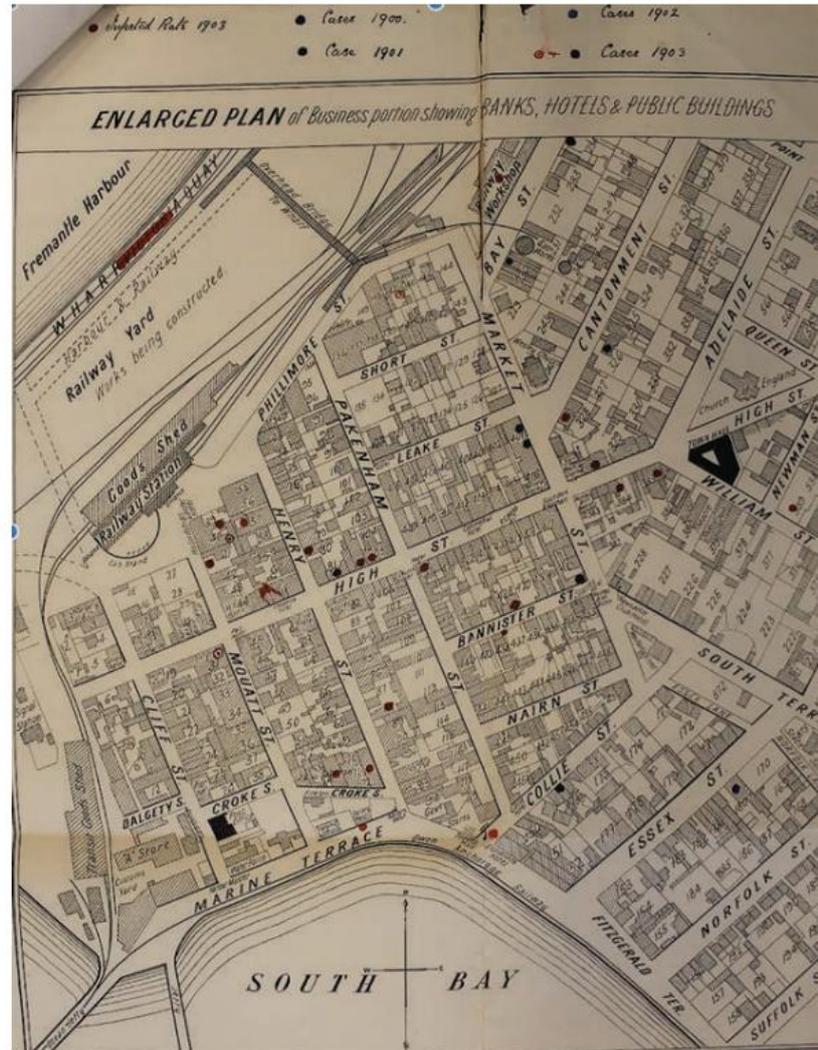
▲ **Source 11.50** Hand-annotated map from Dr Anderson showing where rats were found in the west end of Fremantle

Source: 1903 Central Board of Health Files AN 120/4, Cons: 1003, Item 1903/0418A, Outbreak of Bubonic Plague Fremantle, Second Series of Cases, February 1903, S.R.O. Perth

The Venice Convention of 1897 had identified that the plague was transmitted through the movement of rats. Fremantle's resident medical officer, Dr Hope, and the newly appointed Central Board of Health President, Dr Ernest Black, both agreed that to get rid of the plague, the city of Fremantle had to get rid of the rats. Men were subsequently employed to collect garbage and debris from the riverbanks and jetties, which was then taken out to sea. Dr Black was employed because of his work in Bombay Plague hospitals. He successfully limited the spread of disease in Fremantle by focusing on controlling the rats which spread the plague, and implementing inoculations, which had only recently been invented. The final outbreak of plague in Fremantle was in 1906 and by this time both sanitation and housing had been vastly improved.

ACTIVITY 11.13

Using historical sources as evidence

The following source is a report on the outbreak of the plague in Fremantle.

Appendix I.

Name.	Age.	Occupation.	Residence.	Place of Work.	Date of onset of illness.	No. of Contacts.	Cases among Contacts.	Result.	Date.
Hugh Murray	19	Waiter	Corner of Market and Bannister Streets	Corner of Market and Bannister Streets	24-1-03	...	...	Discharged	7-3-03
Nicholas Buicich	20	Waiter	Corner of Market and Bannister Streets	Corner of Market and Bannister Streets	27-1-03	9	2	Death ...	29-1-03
Lucy Butterworth	23	Waitress		Corner of Market and Bannister Streets	27-1-03	...	...	Discharged	7-3-03
Rosabella Swales	15	Tailoress	Hubble Street, E. Fremantle	Batger's, High Street	10-2-03	6	0	Discharged	24-3-03
Percy Cartwright	27	Yardman	Hotel, corner of Mouatt and Phillimore Streets	Hotel, corner of Mouatt and Phillimore Streets	15-2-03	15	0	Death ...	18-2-03
Norman Ravenstrunch	15	Clerk	Bellevue Terrace, Fremantle	Sandover's, corner of High and Mouatt Streets	17-2-03	7	0	Death ...	24-2-03
James Gardner	52	Ship steward	103 Phillimore Street	Alhambra restaurant, Henry Street	19-2-03	26	0	Discharged	24-3-03
Victor Hague	26	Nightman	Duro Road	In Fremantle, West Ward	24-2-03	2	0	Death ...	28-2-03

▲ **Source 11.51** Victims of the plague

Responding to the source

1 What commonalities can you identify between the victims of the plague?

2 What percentage of identified victims have died because of the disease?

Key concepts: sources, evidence

HASS skills: analysing, evaluating

END OF SECTION REVIEW 11.8

Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Which two locations in Western Australia experienced cases of bubonic plague between 1900 and 1906?

2 How many people in Western Australia died because of the bubonic plague?

3 In which area of Fremantle did the majority of the victims live or work?

4 How was the plague transmitted in the early 1900s?

Interpret

5 Fremantle was a major Western Australian port; how would this influence the transmission of bubonic plague in the area?

6 Why would garbage and debris be collected and then taken out to sea in an effort to prevent the plague from spreading?

7 Outline some of the reasons that Fremantle had the worst mortality rate in Western Australia.

Argue

8 Evaluate the proposition that knowledge from the fourteenth-century plague outbreak assisted the Central Board of Health Director in effectively controlling the Fremantle plague outbreak between 1900 and 1906.

Key concepts: sources, evidence, continuity and change, cause and effect

HASS skills: analysing, evaluating, communicating and reflecting

11.9 Conclusion: why does it matter?

The bubonic plague is a disease that has not been restricted to fourteenth-century medieval Europe. This disease has travelled around the world in conjunction with the expansion of trade and the movement of people. The fourteenth-century plague outbreak gave way to an extension of existing medical knowledge in the context of understanding how the human body worked and the methods most effective in controlling diseases. As the world has transitioned to modern society, knowledge gained in medieval times has been built upon to become the foundations of modern-day medicine, disease prevention and treatments. Major ports such as Fremantle and Geraldton in Western Australia were significantly impacted by this disease in the early 1900s, and the management techniques employed to control its spread were influenced by the lessons learned during the fourteenth century. Even now, as the world battles to contain the spread of the COVID-19 virus, information gained centuries ago is at the forefront of prevention. History always has things to teach us!

11.10 End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter?

Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

Inquiry

Researching the effects of the Black Death

In groups, research the effect of the Black Death on one of the following groups in Europe:

- peasants
- nobility
- women
- children.

Analysis

Group work activity

In groups, create a source book on the Black Death showing how it affected daily life, religion and social order. Annotate these sources to show where they come from, what they show and how reliable these are.

Creative task

Create a representation of the Black Death and its impact upon European society. Your representation could include visuals, text, and references to a range of sources.

Visible thinking routine

Colour, symbol, image (CSI)

Choose a colour, symbol and image to show how the Black Death was seen by people in Asia, Africa or Europe at the time. Annotate your CSI with reasons for your choices.

Writing

Describing the impact of the Black Death

1 Describe how fourteenth-century living conditions and expanding trade contributed to the origin and spread of the Black Death.
2 Assess the impact of the Black Death on Asian, European and African societies. Use evidence from different primary and secondary sources to support your assessment.

Key concepts: sources, evidence, cause and effect, significance, empathy

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting.

History has many connections with other subjects in the Humanities. Have you considered how what you have learnt about medieval Europe and the Black Death relates to the other topics you will cover this year? Here's a sample:

Civics and Citizenship

The Magna Carta and the rule of law

The rule of law, in its most simple definition, is a concept followed by government and citizens alike where both groups of people know and obey the law. The concept of the rule of law is founded upon the basis that all citizens are equal before the law. This concept has its origins in the Magna Carta.

- Create a comic strip beginning with The Charter of Liberties in 1215 and ending with the Magna Carta in 1297, detailing the journey of the Magna Carta. Include key dates.
- 'The Magna Carta is the foundation of modern-day democracy.' Write an argument to agree or disagree with this statement, using evidence. Include examples from Australia's political system.
- Explain how the Magna Carta helped to establish common law and the concept of a fair trial.

Wat Tyler and the Peasants' Revolt

The Peasants' Revolt began in 1381 in the Essex village of Fobbing, after a tax collector came to demand the villagers pay their taxes. The villagers refused to pay and organised a march on London. Up to 60 000 people participated in the revolt and at one point King Richard gave in to their demands. Unfortunately, the King had limited power to meet their demands but the tax was withdrawn.

- Explain how the Peasants' Revolt is an example of active participation in the democratic freedoms (speech, assembly, protest), that are protected by law here in Australia.
- Evaluate the success of the Peasants' Revolt as a lobby group seeking positive change.

Economics and Business

The beginnings of capitalist markets

The world has changed from one where people grew produce to eat and survive to one where excess product is grown specifically to sell for profit. From the twelfth century onwards, market towns grew rapidly with the purpose of providing goods and services to the surrounding citizens. Markets were held on specific days in the town square and attracted merchants from many places.

Imagine you live in a medieval European village and the monarch has granted you a licence to trade at the weekly market. How will you maximise your profit? Create an eye-catching advertisement to display at your stall; be mindful that many people are illiterate, and ensure you include the following:

a how your product is made
b what your product can be used for
c the price of your product
d why people should buy your product.

The influence of technology

Make a list of the different kinds of businesses that existed in medieval times (shipping merchants, silk and spice traders, butchers, blacksmiths, etc), and describe how advances in technology (agricultural, building, weaponry, etc) would have influenced and changed the way that they worked.

Geography

Landforms and landscapes

The landscape of medieval Europe was hugely transformed to include immense castles and fortified villages with barrier walls to keep intruders out and protect the people within. Create two maps of medieval Europe: one at the start of the period (600 CE) and one at the end (1500 CE). Include the following in each:

- the location and approximate population of major towns and cities
- major natural features (mountain ranges, inland water bodies, etc.) and human features (castles)
- imperial connections.

Compare your two maps, and write a paragraph describing how the physical landscape of medieval Europe has influenced changes in how people make use of the land they live on.

The Black Death and changing nations

Vast numbers of people living in highly urbanised shared areas with limited sanitation meant the Black Death was able to spread rapidly. Conduct some research and map the spread of the Black Death via urban cities during the fourteenth century. Include the following:

- trade routes such as the Silk Road and spice trade routes
- the names and locations of major cities and the year plague outbreaks occurred.

Write a paragraph describing how the creation of urban centres along established trade routes was linked to the spread of the bubonic plague.

Putting it all together: key concepts for your memory bank

Summarising your studies of the Humanities and Social Sciences in Year 8

Throughout your studies this year, we have asked you to take special notice of certain key concepts across the four HASS subjects. In the following activities, we would like you retrieve from your memory bank what you know about these six key concepts, and demonstrate your understanding of the concepts in writing.

We hope the activities present another opportunity to see how the key concepts are related across the HASS subjects. We also hope the activities allow you to summarise your work in Humanities and Social Sciences in Year 8 and can be looked at again to revise your studies when you start Year 9!

Activity 1 – Create a summary of how the concepts you've learned about this year connect to each other

Step 1: Go back through the chapters and identify what each of the concepts in the table below mean. Reread the definition of the concepts in this book first. Then look up a definition of each concept. Now copy and complete the table by defining each concept in your own words (one has been done for you).

Concept	Participation	Allocation and markets	Space	Environment	Perspective	Continuity and change
Definition	Political participation refers to activities that might influence public policy, including voting, helping in a political campaign or donating money to a candidate. Anything that can affect the selection of individuals or groups who make policies is participation.					

Step 2: Identify links between these concepts by grouping them into pairs or groups of three. For example, you might decide that *continuity and change* and *environment* are connected because some of the ways in which humans respond to natural hazards in the environment has changed, and some things have stayed the same over time. Write out your ideas in full sentences until you have used all of the concepts in the table. Share your sentences with a partner. How are the connections you made the same and/or different to each other? Give your partner two pieces of positive feedback and offer two ideas that might help them improve their sentences.

Step 3: Create diagrams that explain how you think that these concepts connect and use one example to support your idea about why they are connected. Use arrows to show these connections. On one side of the arrow write your reasons for making this connection and write the example that demonstrates this connection on the other side of each arrow (there is an example of how to do this in the diagram below).

Each type of environment has its specific hazards and the impact of these hazards on people is determined by both natural and human factors. This impact can be reduced but not eliminated by prevention, mitigation and preparedness.

Reasons: Some of the ways humans respond to natural hazards and disasters has changed over time, but this is not true everywhere, so some responses stay the same.

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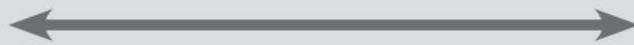
Example: Governments give donations of money, resources and volunteers to help after a natural disaster has affected a community, e.g. the 2015 earthquake in Nepal. This response is a continuity because governments have done this since ancient times (e.g. in Rome after Mount Vesuvius erupted in AD 79). Responses to natural hazards have also changed (e.g. using modern technology to build earthquake-proof buildings).

The concept of continuity and change refers to aspects of life or society that have remained the same or changed over a period of time. The causes of change, or reasons why change has been resisted, can be investigated. Continuity and change are evident in any given period of time.

Activity 2 – Writing task: using key concepts meaningfully

In your studies of the Humanities and Social Sciences, you will need to confidently and correctly use the terms related to your subject. Write a short response structured in three paragraphs in response to the question below using all the key concepts listed. Ensure that your use of these terms shows your understanding of what each term means. Ensure that your paragraphs are structured properly. (*Hint*: use the rubric from the Year 7 'Putting it all together' task to remind you how a good paragraph is structured.) Also make sure that you use evidence to support your ideas. (*Hint*: use the examples you collected from the diagrams you constructed for Activity 1.)

Hint: *The question is asking you to do more than define each of these concepts; put these definitions together in an extended response which is 300–500 words long, in three paragraphs.*

To answer the question effectively, using well-constructed paragraphs, you will need to go through several steps:

<u>Step 1:</u> Identify the key words of the question. Highlight, underline or circle them. These will form the most important parts of your response.

<u>Step 2:</u> What do the words 'describe' and 'explain' in the question below mean? Define them both. Write these definitions down.

<u>Step 3:</u> Use the sentences and diagrams you constructed for activity 1 to help you plan how you will address the key words in the question in your reponse. To make an effective plan you might draw a flowchart, brainstorm or use a graphic organiser. You might need to do more than one plan before you are happy with your final ideas.

Question: *Describe and explain how the concepts you have learnt in HASS over Year 8 relate to each other.*

Use these words correctly in your answer:

- participation
- allocation and markets
- space
- environment
- perspective
- continuity and change

<u>Step 4:</u> Before you start writing, analyse the assessment rubric for information on how you might structure a response that scores high marks. Highlight the key ideas in the right-hand column (the 5-mark column) of the assessment rubric, so that you know exactly what is expected of a response that gets top marks.

Quick review: Does the plan you wrote for Step 3 help you get the best marks on the marking key? If the answer is yes, start writing. If the answer is no, go back and adjust your plan. Ask a partner and/or your teacher for feedback on your plan before you start to write.

Assessment rubric: Using key concepts meaningfully

Word limit: 300–500 words

	0–1	2	3	4	5
Introduction	The introduction does not provide a clear indication of the response to the task or is not attempted.	The introduction is somewhat clear and explains the intention of the argument. No summation of evidence is provided.	The introduction is clear and some indication of the evidence that will be provided is listed in a non-specific order.	The introduction is clear and an indication of the evidence that will be provided is listed in a logical order.	The introduction has a clear and strong response to the task and indicates that specific, ordered examples of evidence will be provided.
Topic sentences	The topic sentences are unclear and appear unrelated to the task.	Not all topic sentences are accurate, nor clearly address the task or support the introduction.	Some topic sentences are accurate, and satisfactorily address the task and support the introduction.	Most topic sentences are accurate, specific, clearly address the task and support the introduction.	All topic sentences are accurate, specific, clearly address the task and support the introduction.
Evidence	Little or no attempt has been made to use evidence.	Some attempt has been made to use evidence however it appears generalised and inaccurate.	There is an acceptable level of supporting evidence that is mostly accurate.	There is a commendable use of supporting evidence that is accurate and relevant.	There is an abundant amount of supporting evidence that is accurate and relevant.
Linking statements	No linking statements or a conclusion are included within the response.	Some linking statements are included. Limited attempt at a final conclusion has been made.	Most of the response contains linking statements between paragraphs. Final paragraph contains an attempt at a conclusion.	Linking statements make a connection between paragraphs. Final paragraph contains a brief conclusion.	Linking statements make a clear connection between paragraphs. Final paragraph contains a strong conclusion.
Effort and organisation	The response is incomplete or disorganised. No attempt to check spelling and grammar, indicating no planning, drafting or proofreading before submission.	The response is poorly presented, disorganised and contains several spelling and grammatical errors, indicating little planning, drafting and proofreading before submission.	The response is satisfactorily presented, contains some spelling and grammatical errors, indicating limited planning, drafting and proofreading before submission.	The response is well presented, contains few spelling and grammatical errors, and shows evidence of some planning, drafting and proofreading before submission.	The response is neatly presented, checked for spelling and grammar, and shows evidence of planning, drafting and proofreading before submission.

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Acknowledgments

The author and publisher wish to thank the following sources for permission to reproduce material:

Glossary

Civics and Citizenship

absolute monarchy   a system of government in which a person is given authority to rule through birth and family heritage; the king or queen is not limited in their power or decision-making by a council or parliament

apolitical   to be objective or unbiased in political beliefs

Australian Constitution   enacted in 1901 as a law of the Imperial (British) parliament. This document outlines the structure of the Australian political and legal system, including the three branches of government and their roles and responsibilities.

Act   a law developed by parliament that has been given royal assent

ambiguous   vague or open to interpretation

bill   a draft law

Brown v Tasmania   a decision made by the High Court that found a Tasmanian law restricting the actions of protesters was not appropriate, and unnecessarily restricted the freedom of political communication that is required in a democratic country

charter or bill of rights   a document that lists and identifies the most important rights of citizens

common law   the legal system that has developed over a period of time from old customs and court decisions, rather than laws made by politicians

compulsory   to be required to do something

constitutional monarchy   a system of government in which the power of a king or queen is limited by a parliament of elected representatives who have the authority to make and amend laws for a country

delegated legislation   laws, rules, etc. made by a person or group other than parliament that has been given special powers to do this by parliament

democracy   a system of government in which people have power to make decisions, particularly in respect of laws

diversity   the mixture of races and religions that make up a group of people

duty of care   a requirement under law to ensure the wellbeing and health of others

election   a process whereby people cast votes to make a decision

electorates   a defined area within a state or territory that is represented by member of a political party or independent

'fair go'   something you say when you want someone to act in a reasonable way

freedoms   the entitlement to think, feel or act in a particular way without restriction or limitation

identity   the beliefs, values, characteristics and features that someone thinks about themselves. These may be similar to others or differentiate them from other people.

incitement   provoking or encouraging unlawful behaviour

infringe   to interfere in the actions, thoughts or feelings of another, preventing them from being free or exercising their rights

interest or lobby group   a group that wishes to influence the actions of government

jurisdiction   an area where an institution or body has power to make legal decisions

legislation   a law or set of laws suggested by a government and made official by a parliament

limitations   in the context of rights and freedoms, an individual can be restricted or stopped from acting in a particular way if it infringes on the rights of others or causes harm

Magna Carta   a document created in 1215 that the barons of England forced King John to sign, which limited his power and provided some protection and rights for free citizens

multi-faith   an approach that involves a variety of religions

negligence   not taking due care or responsibility in your actions

political party   a group of people with similar beliefs, values and ideals that wishes to have members elected to parliament in order to form government

precedent   in a legal sense, a judgment by a court that is established as the guiding principle for decisions in future cases

religion   a unified system of beliefs and practices related to sacred objects, things and actions followed by a community that adheres to spiritual practice and conduct

rights   entitlements that all human beings have regardless of age, gender, religion, place of birth. Examples include the right to live without fear, freedom from slavery, the right to be treated equally before the law.

remuneration   compensation for work completed

rule of law   a principle in which the law is supreme and all individuals must be treated fairly by that law as well as follow the law

secession   officially withdrawing from a political body

secular   not having any connection with religion

self-determination   a concept in which individuals and communities are able to make decisions and manage the social, economic, cultural and political aspects of their lives

statutory law   a system of laws that have been decided and approved by a parliament

symbol   a sign, shape or object that is used to represent something

values   the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour

vilify   to write or say something negative about another that causes others to have a negative perspective about them

Economics and Business

algorithm   the list of instructions and rules that a computer needs to do to complete a task

allocation   is an amount of something, especially money or resources, that is given to a particular person or used for a particular purpose

corporate social responsibility (CSR)   the concept that companies should integrate social and environmental concerns in their business operations

federal budget   a document that sets out the estimated revenues and expenditures of the Australian Treasury in the following financial year

hazard   a source or a situation with the potential for harm in terms of human injury or ill-health, damage to property or the environment

industrial action   is taken by employees to settle a workplace dispute about working conditions. It includes when employees: don't come to work; fail or refuse to perform any work at all; delay or put a ban or limit on the work they do.

interrelationship   the way in which two or more things or people are connected and affect one another

multinational corporations (MNCs)   companies that are located in several different countries, or businesses producing and selling goods in several different countries

private goods   are those whose ownership is restricted to the group or individual that purchased the good for their own consumption

profit   the money left over from selling goods and services after all costs and expenses have been paid

risk   the chance of something happening that will have a negative effect

subsidiary   a company that is owned by a larger company

sustainability report   a report about an organisation's environmental and social performance

tariff   a tax on goods coming into or going out of a country

transaction   a completed agreement between a buyer and a seller to exchange goods, services, or financial assets

Geography

aftershock   one or more smaller tremors that follow the main shock of an earthquake

agents   the forces causing erosion, such as gravity, wind or water

asylum seeker   someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

backwash   water from a breaking wave running back down the beach

bathymetry   the shape of the sea floor

biodiversity   the number and types of plants and animals that exist in a particular area

birth rate   the number of people born per year in a population per 1000 people

chasm   a deep fissure in the surface of the Earth

citizenship   the status of officially being a member of a country and having legal rights, such as voting in elections

coastal deposition   the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

coastal erosion   the wearing away of sediment and rocks from the shoreline

coastal hinterland   the land extending inland from the coast

coastal waters   the sea extending out from the coast

commute time   the amount of time taken to travel to and from work

conservation   the protection of the natural environment

constructive waves   a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

continental plates   the Earth's landmasses, 25–90 km thick and made mostly from granite

correlation   an association or relationship between two phenomena

counter-urbanisation   the movement of people from urban areas to surrounding rural areas

culture   the customs, behaviours and beliefs that characterise a particular society

death rate   the number of people who die per year in a population per 1000 people

delta   a fan-shaped deposit of river sediments found at the mouth of a river

deposition   the last stage of the erosion process, when the material being moved settles on a surface

depositional coastal landscape   sandy coastlines with landforms created from sediment being deposited

destructive waves   a wave where the backwash is stronger than the swash, removing sediment and other material from a beach

disaster   a hazard event that causes significant damage to human or natural environments

donor country   a country from which an international emigrant came

dredging   clearing up materials from water

emigrant   a migrant who leaves a country to live in a different country

epicentre   the point on the Earth's surface directly above the earthquake's focus

erosion   the process where the material of the Earth's surface is worn away and moved to a new location

erosional coastal landscape   rocky coastlines with landforms shaped by erosion

exporting   sending goods to another country for sale

eutrophication   the addition of nutrients to water, which encourages plant growth that can take oxygen from the water and kill marine life

fault   crack or fracture in rock

fetch   the distance covered by wind that generates a wave

financial incentives   money that is offered to people to encourage them to do something, such as migrate

focus   the point in the Earth's crust where an earthquake originates

fold mountains   mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

geographic characteristics   physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

geographic information system   a digital tool used to collect and analyse spatial data using layers on an interactive map

geomorphological hazards/disasters   natural hazards or disasters that affect the characteristics of the Earth's surface

geotagged photo   a photo that contains information about where it was taken, such as latitude, longitude and elevation

glacier   a large mass of ice that moves slowly

gorge   a valley, cleft or deep vertical indentation between cliffs

gross domestic product (GDP)   a measure of a country's economic output based on the goods produced and the services provided

gross domestic product (GDP) per capita   a measure of the strength of a country's economy

groundwater   water located below the Earth's surface

groyne   a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

hazard   a situation that has the potential to cause harm to people, their property or the natural environment

hazard event   the realisation of a hazard, such as the eruption of a volcano

host country   a country that is home to an international immigrant

hukou   an official document registering that a Chinese citizen is a legal resident of a particular area

immigrant   a migrant who comes to live in a different country

industrialisation   the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

infrastructure   structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

integration   the adoption of other cultures into a society as equals

interconnection   the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

landform   a naturally formed feature on the Earth's surface, having a characteristic shape or form

landscape   the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

longshore drift   the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

lunette   a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

megacity   a very large city with a population of over 10 million people

mid-ocean ridges   underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

migration   the change of residence by an individual or group within a country or between countries

Moment Magnitude scale   the scale used to measure the magnitude of an earthquake

monolith   a landform formed by a single massive rock or stone

natural aquifer   an underground layer of rock and other material containing groundwater

natural hazards/disasters   hazards or disasters caused by nature or natural events

natural population growth   the difference between the numbers of people who are born and who die in a population

net overseas migration   the difference between the numbers of immigrants and emigrants in a country

oceanic plates   the ocean floor, 5–10 km thick and mostly basalt

oceanic trench   a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

permanent residency   having the right to live in a country for as long as you like without being a citizen

persecution   to treat someone unfairly or cruelly over a long period of time because of their race, religion or political beliefs

place   an area that has a specific meaning or purpose

population density   the number of people per square km

prevailing winds   the usual direction the wind blows in a particular location

primary data   information collected in the field by the person undertaking research

processes   the physical or human forces that cause change to a landscape

refugee   a person who has escaped from their own country for political, religious or economic reasons or because of a war

relative location   description of where a place or object is in terms of distance and direction from another object

relocation scholarships   payments for each year of study for students from regional and remote areas who undertake full-time study

remote   areas where very few people live and are located far away in distance from other locations

rent assistance   payments to contribute towards rent expenses for those living away from home

resettlement   the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them

Richter scale   the scale formerly used to measure the magnitude of an earthquake

ridge   a long, narrow and raised part of a surface, especially a high edge along a mountain

rift valleys   long valleys created where two continental plates are diverging

rural   of or in small towns, usually dominated by agricultural and forest areas

sanitation   access to clean drinking water and adequate sewage disposal

satellite imagery   images taken by satellites orbiting the Earth

secondary data   information collected from research such as studies, statistics and satellite imagery

sediment   the fragmented material created by weathering and erosion, such as sand or dust

seismic waves   vibrations of the Earth's crust that cause earthquakes

slums   dense informal settlements in urban areas where residents do not have a legal claim to their land

social security   payments from the government to people without an income, such as Australia's aged pension

spatial association   the degree to which two or more phenomena have similar spatial distributions

spatial scale   the size or magnitude of a geographic process, feature or event

storm surge   a rush of water onshore caused by strong winds pushing on the ocean's surface

subduction   where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

sustainable   the ability to be maintained at the same rate without impacting the future

swash   water from a breaking wave washing up the beach

technological hazards/disasters   hazards or disasters caused by the actions of humans

time scale   the period of time over which a geographic process or change has taken place

tombolo   a landform where a narrow piece of land connects an island to the mainland

urban   of or in a city or large town; built-up areas

urbanisation   the increase in the proportion of people living in urban areas compared to rural areas

valley   an area of low land between hills or mountains

weathering   the process where a material is broken down into smaller fragments, either physically or chemically

World Heritage List   a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

youth allowance   fortnightly payments available through Centrelink for full-time students aged between 16 and 24

History

agriculture   the practice of farming

Anglo-Saxons   the inhabitants of England, who were originally from northern Germany and southern Scandinavia

animism   to give spiritual qualities to inanimate objects or phenomena such as a storm or tide

apothecary   person who provided medicines and chemicals, like a modern-day pharmacist

archer   a person who fights with a bow and arrows

architecture   the art or practice of designing and constructing buildings

artisan   someone who does skilled work with their hands

barbarian   a member of a people not belonging to Rome

barbican   a double tower above a gate or drawbridge

Bible   the collection of sacred writings of the Christian religion

bishops   high-ranking members of the Roman Catholic Church

Black Death   the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population

brigand   a member of a gang that ambushes and robs people in forests and mountains

canonise   (in the Roman Catholic Church) to announce officially that a dead person is a saint

Carolingian Minuscule   a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

castle   a large, fortified building

catapult   a medieval siege weapon similar to a trebuchet

cathedral   large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

cavalry   armoured knights who rode into battle on horseback

chivalry   the medieval knightly system with its religious, moral and social code

Christianity   the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

clergy   religious workers of the Church

cock fighting   a contest in which gamecocks usually fitted with metal spurs are pitted against each other

congregation   a group of people assembled for religious worship

crucify   to kill someone by tying or fastening them with nails to a cross and leaving them there

curative   to cure or treat

Dark Ages   the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

divine right   the idea that kings derive their right to rule directly from God and do not have to answer to those below them

Domesday book   a census of the English population and the wealth and land owned by its nobility

drawbridge   a bridge that can be raised or lowered in order to protect a castle from attack or to allow big boats to go under it

emperor   a ruler of a society

exponential rate   grows at a fast or accelerated rate

fallow   land that is not planted with crops, so that the quality of the soil improves

feudal   a type of ruling system based on land usage, where the ruler owns all the land and allows others to occupy and use it in return for taxes, money, goods or services

feudalism   the social structure that organised society into categories from the monarchy down to the poorest member

fief   a piece of land owned by the king, rented to a vassal

flagellation   whipping or beating; a flagellant is a person who self-flagellates, or whips themselves

foot soldier   poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble

groom   a lower servant in the noble's castle

heaven   a place regarded in various religions as the abode of God and the angels, and of the good after death

heir   a person who will receive money, property or a title from another person when that person dies

hell   a place regarded in various religions as a spiritual realm of evil and suffering

Holy Lands   lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam

Holy Roman Empire   a large territory in Western and Central Europe that developed during the early medieval era

Jesus   the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity

jihad   struggle or resistance; holy war

jousting   medieval knights engaging in a sporting contest in which opponents on horseback fight with lances

keep   the strong main tower of a castle

knight   a skilled fighter who served a noble or king

Latin   the language of ancient Rome and its empire

Lombard Bands   a decorative arch usually located on the exterior of a building

lord, earl, duke and baron   titles used by people from the nobility to determine their rank

marshal   a servant in charge of the noble's hall

masonry   stonework

Mass   the organised service of worship in the Catholic Church

medicinal draughts   oral medicine

mercenary   a professional soldier hired to serve in a foreign army

merchant class   a new social group who bought and sold goods between east and west

missionary   a person sent on a religious mission to promote Christianity

moat   a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack

monarch   a person who rules over a kingdom or empire; usually a king or a queen

monasteries   Christian communities of religious people called monks or nuns, and the buildings where they lived and worked

monetary   money-based economy

moral authority   the guiding group who determine what is good and right

noble   a wealthy person, connected to the ruling family by rank, title or birth

oath of fealty   a pledge of allegiance from one person to another

page   a young trainee knight

pandemic   an infection that spreads over a large area or population

Pax Romana   the peace that existed between nationalities within the Roman Empire

penitence   showing sorrow for doing something wrong, particularly something against religious rules

pestilence   an infectious disease that spreads quickly

pewter   a metal alloy made of tin, copper and sometimes silver

pilgrim   a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion

pious   devoutly religious life

pope   head of the Roman Catholic Church

power vacuum   a situation that exists when someone has lost control of something and no one has replaced them

Prophet Muhammad   the Arab prophet who, according to Islam, was the last messenger of Allah

Roman Catholic Church   early strand of Christianity where the figurehead is based in Rome, Italy

saltpetre   a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

Seljuk Turks   tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine and most of Iran

serf   a poor farm worker bound to work on the land owned by the local noble

siege   a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

Silk Road   the major trade route that stretched from China to the Mediterranean world

steward   a servant who supervised both the lord's estate and his household

sultan   the title used by rulers in many parts of the Muslim world

symmetry   when something can be divided into identical halves

Tartars   a group of people from southern Russia and the eastern Turkish regions

tinctures   ointments

tithe   one-tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

treason   the crime of betraying one's country

trebuchet   a large device used in wars for throwing large rocks at the walls of a castle as part of an attack

trepanning   making a hole in a person's skull with a drilling tool known as a trepan

witchcraft   the practice of magic, especially black magic